

SYLLABUS BIFURCATION PREPARATORY STAGE

Class 3

CENTRALISED SYLLABUS BIFURCATION FOR APSs CLASS 3

Academic Session 2023-24

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

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| July-Literature: Lesson-3: Save Water-Save the World Poem- 3- Ferry Me Across the Water | 1. Note Book Submission MM 25 (Weightage 5 Marks) 2. Subject Enrichment Activity MM 25 (Weightage 5 Marks) | | Feb-Grammar: Letter Writing Unseen Passage Comprehension |
| Grammar: Lesson-6 Possessive Nouns Lesson-7 Collective Nouns. Lesson -10- Adjectives | | | 1. Note Book Submission MM 25 (Weightage 5 Marks) 2. Subject Enrichment Activity MM 25 (Weightage 5 Marks) |

REPORT CARD WILL CONSIST OF 100 MARKS

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

TERM -1

| Month/Periods | LESSON:- | Domain & Curricular Goals(mapping with Foundational stage) | Competency & Learning Outcome | 21 st Century skills | Integration | Inter-disciplinary integration | Learning Space | Assignments | Suggestive Pedagogies |
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| <p>April (22-25Days)</p> <p>Pd: (24-28)</p> | <p>Lit:</p> <p>Lesson-1: I don't have a flower (Prose- Narrative Parable)</p> <p>Skills- Listening and Speaking</p> <p>CONCEPT:-</p> <ul style="list-style-type: none"> ● Importance of being Honest ●Vocabulary building <p>Sub-Concepts: -</p> <ul style="list-style-type: none"> ● Learning how honesty gives good reward. ● Imparting moral lesson to the learner. | <p>DOMAIN:</p> <p>Prose: Lesson-1: I don't have a flower (Prose- Narrative Parable)</p> <p>Language and Literacy development</p> <p>SocioEmotional and Ethical Development</p> <p>(Manomaya Kosha)</p> <hr/> <p>Curricular Goal:-</p> <p>CG9</p> <p>Children develop effective communication skills for day-to-day interactions in two languages</p> | <p>Competency</p> <p>Prose: Lesson-1: I don't have a flower (Prose- Narrative Parable)</p> <p>C9.5</p> <p>Comprehends narrated/read out stories and identifies character, storyline and what the author wants to say</p> <p>C9.6</p> <p>Narrates short stories with clear plot and characters.</p> <p>C4.5</p> <p>Understands and responds positively to social norms in the classroom and school.</p> <p>Learning Outcomes: -</p> <p>Basic:</p> <ul style="list-style-type: none"> ● Recalls the characters and a few events in the story that is narrated and is able to retell in their own words | <p>5 C's</p> <p>Communication Skill</p> <p>Creative thinking</p> <p>Life skills</p> <p>Problem Solving</p> <p>Decision-making</p> <p>Social Skills</p> <p>Vocabulary enrichment</p> <p>Communication</p> <p>Improved Pronunciation</p> <p>Emotional Skills</p> <p>Sympathy</p> | <p>Arts:-</p> <p>Draw and colour 5 common nouns.</p> <p>Scientific temper:-</p> <p>Exploring Family beliefs and applying rational thinking.</p> <p>Problem Solving</p> <p>Technology:-</p> <p>Learning through online resources</p> <p>https://youtu.be/kzmvQ5I7WC</p> | <p>Language:-</p> <p>Writing five sentences on my family.</p> <p>Music:-</p> <p>-Recitation</p> <p>-Exploring popular songs on concept of Family</p> <p>EVS:-</p> <p>Understanding the concept of family.</p> <p>Draw a family tree.</p> | <p>Home/Activity Room/Classroom</p> | <p>Class assignments</p> <p>Worksheets based on Competency based learning skills.</p> <p>Class Discussion</p> <p>Pronunciation</p> <p>Home assignments</p> <p>Art integrated activities</p> <p>And Giving notes to study at home for discussion in class</p> | <p>Suggestive Pedagogies</p> <p>Project -based learning</p> <p>(Narrate a short folk tale of your choice in the class.)</p> <p>Story telling</p> <p>Role-playing</p> <p>Suggestive Assessment: -</p> <ol style="list-style-type: none"> 1. Reading 2.Worksheet 3. Multiple-choice questions |

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| | | <p>CG-4</p> <p>Children develop emotional intelligence, i.e., the ability to understand and manage their own emotions, and respond positively to social norms</p> | <ul style="list-style-type: none"> Imagines and narrates personalized endings of the story Follows short simple instruction <p>Medium:</p> <ul style="list-style-type: none"> Identifies plots and characters in a story and retells it in the correct sequence using vocabulary from the story Narrates their own short stories with simple plots and characters Follows simple rules in school without adult reminders <p>Advance</p> <ul style="list-style-type: none"> Interprets the motivations of the author to write the story and retell the story as if they were the author Creates their own stories, with complex plots and multiple characters Follows Instructions/rules | <p>/Empathy</p> <p>Any Values /Ethics : (Schools to fill)</p> <p>Honesty</p> | <p>(My family)</p> | | | | <p>Suggestive resources/Activities:</p> <p>Draw and colour a family tree.</p> <p>Draw a flower and write values on its petals.</p> |
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| | <p>Poem-1: My Family</p> <p>(Literary Device used – Rhyme)</p> <p>CONCEPT:-</p> | <p>DOMAIN:</p> <p>Poetry</p> <p>My Family</p> <p>(Literary Device used – Rhyme)</p> | <p>Competency</p> <p>Poetry</p> <p>My Family</p> <p>(Literary Device used – Rhyme)</p> <p>C10.6</p> <p>Reads short poems and begins to appreciate the poem for its choice of words and imagination.</p> <p>C4.1</p> <p>Starts recognising self as an individual belonging to a family and Community</p> <p>C4.2</p> <p>Recognises different emotions and make deliberate efforts to regulate them appropriately</p> <p>Learning Outcomes:-</p> <p>Basic</p> <ul style="list-style-type: none"> ●Recognises simple emotions. ●Identifies relationship with family members | | | | | | |
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| | <p>●Family as a unit of society</p> <p>Sub-Concepts:</p> <ul style="list-style-type: none"> • Types of Family(nuclear,joint,extended) • Characteristics of a Family • Rhyming words • Antonyms | <p>Language and Literacy development</p> <p>Socio Emotional and Ethical Development</p> <p>(Manomaya Kosha)</p> <p>Curricular Goal:-</p> <p>CG-4 Children develop emotional intelligence, i.e., the ability to understand and manage their own emotions, and respond positively to social norms</p> <p>CG-10 Children develop fluency in reciting the poem.</p> | <p>Medium</p> <ul style="list-style-type: none"> ●Shows care for and joy in engaging with all life forms ●Identifies names, and associates relationship with family and among extended family <p>Advance</p> <ul style="list-style-type: none"> ●Expresses and conveys Empathy towards family, neighbourhood & Community. <p>Competency</p> <p>Grammar</p> <p>Lesson-17 Sentences</p> <p>Lesson-1 Common Noun</p> <p>Lesson-2 Proper Noun</p> <p>CG-10.4</p> <p>Read stories and passages with accuracy and fluency with appropriate pauses and voice modulation.</p> <p>Learning Outcomes:</p> <p>Basic:</p> <ul style="list-style-type: none"> • Reads a few sentences of familiar words with | | | | | | |
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| | <p>Grammar:</p> <p>Lesson-17 Sentences</p> <p>Lesson-1 Common Noun</p> <p>Lesson-2 Proper Noun</p> <p>CONCEPT:-</p> <ul style="list-style-type: none"> •Nouns •Sentence Identification <p>Sub-Concepts: -</p> <ul style="list-style-type: none"> •Types of sentences •Parts of a sentence •Identification of nouns •Types of nouns | <p>DOMAIN:</p> <p>Grammar</p> <p>Lesson-17 Sentences</p> <p>Lesson-1 Common Noun</p> <p>Lesson-2 Proper Noun</p> <p>Language and Literacy development</p> <p>Curricular Goal:-</p> <p>CG-10</p> <p>Children develop fluency in reading and writing.</p> | <p>accuracy</p> <p>Medium:</p> <ul style="list-style-type: none"> • Reads short passages accurately with appropriate intonation and pauses <p>Advance:</p> <ul style="list-style-type: none"> • Reads short passages accurately and fluently with appropriate intonation, pauses, and voice modulation | | | | | | |
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CWSN Assistive Learning: -

For Visually Impaired Students

Poem- My Family

Family - A group of people lead together in the house is called family.

Characteristics of the family-

1. Support / stand by you in every good or worst situation.
2. Logan care for other family members.
3. Security and sense of belonging.

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| | | | <p>4. Making each person within the family feel importing.</p> <ul style="list-style-type: none"> • bold / large / embossed print flashcard of family and family member. <p>For Hearing Impaired Students</p> <ul style="list-style-type: none"> • Flashcards of family and family members with caption. □ video with caption <p>https://youtu.be/tkatlyEeyJl</p> <p>https://youtu.be/UTKuTq_M5sA</p> | | | | | | |
| <p>May (12-14 days) (12-14 pd)</p> | <p>Lit: Lesson-2: The story of the Aeroplane (Prose- Factual)</p> <p>Skills- Listening and Speaking</p> <p>CONCEPT:-</p> <ul style="list-style-type: none"> • History of technological inventions. • Vocabulary building • Pronunciation | <p>DOMAIN: Lesson-2: The story of the Aeroplane (Prose- Factual)</p> <p>Language and Literacy development</p> <p>Cognitive Development (Vijnanamaya kosha)</p> <p>Curricular Goal:-</p> | <p>Competency</p> <p>Prose: The story of the Aeroplane (Prose- Factual)</p> <p>C 7.3</p> <p>Uses appropriate tools and technology in daily life situations and for learning</p> <p>C10.4</p> <p>Reads stories and passages with accuracy and fluency with appropriate pauses and voice modulation</p> | <p>5 C's</p> <p>Communication Skill</p> <p>Creative thinking</p> <p>Critical Thinking</p> <p>Life skills</p> <p>Problem Solving</p> | <p>Arts:-</p> <p>Make a paper plane and fly with a rubber-band.</p> <p>Scientific temper:-</p> <p>Critical thinking based</p> | <p>Language: English</p> <p>Being able to identify different kinds of countable and uncountable nouns.</p> <p>Complete the lines of the poem.</p> | <p>Learning Space</p> <p>Home and Classroom</p> <p>School playground.</p> | <p>Class assignments</p> <p>-Use of Dictionary</p> <p>- Discussion based on competency based learning skills.</p> <p>Worksheets based on Competency based</p> | <p>Suggestive Pedagogies</p> <p>Story -telling</p> <p>Inquiry- based learning</p> <p>Experiential learning</p> <p>Suggestive Assessment :-</p> |

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| | <p>Sub-Concepts: -</p> <ul style="list-style-type: none"> Sequencing of the events. Completing a passage. | <p>Prose:</p> <p>CG-7 Children make sense of the world around through observation and logical thinking</p> <p>CG10 Children develop fluency in reading and writing in English</p> | <p>Learning Outcomes:-</p> <p>Basic</p> <ul style="list-style-type: none"> Uses ideas based on observations Reads a few sentences of familiar words with accuracy <p>Medium</p> <ul style="list-style-type: none"> Identifies and names common objects, people, pictures, animals, birds, events etc. with assistance Begins “Independent Reading” of books of equal textual and visual content <p>Advance</p> <ul style="list-style-type: none"> Reads short passages accurately and fluently with appropriate intonation, pauses, and voice modulation <p>Competency</p> <p>Poetry</p> <p>Poem- 2: Evening (Literary Device used – Imagery)</p> | <p>Decision Making</p> <p>Social Skills</p> <p>Communication</p> <p>Interpersonal Relationships.</p> <p>Emotional Skills</p> <p>Belief in yourself</p> <p>Any Values /Ethics : (Schools to fill)</p> <p>Believe in yourself</p> <p>Self Confidence</p> | <p>on how an aeroplane fly.</p> <p>Problem Solving.</p> <p>Technology:-</p> <p>Video link https://youtu.be/Wkflwinu4Os</p> <p>(The story of the aeroplane)</p> | <p>Music:-</p> <p>Exploring popular songs on the concept of aviation</p> | | <p>learning skills.</p> <p>Class Discussion</p> <p>Use of dictionary</p> <p>Pronunciation</p> <p>Recitation of poem</p> <p>Home assignments</p> <p>Art integrated activities</p> | <p>Worksheets,</p> <p>Multiple choice questions.</p> <p>Suggestive resources/Activities:</p> <p>Library visit</p> <p>Reading about important inventions</p> |
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| | <p>Poem- 2: Evening (Literary Device used – Imagery)</p> <p>CONCEPT: -</p> <ul style="list-style-type: none"> Importance of prayer. Advises the child to be friends with the night. <p>Sub-Concepts:-</p> <ul style="list-style-type: none"> Trust in god and understanding he is the protector. Completing a passage. | <p>DOMAIN:</p> <p>Poetry</p> <p>Poem- 2: Evening (Literary Device used – Imagery)</p> <p>Language and Literacy development</p> <p>Socio Emotional and Ethical Development (Manomaya Kosha)</p> <p>Curricular Goal:-</p> <p>CG-4 Children develop emotional intelligence, i.e., the ability to understand and manage their own emotions, and respond positively to social norms</p> <p>CG-5 Children develop a positive attitude towards productive</p> | <p>C10.6 Reads short poems and begins to appreciate the poem for its choice of words and imagination.</p> <p>C4.2 Recognises different emotions and make deliberate efforts to regulate them appropriately</p> <p>C5.1 Demonstrates willingness and participation in age- appropriate physical work towards helping others</p> <p>Learning Outcomes:</p> <p>Basic:</p> <ul style="list-style-type: none"> Reads short poems and narrates the literal meaning of the poem <p>Medium:</p> <ul style="list-style-type: none"> Reads short poems and infers the imagination of the poet <p>Advance:</p> <ul style="list-style-type: none"> Able to frame a poem on their own. <p>Competency</p> | | | | | | |
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| | <p>work and service or 'Seva'</p> <p>CG-10</p> <p>Children develop fluency in reciting the poem.</p> <p>Grammar:</p> <p>Lesson 3 Countable and Uncountable Noun</p> <p>Lesson-4 Noun: Singular and Plural</p> <p>Lesson-5- Gender</p> <p>CONCEPT:-</p> <ul style="list-style-type: none"> Understanding singular and plural nouns Understanding of genders Understanding of countable and uncountable nouns. <p>Sub-Concepts:-</p> <ul style="list-style-type: none"> Converting singular | <p>Language and Literacy development</p> <p>Curricular Goal:-</p> <p>CG-10</p> <p>Children develop fluency in reading and writing.</p> | <p>Grammar</p> <p>Lesson 3 Countable and Uncountable Noun</p> <p>Lesson-4 Noun: Singular and Plural</p> <p>Lesson-5- Gender</p> <p>CG-10.4</p> <p>Read stories and passages with accuracy and fluency with appropriate pauses and voice modulation.</p> <p>C-10.9</p> <p>Shows interest in picking up and reading a variety of children's books</p> <p>Learning Outcomes:</p> <p>Basic:</p> <ul style="list-style-type: none"> Reads a few sentences of familiar words with accuracy <p>Medium:</p> <ul style="list-style-type: none"> Reads short passages accurately with appropriate intonation and pauses <p>Advance:</p> <ul style="list-style-type: none"> Reads short passages accurately and fluently with appropriate intonation, pauses, and voice | | | | | | |
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| | <p>nouns to plural nouns</p> <ul style="list-style-type: none"> • Identification of masculine and feminine nouns. • Synonyms • Identification of countable and uncountable nouns. | | <p>modulation</p> | | | | | |
| | | | <p>CWSN Assistive Learning:-</p> <p>For Visually Impaired Students</p> <p>The story of the airplane:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The story is based on the invention of the first aircraft named glider flown as a kite. <input type="checkbox"/> This aircraft was invented by right brothers. <input type="checkbox"/> In 1900, they were successful in flying a big 50 lb glider with 17 ft wingspan. It was the first glider | | | | | |
| | | | <p>having a pilot.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Boats were made many aircraft like this but in 1900 three, they designed a motor and a new aircraft <p>weighed 700 pounds and was called the flyer. It was the first successful powered flight in history.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Embossed flashcards of aircraft and airplane. <p>For Hearing Impaired Students</p> <ul style="list-style-type: none"> • Pictures of Wright brothers, aircraft (glider), motor aircraft (Flyer) with caption. • Important points on chart. <p>https://youtu.be/Wkflwinu4Os</p> | | | | | |

