

## PREFACE

***“Encourage all children to dream for themselves. Unless they have dreams they will not be motivated to attain them.”***

***A P J Abdul Kalam***

DAV public schools provide a varied learning experience for young learners and try to inculcate in them age-old and time-honoured values as enshrined in our cultural heritage. This well crafted curriculum is age appropriate, engaging and aims at the holistic development of our kids. The major objective of the curriculum is to develop basic skills of communication, numeracy, helpful living along with the basic concepts of the physical and social environment and other life skills relating to the world of play, work and culture.

This detailed planner would guide the students through various activities which will be conducted during the academic session.

It is an earnest request to all the stakeholders to go through the curriculum in detail for better understanding as it is designed in light of Early Education Development Programme (EEDP), DAVCAE.

## Note to Parents

- Kindly interact with your child daily and check his / her diary everyday to know any information from school.
- Help your child frame new words and related sentences using sound words and sound blends.
- Encourage your child to develop reading habits with correct pronunciation and intonation.
- Give stress on error free work and legible handwriting.
- Maintain the notebook and cover properly with name slips throughout the year.
- Label all the belongings of your child with permanent marker.
- Practise different patterns done in class regularly at home.
- Teach your child basic toilet habits and give him / her an extra dress in the bag.
- Encourage your child for self study.
- Make the child feel special.

## OBJECTIVES

### A. Language Development

1. To express self clearly and confidently during conversation.
2. To frame sentences and stories using the child's imagination.
3. To recite poems with proper expressions and voice modulation.
4. To listen attentively and follow instructions accordingly.
5. To develop comprehensive power of the students.

### B. Cognitive Development

1. To apply knowledge of numbers in different ways.
2. To implement various Mathematical concepts in daily life.
3. To show interest and create awareness about Environmental concepts.
4. To participate in discussions, activities and experiments.

### A. Creative and Expressive arts

1. To develop creativity and aesthetic sense.
2. To use originality and imagination while drawing and painting.

### B. Physical Development

1. To participate actively in different games.
2. To encourage for simple exercises.

### C. Health and Hygiene

1. To look after the toilet needs and wash hands wherever necessary.
2. To take care of the cleanliness of the surrounding.

### D. Nutrition

1. To bring nutritious food.
2. To understand importance of healthy food.

### E. Socio Emotional Development

1. To show good manner.
2. To understand role of a good citizen and the importance of family relations.
3. To develop respect and love for nation and religion.

# AREAS OF OBSERVATION

## ❖ LANGUAGE DEVELOPMENT

- Listening skills
- Speaking skills
- Reading skills
- Writing skills

## ❖ COGNITIVE DEVELOPMENT

- Basic concepts
- Number concepts
- Environmental concepts
- Thinking skills

## ❖ CREATIVE AND EXPRESSIVE ART

- Art and Craft
- Music, Song and Dance

## ❖ PHYSICAL DEVELOPMENT

## ❖ HEALTH AND HYGIENE

## ❖ NUTRITION

## ❖ SOCIO EMOTIONAL DEVELOPMENT

## ❖ VALUE EDUCATION

# BOOK LIST

## ENGLISH

- ❖ My English Reader-2
- ❖ English Practice Book-2

## HINDI

- ❖ Bhasha Madhuri -2
- ❖ Bhasha Abhyas-2
- ❖ Sulekh-4

## ODIA

- ❖ Hasa Khusi
- ❖ Adarsha Hastalipi - 3

## MATHEMATICS

- ❖ Primary Mathematics-2
- ❖ Summore-2

## ENVIRONMENTAL STUDIES

- ❖ My Living World-2
- ❖ ART AND CRAFT
- ❖ Step by Step- Class 2

**LANGUAGE DEVELOPMENT (ENGLISH)**

**PRESCRIBED BOOKS**

My English Reader for class 2: DAV Publication (Ls 1 to 12)

