SYLLABUS BIFURCATION PREPARATORY STAGE

Class 3

**CENTRALISED SYLLABUS BIFURCATION FOR APSs CLASS 3** 

Academic Session 2023-24

Class: III

Subject: ENGLISH

<u>Ter</u> <u>Report Card will c</u>	<u>m I</u> onsist of 100 marks	<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)	Half- Yearly Exam- September (50% syllabus- MM 80) (Weightage in Report Card- 80 marks)	Periodic Test II- December (30% syllabus- MM 40) (Weightage in Report Card- 10 marks)	<u>Annual Exam- March</u> (Syllabus will have 10% of Term I and entire syllabus of Term II) (Weightage in Report Card- 80 marks)			
<b>Apr-Literature:</b> <b>Lesson-1</b> : I don't have a flower <b>Poem-1</b> : My Family	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?	<b>Dec-Literature:</b> Lesson9- An Exciting Cricket Match			
Grammar: Lesson-17 Sentences Lesson-1 Common Noun Lesson-2 Proper Noun	<b>Grammar:</b> <b>Lesson-9-</b> 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			

	re: The Water-Save the Water-Save the Water-Save the Water-Save the Water-Save the Water Save the Water Save Save Save Save Save Save Save Save	World MM 25 ( Marks) 2. Subject I Activity	ok Submission Weightage 5 Enrichment MM 25 age 5 Marks)			Feb- Grammar: Letter Writing Unseen Passage Comprehension		
Grammar: Lesson-6 Posse Lesson-7 Colle Lesson -10- Ae	ective Nouns.					<ol> <li>Note Book Submission MM 25 (Weightage 5 Marks)</li> <li>Subject Enrichment Activit MM 25 (Weightage 5 Marks)</li> </ol>		
REPORT CARD WILL CONSIS		ILL CONSIST OF 10	0 MARKS	REPORT CARD WILL CONSIST OF 100 MAR			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	

				TERM -1					
Month/ Period s	LESSON:-	Domain & Curricular Goals(mapping with Foundational stage)	Competency & Learning Outcome	21 <sup>st</sup> Century skills	Integration	Inter-disciplinary integration	Learning Space	Assignme nts	Suggestive Pedagogies
April 22-	Lit: Lesson-1: I don't have a	DOMAIN: Prose: Lesson-1: I don't	Competency Prose: Lesson-1: I don't have	5 C's Communication	Arts:- Draw and	Language:- Writing five	Home/Act ivity Room/Cla	Class assignmen ts	Suggestive Pedagogies
25Day s)	flower (Prose- Narrative Parable)	have a flower (Prose- Narrative Parable) Language and Literacy	a flower (Prose- Narrative Parable) C9.5	Skill Creative thinking	colour 5 common nouns.	sentences on my family.	ssroom	Worksheets based on Competenc	Project -based learning (Narrate a short foll
Pd: 24-28)	Skills- Listening and Speaking CONCEPT:-	development	Comprehends narrated/read out stories and identifies character, storyline and what the author	Life skills	Scientific temper:-			y based learning skills.	tale of your choice the class.)
		SocioEmotional and Ethical Development	wants to say	Problem Solving	Exploring	Music:-		Class Discussion	Story telling
	<ul> <li>Importance of being Honest</li> <li>Vocabulary building</li> </ul>	( Manomaya Kosha)	Narrates short stories with clear plot and characters.		Family beliefs and applying rational	-Recitation -Exploring popular		Pronunciati on	Role-playing
		Curricular Goal:- CG9	C4.5 Understands and responds	Social Skills Vocabulary enrichment	thinking.	songs on concept of Family		Home assignmen	кое-раушу
	<ul> <li>Sub-Concepts: -</li> <li>Learning how honesty gives</li> </ul>	Children develop effective	positively to social norms in the classroom and school.		Problem Solving			ts Art	
	<ul> <li>good reward.</li> <li>Imparting moral lesson to the</li> </ul>	communication skills for day-to-day	Learning Outcomes: -	Communication	Technology:-	<b>EVS</b> :- Understanding		integrated activities And Giving	Suggestive
	learner.	interactions in two	<ul><li>Basic:</li><li>Recalls the</li></ul>	Improved Pronunciation	Learning through online resources	the concept of family.		notes to study at home for	Assessment: - 1. Reading
		languages	characters and a few	Emotional Skilla	https://youtu.b	Draw a family tree.		discussion	2.Worksheet

**Emotional Skills** 

Sympathy

events in the story

that is narrated and is

able to retell in their

own words

in class

3. Multiple-choice

questions

https://youtu.b e/kznvQ5I7WC

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CG-4	<ul> <li>Imagines and narrates</li> </ul>	/Empathv			
CG-4 Children develop emotional intelligence, i.e., the ability to understand and manage their own emotions, and respond positively to social norms	<ul> <li>Imagines and narrates personalized endings of the story</li> <li>Follows short simple instruction</li> <li>Medium:         <ul> <li>Identifies plots and characters in a story and retells it in the correct sequence using vocabulary from the story</li> <li>Narrates their own short stories with simple plots and characters</li> <li>Follows simple rules in school without adult reminders</li> </ul> </li> </ul>	/Empathy Any Values /Ethics : (Schools to fill) Honesty	(My family)	Suggestive resources/Acti vities: Draw and colour a family tree. Draw a flower and write values on its petals.	
	<ul> <li>Advance</li> <li>Interprets the motivations of the author to write the story and retell the story as if they were the author</li> <li>Creates their own stories, with complex plots and multiple characters</li> <li>Follows Instructions/rules</li> </ul>				

			Competency				
			Poetry				
			My Family				
			(Literary Device used – Rhyme)				
			C10.6				
			Reads short poems and begins				
			to appreciate the poem for its choice of words and				
			imagination.				
			C4.1				
			Starts recognising self as an				
			individual belonging to a family				
			and Community <b>C4.2</b>				
			Recognises different emotions and make deliberate efforts to				
			regulate them appropriately				
			Learning Outcomes:-				
	Poem-1: My Family	DOMAIN:	Basic				
		Poetry					
	(Literary Device used –	My Family	<ul> <li>Recognises simple emotions.</li> </ul>				
	Rhyme)	(Literary Device used –	<ul> <li>Identifies relationship with</li> </ul>				
	CONCEPT:-	Rhyme)	family members				
L							

<ul> <li>Family as a unit of society</li> <li>Sub-Concepts:</li> <li>Types of Family(nuclear,joint,ex tended)</li> <li>Characteristics of a Family</li> <li>Rhyming words</li> <li>Antonyms</li> <li>CG-4</li> <li>Children develop</li> </ul>			
<ul> <li>Types of Family(nuclear,joint,ex tended)</li> <li>Characteristics of a Family</li> <li>Rhyming words</li> <li>Antonyms</li> <li>Ethical Develops</li> <li>(Manomaya Ko Curricular Goa</li> <li>CG-4</li> </ul>	engaging with all life forms		
emotional intellig i.e., the ability to understand and their own emotion respond positive social norms CG-10 Children develop in reciting the posi- tion of	Iopment•Identifies names, and associates relationship with family and among extended familyioal:-Advance/elop elligence, y to and manage totions, and tively to•Expresses and conveys Empathy towards family, neighbourhood & Community.Competency Grammar Lesson-17 Sentences Lesson-1 Common Noun•Exson-1 Common Noun		

ar: -17 DOMAIN: ees -1 Common Noun -1 Common Noun -2 Droper -2 Droper -3 Common Noun Lesson-17 -2 Droper
2 Dropor
-2 Proper Sentences Lesson-1 Common Noun Lesson-2 Proper CWSN Assistive Learning
PT:- CWSN Assistive Learning Lesson-2 Proper Noun For Visually Impaired Students Poem- My Family
PT:- Noun CWSN Assistive Learning For Visually Impaired
PT:-       Lesson-1 Common Noun       CWSN Assistive Learning         PT:-       Lesson-2 Proper       For Visually Impaired         Noun       For Visually Impaired       Students         Poem- My Family       Poem- My Family         Agroup of people together in the house is call       Students

			<ul> <li>4. Making each person within the family feel importing.</li> <li>bold / large / embossed print flashcard of family and family member.</li> <li>For Hearing Impaired Students</li> <li>Flashcards of family and family members with caption.</li> <li>video with caption</li> <li>https://youtu.be/tkatlyEeyJI</li> <li>https://youtu.be/UTKuTq_M5sA</li> </ul>						
Мау	Lit:	DOMAIN:	Competency	5 C's	Arts:-	Language:	Learning	Class	Suggestive
(12-14 days) (12-14 pd)	Lesson-2:The story of the Aeroplane (Prose- Factual) Skills- Listening and Speaking CONCEPT:- • History of technological inventions. • Vocabulary	Lesson-2:The story of the Aeroplane (Prose- Factual) Language and Literacy development Cognitive Development (Vijnanamaya kosha)	Prose: The story of the Aeroplane (Prose- Factual) C 7.3 Uses appropriate tools and technology in daily life situations and for learning C10.4	Communication Skill Creative thinking Critical Thinking	Make a paper plane and fly with a rubber- band. Scientific temper:-	English Being able to identify different kinds of countable and uncountable nouns. Complete the lines of the poem.	Space Home and Classroo m School play	assignmen ts -Use of Dictionary - Discussion based on competenc y basedlearni ng skills.	Pedagogies Story -telling Inquiry- based learning Experiential learning
	<ul> <li>Vocabulary building</li> <li>Pronunciatio n</li> </ul>	Curricular Goal:-	Reads stories and passages with accuracy and fluency with appropriate pauses and voice modulation	Problem Solving	Critical thinking based		ground.	Worksheets based on Competenc y based	Suggestive Assessment :-

•	DSE:		Decision Making	on how an aeroplane fly.	Music:-	learning skills.	
<ul> <li>Sequencing of the events.</li> <li>Completing a passage.</li> <li>CG Chi the obs thin</li> </ul>	9-7 ildren make sense of world around through servation and logical hking	<ul> <li>Learning Outcomes:-</li> <li>Basic         <ul> <li>Uses ideas based on observations</li> <li>Reads a few sentences of familiar words with accuracy.</li> </ul> </li> <li>Medium         <ul> <li>Identifies and names common objects, people, pictures, animals, birds, events etc. with assistance</li> <li>Begins "Independent Reading" of books of equal textual and visual content</li> </ul> </li> <li>Advance         <ul> <li>Reads short passages accurately and fluently with appropriate intonation, pauses, and voice modulation</li> </ul> </li> </ul>	Decision Making Social Skills Communication Interpersonal Relationships. Emotional Skills Belief in yourself Any Values /Ethics : (Schools to fill) Believe in yourself Self Confidence	on how an aeroplane fly. Problem Solving. <b>Technology:-</b> Video link <u>https://youtu.b</u> e/Wkflwinu4Os (The story of the aeroplane)	Music:- Exploring popular songs on the concept of aviation	learning skills.Class DiscussionUse of dictionary Pronunciati on Recitation of poemHome assignmen ts Art integrated activities	Worksheets, Multiple choice questions. Suggestive resources/Acti vities: Library visit Reading about important inventions
		Poetry					
		Poem- 2: Evening					
		(Literary Device used – Imagery)					

			Гг			
Poem- 2: Evening (Literary Device used – Imagery) CONCEPT: - Importance of prayer. Advises the child to be friends with the night. Sub-Concepts:-	DOMAIN: Poetry Poem- 2: Evening (Literary Device used – Imagery) Language and Literacy development Socio Emotional and Ethical Development	C10.6 Reads short poems and begins to appreciate the poem for its choice of words and imagination. C4.2 Recognises different emotions and make deliberate efforts to regulate them appropriately C5.1 Demonstrates willingness and participation in age- appropriate physical work towards helping others				
<ul> <li>Trust in god and understandin g he is the protector.</li> <li>Completing a passage.</li> </ul>	( Manomaya Kosha) Curricular Goal:- CG-4 Children develop emotional intelligence, i.e., the ability to understand and manage their own emotions, and respond positively to social norms CG-5 Children develop a positive attitude towards productive	<ul> <li>Basic:</li> <li>Reads short poems and narrates the literal meaning of the poem</li> <li>Medium:</li> <li>Reads short poems and infers the imagination of the poet</li> <li>Advance:</li> <li>Able to frame a poem on their own.</li> </ul>				

	work and service or 'Seva'	Grammar		
	<b>CG-10</b> Children develop fluency in reciting the poem.	Lesson 3 Countable and Uncountable Noun Lesson-4 Noun: Singular and Plural Lesson-5- Gender		
Grammar:				
Lesson 3 Countable and Uncountable Noun		CG-10.4		
Lesson-4 Noun: Singular and Plural Lesson-5- Gender	DOMAIN: Grammar Lesson 3 Countable and Uncountable Noun	Read stories and passages with accuracy and fluency with appropriate pauses and voice modulation.		
CONCEPT:-	Lesson-4 Noun: Singular	C-10.9		
<ul> <li>Understandi ng singular and plural nouns</li> </ul>	and Plural Lesson-5- Gender Language and Literacy	Shows interest in picking up and reading a variety of children's books Learning Outcomes:		
<ul> <li>Understandi ng of genders</li> <li>Understandi ngof</li> </ul>	development Curricular Goal:- CG-10	Basic: • Reads a few sentences of familiar words with accuracy Medium:		
countable and uncountable nouns.	Children develop fluency in reading and writing.	<ul> <li>Reads short passages accurately with appropriate intonation and pauses</li> <li>Advance:</li> </ul>		
Sub-Concepts:-		<ul> <li>Reads short passages accurately and fluently with</li> </ul>		
<ul> <li>Converting singular</li> </ul>		appropriateintonation, pauses, and voice		

