



**BGS Vijnatham School**

॥ विद्या - ज्ञान विज्ञान तन्त्रज्ञान सहितम् ॥

# ANNUAL CURRICULUM PLAN

**STEP - I**



# ANNUAL CURRICULUM PLAN (2022-23)

## STEP: I

### SUBJECT: ENGLISH

Book : Fitzroy Reader (Stories 11- 20)

Fitzroy Word Skills- 2

Jolly Grammar Pupil Book

Months: April - May

No. of days: 33

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
<ul style="list-style-type: none"> <li><b>Fitzroy Reader</b></li> </ul> <p>Story 11-The Animals</p> <p><b>Fitzroy word skill</b></p> <p>Special words, Word puzzle, Comprehension of the story (Sheet 11A-11G)</p> <p><b>Grammar: Sounds</b></p> <p>sh,ch, th,ng, qu, ar, ff –</p> <p><b>Vowels:</b></p> <p>is/ am/ are/ was/ were/ this/that</p>	<ul style="list-style-type: none"> <li>To be friendly with everyone</li> <li>Knowledge of new sounds</li> <li>Reading of words related to the phonic sound.</li> </ul>	<ul style="list-style-type: none"> <li>Use of phonetics.</li> <li>Correct usage of grammar.</li> <li>Vocabulary enhancement.</li> </ul>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>Catch my tale</li> <li>Role Play</li> <li>Word Grid</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>E-Modules</li> <li>Fun Word Wheel</li> <li><b>SEAB – is/am/are</b> (pg 4-6)</li> <li><b>was/were</b> (pg.10-11)</li> </ul>	<ul style="list-style-type: none"> <li>Listening (use of correct sounds)</li> <li>Speaking (use of different sounds)</li> <li>Reading (read, recognize &amp; spell the words)</li> <li>Ability to express their thoughts.</li> <li>Analytical skills</li> <li>Communication skills</li> <li>Vocabulary Enhancement</li> <li>Oratory skills</li> </ul>	<ul style="list-style-type: none"> <li>Reading Skills (Story Reading)</li> <li>Listening Skills (Audio Story)</li> <li>Speaking Skills (Story in your own words)</li> <li>Writing skills (Picture Composition)</li> <li>Comprehension skills (Analyzing the answering skill)</li> <li>Communication Skills (Role Play)</li> <li>Vocabulary (Dictation)</li> </ul>

Months : July - August

No. of Days : 36

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
<ul style="list-style-type: none"> <li><b>Fitzroy Reader</b></li> <li><b>Story 12-My Lost Bear</b></li> <li><b>Fitzroy Word Skills</b> Special words, Word puzzle, Comprehension of the story, Writing skill, Composition (Sheet 12A-12G)</li> <li><b>Story 13- The Frog and the Fly</b></li> <li><b>Fitzroy Word Skills</b> Special words, Word puzzle, Comprehension of the story, Writing skill, Composition(Sheet 13A-13G)</li> <li><b>Grammar:</b> Sounds (ll, ss, cr, y, wh, ay, ea, igh, y, ow) Page No. (18, 20, 22, 24, 36, 38, 40, 42, 44, 46, 52)</li> <li>Articles-<b>Page no 17</b></li> <li>· Has, Have</li> </ul>	<ul style="list-style-type: none"> <li>To be able to understand day to day life.</li> <li>To value the things we have.</li> <li>Knowledge of new sounds</li> <li>Reading of words related to phonic sound.</li> </ul>	<ul style="list-style-type: none"> <li>Keep all belongings at proper place.</li> <li>Use of appropriate words in their speech.</li> <li>Try to search more sound words</li> <li>Correct usage of grammar.</li> </ul>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>Catch my tale</li> <li>Role Play</li> <li>Word Grid</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Flash Cards</li> <li>Fun Word Wheel</li> <li>SEAB –</li> </ul> <p><b>Has/have</b> - pg 8-9)</p> <p><b>Articles</b> - pg.no.12 - 15</p>	<ul style="list-style-type: none"> <li>Listening (Audio Story)</li> <li>Speaking (use of different sounds)</li> <li>Reading</li> <li>(read, recognize &amp; spell the words</li> <li>Ability to express their thoughts</li> <li>Comprehension</li> <li>Logical thinking</li> <li>Analytical skills</li> <li>Communication skills</li> <li>Vocabulary Enhancement</li> <li>Oratory skills</li> </ul>	<ul style="list-style-type: none"> <li>Listening Skills (Audio Story)</li> <li>Speaking Skills (Jam sessions)</li> <li>Reading Skills (Story Reading)</li> <li>Writing skills (Picture Composition)</li> <li>Comprehension skills (Analyzing the answering skill)</li> <li>Communication Skills (Role Play)</li> <li>Vocabulary (Dictation)</li> </ul>

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
<ul style="list-style-type: none"> <li><b>Fitzroy Readers</b></li> <li><b>Story 14- The Girl and the Boy</b></li> <li><b>Fitzroy Word Skills</b> Special words, Word puzzle, Comprehension of the story, Composition, Drawing, Alphabetical order (Sheet 14A-14G)</li> <li><b>Story 15-Tall and small</b></li> <li><b>Fitzroy Word Skills</b> Special words, Word puzzle, Comprehension of the story, Capital letters, Composition (Sheet 15A-15G)</li> <li><b>Grammar: Sounds</b></li> <li><b>Sounds</b> - (ew, ou, oi, oy, or, al) (Page no 48,50,54,56,58,60)</li> <li><b>Noun</b></li> <li><b>One &amp; Many</b></li> </ul>	<ul style="list-style-type: none"> <li>Learn to be well behaved and friendly</li> <li>To value others emotions</li> <li>To value the things we have.</li> <li>Reading of words related to the sound.</li> <li>Knowledge of new sound</li> </ul>	<ul style="list-style-type: none"> <li>To be friendly</li> <li>Care about others feelings and emotions</li> <li>Correct usage of grammar concepts</li> </ul>	<b>Activities:</b> <ul style="list-style-type: none"> <li>Catch my tale</li> <li>Role Play</li> <li>Word Grid</li> </ul> <b>Resources:</b> <ul style="list-style-type: none"> <li>Flash Cards</li> <li>Fun Word Wheel</li> <li>SEAB –</li> </ul> <b>Noun</b> - Pg.no. 20 - 23 <b>One &amp; Many</b> - Pg.No. 16 - 19	<ul style="list-style-type: none"> <li>Listening</li> <li>Speaking (use of different sounds)</li> <li>Reading (read, recognize &amp; spell the words)</li> <li>Ability to express their thoughts</li> <li>Comprehension</li> <li>Logical thinking</li> <li>Analytical skills</li> <li>Communication skills</li> <li>Vocabulary Enhancement</li> <li>Oratory skills</li> </ul>	<ul style="list-style-type: none"> <li>Listening Skills (Audio Story)</li> <li>Speaking Skills</li> <li>Reading Skills (Story Reading)</li> <li>Writing skills (Picture Composition)</li> <li>Comprehension skills (Analyzing the answering skill)</li> <li>Communication Skills (Role Play)</li> <li>Vocabulary (Dictation)</li> </ul>

Months: November - December

No. of Days: 31

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
<ul style="list-style-type: none"> <li><b>Fitzroy Readers</b></li> <li><b>Story 16- Buns and Eggs</b></li> <li><b>Fitzroy Word Skills</b> Special words, Word puzzle, Comprehension of the story, Capital letters, Composition (Sheet 16A-16G)</li> <li><b>Story 17- The Fish</b></li> <li><b>Fitzroy Word Skills</b> Special words, Word puzzle, Comprehension of the story, Classification, Drawing (Sheet 17A 17G)</li> <li><b>Grammar</b> <b>Sounds - (nk, er, ir, ur, au, aw)</b> <b>Pronoun</b> <b>Verb</b></li> </ul>	<ul style="list-style-type: none"> <li>Learn to be self-dependent</li> <li>Being caring for pets</li> <li>To value the things we have.</li> <li>Use of correct phonics.</li> </ul>	<ul style="list-style-type: none"> <li>Independent working</li> <li>Become protective for animals</li> <li>Use the pronouns.</li> <li>Vocabulary enhancement</li> </ul>	<ul style="list-style-type: none"> <li>Game based on phonic sounds</li> <li>Role play</li> <li>SEAB -</li> <li><b>Pronoun</b> - pg.no.24-27</li> <li><b>Verb</b> - pg.no.28 - 31 .</li> </ul>	<ul style="list-style-type: none"> <li>Listening</li> <li>Speaking (use of different sounds)</li> <li>Reading (read, recognize &amp; spell the words)</li> <li>Ability to express their thoughts.</li> <li>Vocabulary Enhancement</li> <li>Comprehension</li> <li>Oratory skills</li> </ul>	<ul style="list-style-type: none"> <li>Listening Skills (Audio Story)</li> <li>Speaking Skills (story summary)</li> <li>Reading Skills (Story Reading)</li> <li>Writing skills (Picture Composition)</li> <li>Comprehension skills (Analyzing the answering skill)</li> <li>Communication Skills (Role Play)</li> <li>Vocabulary (Dictation)</li> </ul>