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| | | | https://youtu.be/oj1WwPI1XUw | | | | | | |
| <p>July (22-25Days)</p> <p>(26-28 pds)</p> | <p>Lit:</p> <p>Lesson-3: Save Water-Save the World (Prose- Narrative Parable)</p> <p>Skills- Listening and Speaking</p> <p>CONCEPT:-</p> <ul style="list-style-type: none"> Learning the value of water as a scarce resource on the Earth. Learning how to save water and use it wisely. <p>●Vocabulary building</p> <ul style="list-style-type: none"> Homophones Synonyms <p>Sub-Concepts: -</p> <ul style="list-style-type: none"> Becoming alert to environmental needs and changes. Discuss the importance of water and its various uses. Its usage in homes, | <p>DOMAIN:</p> <p>Prose:</p> <p>Lesson-3: Save Water-Save the World (Prose- Narrative Parable)</p> <p>Language and Literacy development</p> <p>Socio-Emotional and Ethical Development (Manomaya Kosha)</p> <p>Curricular Goal:-</p> <p>CG4</p> <p>Children develop emotional intelligence i.e the ability to understand and manage their own emotions and respond positively towards a social norm</p> <p>CG-6</p> <p>Children develop a positive regard for the natural</p> | <p>Competency</p> <p>Prose:</p> <p>Lesson-3: Save Water-Save the World (Prose- Narrative Parable)</p> <p>C 4.5</p> <p>Understands and responds positively to social norms in the classroom and school</p> <p>C 6.1</p> <p>Shows care for and joy in engaging with all life forms</p> <p>C10.4</p> <p>Reads stories and passages with accuracy and fluency with appropriate pauses and voice modulation</p> <p>Learning Outcomes:-</p> <p>Basic</p> <ul style="list-style-type: none"> Follows simple rules in school without adult reminders. Explains the impact of one's actions/ behaviour on others | <p>5 C's</p> <p>Collaboration</p> <p>Creative thinking</p> <p>Global awareness</p> <p>Life skills :</p> <p>Problem Solving</p> <p>Vocabulary Enrichment</p> <p>Social Skills</p> <p>Responsibility</p> <p>Emotional Skills</p> <p>Self-awareness/Sensitivity</p> <p>Values /Ethics:</p> | <p>Arts:-</p> <p>Make a collage on 'Save Water'.</p> <p>Scientific temper:-</p> <p>Critical Thinking</p> <p>Problem Solving</p> <p>Use Of Internet</p> <p>Video link https://youtu.be/s1bm9mGXnBM</p> <p>(Save Water-Save the World)</p> | <p>Language:</p> <p>English:-</p> <p>Writing five adjectives on water.</p> <p>Art:-</p> <p>Make an origami paper boat.</p> <p>EVS:-</p> <p>Write 5 ways to save the water.</p> | <p>Learning Space</p> <p>Home and Classroom</p> | <p>Class assignments</p> <p>Worksheets based on Competency based learning skills.</p> <p>Think and answer</p> <p>Dictionary work</p> <p>Home assignments:</p> <p>Complete the sentences.</p> <p>Write three slogans on 'Saving</p> | <p>Suggestive Pedagogies</p> <p>Project -based learning</p> <p>(Draw and colour pictures to show any three ways in which you can save water at home/school)</p> <p>Problem solving</p> <p>Suggestive Assessment: -</p> <p>Worksheets,</p> <p>Multiple choice questions</p> <p>Oral quizzes</p> <p>Suggestive</p> |

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| | <p>agriculture, industry, towns, cities and villages, and in sports.</p> <p>Poem- 3-Ferry Me Across the Water (Literary Device used – Rhyme)</p> <p>CONCEPT:-</p> <ul style="list-style-type: none"> Understanding Rhyming words. Modes of water transport. <p>Sub-Concepts:-</p> <ul style="list-style-type: none"> Rhyming words. | <p>environment around them</p> <p>CG10 Children develop fluency in reading and writing in English</p> <p>DOMAIN: Poetry Ferry Me Across the Water (Literary Device used – Rhyme)</p> <p>Language and Literacy development</p> <p>Socio Emotional and Ethical Development (Manomaya Kosha)</p> | <p>Medium</p> <ul style="list-style-type: none"> Shows care for and joy in engaging with all life forms Explains the concept of shared natural resources <p>Advance</p> <ul style="list-style-type: none"> Explains the concept of shared natural resources. Asks ‘why’ and open-ended questions related to natural phenomenon and seeks answers through dialogue and/or exploration <p>Competency Poetry Ferry Me Across the Water (Literary Device used – Rhyme)</p> <p>C10.6 Reads short poems and begins to appreciate the poem for its choice of words and imagination.</p> <p>C4.2 Recognises different emotions and make deliberate efforts to regulate them appropriately</p> <p>Learning Outcomes:-</p> <p>Basic</p> | <p>Sensitisation towards the environment</p> | <p>https://youtu.be/IR4arCleHyU (Ferry me across the water)</p> | | | <p>Water’.</p> | <p>resources/Activities: Poster making on save water</p> |
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| | <p>Grammar:</p> <p>Lesson-6 Possessive Nouns</p> <p>Lesson-7 Collective Nouns.</p> <p>Lesson 10- Adjectives</p> <p>CONCEPT:-</p> <ul style="list-style-type: none"> Vocabulary building Understanding and identification of Adjectives. Understanding of Collective Nouns. Understanding of Possessive Nouns. | <p>Curricular Goal:-</p> <p>CG10</p> <p>Children develop fluency in reading and writing in English</p> <p>CG-4</p> <p>Children develop emotional intelligence, i.e., the ability to understand and manage their own emotions, and respond positively to social norms</p> <p>DOMAIN:</p> <p>Grammar</p> <p>Lesson-6 Possessive Nouns</p> <p>Lesson-7 Collective Nouns.</p> <p>Lesson 10- Adjectives</p> <p>Language and Literacy development</p> | <ul style="list-style-type: none"> Mimics and reproduces syllabic sounds <p>Medium</p> <ul style="list-style-type: none"> Identifies the beginning and end syllables in words <p>Advance</p> <ul style="list-style-type: none"> Explains the concept of shared natural resources. <ul style="list-style-type: none"> Recognizes as sight words their names and labels of objects in their environment <p>Competency</p> <p>Grammar</p> <p>Lesson-6 Possessive Nouns</p> <p>Lesson-7 Collective Nouns.</p> <p>Lesson 10- Adjectives</p> <p>CG-10.5</p> <p>Read stories and passages with accuracy and fluency with appropriate pauses and voice modulation.</p> <p>Learning Outcomes:-</p> <p>Basic</p> <ul style="list-style-type: none"> Reads a few sentences of familiar words with accuracy <p>Medium</p> <ul style="list-style-type: none"> Writes aksharas with accuracy and forms simple words and sentences <p>Advance</p> <ul style="list-style-type: none"> Reads short news items, | | | | | | |
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| | <p>Sub Concepts:</p> <ul style="list-style-type: none"> • Identification and usage of different degrees of adjectives • Differentiation of plural nouns and possessive noun forms. • Usage of Collective Nouns. • Usage of Possessive Nouns | <p>Curricular Goal:-</p> <p>CG-10</p> <p>Children develop fluency in reading and writing.</p> | <p>and publicity pamphlets, and explains the content</p> <p>CWSN Assistive Learning: -</p> <p>Children with Autism (Learning Assistance)</p> <p><input type="checkbox"/> Teach the story using flow charts with connectors.</p> <p><input type="checkbox"/> Use storyboards.</p> <p><input type="checkbox"/> Refer apps for learning.</p> <p>Hearing Impairment students assistance:</p> <p><input type="checkbox"/> Teach the story using visual and concrete aids (flash cards, picture cards, puppets).</p> <p>https://youtu.be/s1bm9mGXnBM</p> <p>https://youtu.be/IR4arCleHyU</p> <p>https://youtu.be/zijGflzT5Ss</p> <p>https://youtu.be/k_9HuL3_tTA</p> <p>https://youtu.be/jQTbFHOBjI4</p> | | | | | | |
| <p>August (22-</p> | <p>Lit:</p> <p>Lesson-4A journey in space</p> | <p>DOMAIN:</p> <p>Prose:</p> <p>Lesson-4A journey in</p> | <p>Competency</p> <p>Prose:</p> | <p>5 C's</p> <p>Communication</p> | <p>Arts:-</p> <p>Draw and colour a</p> | <p>Language:</p> <p>English:-</p> <p>Reading and</p> | <p>Learning Space</p> | <p>Class assignments</p> | <p>Suggestive Pedagogies</p> |

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| <p>25Days)</p> <p>(26-28 pds)</p> | <p>(Prose- Fable)</p> <p>Skills- Reading and writing</p> <p>CONCEPT: -</p> <p>●Enjoying the idea of travel in space – the exciting idea of exploring the unknown.</p> <ul style="list-style-type: none"> • Learning to use one’s imagination, humour, etc. • Living in harmony with the Universe. • Prefixes-in,-im <p>Sub-Concepts: -</p> <ul style="list-style-type: none"> • Listening, reading, understanding and answering questions orally and in writing. • dictionary skills, usage, pronunciation. | <p>space (Prose- Fable)</p> <p>Language and Literacy development</p> <p>Cognitive Development (Vijnanamaya kosha)</p> <hr/> <p>Curricular Goal:-</p> <p>CG7 Children make sense of the world around through observation and logical thinking.</p> <p>CG10 Children develop fluency in reading and writing in English</p> | <p>Lesson-4A journey in space (Prose- Fable)</p> <p>C7.2 Observes and understands cause and effect relationships in nature by forming simple hypothesis and uses observations to explain their hypothesis</p> <p>C10.5 Reads short stories and comprehends its meaning – by identifying characters, storyline and what the author wanted to say – on their own</p> <p>Learning Outcomes:-</p> <p>Basic</p> <ul style="list-style-type: none"> • Recognises simple emotions. • Explains the impact of one’s actions/behaviour on others <p>Medium Answers simple questions about events and phenomenon in the physical environment with the</p> | <p>Skill</p> <p>Creative Writing</p> <p>Critical Thinking</p> <p>Life skills</p> <p>Problem Solving</p> <p>Vocabulary Enrichment</p> <p>Social Skills</p> <p>Communication</p> <p>Emotional Skills</p> <p>Sympathy /Empathy/Sensitivity</p> <p>Values /Ethics :</p> <p>Peace and Harmony</p> | <p>ladybird.</p> <p>Scientific temper:-</p> <p>Exploring space and applying rational thinking.</p> <p>Problem Solving</p> <p>Use of Internet:</p> <p>PPT</p> <p>Video link</p> <p>https://youtu.be/IMt7GwFd0WE</p> <p>(Upside down)</p> | <p>comprehending a paragraph.</p> <p>Art:-</p> <p>Draw and colour a rocket and paste stars around it.</p> <p>EVS-</p> <p>Write the names of the planets of the solar system</p> | <p>Classroom/ Activity Room /Home</p> | <p>Worksheets based on Competency based learning skills.</p> <p>Class Discussion</p> <p>Writing Skills</p> <p>Home assignments</p> <p>Write 5 sentences on the given picture (Alien, Rocket)</p> | <p>Project -based learning</p> <p>(Make a model of a solar system with the help of dough/clay, balls/newspaper etc.)</p> <p>Story telling</p> <p>Suggestive Assessment :-</p> <p>Dictation</p> <p>Peer Discussion</p> |
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| | <p>Poem- 4-Upside Down (Literary Device used – Rhyme and Mood)</p> <p>CONCEPT:-</p> <ul style="list-style-type: none"> • Evoking curiosity and humour. • Crawling insects. • Understanding Rhyming words. <p>Sub-Concepts:-</p> <ul style="list-style-type: none"> • Information | <p>DOMAIN:</p> <p>Poetry</p> <p>Poem- 4-Upside Down (Literary Device used – Rhyme and Mood)</p> <p>Language and Literacy development</p> <p>Curricular Goal: -</p> <p>CG10 Children develop fluency</p> | <p>support of the teacher and peer.</p> <p>Advance</p> <p>Asks ‘why’ and open-ended questions related to natural phenomenon and seeks answers through dialogue and/or exploration</p> <p>Competency</p> <p>Poetry</p> <p>Poem- 4-Upside Down (Literary Device used – Rhyme and Mood)</p> <p>C10.6</p> <p>Reads short poems and begins to appreciate the poem for its choice of words and imagination.</p> <p>Learning Outcomes:</p> <p>Basic: Enjoys familiar songs and poems</p> <p>Medium: Identifies rhyming words from familiar poems and creates new</p> | | | | | | <p>Suggestive resources/Activities:</p> <p>Work in group of four and collect relevant pictures and information about planets and solar system.</p> |
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| | <p>about insects.</p> <ul style="list-style-type: none"> Rhyming words. <p>Grammar:</p> <p>Lesson-9- Pronouns</p> <p>Unseen Passage Comprehension, Object Writing</p> <p>CONCEPT:-</p> <ul style="list-style-type: none"> Understanding and identification of pronouns Comprehending an unseen passage. Writing a paragraph on a given object. <p>Sub-concepts:-</p> <ul style="list-style-type: none"> Usage of pronouns as a subject and object. Usage of sentences in writing paragraph/Object writing. | <p>in reading and writing in English</p> <p>DOMAIN:</p> <p>Grammar</p> <p>Lesson-9- Pronouns</p> <p>Unseen Passage Comprehension, Object Writing</p> <p>Language and Literacy development</p> <p>Curricular Goal: -</p> <p>CG-10</p> <p>Children develop fluency in reading and writing.</p> | <p>rhyming words</p> <p>Advance:</p> <p>Extends/Creates short poems/ rhymes with the help of the teacher</p> <p>Competency</p> <p>Grammar</p> <p>Lesson-9- Pronouns</p> <p>Unseen Passage Comprehension, Object Writing</p> <p>CG-10.8</p> <p>Writes a paragraph to express their understanding and experiences.</p> <p>Learning Outcomes:-</p> <p>Basic</p> <ul style="list-style-type: none"> Writes down with accuracy 3 or 4 syllable words when dictated. <p>Medium</p> <ul style="list-style-type: none"> Writes down short sentences when dictated <p>Advance</p> <p>Writes the story inferred from a picture book</p> | | | | | | |
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| | <ul style="list-style-type: none"> Rhyming words | | <p>CWSN Assistive Learning:-</p> <p>Visual Impairment students assistance:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Record the specific points of the chapter and allow the child to listen separately. <input type="checkbox"/> Use embossed flash cards of tree, lamp and other objects which are specific in the chapter. <input type="checkbox"/> Provide specific points of the chapter in Braille format. <p>Hearing Impairment students assistance:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use words flashcard for the formation of simple sentences. <input type="checkbox"/> Teach the Tenses using flow charts with connectors. <p>https://youtu.be/IMt7GwFd0WE</p> <p>https://youtu.be/CYXDr_vHiik</p> | | | | | | |
| September (22- | <p>Lit:</p> <p>Lesson-5Great scientist-Isaac Newton</p> | <p>DOMAIN:</p> <p>Prose:</p> <p>Lesson-5Great scientist-</p> | <p>Competency</p> <p>Prose:</p> <p>Lesson-5Great scientist-Isaac</p> | <p>5 C's</p> <p>Communication</p> | <p>Arts:-</p> <p>Draw and</p> | <p>Language:</p> | <p>Learning Space</p> <p>Home</p> | <p>Class assignments</p> | <p>Suggestive Pedagogies</p> |