		-	 		
nouns to		modulation			
plural no					
<ul> <li>Identifica</li> </ul>					
of mascu		<b>CWSN Assistive Learning:-</b>			
and femi	nine				
nouns.		For Visually Impaired			
<ul> <li>Synonym</li> </ul>	าร	Students			
Identifica					
of counta	able	The story of the airplane:			
and		□ The story is based on the			
uncounta	able	invention of the first aircraft			
nouns.		named glider flown as a kite.			
		Hamed gilder hown as a kite.			
		□ This aircraft was invented by			
		right brothers.			
		□ In 1900, they were successful			
		in flying a big 50 lb glider with			
		17 ft wingspan. It was the first			
		glider			
		giaci			
		having a pilot.			
		Boats were made many			
		aircraft like this but in 1900			
		three, they designed a motor			
		and a new aircraft			
		weighed 700 pounds and was			
		called the flyer. It was the first			
		successful powered flight in			
		history.			
		□ Embossed flashcards of			
		aircraft and airplane.			
		For Hearing Impaired			
		Students			
		otudenta			
		Pictures of Wright brothers,			
		aircraft (glider), motor aircraft			
		(Flyer) with caption.			
		<ul> <li>Important points on chart.</li> </ul>			
		https://youtu.be/Wkflwinu4Os			

			https://youtu.be/oj1WwPI1XUw						
July	Lit:	DOMAIN:	Competency	5 C's	Arts:-	Language:	Learning	Class	Suggestive
(22-		Prose:	Prose:				Space	assignmen ts	Pedagogies
25Day s)	Lesson-3: Save Water- Save the World	Lesson-3: Save Water- Save the World	Lesson-3: Save Water-Save the World	Collaboration Creative thinking	Make a collage on	English:- Writing five	Home and Classroo		Project -based
(26-28	(Prose- Narrative Parable)	(Prose- Narrative Parable) Language and Literacy	(Prose- Narrative Parable) C 4.5	Global awareness	'Save Water'.	adjectives on water.	m	Worksheets based on Competenc	learning (Draw and colour
pds)	<b>Skills</b> - Listening and Speaking	development	Understands and responds positively to social norms in the	Life skills :	Scientific temper:-			y based learning skills.	pictures to show any three ways in which you can save water at home/school)
	CONCEPT:-	Socio-Emotional and	classroom and school			Art:-			at nome/school/
	• Learning the value of water as a scarce resource	Ethical Development		Problem Solving	Critical Thinking	Make an origami		Think and	Broblem colving
	on the Earth.	( Manomaya Kosha)	C 6.1	Vocabulary Enrichment	Problem	paper boat.		answer	Problem solving
	<ul> <li>Learning how to save water and use</li> </ul>		Shows care for and joy in engaging with all life forms	Ennchment	Solving			Dictionary	Suggestive
	it wisely. ●Vocabulary building	Curricular Goal:-	C10.4	Social Skills		EVS:-		work	Assessment: -
	<ul> <li>Homophone s</li> <li>Synonyms</li> </ul>	CG4	Reads stories and passages with accuracy and fluency with	Responsibility	Use Of Internet	Write 5 ways to			Worksheets,
	Cynonymo	Children develop	appropriate pauses and voice modulation	Emotional Skills		save the water.		Home assignmen	Multiple choice
	Sub-Concepts: -	emotional intelligence i.e the ability to understand and manage their own	Learning Outcomes:-	Self- awareness/Sensiti	Video link https://youtu.b			ts:	questions
	<ul> <li>Becoming alert to environmental needs and</li> </ul>	emotions and respond positively towards a social norm	Basic	vity	e/s1bm9mGXn BM			Complete the sentences.	Oral quizzes
	<ul> <li>changes.</li> <li>Discuss the importance of water and its</li> </ul>	<b>CG-6</b> Children develop a positive	<ul> <li>Follows simple rules in school without adult reminders.</li> </ul>	Values /Ethics:	(Save Water- Save the World)			Write three slogans on	
	various uses. Its usage in homes,	regard for the natural	• Explains the impact of one's actions/ behaviour on others					'Saving	Suggestive

agriculture, industry, towns, cities and villages, and in sports. Poem- 3-Ferry Me Across the Water	environment around them <b>CG10</b> Children develop fluency in reading and writing in English	<ul> <li>Medium</li> <li>Shows care for and joy in engaging with all life forms</li> <li>Explains the concept of shared natural resources</li> <li>Advance</li> <li>Explains the concept of shared natural resources.</li> <li>Asks 'why' and openended questions related to natural phenomenon and seeks answers through dialogue and/or exploration</li> </ul>	Sensitisation towards the environment	https://youtu.b e/IR4arCleHy U (Ferry me across the water)	Water'.	resources/Acti vities: Poster making on save water
(Literary Device used – Rhyme) CONCEPT:-		Competency Poetry Ferry Me Across the Water				
<ul> <li>Understandi ng Rhyming words.</li> <li>Modes of water transport.</li> </ul>	DOMAIN: Poetry Ferry Me Across the Water (Literary Device used – Rhyme)	(Literary Device used – Rhyme) C10.6 Reads short poems and begins to appreciate the poem for its choice of words and imagination.				
Sub-Concepts:- • Rhyming words.	Language and Literacy development Socio Emotional and	<b>C4.2</b> Recognises different emotions and make deliberate efforts to regulate them appropriately				
	Ethical Development	Learning Outcomes:- Basic				

			 I		1
	Curricular Goal:-	Mimics and reproduces			
		syllabic sounds			
		Medium			
	CG10				
	0010	<ul> <li>Identifies the beginning and</li> </ul>			
	Children develop fluency	end syllables in words			
	in reading and writing in	Advance			
	English				
	Ligion	• Explains the concept of			
		shared natural resources.			
		<ul> <li>Recognizes as sight words</li> </ul>			
	CG-4	their names and labels of			
		objects in their			
	Children develop	environment			
	emotional intelligence,				
	i.e., the ability to				
Grammar:	understand and manage	Competency			
	their own emotions, and	Crommer			
Lesson-6 Possessive	respond positively to	Grammar			
Nouns	social norms	Lesson-6 Possessive Nouns			
Lessen 7 Cellestive					
Lesson-7 Collective		Lesson-7 Collective Nouns.			
Nouns.					
Lesson 10- Adjectives		Lesson 10- Adjectives			
		CG-10.5			
CONCEPT:-					
	DOMAIN:	Read stories and passages with			
		accuracy and fluency with			
<ul> <li>Vocabulary</li> </ul>	Grammar	appropriate pauses and voice			
building	Lesson-6 Possessive	modulation.			
<ul> <li>Understandi</li> </ul>					
	Nouns	Learning Outcomes:-			
ng and identification	Lesson-7 Collective				
of	Nouns.	Basic			
Adjectives.	Nouris.	Deede e feur contours of			
	Lesson 10- Adjectives	Reads a few sentences of			
<ul> <li>Understandi</li> <li>ng of</li> </ul>		familiar words with accuracy			
ng of Collective		Medium			
Nouns.		• Writes aksharas with			
	Language and Literacy				
Understandi     ng of	development	accuracy and forms simple words			
ng of		and sentences			
Possessive		Advance			
Nouns.		• Reads short news items,			
1		• Neaus shull news items,			

Su	<ul> <li>ub Concepts:</li> <li>Identification and usage of different degrees of adjectives</li> <li>Differentiatio n of plural nouns and possessive noun forms.</li> <li>Usage of Collective Nouns.</li> <li>Usage of Possessive Nouns</li> </ul>	Curricular Goal:- CG-10 Children develop fluency in reading and writing.	and publicity pamphlets, and explains the content CWSN Assistive Learning: - Children with Autism (Learning Assistance) Teach the story using flow charts with connectors. Use storyboards. Refer apps for learning. Hearing Impairment students assistance: Teach the story using visual and concrete aids (flash cards, picture cards, puppets). https://youtu.be/s1bm9mGXnB M						
			https://youtu.be/IR4arCleHyU						
			https://youtu.be/zijGflzT5Ss						
			https://youtu.be/k_9HuL3_tTA https://youtu.be/jQTbFHOBJI4						
igus Lit	it:	DOMAIN:	Competency	5 C's	Arts:-	Language:	Learning	Class	Suggestive Pedagogies
	esson-4A journey in bace	Prose: Lesson-4A journey in	Prose:	Communication	Draw and colour a	English:- Reading and	Space	assignmen ts	reudyoyies