Months: January - February

No. of Days: 31

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
<ul style="list-style-type: none"> <li><b>Fitzroy Readers</b></li> <li><b>Story 18. Dad and the Kids</b></li> <li><b>Fitzroy Word Skills (Book 2)</b> Special words, Word puzzle, Comprehension of the story, (Sheet 18A-18G)</li> <li><b>Story 19. Mark and Mars</b></li> <li><b>Fitzroy Word Skills</b> Special words, Word puzzle, Comprehension of the story, Alphabetical Orders, Gender, Pre crossword, Drawing (Sheet 19A-19G)</li> <li><b>Story 20-Wombat</b></li> <li><b>Fitzroy Word Skills</b> Special words, Titles, composition, Word puzzle, Comprehension of the story, (Sheet 20A-20G)</li> <li><b>Grammar:</b> Adjectives – Describing Words Preposition “Speech Marks” Antonyms</li> </ul>	<ul style="list-style-type: none"> <li>Love all creatures</li> <li>Zest to fulfill the dreams.</li> <li>Reading of correct phonic sound.</li> </ul>	<ul style="list-style-type: none"> <li>To know the power of self</li> <li>To use preposition s.</li> <li>To increase the vocabulary for describing words</li> <li>Use of proper speech marks in a sentence.</li> </ul>	<ul style="list-style-type: none"> <li>Role plays</li> <li>Sentence Making activity</li> <li>SEAB -</li> <li><b>Adjectives</b> -pg.no 32-25</li> <li><b>Prepositions</b> - pg.no. 36 - 38</li> </ul>	<ul style="list-style-type: none"> <li>Listening</li> <li>Speaking (use of different sounds)</li> <li>Reading</li> <li>(read, recognize &amp; spell the words</li> <li>Able to express their thoughts.</li> <li>Comprehension</li> <li>Logical thinking</li> <li>Analytical skills</li> <li>Communication skills</li> <li>Vocabulary Enhancement</li> <li>Comprehension</li> <li>Oratory skills</li> </ul>	<ul style="list-style-type: none"> <li>Listening Skills (Audio Story)</li> <li>Speaking Skills</li> <li>Reading Skills (Story Reading)</li> <li>Writing skills (Picture Composition)</li> <li>Comprehension skills (Analyzing the answering skill)</li> <li>Communication Skills (Role Play)</li> <li>Vocabulary (Dictation)</li> </ul>

# वार्षिक पाठ्यक्रम योजना (2022-23)

कक्षा : I

विषय : हिन्दी

पुस्तक: वल्लरी,सुरभिका

माह- अप्रैल-मई

कार्य दिवस- 31

पाठ /विषय	सीखने के लक्ष्य		गतिविधि/संसाधन	सीखने की सम्प्राप्ती	मूल्यांकन
	ज्ञान/तत्त्व पर आधारित	योग्यता पर आधारित		कौशल पर आधारित	
<b>वल्लरी:</b> पुनरावृत्ति स्वर और व्यंजन कोयल प्यारी (कविता) मात्राएँ -आ,इ,ई,उ,ऊ,ए,ऐ,ओ,औ <b>सुरभिका:</b> पाठ: 1. वर्ण और वर्णमाला पाठ: 2. मात्राएँ	<ul style="list-style-type: none"> <li>●स्वर और व्यंजन का ज्ञान करना</li> <li>●बिना मात्रा के शब्द का ज्ञान करना।</li> <li>●विभिन्न मात्राओं से अवगत करना।</li> <li>● मात्रा की सहायता से शब्द रचना करना।</li> <li>●कविता एवं पाठ को लय के साथ पढ़ना।</li> </ul>	<ul style="list-style-type: none"> <li>● स्वर और व्यंजन की सहायता से शब्द बनाना।</li> <li>● शब्दों को सही तरह से उच्चारण करना।</li> <li>● शब्द कोष में आए नए शब्दों का अपनी बात-चीत में प्रयोग करना।</li> <li>● विभिन्न पक्षियों की बोली /आवाज़ को पहचानना।</li> </ul>	<b>गतिविधियाँ</b> <ul style="list-style-type: none"> <li>● टेबल टूल किट द्वारा शब्द का निर्माण करना।</li> <li>● शब्द अंताक्षरी।</li> </ul> <b>संसाधन</b> <ul style="list-style-type: none"> <li>● SEAB:</li> </ul> मात्राएँ (पृष्ठ-1-31) <ul style="list-style-type: none"> <li>● टेबल टूल किट (वर्णमाला और मात्राएँ )</li> <li>● फ्लैश कार्ड</li> <li>● मैनी पुलटिवेस</li> </ul>	<ul style="list-style-type: none"> <li>● उचित हाव-भाव के साथ कक्षा में पठन करना।</li> <li>● दो, तीन ,चार अक्षर के शब्द की रचना करना।</li> <li>● उचित लय के साथ कविता का गायन।</li> <li>●शब्द कोश बढ़ाना।</li> <li>●विभिन्न मात्राओं का उच्चारण सही प्रकार से करना।</li> <li>● कौआ और कोयल में अंतर बताना।</li> <li>●अपने विचारों को सबके समक्ष रखना।</li> </ul>	<ul style="list-style-type: none"> <li>● पठन कौशल (शब्द/पाठ पठन)</li> <li>● श्रवण कौशल (कहानी सुनना)</li> <li>● वाचन कौशल (कविता का वाचन)</li> <li>● लेखन कौशल (शब्द रचना)</li> <li>● अभिव्यक्ति कौशल अभिनय प्रदर्श (कौआ और कोयल)</li> <li>● शब्द कोश(श्रुतलेख)</li> </ul>

माह : जुलाई -अगस्त

कार्य के दिवस: 39

पाठ /विषय	सीखने के लक्ष्य		गतिविधि/संसाधन	सीखने की सम्प्राप्ती	मूल्यांकन
	ज्ञान/तत्त्व पर आधारित	योग्यता पर आधारित		कौशल पर आधारित	
<b>वल्लरी:</b> पाठ: बैंगन बोला(कविता पाठ : मेरे खिलौने पाठ : मात्राए (ऋ,अं,ऑ,अः) पाठ : संयुक्त व्यंजन (क्ष,त्र,ज्ञ,श्र पाठ : र के रूपों का प्रयोग पाठ : दो जुड़े व्यंजन पाठ : आगत ध्वनियाँ और नुक्ता पाठ : इ और ढ का प्रयोग  <b>सुरभिका:</b> पाठ 1 संज्ञा पाठ : लिंग की पहचान	<ul style="list-style-type: none"> <li>दो व्यंजनों से मिलकर बने नए व्यंजन का ज्ञान</li> <li>कविता को लय के साथ सुनना, बोलना।</li> <li>रेफ और पदेन की मात्रा से अवगत करना।</li> <li>व्यक्ति,वास्तु स्थान के नाम का ज्ञान।</li> <li>स्त्रीलिंग और पुल्लिंग को समझना।</li> </ul>	<ul style="list-style-type: none"> <li>संयुक्त व्यंजन का उच्चारण करना तथा शब्द बनाना ।</li> <li>शब्द कोष में आए नए शब्दों का अपनी बात-चीत में प्रयोग करना।</li> <li>आगत और नुक्ता को सही ढंग से उच्चारित करना।</li> <li>वाक्य में संज्ञा को पहचानना।</li> <li>स्त्रीलिंग और पुल्लिंग को वाक्य में सही स्थान पर प्रयोग करना।</li> </ul>	<b>गतिविधियाँ</b> <ul style="list-style-type: none"> <li>अपने खिलौने को दिखा कर उसके विषय में 3,4 वाक्य बताना</li> <li>रेफ और पदेन की मात्रा को सुनकर सही स्थान पर मात्रा लगाना</li> </ul> <b>संसाधन</b> <ul style="list-style-type: none"> <li>E Modules</li> <li>SEAB:</li> <li>मात्राएँ(32-41)</li> <li>संज्ञा (पृष्ठ-42-44)</li> <li>लिंग(पृष्ठ सं०45-46)</li> <li>खिलौने</li> <li>टेबल टूल किट (मात्राएँ )</li> <li>फ्लेश कार्ड</li> </ul>	<ul style="list-style-type: none"> <li>उचित हाव -भाव के साथ कविता को लय के साथ बोलना</li> <li>सुनी और पढ़ी गयी बातों को अपने शब्दों में कहना।</li> <li>शब्द कोश बढ़ाना।</li> <li>रेफ और पदेन की मात्रा में अंतर ज्ञात करना।</li> <li>आगत और नुक्ता को सही ढंग से उच्चारित करना।</li> <li>संज्ञा के विभिन्न भेदों को समझ कर प्रयोग करना।</li> <li>स्त्रीलिंग और पुल्लिंग को वाक्य में सही क्रिया के साथ प्रयोग करना।</li> </ul>	<ul style="list-style-type: none"> <li><b>पठन कौशल</b> (शब्द पठन, पाठ पठन)</li> <li><b>श्रवण कौशल</b> (कहानी सुनना, प्रश्न पूछकर)</li> <li><b>वाचन कौशल</b> (कविता का वाचन, सही उत्तर पूछकर)</li> <li><b>लेखन कौशल</b> (शब्द रचना, खाली स्थान)</li> <li><b>अभिव्यक्ति कौशल</b> अभिनय प्रदर्श</li> <li><b>शब्द कोश</b> (श्रुतलेख,सही /गलत)</li> </ul>