English Practice Book class 2: DAV Publication (Ls 1 to 10)

| <b>NAME OF THE CHAPTER</b> | <b>EXPECTED LEARNING OUTCOMES</b>   | <b>PEDAGOGICAL PROCESSESADOPTED</b>  | <b>STRATEGIES / ACTIVITIES</b>  |
|----------------------------|---|--|---|
| <b>Sheetal</b>             | <p><b>Learners will-</b></p> <ul style="list-style-type: none"> <li>• inculcate good habits.</li> <li>• spell simple words.</li> <li>• express his or her ideas on how to keep oneself clean.</li> <li>• draw things needed to keep the body clean.</li> </ul>  | <ul style="list-style-type: none"> <li>• Picture talk</li> <li>• Discussion and explanation(using video on good habits)</li> </ul>                       | <ul style="list-style-type: none"> <li>• Missing Vowel Game</li> <li>• Pick and Drop (a/an)</li> </ul>  |
| <b>Riddle Time</b>         | <ul style="list-style-type: none"> <li>• develop reading skills with understanding.</li> <li>• enhance thinking skills.</li> </ul>  | <ul style="list-style-type: none"> <li>• Picture talk</li> <li>• Discussion and explanation</li> <li>• Video on different riddles</li> </ul>             | <ul style="list-style-type: none"> <li>• Riddle card making</li> <li>• Brain storming</li> </ul>  |
| <b>Puss and the Parrot</b> | <ul style="list-style-type: none"> <li>• read and spell new words.</li> <li>• frame sentences correctly.</li> <li>• read with understanding.</li> <li>• identify the correct sequence of the text.</li> <li>• perform role play.</li> <li>• use is, am, are, has and have while framing sentences.</li> </ul>   | <ul style="list-style-type: none"> <li>• picture talk</li> <li>• story telling by using stick puppets</li> <li>• dramatization</li> </ul>                | <ul style="list-style-type: none"> <li>• Role play</li> <li>• Mask/Head gear Making (cat and parrot)</li> <li>• Word Game (find the other half)</li> </ul>  |
| <b>The Helpful Friends</b> | <ul style="list-style-type: none"> <li>• spell new words correctly.</li> <li>• read the story with correct pronunciation and understanding.</li> <li>• put the words in correct order to make meaningful sentences.</li> <li>• find the opposite words from the text.</li> <li>• understand the value of friendship.</li> <li>• use the prepositions correctly.</li> <li>• answer the questions correctly.</li> </ul> | <ul style="list-style-type: none"> <li>• Picture talk</li> <li>• Discussion and explanation</li> <li>• Story telling</li> <li>• Dramatization</li> </ul> | <ul style="list-style-type: none"> <li>• Word Train</li> <li>• Ball activity (Position words)</li> <li>• SCRAP BOOK (Arrange the pictures of a box and a ball to show the position of the ball with the box and write sentences using – near, on, in, behind, in front of)</li> </ul> |