25Day	(Prose- Fable)	space	Lesson-4A journey in space	Skill	ladybird.	comprehending a	Classroo	Worksheets	Project -based
s)		(Prose- Fable)	(Prose- Fable)	Creative Writing	-	paragraph.	m/ Activity	based on	learning
		```		, , , , , , , , , , , , , , , , , , ,			Room /Home	Competenc y based	(Make a model of a
(26-28	Skills- Reading and writing	Language and Literacy development		Critical Thinking	Scientific temper:-		/1101110	learning	solar system with the
(20-20 pds)	winning	development	C7.2		temper			skills.	help of dough/clay,
			Observes and understands					Class	balls/newspaper etc.)
	CONCEPT: -	Cognitive Development	cause and effect relationships in		Exploring	Art:-		Discussion	
		(Vijnanamaya kosha)	nature by forming simple		space and	Draw and colour a		Writing	Story telling
		(vijnanamaya koona)	hypothesis and uses observations to explain their	Life skills	applying rational	rocket and paste		Skills	
	Enjoying the idea of		hypothesis		thinking.	stars around it.			
	travel in space – the			Problem Solving	5				
	exciting idea of	Curricular Goal:-	-			EVS-			
	_		C10.5	Vocabulary Enrichment	Problem			Home	
	exploring the			Ennonment	Solving	Write the names		assignmen	
	unknown.	CG7	Reads short stories and			of the planets of the solar system		ts	
	<ul> <li>Learning to use</li> </ul>	Children make sense of	comprehends its meaning – by	Social Skills					
	one's imagination,	the world around through	identifying characters, storyline	Communication	Use of			Write 5	
	humour, etc.	observation and logical thinking.	and what the author wanted to say	Communication	Internet:			sentences	
	<ul> <li>Living in harmony with the Universe.</li> </ul>	umiking.	– on their own					on the given	
	<ul> <li>Prefixes-in,-</li> </ul>			Emotional Skills				picture	
	im	CG10		Sympathy	PPT			, (Alien,	
		Children develop fluency		/Empathy/Sensitiv				Rocket)	
		in reading and writing in		ity	Video link				Suggestive
	Sub-Concepts: -	English	Learning Outcomes:-						Assessment :-
	<ul> <li>Listening, reading,</li> </ul>		Basic	Values /Ethics :					
	understanding and		Recognises simple		https://youtu.b e/IMt7GwFd0				
	answering		emotions.		WE				Dictation
	questions orally		<ul> <li>Explains the impact of one's actions/</li> </ul>						
	<ul><li>and in writing.</li><li>dictionary skills,</li></ul>		behaviour on others	Peace and	(Upside down)				Peer Discussion
	usage,		Medium	Harmony					
	pronunciation.		Answers simple questions about						
			events and phenomenon in the						
			physical environment with the						

		support of the teacher and peer.		
		Advance		Suggestive resources/Acti vities:
		Asks 'why' and open-ended questions related to natural phenomenon and seeks answers through dialogue and/or exploration		Work in group of four and collect relevant pictures and information about planets and solar system.
		Competency		
		Poetry		
Denne Allerite Denne		Poem- 4-Upside Down		
Poem- 4-Upside Down		(Literary Device used – Rhyme		
(Literary Device used – Rhyme and Mood)		and Mood)		
CONCEPT:-	DOMAIN:			
	Poetry	C10.6		
<ul> <li>Evoking</li> </ul>	Poem- 4-Upside Down	Reads short poems and begins		
curiosity and humour. • Crawling	(Literary Device used – Rhyme and Mood)	to appreciate the poem for its choice of words and imagination.		
<ul> <li>insects.</li> <li>Understandi ng Rhyming words.</li> </ul>	Language and Literacy development	Learning Outcomes:		
	Curricular Goal: -	Basic:		
Sub-Concepts:-		Enjoys familiar songs and poems		
	CG10	Medium:		
Information	Children develop fluency	Identifies rhyming words from familiar poems and creates new		

about	in reading and writing in	rhyming words			
insects.	English				
Rhyming		Advance:			
words.		Extends/Creates short poems/			
		rhymes with the help of the			
		teacher			
		teacher			
Grammar:					
Lesson-9- Pronouns		Competency			
Unseen Passage		Grammar			
Comprehension, Object Writing		Lesson-9- Pronouns			
		Unseen Passage			
CONCEPT		Comprehension, Object Writing			
CONCEPT:-	DOMAIN:				
	Grammar				
	Lesson-9- Pronouns	CG-10.8			
<ul> <li>Understandi</li> </ul>		00-10.0			
ng and	Unseen Passage	Writes a paragraph to express			
identification	Comprehension, Object	their understanding and			
of pronouns	Writing	experiences.			
Comprehend					
ing an		Learning Outcomes:-			
unseen	Language and Literacy	Basic			
passage.	development	Dasie			
Writing a		• Writes down with accuracy 3			
paragraph		or 4 syllable words when			
on a given object.	Curricular Goal: -	dictated.			
Sub-concepts:-	CG-10	Medium			
	CG-10				
Usage of	Children develop fluency	Writes down short sentences			
pronouns as	in reading and writing.	when dictated			
a subject		Advance			
and object.					
Usage of sentences in		Writes the story inferred from a			
writing		picture book			
paragraph/O					
bject writing.					

	Rhyming								
	words								
			CWSN Assistive Learning:-						
			Visual Impairment students assistance:						
			Record the specific points of the chapter and						
			allow the child to listen separately.						
			Use embossed flash cards of tree, lamp and						
			other objects which are specific in the						
			chapter.						
			Provide specific points of the chapter in						
			Braille format.						
			Hearing Impairment students assistance:						
			Use words flashcard for the formation of						
			simple sentences.						
			□ Teach the Tenses using flow charts with						
			connectors.						
			https://youtu.be/IMt7GwFd0WE						
			https://youtu.be/CYXDr_vHiik						
Septe	Lit:	DOMAIN:	Competency	5 C's	Arts:-	Language:	Learning	Class	Suggestive
mber	Lesson-5Great scientist-	Prose:	Prose:				Space	assignmen ts	Pedagogies
(22-	Isaac Newton	Lesson-5Great scientist-	Lesson-5Great scientist-Isaac	Communication	Draw and		Home		

25Day	(Prose-Biography)	Isaac Newton	Newton	Skill	colour an	English	and	Worksheets	[ ]
zəday s)	(FIUSE-DIUgraphy)		INGWLUIT		apple tree.	_	Classroo	based on	
, , , , , , , , , , , , , , , , , , ,		(Prose-Biography)	(Prose-Biography)	Creative Writing		Proper usage of	m	Competenc	Project -based
	Skills-Reading and	Language and Literacy		Critical Thinking		tenses in writing		y based	learning
(12-14	Listening	development	07.0	3	Scientific	and communication		learning	
pds)	CONCEPT:-		C7.3		temper:-	communication		skills.	(Paste pictures of
	CONCENT.		Uses appropriate tools and	Life skills				Class	any 5 scientists and
			technology in daily life situations	Problem Solving		Name any 5		Discussion	their inventions)
	<ul> <li>Learning the stories</li> </ul>	Development <b>(Vijnanama</b> ya kosha)	and for learning			inventions and the		Speaking	
	of groat discoveries	yu koonuy	C-10.7	Vocabulary Enrichment	Problem	scientist who invented it.		activity	
	of great discoveries		Reads and comprehends meaning	Linchinent	Solving	invented it.		based on	Problem solving
	and inventions.	Curricular Goal:-	of short news items, instructions					Tenses.	
	Reading	CG7	and recipes, and publicity material	Social Skills				Quiz	
	biographies –			Communication		Art:-			
	stories of the lives	Children make sense of		Communication	Use of Internet:	Alt			Role-playing
	of great achievers.	the world around through observation and logical	Learning Outcomes:-		internet.	Draw and colour a			
		thinking		Emotional Skills		rainbow		Home	Suggestive
	Sub-Concepts: -	-	Basic	Sympathy	PPT			assignmen ts	Assessment:
	<ul> <li>Learning to be</li> </ul>			/Empathy/Sensitiv				15	
	curious and	CG10	Observes and forms	ity					
	observant	Children develop fluency	generalizations		Video link			Giving	Grammar
	<ul> <li>Listening, reading, understanding and</li> </ul>	in reading and writing in	Medium					notes to	worksheets
	answering the	English	Answers simple questions about	Any Values /Ethics :	https://youtu.b			study at	
	questions orally		events and phenomenon in the	(Schools to fill)	e/IMt7GwFd0			home for discussion	
	and in writing.		physical environment with the	(************	WE			in class	Suggestive
	<ul> <li>Fact-file about the</li> </ul>		support of the teacher and		(Upside down)				resources/Acti vities:
	eminent		peers						vines.
	scientists of		Advance	Peace and					Draw
	India.			Harmony					And colour or
			Develops a list of questions to						Paste pictures
			break up a larger question						of any 5
	Grammar		related to natural phenomenon						scientists and
	Lesson-13 Verbs								their inventions
	Lesson-14 Tenses								

	DOMAIN:				
CONCEPT:-	Grammar	Competency			
Understandi	Lesson-13 Verbs	Grammar			
ng and Identification	Lesson-14 Tenses	Lesson-13 Verbs			
of verbs in a sentence.		Lesson-14 Tenses			
<ul> <li>Understandi</li> </ul>	Language and Literacy				
ng and Identification	development	C-9.7			
of tense in a sentence.		Knows and uses enough words			
• Words –	CG-9	to carry out day-to-day			
anagrams;	Children develop effective	interactions effectively and can			
synonyms; meanings	communication skills for	guess meaning of new words by using existing vocabulary			
Sub-Concepts: -	day-to- day interactions.				
Usage of 'to					
be' verbs.		Learning Outcomes:-			
Concept of		Basic:			
helping verbs and		- Identifies plots and			
main verbs.		characters in a story			
Identification		and retells it in the			
and usage of simple		correct sequence using			
present		vocabulary from the story			
tense and		Medium:			
present continuous		- Interprets the intent of			
tense in a		the plot and characters			
sentence.		in a story and retells the			
<ul><li>Synonyms</li><li>dictionary</li></ul>		story in a different form			
skills, usage,		Advance			
pronunciation		- Uses expanded			
of words		vocabulary with			
		intentional use of action words, descriptive			
		words, tenses, etc.			
Revision of HY					

	CWSN Assistive Learning:-		
Half Yearly Examinations			
	Visual Impairment students assistance:		
	<ul> <li>Record the specific points of the chapter and</li> </ul>		
	allow the child to listen separately.		
	<ul> <li>Use embossed flash cards of tree, lamp and</li> </ul>		
	other objects which are specific in the		
	chapter.		
	<ul> <li>Provide specific points of the chapter in</li> </ul>		
	Braille format.		
	Hearing Impairment students assistance:		
	Add the videos with caption and embed in your		
	presentations to support the child to learn with the		
	rest of the class.		
	Make visible charts related to the topic with		
	subtitles.		
	□ Refer apps for learning.		
	https://youtu.be/QCHXUXOibXc		
	https://youtu.be/79K60mNmPKE		

			https://youtu.be/AUz4m4hvhPw						
				TERM-II					
Octob er (22- 25Day s) (18-21 pds)	Lit: Lesson6- World Animal Day (Prose-Fable) Skills-Listening, Reading and Writing CONCEPT:- • Learning to love animals; kindness to animals; living in harmony with animals. • Reading picture stories and being observant about the background, characters, etc. Sub-Concepts: - • Listening, reading, understanding and answering the questions orally	DOMAIN: Prose: Lesson6- World Animal Day (Prose-Fable) Language and Literacy development Socio- Emotional and Ethical Development (Manomaya kosha) Curricular Goal:- Lesson6 CG10 Children develop fluency in reading and writing in	Competency Prose: Lesson6 Lesson6- World Animal Day (Prose-Fable) C6.1 Shows care for and joy in engaging with all life forms 10.5 Reads short stories and comprehends its meaning – by identifying characters, storyline and what the author wanted to say – on their own Learning Outcomes:-	Social SkillsSocial SkillsSocial SkillsSocial SkillsSensitivity	Arts:- Make an animal mask from an origami paper. Scientific temper:- Critical Thinking Inquisitiveness Use Of Internet Video link https://youtu. be/T-	Language: English: Write three ways in which we can show love, care and concern for animals. Maths:-Make a pie-chart with three shades of green. EVS:-Different types of plants. Music:	Learning Space Classroo m/ herbal garden / School Kitchen Garden// Home	Class assignmen ts Worksheets based on Competenc y based learning skills. Think and answer Dictionary work Home assignmen ts: Art integrated activities and	Suggestive Pedagogies Project -based learning (Paste pictures of any 5 Presidents of India) Role Play
	<ul> <li>and in writing.</li> <li>Words – meanings, dictionary skills, usage, pronunciation of words</li> <li>Learning to speak and converse correctly.</li> </ul>	English CG6 Children develop a positive regard for	<ul> <li>Does not harm plants andanimals unnecessarily.</li> <li>Listensattentively to stories for ashort period of time.</li> </ul>	Values /Ethics : Be kind to animals.	V5XS9F0e4 (World Animal Day) <u>https://youtu. be/oplfmUaK</u>	Enjoying poem recitation on particular tune.		worksheets	

	the natural	Medium		<u>pHQ</u>		
	environment around them	<ul> <li>Shows joy inengaging with plants and animals in the local environment.</li> <li>Advance</li> </ul>	Work hard to achieve your dreams.	<b>(</b> A Role Model- Dr. A.P.J. Abdul)		
Lit: Lesson7- A role model- Dr. A.P.J. Abdul Kalam (Prose-Biography)		Takes responsibility for tending to and caring for animals like kittens, puppies,		https://youtu. be/yVj2wGJR 058 (How Many Greens?)		Suggestive Assessment :
<b>Skills</b> -Listening, Reading and Writing		chicken. Competency				Worksheets Class Tests
CONCEPT:- • Learning from the life of a great	DOMAIN: Prose: Lesson7- A role model-	Prose: Lesson7-A role model- Dr. A.P.J. Abdul Kalam (Prose-Biography)				Dictations
<ul> <li>Indian – the value of biography.</li> <li>Overcoming poverty, failure and setbacks to achieve</li> </ul>	Dr. A.P.J. Abdul Kalam (Prose-Biography) Language and Literacy development	C 9.7 Knows and uses enough words				Suggestive resources/Acti vities: Book reading
achieve something valuable to oneself and society and the	Curricular Goal:-	to carry out day-to-day interactions effectively and can guess meaning of new words				on Indian Presidents
country; following one's dream. Sub-Concepts: - • Listening, reading, understanding and	Children develop fluency in reading and writing in English	by using existing vocabulary C-10.7				Make a collage of different types of leaves .
answering the		Reads and comprehends meaning of short news items, instructions				

questions orally	CG9	and recipes, and publicity material
<ul><li>and in writing.</li><li>Learning to speak</li></ul>	Children develop	
and converse	effective	
correctly.	communication	Learning Outcomes:-
	skills for day-to-day	Basic
	interactions in two	Listensattentively to
	languages	stories for ashort period of
		time.
Poem- 5-How Many		Medium
Greens?		Engages in Conversationsbased on events,
		stories, or theirneeds and asks
(Literary Device used –		questions.
Personification)		Advance
• Appreciating nature and		<ul> <li>Begins "Independent Reading" of books of more textual content than visual content</li> </ul>
the shades		Competency
of greens. • Trees as		Poetry
saviour and friends.		Poem- 5-How Many Greens?
Sub-Concepts: -		C10.6 Reads short poems and begins to appreciate the poem for its
<ul> <li>Emphasizes</li> </ul>	DOMAIN:	choice of words and
everyone's ability to	Poetry	imagination.

bring joy to the world, no matter their size.	Poem- 5-How Many Greens? Language and Literacy development	Learning Outcomes:- Basic			
Grammar: Lesson-14 Tenses (Continued) Past Tense, Past Continuous Tense, Future tense Lesson-8 Compound words.	Socio Emotional and Ethical Development (Manomaya Kosha) Curricular Goal:- CG10 Children develop fluency in reading and writing in English	<ul> <li>Shows curiosity in observing plants and animals</li> <li>Medium         <ul> <li>Shows joy in engaging with plants and animals in the local environment</li> </ul> </li> <li>Advance         <ul> <li>Takes responsibility for tending and caring for saplings and plants.</li> </ul> </li> </ul>			
<ul> <li>Understandi ng of Compound words.</li> <li>Understandi ng of Contractions</li> </ul>					
<ul> <li>Understandi ng and Identification of tense in a sentence</li> <li>Sub-Concepts: -</li> </ul>		Competency Grammar Lesson-14 Tenses (Continued) Past Tense,Past Continuous Tense, Future tense Lesson-8 Compound words.			
<ul> <li>Identification and usage of simple past tense, past</li> </ul>	DOMAIN:	<b>C-9.7</b> Knows and uses correct			

,	•			1			
	continuous	Grammar	language to carry out day-to-				
	tense and		day interactions effectively and				
	future tense	Lesson-14 Tenses	can guess meaning of new				
	in a	(Continued) Past	words by using existing				
	sentence.	Tense,Past Continuous	vocabulary				
	<ul> <li>Formation</li> </ul>	Tense, Future tense	vocabulary				
	and usage of						
	Compound	Lesson-8 Compound					
	words.	words.	Learning Outcomes:-				
	<ul> <li>Usage of</li> </ul>						
	Contractions		Basic:				
	Contractione						
	·	Language and Literacy	<ul> <li>Uses vocabulary</li> </ul>				
		development	acquired from specific				
			themes, and topics				
			introduced in class in				
		CG-9	their conversations				
		CG-9					
		Children develop					
		effective communication	Medium:				
		skills for day-to-day	<ul> <li>Uses expanded</li> </ul>				
		interactions in two	vocabulary with				
		languages.	intentional use of action				
			words, descriptive				
			words, tenses				
			Advance				
			Uses children's				
			dictionaries to identify				
			meanings of unknown				