माह: सितम्बर-अक्टूबर

कार्य के दिवस: 37

पाठ /विषय	सीखने के लक्ष्य		गतिविधि/संसाधन	सीखने की सम्प्राप्ती	मूल्यांकन
	ज्ञान/तत्त्व पर आधारित	योग्यता पर आधारित		कौशल पर आधारित	
<b>वल्लरी:</b> पाठ : 1 वंदना (कविता) पाठ : 2 प्यारे चाचा (प्रसंग) पाठ : 3 मेरा परिवार( कविता) पाठ : 4 कर भला तो हो भला (कहानी)	<ul style="list-style-type: none"> <li>ईश्वर के द्वारा निर्मित वस्तुओं को जानना।</li> <li>कविता एवं पाठ को लय के साथ पढ़ना एवं नए शब्दों से वाक्य बनाना।</li> <li>दूसरों की मदद करना ।</li> <li>एक वचन और बहुवचन का ज्ञान करना।</li> <li>सर्वनाम का ज्ञान</li> </ul>	<ul style="list-style-type: none"> <li>ईश्वर के द्वारा बनाई गयी चीजों को सही तरह उपयोग करना।</li> <li>मुसीबत में फँसे व्यक्ति को मदद करना ।</li> <li>दूसरों के प्रति अच्छी भावना रखना।</li> <li>परिवार के सभी सदस्यों के साथ मिल-जल कर काम करना।</li> </ul>	<b>गतिविधियाँ</b> <ul style="list-style-type: none"> <li>ईश्वर के द्वारा बनाई गयी चीजों (किन्ही 2) के चित्र बनाना।</li> <li>अपने परिवार के प्रिय सदस्य के विषय में 2 वाक्य बोलकर बताना।</li> </ul> <b>संसाधन</b> <ul style="list-style-type: none"> <li>ई- मॉड्यूल</li> <li>SEAB वचन (पृष्ठ-47) सर्वनाम ( पृष्ठ - 48</li> <li>फ्लेश कार्ड</li> </ul>	<ul style="list-style-type: none"> <li>सूरज ,चाँद का हमारे जीवन में महत्व बताना।</li> <li>जल की उपयोगिता को सभी को समझाना।</li> <li>सभी के साथ मिल-जुलकर प्रेम से रहना सीखना।</li> <li>शब्द कोश बढ़ाना।</li> <li>परिवार के सदस्यों के प्रति प्रेम- भाव रखना।</li> <li>अपने द्वारा किसी की मदद करने का किस्सा कक्षा में बताना।</li> <li>अपने विचारों को सबके समक्ष रखना।</li> </ul>	<ul style="list-style-type: none"> <li><b>पठन कौशल</b> (कविता /कहानी का पठन)</li> <li><b>श्रवण कौशल</b> (कहानी सुनना, किसने किससे कहा ?)</li> <li><b>वाचन कौशल</b> (कविता का वाचन)</li> <li><b>लेखन कौशल</b> (वाक्य में वचन का सही रूप लिखना)</li> <li><b>अभिव्यक्ति कौशल</b> (कक्षा अभिनय)</li> <li><b>शब्दकोश</b> (श्रुतलेख, प्रश्नोत्तर)</li> </ul>

माह: नवम्बर -दिसम्बर

कार्य के दिवस: 38

पाठ /विषय	सीखने के लक्ष्य		गतिविधि/संसाधन	सीखने की सम्प्राप्ती	मूल्यांकन
	ज्ञान/तत्त्व पर आधारित	योग्यता पर आधारित		कौशल पर आधारित	
<b>वल्लरी:</b> पाठ : ५ बिल्ली के गले में घंटी बाँधे कौन ? पाठ : ६ लालची कुत्ता ( चित्र कथा ) पाठ : ७ अगड़म -बगड़म (कविता) <b>सुरभिका:</b> पाठ: 7 विशेषण पाठ: 8 क्रिया	<ul style="list-style-type: none"> <li>मुसीबत के समय समझदारी से कार्य करना।</li> <li>लालच न करना।</li> <li>कविता को लय के साथ पढ़ना एवं नए शब्दों से वाक्य बनाना।</li> <li>विशेषण को पहचानना।</li> <li>वाक्य में क्रिया बताना।</li> </ul>	<ul style="list-style-type: none"> <li>किसी दूसरे की वस्तु को देखकर लालच नहीं करेंगे, चाहे वह कितनी भी अच्छी क्यों न हो, बताना।</li> <li>शब्द कोष में आए नए शब्दों का अपनी बात-चीत में प्रयोग करना।</li> <li>अपने प्रिय मित्र की 2 विशेषता बताना।</li> </ul>	<b>गतिविधियाँ</b> <ul style="list-style-type: none"> <li>संज्ञा शब्द के लिए उचित विशेषण शब्द चुनना।</li> <li>यदि आपको बाजार से सामान खरीदने का मौका मिले तो आप क्या -क्या खरीदेंगे ? सूची बनाना।</li> </ul> <b>संसाधन</b> <ul style="list-style-type: none"> <li>ई- मॉड्यूल</li> <li>SEAB विशेषण(पृष्ठ सं० 50-51) क्रिया (पृष्ठ सं० 52-53)</li> <li>फ्लैश कार्ड, वस्तुएं</li> </ul>	<ul style="list-style-type: none"> <li>मुसीबत के समय हमेशा दूसरों की मदद के लिए तैयार रहना।</li> <li>चूहों को बिल्ली से कैसे छुटकारा मिल सकता है ? अपने शब्दों में उपाय बताना।</li> <li>उचित हाव -भाव के साथ कविता को लय के साथ बोलना।</li> <li>नए शब्दों का वाक्य में प्रयोग करना।</li> <li>अपने विचारों को सबके समक्ष रखना।</li> <li>वाक्य में क्रिया को बताना/ पहचानना।</li> </ul>	<ul style="list-style-type: none"> <li><b>पठन कौशल</b> (पाठ पठन)</li> <li><b>श्रवण कौशल</b> (प्रश्न /उत्तर, सही, गलत))</li> <li><b>वाचन कौशल</b> (कविता वाचन, रिक्त स्थान)</li> <li><b>लेखन कौशल</b> (चित्र में होने वाले कार्य को बताना)</li> <li><b>अभिव्यक्ति कौशल</b> (किसी कार्य का अभिनय करना)</li> <li><b>शब्द कोश</b> (श्रुतलेख, वाक्य रचना)</li> </ul>

माह: जनवरी-मार्च

कार्य के दिवस: 49

पाठ /विषय	सीखने के लक्ष्य		गतिविधि/संसाधन	सीखने की सम्प्राप्ती	मूल्यांकन
	ज्ञान/तत्व पर आधारित	योग्यता पर आधारित		कौशल पर आधारित	
<b>वल्लरी:</b> पाठ : 8 शैतान को सबक(कहानी) पाठ : 9 बूँद बन गयी मोती (आत्म-परिचय) <b>सुरभिका:</b> पाठ: 9 विलोम शब्द पाठ: 10 सामान अर्थ वाले शब्द पाठ: 11 रचना /लेखन पाठ : 12 गिनती पाठ : 13 चित्र वर्णन पुनरावृत्ति अभ्यास	<ul style="list-style-type: none"> <li>पाठ को लय के साथ पढ़ना ।</li> <li>पानी के जीवन चक्र को जानना।</li> <li>पानी की आवश्यकता को समझाना।</li> <li>विलोम शब्द और समान अर्थ शब्द को जानना</li> <li>चित्र को पहचानना।</li> <li>गिनती का ज्ञान कराना।</li> </ul>	<ul style="list-style-type: none"> <li>शब्द कोष में आए नए शब्दों का अपनी बात-चीत में प्रयोग करना।</li> <li>समस्या आने पर समझदारी से हल करना।</li> <li>नए शब्दों से वाक्य बनाना।</li> <li>वस्तुओं तथा व्यक्तियों को गिनना।</li> <li>बारिश होने पर आपको कैसा लगता है? कक्षा में बताना।</li> </ul>	<b>गतिविधियाँ</b> <ul style="list-style-type: none"> <li>पानी का जीवन चक्र बनाना।</li> <li>पानी को बचने के 2 उपाय बताना।</li> </ul> <b>संसाधन</b> <ul style="list-style-type: none"> <li>ई- मॉड्यूल</li> <li>SEAB विलोम,सामान अर्थ शब्द (पृष्ठ -54) गिनती,चित्र वर्ण (पृष्ठ- 57) शुद्ध वर्तनी (पृष्ठ- 65)</li> <li>फ्लेश कार्ड</li> </ul>	<ul style="list-style-type: none"> <li>दैनिक जीवन में पानी का उपयोग समझदारी से करना और सभी को पानी का महत्व बताना।</li> <li>पानी के साधन बताना।</li> <li>कभी भी दूसरों के लिए बुरा, गलत नहीं करना।</li> <li>विलोम और समान अर्थ शब्द में अंतर बताना।</li> <li>शब्दों से अर्थपूर्ण वाक्य बनाना।</li> <li>शब्द को सही करके लिखना (शुद्ध वर्तनी)।</li> <li>चित्र देखकर वाक्य बनाना।</li> </ul>	<ul style="list-style-type: none"> <li><b>पठन कौशल</b> (वाक्य पठन, पाठ पठन)</li> <li><b>श्रवण कौशल</b> (शब्द का विलोम और समान अर्थ सुनना)</li> <li><b>वाचन कौशल</b> (कक्षा अभिनय)</li> <li><b>लेखन कौशल</b> (चित्र को देखकर 5 वाक्य लिखना)</li> <li><b>अभिव्यक्ति कौशल</b> (पात्रों का विश्लेषण, प्रश्नोत्तर)</li> <li><b>शब्द कोश</b> (श्रुतलेख, शुद्ध वर्तनी)</li> </ul>