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| <p>25Days) (12-14 pds)</p> | <p>(Prose-Biography)</p> <p>Skills-Reading and Listening</p> <p>CONCEPT:-</p> <ul style="list-style-type: none"> Learning the stories of great discoveries and inventions. Reading biographies – stories of the lives of great achievers. <p>Sub-Concepts: -</p> <ul style="list-style-type: none"> Learning to be curious and observant Listening, reading, understanding and answering the questions orally and in writing. Fact-file about the eminent scientists of India. <p>Grammar</p> <p>Lesson-13 Verbs</p> <p>Lesson-14 Tenses</p> | <p>Isaac Newton (Prose-Biography)</p> <p>Language and Literacy development</p> <p>Cognitive Development(Vijnanama ya kosha)</p> <hr/> <p>Curricular Goal:-</p> <p>CG7</p> <p>Children make sense of the world around through observation and logical thinking</p> <p>CG10</p> <p>Children develop fluency in reading and writing in English</p> | <p>Newton (Prose-Biography)</p> <p>C7.3</p> <p>Uses appropriate tools and technology in daily life situations and for learning</p> <p>C-10.7</p> <p>Reads and comprehends meaning of short news items, instructions and recipes, and publicity material</p> <p>Learning Outcomes:-</p> <p>Basic</p> <p>Observes and forms generalizations</p> <p>Medium</p> <p>Answers simple questions about events and phenomenon in the physical environment with the support of the teacher and peers</p> <p>Advance</p> <p>Develops a list of questions to break up a larger question related to natural phenomenon</p> | <p>Skill</p> <p>Creative Writing</p> <p>Critical Thinking</p> <p>Life skills</p> <p>Problem Solving</p> <p>Vocabulary Enrichment</p> <p>Social Skills</p> <p>Communication</p> <p>Emotional Skills</p> <p>Sympathy /Empathy/Sensitivity</p> <p>Any Values /Ethics : (Schools to fill)</p> <p>Peace and Harmony</p> | <p>colour an apple tree.</p> <p>Scientific temper:-</p> <p>Problem Solving</p> <p>Use of Internet:</p> <p>PPT</p> <p>Video link</p> <p>https://youtu.be/IMt7GwFd0WE</p> <p>(Upside down)</p> | <p>English</p> <p>Proper usage of tenses in writing and communication</p> <p>Name any 5 inventions and the scientist who invented it.</p> <p>Art:-</p> <p>Draw and colour a rainbow</p> | <p>and Classroom</p> | <p>Worksheets based on Competency based learning skills.</p> <p>Class Discussion</p> <p>Speaking activity based on Tenses.</p> <p>Quiz</p> <p>Home assignments</p> <p>Giving notes to study at home for discussion in class</p> | <p>Project -based learning</p> <p>(Paste pictures of any 5 scientists and their inventions)</p> <p>Problem solving</p> <p>Role-playing</p> <p>Suggestive Assessment:</p> <p>Grammar worksheets</p> <p>Suggestive resources/Activities:</p> <p>Draw</p> <p>And colour or Paste pictures of any 5 scientists and their inventions</p> |
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| | <p>CONCEPT:-</p> <ul style="list-style-type: none"> • Understanding and Identification of verbs in a sentence. • Understanding and Identification of tense in a sentence. • Words – anagrams; synonyms; meanings <p>Sub-Concepts: -</p> <ul style="list-style-type: none"> • Usage of ‘to be’ verbs. • Concept of helping verbs and main verbs. • Identification and usage of simple present tense and present continuous tense in a sentence. • Synonyms • dictionary skills, usage, pronunciation of words <p>Revision of HY</p> | <p>DOMAIN:</p> <p>Grammar</p> <p>Lesson-13 Verbs</p> <p>Lesson-14 Tenses</p> <p>Language and Literacy development</p> <p>CG-9</p> <p>Children develop effective communication skills for day-to- day interactions.</p> | <p>Competency</p> <p>Grammar</p> <p>Lesson-13 Verbs</p> <p>Lesson-14 Tenses</p> <p>C-9.7</p> <p>Knows and uses enough words to carry out day-to-day interactions effectively and can guess meaning of new words by using existing vocabulary</p> | | | | | | | |
| | | <p>Learning Outcomes:-</p> <p>Basic:</p> <ul style="list-style-type: none"> - Identifies plots and characters in a story and retells it in the correct sequence using vocabulary from the story <p>Medium:</p> <ul style="list-style-type: none"> - Interprets the intent of the plot and characters in a story and retells the story in a different form <p>Advance</p> <ul style="list-style-type: none"> - Uses expanded vocabulary with intentional use of action words, descriptive words, tenses, etc. | | | | | | | | |

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| | <p>Half Yearly Examinations</p> | | <p>CWSN Assistive Learning:-</p> <p>Visual Impairment students assistance:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Record the specific points of the chapter and allow the child to listen separately. <input type="checkbox"/> Use embossed flash cards of tree, lamp and other objects which are specific in the chapter. <input type="checkbox"/> Provide specific points of the chapter in Braille format. <p>Hearing Impairment students assistance:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Add the videos with caption and embed in your presentations to support the child to learn with the rest of the class. <input type="checkbox"/> Make visible charts related to the topic with subtitles. <input type="checkbox"/> Refer apps for learning. <p>https://youtu.be/QCHXUXOibXc</p> <p>https://youtu.be/79K60mNmPKE</p> | | | | | |
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| <p>October (22-25Days) (18-21 pds)</p> | <p>Lit: Lesson6- World Animal Day (Prose-Fable)</p> <p>Skills-Listening, Reading and Writing</p> <p>CONCEPT:-</p> <ul style="list-style-type: none"> Learning to love animals; kindness to animals; living in harmony with animals. Reading picture stories and being observant about the background, characters, etc. <p>Sub-Concepts: -</p> <ul style="list-style-type: none"> Listening, reading, understanding and answering the questions orally and in writing. Words – meanings, dictionary skills, usage, pronunciation of words Learning to speak and converse correctly. | <p>DOMAIN: Prose: Lesson6- World Animal Day (Prose-Fable)</p> <p>Language and Literacy development</p> <p>Socio- Emotional and Ethical Development (Manomaya kosha)</p> <hr/> <p>Curricular Goal:- Lesson6 CG10 Children develop fluency in reading and writing in English</p> <p>CG6 Children develop a positive regard for</p> | <p>Competency Prose: Lesson6 Lesson6- World Animal Day (Prose-Fable)</p> <p>C6.1 Shows care for and joy in engaging with all life forms</p> <p>10.5 Reads short stories and comprehends its meaning – by identifying characters, storyline and what the author wanted to say – on their own</p> <p>Learning Outcomes:- Basic</p> <ul style="list-style-type: none"> Does not harm plants and animals unnecessarily. Listens attentively to stories for a short period of time. | <p>5 C's Collaboration Critical thinking Communication</p> <p>Life skills : Decision making Vocabulary Enrichment</p> <p>Social Skills Responsibility Inter personal Skill</p> <p>Emotional Skills Sensitivity</p> <p>Values /Ethics : Be kind to animals.</p> | <p>Arts:- Make an animal mask from an origami paper.</p> <p>Scientific temper:- Critical Thinking Inquisitiveness</p> <p>Use Of Internet Video link https://youtu.be/T-V5XS9F0e4 (World Animal Day) https://youtu.be/oplfmUaK</p> | <p>Language: English: Write three ways in which we can show love, care and concern for animals.</p> <p>Maths:-Make a pie-chart with three shades of green.</p> <p>EVS:-Different types of plants.</p> <p>Music: Enjoying poem recitation on particular tune.</p> | <p>Learning Space Classroom/ herbal garden / School Kitchen Garden// Home</p> | <p>Class assignments Worksheets based on Competency based learning skills. Think and answer Dictionary work</p> <p>Home assignments: Art integrated activities and worksheets</p> | <p>Suggestive Pedagogies Project -based learning (Paste pictures of any 5 Presidents of India) Role Play</p> |
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| | <p>the natural environment around them</p> <p>Lit: Lesson7- A role model- Dr. A.P.J. Abdul Kalam (Prose-Biography)</p> <p>Skills-Listening, Reading and Writing</p> <p>CONCEPT:-</p> <ul style="list-style-type: none"> Learning from the life of a great Indian – the value of biography. Overcoming poverty, failure and setbacks to achieve something valuable to oneself and society and the country; following one's dream. <p>Sub-Concepts: -</p> <ul style="list-style-type: none"> Listening, reading, understanding and answering the | <p>the natural environment around them</p> <p>DOMAIN: Prose: Lesson7- A role model- Dr. A.P.J. Abdul Kalam (Prose-Biography)</p> <p>Language and Literacy development</p> <p>Curricular Goal:-</p> <p>CG10 Children develop fluency in reading and writing in English</p> | <p>Medium</p> <ul style="list-style-type: none"> Shows joy inengaging with plants andanimals in the local environment. <p>Advance</p> <p>Takes responsibility for tending to and caring for animals like kittens, puppies, chicken.</p> <p>Competency Prose: Lesson7-A role model- Dr. A.P.J. Abdul Kalam (Prose-Biography)</p> <p>C 9.7 Knows and uses enough words to carry out day-to-day interactions effectively and can guess meaning of new words by using existing vocabulary</p> <p>C-10.7 Reads and comprehends meaning of short news items, instructions</p> | <p>Work hard to achieve your dreams.</p> | <p>pHQ</p> <p>(A Role Model- Dr. A.P.J. Abdul)</p> <p>https://youtu.be/yVj2wGJR058</p> <p>(How Many Greens?)</p> | | | | <p>Suggestive Assessment :</p> <p>Worksheets</p> <p>Class Tests</p> <p>Dictations</p> <p>Suggestive resources/Activities:</p> <p>Book reading on Indian Presidents</p> <p>Make a collage of different types of leaves .</p> |
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| | <p>questions orally and in writing.</p> <ul style="list-style-type: none"> • Learning to speak and converse correctly. <p>Poem- 5-How Many Greens?</p> <p>(Literary Device used – Personification)</p> <p>CONCEPT: -</p> <ul style="list-style-type: none"> • Appreciating nature and the shades of greens. • Trees as saviour and friends. <p>Sub-Concepts: -</p> <ul style="list-style-type: none"> • Emphasizes everyone's ability to | <p>CG9</p> <p>Children develop effective communication skills for day-to-day interactions in two languages</p> <p>DOMAIN: Poetry</p> | <p>and recipes, and publicity material</p> <p>Learning Outcomes:-</p> <p>Basic</p> <ul style="list-style-type: none"> • Listens attentively to stories for a short period of time. <p>Medium</p> <ul style="list-style-type: none"> • Engages in conversations based on events, stories, or their needs and asks questions. <p>Advance</p> <ul style="list-style-type: none"> • Begins “Independent Reading” of books of more textual content than visual content <p>Competency</p> <p>Poetry</p> <p>Poem- 5-How Many Greens?</p> <p>C10.6</p> <p>Reads short poems and begins to appreciate the poem for its choice of words and imagination.</p> | | | | | | |
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| | <p>bring joy to the world, no matter their size.</p> <p>Grammar:</p> <p>Lesson-14 Tenses (Continued) Past Tense, Past Continuous Tense, Future tense</p> <p>Lesson-8 Compound words.</p> <p>CONCEPT: -</p> <ul style="list-style-type: none"> • Understanding of Compound words. • Understanding of Contractions • Understanding and Identification of tense in a sentence <p>Sub-Concepts: -</p> <ul style="list-style-type: none"> • Identification and usage of simple past tense, past | <p>Poem- 5-How Many Greens?</p> <p>Language and Literacy development</p> <p>Socio Emotional and Ethical Development</p> <p>(Manomaya Kosha)</p> <p>Curricular Goal:-</p> <p>CG10</p> <p>Children develop fluency in reading and writing in English</p> <p>DOMAIN:</p> | <p>Learning Outcomes:-</p> <p>Basic</p> <ul style="list-style-type: none"> • Shows curiosity in observing plants and animals <p>Medium</p> <ul style="list-style-type: none"> • Shows joy in engaging with plants and animals in the local environment <p>Advance</p> <ul style="list-style-type: none"> • Takes responsibility for tending and caring for saplings and plants. <p>Competency</p> <p>Grammar</p> <p>Lesson-14 Tenses (Continued) Past Tense, Past Continuous Tense, Future tense</p> <p>Lesson-8 Compound words.</p> <p>C-9.7</p> <p>Knows and uses correct</p> | | | | | | |
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| | <p>continuous tense and future tense in a sentence.</p> <ul style="list-style-type: none"> • Formation and usage of Compound words. • Usage of Contractions | <p>Grammar</p> <p>Lesson-14 Tenses (Continued) Past Tense, Past Continuous Tense, Future tense</p> <p>Lesson-8 Compound words.</p> <p>Language and Literacy development</p> <p>CG-9</p> <p>Children develop effective communication skills for day-to-day interactions in two languages.</p> | <p>language to carry out day-to-day interactions effectively and can guess meaning of new words by using existing vocabulary</p> | | | | | |
| | | | <p>Learning Outcomes:-</p> <p>Basic:</p> <ul style="list-style-type: none"> • Uses vocabulary acquired from specific themes, and topics introduced in class in their conversations <p>Medium:</p> <ul style="list-style-type: none"> • Uses expanded vocabulary with intentional use of action words, descriptive words, tenses <p>Advance</p> <ul style="list-style-type: none"> • Uses children's dictionaries to identify meanings of unknown words encountered in texts <p>CWSN Assistive Learning: -</p> <p>Children with Autism (Learning Assistance)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use of pictures books to teach the chapter. <input type="checkbox"/> Keep your sentences short | | | | | |