			words encountered in				
			texts				
			CWSN Assistive Learning: -				
			Children with Autism				
			(Learning Assistance)				
			Use of pictures books to				
			teach the chapter.				
			Keep your sentences short				

			& simple.						
			Assign partners with whom they feel						
			comfortable while reciting poem or reading						
			chapter.						
			Use storyboards.						
			Hearing Impairment students assistance:						
			□ Use visual aids.						
			Use chapter related videos with subtitle.						
			https://youtu.be/T-V5XS9F0e4						
			https://youtu.be/oplfmUaKpHQ						
			https://youtu.be/fnAF80C2PDw						
Novem ber	Lit:	DOMAIN:	Competency	5 C's	Arts:-	Language:	Learning Space	Class assignmen	Suggestive Pedagogies
(22-	Lesson 8 Humpty Dumpty	Prose:	Prose:		Draw and colour a		opace	ts	
(22- 25Day		Lesson 8 Humpty	Lesson 8 Humpty Dumpty	Creative thinking	picture of a	English:	1.1	Discussion	Drain at hannel
s)	the World	Dumpty	the World	Communication	boy under the cherry tree	Story Telling	Home		Project -based learning
	(Prose- Story)	the World	(Prose- Story)		cherry tree	Make sentences		Worksheets	
(21-24		(Prose- Story)		Life skills :		from the given words.	Classroo m	based on	(Make a Humpty -
pds)	<b>Skills</b> - Listening , Speaking, Reading,		C-4.2		Scientific temper:-	Make new words		Competenc y based	Dumpty finger
	Writing	Language and Literacy	Recognizes different emotions	Decision making		adding suffixes.		learning	puppet)
		development	and makes deliberate efforts to	Problem Solving				skills.	
	CONCEPT:-		regulate them appropriately	FIDDIeIII Solving		Math:-Draw and			
		Socio Emotional and Ethical Development			Inquisitiveness	colour three		Think and	
				Social Skills		objects with oval shape.		answer	
	<ul> <li>Learning about a classic story – 'Alice in</li> </ul>	( Manomaya Kosha)	C-10.5		Use of Internet				
				1	Internet	1	1	Dictionary	

'Through the Looking	Curricular Goal:-	Reads short stories and	Skill			work	Suggestive
Glass'.		comprehends its meaning – by		Video link	Music:Travel		Assessment :
<ul> <li>Learning how to</li> </ul>		identifying characters, storyline		VIGEO IIIIK	Songs for		
enjoy the	CG-4	and what the author wanted to say	Emotional Skills		children.		
imaginative use of	Children develop	– on their own	Self -awareness			Home	Worksheet
language and	emotional intelligence,			https://youtu.		assignmen	Multiple Choice
ideas.	i.e., the ability to	Learning Outcomes:-		be/D2aTSgFv	Enjoying poem recitation on	ts:	Questions
	understand and manage their own emotions, and			Lgc	particular tune.		
	respond positively to		Values /Ethics :	(Humpty		Art	
Sub-Concepts: -	social norms	Basic		Dumpty)		integrated	
Importance						activities	Suggestive resources/Acti
of social	CG10	Recognizes simple	Be polite and respectful to			Book	vities:
<ul><li>behaviour.</li><li>Importance</li></ul>		emotions	others.	https://youtu. be/N2CnnoF6		Exercises	
of positive	Children develop fluency in reading and writing in	(fear, joy, sadness).		mZQ			
traits in a	English						Identifying oval
society.	Ũ	Medium					shaped objects at home and school
		Medium		( A Song About Myself)			surroundings.
				About Wysell)			<u> </u>
		Describes their feelings					
		and their causes					
		Advance					
		Consciously uses     strategiesto calm					
		themselves down					
Poem- 5-A Song About							
Myself		Competency					
(Literary Device used –	DOMAIN:	Poetry					
Rhyme)	Poetry						
CONCEPT:-	Poem- 5-A Song About	Poem- 5-A Song About Myself					
CONCEPT.	Myself	(Literary Device used – Rhyme)					
	(Literary Device used –						
• The	Rhyme)	C10.6					
relationship							

r			· · · · · · · · · · · · · · · · · · ·	· · · · · · · · · · · · · · · · · · ·	r	
	of the self		Reads short poems and begins			
	with the		to appreciate the poem for its			
	nature and	Language and Literacy	choice of words and			
	universe.	development	imagination.			
	<ul> <li>Understandi</li> </ul>		imagination.			
	ng Rhyming					
	words.	Socio Emotional and	0.40			
		Ethical Development	C-4.2			
		Ethical Development				
		( Manomaya Kosha)	Recognizes different emotions			
		( Manomaya Rosha)	and makes deliberate efforts to			
	Sub-Concepts:-		regulate them appropriately			
	-					
		Curricular Goal:-				
		Curricular Goal				
	<ul> <li>The</li> </ul>	CC4				
	identification	CG4				
	of the self		Learning Outcomes:			
		Children develop	Learning Outcomes.			
	with other	emotional intelligence i.e				
	selves.	the ability to understand				
		and manage their own	Basic:			
			Dasic.			
	<ul> <li>Rhyming</li> </ul>	emotions and respond				
	words.	positively towards a social	<ul> <li>Reads short poems and</li> </ul>			
		norm	narrates the literal			
		-	meaning of the poem			
			Medium:			
			inculum.			
		CG-10	<ul> <li>Reads short poems and</li> </ul>			
		Children develop fluency	infers the imagination of			
			the poet			
		in reading and writing.	Advance:			
	Grammar:		• Able to frame a poem on			
	Grammar.		their own.			
	Lesson-12 Articles					
	Lesson-12 Articles					
			O a man a tam a sa			
			Competency			
	CONCEPT:-		0			
	CONCEPT		Grammar			
	- Inderstond:					
	Understandi		Lesson-12 Articles			
	ng and					
	usage of					
	articles.					
			CG-11.2			

	DOMAIN:	Recognises most frequently			
Sub-Concepts:-	Grammar	occurring letters of the alphabet			
Sub-Concepts	Grammar	(forms of akshara) of the script,			
Usage of	Lesson-12 Articles	and uses this knowledge to read			
articles		and write simple words and			
(a,an,the)in a sentence.		sentences			
a sentence.	Language and Literacy development	Learning Outcomes:-			
	Curricular Goal:-	Basic			
	CG-11	<ul> <li>Reads simple two-syllable words that are familiar</li> </ul>			
	Children begin to read and write in Language2	and with known letters.			
		Medium			
		Writes down short words     on dictation			
		Advance			
		Recognizes as sight words			
		commonly used articles,			
		pronouns, and connecting words			
		words			
		CWSN Assistive Learning:-			
		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			

r			of contoncos					Ι	
			of sentences.						
			Hearing Impairment students assistance:						
			https://youtu.be/D2aTSgFvLgc						
			https://youtu.be/N2CnnoF6mZQ						
			https://youtu.be/83ujFcGrxHl						
Decem	Literature:	DOMAIN:	Competency	5 C's	Arts:-	Language:	Learning	Class	Suggestive
ber	Lesson9- An Exciting	Prose:	Prose:		Role Play and		Space	assignmen	Pedagogies
(22-	Cricket Match				Drama			ts	
25Day	(Dress, Marrativa Fasav)	Lesson9- An Exciting Cricket Match	Lesson9- An Exciting Cricket Match	Collaboration		English:	Home		
s)	(Prose- Narrative Essay)	Chekel Mater	Match	Communication		Story telling	потте	Worksheets	
		(Prose- Narrative Essay)	(Prose- Narrative Essay)	Critical Thinking	Draw and			based on	(Cut a few pictures
(0.4.00	Skills- Listening,				colour three		Classroo	conjunction	related
(24-28 pds)	Speaking, Reading and				items of a cricket kit.	Fill in the blanks	m	s and	
pusj	writing	Language and Literacy	C-3.2	Life skills :	CHCKELKIL.	using appropriate		preposition	to a cricket match
		development	Shows balance, coordination,			preposition and conjunction.	Playgroun d	S	from a newspaper and paste it in
			and flexibility in various physical		Scientific		u		and paste it in
	CONCEPT: -	Physical Development	activities	Decision making	temper:-			Value	your notebook)
		Filysical Development	activities			Complete the		based	
						word puzzle.		questions.	
	•Learning about the spirit	Socio-	C-4.2	Social Skills	Critical			1	
	of sportsmanship – winning				Thinking				
	and losing and how to take both with dignity	Emotional	Recognizes different emotions		Observational				Distation
		and Ethical	and makes deliberate efforts to regulate them appropriately	Commitment	Skill			Home	Dictation
	Learning about the	Development		Cooperation				assignmen	Class Tests.
	spirit of					Sports-Cricket		ts:	
	sportsmanship and how to take	Manomaya kosha)	CG-10.4	Compassion	Use of	match			
	success and failure		Dood starios and passance with		Internet				
	gracefully.		Read stories and passages with accuracy and fluency with	Emotional Skills				Write	
			appropriate pauses and voice					names of	
	Sub-Concepts: -	Curricular Goal:-	modulation.	Self -discipline	Video link			the current	
								members of the Indian	
	1					1			

<ul> <li>Listening, reading, understanding and answering questions orally and in writing.</li> <li>Importance of dedication and teamwork.</li> <li>Cooperation and teamwork bring its positive reward.</li> </ul>	CG-3 Children develop a fit and flexible body CG-4 Children develop emotional intelligence, i.e., the ability to understand and manage their own emotions, and respond positively to social norms CG-10 Children develop fluency in reading and writing.	Learning Outcomes:- Basic  Carries simple weights andmoves with them Recognizessimple emotions (fear, joy, sadness).  Medium  Shows willingnessto exert theirstrength for tasks that require use ofthe large musclegroups Describes their feelings and their causes	Values /Ethics : Sportsman Spirit Appreciation	https://youtu.b e/2J72hm67qj g (An Exciting Cricket Match )	cricket team. Book Exercises	Suggestive Assessment : Dictation Reading Assessment
Grammar: Lesson-16 Preposition Lesson-18 Conjunction CONCEPT:- • Prepositions [position words] and conjunctions [joining words]Under standing and		Advance <ul> <li>Shows strength and endurance inwork and play situations</li> <li>Consciously uses strategiesto calm themselves down.</li> </ul> Competency Grammar Lesson-16 Preposition Lesson-18 Conjunction				Suggestive resources/Acti vities: Discussion about Cricket.

t	their usage					
			CG-11.2			
Sub-Cor	ncepts:-	DOMAIN:	Recognises most frequently			
	Identification and usage of	Grammar	occurring letters of the alphabet (forms of akshara) of the script,			
	conjunctions to join a	Lesson-16 Preposition	and uses this knowledge to read			
	sentence.	Lesson-18 Conjunction	and write simple words and sentences.			
	Identification					
r F	and usage of preposition n a	Language and Literacy development	Learning Outcomes:-			
	sentence.		Basic			
		Curricular Goal:-	Begins to visually     recognize and connect			
		CG-11	letters to corresponding			
		Children begin to read	sounds			
		and write in Language2	Medium			
			<ul> <li>Recognizes as sight words their names and labels of objects in their environment</li> </ul>			
			Advance			
			<ul> <li>Recognizes as sight words commonly used articles, pronouns, and connecting words</li> </ul>			
			CWSN Assistive Learning:-			
			December			
			Visual Impairment students assistance:			

			<ul> <li>Record the specific points of the chapter and</li> <li>allow the child to listen separately.</li> <li>Use embossed flash cards of tree, lamp and</li> <li>other objects which are specific in the</li> <li>chapter.</li> <li>Provide specific points of the chapter in</li> <li>Braille format.</li> <li>Children with Autism (Learning</li> <li>Assistance)</li> <li>Teach the story and grammer using visual and</li> <li>concrete aids (flash cards, picture cards, puppets).</li> <li>Use storyboards.</li> <li>Refer apps for learning.</li> <li>https://youtu.be/qVo6N4vMPfI</li> <li>https://youtu.be/qVo6N4vMPfI</li> <li>https://youtu.be/nNGiDfCX7PI</li> </ul>						
Januar y (22- 25Day	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 assignmen ts Worksheets based on	Suggestive Pedagogies Story –telling

s)		(Prose- folk tales)	(Prose- folk tales)	Communication	preposition.	sentences about		Competenc	
(18-21	<b>Skills</b> - Listening, Speaking, Reading and	Language and Literacy	C-7.2	Life skills :		Birbal.	Classroo m	y based learning skills.	Role play
pds)	writing	development	Observes and understands cause and effect relationships in		Scientific temper:-	Write a leave application to your		Think and answer	
	CONCEPT: -	Cognitive Development	nature by forming simple	Analysis	temper.	Principal/Coordin ator.			
		(Vijnanamaya kosha)	hypothesis and uses observations to	Problem Solving	Inquisitiveness			Narrate any	
	Learning about the stage and		explain their hypothesis	Social Skills	Critical			story related to	
	enactment of plays.	Curricular Goal:-			Thinking:			Akbar- Birbal.	
	<ul> <li>Learning how to use one's wit</li> </ul>		CG-9.5	Decision making	understanding				
	wisely. Sub-Concepts: -	CG-7	Comprehends narrated/read-out		to do and say				
	Importance	Children make sense of world around	stories and identifies characters, storyline and what the author		right things at right time.			Home assignmen	
	of wisdom and	through observation	wants to say	Emotional Skills	Use Of			ts:	Suggestive Assessment :
	problem- solving	and logical thinking	Learning Outcomes:-	Expression of emotions	Internet				
	<ul><li>techniques</li><li>Applying</li></ul>	CG-9	<b>3</b> • • • • • •		Video link			Worksheet	Dictation
	presence of mind, and	Children develop effective communication skills for	Basic		https://youtu.b			based on adverbs.	Class Tests.
	intelligence in coping	day-to-day interactions in		Values /Ethics :	e/9QMIjZFA6V U			Book	
	with everyday situations.	two languages	Listens to "Read Aloud"     and responds to	Importance of wit,	-			Exercises	Reading and Writing Assessment.
			questions posed by the Teacher	wisdom and presence of mind.	(Birbal wins			Leave application	
	Listening, reading, understanding and		Medium	To make good	Again				
	answering questions orally		Participates in "Guided	decisions	/				
	and in writing.		Reading" along with the Teacher and in						
			discussions about the reading.						

		<ul> <li>Advance</li> <li>Applies their understanding to solve simple problems.</li> <li>Reads and identifies characters, plots, sequences, and point of view of the author</li> </ul>		Suggestive resources/Acti vities: Role Play
Grammar:				
Lesson-15 Adverbs				
Formal Letter Writing		Competency		
		Grammar		
CONCEPT:-	DOMAIN:	Lesson-15 Adverbs		
<ul> <li>Adverbs [they add something to the verbs] and their usage.</li> <li>Format of formal letter.</li> <li>Sub-Concepts:-         <ul> <li>Identification and usage of adverbs in a sentence</li> <li>Writing a leave application.</li> </ul> </li> </ul>	Grammar Lesson-15 Adverbs Formal Letter Writing Language and Literacy development Curricular Goal:- CG-10 Children develop fluency in reading and writing.	Formal Letter Writing 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 Learning Outcomes:- Basic Follows words from left to right and from top to bottom on a		
		printed page Medium Recognizes simple punctuation		

<b></b>	mander (full stars, suggetting mande)		
	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.		
	<ul> <li>Use Flash cards having larger fonts to help the child</li> </ul>		
	read the words.		
	□ Use felt/flannel / alphabet cut		
	outs to help form the		
	words.		
	Hearing Impairment students		
	assistance:		
	<ul> <li>Take some videos of sign language expert, videos</li> </ul>		
	with captions which are related		
	to the chapter.		

			<ul> <li>Use Visual aids like flash cards of different games,</li> <li>siblings with captions .</li> <li>Refer apps for learning.</li> <li><u>https://youtu.be/9QMIjZFA6VU</u></li> </ul>						
Februa ry	Grammar: Object Writing	DOMAIN: Object Writing	Competency Object Writing	5 C's	Arts:-	Language:	Learning Space	Class assignmen ts	Suggestive Pedagogies
(20- 25Day s)	Unseen Passage Comprehension	Unseen Passage Comprehension	Unseen Passage Comprehension	Communication	Technology:-	English: To be able to answer the questions from	Home	Competenc y based worksheets	Critical Thinking
	CONCEPT:- Reading with	Language and Literacy Development	<b>C-9.7</b> Knows and uses enough words to carry out day-to-day interactions effectively and can	Social Skills	Online Communicatio ns.	the given passage	Classroo m	Home assignmen	
	comprehension Sub Concepts:	Curricular Goal:-	guess meaning of new words by using existing vocabulary	Effective				ts Book Exercises	Suggestive Assessment :
		CG-9	C-11.2	communication skills				EXCICISES	Assessment .
	Learning to communicate through letters.	Children develop effective communication skills for day-to-day interactions in two languages	Recognises most frequently occurring letters of the alphabet of the script and uses this knowledge to read and write simple words and sentences						Class Test Oral Quizzes
	Revision of Annual Examinations	<b>CG-11</b> Children begin to read and write in Language2	Learning Outcomes:-						
	Annual Examinations		<ul> <li>Uses vocabulary acquired from specific themes, and topics introduced in class in</li> </ul>						Suggestive resources/Acti vities:

<ul> <li>their conversations</li> <li>Recognizes as sight words their names and labels of objects in their environment</li> </ul>		Practice of Letter Writing Unseen Passage Comprehension
Medium: • Predicts meaning of unknown words in texts using picture and context cues		
Advance • Uses children's dictionaries to identify meanings of unknown words encountered in texts		
CWSN		
Visual Impairment students assistance:		
Specific points of the topics in audio form.		
Use of Bold and Large font pictures book.		
Use of embossed flash cards of adverbs.		
Words cutouts for formation of sentences		
Hearing Impairment students assistance:		