|                                    |  |  |  |
|------------------------------------|--|--|--|
| <p><b>Little Pussy</b></p>         | <ul style="list-style-type: none"> <li>• recite the poem with proper voice modulation.</li> <li>• express ideas about their favourite pet and learn how to take care of it.</li> <li>• enjoy the poem.</li> <li>• identifying rhyming words.</li> </ul>  | <ul style="list-style-type: none"> <li>• Picture talk</li> <li>• Explanation</li> <li>• Reciting the poem with proper voice modulation</li> </ul>              | <ul style="list-style-type: none"> <li>• Recitation</li> <li>• My Pet (Creative writing)</li> </ul>  |
| <p><b>A Spark in the Dark</b></p>  | <ul style="list-style-type: none"> <li>• be aware of 'ar' sound blends.</li> <li>• read fluently with understanding.</li> <li>• spell new words and 'ar' sound words.</li> <li>• enhance their vocabulary through crossword puzzle.</li> <li>• spell the names of given pictures .</li> <li>• inculcate the value of honesty.</li> <li>• write a thank you note.</li> </ul>  | <ul style="list-style-type: none"> <li>• Picture talk</li> <li>• Discussion and explanation</li> <li>• Story telling</li> <li>• PPT ('ar' words)</li> </ul>    | <ul style="list-style-type: none"> <li>• Be Quick Game ("ar" words)</li> <li>• SCRAP BOOK (Draw a fish tank with fishes having "ar" sound blend words)</li> <li>• Show and tell ( My Favourite toy)</li> </ul> |
| <p><b>The Sailing Trip</b></p>     | <ul style="list-style-type: none"> <li>• acquaint with 'ai' sound words.</li> <li>• tell the rhyming words with correct pronunciation.</li> <li>• understand and use the new words correctly.</li> <li>• find the opposites.</li> <li>• understand the story to answer the questions correctly.</li> <li>• identify the naming words.</li> <li>• sort the naming words as per different groups.</li> <li>• write a paragraph for the given picture.</li> </ul> | <ul style="list-style-type: none"> <li>• Picture talk</li> <li>• Story telling</li> <li>• Explanation and discussion</li> <li>• PPT on 'ai' words</li> </ul>   | <ul style="list-style-type: none"> <li>• Add to the group ('ai' words)</li> <li>• Sorting (naming words)</li> </ul>  |
| <p><b>A Mouse in the House</b></p> | <ul style="list-style-type: none"> <li>• acquaint with 'ou' sound words.</li> <li>• write the rhyming words.</li> <li>• identify and name the pictures.</li> <li>• rewrite the sentence by replacing the naming words.</li> <li>• inculcate the value of taking care of siblings.</li> </ul>   | <ul style="list-style-type: none"> <li>• Picture talk</li> <li>• Story telling</li> <li>• Explanation / discussion</li> <li>• PPT on 'ou' words</li> </ul>     | <ul style="list-style-type: none"> <li>• Drop the ball in the right sound blend buckets.</li> <li>• Replacing flowers</li> <li>• Word train</li> </ul>   |
| <p><b>The Rainbow</b></p>          | <ul style="list-style-type: none"> <li>• recite the poem with proper voice modulation.</li> <li>• develop love for poetry</li> <li>• Enhance the power of imagination.</li> <li>• draw and colour a rainbow and describe it in few sentences.</li> </ul>   | <ul style="list-style-type: none"> <li>• Picture talk</li> <li>• Discussion / explanation</li> <li>• Reciting the poem with proper voice modulation</li> </ul> | <ul style="list-style-type: none"> <li>• Recitation</li> <li>• Picture composition (Rainy Season)</li> <li>• STEAM activity ( making a rainbow)</li> </ul>   |

|  |   |   |  |
|--|---|---|--|
| <p><b>The Magic Matchbox</b></p>       | <ul style="list-style-type: none"> <li>• know the 'tch' sound word.</li> <li>• understand the meaning of the new words and frame sentences using them.</li> <li>• write the opposites and rhyming words.</li> <li>• identify and use the action words correctly.</li> </ul> | <ul style="list-style-type: none"> <li>• Picture talk</li> <li>• Story telling</li> <li>• Explanation/ discussion</li> <li>• PPT on 'tch' words</li> </ul>    | <ul style="list-style-type: none"> <li>• Magic Box Game (sound blends)</li> <li>• Word Lotto ( opposites)</li> <li>• Mime time</li> </ul>  |
| <p><b>Where is the Pink Whale?</b></p> | <ul style="list-style-type: none"> <li>• know the 'wh' sound words.</li> <li>• perform role play.</li> <li>• solve the puzzles.</li> <li>• frame meaningful sentences.</li> <li>• use action words in framing sentences.</li> </ul>   | <ul style="list-style-type: none"> <li>• Picture talk</li> <li>• Story telling</li> <li>• Discussion and explanation</li> <li>• PPT on 'wh ' words</li> </ul> | <ul style="list-style-type: none"> <li>• Memory Game (wh sound words)</li> <li>• Word Lotto (doing words)<br/>Fun with pictures</li> </ul>   |
| <p><b>The Crow's Nest</b></p>          | <ul style="list-style-type: none"> <li>• know the 'ow' sound words.</li> <li>• pick the opposite words from the text.</li> <li>• enhance decision making and problem-solving skills.</li> <li>• perform role play.</li> <li>• identify the describing words.</li> </ul>     | <ul style="list-style-type: none"> <li>• Picture talk</li> <li>• Story telling</li> <li>• Discussion and explanation</li> <li>• PPT on 'ow' words</li> </ul>  | <ul style="list-style-type: none"> <li>• Jump into the Pond (sound blends)</li> <li>• Pick and speak (naming words, doing words, describing words)</li> <li>• SCRAP BOOK (Draw 2 pictures for each of the given sound blends ai,ou,tch,wh,ow)</li> </ul> |