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| | | | <p>& simple.</p> <p><input type="checkbox"/> Assign partners with whom they feel comfortable while reciting poem or reading chapter.</p> <p><input type="checkbox"/> Use storyboards.</p> <p>Hearing Impairment students assistance:</p> <p><input type="checkbox"/> Use visual aids.</p> <p><input type="checkbox"/> Use chapter related videos with subtitle.</p> <p>https://youtu.be/T-V5XS9F0e4</p> <p>https://youtu.be/oplfmUaKpHQ</p> <p>https://youtu.be/fnAF80C2PDw</p> | | | | | | |
| <p>November (22-25 Days) (21-24 pds)</p> | <p>Lit: Lesson 8 Humpty Dumpty the World (Prose- Story)</p> <p>Skills- Listening , Speaking, Reading, Writing</p> <p>CONCEPT:-</p> <ul style="list-style-type: none"> Learning about a classic story – ‘Alice in Wonderland’ and its sequel | <p>DOMAIN: Prose: Lesson 8 Humpty Dumpty the World (Prose- Story)</p> <p>Language and Literacy development</p> <p>Socio Emotional and Ethical Development (Manomaya Kosha)</p> | <p>Competency Prose: Lesson 8 Humpty Dumpty the World (Prose- Story)</p> <p>C-4.2 Recognizes different emotions and makes deliberate efforts to regulate them appropriately</p> <p>C-10.5</p> | <p>5 C's Creative thinking Communication</p> <p>Life skills : Decision making Problem Solving</p> <p>Social Skills Inter personal</p> | <p>Arts:- Draw and colour a picture of a boy under the cherry tree</p> <p>Scientific temper:- Inquisitiveness</p> <p>Use of Internet</p> | <p>Language: English: Story Telling Make sentences from the given words. Make new words adding suffixes.</p> <p>Math:-Draw and colour three objects with oval shape.</p> | <p>Learning Space Home Classroom</p> | <p>Class assignments Discussion Worksheets based on Competency based learning skills. Think and answer Dictionary</p> | <p>Suggestive Pedagogies Project -based learning (Make a Humpty - Dumpty finger puppet)</p> |

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| <p>'Through the Looking Glass'.</p> <ul style="list-style-type: none"> Learning how to enjoy the imaginative use of language and ideas. <p>Sub-Concepts: -</p> <ul style="list-style-type: none"> Importance of social behaviour. Importance of positive traits in a society. <p>Poem- 5-A Song About Myself (Literary Device used – Rhyme)</p> <p>CONCEPT:-</p> <ul style="list-style-type: none"> The relationship | <p>Curricular Goal:-</p> <p>CG-4 Children develop emotional intelligence, i.e., the ability to understand and manage their own emotions, and respond positively to social norms</p> <p>CG10 Children develop fluency in reading and writing in English</p> <p>DOMAIN: Poetry Poem- 5-A Song About Myself (Literary Device used – Rhyme)</p> | <p>Reads short stories and comprehends its meaning – by identifying characters, storyline and what the author wanted to say – on their own</p> <p>Learning Outcomes:-</p> <p>Basic</p> <ul style="list-style-type: none"> Recognizes simple emotions (fear, joy, sadness). <p>Medium</p> <ul style="list-style-type: none"> Describes their feelings and their causes <p>Advance</p> <ul style="list-style-type: none"> Consciously uses strategies to calm themselves down <p>Competency Poetry Poem- 5-A Song About Myself (Literary Device used – Rhyme)</p> <p>C10.6</p> | <p>Skill</p> <p>Emotional Skills Self -awareness</p> <p>Values /Ethics : Be polite and respectful to others.</p> | <p>Video link</p> <p>https://youtu.be/D2aTSgFvLgc (Humpty Dumpty)</p> <p>https://youtu.be/N2CnnoF6mZQ (A Song About Myself)</p> | <p>Music:Travel Songs for children.</p> <p>Enjoying poem recitation on particular tune.</p> | | <p>work</p> <p>Home assignments:</p> <p>Art integrated activities Book Exercises</p> | <p>Suggestive Assessment :</p> <p>Worksheet Multiple Choice Questions</p> <p>Suggestive resources/Activities:</p> <p>Identifying oval shaped objects at home and school surroundings.</p> |
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| | <p>of the self with the nature and universe.</p> <ul style="list-style-type: none"> Understanding Rhyming words. <p>Sub-Concepts:-</p> <ul style="list-style-type: none"> The identification of the self with other selves. Rhyming words. <p>Grammar: Lesson-12 Articles</p> <p>CONCEPT:-</p> <ul style="list-style-type: none"> Understanding and usage of articles. | <p>Language and Literacy development</p> <p>Socio Emotional and Ethical Development (Manomaya Kosha)</p> <p>Curricular Goal:-</p> <p>CG4</p> <p>Children develop emotional intelligence i.e the ability to understand and manage their own emotions and respond positively towards a social norm</p> <p>CG-10</p> <p>Children develop fluency in reading and writing.</p> | <p>Reads short poems and begins to appreciate the poem for its choice of words and imagination.</p> <p>C-4.2</p> <p>Recognizes different emotions and makes deliberate efforts to regulate them appropriately</p> <p>Learning Outcomes:</p> <p>Basic:</p> <ul style="list-style-type: none"> Reads short poems and narrates the literal meaning of the poem <p>Medium:</p> <ul style="list-style-type: none"> Reads short poems and infers the imagination of the poet <p>Advance:</p> <ul style="list-style-type: none"> Able to frame a poem on their own. <p>Competency Grammar Lesson-12 Articles</p> <p>CG-11.2</p> | | | | | | |
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| | <p>Sub-Concepts:-</p> <ul style="list-style-type: none"> • Usage of articles (a,an,the)in a sentence. | <p>DOMAIN:</p> <p>Grammar</p> <p>Lesson-12 Articles</p> <p>Language and Literacy development</p> <p>Curricular Goal:-</p> <p>CG-11</p> <p>Children begin to read and write in Language2</p> | <p>Recognises most frequently occurring letters of the alphabet (forms of akshara) of the script, and uses this knowledge to read and write simple words and sentences</p> <p>Learning Outcomes:-</p> <p>Basic</p> <ul style="list-style-type: none"> • Reads simple two-syllable words that are familiar and with known letters. <p>Medium</p> <ul style="list-style-type: none"> • Writes down short words on dictation <p>Advance</p> <ul style="list-style-type: none"> • Recognizes as sight words commonly used articles, pronouns, and connecting words | | | | | | |
| | | | <p>CWSN Assisitive Learning:-</p> <p>Visual Impairment students assistance:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Specific points of the topics in audio form. <input type="checkbox"/> Use of Bold and Large font pictures book. <input type="checkbox"/> Use of embossed flash cards of adverbs. <input type="checkbox"/> Words cutouts for formation | | | | | | |

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| | | | of sentences. Hearing Impairment students assistance: https://youtu.be/D2aTSgFvLgc https://youtu.be/N2CnnoF6mZQ https://youtu.be/83ujFcGrxHI | | | | | | |
| December (22-25Days) (24-28 pds) | Literature: Lesson9- An Exciting Cricket Match (Prose- Narrative Essay) Skills- Listening, Speaking, Reading and writing CONCEPT: - ● Learning about the spirit of sportsmanship – winning and losing and how to take both with dignity • Learning about the spirit of sportsmanship and how to take success and failure gracefully. Sub-Concepts: - | DOMAIN: Prose: Lesson9- An Exciting Cricket Match (Prose- Narrative Essay) Language and Literacy development Physical Development Socio-Emotional and Ethical Development Manomaya kosha) Curricular Goal:- | Competency Prose: Lesson9- An Exciting Cricket Match (Prose- Narrative Essay) C-3.2 Shows balance, coordination, and flexibility in various physical activities C-4.2 Recognizes different emotions and makes deliberate efforts to regulate them appropriately CG-10.4 Read stories and passages with accuracy and fluency with appropriate pauses and voice modulation. | 5 C's Collaboration Communication Critical Thinking Life skills : Decision making Social Skills Commitment Cooperation Compassion Emotional Skills Self -discipline | Arts:- Role Play and Drama Draw and colour three items of a cricket kit. Scientific temper:- Critical Thinking Observational Skill Use of Internet Video link | Language: English: Story telling Fill in the blanks using appropriate preposition and conjunction. Complete the word puzzle. Sports-Cricket match | Learning Space Home Classroom Playground | Class assignments Worksheets based on conjunctions and prepositions Value based questions. Home assignments: Write names of the current members of the Indian | Suggestive Pedagogies (Cut a few pictures related to a cricket match from a newspaper and paste it in your notebook) Dictation Class Tests. |

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| <p> <ul style="list-style-type: none"> Listening, reading, understanding and answering questions orally and in writing. Importance of dedication and teamwork. Cooperation and teamwork bring its positive reward. </p> <p> Grammar: Lesson-16 Preposition Lesson-18 Conjunction </p> <p> CONCEPT:- <ul style="list-style-type: none"> Prepositions [position words] and conjunctions [joining words] Understanding and </p> | <p> CG-3 Children develop a fit and flexible body </p> <p> CG-4 Children develop emotional intelligence, i.e., the ability to understand and manage their own emotions, and respond positively to social norms </p> <p> CG-10 Children develop fluency in reading and writing. </p> | <p> Learning Outcomes:- </p> <p> Basic <ul style="list-style-type: none"> Carries simple weights and moves with them Recognizes simple emotions (fear, joy, sadness). </p> <p> Medium <ul style="list-style-type: none"> Shows willingness to exert their strength for tasks that require use of the large muscle groups Describes their feelings and their causes </p> <p> Advance <ul style="list-style-type: none"> Shows strength and endurance in work and play situations Consciously uses strategies to calm themselves down. </p> <p> Competency Grammar Lesson-16 Preposition Lesson-18 Conjunction </p> | <p> Values /Ethics : </p> <p> Sportsman Spirit Appreciation </p> | <p> https://youtu.be/2J72hm67qjg (An Exciting Cricket Match) </p> | | | | <p>cricket team.</p> <p>Book Exercises</p> | <p> Suggestive Assessment : Dictation Reading Assessment </p> <p> Suggestive resources/Activities: Discussion about Cricket. </p> |
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| | <p>their usage</p> <p>Sub-Concepts:-</p> <ul style="list-style-type: none"> • Identification and usage of conjunctions to join a sentence. • Identification and usage of preposition in a sentence. | <p>DOMAIN:</p> <p>Grammar</p> <p>Lesson-16 Preposition</p> <p>Lesson-18 Conjunction</p> <p>Language and Literacy development</p> <p>Curricular Goal:-</p> <p>CG-11</p> <p>Children begin to read and write in Language2</p> | <p>CG-11.2</p> <p>Recognises most frequently occurring letters of the alphabet (forms of akshara) of the script, and uses this knowledge to read and write simple words and sentences.</p> <p>Learning Outcomes:-</p> <p>Basic</p> <ul style="list-style-type: none"> • Begins to visually recognize and connect letters to corresponding sounds <p>Medium</p> <ul style="list-style-type: none"> • Recognizes as sight words their names and labels of objects in their environment <p>Advance</p> <ul style="list-style-type: none"> • Recognizes as sight words commonly used articles, pronouns, and connecting words <p>CWSN Assistive Learning:-</p> <p>December</p> <p>Visual Impairment students assistance:</p> | | | | | | |
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| | | | <input type="checkbox"/> Record the specific points of the chapter and allow the child to listen separately. <input type="checkbox"/> Use embossed flash cards of tree, lamp and other objects which are specific in the chapter. <input type="checkbox"/> Provide specific points of the chapter in Braille format. Children with Autism (Learning Assistance) <input type="checkbox"/> Teach the story and grammar using visual and concrete aids (flash cards, picture cards, puppets). <input type="checkbox"/> Use storyboards. <input type="checkbox"/> Refer apps for learning. https://youtu.be/2J72hm67qjg https://youtu.be/qVo6N4vMPfI https://youtu.be/nNGiDfCX7PI | | | | | | |
| January (22-25) Day | Literature: Lesson10-Birbal wins Again (Prose- folk tales) | DOMAIN: Prose: Lesson10-Birbal wins Again | Competency Prose: Lesson10-Birbal wins Again | 5 C's Critical thinking | Arts:- Draw pictures according to the given | Language: English: Write five | Learning Space Home | Class assignments Worksheets based on | Suggestive Pedagogies Story –telling |

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| <p>s)</p> <p>(18-21 pds)</p> | <p>Skills- Listening, Speaking, Reading and writing</p> <p>CONCEPT: -</p> <ul style="list-style-type: none"> Learning about the stage and enactment of plays. Learning how to use one's wit wisely. <p>Sub-Concepts: -</p> <ul style="list-style-type: none"> Importance of wisdom and problem-solving techniques Applying presence of mind, and intelligence in coping with everyday situations. Listening, reading, understanding and answering questions orally and in writing. | <p>(Prose- folk tales)</p> <p>Language and Literacy development</p> <p>Cognitive Development (Vijnanamaya kosha)</p> | <p>Curricular Goal:-</p> <p>CG-7 Children make sense of world around through observation and logical thinking</p> <p>CG-9 Children develop effective communication skills for day-to-day interactions in two languages</p> | <p>(Prose- folk tales)</p> <p>C-7.2 Observes and understands cause and effect relationships in nature by forming simple hypothesis and uses observations to explain their hypothesis</p> <p>CG-9.5 Comprehends narrated/read-out stories and identifies characters, storyline and what the author wants to say</p> <p>Learning Outcomes:-</p> <p>Basic</p> <ul style="list-style-type: none"> Listens to "Read Aloud" and responds to questions posed by the Teacher <p>Medium</p> <ul style="list-style-type: none"> Participates in "Guided Reading" along with the Teacher and in discussions about the reading. | <p>Communication</p> <p>Life skills :</p> <p>Analysis Problem Solving</p> <p>Social Skills</p> <p>Decision making</p> <p>Emotional Skills</p> <p>Expression of emotions</p> <p>Values /Ethics :</p> <p>Importance of wit, wisdom and presence of mind. To make good decisions</p> | <p>preposition.</p> <p>Scientific temper:-</p> <p>Inquisitiveness Critical Thinking: understanding to do and say right things at right time.</p> <p>Use Of Internet</p> <p>Video link https://youtu.be/9QMIjZFA6VU</p> <p>(Birbal wins Again)</p> | <p>sentences about Birbal.</p> <p>Write a leave application to your Principal/Coordinator.</p> | <p>Classroom</p> | <p>Competency based learning skills.</p> <p>Think and answer</p> <p>Narrate any story related to Akbar-Birbal.</p> <p>Home assignments:</p> <p>Worksheet based on adverbs. Book Exercises Leave application</p> | <p>Role play</p> <p>Suggestive Assessment :</p> <p>Dictation Class Tests. Reading and Writing Assessment.</p> |
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| | <p>Grammar: Lesson-15 Adverbs Formal Letter Writing</p> <p>CONCEPT:-</p> <ul style="list-style-type: none"> Adverbs [they add something to the verbs] and their usage. Format of formal letter. <p>Sub-Concepts:-</p> <ul style="list-style-type: none"> Identification and usage of adverbs in a sentence.. Writing a leave application. | <p>DOMAIN: Grammar Lesson-15 Adverbs Formal Letter Writing</p> <p>Language and Literacy development</p> <p>Curricular Goal:- CG-10 Children develop fluency in reading and writing.</p> | <p>Advance</p> <ul style="list-style-type: none"> Applies their understanding to solve simple problems. Reads and identifies characters, plots, sequences, and point of view of the author <p>Competency Grammar Lesson-15 Adverbs Formal Letter Writing</p> <p>C-10.3 Recognises all the letters of the alphabet (forms of akshara) of the script and uses this knowledge to read and write words</p> <p>Learning Outcomes:- Basic Follows words from left to right and from top to bottom on a printed page Medium Recognizes simple punctuation</p> | | | | | | <p>Suggestive resources/Activities:</p> <p>Role Play</p> |
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marks (full stop, question mark)

Advance

Uses simple punctuation marks (full stop, question mark) appropriately

CWSN Assistive Learning:-

Visual Impairment students assistance:

Please record the lesson in your voice specifying the

main points in the chapter and allow the child to

listen separately also. Please send this as a learning

support material home.

Use Flash cards having larger fonts to help the child

read the words.

Use felt/flannel / alphabet cut outs to help form the

words.

Hearing Impairment students assistance:

Take some videos of sign language expert, videos

with captions which are related to the chapter.