	https://youtu.be/8H14f0g4sfE			
	<u>https://youtu.be/ePxNKUKWN</u> <u>DM</u>			

	आर्मी पब्लिक स्कूल का केंद्रीकृत पाठ्यक्रम विभाजन ; कक्षा-तीन)									
	पाठ्य पुस्तकः	गुंजन/व्याकरण वाटिका								
प्रकाशक : मधुबन										
Ter	m I	<u><u> </u></u>	erm II							
<b>Report Card will co</b>	onsist of 100 marks	Report Card will	consist of 100 marks							
Periodic Test I- July	Half- Yearly Exam- September	Periodic Test II- December	Annual Exam- March							
(30% syllabus- MM 40)	(50% syllabus- MM 80)	(30% syllabus- MM 40)	(Syllabus will have 10% of Term I and							
(Weightage in Report Card- 10 marks)	(Weightage in Report Card- 80 marks)	(Weightage in Report Card- 10 marks)	syllabus of Term II)							
	· · · · · · · · · · · · · · · · · · ·		(Weightage in Report Card- 80 marks							
अप्रैल-	अगस्त-	अक्टूबर-	दिसंबर-							
गुंजनःपाठ१-उपवनकेफूल	गुंजनःपाठ६-दूधकारंगव्याकरणः संज्ञा,सर्वनाम	गुंजनःपाठ८-आनंदहीआनंद	गुंजन:पाठ 11 पिकनिकपाठ 12 दीपसेदीपजलाओ (कवि							
व्याकरणःहमारीभाषा,वर्णऔरशब्द		व्याकरणःरचनात्मकलेखन,कवितालेखन	व्याकरणःमुहावरे,कवितालेखन							
मई-	सितंबर-	नवंबर-	जनवरी-							
गुंजन:पाठ२-रूपाडरीनहीं	गुंजनःपाठ७-डामनऔरपिथियस	गुंजन:पाठ८- शून्य	गुंजन:पाठ 13 -पौधोंकाजीवन							
् पाठ३-तीनग्ड़िया (गैरविस्तृत)	~ व्याकरण:विरामचिन्ह,चित्रवर्णन	पाठ१०-	पाठ 14 -विश्वपुस्तकमेला							
व्याकरण-विलोमशब्द, अनेकआर्थकशब्द,शब्दरचना		अनोखीचिड़ियाव्याकरणःविशेषण,क्रिया,पर्यायवाची	व्याकरण:वाक्य,पत्रलेखन							
जुलाई-	1. Note Book Submission MM 25		फरवरी-							
गुंजनःपाठ४-समयकामोल (कविता)	(Weightage 5 Marks)		ग्ंजन:पाठ१५-सबसेबढ़करहम( कविता)							

पाठ५-राजेंद्रबाब् REPORT CARD WILL CONSIST		MM 25 (W	2. Subject Enrichment Activity MM 25 (Weightage 5 Marks) OF 100 MARKS		<mark>D WILL CONSIS'</mark>	पाठ१६- माइकलफैराडेव्याकरण,योजकशब्द,अशुद्धिशोधन,कहार्न 1. Note Book Submission MM 25 (Weightage 5 Marks) 2. Subject Enrichment Activity MI (Weightage 5 Marks) T 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

	e <u>rm I</u> consist of 100 marks	<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)	Half- Yearly Exam- September (50% syllabus- MM 80) (Weightage in Report Card- 80 marks)	<u>Periodic Test II- December</u> (30% syllabus- MM 40) (Weightage in Report Card- 10 marks)	Annual Exam- March (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> <li>Note Book Submission MM 25 (Weightage 5 Marks)</li> <li>Subject Enrichment Activity MM 25 (Weightage 5 Marks)</li> </ol>		<ol> <li>Note Book Submission MM 25 (Weightage 5 Marks)</li> <li>Subject Enrichment Activity MM 25 (Weightage 5 Marks)</li> </ol>			
<b>REPORT CARD WILL CONSI</b>	IST OF 100 MARKS	REPORT CARD WILL O	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
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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- disciplinar Y integratio n	Peri ods	Learnin g Space	Assignments	Suggestive Pedagogies
April	UNIT - 1 Name:- Number and	Domain:	Competency C-8.2 Identifies and	Develop concept and communication	C's Communication	Arts:- Represent numbers in Abacus.	Language		Classro	Class	Project - based
PT 1	Numeration	Cognitive Development	extends simple	amongst children	Critical	numbers in Abacus.	English:- Reading		om Maths	assignments *Write the	learning
	CONCEPT: Forming 4- Digit Numbers and	Curricular Goal:-	patterns in their	through play activities	Thinking	Sports:-Starting race	the numbers		Lab	place value of the	Design Tambola
	writing their Number	CG-7 Children make sense of	surroundings and numbers.	and real life examples. Activity : A dice will be		at level 1000 and	written		Playgro und.	circled	game with
	Names	the world around through	C-8.12 Develops	thrown 3 times , the	Life skills:	crossing successive	on			digits.	4-digit
		observation and logical	adequate and	digits will be written	*Basic	levels.	blackboar			* Write the	numbers.
	Sub-Concept:	thinking.	appropriate	together to form 3 digit	knowledge		d.			expanded	
	* Place Value and Face	CG-8 Children develop	vocabulary for	number. The child can	of Numbers.	Scientific temper:-				form	Problem
	Value	mathematical understanding	comprehending and	be encouraged to	*Understanding	Comparison of	EVS: Using			of the given	solving
	* Expanded form and	and abilities to recognize the	expressing concepts	Make all 3 digit	relationship of	different numbers,	the			numbers.	
	short form	world through	and procedures	numbers	the numbers.	Number Tambola	knowledg			* Writing	Suggestive
	* Successor and	quantities.(Numbers)	related	Find the greatest			e			Number	resources/A
	Predecessor	Kosha -	to	number		Technology:- Use of	of			Names.	ctivities

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

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

	* Finding the miss digits *Adding 4 digit numbers(with regrouping) *Addition of more two numbers *Addition Facts *Word Problems *Estimating the su *Framing Word Problems	e than	Kosha - *Vijnanamaya kosi emphasized to eng meaningfully with the cognitive conscious aspects experience." *Anandmayakosha experience of tran is best addressed f group through art culture.	and of human a,or scendence for this age and	Basic :Add the g numbers Medium -Able t solve the proble related to addit Advance:Frame addition stories based on daily i situations	to ems tion e the					Technology:-N a PPT of 5-7 sl about addition facts	ides	Art:- Draw abacus and add the given numbers Music:- Song related to addition		Questions Suggestive resources/A ctivities: Liveworksh eets Games on wordwall
Month	UNIT/ LESSON:- Number- Lesson No Name:- CONCEPT:-	Goals	in & Curricular (mapping with dational stage)	Competency & Learning Outcome	y CWSN	21st Ce skills	entury	Integratio n	Inter- disciplinar Y integration	Learning Space	g Assignme nts		estive gogies		
July Half Yearly	Unit- 4 Name:- Subtraction CONCEPT:- Subtraction of 4 digit numbers(wit h and without borrowing) Sub conept:- *Subtraction of 4 digit numbers. *Properties of subtraction *Word problems	Devel Devel Learn Curric CG-7 ( sense aroun obser thinki CG-8 ( mathe under abiliti recog throu	Children develop ematical rstanding and ies to nize the world	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	concept and communic ation amongst children through play activities and real life examples	C's : Creativ Comm on, Cri thinkir Collabo Life ski Proble solving Critical thinkir	ills: s, g, ills:	Arts:- Subtract the given numbers and colour the given shape using colour code. Sports:- Subtractio n using skipping. Scientific temper:- Observing	Language English:- Framing word problems EVS:Solve daily life problems Art:- Draw abacus and subtract the given numbers, Number bonds	Classroo m Maths Lab	<ul> <li>Class assignme nts : Book Excercises</li> <li>Home assignme nts: Workshee t based on missing numbers</li> </ul>	learn Prol Sugg Asses Worl Quizz Choid Sugg resou ies: Livev	blem solving estive ssment :- ksheets zes Multiple ce Questions estive urces/Activit vorksheets es on		

	*Fra	aming	Kosha -		decom	npositi			and	Mus	ic:-					
	wor	-	*Vijnanamaya k		on				subtractin	Poen	า					
	pro	oblems	emphasized to e						g the	relate	ed to					
			meaningfully		Learni	ng			numbers	subtr	actio					
			with the cogniti	ve and	Outco	mes:-			seen in	n						
			conscious aspec	ts of					the							
			human experier	nce."	Basic				surroundi							
			*Anandmayako	sha,or	:Subtra	act the			ngs.							
			experience of		given											
			transcendence i		numbe	ers.			Technolog							
			addressed for th	-					y: Make a							
			group through a		Mediu				PPT of 5-7							
			culture.			o solve			slides							
					the				about							
					proble related				subtractio							
					subtra				n facts							
					JUDIIA	ction.										
					Advan	ce:Fra										
					me the											
					subtra											
					stories	s based										
					on dai	ly life										
					situati	ons.										
Month	UNIT/	Dom	ain & Curricular	Competer	ncy	CWSN		21st Centur	y Inte	gration	Inter-	Per	iods	Learning	g Assignme	Suggestive
	LESSON N	lo Goal	s (mapping with	&				skills			discipl	inar		Space	nts	Pedagogies
	:-	Four	idational stage)	Learning							У					
	Lesson			Outcome							integra	atio				
	Name:-										n					
	Concept 8															
August	Sub conce			Commenter		Develor		C's	A A		Lanaur			Classing	Class	Learning hu
August	Unit Number -!		ain: Cognitive elopment	Competer C-8.7	icy		<u>o concept and</u> nication	Creativity	Art	wing of	Langua Englisł			Classroo m	Class assignme	Learning by
Half	Name-		eloping Positive	Recognise			t children	Communica		are grid	Readir			Mathem	-	doing
yearly	Multiplica		ning Habits	multiplica			n play activity	learners ex		attice	and	'5		atics Lak		Problem
Jeany	n.			as repeate			l life examples			tiplicati	vocabi	ular		Playgrou		solving
		Curr	icular Goal:-	addition				properties)			y			nd.	problems	0
	Concept -		7 Children make	C-8.13		Activity	: Children will				, develo	opm			related	Suggestive
	Multiplica		e of the world	Formulate	es		led in equal	Collaborati	-	rts:-	ent	-			to	Assessment/Act
	n as		nd through	and solve			and then			rning					multiplic	ivities :-
	repeated	obse	rvation and	simple		finding	out total	Life skills -		tiplicati	EVS :-				ation.	1.Worksheet
	addition	logic	al thinking.	mathemat	tical	<u>number</u>	<u>of students</u>	Decision m		hrough	Multip	olica				
		CG-8	Children	problems		using re	epeated	Self awarer	ness rep	eated	tion is	the				2. Multiple-

	Cult			a datata a su t	Dualdana I.:		h			11	-1
	Sub	develop	related to the	addition and	Problem solving.	addition	basic			Home	choice
	Concepts -	mathematical	basic concept	multiplication as well.		using balls.	operation			assignme	questions
	*Multiplicati	understanding and	of			a ·	used to			nts :	<u>.</u>
	on of 2,3&4	abilities to	multiplication	CWSN ASSISTIVE		Scientific	find			Framing	3. Lower order
	digit	recognize the world	•	LEARNING :		temper:-	distance if			word	thunking skills
	number by	through quantities.		https://youtu.be/BZ41		Framing	speed and			problems	questions
	1digit		Learning	<u>Fh2MEVw</u>		word	time is			related	
	number	Kosha -	Outcome			problems	given.			to	4. HOTS
	*Multiplicati	*Vijnanamaya kosha,	Basic : Revise			related to				multiplic	questions
	on of 2&3	is emphasized to	basic terms			multiplicati	Art:-			ation.	
	digit	engage meaningfully	and rules			on.	Drawing				Suggestive
	number by 2	with the cognitive	related to				square				Resources/Activ
	digit	and conscious	multiplication			Technolog	grids for				ities
	number	aspects of human	•			y:- Solving	doing				
	*Word	experience."				online	lattice				liveworksheets.
	Problems	*Anandmayakosha, o	Medium :			worksheet	multiplica				com
	*Lattice	r experience of	Read,			s related to	tion				
	multiplicatio	transcendence is best	identifies and			multiplicati					
	n.	addressed for this	solve the			on.	Music:-				
		age group through	problems				Learning				
		art and culture.	given in the				tables 2				
			book using				to 10 in				
			gained				rhythmic				
			knowledge.				way.				
			Advance :								
			Frame and								
			solve word								
			problems								
			related to								
			multiplication								
Month	UNIT/	Domain & Curricular	Competency	CWSN	21st Century	Integration	Inter-	Periods	Learning	Assignme	Suggestive
	LESSON:-	Goals (mapping with	&	CIVOIT	skills		disciplinar		Space	nts	Pedagogies
	Number-	Foundational stage)	-				V V				
	Lesson No	· oundetional otage)	Learning				, integratio				
	Name:-		Outcome				n				
	CONCEPT:-		Sattome								
August	Unit	Domain:	Competency	Develop concept and	C's	Arts:- To	Language	9	Classroo	Class	Project based
August	Number -6	Cognitive	Competency C-8.7	Develop concept and	C S Creativity	find the	English-:-	3		assignme	-
Half				communication	-		-		m Mathem		learning (Discussing real
Half	Unit Name-	Development	Recognises	amongst children	Critical Thinking, Collaboration.	division	Reading			nts : Discussio	(Discussing real
Yearly	Division	Developing Positive	division as	through play	Life skills :	facts using	and		atics Lab	Discussio	life problems)
	Connect	Learning Habits	equal sharing	activities and real life		10by 10	understan			n of	Keeping a
	Concept -	Curricular Goal:-	and repeated		Decision making	multiplicati	ding the			problems	specified

Division as	CG-7 Children make	subtraction	examples.	Problem Solving.	on grid.	theme of	related	number of
repeated	sense of the world	Learning	Activity : Few		Use of	Unity in	to	chocolates in a
subtraction	around through	Outcomes	eatables / stationery		Paper	Strength	division	carton
equal	observation and	Basic:	items such as toffees		folding	and the	given in	and dividing
sharing	logical thinking.	Understands	/ scale etc will be		activities,	implicatio	the book.	them equally
	CG-8 Children	meaning of	displayed on a table.		Tangram	ns of	Home	among the
Sub	develop	division and			activities,	division (	assignme	students
Concepts	mathematical	terms	The child will be		Cake	eg the	nts :	present
*Meaning o	understanding and	associated	asked to start		slicing	story of a	Framing	in the class.
Division and	abilities to	with division.	dividing the items		activities,	bundle of	word	How many
terms	recognize the world	Medium:	equally among two		to	sticks)	problems	does each get?
associated	through quantities.	Experience	children.		emphasize		related	Problem
with division	n Kosha -	equal sharing	*Youtube video,		the	EVS- To	to	solving
*Dividing	*Vijnanamaya kosha,	and grouping	explaining the		concept of	share	division	Suggestive
2&3 three	is emphasized to	and	concept of division		Division.	food	and	Assessment :-
digit	engage meaningfully	connecting	through animation,			items like	solving	
numbers by	with the cognitive	them	-		Sports:-	cake,pizza	online	1.Worksheets
1 digit	and conscious	mathematicall	taking real life		Using balls	etc.,	workshee	
number	aspects of human	y in their	examples.		( or	equally	ts	2. Multiple-
(with and	experience."	own context.	https://youtu.be/wb		members	among	available.	choice
without	*Anandmayakosha,o	For example,	kHv9zcGhI		in a team)	friends,	Printed	questions
remainder)	r experience of	sharing of			to explain	family	workshee	
*Dividing	transcendence is best	equal			the		ts, having	3. Lower order
2&3digit	addressed for this	number of			concept of	Art:-To	easy,	thinking skills
numbers by	age group through	sweets among			division as	find the	medium	questions
1 digit	art and culture.	children.			repeated	division	and	For example:
number by		Advance:			subtractio	facts	complex	Draw 10
regrouping.		Solve real life			n.	using 10	problems	cherries. Make
*Division by		problems				by 10	of	groups( by
10.		using division			Scientific	multiplica	Division.	drawing circles)
*Word		facts like how			temper:-	tion grid. (	l	to divide these
problems		to handle			Relationshi	Colouring	l	equally among 5
*Framing		money,how			p between	as per a	l	children.
word		to get equal			multiplicati	division	l	4.HOTS
problems		share etc.,			on and	pattern to	l	questions
-					division,	get	l	Suggestive
					Finding out	different	l	resources/Activi
					division	patterns	l	ties
					facts from	in the	1	Live
					given	grid)	1	worksheets.com
					multiplicati		1	
					on facts.	Music:-	I	
					Discussing	Learning	1	
					various	multiplica	l	

						real life situations and identifying which out of the two, Multiplicat ion/ Division would be used. Technolog y:-PPT, Video links.	tion tables from 2 to 10 in rhythmic way. ( Dividing a song into different segments and singing in a collaborat ive manner)				
Month	UNIT/ LESSON:- Number- Lesson No 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
Septe mber Half Yearly	UNIT/ LESSON:- Number- Unit No 7 Name:- Fractions Concept: Fractions Sub Concepts: *Shading of Fractions *Making a fraction *Parts of a collection *Like and Unlike fraction *Equivalent Fractions	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 natureby forming simple hypothesis and uses obsevations 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:- Communi cating a given fraction using a complete sentence, 1/4 ,one part out of 4 equal parts EVS- Dividing a pizza equally among family members.		Classroo m Maths Lab	Class assignme nts : Book exercises Home assignme nts : Make a fraction wheel	Project -based learning : Model of fraction Problem solving Suggestive Assessment :- Worksheet Suggestive resources/Activi ties : Liveworksheets. com Games on wordwall

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

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

	Multiplicatio n and Division of		Advance: (CG8) Solves			Activity to measure the length					
	units of Weight		word problems			of maths lab with					
	*Word		based on			Standard					
	Problems		units of			and non					
	based on		length, mass			standard					
	four basic		and capacity.			methods					
	operations		. ,			of					
	of units of					measurem					
	Weight					ent					
	*Units of										
	Capacity										
	*Conversion										
	s of units of										
	Capacity										
	*Addition,										
	Subtraction,										
	Multiplicatio n and										
	Division of										
	units of										
	Capacity										
	*Word										
	Problems										
	based on										
	four basic										
	operations										
	of units of										
	Capacity										