# ANNUAL CURRICULUM PLAN (2022-23)

## STEP: I

### SUBJECT: MATHEMATICS

Book : Living Maths , Rapid Fire - 1

Months: April - May

No. of working days : 31

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
<b>Living Maths</b> Ch.1: Numbers up to 20 Ch.2: Addition up to 10  <b>Rapid Fire</b> Ch.1 : Number upto 20 Ch.2: Addition up to 10	<ul style="list-style-type: none"> <li>● Identify the Numbers.</li> <li>● Before, after and between the numbers.</li> <li>● Biggest and smallest number.</li> <li>● Adding zero gives the same number.</li> <li>● Number bond</li> <li>● Addition of 1.</li> </ul>	<ul style="list-style-type: none"> <li>● Add the numbers using symbol '+' on vertical lines.</li> <li>● Add 3 digits without using notebook.</li> <li>● Adding zero to a number gives the number itself.</li> <li>● Writes the numerals for one to twenty.</li> <li>● Able to arrange the number in ascending and descending order.</li> <li>● Add using real objects and pictures(eg leaves, beads, sticks, spoons etc)</li> <li>● The child will comprehend when we add 1 to a number, the answer is the number that comes just after it.</li> </ul>	<b>Activities:</b> <ul style="list-style-type: none"> <li>● Game- big &amp; small number</li> <li>● Colour fun- before &amp; after</li> <li>● Making a line in ascending &amp; descending order.</li> <li>● Pair making number bond game</li> <li>● Table tool kit</li> </ul> <b>Resources:</b> <ul style="list-style-type: none"> <li>● E-Modules</li> <li>● Manipulatives – dice, pencil, crayons etc</li> <li>● SEAB –</li> </ul> Ex1: Number upto 20 (Pg 1-11) Ex 2: Addition to 10 (Pg 12-14)	<ul style="list-style-type: none"> <li>● Write number names and counts objects up to 20, concretely, pictorially and symbolically</li> <li>● Compares numbers up to 20. For example tells whether number of girls or number of boys is more in the class</li> <li>● Applies addition of numbers 1 to 10 in daily life.</li> <li>● Addition facts up to 10 by using concrete objects. E.g to find <math>3+2</math>, counts 2 steps forward from 3 onwards and concludes that <math>3+2=5</math></li> <li>● Identifies before &amp; after without using a number line.</li> <li>● solve number bond addition upto 10</li> <li>● The child will comprehend that adding zero gives the same number.</li> <li>● When we add 1 to any number, the answer is the next number</li> </ul>	<ul style="list-style-type: none"> <li>● Fill in the blanks</li> <li>● Oral addition</li> <li>● Before and after worksheet</li> <li>● Concept clarity (adding zero &amp; one )</li> </ul>

Months: July - August

No. of working days : 39

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
<b>Living Maths</b> Ch.3: Subtraction up to 10 Ch.4: Shapes and Patterns Ch.5: Addition and subtraction upto 20 <b>Rapid Fire</b> Ch.3: Subtraction up to 10 Ch.4: Shapes and Patterns Ch.5: Addition and subtraction upto 20	<ul style="list-style-type: none"> <li>● Identify the shapes and patterns.</li> <li>● Subtraction upto 10</li> <li>● Addition and subtraction till 20.</li> <li>● Grouping of Tens and once.</li> <li>● Word problems.</li> <li>● Subtracting.</li> <li>● Subtracting 1</li> </ul>	<ul style="list-style-type: none"> <li>● Should be able to add and subtract upto 20 verbally.</li> <li>● Should be able to identify the difference between circle and sphere similarly between cube and square and rectangle and cuboid.</li> <li>● Should create patterns of shapes and numbers</li> <li>● Grouping of tens and once.</li> <li>● Subtracting zero gives the same number</li> <li>● Subtracting 1 from a number, the answer is the number that comes just before it</li> </ul>	<b>Activities:</b> <ul style="list-style-type: none"> <li>● Game- roll the 2- dice and add the numbers similarly roll the dice and subtract small number from big number.</li> <li>● Collects objects from the surroundings having different sizes and shapes like pebbles, boxes, balls, cones, pipes etc.</li> <li>● Colour fun</li> <li>● Table tool</li> </ul> <b>Resources:</b> <ul style="list-style-type: none"> <li>● E-Modules</li> <li>● Manipulatives – dice, pencil, crayons etc.</li> <li>● SEAB –</li> </ul> Ex 4: Subtraction upto 10 (Pg 15-19) Ex 5: Numbers 11 to 20 (Pg 20-26) Ex 6: Shapes and patterns (pg 37-40)	<ul style="list-style-type: none"> <li>● Observes, extends and creates patterns of shapes and numbers.</li> <li>● Identifies basic 3D-shapes such as cuboid, cylinder, cone and sphere by their names</li> <li>● Solve word problems.</li> <li>● Grouping of tens and once and identify the numbers.</li> <li>● Subtracts numbers using 1 to 10.</li> <li>● Solves day to day problems related to addition &amp; subtraction of numbers up to 20</li> <li>● The child will comprehend that subtracting zero gives the same number</li> <li>● The child will comprehend when we subtract 1 to a number, the answer is the number that comes just before it.</li> </ul>	<ul style="list-style-type: none"> <li>● Fill in the blanks</li> <li>● Oral subtraction</li> <li>● Patterns worksheet</li> <li>● Addition and subtraction till 20</li> </ul>

Months: September - October

No. of working days : 37

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
<b>Living Maths</b> Ch.6: Numbers up to 50 Ch.7: Measurement Ch.8: Numbers upto 100 <b>Rapid Fire</b> Ch.6: Numbers up to 50 (Pg 34-38) Ch.7: Measurement (Pg 40-43) Ch.8: Numbers upto 100 (Pg 44-48)	<ul style="list-style-type: none"> <li>Using body parts we can measure length (Finger, handspan, cubit and pace) .</li> <li>Bigger and smaller number.</li> <li>Ascending and descending order till 50.</li> <li>Grouping of Tens and once till 100.</li> <li>Read number names till 100.</li> <li>Before, after and between till 100.</li> <li>Identify the biggest and smallest number.</li> </ul>	<ul style="list-style-type: none"> <li>Should be able to understand the heavy and light concept, capacity and length.</li> <li>Measure the length using a scale.</li> <li>Hold a ball and a football in two hands and compare the weight.</li> <li>Able to arrange the number in ascending and descending order.</li> <li>Grouping of tens and once till 100.</li> <li>Write the before, after and between.</li> <li>Skip counting of 2,5</li> </ul>	<b>Activities:</b> <ul style="list-style-type: none"> <li>Game- measure the length of book, table, blackboard etc</li> <li>Fill a bucket and a mug with water and compare the capacity.</li> <li>Skip counting using Table tool kit.</li> </ul> <b>Resources:</b> <ul style="list-style-type: none"> <li>E-Modules</li> <li>Manipulatives – dice, pencil, crayons, vegetables etc.</li> <li>SEAB –</li> </ul> Ex 6: Numbers 21 - 100 (Pg 27-29) Ex 10: Measurement (Pg 41-42)	<ul style="list-style-type: none"> <li>Grouping of tens and once and identify the numbers</li> <li>Understand the length, weight and capacity.</li> <li>Do skip counting of 2, 5 and 10.</li> <li>Recognizes numbers up to 99 and writes numerals</li> <li>Estimates and measures short lengths using non uniform units like a finger, hand span, length of a forearm, footsteps, etc</li> <li>Uses place value in writing and comparing two digit numbers</li> <li>Estimates and measures length/distances and capacities of containers using uniform non-standard units like a rod/pencil, cup/spoon/bucket etc</li> <li>Compares objects as heavier/lighter than using simple balance</li> </ul>	<ul style="list-style-type: none"> <li>Fill in the blanks</li> <li>Ascending and descending order worksheet</li> <li>Grouping of tens and once</li> </ul>

Months: November - December

No. of working days: 38

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
<b>Living Maths</b> Ch.9: Addition and subtraction upto 100 Ch.10: Multiply Ch.11: Time  <b>Rapid Fire</b> Ch.9: Addition and subtraction upto 100 (Pg 49- 53) Ch.10: Multiply (Pg 54-57) Ch.11: Time ( Pg 58-62)	<ul style="list-style-type: none"> <li>● Carry forward</li> <li>● Borrowing.</li> <li>● Tables</li> <li>● Sequencing the activities done during different times in a day.</li> <li>● Problem sums</li> </ul>	<ul style="list-style-type: none"> <li>● When we do borrowing and when we do carry forward.</li> <li>● What is repeated addition (multiplication)</li> <li>● How to see time in a watch.</li> <li>● Sequencing the activities done during different times in a day.</li> <li>● Tables of 1 to 5</li> </ul>	<b>Activities:</b> <ul style="list-style-type: none"> <li>● Add 2 digit numbers up to 99 by using addition facts up to 9</li> <li>● Time- Make the daily routine chart showing time of taking bathing, breakfast, lunch etc</li> <li>● Calendar board</li> <li>● During which time of the year, which festival is celebrated</li> <li>● Grouping activity using manipulative.</li> </ul> <b>Resources:</b> <ul style="list-style-type: none"> <li>● E-Modules</li> <li>● Manipulatives</li> <li>● SEAB –</li> </ul> Ex 7: Addition and subtraction within 100 (Pg 30-33) Ex 8: Multiplication (Pg 34-36) Ex 11: Time (pg 43-45)	<ul style="list-style-type: none"> <li>● Solves simple daily life problems/situations based on addition and subtraction of two digit numbers upto 100</li> <li>● Child will be able to do addition using carry over and subtraction using borrowing</li> <li>● Constructs and uses the multiplication facts (tables) of 1,2, 3, 4 and 5 in daily life situation</li> <li>● Sequences the events occurring according to their duration in terms of hours/days, for example ,does a child remain in school for longer period than at home ?</li> <li>● Able to tell the time.</li> </ul>	<ul style="list-style-type: none"> <li>● Tables (dogging table)</li> <li>● Addition and subtraction sums (Carry over and borrowing)</li> </ul>

Months: January - March

No. of working days: 31

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
<b>Living Maths</b> Ch.12: Money Ch.13: Data Handling <b>Rapid Fire</b> Ch.12: Money Ch.13: Data Handling	<ul style="list-style-type: none"> <li>● Understand the Indian currency.</li> <li>● How to read a data.</li> </ul>	<ul style="list-style-type: none"> <li>● How to pay money for purchases and to calculate balance.</li> <li>● How to solve big data and obtain information out of it.</li> </ul>	<b>Activities:</b> <ul style="list-style-type: none"> <li>● Game- Collect different object like red pencil, red ball, red book, funnel, ice-cream cone, conical birthday cap and make a group of these objects on the basis of colour/shape.</li> <li>● Collect wrappers of biscuits, chocolates, empty bottle of coke and activity to read the price and pick up coins/notes for which the said object can be bought</li> </ul> <b>Resources:</b> <ul style="list-style-type: none"> <li>● E-Modules</li> <li>● Manipulatives</li> <li>● SEAB –</li> </ul> Ex 12: Money (Pg 46-48) Ex 13: Data Handling (Pg 49-50)	<ul style="list-style-type: none"> <li>● Able to do handle petty cash &amp; do shopping.</li> <li>● Represents an amount up to Rs. 100 using 3-4 notes and coins</li> <li>● Identifies the values of currency notes up to 100 and performs addition and subtraction operations</li> <li>● How to understand a picture data and get information out of it.</li> <li>● Collects, records (using pictures/ numerals) and interprets simple information by looking at visuals. (For example in a picture of a garden the child looks at different flowers and draws inference that flowers of a certain colour are more)</li> </ul>	<ul style="list-style-type: none"> <li>● Data reading (Fill in the blanks)</li> <li>● Money handling( shopping day)</li> </ul>