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| | | | <input type="checkbox"/> Use Visual aids like flash cards of different games, siblings with captions . <input type="checkbox"/> Refer apps for learning. https://youtu.be/9QMijZFA6VU | | | | | | |
| February (20-25Days) | Grammar: Object Writing Unseen Passage Comprehension CONCEPT:- Reading with comprehension Sub Concepts: Learning to communicate through letters. Revision of Annual Examinations Annual Examinations | DOMAIN: Object Writing Unseen Passage Comprehension Language and Literacy Development Curricular Goal:- CG-9 Children develop effective communication skills for day-to-day interactions in two languages CG-11 Children begin to read and write in Language2 | Competency Object Writing Unseen Passage Comprehension C-9.7 Knows and uses enough words to carry out day-to-day interactions effectively and can guess meaning of new words by using existing vocabulary C-11.2 Recognises most frequently occurring letters of the alphabet of the script and uses this knowledge to read and write simple words and sentences Learning Outcomes:- Basic: <ul style="list-style-type: none"> • Uses vocabulary acquired from specific themes, and topics introduced in class in | 5 C's Communication Life skills Social Skills Effective communication skills | Arts:- Technology:- Online Communications. | Language: English: To be able to answer the questions from the given passage | Learning Space Home Classroom | Class assignments Competency based worksheets Home assignments Book Exercises | Suggestive Pedagogies Critical Thinking Suggestive Assessment : Class Test Oral Quizzes Suggestive resources/Activities: |

their conversations

- Recognizes as sight words their names and labels of objects in their environment

Medium:

- Predicts meaning of unknown words in texts using picture and context cues

Advance

- Uses children's dictionaries to identify meanings of unknown words encountered in texts

CWSN

Visual Impairment students assistance:

Specific points of the topics in audio form.

Use of Bold and Large font pictures book.

Use of embossed flash cards of adverbs.

Words cutouts for formation of sentences

Hearing Impairment students assistance:

Practice of Letter Writing

Unseen Passage Comprehension

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| | | | https://youtu.be/8H14f0q4sfE | | | | | | |
| | | | https://youtu.be/ePxNKUKWN DM | | | | | | |

आर्मी पब्लिक स्कूल का केंद्रीकृत पाठ्यक्रम विभाजन ; कक्षा-तीन)

पाठ्य पुस्तक : गुंजन/व्याकरण वाटिका

प्रकाशक : मधुबन

Term I

Report Card will consist of 100 marks

Term II

Report Card will consist of 100 marks

| <u>Periodic Test I- July</u> (30% syllabus- MM 40) (Weightage in Report Card- 10 marks) | <u>Half- Yearly Exam- September</u> (50% syllabus- MM 80) (Weightage in Report Card- 80 marks) | <u>Periodic Test II- December</u> (30% syllabus- MM 40) (Weightage in Report Card- 10 marks) | <u>Annual Exam- March</u> (Syllabus will have 10% of Term I and syllabus of Term II) (Weightage in Report Card- 80 marks) |
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| अप्रैल- गुंजन:पाठ१-उपवनकेफूल व्याकरण:हमारीभाषा,वर्णऔरशब्द | अगस्त- गुंजन:पाठ६-दूधकारंगव्याकरण: संज्ञा,सर्वनाम | अक्टूबर- गुंजन:पाठ८-आनंदहीआनंद व्याकरण:रचनात्मकलेखन,कवितालेखन | दिसंबर- गुंजन:पाठ 11 पिकनिकपाठ 12 दीपसेदीपजलाओ (कविता) व्याकरण:मुहावरे,कवितालेखन |
| मई- गुंजन:पाठ२-रूपाडरीनहीं पाठ३-तीनगुड़िया (गैरविस्तृत) व्याकरण-विलोमशब्द, अनेकआर्थकशब्द,शब्दरचना | सितंबर- गुंजन:पाठ७-डामनऔरपिथियस व्याकरण:विरामचिन्ह,चित्रवर्णन | नवंबर- गुंजन:पाठ८- शून्य पाठ१०- अनोखीचिड़ियाव्याकरण:विशेषण,क्रिया,पर्यायवाची | जनवरी- गुंजन:पाठ 13 -पौधोंकाजीवन पाठ 14 -विश्वपुस्तकमेला व्याकरण:वाक्य,पत्रलेखन |
| जुलाई- गुंजन:पाठ४-समयकामोल (कविता) | 1. Note Book Submission MM 25 (Weightage 5 Marks) | | फरवरी- गुंजन:पाठ१५-सबसेबढ़करहम(कविता) |

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| पाठ५-राजेंद्रबाबू | 2. Subject Enrichment Activity MM 25 (Weightage 5 Marks) | | पाठ१६- माइकलफैराडेव्याकरण,योजकशब्द,अशुद्धिशोधन,कहानी 1. Note Book Submission MM 25 (Weightage 5 Marks) 2. Subject Enrichment Activity MM 25 (Weightage 5 Marks) |
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REPORT CARD WILL CONSIST OF 100 MARKS

REPORT CARD WILL CONSIST OF 100 MARKS

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

APS Syllabus Bifurcation Overview

Academic Session 2023-24

Class: ...III.....

Subject: Maths

| <u>Term I</u> <u>Report Card will consist of 100 marks</u> | | <u>Term II</u> <u>Report Card will consist of 100 marks</u> | |
|--|---|---|---|
| <u>Periodic Test I- July</u> (30% syllabus- MM 40) (Weightage in Report Card- 10 marks) | <u>Half- Yearly Exam- September</u> (50% syllabus- MM 80) (Weightage in Report Card- 80 marks) | <u>Periodic Test II- December</u> (30% syllabus- MM 40) (Weightage in Report Card- 10 marks) | <u>Annual Exam- March</u> (Syllabus will have 10% of Term I and entire syllabus of Term II) (Weightage in Report Card- 80 marks) |
| Apr-Unit 1- Number and Numeration | Aug- Unit 5 Multiplication | Oct-Unit 8 Measurements | Dec-Unit 10 Time |
| | Unit 6 Division | | |
| May-Unit 3 Addition | | | |
| | Sep-Unit 7 Fractions | Nov-Unit 9 Geometrical Shapes | Jan-Unit 11 Money |
| July-Unit 2 Roman Numerals | | | Unit 12 Symmetry and Patterns |
| | | | Feb- Unit 13 Data Handling |
| Unit 4 Subtraction | <ol style="list-style-type: none"> 1. Note Book Submission MM 25 (Weightage 5 Marks) 2. Subject Enrichment Activity MM 25 (Weightage 5 Marks) | | <ol style="list-style-type: none"> 1. Note Book Submission MM 25 (Weightage 5 Marks) 2. Subject Enrichment Activity MM 25 (Weightage 5 Marks) |
| REPORT CARD WILL CONSIST OF 100 MARKS | | REPORT CARD WILL CONSIST OF 100 MARKS | |

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

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

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

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

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| | <ul style="list-style-type: none"> * Finding the missing digits *Adding 4 digit numbers(with regrouping) *Addition of more than two numbers *Addition Facts *Word Problems *Estimating the sum *Framing Word Problems | <p>Kosha -</p> <ul style="list-style-type: none"> *Vijnanamaya kosha, is emphasized to engage meaningfully with the cognitive and conscious aspects of human experience." *Anandmayakosha, or experience of transcendence is best addressed for this age group through art and culture. | <p>Basic :Add the given numbers</p> <p>Medium -Able to solve the problems related to addition</p> <p>Advance:Frame the addition stories based on daily life situations</p> | | | | | | <p>Technology:-Make a PPT of 5-7 slides about addition facts</p> | <p>Art:- Draw abacus and add the given numbers</p> <p>Music:- Song related to addition</p> | | | | <p>Questions</p> <p>Suggestive resources/A ctivities:</p> <p>Liveworksh eets</p> <p>Games on wordwall</p> |
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| Month | UNIT/ LESSON:- Number- Lesson No Name:- CONCEPT:- | Domain & Curricular Goals (mapping with Foundational stage) | Competency & Learning Outcome | CWSN | 21st Century skills | Integratio n | Inter- disciplinar y integration | Learning Space | Assignme nts | Suggestive Pedagogies |
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| July Half Yearly | <p>Unit- 4 Name:- Subtraction CONCEPT:- Subtraction of 4 digit numbers(wit h and without borrowing) Sub conept:- *Subtraction of 4 digit numbers. *Properties of subtraction *Word problems</p> | <p>Domain: Cognitive Development Developing Positive Learning Habits</p> <p>Curricular Goal:- CG-7 Children make sense of the world around through observation and logical thinking. CG-8 Children develop mathematical understanding and abilities to recognize the world through quantities.(Numbers)</p> | <p>Competency C-7.3 Uses appropriate tools and technology in daily life situations and for learning C-8.6 Performs subtraction of 4-digit numbers fluently using flexible strategies of composition and</p> | <p>Develop concept and communic ation amongst children through play activities and real life examples</p> | <p>C's : Creativity, Communicati on, Critical thinking, Collaboration</p> <p>Life skills: Problem solving, Critical thinking</p> | <p>Arts:- Subtract the given numbers and colour the given shape using colour code.</p> <p>Sports:- Subtractio n using skipping.</p> <p>Scientific temper:- Observing</p> | <p>Language English:- Framing word problems</p> <p>EVS:Solve daily life problems</p> <p>Art:- Draw abacus and subtract the given numbers, Number bonds</p> | <p>Classroom Maths Lab</p> | <p>Class assignme nts : Book Excercises</p> <p>Home assignme nts: Workshee t based on missing numbers</p> | <p>Project -based learning</p> <p>Problem solving Suggestive Assessment :- Worksheets Quizzes Multiple Choice Questions</p> <p>Suggestive resources/Activit ies: Liveworksheets Games on wordwall</p> |

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

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

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| <p>Division as repeated subtraction/ equal sharing</p> <p>Sub Concepts</p> <p>*Meaning of Division and terms associated with division</p> <p>*Dividing 2&3 three digit numbers by 1 digit number (with and without remainder)</p> <p>*Dividing 2&3digit numbers by 1 digit number by regrouping.</p> <p>*Division by 10.</p> <p>*Word problems</p> <p>*Framing word problems</p> | <p>CG-7 Children make sense of the world around through observation and logical thinking.</p> <p>CG-8 Children develop mathematical understanding and abilities to recognize the world through quantities.</p> <p>Kosha -</p> <p>*Vijnanamaya kosha, is emphasized to engage meaningfully with the cognitive and conscious aspects of human experience."</p> <p>*Anandmayakosha, or experience of transcendence is best addressed for this age group through art and culture.</p> | <p>subtraction Learning Outcomes Basic: Understands meaning of division and terms associated with division. Medium: Experience equal sharing and grouping and connecting them mathematically in their own context. For example, sharing of equal number of sweets among children. Advance: Solve real life problems using division facts like how to handle money, how to get equal share etc.,</p> | <p>examples.</p> <p>Activity : Few eatables / stationery items such as toffees / scale etc will be displayed on a table. The child will be asked to start dividing the items equally among two children.</p> <p>*Youtube video, explaining the concept of division through animation, taking real life examples. https://youtu.be/wbKv9zcGhl</p> | <p>Problem Solving.</p> | <p>on grid. Use of Paper folding activities, Tangram activities , Cake slicing activities, to emphasize the concept of Division.</p> <p>Sports:- Using balls (or members in a team) to explain the concept of division as repeated subtraction.</p> <p>Scientific temper:- Relationship between multiplication and division, Finding out division facts from given multiplication facts. Discussing various</p> | <p>theme of Unity in Strength and the implications of division (eg the story of a bundle of sticks)</p> <p>EVS- To share food items like cake, pizza etc., equally among friends, family</p> <p>Art:-To find the division facts using 10 by 10 multiplication grid. (Colouring as per a division pattern to get different patterns in the grid)</p> <p>Music:- Learning multiplication</p> | | | <p>related to division given in the book. Home assignments : Framing word problems related to division and solving online worksheets available. Printed worksheets, having easy, medium and complex problems of Division.</p> <p>number of chocolates in a carton and dividing them equally among the students present in the class. How many does each get? Problem solving Suggestive Assessment :-</p> <ol style="list-style-type: none"> 1.Worksheets 2. Multiple-choice questions 3. Lower order thinking skills questions For example: Draw 10 cherries. Make groups(by drawing circles) to divide these equally among 5 children. 4.HOTS questions Suggestive resources/Activities Live worksheets.com |
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| | | | | | | real life situations and identifying which out of the two, Multiplication/ Division would be used. Technology:-PPT, Video links. | tion tables from 2 to 10 in rhythmic way. (Dividing a song into different segments and singing in a collaborative manner) | | | | |
| Month | UNIT/ LESSON:- Number- Lesson No Name:- | Domain & Curricular Goals (mapping with Foundational stage) | Competency & Learning Outcome: | CWSN | 21st Century skills | Integration | Inter-disciplinary integration | Periods | Learning Space | Assignments | Suggestive Pedagogies |
| September Half Yearly | UNIT/ LESSON:- Number- Unit No 7 Name:- Fractions Concept: Fractions Sub Concepts: *Shading of Fractions *Making a fraction *Parts of a collection *Like and Unlike fraction *Equivalent Fractions | Domain: 2.4.3 Cognitive Development Curricular Goal:- CG-7 Children make sense of the world around through observation and logical thinking. CG-8 Children develop mathematical understanding and abilities to recognize the world through quantities. Kosha - *Vijnanamaya kosha, is emphasized to engage meaningfully with the cognitive and conscious | Competency : C-7.2 Observes and understands different categories of objects and relationships between them. Observes and understands cause and effect relationships in nature by forming simple hypothesis and uses observations to explain | Develop concept and communication amongst children through play activities and real life examples . Activity : Make a bird using fractions of different shapes (Circle - 2parts, Square- 4 parts etc) | C's : Collaboration Critical thinking Life skills : Analytical thinking Problem solving Creative Thinking | Arts:- Showing Equivalent Fractions using figures such as rectangles Sports:- Kaboom game To explain the concept of equivalent fraction Scientific temper:- The students | Language English:- Communicating a given fraction using a complete sentence, 1/4 ,one part out of 4 equal parts EVS- Dividing a pizza equally among family members. | | Classroom Maths Lab | Class assignments : Book exercises Home assignments : Make a fraction wheel | Project -based learning : Model of fraction Problem solving Suggestive Assessment :- Worksheet Suggestive resources/Activities : Liveworksheets.com Games on wordwall |

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

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

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| | Multiplication and Division of units of Weight *Word Problems based on four basic operations of units of Weight *Units of Capacity *Conversions of units of Capacity *Addition, Subtraction, Multiplication and Division of units of Capacity *Word Problems based on four basic operations of units of Capacity | | Advance: (CG8) Solves word problems based on units of length, mass and capacity. | | | Activity to measure the length of maths lab with Standard and non standard methods of measurement | | | | | |
| Month: | UNIT/ LESSON:- Number- Name:- | Domain & Curricular Goals (mapping with Foundational stage) | Competency & Learning Outcome | CWSN | 21st Century skills | Integration | Inter-disciplinary integration | Periods | Learning Space | Assignments | Suggestive Pedagogies |
| November PT-2 | Unit No 9 Unit Name: Geometrical Shapes *Plane shapes * Solid | Domain: Cognitive Development Developing Positive Learning Habits Curricular Goal:- | Competency C 8.8 Recognises basic geometric shapes and their | Develop concept and communication amongst children through play activities and real life examples. Activity : The child | C's : Creativity Critical thinking Communication skills Life skills: | Arts:- Drawing of shapes with real objects Draw a joker using | Language - English:- Vocabulary development, | 6 | Class-room Maths-lab Playground | Class assignments - *Discuss the objects having | Project -based learning Learning by doing Problem solving- |