Month:	UNIT/	Domain & Curricular	Competency	CWSN	21st Century	Integration	Inter-	Periods	Learning	Assignme	Suggestive
	LESSON:-	Goals (mapping with	&		skills		discipinar		Space	nts	Pedagogies
	Number-	Foundational stage)					y 				
	Name:-		Learning				integratio				
		_ ·	Outcome	<b>.</b>		• •	n	-			
Novem	Unit No 9	Domain:	Competency	Develop concept and	C's :	Arts:-	Language	6	Class-	Class	Project -based
ber	Unit Name: Geometrical	Cognitive Development	C 8.8 Recognises	communication	Creativity Critical thinking	Drawing of	- English:-		room Maths-	assignme nts -	learning Learning by
PT-2	Shapes	Development Developing Positive	Recognises basic	amongst children	Communication	shapes with real	Vocabular		lab	*Discuss	doing
2	*Plane	Learning Habits	geometric	through play	skills	objects	y		Playgrou	the	40115
	shapes		shapes and	activities and real life		Draw a	y developm		nd	objects	Problem
	* Solid	Curricular Goal:-	their	examples.	Life skills:	joker using	ent,			having	solving-
				Activity : The child		. 3	-			5	5

Shapes	CG-7 Children make	observable	will be asked to pick	Problem solving	different	reading	different	matching of
* Tiling	sense of the world	properties	up specific coloured		shapes	0	shapes	shape with real
* Tangrams	around through	C8.12	object around and			EVS:-	*To join	life objects.
0	observation and	Develops	tell its shape, use the		Sports:-	Find	the	-
Sub-	logical thinking.	adequate	•		Using	buildings	different	
Concepts	CG-8 Children	vocabulary for	tangram pieces to		shapes of	in your	tangram	Suggestive
*2-	develop	comprehendi	make a design		blocks	surroundi	pieces to	Assessment :-
Dimensional	mathematical	ng concepts			available	ng which	make the	Class test,
shapes	understanding and	and	HI		like cones,	have	animals	online quizzes
*3-	abilities to	procedures	VI		rectangles,	different	such as	
Dimensional	recognize the world	related to	LD		balls and	shapes	goat ,	Suggestive
shapes	through quantities.	shapes.	Autism		make a		dog,	resources/
* Edges,	Kosha -		Cerebral palsy		hurdle race	Art:-	camel	Activities :
corners,	Vijnanamaya kosha,	Learning	Speech diability			Drawing	etc.	*Sorting the
faces of	is emphasized to	Outcomes:-	opecentationity		Scientific	of a	Art	given objects
shapes	engage meaningfully	* Basic: (CG7)			temper:	scenery	integrate	according to the
*Compariso	with the cognitive	Determine			Helping	using	d activity	category of 2D /
n of shapes	and conscious	about Line			students to	different		3D shapes.
*Examples	aspects of human	segment, Ray,			develop	shapes	Home	* Use tangram
of 2-D and	experience.	curved lines,			scientific	Use	assignme	pieces to make
3-D shapes		Straight line			temper for	Mandala	nts-	a flower of your
		etc			shapes by	art	*Make	choice.
		Demonstrate			finding	Draw a	any one	
		and apply the			shapes in	joker	tiling	
		concepts with			their	using	pattern	
		daily life			surroundin	different	found in	
		situations			gs,	shapes	your	
		*			buildings,		surroundi	
		Medium:(CG7			objects.	Music:-	ngs.	
		)Identify and				Poem	*Collect	
		differentiate			Technolog	based on	two	
		between 2D			y:-Make a	shapes	examples	
		and 3D			PPT of	will be	of each	
		shapes			shapes	recited.	cuboidal,	
		around					conical	
		themselves ,					and	
		compare the					spherical	
		third					shapes.	
		dimension						
		added to						
		shapes						
		*Advance:						
		(CG 8)						
		Measure						

			different shapes usning standard and non standard measures								
Month	UNIT/ LESSON:- Number- Name:-	Domain & Curricular Goals (mapping with Foundational stage)	Competency & Learning Outcome:	CWSN	21st Century skills	Integration	Inter- disciplinar Y integratio n	Periods	Learning Space	Assignme nts	Suggestive Pedagogies
Decem ber	UNIT/ LESSON:- Number- 10 Name:- Time Concept: Telling Time Sub Concepts: *Minute hand and Hour hand * Telling Time to the correct 5 minutes * Reading Time to the next hour * Concept of 'to' and 'past' * am and pm * Time Conversions - Hours into minutes - Minutes into seconds	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.	Language English:- Reading Time and Calendar EVS- Planning day-to- day activities Art:- Colour the birth dates of your family members on calendar . Music: Poem on 'Time'	10	Classroo m Maths Lab Activity Room	Class assignme nts : Book Exercises Home assignme nts : Plan your day, mentioni ng time at which you will carry out all the activities.	Project -based learning : Make a model of the clock. Make calendar of your birthday month. Problem solving Suggestive Assessment :- Worksheet with all the concepts explained Suggestive resources/Activi ties : Quizzes Story telling

	Hours into	ago group through	Medium : To			complete					
		age group through				complete					
	seconds	art and culture.	read a clock			1m race					
	* Reading A		and calendar.			in					
	Calendar					minutes.					
	- The		Advance: *			Convert					
	Knuckle		Reads the			this time					
	Trick		time			in seconds					
	* Calendar		correctly to			and hours.					
	Conversions		the hour								
	-		using a								
	Months into		clock/watch.								
	Days		*			Scientific					
	-		Identifies a			temper:-					
	Weeks into		particular day			Make your					
	Days		and date on			study					
	- Days		a calendar.			time-table.					
	into Hours										
	* Time Line										
						Technolog					
						y: Use of					
						ppt and					
						animation					
						videos.					
Month	UNIT/	Domain & Curricular	Competency	CWSN	21st Century	Integration	Inter-	Periods	Learning	Assignme	Suggestive
WOITCH	LESSON:-	Goals (mapping with	&	CVVSIN	skills	integration	disciplinar	Perious	Space	nts	Pedagogies
	Number-		α.		381113		-		Space	1115	reuagogies
		Foundational stage)	Leensine				y into cuptio				
	Name:-		Learning				integratio				
			Outcome:				n				
Jan	UNIT/	Domain:	Competency :	Explain the concept	C's :	Arts:-	Language		Maths	Class	Project -based
Annual	LESSON:-	Cognitive	C-7.1	of money with real	Collaboration	Trace coins	English:-		Lab	assignme	learning :
Exam	Number-	Development	Observes and	life situations.	Critical Thinking	and have	Make a		Surroun	nts :	Problem solving
	Name:-		understands			fun	conversati		dings	Book	
	Concept:	Curricular Goal	different	Activity : A mini			on about			exercises	Suggestive
	Sub	CG-7 Children make	categories of	marketplace with	Life skills :		purchasin				Assessment :-
	Concepts:	sense of the world	objects and		Problem Solving		g a toy			Home	Worksheet with
	Number- 11	around through	relationships	playmoney	Decision Making		from a			assignme	all the concepts
	Name:-	observation and	between		Creative	Sports:-	shop			nts :	explained
	Money	logical thinking	them.		thinking	Play mini	EVS-			Role play	
	Concept:	CG-8 Children	C-8.2			bazaar	Discuss			shopkeep	<b>Suggestive</b>
	Importance	develop	Identifies and			with fake	the			er and	resources/Activi
	and usuage	mathematical	extends			play	importanc			customer	ties :
	and usuage	mathematical	extenas			ріау	importanc			customer	ties :

of money	understanding and	simple	money	e of	with your	<u>Quizzes,</u>
and basic	abilities to recognize	patterns in		money	parents	liveworksheet.c
operations	the world through	their				<u>om</u>
on money	quantities, shapes,	surroundings,		Art:-		
Sub Concept	and measures.	shapes, and	Scientific	Trace		
-		numbers.	temper:-	coins and		
*	Kosha -		Understan	have fun		
Identificatio	*Vijnanamaya kosha,	Learning	ding			
n of various	is emphasized to	Outcomes:-	money	Music:		
denominatio	engage meaningfully	Basic : (CG	operations	Sing 2		
ns	with the cognitive	7)To be able	in daily life	songs		
* Adding up	and conscious	to identify	situations>	from		
given	aspects of human	various	Children	bollywoo		
denominatio	experience."	denomination	can do role	d having		
n in	*Anandmayakosha,o	s of money	play or	the word		
rupees/coin	r experience of	available in	scene of a	"paisa" in		
S	transcendence is best	the market	marketplac	it		
* Writing	addressed for this		e where			
given	age group through	Medium :	one of			
amount in	art and culture.	(CG8)To be	them is a			
figures		able to	shopkeepe			
* Writing		understand	r and			
given		and do basic	another			
amount in		operations on	one is a			
words		money	customer.			
*						
Conversion		Advance:				
of money		(CG8)To be				
* Addition		able to make				
and		bills and read	Technolog			
subtraction		data.	y: Make a			
of money			PPT to			
* Word			show coins			
problems			and			
* Making			denominat			
bills			ions used			
* Data			in earlier			
Interpretati			times			
on						

Month	UNIT/ 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
Jan Annual Exam	UNIT/ LESSON:- Number- 12 Name:- Symmetry and Patterns Concept: Importance and usuage of Symmetry and Patterns in day to day life. Sub Concept - * Line of symmetry * Symmetry * Symmetry in English Alphabets * Patterns in numbers. * 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 rexperience 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 : *Complet e 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

Month	UNIT/	Domain & Curricular	patterns in alphabets , numbers , designs. Advance: Solve the given problems on their own related to symmetry and patterns . Competency	CWSN	21st Century	students to make pattern using shapes on desktop.	Inter-	Periods	Learning	pattern on a sheet of paper. Assignme	Suggestive
WORKI	LESSON:- Number- Lesson No Name:-	Goals (mapping with Foundational stage)	& Learning Outcome:	Covan	skills	integration	disciplinar y integratio n	T CHOUS	Space	nts	Pedagogies
Feb Annual Exam	UNIT/ LESSON:- Number- 13 Name:- Data Handling Concept: Sub Concepts: * Scale (1 book= 5 books) * Pictograph * Bar Graph	Domain: Cognitive Development Developing Positive Learning Habits Curricular Goal CG-7 Children make sense of world around through observation and logical thinking CG-8 Children develop mathematical understanding and abilities to recognize the world through quantities, shapes, and measures Kosha - * Vijnanamaya kosha, is emphasized to engage meaningfully with	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.	Develop concept and communication amongst children through play activities and real life examples. Activity: Ball Room Activity: Pick up Red(5) Green(2)and Yellow (3) balls . Keep them in separate baskets. Which colour balls are the maximum? Which colour balls are minimum? The total number of balls are:	C's : Collaboration Communication Life skills : Decision Making Problem Solving	Arts:- Draw a pictograph of liking of eatables (5 types) of your friends. Sports:- Different sports items such as bat , rings , skipping ropes ,basketball s to be kept. Related questions will be asked.	Language English:- A story to be formed on the given pictograp h data with a moral value. EVS- Age of family members will be shown on graph by taking a proper scale. Art:- Collect the		Maths Lab Surroun dings	Class assignme nts : Book exercises Home assignme nts : Write the names of your 10 friends . Write the number of times the vowels are appearin g in each name. Make a bar graph	Project -based learning : Problem solving Suggestive Assessment :- Worksheet Suggestive resources/Activi ties : Mental Maths worksheet

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

#### Class<u>: III</u>

## Subject: <u>EVS</u>

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

							n Report Card- 80 narks)
Apr- Lesson-1	My Family	Aug- Lessor	n-7 The Food We Eat	Oct-Lesson-9 The	e House we Live In	Dec-Lesson-13	Communication
Lesson-2 Plants	Around Us			Lesson-10 Our N	eighbourhood		
May-Lesson-3 I	Leaves in Our Live	es Sep-Lesson-	8 Cooking Food	Nov-Lesson-11 T	he Water we Drink	Jan- Lesson-14	Making Pots
Lesson-4Anima	ls Around Us			Lesson-12 Going	Places		
July-Lesson-5 Feather Frien						Feb- Lesson-15	Textiles
Lesson-6 The W	Vork Around Us						
REPORT C	CARD WILL	MM Mar 2. Subj Acti	ject Enrichment vity MM 25 ightage 5 Marks)	REPORT	CARD WILL	MM 25 Marks) 2. Subject Activity (Weigh	t Enrichment y MM 25 tage 5 Marks)
Evaluation	% syllabus	Maximum	Weightage	Evaluation	% syllabus	Maximum marks	Weightage
Periodic	30%	marks40 marks	10 marks	Periodic Test	30%	40 marks	10 marks
Test I- July	5070	TV 11141 NS	TO Mar No	II- December	5070	TV 11141 NS	10 mai N3
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

Half Yearly - September50%80 marks80 marksAnnual Exam - March10% syllabus of Term I and entire syllabus of Term II80 marks80 m	0 marks

Month	UNIT/	Domain &	Competency	<b>21st</b>	Integrating AWES	Interdisciplinary	Learning	Assignments(Suggestive)	Pedagogies
	LESSON	<b>Curricular Goals</b>	&	Century	Initiatives	integration	Space	(Observation, Checklist,	(Suggestive)
		(mapping with	Learning Outcome	skills			(Suggestive)	Worksheets, Rubrics, Portfolios)	
		Foundational							
No of		stage)							
Period									
S									

April 22- 25Days 8 to 9 periods	Lessonno.1 Name- My Family Concept: Family and Friends Sub- Concepts- Families and their types. Family members ,valuesand habits. Hereditary features. Old and physically challenged people.	Domain:SocioEmotionaland EthicalDevelopmentCurricularGoal:CG-4:Childrendevelopemotionalintelligence	PANCHKOSHAVIKAS:         MANOMAYAKOSHA         C4.1         Starts recognizing 'self'         as an individual         belonging to a family and         community         Learning Outcome:         Basic:         Expresses the concept of a family and can interrelate the diversity in family types.         Can draw simple family tree.         Medium:         Exhibits values and habits appreciate qualities and skills of family members.         Advance:         Shows sensitivity for the elderly, differently abled and diverse family set ups in surroundings.	LifeSkills: Social skills Communica tion skill Flexibility	Arts: Identifying traditional art forms as a family tradition and culture in India. Sports: Exploring and playing games that family play together. Scientific temper: Exploring family believes and applying rational thinking. Technology: Analyze the hereditary traits of family members in physical appearance.	English: Change the gender of given relations Maths: Find the birth year of all the family members and calculate their age in years. Music: Play antakshari with family members.	Classroom Assembly area or activity room for role play	Classroom Activity: Making a Thank you card for grandparents. Home Assignment: Exploring from elders about extended family, narrating stories related to festivals. Flipped classroom: Giving notes to study at home for discussion in class	Project-based learning Problem solving Role-playing Suggestive Assessment:- Reading Worksheet Multiple-choice questions Lower order thinking skills questions HOTS questions
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Month No of	UNIT/ LESSON	Domain & Curricular Goals (mapping with Foundational	Competency & Learning Outcome	21st Century skills	Integrating AWES Initiatives	Interdisciplinary integration	Learning Space (Suggestive)	Assignments(Suggestive) (Observation,Checklist, Worksheets,Rubrics,Portfoli os)	Pedagogies (Suggestive)
Periods         April         8 to 9         periods	Lesson2 Name: Plants Around Us Concept Plant Diversity Sub-Concepts: Types of plants around us. Uses of plants. New plants grown in India.	stage)Domain:CognitiveDomainCG-7: Childrenmake sense ofworld aroundthroughobservationand logicalthinkingDomain :Socio-Emotional andEthicalDevelopmentCG6Children developa positive regardfor the naturalenvironmentaround them	PANSHKOSHAVIKAS: YJJNANAMAYAKOSH 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
Month No of	UNIT/ LESSON	Domain & Curricular Goals (mapping with Foundational	Competency & Learning Outcome	21st Century skills	Integrating AWES Initiatives	Interdisciplinary integration	Learning Space (Suggestive)	Assignments(Suggestive) (Observation,Checklist, Worksheets,Rubrics,Portfoli os)	Pedagogies (Suggestive)

Periods		stage)							
MAY (20 Days - 22 Days) 8 to 9 periods	Lesson-3 Name: Leaves in Our Lives Concept: Leaf Diversity and its Function s Sub- Concept s: • Parts and Function s of Leaves • Variety of Leaves Around Us • Uses of Leaves	Domain:         Cognitive         Domain         CG-7: Children         make sense of         world around         through         observation         and         logical thinking         Domain         Socio-         Emotional and         Ethical         Development         CG6         Children         develop a         positive regard         for the natural         environment         around them	PANSHKOSHA VIKAS: VIJNANAMAYA KOSHA C-7.1: Observes and understands different categories of objects and relationships between them C 6.1 Shows care for joy in engaging with all life forms. Learning Outcome: Basic: Represents the parts of leaves through a real example or diagram. Medium: Identifies plants according to the size, shape and colour of different leaves. Describes Photosynthesis and can tell things required for it. List uses of leaves Advance: Analyse the reasons as why some plants do not have green coloured 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)

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

Periods	stage)							