# ANNUAL CURRICULUM PLAN (2022-23)

STEP: I

SUBJECT: EVS

Book : WOW Science 1

Months: April - May

No. of working days: 31

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
		Application/ Aptitude Based		Skill Based	
<b>Ch.1. This is Me</b> (Page No. 7-10)	<ul style="list-style-type: none"> <li>Who am I ?</li> <li>Likes and dislikes</li> <li>Hobbies</li> <li>Favourite colour, food etc</li> </ul>	<ul style="list-style-type: none"> <li>Children will be able to introduce themselves</li> <li>They will know their hobbies and its importance</li> </ul>	<ul style="list-style-type: none"> <li>Colour Fun - Draw your own &amp; family picture</li> <li>Speaking activity- Learn to introduce yourself</li> <li>Speaking activity- My hobbies</li> </ul>	<ul style="list-style-type: none"> <li>To understand themselves better</li> <li>Identify like-dislikes, hobbies ,favourite food, colour etc</li> </ul>	<ul style="list-style-type: none"> <li>Objective type questions</li> </ul>
<b>Ch. 2. My Body</b> (Page No. 11-16)	<ul style="list-style-type: none"> <li>Body parts name and function</li> </ul>	<ul style="list-style-type: none"> <li>What work is done by which body part?</li> </ul>	<ul style="list-style-type: none"> <li>Story board-Name the body part</li> <li>Step and Learn- Body parts</li> </ul>	<ul style="list-style-type: none"> <li>Identifies work of each body part and its importance</li> </ul>	<ul style="list-style-type: none"> <li>Label the body parts</li> </ul>
<b>Ch. 3. Sense Organs</b> (page No. 17-20)	<ul style="list-style-type: none"> <li>Sense organs name and role.</li> </ul>	<ul style="list-style-type: none"> <li>What does sense organ do?</li> </ul>	<ul style="list-style-type: none"> <li>Game- smell , touch, see, feel, listen (kids will show one thing for each sense organ)</li> <li>Science kit- sense organ</li> </ul>	<ul style="list-style-type: none"> <li>Identifies relationships among sense organs</li> </ul>	<ul style="list-style-type: none"> <li>Fill in the blanks</li> </ul>
<b>Ch. 4 My Family</b> (page No. 21-25)	<ul style="list-style-type: none"> <li>Big/ Joint/Extended family</li> <li>Fun and care with family</li> </ul>	<ul style="list-style-type: none"> <li>Family importance</li> <li>What type of family do they have</li> <li>Responsibility of each family members</li> </ul>	<ul style="list-style-type: none"> <li>Science kit-Family finger puppet</li> <li>Speaking activity- why family is important?</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>E-Modules</li> <li>SEAB – page No. 1-7</li> </ul>	<ul style="list-style-type: none"> <li>Roles of family members, family influences (traits/ features /habits / practices), need for living together</li> <li>Identifies relationships with and among family members</li> </ul>	<ul style="list-style-type: none"> <li>Speaking activity</li> </ul>

Months: July - August

No. of working days: 39

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
<b>Ch.5. Clothes we wear</b> (Page No.26-33)	<ul style="list-style-type: none"> <li>Which clothes we wear in different seasons and its materials</li> <li>Folk dresses of different states</li> <li>Standard set of clothing is called uniform</li> </ul>	<ul style="list-style-type: none"> <li>Should be able to tell the clothe materials and from where we get it</li> <li>Child will be able to identify the uniforms of different professionals.</li> <li>Children will be able to differentiate between party dress, casuals, formals &amp; uniform</li> </ul>	<b>Activities:</b> <ul style="list-style-type: none"> <li>Talk show- Choose a state and tell us about its folk dress and other important things</li> <li>Cleanliness drive-Children will clean their house /school with help of elders</li> <li>Colour fun- poster making on "Swachh bharat"</li> <li>Speaking activity- Community helpers</li> <li>Step and learn- Community helpers</li> </ul> <b>Resources:</b> <ul style="list-style-type: none"> <li>E-Modules</li> <li>SEAB – page No. 8-13</li> </ul>	<ul style="list-style-type: none"> <li>To be able to select season appropriate fabrics</li> <li>Choose the right dress as per the occasion.</li> <li>Differentiates between clothes of present and past (elder's time)</li> </ul>	<ul style="list-style-type: none"> <li>Fill in the blanks</li> <li>Match the following</li> <li>Scrap book – types of fabric</li> </ul>
<b>Ch. 6. My Neighbourhood</b> (Page No. 33-39)	<ul style="list-style-type: none"> <li>Places around our house and society</li> <li>Keep our surrounding neat and clean</li> </ul>	<ul style="list-style-type: none"> <li>How our Neighbourhood help us and its importance.</li> <li>Children will understand the importance of keeping surrounding clean</li> </ul>		<ul style="list-style-type: none"> <li>Keeping surrounding clean</li> <li>What all is checked before buying a house</li> <li>Importance of recycle</li> </ul>	<ul style="list-style-type: none"> <li>Speaking activity</li> <li>Match the following</li> </ul>
<b>Ch. 7. Our helping hands</b> (Page No. 40-45)	<ul style="list-style-type: none"> <li>Community helpers</li> <li>Their dresses.</li> </ul>	<ul style="list-style-type: none"> <li>Importance of community helpers &amp; we should respect them.</li> </ul>		<ul style="list-style-type: none"> <li>Identifies the role of community helpers (postman, doctor, teacher, fireman etc)</li> <li>Helpers as life savers</li> </ul>	<ul style="list-style-type: none"> <li>Fill in the blanks</li> </ul>

Months: September - October

No. of working days: 37

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
<b>Ch.8. Our festivals</b> (Page No.46-51)	<ul style="list-style-type: none"> <li>● Religious festivals</li> <li>● National festivals</li> </ul>	<ul style="list-style-type: none"> <li>● Children will understand the importance of national festivals &amp; nation heroes.</li> <li>● Different festivals and message spread through it.</li> </ul>	<b>Activities:</b> <ul style="list-style-type: none"> <li>● Song- Sing a patriotic song.</li> <li>● Group project- Children will be divided wrt festivals &amp; they will tell the story, state in which it is celebrated, food etc about it</li> <li>● Colour fun- Draw and colour your favourite festival</li> </ul>	<ul style="list-style-type: none"> <li>● Importance of different festivals and story behind it</li> <li>● National festivals name, date &amp; important people who helped us</li> </ul>	<ul style="list-style-type: none"> <li>● Group project</li> <li>● Quiz</li> </ul>
<b>Ch. 9. Building Habits</b> (Page No. 52-58)	<ul style="list-style-type: none"> <li>● Healthy habits keeps us fit.</li> <li>● Good habits -helping others, cleanliness, saying magical words.</li> </ul>	<ul style="list-style-type: none"> <li>● Child will understand the importance of doing exercise, taking bath, combing hair, brushing teeth etc every day and will follow it in his/her life also.</li> </ul>	<ul style="list-style-type: none"> <li>● Activity -Road safety.</li> <li>● Story- Good and healthy habits</li> <li>● Writing - Write 5 lines on any National festival.</li> <li>● Story- Helping others</li> <li>● Yoga session</li> </ul>	<ul style="list-style-type: none"> <li>● Identifies importance of good habits</li> <li>● Identify the change in others expressions when we use magical words</li> </ul>	<ul style="list-style-type: none"> <li>● Story telling</li> <li>● Yoga</li> </ul>
<b>Ch. 10. Safety Rules</b> (Page No. 59-64)	<ul style="list-style-type: none"> <li>● Safety rules at home</li> <li>● Safety rules outside home</li> <li>● Which we should follow at home and outside home.</li> </ul>	<ul style="list-style-type: none"> <li>● Child will follow the road safety rules, will not touch any electrical appliances at home &amp; will never play with sharp objects like blade, siccior etc.</li> </ul>	<b>Resources:</b> <ul style="list-style-type: none"> <li>● E-Modules</li> <li>● Story board</li> <li>● SEAB – page No. 14-18</li> </ul>	<ul style="list-style-type: none"> <li>● voices opinion on good/bad touch</li> <li>● Can understand the traffic rules along with sign board meaning</li> </ul>	<ul style="list-style-type: none"> <li>● Fill in the blanks</li> <li>● Meaning of sign bards</li> </ul>