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| <p>Shapes * Tiling * Tangrams</p> <p>Sub-Concepts *2- Dimensional shapes *3- Dimensional shapes * Edges, corners, faces of shapes *Comparison of shapes *Examples of 2-D and 3-D shapes</p> | <p>CG-7 Children make sense of the world around through observation and logical thinking. CG-8 Children develop mathematical understanding and abilities to recognize the world through quantities. Kosha - Vijnanamaya kosha, is emphasized to engage meaningfully with the cognitive and conscious aspects of human experience.</p> | <p>observable properties C8.12 Develops adequate vocabulary for comprehending concepts and procedures related to shapes.</p> <p>Learning Outcomes:- * Basic: (CG7) Determine about Line segment, Ray, curved lines, Straight line etc.. Demonstrate and apply the concepts with daily life situations * Medium:(CG7) Identify and differentiate between 2D and 3D shapes around themselves , compare the third dimension added to shapes *Advance: (CG 8) Measure</p> | <p>will be asked to pick up specific coloured object around and tell its shape, use the tangram pieces to make a design</p> <p>HI VI LD Autism Cerebral palsy Speech disability</p> | <p>Problem solving</p> | <p>different shapes</p> <p>Sports:- Using shapes of blocks available like cones, rectangles, balls and make a hurdle race</p> <p>Scientific temper: Helping students to develop scientific temper for shapes by finding shapes in their surroundings, buildings, objects.</p> <p>Technology:-Make a PPT of shapes</p> | <p>reading</p> <p>EVS:- Find buildings in your surrounding which have different shapes</p> <p>Art:- Drawing of a scenery using different shapes Use Mandala art Draw a joker using different shapes</p> <p>Music:- Poem based on shapes will be recited.</p> | | <p>different shapes *To join the different tangram pieces to make the animals such as goat , dog, camel etc. Art integrate d activity</p> <p>Home assignments- *Make any one tiling pattern found in your surroundings. *Collect two examples of each cuboidal , conical and spherical shapes.</p> | <p>matching of shape with real life objects.</p> <p>Suggestive Assessment :- Class test, online quizzes</p> <p>Suggestive resources/ Activities : *Sorting the given objects according to the category of 2D / 3D shapes. * Use tangram pieces to make a flower of your choice.</p> |
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| Month | UNIT/ LESSON:- Number- Name:- | Domain & Curricular Goals (mapping with Foundational stage) | Competency & Learning Outcome: | CWSN | 21st Century skills | Integration | Inter- disciplinar y integratio n | Periods | Learning Space | Assignme nts | Suggestive Pedagogies |
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| Decem ber | UNIT/ LESSON:- Number- 10 Name:- Time Concept: Telling Time Sub Concepts: *Minute hand and Hour hand * Telling Time to the correct 5 minutes * Reading Time to the next hour * Concept of 'to' and 'past' * am and pm * Time Conversions - Hours into minutes - Minutes into seconds - | Domain: Cognitive Development Curricular Goal CG-7 Children make sense of the world around through observation and logical thinking. CG-13 Children develop habits of learning that allow them to engage actively in formal learning environments like a school classroom Kosha - *Vijnanamaya kosha, is emphasized to engage meaningfully with the cognitive and conscious aspects of human experience." *Anandmayakosha,o r experience of transcendence is best addressed for this | Competency : C-8.10 Performs simple measurement s of time in minutes, hours, day, weeks, and months C-13.1 Attention and intentional action: Acquires skills to plan, focus attention, and direct activities to achieve specific goals Learning Outcomes:- Basic : Use of vocabulary about Time and Calendar through discussion and story telling. | Explain the concept of Time with the use of real clock and taking real life situations. Activity : To show different times on the model of clock. | C's : Communication Collaboration Creative thinking Critical thinking Connectedness Life skills : * Problem solving * Analytical thinking * Time management | Arts:- Show beautifully the names of all the months in a year. - Use red colour for the months having 31 days. - Use blue colour for the months having 30 days. - Use brown colour for the month having 28/29 days. Sports:- Note the time taken to | Language English:- Reading Time and Calendar EVS- Planning day-to- day activities Art:- Colour the birth dates of your family members on calendar . Music: Poem on 'Time' | 10 | Classroom Maths Lab Activity Room | Class assignme nts : Book Exercises Home assignme nts : Plan your day, mentioni ng time at which you will carry out all the activities. | Project -based learning : Make a model of the clock. Make calendar of your birthday month. Problem solving Suggestive Assessment :- Worksheet with all the concepts explained Suggestive resources/Activi ties : Quizzes Story telling |

| | <p>Hours into seconds * Reading A Calendar - The Knuckle Trick * Calendar Conversions - Months into Days - Weeks into Days - Days into Hours * Time Line</p> | <p>age group through art and culture.</p> | <p>Medium : To read a clock and calendar.</p> <p>Advance: * Reads the time correctly to the hour using a clock/watch. * Identifies a particular day and date on a calendar.</p> | | | <p>complete 1m race in minutes. Convert this time in seconds and hours.</p> <p>Scientific temper:- Make your study time-table.</p> <p>Technology: Use of ppt and animation videos.</p> | | | | | |
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| Month | UNIT/ LESSON:- Number- Name:- | Domain & Curricular Goals (mapping with Foundational stage) | Competency & Learning Outcome: | CWSN | 21st Century skills | Integration | Inter-disciplinary integration | Periods | Learning Space | Assignments | Suggestive Pedagogies |
| Jan Annual Exam | <p>UNIT/ LESSON:- Number- Name:- Concept: Sub Concepts: Number- 11 Name:- Money Concept: Importance and usage</p> | <p>Domain: Cognitive Development</p> <p>Curricular Goal CG-7 Children make sense of the world around through observation and logical thinking CG-8 Children develop mathematical</p> | <p>Competency : C-7.1 Observes and understands different categories of objects and relationships between them. C-8.2 Identifies and extends</p> | <p>Explain the concept of money with real life situations.</p> <p>Activity : A mini marketplace with playmoney</p> | <p>C's : Collaboration Critical Thinking</p> <p>Life skills : Problem Solving Decision Making Creative thinking</p> | <p>Arts:- Trace coins and have fun</p> <p>Sports:- Play mini bazaar with fake play</p> | <p>Language English:- Make a conversation about purchasing a toy from a shop EVS- Discuss the importance</p> | | <p>Maths Lab Surroundings</p> | <p>Class assignments : Book exercises</p> <p>Home assignments : Role play shopkeeper and customer</p> | <p>Project -based learning : Problem solving</p> <p>Suggestive Assessment :- Worksheet with all the concepts explained</p> <p>Suggestive resources/Activities :</p> |

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| | <p>of money and basic operations on money</p> <p>Sub Concept -</p> <ul style="list-style-type: none"> * Identification of various denominations * Adding up given denomination in rupees/coins * Writing given amount in figures * Writing given amount in words * Conversion of money * Addition and subtraction of money * Word problems * Making bills * Data Interpretation | <p>understanding and abilities to recognize the world through quantities, shapes, and measures.</p> <p>Kosha -</p> <p>*Vijnanamaya kosha, is emphasized to engage meaningfully with the cognitive and conscious aspects of human experience."</p> <p>*Anandmayakosha, or experience of transcendence is best addressed for this age group through art and culture.</p> | <p>simple patterns in their surroundings, shapes, and numbers.</p> <p>Learning Outcomes:-</p> <p>Basic : (CG 7)To be able to identify various denominations of money available in the market</p> <p>Medium : (CG8)To be able to understand and do basic operations on money</p> <p>Advance: (CG8)To be able to make bills and read data.</p> | | | <p>money</p> <p>Scientific temper:- Understanding money operations in daily life situations> Children can do role play or scene of a marketplace where one of them is a shopkeeper and another one is a customer.</p> <p>Technology: Make a PPT to show coins and denominations used in earlier times</p> | <p>e of money</p> <p>Art:- Trace coins and have fun</p> <p>Music: Sing 2 songs from bollywood having the word "paisa" in it</p> | | | <p>with your parents</p> | <p>Quizzes, liveworksheet.com</p> |
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| Month | UNIT/ LESSON:- Number- Lesson No 12 Name:- | Domain & Curricular Goals (mapping with Foundational stage) | Competency & Learning Outcome: | CWSN | 21st Century skills | Integration | Inter- disciplinar y integratio n | Periods | Learning Space | Assignme nts | Suggestive Pedagogies |
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| Jan Annual Exam | UNIT/ LESSON:- Number- 12 Name:- Symmetry and Patterns Concept: Importance and usage of Symmetry and Patterns in day to day life. Sub Concept - * Line of symmetry * Symmetry in English Alphabets * Patterns in numbers. * Patterns in alphabets. * Patterns in designs * Odd and even numbers * Rules with odd and even numbers. | Domain: Cognitive Development Developing Positive Learning Habits Curricular Goal CG-7 Children make sense of the world around through observation and logical thinking CG-8 Children develop mathematical understanding and abilities to recognize the world through quantities, shapes, and measures. Kosha - *Vijnanamaya kosha, is emphasized to engage meaningfully with the cognitive and conscious aspects of human experience." *Anandmayakosha,o r experience of transcendence is best addressed for this age group through art and culture. | Competency : C-7.1 Observes and understands different categories of objects and relationships between them. C-8.2 Identifies and extends simple patterns in their surroundings, shapes, and numbers. Learning Outcomes:- Basic : To be able to identify symmetrical objects and patterns around in surroundings. Medium : Enlist symmetrical alphabets , numbers and complete the | Explain the concept of symmetry and patterns with real life situations. Activity : A sheet with a half drawn butterfly will be provided to the students , the child to draw the other half of butterfly on dotted line and colour as per their choice. | C's : Collaboration Critical Thinking Life skills : Problem Solving Decision Making Creative thinking | Arts:- Draw a flower , tree and smiley , draw a line of symmetry to divide in two parts. Sports:- The students to do skipping for odd and even number of times , and announce the highest scorer as the winner. Scientific temper:- The students to enlist the patterns seen in nature. Technolog y: The | Language English:- Speak on importanc e of symmetry , patterns in our lives and communic ate on the topic. EVS- Collecting and pasting leaves and petals with symmetry and also form a pattern out of it . Art:- Draw a tiling pattern in notebook and colour it . | | Maths Lab Surroun dings | Class assignme nts : *Comple te the given pattern *Solve the book exercises. Home assignme nts : Take some easily available material such as buttons/ black gram/ Kidney beans etc. and start making pairs of it. Count the number of pairs and arrange in a | Project -based learning : Problem solving Suggestive Assessment :- Worksheet with all the concepts explained Suggestive resources/Activi ties : Quizzes |

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| | | | <p>patterns in alphabets , numbers , designs.</p> <p>Advance: Solve the given problems on their own related to symmetry and patterns .</p> | | | students to make pattern using shapes on desktop. | | | | pattern on a sheet of paper. | |
| Month | UNIT/ LESSON:- Number- Lesson No Name:- | Domain & Curricular Goals (mapping with Foundational stage) | Competency & Learning Outcome: | CWSN | 21st Century skills | Integration | Inter-disciplinary integration | Periods | Learning Space | Assignments | Suggestive Pedagogies |
| Feb Annual Exam | <p>UNIT/ LESSON:- Number- 13 Name:- Data Handling Concept: Sub Concepts: * Scale (1 book= 5 books) * Pictograph * Bar Graph</p> | <p>Domain: Cognitive Development Developing Positive Learning Habits Curricular Goal CG-7 Children make sense of world around through observation and logical thinking CG-8 Children develop mathematical understanding and abilities to recognize the world through quantities, shapes, and measures</p> <p>Kosha - * Vijnanamaya kosha, is emphasized to engage meaningfully with</p> | <p>Competency : C-7.1 Observes and understands different categories of objects and relationships between them C-8.1 Sorts objects into groups and sub-groups based on more than one property. Learning Outcomes:- Basic : To observe the pattern amongst the group of objects.</p> | <p>Develop concept and communication amongst children through play activities and real life examples.</p> <p>Activity: Ball Room Activity: Pick up Red(5) Green(2)and Yellow (3) balls . Keep them in separate baskets. Which colour balls are the maximum? Which colour balls are minimum? The total number of balls are:___</p> | <p>C's : Collaboration Communication</p> <p>Life skills : Decision Making Problem Solving</p> | <p>Arts:- Draw a pictograph of liking of eatables (5 types) of your friends.</p> <p>Sports:- Different sports items such as bat , rings , skipping ropes ,basketballs to be kept. Related questions will be asked.</p> | <p>Language English:- A story to be formed on the given pictograph data with a moral value.</p> <p>EVS- Age of family members will be shown on graph by taking a proper scale.</p> <p>Art:- Collect the</p> | | <p>Maths Lab</p> <p>Surroundings</p> | <p>Class assignments : Book exercises</p> <p>Home assignments : Write the names of your 10 friends . Write the number of times the vowels are appearing in each name. Make a bar graph</p> | <p>Project -based learning : Problem solving</p> <p>Suggestive Assessment :- Worksheet Suggestive resources/Activities : Mental Maths worksheet</p> |

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| | | the cognitive and conscious aspects of human experience. *Anandmayakosha, or experience of transcendence is best addressed for this age group through art and culture. | Medium : Interpret the given information in pictograph, bar graph and answer the related questions. Advance: Representing the given data using pictograph and bar graph. | | | Scientific temper:- Explaining the students about the importance of knowledge of the graphs in life. Technology: An exercise of Compu Maths given in textbook to be done. Page number 207 of Learning Maths 3 | information of liking of different tiffin items of your 5 friends. Draw a pictograph and colour it. | | | of the number of vowels in each name. | |
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Class: III

Subject: EVS

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| <u>Term I</u> <u>Report Card will consist of 100 marks</u> | | <u>Term II</u> <u>Report Card will consist of 100 marks</u> | |
| <u>Periodic Test I- July</u> (30% syllabus- MM 40) (Weightage in Report Card- 10 marks) | <u>Half- Yearly Exam- September</u> (50% syllabus- MM 80) (Weightage in Report Card- 80 marks) | <u>Periodic Test II- December</u> (30% syllabus- MM 40) (Weightage in Report Card- 10 marks) | <u>Annual Exam- March</u> (Syllabus will have 10% of Term I and entire syllabus of Term II) |

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| | | | (Weightage in Report Card- 80 marks) |
| Apr- Lesson-1 My Family | Aug- Lesson-7 The Food We Eat | Oct-Lesson-9 The House we Live In | Dec-Lesson-13 Communication |
| Lesson-2 Plants Around Us | | Lesson-10 Our Neighbourhood | |
| | | | |
| May-Lesson-3 Leaves in Our Lives | Sep-Lesson-8 Cooking Food | Nov-Lesson-11 The Water we Drink | Jan- Lesson-14 Making Pots |
| Lesson-4Animals Around Us | | Lesson-12 Going Places | |
| July-Lesson-5 Birds - Our Feather Friends | | | Feb- Lesson-15 Textiles |
| Lesson-6 The Work Around Us | | | |
| | 1. Note Book Submission MM 25 (Weightage 5 Marks) 2. Subject Enrichment Activity MM 25 (Weightage 5 Marks) | | 1. Note Book Submission MM 25 (Weightage 5 Marks) 2. Subject Enrichment Activity MM 25 (Weightage 5 Marks) |