JULY (22 Days-24 Days) No. of Periods= 10 Lesson:5 Name :Birds Our Feather Friends Concept: Importan t features of a bird Sub- Concept s :Commo n 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 tostudy at home for discussion in class	Brainstormi ng sessions Joyful learning Project- based learning Role-playing Suggestive Assessment :- 1.Reading2 .Worksheet 11. Multiple -choice questions. 12. Low er order thinking skills questions. 14.HOT S question s

Month No of Periods	UNIT/ LESSON	Domain & Curricular Goals (mapping with Foundational stage)	Competency & Learning Outcome	21st Century skills	Integrating AWES Initiatives	Interdisciplinary integration	Learning Space (Suggestive)	Assignments(Suggestive) (Observation,checklist, Worksheets,Rubrics,Portfoli os)	Pedagogies (Suggestive)
August (23 days-25 days) No. of Periods= 9	Lesson:6 The Work Around Us Concept: Occupati ons and their importan ce Sub- Concept s:Comm u nity Helpers • Social Worker • Family at Work • Leisure Time Activitie s • Games We Play • Child Labour • Ways to Help Working Children	Domain: Socio- Emotional and Ethical Development Curricular Goal: CG-5 Children develop a positive attitude towards productive work and service or 'seva'.	PANSHKOSHA VIKAS: VIJNANAMAYA KOSHA C 5.1 Demonstrates willingness and participation in age-appropriate physical work towards helping others. Learning Outcome: Basic: Recognizes and names the community helpers and the work they do. Medium: Acknowledge the work done by family members and feel gratitude for them. Advance: Understand the Dignity of Labour by showing kindness, generosity and moral courage towards all occupations. Criticize the disadvantages of child labour	Life Skills: Collaborative Adaptability Social Skills Initiative Critical Thinking	Arts: Prepare a one minute performance for performing or creative art on our helpers. Sports : Kho-Kho Match between two teams of a class Scientific temper: To analyze the personality traits of any one famous personality and his profession Technology Prepare a daily routine chart for yourself using software applications.	Language: English: Speak few lines about dignity of labour and its importance for society (Morning Assembly) Maths : Find the number of players in outdoor ball games and also compare the size of ball. In various games (Hockey, Basketball)	Assembly area for performance of best performer of the class Classroom for discussion on time chart. School Playground to play Kho-Kho Match	Classroom Activity: Share your views on Child Labour Home Assignment: Interview your house help / Guard at colony gate / gardener	Brainstormi ng sessions Joyful learning Project- based learning Role-playing Suggestive Assessment :- 1.Reading2 .Worksheet 13. Multiple -choice questions. 14. Low er order thinking skills questions. 14.HOT S questions. 14.HOT S question s

Month	UNIT/	Domain &	Competency	21st	Integrating AWES	Interdisciplinary	Learning	Assignments(Suggestive)	Pedagogies
	LESSON	Curricular	&	Century		integration	Space	(Observation, checklist,	(Suggestive)
		Goals	Learning Outcome	skills			(Suggestive)	Worksheets, Rubrics, Portfoli	
		(mapping with						os)	
No o	F	Foundational							

Periods		stage)							
August No. of Periods= 9	Lesson-7 Name:Th e Food We Eat Concept: Food Sub- Concept s : Importan ce of food •Nutrient s in Food •Differen t types of food groups •Value of milk, water androug hage in the diet • Food habits of people •Balance d Diet •Healthy Eating habits	Domain: Physical Development Curricular Goal: CG-1 Children develop habits that keep them healthy and Safe. SDG-2 Improved Nutrition	PANSHKOSHA VIKAS: ANNAMAYA KOSHA C 1.1 Shows a liking for and understanding of nutritious foodand does not waste food Learning Outcome: Basic: Give reasons for needing food Name the nutrients present in food Medium: Differentiate the food into different food groups according to the nutrients present in them. Advance: Students get sensitize about not wasting food and sharing extra food with needy people	Life Skills: Collaborative Adaptability Social Skills Initiative Critical Thinking	.Arts: Dinner Thali : Prepare your dinner by drawing pictures of your favourite food items ina dinner plate Scientific temper: Knowing the nutrients in different food items. Eating a balanced diet. Technology Use internet to find nutritional value of your favourite food items	Language: English: Recite a short poem on your favourite food. Math Read the wrapper of your favourite biscuit (MRP, Ingredients, Weight.,Packing date)	Classroom for presenting their poem and sharing the sprout salad with their friends. Activity Room for role play on healthy eating habits.	Classroom Activity: Dinner Thali : Draw or paste pictures of your favourite food items in an empty dinner plate Home Assignment: Find and learn a short poem on your favourite food. Non fire cooking time: sprout salad Flipped classroom : Giving notes to study at home for discussion in class	Brainstormi ng sessions Joyful learning Project- based learning Role-playing Suggestive Assessment :- 1.Reading2 .Worksheet 15. Multiple -choice questions. 16. Low er order thinking skills questions. 14.HOT S question s
Month No of Periods		Domain & Curricular Goals (mapping with Foundational stage)		21st Century skills	Integrating AWES Initiatives	Interdisciplinary integration			Pedagogies (Suggestive)
SEPTEMB ER 10 DAYS No. of Periods=	Lesson : 8 Name: Cooking Food	Domain: Physical Development Curricular Goal: CG-1	PANSHKOSHA VIKAS: ANNAMAYA KOSHA C 1.1 Shows a liking for and understanding of nutritious food	Life Skills: Collabor Ative Adaptabi	Arts: Draw 5 food items each that we get from plants and animals.	Language: English:. Write the recipe of your favourite dish	Classroom for the activity :Guess the ingredient. Activity	Classroom Activity: Learn and write the Hindi and English names of the spices shown to you .	Brainstormi ng sessions Joyful learning Project-

								1	· · · · · · · · · · · · · · · · · · ·
9	Concept:	Children develop hebite	and does not waste food	lity	Sports : Guess the	Metho :	Room :	Home	based
	Food	develop habits that keep them	Waste 1000	Secial	Guess the ingredient :	Maths :	Learn and write the	Home Assignment:	learning
	Sub-	healthy and	Learning Outcome:	Social	Children will	Find the correct	Hindi and	Prepare a	
	Concept	safe.	Basic:	Skills	interchange	quantity of ingredients	English	banana chaat	Role-playing
	<mark>s</mark> :	Sale.	Observe and	Initiativa	their lunch	0	names of the	and Use your	
	• Food	SDG-2	Identify different	Initiative	boxes and	needed to	spices	creativity to	Suggestive
	from	Improved	cooking methods used in their	Critical	will guess	prepare your favourite dish	shown to	garnish and to	Assessment
	Plants	Nutrition	homes	Thinking	the name of	avourite dish	you.	decorate the	19 (F
	and		nomes	minking	the main			plate.	1.Reading2
			Medium:		ingredient of			Piero.	.Worksheet
	Animals		List the stoves		the dish .			Flipped	17. Multiple
	• Raw		used for cooking					classroom :	-choice
	and		and fuel used in		Scientific			Giving notes to	questions.
	Cooked		them.		temper:			study at home	18. Low
	Food		Categorise the		Selects			for discussion	er order
	•		vessels used for		correct			in class	thinking
	Methods		cooking according		quantity of				skills
	of		to the cooking		ingredient to				questions.
			methods.		make a dish				14.HOT
	cooking		Advance		Observe				S
	food		Advance: Discuss and		different				question
	•		compare the changes From		cooking styles				S
	Vessels		your		and different				
	used for		grandmother's		temperatures				
	cooking		kitchen to your		needed for				
	Eating		mother's kitchen.		cooking in different				( PI refer to Revised
	in		Appreciates the cultural diversity in		styles				Bloom's Taxonomy)
	a family		food.		and the				
	•				utensils				
	•				used				
	Cultural								
	Diversity								
	in food								
Month		Domain &		21st	Integrating AWES	Interdisciplinary	Learning	Assignments(Suggestive)	Pedagogies
		Curricular		Century	Initiatives	integration	Space	(Observation, Checklist,	(Suggestive)
								•	(Source)
		Goals		skills			(Suggestive)	Worksheets, Rubrics, Portfoli	
		(mapping with						os)	
No of		Foundational							
Periods		stage)							
	Losson0	Domain:Cog	PANCHKOSHAVIKAS:VI	Collaborat	Arte	Maths:		ClassroomActivity:	Joyful method
Ostak	Lesson9	•			<u>Arts:</u>		Classroomf	CIGSSI DUITACIIVILY:	Joyiui method
Octob		nitiveDomain	JNANAMAYAKOSH	ion		Find the height of	Classroomf		
	<u>Name- Th</u>				DrawA	tallest sky scraper	or	Quiz On Types Of	Project-based
er21-	<u>e House</u>	Curricular	<u>C-7.1</u>		sketch of	of the world	quizactivity	houses.	learning
	We Live	Curricular		Communi	your		·		-
24	l <u>n</u> .	<u>Goal:</u>	Observes	cation of	house.			Make blue and green dustbin	Problem
-7	·••·							-	
		007	andunderstandsdiffere	thoughts		Music:	Assemblyarea	and write their usage.	
		<u>CG-7</u>			1				solving
Days	Concept:	<u>CG-7</u>	ntcategoriesofobjectsa				for		Solving
Days	<u>Concept</u> : House		ntcategoriesofobjectsa ndrelationshipsbetwee	Critical		Sing a song onthe		Discussion on the importance	solving
Days		Childrenmakesen		Critical	Scientifictemper	Sing a song onthe	aroleplayorso	Discussion on the importance and types of houses and the	
Days	House	Childrenmakesen se of theworld	ndrelationshipsbetwee	Critical thinking	Scientifictemper:	importance	aroleplayorso ngontheimport	and types of houses and the	Roleplaying
Days No.	House	Childrenmakesen	ndrelationshipsbetwee		Scientifictemper: Analyze different		aroleplayorso	-	

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

Month No of Periods	UNIT/ LESSON	Domain & Curricular Goals (mapping with Foundational stage)	Competency & Learning Outcome	21st Century skills	Integrating AWES Initiatives	Interdisciplinary integration	Learning Space (Suggestive)	Assignments(Suggestive) (Observation,Checklist, Worksheets,Rubrics,Portfoli os)	Pedagogies (Suggestive)
October No. ofPeriods =9	Lesson10 Name- Our Neighborhoo d. Concept: Mapping my neighbourhood Sub-concepts Neighbourhood, Places	Domain:C ognitiveDe velopment Curricul arGoal: CG-7 Childrenmakes ense of theworld aroundthem throughobserva tionand logicalthinking	PANCHKOSHAVIKA S:VIJNANAMAYAKO SH C-7.3 Usesappropriatetools andtechnology indaily lifesituationsandforlearni ng. LearningOutcome: Basic: Identify theplaces in theirneighbourhoodand be able tofind	Inform- ationlitera cy Criticalthi nking creativity	Arts: Drawamapof the routefrom yourhouse tothe nearestshop. <u>Scientifictemper:</u> Observeand make alist of thelandmarksin yourlocalityandalsowri	Maths: Write their ownhouse addresswithPINcode Music: Sing a song ontheimportanceofk eeping yourneighbourhood neatand clean	Classroomf or mapwork. Schoolgro und forfindingo utthedirecti ons. Field tripinside theschool toshow thedifferentpla ces inthe plan	ClassroomActivity: Look around in your classroom and write who is sitting in four directions. Discussion on the neighbourhoodservices, plan ,sketch and map. Mapwork. Find out the cardinal points using magnetic compass, sunrise.	Joyfulmethodofle arning Project-based learning ProblemsolvingR ole- playingPeerteach ing SuggestiveA ssessment:-

inourneighbour	outthecardinal	te theirdirections.	of the school.	HomeAssignment:	1.Reading2.
hood	pointsusing				Worksheet
	differentmethods.	Technology:		Draw a sketch of your	3.Multiple-choice
Directions,sketc	Medium:			classroom and mark the	questions
hesandmaps.	earners will beable	Locateyourschool on		directions of the object in	4.Lower
	todifferentiatebetweensketch	Google map		the classroom.	orderthinkings
	,planandamap				killsquestions
	Advance:				5.HOTSqu
	Learners will beable to make			Flippedclassroom:	estions
	aplan of aparticular place				
	and also be			Givingnotes tpstudy at home	
	abletomakeamapoftheir			fordiscussioninclass	
	colonyincluding all				( PI refer
	theneighbourhoodservices				toRevisedBloom'sTa
					xonomy

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

nagementofv andsanitatio forall.	n Also be come sensitive towards the			estions ( PI refer toRevisedBloom'sTa

Month No of Periods	UNIT/ LESSON	Domain & Curricular Goals (mapping with Foundational stage)	Competency & Learning Outcome	21st Century skills	Integrating AWES Initiatives	Interdisciplinar y integration	Learning Space (Suggestive)	Assignments(Suggestive) (Observation,Checklist, Worksheets,Rubrics,Portfoli os)	Pedagogies (Suggestive)
Novembe r No. ofPeriods =9	Lesson12 Name-Going Places Concept: means of transport Sub-concepts Need fortravel Means to transport for far and near by places Newer ways of travelling Some special means of transport. Modern transport and pollution	Domain:C ognitiveDe velopment Curricul arGoal: CG-7 Childrenmakes ense of theworld aroundthem throughobserva tionand logicalthinking	PANCHKOSHAVIKAS:VIJ NANAMAYAKOSH C-7.3 Observes andunderstandsdifferent categories ofobjects andrelationships betweenthem. LearningOutcome: Basic: Identify differentmeans oftransport withtheirexamples. Medium: Learners will beable tounderstand theuses of all thethree means oftransport. Alsoidentify newerandsomespecialmeans oftransport. Learners will beabletosensitisetowardsj udicious usageof means oftransport. Also be able tofindoutthewaysto reduce traffic pollution.	Initiative Responsi bility. Critical thinking Adaptability	Arts: Draw anexample ofeachtypeof means oftransport. Scientifictemper: Observation of activities atthe station,airport,andbu sstop.	Maths: Write down themeans oftransportinor derof their speedfrom the slowesttothefa stest. Music: Poemonmeansoft ransport.	Classroomfor drawing. Observationa trailwaystatio n,airport,bus stand. Homeasapla ce forlearning. Assemblyhall forpoems.	ClassroomActivity: Discuss withstudentsabouthowtheytrav elto and fromschool. HomeAssignment: Collectpictures of differentmodes oftransport andclassify thedifferenttypes oftransport. Writedownthemeans oftransport inorder of theirspeedfromtheslowest to thefastest. Elippedclassroom: Giving notes tostudy at home fordiscussioninclass	Joyfulmethodofl earning Project- basedlearning Problemsolving Role- playingPeerteac hing SuggestiveA ssessment:- 1.Reading2. Worksheet3. Multiple- choice Questions 4.Lower orderthinking skillsquestions 5.HOTSqu estions ( PI refer toRevisedBloom'sTa xonomy)

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

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

Month	UNIT/	Domain &	Competency	<b>21st</b>	Integrating	Interdisciplinary	Learning	Assignments(Suggestive)	Pedagogies
	LESSON	Curricular		Century	AWES	integration	Space	(Observation, Checklist,	(Suggestive)
		Goals		skills	Initiatives		(Suggestive)	Worksheets, Rubrics, Portfoli	
		(mapping						os)	

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

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

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

#### Academic Session 2023-24

Class:...III

Subject: COMPUTER

Ter	rm I	Term II						
Periodic Test I	MID_TERM Exam	Periodic Test I	Annual Exam					
Month and content coverage	Month and content coverage	Month and content coverage	Month and content coverage					
Apr-Lesson 1 Computer and its components	Aug- Lesson 4 Word 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 Al Vs Human Intelligence					
July- Lesson 3 Paint 3D			Feb- Revisions and Lab Practicals					
Schedule of <b>Periodic Test I</b>	Schedule of <u>Mid term exam</u>	Schedule of <b>Periodic Test II</b>	Schedule of <u>Annual exam</u> to					
to be scheduled in the month	to be scheduled in the month	to be scheduled in the month	be scheduled in the month of					
of <b>July(third week)</b>	of <u>Sep (third week)</u>	of <b>Dec</b> (first week)	<u>Mar (first week)</u>					
Formative assessment in the	class :	Formative assessment in the	e class :					
1. Attendance of student (5	marks)	1. Attendance of student (5	5 marks)-					
2. Subject enrichment activ	•	2. Subject enrichment activ	•					
3. Project based activities (	5 marks)	3. Project based activities (5 marks)-						
4. Portfolio (5 marks)		4. Portfolio (5 marks)						
5. Multiple Assessment bas skills (5 marks)	sed on speaking and listening	5. Multiple Assessment based on speaking and listening skills (5 marks)						

Month UNIT/ LESSON No of Periods	Curricular	Competency & Learning Outcome	21st Century skills	Integrating AWES Initiatives	Interdisciplin ary integration	Learning Space (Suggestive)	Assignments(S uggestive) (Observation, Checklist, Worksheets,R ubrics,Portfoli os)	Pedagogies (Suggestive)
6. Periodic tests(5 marks)			6. Periodio	e tests(5 ma	urks)			

APRIL 2023	Name:-Lesson	Domain:	Competency:C -	Recalling Skills	Technology	English:	Classroom	Class	Pedagogy:
(22 days)	1Computer and its	Cognitive	8.7Recognises and	<ul> <li>Effective Skills</li> </ul>	Creating a	Narrating	<ul> <li>Computer</li> </ul>	Assignment:	Explanation &