Months: November - December

No. of working days: 38

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
<b>Ch.11. Air and water</b> (Page No.65-71)	<ul style="list-style-type: none"> <li>● Need for air</li> <li>● Need for water</li> <li>● Importance of clean air and water</li> </ul>	<ul style="list-style-type: none"> <li>● Child will understand air is everywhere and it has weight</li> <li>● By keeping air &amp; water clean we can protect us from many diseases</li> <li>● Children will understand the importance of car pool</li> </ul>	<ul style="list-style-type: none"> <li>● Activity- Fill big and small balloons with air &amp; put in on the edges of scale. It will bend on the big balloon side</li> <li>● Speaking activity - How we can keep air &amp; water clean, do &amp; don'ts</li> <li>● Debate- Which mean of transport was good new or old</li> </ul>	<ul style="list-style-type: none"> <li>● Identifies the difference between air, wind and storm.</li> <li>● Importance of clean water and air</li> <li>● Responsibility as a citizen of India (keep water clean, less pollution, car pool etc)</li> </ul>	<ul style="list-style-type: none"> <li>● Speaking activity</li> <li>● Fill in the blanks</li> </ul>
<b>Ch. 12. Transport</b> ● Ways we travel (Page No. 72-76)	<ul style="list-style-type: none"> <li>● Various means of Transport (land, water, air)</li> </ul>	<ul style="list-style-type: none"> <li>● Old and new means of transport.</li> <li>● Public and personal transport</li> </ul>	<ul style="list-style-type: none"> <li>● Paper craft- paper aeroplane</li> <li>● Group project- Photosynthesis model0</li> <li>● Activity- name the vegetable which is root, stem, leaf, flower, and fruit</li> <li>● Science kit- travel</li> </ul>	<ul style="list-style-type: none"> <li>● Will identify the mean of transport required wrt distance, weight, time</li> </ul>	<ul style="list-style-type: none"> <li>● Tick the correct option</li> <li>● Fill in the blanks</li> </ul>
<b>Ch. 13. Plants around us</b> (Page No. 77-82)	<ul style="list-style-type: none"> <li>● Types of plants</li> <li>● Uses of plants</li> <li>● Parts of a plant</li> </ul>	<ul style="list-style-type: none"> <li>● What do plant give us.</li> <li>● How plants make their food.</li> <li>● Parts of plants</li> </ul>	Science Kit- plants Label the part of plants Sowing of seeds Colouring Resources: <ul style="list-style-type: none"> <li>● E-Modules</li> <li>● SEAB – page no.-19-25</li> </ul>	<ul style="list-style-type: none"> <li>● Identifies simple observable features (e.g. shape, colour, texture, aroma) of leaves, trunk and bark of plants in immediate surroundings.</li> <li>● Difference between herb, shrubs, climbers, creepers , trees</li> </ul>	<ul style="list-style-type: none"> <li>● Fill in the blanks</li> <li>● Label the parts of plants</li> </ul>

Months: January - February

No. of working days: 39

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
<b>Ch.14. Animals around us</b> (Page No.83-89)	<ul style="list-style-type: none"> <li>Types of animals</li> <li>Homes of animals</li> <li>Animals help us in many ways</li> </ul>	<ul style="list-style-type: none"> <li>Child will be able to understand the difference between farm, wild &amp; water animals.</li> <li>What does different animals home called</li> </ul>	<ul style="list-style-type: none"> <li>Speaking activity- why wild animals are important to us</li> <li>Speaking - How to protect the wild &amp; domestic animals</li> </ul>	<ul style="list-style-type: none"> <li>Identifies simple features (e.g. movement, at places found/kept, eating habits, sounds of animals and birds) in the immediate surroundings</li> <li>Difference between wild animals, pet animals, farm animals and water animals</li> <li>shows sensitivity for plants, animals</li> </ul>	<ul style="list-style-type: none"> <li>Fill in the blanks</li> <li>Colouring</li> </ul>
<b>Ch. 15. The Earth</b> (Page No. 90-94)	<ul style="list-style-type: none"> <li>Sky</li> <li>Land</li> <li>Water</li> </ul>	<ul style="list-style-type: none"> <li>Children will understand why life is only possible on earth.</li> </ul>	<ul style="list-style-type: none"> <li>Group activity- Make a globe with ball/ balloon.</li> </ul>	<ul style="list-style-type: none"> <li>Recognizes that the earth is a unique celestial body due to existence of life , zones of the earth with special reference to biosphere</li> <li>How to save this planet</li> </ul>	<ul style="list-style-type: none"> <li>Speaking activity</li> </ul>
<b>Ch. 16. Weather and Seasons</b> (Page No. 95-100)	<ul style="list-style-type: none"> <li>What is weather , season</li> <li>Types of seasons</li> </ul>	<ul style="list-style-type: none"> <li>Children will understand why we like to eat ice-cream in summers and hot food in winters.</li> </ul>	<ul style="list-style-type: none"> <li>Colour fun- Draw the favourite season and colour it.</li> <li>Resources:</li> <li>E-Modules</li> <li>SEAB – page No.- 26-30</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates day &amp; night and seasons</li> <li>Types of seasons and special food associated with it</li> <li>Difference between weather and seasons</li> </ul>	<ul style="list-style-type: none"> <li>Chose the correct option</li> <li>Speaking activity</li> </ul>

## ANNUAL CURRICULUM PLAN (2022-23)

### STEP : I

### SUBJECT : MUSIC

Months : April – May

No. of working days :8

Content	Techniques/ resources used	Skill development	Areas of assessment/ observation
<ul style="list-style-type: none"><li>• Performance on Earth Day</li><li>• Mother's day performance</li><li>• Prayers- ( Itni shaktin humein de na)</li><li>• School Songs-(janam diya ishwer ne)</li><li>• National Anthem</li><li>• National Songs</li></ul>	<ul style="list-style-type: none"><li>• Tanpura</li><li>• Keyboard</li><li>• Tabla</li><li>• Audio Recording</li><li>• Lyrics Sheet</li></ul>	<ul style="list-style-type: none"><li>• Voice modulation</li><li>• Knowledge of Ragas, beat, rhythm</li><li>• Practical voice training, discipline</li></ul>	<ul style="list-style-type: none"><li>• Melody</li><li>• Rhythm</li><li>• Voice Quality</li><li>• Alignment with Scale</li></ul>

Months :July–September

No. of working days : 8

Content	Techniques/ resources used	Skill development	Areas of assessment/observation
<ul style="list-style-type: none"><li>● Performance on World nature conv. Day</li><li>● Performance on Independence Day</li><li>● Performance on Janmashtami</li><li>● Performance on teacher's day</li><li>● Performance on Dussehra</li></ul>	<ul style="list-style-type: none"><li>● Tanpura</li><li>● Keyboard</li><li>● Tabla</li><li>● Audio Recording</li><li>● Lyrics Sheet</li><li>● The task-based approach focused on the skills and competencies students actually need</li></ul>	<ul style="list-style-type: none"><li>● Voice modulation</li><li>● Knowledge of Ragas, beat,rhythm</li><li>● Respect for diverse music learning style</li><li>● Practical voice training, discipline</li></ul>	<ul style="list-style-type: none"><li>● Melody</li><li>● Rhythm</li><li>● Voice Quality</li><li>● Alignment with Scale</li></ul>

Months : October - december

No. of working days : 7

CONTENT	TECHNIQUES/ RESOURCES USED	SKILL DEVELOPMENT	AREAS OF ASSESSMENT/OBSERVATION
<ul style="list-style-type: none"><li>● Performance on GandhiJayanti</li><li>● Keyboard Basic Notes</li><li>● Performance on Diwali</li><li>● Alankaar</li><li>● Performance on Children's day</li><li>● Performance on Christmas day</li></ul>	<ul style="list-style-type: none"><li>● Tanpura</li><li>● Keyboard</li><li>● Tabla</li><li>● Audio Recording</li><li>● Lyrics Sheet</li></ul>	<ul style="list-style-type: none"><li>● Voice modulation</li><li>● Knowledge of Ragas, beat, rhythm</li><li>● Respect for diverse music learning style</li><li>● Practical voice training, discipline</li></ul>	<ul style="list-style-type: none"><li>● Melody</li><li>● Rhythm</li><li>● Voice Quality</li><li>● Alignment with Scale</li></ul>



Months :January -March

No. of working days : 14

CONTENT	TECHNIQUES/ RESOURCES USED	SKILL DEVELOPMENT	AREAS OF ASSESSMENT/OBSERVATION
<ul style="list-style-type: none"><li>● Performance on republic day</li><li>● Raag Bhoopali</li><li>● Raag Bhairav</li><li>● Raag yaman</li><li>● Taals- Ektaal, Teentaal</li><li>● Patriotic Song</li><li>● Hindi Prayers- (aye malik tere bande hum)</li><li>● English Prayers-(we the Vijnathemes)</li></ul>	<ul style="list-style-type: none"><li>● Tanpura</li><li>● Keyboard</li><li>● Tabla</li><li>● Audio Recording</li><li>● Lyrics Sheet</li></ul>	<ul style="list-style-type: none"><li>● Voice modulation</li><li>● Knowledge of Ragas, beat, rhythm</li><li>● Respect for diverse music learning style</li><li>● Practical voice training, discipline</li></ul>	<ul style="list-style-type: none"><li>● Melody</li><li>● Rhythm</li><li>● Voice Quality</li><li>● Alignment with Scale</li></ul>

## ANNUAL CURRICULUM PLAN (2022-2023)

### STEP: I

### SUBJECT: DANCE

Months : - April – May

No. of working days : 8

CONTENT	TECHNIQUES/ RESOURCES USED	SKILL DEVELOPMENT	AREAS OF ASSESSMENT/ OBSERVATION
Kathak basic(teentaal)  Guru vandana (guru purnima)  Mothers day special	<ul style="list-style-type: none"><li>● Audio - Visual Aids: Video clips</li><li>● Dance training with the help of sound system and other related equipment</li><li>● The task-based approach focused on the skills and competencies</li></ul>	<ul style="list-style-type: none"><li>● Development of keen sense of Rhythm &amp; Balance</li><li>● Knowledge &amp; respect for diverse Indian culture</li><li>● Development of the effective psychomotor domain</li></ul>	<ul style="list-style-type: none"><li>● Activities</li><li>● Rhythm</li><li>● Coordination</li><li>● Expression</li></ul>

**Months : - July-August**  
**No. of working days- 8**

CONTENT	TECHNIQUES/ RESOURCES USED	SKILL DEVELOPMENT	AREAS OF ASSESSMENT/ OBSERVATION
<p>Patriotic theme(Independence day )</p> <p>Life of Ganesha(ganesh chaturthi )</p> <p>Sibling relationship(raksha bandhan)</p>	<ul style="list-style-type: none"> <li>• The task-based approach focused on the skills and competencies</li> <li>• Audio - Visual Aids: Video clips</li> <li>• Dance training with the help of sound system and other related equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Development of the effective psychomotor domain</li> <li>• Development of keen sense of Rhythm &amp; Balance</li> <li>• Knowledge &amp; respect for diverse Indian culture &amp; heritage</li> </ul>	<ul style="list-style-type: none"> <li>• Activities</li> <li>• Rhythm</li> <li>• Coordination</li> <li>• Expression</li> </ul>