REPORT CARD WILL CONSIST OF 100 MARKS

REPORT CARD WILL CONSIST OF 100 MARKS

| Evaluation | % syllabus | Maximum marks | Weightage | Evaluation | % syllabus | Maximum marks | Weightage |
|------------------------------|-------------------|----------------------|------------------|-----------------------------------|-------------------|----------------------|------------------|
| Periodic Test I- July | 30% | 40 marks | 10 marks | Periodic Test II- December | 30% | 40 marks | 10 marks |
| Note Book Submission | --- | 25 marks | 5 marks | Note Book Submission | --- | 25 marks | 5 marks |
| Subject Enrichment | ---- | 25 marks | 5 marks | Subject Enrichment | ---- | 25 marks | 5 marks |

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| <p>April 22-25Days</p> <p>8 to 9 periods</p> | <p><u>Lessonno.1</u></p> <p>Name- My Family</p> <p><u>Concept:</u></p> <p>Family and Friends</p> <p><u>Sub-Concepts-</u></p> <p>Families and their types.</p> <p>Family members ,valuesand habits.</p> <p>Hereditary features.</p> <p>Old and physically challenged people.</p> | <p><u>Domain:</u></p> <p>Socio Emotional and Ethical Development</p> <p><u>Curricular Goal:</u></p> <p>CG-4:</p> <p>Children develop emotional intelligence</p> | <p><u>PANCHKOSHAVIKAS:</u></p> <p><u>MANOMAYAKOSHA</u></p> <p><u>C4.1</u></p> <p>Starts recognizing 'self' as an individual belonging to a family and community</p> <p><u>Learning Outcome:</u></p> <p><u>Basic:</u></p> <p>Expresses the concept of a family and can interrelate the diversity in family types. Can draw simple family tree.</p> <p><u>Medium:</u></p> <p>Exhibits values and habits appreciate qualities and skills of family members.</p> <p><u>Advance:</u></p> <p>Shows sensitivity for the elderly, differently abled and diverse family set ups in surroundings.</p> | <p><u>LifeSkills:</u></p> <p>Social skills</p> <p>Communication skill</p> <p>Flexibility</p> | <p><u>Arts:</u></p> <p>Identifying traditional art forms as a family tradition and culture in India.</p> <p><u>Sports:</u></p> <p>Exploring and playing games that family play together.</p> <p><u>Scientific temper:</u></p> <p>Exploring family believes and applying rational thinking.</p> <p><u>Technology:</u></p> <p>Analyze the hereditary traits of family members in physical appearance.</p> | <p><u>English:</u></p> <p>Change the gender of given relations</p> <p><u>Maths:</u></p> <p>Find the birth year of all the family members and calculate their age in years.</p> <p><u>Music:</u></p> <p>Play antakshari with family members.</p> | <p>Classroom</p> <p>Assembly area or activity room for role play</p> | <p><u>Classroom Activity:</u></p> <p>Making a Thank you card for grandparents.</p> <p><u>Home Assignment:</u></p> <p>Exploring from elders about extended family, narrating stories related to festivals.</p> <p><u>Flipped classroom:</u></p> <p>Giving notes to study at home for discussion in class</p> | <p>Project-based learning</p> <p>Problem solving</p> <p>Role-playing</p> <p>Suggestive Assessment:-</p> <p>Reading</p> <p>Worksheet</p> <p>Multiple-choice questions</p> <p>Lower order thinking skills questions</p> <p>HOTS questions</p> |
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| Month | UNIT/ LESSON | Domain & Curricular Goals (mapping with Foundational stage) | Competency & Learning Outcome | 21st Century skills | Integrating AWES Initiatives | Interdisciplinary integration | Learning Space (Suggestive) | Assignments(Suggestive) (Observation,Checklist, Worksheets,Rubrics,Portfolios) | Pedagogies (Suggestive) |
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| April | <u>Lesson2</u> Name: Plants Around Us Concept Plant Diversity Sub-Concepts: Types of plants around us. Uses of plants. New plants grown in India. | Domain: Cognitive Domain CG-7: Children make sense of world around through observation and logical thinking Domain : Socio- Emotional and Ethical Development Curricular Goal: CG6 Children develop a positive regard for the natural environment around them | PANSHKOSHAVIKAS: VIJANAMAYAKOSH A C-7.1: Observes and understands different categories of objects and relationships between them MANOMAYA KOSHA C4.6 Shows kindness and helpfulness to others (including animals, plants)when they are in need. LearningOutcome: Basic: Identifies plants according to their size ,shape ,colour ,Aroma and where they grow. Medium: Gives examples for different types of plants. List uses of plants Advance: Grows plants, nurtures them and protects them. | LifeSkills : Critical Thinking Social Skills Initiative | Arts: Draw an example of each type of plant. Scientific temper: Observation of different plants around ,compare and classification based on Simple characteristics of a plant. Technology: Take photos of plants around your home and write their names | English: Common Noun And Proper Noun under the category of plants Maths: Count the number of trees in your school. Music: Sing a song or Poem on plants in assembly | Assembly area classroom. School Campus- garden | Classroom Activity: Discussion onusesofplants. Home Assignment: Exploring new plants in the locality and collect their leaves Flipped classroom: Giving notes to study at home for discussion in class | Brainstormin g sessions Joyful learning Project- based learning Role-playing Suggestive Assessment :- 1. Reading2. Worksheet 3. Multiple- choice questions. 4. Lower order thinking skills questions. 5. HOTS question s (PI refer to Revised Bloom's Taxonomy) |
| Month | UNIT/ LESSON | Domain & Curricular Goals (mapping with Foundational | Competency & Learning Outcome | 21st Century skills | Integrating AWES Initiatives | Interdisciplinary integration | Learning Space (Suggestive) | Assignments(Suggestive) (Observation,Checklist, Worksheets,Rubrics,Portfolios) | Pedagogies (Suggestive) |

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

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

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

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| 9 | <p>Concept: Food</p> <p>Sub-Concepts :</p> <ul style="list-style-type: none"> • Food from Plants and Animals • Raw and Cooked Food • Methods of cooking food • Vessels used for cooking • Eating in a family • Cultural Diversity in food | <p>Children develop habits that keep them healthy and safe.</p> <p>SDG-2 Improved Nutrition</p> | <p>and does not waste food</p> <p>Learning Outcome: Basic: Observe and Identify different cooking methods used in their homes</p> <p>Medium: List the stoves used for cooking and fuel used in them.</p> <p>Categorise the vessels used for cooking according to the cooking methods.</p> <p>Advance: Discuss and compare the changes From your grandmother's kitchen to your mother's kitchen. Appreciates the cultural diversity in food.</p> | <p>ility</p> <p>Social Skills</p> <p>Initiative</p> <p>Critical Thinking</p> | <p>Sports : Guess the ingredient : Children will interchange their lunch boxes and will guess the name of the main ingredient of the dish .</p> <p>Scientific temper: Selects correct quantity of ingredient to make a dish Observe different cooking styles and different temperatures needed for cooking in different styles and the utensils used</p> | <p>Maths : Find the correct quantity of ingredients needed to prepare your favourite dish</p> | <p>Room : Learn and write the Hindi and English names of the spices shown to you .</p> | <p>Home Assignment: Prepare a banana chaat and Use your creativity to garnish and to decorate the plate.</p> <p>Flipped classroom : Giving notes to study at home for discussion in class</p> | <p>based learning</p> <p>Role-playing</p> <p>Suggestive Assessment :-</p> <p>1. Reading2 .Worksheet 17. Multiple-choice questions. 18. Lower order thinking skills questions. 14. HOT S questions</p> <p>(PI refer to Revised Bloom's Taxonomy)</p> |
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| Month | UNIT/ LESSON | Domain & Curricular Goals (mapping with Foundational stage) | Competency & Learning Outcome | 21st Century skills | Integrating AWES Initiatives | Interdisciplinary integration | Learning Space (Suggestive) | Assignments(Suggestive) (Observation, Checklist, Worksheets, Rubrics, Portfolios) | Pedagogies (Suggestive) |
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| October 21-24 Days | <p><u>Lesson9</u></p> <p><u>Name- The House We Live In.</u></p> <p>Concept: House Diversity.</p> <p>Sub-concepts</p> | <p>Domain: Cognitive Domain</p> <p>Curricular Goal:</p> <p>CG-7</p> <p>Children make sense of the world around them through observation</p> | <p>PANCHKOSHAVIKAS: VI JNANAMAYAKOSH</p> <p>C-7.1</p> <p>Observes and understands different categories of objects and relationships between them.</p> <p>Learning Outcome:</p> | <p>Collaboration</p> <p>Communication of thoughts</p> <p>Critical thinking</p> | <p>Arts:</p> <p>Draw A sketch of your house.</p> <p>Scientific temper:</p> <p>Analyze different</p> | <p>Maths:</p> <p>Find the height of tallest sky scraper of the world</p> <p>Music:</p> <p>Sing a song on the importance of cleanliness.</p> | <p>Classroom or quiz activity</p> <p>Assembly area for roleplay or song on the importance of Cleanliness</p> | <p>Classroom Activity:</p> <p>Quiz On Types Of houses.</p> <p>Make blue and green dustbin and write their usage.</p> <p>Discussion on the importance and types of houses and the ways to keep it clean.</p> | <p>Joyful method</p> <p>Project-based learning</p> <p>Problem solving</p> <p>Roleplaying</p> |

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

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| | in our neighbourhood Directions, sketch and maps. | | the cardinal points using different methods. Medium: Learners will be able to differentiate between sketch, plan and map. Advance: Learners will be able to make a plan of a particular place and also be able to make a map of their colony including all the neighbourhood services. | | to their directions. Technology: Locate your school on Google map. | | of the school. Home Assignment: Draw a sketch of your classroom and mark the directions of the object in the classroom. Flipped classroom: Giving notes to study at home for discussion in class. | 1. Reading 2. Worksheet 3. Multiple-choice questions 4. Lower order thinking skills questions 5. HOTS questions (PI refer to Revised Bloom's Taxonomy) |
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| Month | UNIT/ LESSON | Domain & Curricular Goals (mapping with Foundational stage) | Competency & Learning Outcome | 21st Century skills | Integrating AWES Initiatives | Interdisciplinary integration | Learning Space (Suggestive) | Assignments (Suggestive) (Observation, Checklist, Worksheets, Rubrics, Portfolios) | Pedagogies (Suggestive) |
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| November 21 DAYS No. of Periods = 12 | Lesson 11 Name- The Water We Drink. Concept: conservation of water for all. Sub-concepts Importance and sources of water. Water for plants and animals. How to save water? Rainwater harvesting, storage of water. | Domain: Cognitive and Socio-Emotional and Ethical Development Curricular Goal: CG6 Children develop a positive regard for the natural environment around them. SDG-6 Ensure availability and sustainable use of water and sanitation | ANCHKOSHAVIKAS: VIJ NANAMAYAKOSH C-6.1 Show care for and joy in engaging with all life forms. Learning Outcome: Basic: Learners will be able to identify the uses and sources of water. And save water. Medium: Learners will be able to examine the importance of drinking safe water and the ways to conserve water. Advance: Learners will be able to take initiative and create awareness about the conservation of water in | Collaboration Adaptability Leadership Initiative Critical thinking Creativity | Arts: Make a poster on saving water and place it on the water points. Scientific temper: Make water filters using cotton, garden soil, sand and pebbles. Take initiative to become Jal Mitra to create awareness on the importance of drinking clean water in their locality. | English: Write five sentences on the importance of water for plants and animals. Maths: Activity How many glasses of water will fill a jug? | Classroom or poster making and maths activity. Field trip inside the school to see the proper water management in the school. | Classroom Activity: Poster making and math activity. Group discussion on sources, uses of water and storage of water. Home Assignment: Make a water filter. Flipped classroom: Giving notes to study at home for discussion in class. | Joyful method of learning Project-based learning Problem solving Role-playing Peer teaching Suggestive Assessment:- 1. Reading 2. Worksheet 3. Multiple-choice Questions 4. Lower order thinking skills questions 5. HOTS questions |

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| | | management of water and sanitation for all. | their localities. Also become sensitive towards the sustainable usage of resources. | | | | | | estions (PI refer to Revised Bloom's Taxonomy) |
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| Month | UNIT/ LESSON | Domain & Curricular Goals (mapping with Foundational stage) | Competency & Learning Outcome | 21st Century skills | Integrating AWES Initiatives | Interdisciplinary integration | Learning Space (Suggestive) | Assignments (Suggestive) (Observation, Checklist, Worksheets, Rubrics, Portfolios) | Pedagogies (Suggestive) |
|--------------------------------|--|---|---|---|---|--|---|--|--|
| November No. of Periods = 9 | <p>Lesson 12</p> <p>Name- Going Places</p> <p>Concept: means of transport</p> <p>Sub-concepts</p> <p>Need for travel Means to transport for far and near by places Newer ways of travelling Some special means of transport.</p> <p>Modern transport and pollution</p> | <p>Domain: Cognitive Development</p> <p>Curricular Goal:</p> <p>CG-7</p> <p>Children make sense of the world around them through observation and logical thinking</p> | <p>PANCHKOSHAVIKAS: VIJ NANAMAYAKOSH</p> <p>C-7.3</p> <p>Observes and understands different categories of objects and relationships between them.</p> <p>Learning Outcome:</p> <p>Basic: Identify different means of transport with their examples.</p> <p>Medium: Learners will be able to understand the uses of all the three means of transport. Also identify newer and some special means of transport.</p> <p>Advance:</p> <p>Learners will be able to sensitise towards judicious usage of means of transport. Also be able to find out the ways to reduce traffic pollution.</p> | <p>Initiative</p> <p>Responsibility.</p> <p>Critical thinking</p> <p>Adaptability</p> | <p>Arts:</p> <p>Draw an example of each type of means of transport.</p> <p>Scientific temper:</p> <p>Observation of activities at the station, airport, and bus stop.</p> | <p>Maths:</p> <p>Write down the means of transport in order of their speed from the slowest to the fastest.</p> <p>Music:</p> <p>Poem on means of transport.</p> | <p>Classroom for drawing.</p> <p>Observation at railway station, airport, bus stand.</p> <p>Home as a place for learning.</p> <p>Assembly hall for poems.</p> | <p>Classroom Activity:</p> <p>Discuss with students about how they travel to and from school.</p> <p>Home Assignment:</p> <p>Collect pictures of different modes of transport and classify the different types of transport.</p> <p>Write down the means of transport in order of their speed from the slowest to the fastest.</p> <p>Flipped classroom:</p> <p>Giving notes to study at home for discussion in class</p> | <p>Joyful method of learning</p> <p>Project-based learning</p> <p>Problem solving</p> <p>Role-playing</p> <p>Peer teaching</p> <p>Suggestive Assessment:-</p> <ol style="list-style-type: none"> 1. Reading 2. Worksheet 3. Multiple-choice Questions 4. Lower order thinking skills questions 5. HOTS questions <p>(PI refer to Revised Bloom's Taxonomy)</p> |

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

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

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

CENTRALISED SYLLABUS BIFURCATION FOR APSs CLASS 3 SUBJECT COMPUTER

AN OVERVIEW OF CENTRALISED SYLLABUS BIFURCATION FOR APSs (PRIMARY- PREPARATORY LEVEL CLASS III COMPUTER)

Academic Session 2023-24

Class: ...III

Subject: COMPUTER

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

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

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

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

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

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

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

recognise the world through the use of sorting and sequencing

of a given situation

Medium
Describes the sequence of the given situation and creates a new situation

Advance
Describes the rule of the sequence and applies it on abstract situations

debugging.