(22 days) No of Periods = 8	1Computer and its components CONCEPT:- • Computer System • Computer and its working • Characteristics of a computer • Hardware and software	Cognitive Development Kosha:Annamaya Kosha Curricular Goal: CG 8- Children Develop understanding of the different parts of the computer	8.7 Recognises and used the different parts of the computer system Learning Outcomes: Basic Identifies the different parts of a computer Medium Identify the	<ul> <li>Effective Skills</li> <li>Fine Motor Skills</li> <li>Cognitive Skills</li> </ul>	Creating a story on Ms word, and saving it in the computer storage	the story created in the class Art: Creating a story through drawing / collage	Computer Lab Library for reading different stories	Assignment: Individual activity of Identify and name the icon of MS office, Windows Observation Checklist Teacher will	Discussion, Contextual Examples Suggestive Assessment: • Multiple choice questions Identify and name the icon of MS office, Windows (individual
	Application		parts of a computer and			and replicating		observe and	activity)

	Software		name the				the same			note the	
	Software						in			learners'	
			systems of a				computer			level of	
			computer Advance				practical			understandin	
							class			g <b>Rubrics:</b>	
			Identify the								
			components of							Separate rubrics for	
			both hardware							different	
			and software							learning	
			Able to express							outcomes	
			the uses of the							levels	
			components of								
			the computer								
			CwSN Assistive								
			Learning: Identify the monitor and								
			the keyboard and try to								
			type								
			51 -								
MAY 2023	Name: Lesson	Domain:	Competency:C-7.3	•	develop	Technology		•	Computer	Class/ Lab	Pedagogy:
(21 days)	2Windows Operating	Cognitive Domain	Uses appropriate tools		organizational	Understandi			lab	Practice	<ul> <li>Explanation</li> </ul>
No of Periods	System		and technology in daily		and fine motor	ng the		•	Audio visual	Start an app	and discussion
= 8	Concept	Kosha:Vijnanama	life situations and for		skills in the	functionality,			room	in windows	Contextual
	<ul> <li>Functions of a operating system</li> </ul>	ya Kosha <b>Curricular</b>	learning Learning Outcomes:		students	applicability and usage in		•	At home	by using all	understanding
	User Interface	Goal: CG 7-	Basic	•	Thinking skills	daily life			(PC, Laptop, Tab	the three	(in the
	Windows10	Children make	Shows inclination to		0	activities			etc)	methods	practical
	Working on	sense of the world	use simple applications						0.0)	mentioned	classes)
	Desktop screen	around through	of the windows							in the	Activity:
	<ul> <li>Starting an</li> </ul>	observation and	operating system							chapter.	Select, Deselect and
	application	logical thinking	Medium: Is able to use at least							0.00000	arrange various icons.
	Program		two/ three applications								Start an app in
			of the Windows								windows by using all
			Operating System								the three methods
			Advance:								mentioned in the
			Shows fluency, comfort								
			and competency in								chapter.
			using the applications								Suggestive
			of the Operating System								Suggestive
			CwSN Assistive								Assessment:
			Learning:								Observation by
			Observe the Windows								teacher
			Screen and the icons								

		Domain	(with resource room assistance)		Ario	Metho			
JULY 2023 (23 days) No of Periods = 8	Name: Lesson 3Paint 3D Concept Identify 2D and 3D shapes Paint 3D window component Draw 2D shapes and 3D objects Add stickers, 3D 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> <li>Creativity and innovation</li> <li>Intellectual skill</li> <li>Recognising skill</li> </ul>	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> <li>Classroom environment</li> <li>Computer lab for practical experience</li> <li>Home environment</li> </ul>	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

			Pays attention to thematic detail, materials,properties,sp ace and situations while creating and viewing works of art.						
AUGUST 2023 (23 days) No of Periods = 8	Name: Ch-4 Word Processors (MSWord 2016) • Word Processor • Types of word processor • The Word Window • Creating a New document • Selecting text in a document Saving a document	Domain Cognitive DevelopmentKosha: Vijnanamaya KoshaCurricular Goal CG-7Children make sense of the world around through observation and logical thinking	Competency C-7.3 Uses appropriate tools and technology in daily life situations Learning Outcome Basic • Uses tools and implements with some degree of effectiveness in work situations Medium • Shows simple usage of digital technology of using MS word in learning situations Advance • Shows	<ul> <li>Systematic skills.</li> <li>Effective Skills</li> <li>Cognitive Skills</li> <li>Organising and presentation of given information in a systematic manner</li> </ul>	Technology Children understand the use and applicability of technology in their everyday life	English: Type a paragraph on 'Importanc e of Reading' in MS Word using all the features	Classroom Computer lab • Home environment	Class Assignment: Create a word document and show the use of the different features Teacher's observation checklist	Methodology: Explanation & Discussion, Contextual Examples, Experiential Learning. Activity: 1.Open word, create a new document and type your favorite story. 2.Apply the formatting tools like Bold, Italic, Underline, Font Size, Color, Et

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

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

	recognise the	of a given situation			debugging.	
	world through the				00 0	
	use of sorting and					
	sequencing	Medium				
	0040000.g	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				

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

# Academic Session 2023-24

Class: III

Subject: Art and Craft

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

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

### STAGE – SUBJECT ART AND CRAFT)

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

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

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

#### <u>PRIMARY</u> , MOTHER

#### **GREETING CARDS**

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

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

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

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

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

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

#### <u>LESSON 6 –</u>

#### DRAWING , RAKHI MAKING, DRAWING, CARD MAKING

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

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

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

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

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

Month- NovemberGoals (CG) CG12C12.1 B3(Syllabus- (As per Prescribed book subject - Art and craft)(Graded) Learning assigned for CW & HW)A(Approx No of Teaching Days)(Graded) Learning (As per Prescribed book subject -(Graded) Learning (Tasks/Activities assigned for CW & HW)(Graded) Learning (Tasks/Activities assigned for CW & HW)(Approx No of Teaching Days)(Graded) Learning (As per Prescribed book subject -(Graded) Learning (Tasks/Activities assigned for CW & HW)(Graded) Learning (Tasks/Activities assigned for CW & HW)(Approx No of Teaching Days)Name of the book(Basic Level) Mosaic art style (Listening Skill)(Graded) Learning (Basic Level)No of Periodsin this month:Art and Craft PM Publisher Pvt.LTD(Medium Level) Making flower vase with paper (Speaking Skill)Art Art Att Art and Craft PM Publisher Pvt.LTDMaking flower vase with paper7-8Image: Part of the part of	CwSNSuggested Innovative PedagogiesAssistive Learning (In consultation with Special Educators)Activity-Based& Use of IE RoomLearning-CwSN -Assistive Learning:- HI students- Explain how to make paper boat by giving demo by teacherHow to make a paper boat, flower vaseShowing a video,related to paper craftLearning Spaces- IndoorAking Mosaic Art with TilesLearning Spaces- IndoorLD studentsAutism: Naking paper boat	Suggested Assessment (Use of Assessment Tools & Observation) Asignments given to the students
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#### LESSON

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

#### PAINTING, CHRISTMAS, NEW YEAR GREETING CARDS

10

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

# **APS Syllabus Bifurcation Overview**

Academic Session 2023-24 (Summary)

**Subject: Physical Education** 

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

**Introductory part – 05 minutes** 

**Preparatory part** – 05 minutes

Main part –25 minutes

**Closing part – 05 minutes** 

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

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

<u>Term I</u>	<u>Term II</u>
Month- content coverage	Month- content coverage
<ul> <li>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.</li> <li>May-Introduction of Yoga in play way method, And Adaptive Yoga for (CWSN) students and introduction of lazium and Dumbbells</li> </ul>	October –Implementation of Indoor games.There rule terminology etc. Classwise matches to further nurture and train good students for future competions as per age categories and practise Annual Athletic meet November –Rehasarls for drills and athlectic events and conduct of Annuanlathlectic meet
June – Celeberation of Yoga Day(21 June) Introduction of indiginiuos&Outdoor games to enhance psychomotor skills, cognitive ability and assertiveness in child (kho-kho, pithuu, dog and the bone, postman football, basketball, cricket etc)	<b>December</b> Meditational Yoga to enhance the concentration level of the students to perform well in the exams
<b>July</b> - implementation of 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	<b>February</b> , Fun and frolic activities, yoga session and maas PT to keep students fresh and active for upcoming exams
<b>September-</b> Introduction of indoor games chess carom,etc)Practise and Prepration for Athlectic meet	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 Month- April - May (Approx No of Teaching Days) 08 No of Periods: 4 -8	Domains Learning- Cognative or mental skills related to the knowledg e of movement and assertive ness	Curricular Goals (CG) CG3 To use body as the main tools for educationg 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 .	Competencies (C: ) 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 writs to do daily activity like holding,and writing etc.	Learning Outcomes Graded Learning outcomes:- Students will able to learn about the importance of physical education in their daily life. Students will able to learn about the basic rules to do yoga asanas as per the age category for eg.Padmaasana, tad asana ,vajarasanatrikonasa naandpaschimustaas ana etc.	Competency Based (Graded) Learning (Tasks/Activities assigned for CW & HW) (Basic Level) (Basic Level) Children will try to practise implement and .the topic taught to them through demonstration Medium Level Children will able to do the basic postures with little or no difficulties. (Advanced Level) Students will able to do the postures in prefect way as taught by the trainner	CwSN 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 Yoga (through pictures and videos.	Suggested Innovative Pedagogies 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.	Suggested Assessment (Use of Assessment Tools & Observation ) (TOOLS) Fitness testing Skill assessment Reflection and feedback Portfolios
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#### Lesson 2- Summer Sports and Fitness Program And Rules

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

Lesson 3- Health and Fitness Activities

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

# Lesson 4- Annual Sports meet and indoor Games implementation

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

# Lesson 5. Improving Academic Performance and Physical Health

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

Preparing for Exams with Fun and Fitness

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

#### CENTRALISED SYLLABUS BIFURCATION FOR APSs (CLASS-III)

# Subject: MUSIC

Frequency: Weekly One Period

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

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

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

Lesson 1- INTRODUCTION OF MUSIC AND SWARS

ss:3	Curricular Goals	COMPETENCY	Competency Based (Graded) Learning	Learning Outcomes	CwSN	Suggested Innovative Pedagogies	Suggested Assessment
nth-			(Tasks/Activities assigned	Graded Learning outcomes:-	Assistive Learning	1 000909100	(Use of
il - May	(CG)		for CW & HW)	(LO1-Basic level)	(In consultation with		Assessment Tools
-	CG12	CG12.2 A2			Special Educators)	Activity Based	& Observation)
prox No of			(Basic Level)	Training for singing in chorus	& Use of IE Room	Learning-	
ching Days)	CG12		Introduction of Music and	will be provided to the		Singing Musical Notes	
25			Swars.	students during class.			
				( LO2- Medium level)	CwSN -Assistive		Asignments given
			(Listening Skill)		Learning:-		to the students Writing names of
of Periods:				After training these students	HI students-		musical notes in
ds/month			Demo of singing swaras of	will perform during morning	Introducing swaras of		music copy
			Music in music class	assembly	Music with the help of	Experiential Learning-	
				( LO3- Advanced level)	Flash Cards.	Singing training of	
				(LOS- Advanced level)	Flash Calus.	musical notes	
				Students will be added in	VI Students		
			<i></i>	school choir.	Singing in chorus or		
			(Medium Level)		individully		
			(Speaking Skill)		Individuity		
			By Involving kids in singing				
			activities.		LD students	Learning Spaces	
					Plyaingswaras of Music	Indoor	
					on instruments	Outdoor	
					Autism		
					Showing related Videos		

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

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

Lesson 3- - MUSIC ALANKARS

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

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

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

# Lesson 5- - THE MAJOR FAMILIES OF MUSICAL INSTRUMENTS

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

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

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

Lesson 7- - KNOWLEDGE OF TAALA & SAPTAK

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

# **Lesson 8-** - EVALUATION INDIVIDUALLY AND ANNUAL EXAMINATION.

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

Class: III

Subject:Kathak Dance

**APS Syllabus Bifurcation Overview** 

<u>Term I</u>	<u>Term II</u>
Month- content coverage	Month- content coverage
Apr- Introdution: 8form of Indian classical dances. *Story of Lord of dance (Natraj) Videos, pictures.	Oct: Revision Dugunlaykaari on hands with bolas.
*Mudras Pataka, tripataka, ardhpataka,kartrimukha. May- Mudras: Mayurakhyo, aradhchandrsa, 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)

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

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

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

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

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

# Lesson 4- Dugunlaykari of teen taal on hand + Tat kaar in Teentaal

<b>iss:</b> 3	Curricular Goals	Competencies	Learning Outcomes	Competency Based (Graded) Learning	CwSN	Suggested Innovative Pedagogies	Suggested Assessment
nth-	(CG12)	(C12.2 )	Graded Learning outcomes:-	(Tasks/Activities assigned for CW & HW)	Assistive Learning		( Use of Assessment
tober - vember pprox No Teaching ys)	Taal is a time cycle. T is the foundation of all compositions. It is very useful as for counting the beats children use to multiply, add, divide or subtract the bolas verbly only which is a good thing.	Taal- It helps to find out the composition similarly the time signature in Indian musical dance the cyclic journey is what anchors a composition. Tatkaar: The dance syllables that are produced from footwork are called Tatkaar. Tatkaar is very beneficial as it is the fundamental footwork from which all other foot sounds and compositions are created.	(LO1- Basic level) Students can interrelate taal with their day to day, hour to hour work. Tatkaar: it is an integral part of Kathak. Tatkaar involves complete leg exercise, giving stress on hips, calves and knees. Taiyari or proficiency in Kathak demands countless Riyaz. this Practice session increases stamina and a com-plete form of work out.	(Basic Level) Students look and listen whatever the teacher is doing and speaking. Then further they will further hey will do as same as the teacher. (Medium Level) They will listen up to the bolas and instructions. Further they will do the same. Adavanced Level: They will themselves speak out the bolas and also perform the teentaal on hands and tatkaar on feet.	<ul> <li>(In consultation with Special Educators)</li> <li>&amp; Use of IE Room</li> <li>CwSN -Assistive Learning:-</li> <li>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.</li> </ul>	Activity Based Learning- Live demonstration by the teacher step by step. Using the speakers for tatkaar and beats.	Assessment Tools & Observation) Use of assessment and Tools: speakers for tabla beat.

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

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