Months : September - October

No. of working days- 7

CONTENT	TECHNIQUES/ RESOURCES USED	SKILL DEVELOPMENT	AREAS OF ASSESSMENT/ OBSERVATION
Patriotic theme(Gandhi  jyanti) Dussehra  special   Children's day	<ul style="list-style-type: none"><li>● The task-based approach focused on the skills and competencies</li><li>● Audio - Visual Aids: Video clips</li><li>● Dance training with the help of sound system and other related equipment</li></ul>	<ul style="list-style-type: none"><li>● Development of the effective psychomotor domain</li><li>● Development of keen sense of Rhythm &amp; Balance</li><li>● Knowledge &amp; respect for diverse Indian culture &amp; heritage</li></ul>	<ul style="list-style-type: none"><li>● Activities</li><li>● Rhythm</li><li>● Coordination</li><li>● Expression</li></ul>

Months : November - December

No. of working days- 6

CONTENT	TECHNIQUES/ RESOURCES USED	SKILL DEVELOPMENT	AREAS OF ASSESSMENT/ OBSERVATION
Annual day performance  Christmas day  special Republic  day special	<ul style="list-style-type: none"><li>● The task-based approach focused on the skills and competencies</li><li>● Audio - Visual Aids: Video clips</li><li>● Dance training with the help of sound system and other related equipment</li></ul>	<ul style="list-style-type: none"><li>● Development of the effective psychomotor domain</li><li>● Development of keen sense of Rhythm &amp; Balance</li><li>● Knowledge &amp; respect for diverse Indian culture &amp; heritage</li></ul>	<ul style="list-style-type: none"><li>● Activities</li><li>● Rhythm</li><li>● Coordination</li><li>● Expression</li></ul>

Month: January - February -March

No. of working days- 6

CONTENT	TECHNIQUES/ RESOURCES USED	SKILL DEVELOPMENT	AREAS OF ASSESSMENT/ OBSERVATION
BGS Day Celebration  Basant panchhami special  Shiv vandanas	<ul style="list-style-type: none"><li>● The task-based approach focused on the skills and competencies</li><li>● Audio - Visual Aids: Video clips</li><li>● Dance training with the help of sound system and other related equipment</li></ul>	<ul style="list-style-type: none"><li>● Development of the effective psychomotor domain</li><li>● Development of keen sense of Rhythm &amp; Balance</li><li>● Knowledge &amp; respect for diverse Indian culture &amp; heritage</li></ul>	<ul style="list-style-type: none"><li>● Activities</li><li>● Rhythm</li><li>● Coordination</li><li>● Expression</li></ul>

# ANNUAL CURRICULUM PLAN (2022-23)

STEP: I

SUBJECT: COMPUTER

Book : Wow Compu-Bytes

Months : April – May

No. of Working Days : 16

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content-Based	Application/ Aptitude Based		Skill Based	
Chapter 1: Natural and Man- Made Things  Chapter 2: Computer: A Machine	<p><b>Chapter 1: Natural and Man-Made Things</b> : Identify natural and man-made things; distinguish between natural and man-made things; describe different types of machines and list the benefits of machines</p> <p><b>Chapter 2: Computer: A Machine</b> Define computers; list the features of computer; tell about the task that can be done on a computer</p>	<p><b>Chapter 1: Introduction to Computer:</b> Differentiate between natural and man-made things, so that they can distinguish between both and what are the benefits of these machines.</p> <p><b>Chapter 2: Computer: A Machine</b> Who is the father of Computer? Tell students about the different tasks that they can do on a computer.</p>	<p>Lab Activity</p> <p>Group discussion</p> <p>Project work</p> <p>Online links</p>	<p>IT skills</p> <p>Teamwork &amp; cooperation</p> <p>Logical thinking</p>	<p>Worksheets</p> <p>Brain Teaser</p> <p>Quiz</p> <p>Notebook work</p>

Months July - August

No. of Working Days:16

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
Chapter 3: Uses of a Computer  Chapter 4: Main Parts of a Computer	<p><b>Chapter 3: Uses of a Computer</b> Describe the different uses of a computer; name some computer programs.</p> <p><b>Chapter 4: Main Parts of a Computer</b> List the main parts of a computer; describe the functions of different parts of a computer.</p>	<p><b>Chapter 3: Uses of a Computer</b> Computers are used for doing many tasks. Discuss some places where you see computers being used.</p> <p><b>Chapter 4: Main Parts of a Computer</b> Tell them the main parts of computers and why these are important to make it the complete computer system.</p>	Lab Activity  Group discussion  Project work	IT skills  Teamwork & cooperation  Analysis  Organization  Creativity  Logical thinking  Problem Solving	Worksheets  Brain Teaser Quiz  Notebook work



Months: September - October

No. of Working Days:14

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
Chapter 5: Other parts of a compter  Chapter 6: Meet The Keyboard	<b>Chapter 5: Other parts of a compter</b> List the other parts of a computer; describe the functions of different other parts of a computer.  <b>Chapter 6: Meet The Keyboard</b> Define a keyboard; list the different types of keyboards; describe the functions of some important keys on a keyboard.	<b>Chapter 5: Other parts of a compter</b> Tell them the different tasks we do on a computer by using these parts.  <b>Chapter 6: Meet The Keyboard</b> Describe why the keyboard is the main part of the computer? What are the different types of keys a keyboard has?	Lab Activity  Group discussion  Project work  Online Links	IT skills  Teamwork & cooperation  Analysis  Organization  Creativity  Logical thinking  Problem Solving	Worksheets  Brain Teasers  Quiz  Notebook work

**Months: November - December**

**No. of Working Days: 14**

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
Chapter 7: Know the Mouse	<b>Chapter 7: Know the Mouse</b> Define a mouse; list the activities that you do with a mouse; label the name of different mouse buttons; define a mouse pointer; list the steps to hold, click and drag a mouse.	<b>Chapter 7: Know the Mouse</b> Tell them the activities that they can do with a mouse. How to hold a mouse? What are the actions of mouse?	Lab Activity  Group discussion  Project work	IT skills  Teamwork & cooperation  Analysis  Organization  Creativity  Logical thinking  Problem Solving	Worksheets  Brain Teaser  Quiz  Notebook work

Months: January - February

No. of Working Days: 14

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based			
Chapter 8: Tux Paint	<b>Chapter 8: Tux Paint</b> Define Tux Paint; list the steps to use Tux Paint; understand how to open an image; draw and colour.	<b>Chapter 8: Tux Paint</b> How to start Tux Paint on the Windows computer and use different tools to make the drawing?	Lab Activity  Group discussion  Project work   Online links	IT skills  Teamwork & cooperation  Analysis  Organization  Creativity  Logical thinking  Problem Solving	Worksheets  Brain Teaser  Quiz  Notebook work

## ANNUAL CURRICULUM PLAN (SESSION: 2022-23)

### STEP: 1

### SUBJECT: ART AND CRAFT

BOOK – AESTHETICS- ART & ACTIVITY

MONTH: APRIL -MAY

No. of working days: 8

CHAPTER/TOPIC	TECHNIQUES USED	SKILL DEVELOPMENT	AREAS OF OBSERVATION
<ul style="list-style-type: none"><li>• 1-Sun</li><li>• 2-Fruit</li><li>• 3- Lotus</li><li>• 4-Hut( Activity)</li><li>• 5-Fish</li><li>• 6-Tortoise</li><li>• 7- Sky Scrapers</li><li>• 8-Independence Day ( Activity)</li><li>• 9-Doodle Art</li><li>• 10- Earth day drawing</li></ul>	<ul style="list-style-type: none"><li>• Lines and patterns tracing</li><li>• Pasting the match sticks and wool</li><li>• Paper pasting</li><li>• Colouring with crayons</li></ul>	<ul style="list-style-type: none"><li>• Observation</li><li>• Exploration</li><li>• Spatial comprehension</li><li>• Colour sense</li><li>• Fine motor skills</li><li>• Drawing</li></ul>	<ul style="list-style-type: none"><li>• Imagination</li><li>• Creativity</li><li>• Colour sense</li><li>• Strokes</li><li>• Neatness</li></ul>

**MONTH: JULY-AUGUST**

**No. of working days: 8**

<b>CHAPTER/TOPIC</b>	<b>TECHNIQUES USED</b>	<b>SKILL DEVELOPMENT</b>	<b>AREAS OF OBSERVATION</b>
<ul style="list-style-type: none"><li>• 10- Talking Parrot</li><li>• 11-Dolphin</li><li>• 12-Rakhi( Activity)</li><li>• 13-Chook-Chook Train</li><li>• 14-Peacock ( Activity)</li><li>• 15-Pattern Scenery</li><li>• 16-Camel</li><li>• 17-Janmashtami ( Activity)</li></ul>	<ul style="list-style-type: none"><li>• Coloring with crayons</li><li>• Shape recognition</li><li>• Sticker pasting</li><li>• Line tracing</li><li>• Stickers and sequence pasting</li></ul>	<ul style="list-style-type: none"><li>• Observation</li><li>• Exploration</li><li>• Aesthetic sense</li><li>• Colour sense</li><li>• Fine motor skills</li></ul>	<ul style="list-style-type: none"><li>• Imagination</li><li>• Creativity</li><li>• Colour sense</li><li>• Neatness</li></ul>