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

Academic Session 2023-24

Class: III

Subject: Art and Craft

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

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

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

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

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

**PRIMARY
, MOTHER**

GREETING CARDS

Lesson 3- FUN WITH LINES, PAPER PLATE FLOWER

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

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

Lesson 4 FUN WITH LETTERS, KNOW ABOUT SHAPES

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

Lesson 5- SKETCHING OF DIFFERENT OBJECTS , PAPER FOLDING ORIGAMI

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

DRAWING , RAKHI MAKING, DRAWING,CARD MAKING

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

LESSON 7 DRAWING PRACTICE BIRDS, BEST OUT OF WASTE

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

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|---|--|---|--|--|--|---|---|
| <p>Class: 3</p> <p>Month- OCTOBER</p> <p>(Approx No of Teaching Days) 20-21</p> <p>No of Periods in this month: 7-8</p> | <p>Curricular Goals (CG) CG12</p> | <p>Competencies C12.3 C2</p> | <p>Syllabus- (Syllabus- (As per Prescribed book subject – Art and craft) Name of the book Name of Publisher</p> <p>Art and Craft PM Publisher Pvt.LTD .</p> <p>Grow more trees.</p> | <p>Competency Based (Graded) Learning (Tasks/Activities assigned for CW & HW)</p> <p>(Basic Level) Diwali diya drawing Diwali diya decoration activity</p> <p>(Listening Skill)</p> <p>(Medium Level) Role Play of a tree.</p> <p>(Speaking Skill)</p> <p>(Advanced Level) Making Diwali Hand made greeting cards</p> <p>(Reading Skill & Writing Skill)</p> | <p>CwSN</p> <p>Assistive Learning (In consultation with Special Educators) & Use of IE Room</p> <p>CwSN -Assistive Learning:-</p> <p>HI students- Flash card, Showing real Diyas and lamps for Diwali Festival.</p> <p>VI Students Showing real Diyas and lamps for Diwali Festival</p> <p>LD students Showing real Diyas and lamps for Diwali Festival</p> <p>Autism- Worksheet on diya decoration, card ,making</p> | <p>Suggested Innovative Pedagogies</p> <p>Activity Based Learning- Greeting cards making activity</p> <p>Theme- Based Learning- Know about Indian culture</p> <p>Experiential Learning Making diyas</p> <p>Learning Spaces Indoor Outdoor</p> | <p>Suggested Assessment (Use of Assessment Tools & Observation)</p> <p>Assignments given to the students</p> |
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LESSON 9 FUN WITH PAPER CRAFT, MOSAIC PAINTING

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|---|--|---------------------------------------|---|--|--|--|---|
| <p>Class: 3</p> <p>Month- November</p> <p>(Approx No of Teaching Days) 20-21</p> <p>No of Periodsin this month: 7-8</p> | <p>Curricular Goals (CG) CG12</p> | <p>COMPETENCY C12.1 B3</p> | <p>Syllabus- (Syllabus- (As per Prescribed book subject – Art and craft) Name of the book Name of Publisher Art and Craft PM Publisher Pvt.LTD</p> | <p>Competency Based (Graded) Learning (Tasks/Activities assigned for CW & HW)</p> <p>(Basic Level) Making paper boat</p> <p>Mosaic art style (Listening Skill)</p> <p>(Medium Level) Making flower vase with paper (Speaking Skill)</p> | <p>CwSN Assistive Learning (In consultation with Special Educators) & Use of IE Room CwSN -Assistive Learning:-</p> <p>HI students- Explain how to make paper boat by giving demo by teacher</p> <p>Showing a video,related to paper craft</p> <p>, VI Students Making Mosaic Art with Tiles</p> <p>LD students Autism: Making paper boat</p> | <p>Suggested Innovative Pedagogies</p> <p>Activity-Based Learning- How to make a paper boat, flower vase</p> <p>Learn warm and cool colours with mosaic painting</p> <p>Learning Spaces- Indoor</p> | <p>Suggested Assessment (Use of Assessment Tools & Observation)</p> <p>Assignments given to the students</p> |
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**LESSON
STORY****10
TELLING**

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

PAINTING, CHRISTMAS, NEW YEAR GREETING CARDS

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

APS Syllabus Bifurcation Overview
Academic Session 2023-24 (Summary)

Class: III

Subject: Physical Education

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

Introductory part – 05 minutes

Preparatory part – 05 minutes

Main part –25 minutes

Closing part – 05 minutes

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

| | | | |
|--|--|---|---|
| <ul style="list-style-type: none"> • Introduction of warmup and instant activity. • Introduction of Movement and fitness activity. • Introduction of Games (Football, Kho-Kho & Kabaddi) and practice. • Introduction of mental health exercises | <ul style="list-style-type: none"> • Introduction of Indoor games (Chess, Carrom board & Snake Ladder) • Introduction of Marching and march pass. • Introduction of Track and Field events in Athletics. (100 mtr race, 200 mtr race, Long Jump, Relay-race) | <ul style="list-style-type: none"> • Introduction of Yoga and meditation • Aerobic exercises (Running & Jogging, Cross Country) • Lezim and dumbbells exercises. • Annual Sports Meet | <ul style="list-style-type: none"> • Introduction and practice of cricket • Yoga and meditation. • Practice of term-1 games. • Introduction and practice of Basketball. |
|--|--|---|---|

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

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

Lesson 1- Physical Education and Yoga

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

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

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

Lesson 5. Improving Academic Performance and Physical Health

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

Preparing for Exams with Fun and Fitness

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

CENTRALISED SYLLABUS BIFURCATION FOR APSs (CLASS-III)

Subject: MUSIC

Frequency: Weekly One Period

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

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

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

Lesson 1- INTRODUCTION OF MUSIC AND SWARS

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|--|--|---|---|---|---|--|---|
| <p>Class:3</p> <p>Month- April - May</p> <p>Approx No of Teaching Days) 25</p> <p>No of Periods: 5</p> | <p>Curricular Goals</p> <p>(CG)</p> <p>CG12</p> <p>CG12</p> | <p>COMPETENCY</p> <p>CG12.2 A2</p> | <p>Competency Based (Graded) Learning (Tasks/Activities assigned for CW & HW)</p> <p>(Basic Level) Introduction of Music and Swars.</p> <p>(Listening Skill) Demo of singing swaras of Music in music class</p> <p>(Medium Level) (Speaking Skill) By Involving kids in singing activities.</p> | <p>Learning Outcomes</p> <p>Graded Learning outcomes:- (LO1-Basic level) Training for singing in chorus will be provided to the students during class.</p> <p>(LO2- Medium level) After training these students will perform during morning assembly</p> <p>(LO3- Advanced level) Students will be added in school choir.</p> | <p>CwSN</p> <p>Assistive Learning (In consultation with Special Educators) & Use of IE Room</p> <p>CwSN -Assistive Learning:-</p> <p>HI students- Introducing swaras of Music with the help of Flash Cards.</p> <p>VI Students Singing in chorus or individually</p> <p>LD students Plyaingswaras of Music on instruments</p> <p>Autism Showing related Videos</p> | <p>Suggested Innovative Pedagogies</p> <p>Activity Based Learning- Singing Musical Notes</p> <p>Experiential Learning- Singing training of musical notes</p> <p>Learning Spaces Indoor Outdoor</p> | <p>Suggested Assessment (Use of Assessment Tools & Observation)</p> <p>Asignments given to the students Writing names of musical notes in music copy</p> |
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Lesson 2- -NATIONAL-ANTHEM. NATIONAL SONG AND MARCHING SONGS

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|---|---|------------------------------------|--|---|--|---|---|
| <p>Class:3</p> <p>Month- April - May</p> <p>Approx No of Teaching Days) 25</p> <p>No of Periods: 5 days/month</p> | <p>Curricular Goals</p> <p>(CG)</p> <p>CG12</p> | <p>COMPETENCY</p> <p>CG12.4 A1</p> | <p>Competency Based (Graded) Learning (Tasks/Activities assigned for CW & HW)</p> <p>(Basic Level) Introduction of National Anthem, National song and marching songs</p> <p>(Listening Skill) Writing and listening of these songs in Music copy</p> <p>(Medium Level) (Speaking Skill) Individually Singing of these songs with right pronunciation and timing during Music class.</p> | <p>Learning Outcomes</p> <p>Graded Learning outcomes:-</p> <p>(LO1-Basic level) Training for singing in chorus will be provided to the students during class.</p> <p>(LO2- Medium level) After training these students will perform during morning assembly</p> <p>(LO3- Advanced level) Students will be added in school choir.</p> | <p>CwSN</p> <p>Assistive Learning (In consultation with Special Educators) & Use of IE Room</p> <p>CwSN -Assistive Learning:-</p> <p>HI students- Introducing National Anthem/ National Song with the help of Flash Cards.</p> <p>VI Students Singing in chorus or individually</p> <p>LD students Plyaing these songs on instruments</p> <p>Autism Showing related Videos or audios</p> | <p>Suggested Innovative Pedagogies</p> <p>Activity Based Learning- Singing and listening to the students individually</p> <p>Experiential Learning- Students will learn both songs by heart.</p> <p>Learning Spaces Indoor Outdoor</p> | <p>Suggested Assessment (Use of Assessment Tools & Observation)</p> <p>Assignments given to the students Making charts of National Anthem and National Songs during summer vacation</p> |
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Lesson 3- -MUSIC ALANKARS

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|--|---|------------------------------------|---|---|--|---|---|
| <p>Class:3</p> <p>Month- Aug-Sep</p> <p>Approx No of Teaching Days) 25</p> <p>No. of Periods: 5 days/month</p> | <p>Curricular Goals</p> <p>(CG)</p> <p>CG12</p> | <p>COMPETENCY</p> <p>CG12.2 C2</p> | <p>Competency Based (Graded) Learning (Tasks/Activities assigned for CW & HW)</p> <p>(Basic Level) Names of different Musical instruments</p> <p>(Listening Skill) Major categories of Instruments</p> <p>(Medium Level) (Speaking Skill) Reciting names of instruments category wise</p> | <p>Learning Outcomes</p> <p>Graded Learning outcomes:- (LO1-Basic level)</p> <p>Knowledge of four major families of instruments</p> <p>(LO2- Medium level)</p> <p>Difference between each category of instruments</p> <p>LO3- Advanced level)</p> <p>Recognizing sounds of instruments categorically</p> | <p>CwSN</p> <p>Assistive Learning (In consultation with Special Educators) & Use of IE Room</p> <p>CwSN -Assistive Learning:-</p> <p>HI students- Playing of video tracks of instruments</p> <p>VI Students Playing of Sound tracks of instruments</p> <p>LD students Through pictures of instruments</p> <p>Autism Showing related Videos or audios</p> | <p>Suggested Innovative Pedagogies</p> <p>Activity Based Learning- Visit to music room</p> <p>Experiential Learning- Recognizing sounds/tunes of instruments categorically</p> <p>Learning Spaces Indoor Outdoor</p> | <p>Suggested Assessment (Use of Assessment Tools & Observation)</p> <p>Assignments given to the students Preparing project file by pasting pictures of instruments (15-30 Sep-Half Yearly Exams)</p> |
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Lesson 6- -EVALUATION INDIVIDUALLY AND PREPARATION FOR ANNUAL FUNCTION PROG

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| <p>Class:3</p> <p>Month- Oct-Nov</p> <p>Approx No of Teaching Days) 25</p> <p>No of Periods: 5 days/month</p> | <p>Curricular Goals (CG)</p> <p>CG12</p> | <p>COMPETENCY</p> <p>12.2 E2</p> | <p>Competency Based (Graded) Learning (Tasks/Activities assigned for CW & HW)</p> <p>Evaluation of Term-1 Preparation of patriotic/ motivational song for Annual Function (Oct/Nov-2023)</p> | <p>Learning Outcomes</p> <p>Graded Learning outcomes:-</p> <p>(LO1-Basic level)</p> <p>Dictation of songs</p> <p>(LO2- Medium level)</p> <p>Practice sessions of songs</p> | <p>CwSN</p> <p>Assistive Learning (In consultation with Special Educators) & Use of IE Room</p> <p>CwSN -Assistive Learning:-</p> <p>HI students- Involvement in action song</p> <p>VI Students Singing of selected songs</p> <p>LD students Involving in school choir</p> | <p>Suggested Innovative Pedagogies</p> <p>Activity Based Learning- Participation in school choir</p> <p>Experiential Learning- Motivating and guiding students to participate in school choir</p> <p>Learning Spaces Indoor Outdoor</p> | <p>Suggested Assessment (Use of Assessment Tools & Observation)</p> <p>Assignments given to the students Writing songs to be presented during Annual Function</p> |
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Lesson 7- -KNOWLEDGE OF TAALA & SAPTAK

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| <p>Class:3 Month- Dec-Jan</p> <p>Approx No Teaching Days) 25</p> <p>of periods: 12/12/month</p> | <p>Curricular Goals (CG) CG12</p> | <p>COMPETENCY C12.2 C2</p> | <p>Competency Based (Graded) Learning (Tasks/Activities assigned for CW & HW)</p> <p>Basic Level) Introduction of Taala and Saptak</p> <p>(Listening Skill) To develop listening skill of (Taal) Rhythm instruments and Saptak (Octave) of Music</p> <p>(Medium Level) (Speaking Skill) Beats of Tabla (Bol) of Teental, Dadra and Kehrva</p> | <p>Learning Outcomes Graded Learning outcomes:-</p> <p>(LO1-Basic level) Definition of Taala and Saptak</p> <p>(LO2- Medium level) Writing (Bol) Beats of Teental, Dadra and Kehrva</p> <p>(LO3- Medium level) Speaking beats of taalas with actual matra</p> | <p>CwSN Assistive Learning (In consultation with Special Educators) & Use of IE Room</p> <p>CwSN -Assistive Learning:-</p> <p>HI students- Involvement in showing bol of taala with hand (sam, Khali and tali)</p> <p>VI Students Reciting bol of taalas (sam, Khali and tali)</p> <p>LD students Showing/playing beats on Tabla</p> | <p>Suggested Innovative Pedagogies</p> <p>Activity Based Learning- Basic training of Rhythm</p> <p>Experiential Learning- Training of taalas on Rhythm instruments</p> <p>Learning Spaces Indoor Outdoor</p> | <p>Suggested Assessment (Use of Assessment Tools & Observation)</p> <p>Asignments given to the students Pasing of Rhythm instruments in project file.</p> |
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Lesson 8- - EVALUATION INDIVIDUALLY AND ANNUAL EXAMINATION.

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| <p>Class:3</p> <p>Jan-March</p> <p>Approx No of Teaching Days) 25</p> <p>No of Periods: 5/month</p> | <p>Curricular Goals (CG)</p> <p>CG12</p> | <p>COMPETENCY</p> | <p>Competency Based (Graded) Learning (Tasks/Activities assigned for CW & HW)</p> <p>Each student will be evaluated individually for grading for Term-II</p> | <p><i>Learning Outcomes</i></p> <p><i>Graded Learning outcomes:-</i></p> <p>Roll no wise evaluation in each section</p> | <p>CwSN</p> <p>Assistive Learning (In consultation with Special Educators) & Use of IE Room</p> <p>EVALUATION FOR TERM-II</p> | <p>Suggested Innovative Pedagogies</p> <p>Activity Based Learning-</p> <p>EVALUATION FOR TERM-II</p> <p>Experiential Learning-</p> <p>Learning Spaces Indoor Outdoor</p> | <p>Suggested Assessment (Use of Assessment Tools & Observation)</p> <p>Annual Examinations in March-2024</p> |
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Class: III

Subject:Kathak Dance

APS Syllabus Bifurcation Overview

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

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

Lesson 1- History of Kathak +(Mudras)

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

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

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

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

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

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