**MONTH: SEPTEMBER - OCTOBER****No. of working days: 7**

<b>CHAPTER/TOPIC</b>	<b>TECHNIQUES USED</b>	<b>SKILL DEVELOPMENT</b>	<b>AREAS OF OBSERVATION</b>
<ul style="list-style-type: none"><li>• 18-Honey Bee( Activity)</li><li>• 19-Stencil (Colour &amp; Activity)</li><li>• 20-Mushrooms( Activity)</li><li>• 21-Boat( Activity)</li><li>• 22-Colour Umbrella</li><li>• 23-Snake And Ladder</li><li>• 24-Effigy Of Ravana</li><li>• 25-Two Doodz</li><li>• 26-Happy Diwali( Activity)</li></ul>	<ul style="list-style-type: none"><li>• Colouring with crayons</li><li>• Object tracing</li><li>• Pattern drawing</li><li>• Shape/ Line tracing</li></ul>	<ul style="list-style-type: none"><li>• Observation</li><li>• Exploration</li><li>• Colour sense</li><li>• Drawing</li><li>• Tracing</li><li>• Focus</li><li>• Perspective</li></ul>	<ul style="list-style-type: none"><li>• Imagination</li><li>• Creativity</li><li>• Colour sense</li><li>• Neatness</li></ul>

**MONTH: NOVEMBER - DECEMBER****No. of working days: 6**

<b>CHAPTER/TOPIC</b>	<b>TECHNIQUES USED</b>	<b>SKILL DEVELOPMENT</b>	<b>AREAS OF OBSERVATION</b>
<ul style="list-style-type: none"><li>• 27-Magician( Activity)</li><li>• 28-Lake Side Hut( Activity)</li><li>• 29-Cat</li><li>• 30-Joker</li><li>• 31-Christmas Bell( Activity) •</li><li>32-Butterfly(Colour &amp; Activity) •</li><li>33-Friends</li></ul>	<ul style="list-style-type: none"><li>• Colouring with crayons</li><li>• Object tracing</li><li>• Tearing and pasting</li><li>• Sticker pasting</li><li>• Color mixing</li><li>• Wood dust pasting</li></ul>	<ul style="list-style-type: none"><li>• Self-expression</li><li>• Observation</li><li>• Exploration</li><li>• Aesthetic sense</li><li>• Spatial comprehension</li><li>• Colour sense</li><li>• Fine motor skills</li><li>• Focus</li></ul>	<ul style="list-style-type: none"><li>• Imagination</li><li>• Creativity</li><li>• Colour sense</li><li>• Neatness</li></ul>

**MONTH: JANUARY- FEBRUARY**

**No. of working days: 6**

<b>CHAPTER/TOPIC</b>	<b>TECHNIQUES USED</b>	<b>SKILL DEVELOPMENT</b>	<b>AREAS OF OBSERVATION</b>
<ul style="list-style-type: none"><li>• 34-Vegetables</li><li>• 35-Happy Republic Day(Colour &amp; Activity)</li><li>• 36-Reindeer</li><li>• 37-Duck</li><li>• 38-Happy Holi</li></ul>	<ul style="list-style-type: none"><li>• Colouring with crayons</li><li>• Bindi pasting</li><li>• Ear bud painting</li><li>• Sticker pasting</li><li>• Object tracing and colouring</li></ul>	<ul style="list-style-type: none"><li>• Self-expression</li><li>• Observation</li><li>• Exploration</li><li>• Aesthetic sense</li><li>• Colour sense</li><li>• Fine motor skills</li><li>• Drawing</li><li>• Focus</li><li>• Perspective</li><li>• Simple coordination</li></ul>	<ul style="list-style-type: none"><li>• Imagination</li><li>• Creativity</li><li>• Colour sense</li><li>• Neatness</li></ul>



## ANNUAL CURRICULUM PLAN (2022 – 23)

### STEP: I

### SUBJECT: SCHOOL CINEMA

We, at BGS, have designed a Life Skills Program that enables every child to imbibe the values which instill the right kind of attitude to develop various life skills and create a serene environment for self and the people around him/her.

MONTH	MODULE(S)	Values	Attitudes	Life Skills	Expected Learning Outcomes
APRIL - MAY	The Boastful Tortoise The Grumpy tree	Friendship, Contentment	Sensitivity, Trust	Coping with stress, Communication	<ul style="list-style-type: none"><li>• Everyone is good at something and we should learn from each other</li><li>• Being humble and not being boastful makes us feel happy</li></ul>
JULY - AUGUST	The Lion and the Mouse The Ants and the Chrysalis	Respect , Humility	Kindness Non - Judgmental	Interpersonal Skills Coping with emotions	<ul style="list-style-type: none"><li>• Size does not matter when it comes to helping others</li><li>• Do not judge others based on their appearances</li><li>• Make friends with people based on their values and qualities.</li></ul>
SEPT - OCT	The Four Oxen and the Lion The Harvest	Cooperation, Altruism	Teamwork Selflessness	Decision Making Empathy	<ul style="list-style-type: none"><li>• We are stronger if we are together</li><li>• Togetherness -Being with family and friends is better than being alone.</li><li>• It is good to share</li><li>• Preserve for future</li></ul>
NOV - DEC	The two Greedy Flies The Lamb who cried wolf	Happiness Truth	Satisfaction Smart work	Communication Decision making	<ul style="list-style-type: none"><li>• Too much of anything is not good</li><li>• We must be happy with what we have and not keep asking for more</li><li>• The one who tells the truth are trusted the most</li></ul>

<b>JAN - FEB</b>	The Tortoise and the Hare The Crow and the Pitcher	Honesty Perseverance	Trust, Motivation Self- Belief Smart work	Communication Resilience	<ul style="list-style-type: none"> <li>● The one who are steady and determined always win at the end.</li> <li>● Perseverance – Emphasise on the attitude of try, try, try till you succeed.</li> <li>● To achieve success in any task, we must visualize the success in our minds</li> </ul>
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## ANNUAL CURRICULUM PLAN (2022-2023)

### STEP: I

#### SUBJECT – GENERAL AWARENESS

General Awareness is the knowledge of facts, innovations, and happenings around the world. It is dealt with a non-subjective approach. We, at BGS, have adapted a structured program that enhances the growth in knowledge along with igniting the curiosity in young minds.

**The General Awareness Program (GAP)** is designed on a simple theory of Knowledge

– Communication – Confidence - Success

**Knowledge:** Increase our knowledge of the world

**Communication:** The more you know; the better you communicate.

**Confidence:** The better you communicate; the more confidence you gain.

**Success:** The more confidence you gain; the more success you embrace.

#### PROGRAM: KNOWLEDGE TRIBE

S.NO.	CORE AREAS	LEARNING OBJECTIVE
1.	India	To gain knowledge about facts related to India and its states.
2.	World Facts	To become knowledgeable about the facts related to the world.
3.	Current Affairs	To know about the happenings and developments around the globe.
4.	Personalities	To be aware of different people and personalities across the world.
5.	Nations of the World	To be apprised about the history, culture, location, facts and special attractions of the cities in the nations of the world.

**ANNUAL CURRICULUM PLAN (2022-23)****STEP: I****SUBJECT: PHYSICAL EDUCATION****No. of working days- 66**

Month	Lessons	Skill Name	Learning Outcome
APRIL	Walking In Straight Line With Arm Balance	Gymnastics/Aerobics	Improvement in Balance, Shoulder Strength
	Jumping On One Feet and Catching		Improvement in Balance, Leg Strength
	Walking on Balance Beam		Improvement in Balance, Muscular coordination.
	Dancing with Music		Improvement in Flexibility, Aerobic Conditioning
MAY	Walking on Toes	Gymnastics/Aerobics	Improvement in Balance, Leg Strength
JUNE	--HOLIDAYS--		
JULY	Jumping on Both Feet	Gymnastics/Aerobics	Improvement in Leg Strength, Balance
	Caterpillar Race		To improve the muscular coordination and team work.
AUGUST	Spatial Awareness-Space	Motor Skills	Find self space in a boundaries area.
	Spatial Awareness-Directions		Knowledge of directions and change quickly in response to a signal
	Spatial Awareness-Pathways		Understanding of pathways.

	Spatial Awareness-Levels		Learn to put a variety of body parts into different levels.
	Spatial Awareness-Planes		Identify correct body planes.
SEPTEMBER	Body Awareness-Shapes	Motor Skills	Balance the body in different shapes.
	Body Awareness-Balance		To alien the body parts for maintaining the Balance.
	Body Awareness-Transfer of Body Weight		Knowledge of shifting the Body weight to maintain balance.
	Body Awareness-Flight		Develop explosive strength in leg muscles.
OCTOBER	Quality of Movement-Time or Speed	Motor Skills	Generating force from the different muscles groups on stimulus to control the speed.
	Quality of Movement-Force		Knowledge of implementation of the force.
	Quality of Movement-Flow		Maintain the flow of movement at different pace.
	Relationships-With Body Parts		To develop coordinated movement.
NOVEMBER	Relationships-With Objects and/or People	Motor Skills	To develop coordinated movement related with object and people.
	Manipulative Skills-Throwing		To understand the throwing skills and the application of force
	Manipulative Skills-Catching		To improve hand and eye coordination.
	Galloping		To improve the galloping technique for better heart and lung performance.

DECEMBER	Striking With Short and Long Handled Implements	Motor Skills	To develop the striking skill with implements.
JANUARY	Rolling	Motor Skills	Development of the basic manipulative skill rolling.
	Catching	Sports - Throw Ball	Improvement in Catching skills, Hand-Eye Coordination
	Throwing With Both Hands		Improvement in Arm Strength, Back Strength
	Feet Movement		Improvement in Leg Strength, Movement, Balance
FEBRUARY	Ball Throw in a Square	Sports - Throw Ball	Improvement in Arm Strength, Hand Eye coordination
	Leaping		Improve the leaping technique as a locomotors skill.
	Jumping and Landing		Knowledge of the designated take-offs and absorbs force when landing.
MARCH	--ANNUAL EXAMINATIONS--		