LANGUAGE DEVELOPMENT (HINDI)

पाठ्यपुस्तक

भाषा माधुरी - (पाठ १ से ८)

भाषा अभ्यास- (पाठ १ से ८)

गिनती - २१ से ३० तक शब्दों में

सुलेख - पृ १ पृ १० तक

| पाठ<br>(Name of the Chapter) | सीखने की संप्राप्ति<br>(Expected Learning Outcomes)  | सीखने सिखाने की प्रक्रिया<br>(Pedagogical Processes Adopted)  | गतिविधियाँ<br>क्रियाकलाप<br>(Strategies / Activities)  |
|------------------------------|--|---|--|
| सीखो                         | <p>विद्यार्थी -</p> <ul style="list-style-type: none"> <li>● सही हावभाव के साथ कविता पाठ करते हैं।</li> <li>● भाषा में निहित ध्वनियों और शब्दों के साथ खेलने का आनन्द लेते हैं।</li> <li>● अच्छी आदतों को अपनाते हैं।</li> </ul>                             | <ul style="list-style-type: none"> <li>● चर्चा</li> <li>● चित्र वार्ता</li> <li>● सही लय ताल के साथ कविता पाठ</li> </ul>          | <ul style="list-style-type: none"> <li>● कविता आवृत्ति</li> <li>● कूड़ेदान का डिब्बा</li> <li>● तुकबंदी</li> </ul>   |
| ठीक काम करें                 | <ul style="list-style-type: none"> <li>● पाठ को सही उच्चारण के साथ पढ़ते हैं।</li> <li>● देखी, सुनी बातें आदि के बारे में बातचीत करते हैं।</li> <li>● ठीक काम करने के लिए प्रेरित होते हैं।</li> <li>● पाठ से संबंधित प्रश्नों के उत्तर देते हैं।</li> </ul> | <ul style="list-style-type: none"> <li>● बातचीत</li> <li>● कहानी कहना</li> <li>● संवाद</li> </ul>                                 | <ul style="list-style-type: none"> <li>● रोल प्ले</li> <li>● Scrapbook activity (शब्द लड़ी- अनुस्वार और अनुनासिक)</li> <li>● थम्स अप् एंड थम्स डाऊन (अच्छी आदतें)</li> </ul> |
| दादी का गाँव                 | <ul style="list-style-type: none"> <li>● कहानी को निजी जिंदगी से जोड़ते हुए गाँव के बारे में बातचीत करते हैं।</li> <li>● वाक्य रचना करते हैं। पाठ को सही</li> <li>● उच्चारण के साथ पढ़ते हैं।</li> </ul>   | <ul style="list-style-type: none"> <li>● चर्चा</li> <li>● कहानी कहना</li> <li>● चित्र वार्ता</li> <li>● व्याख्यान करना</li> </ul> | <ul style="list-style-type: none"> <li>● Scrapbook Activity (वाहनों का मेला)</li> <li>● गाँव का चित्र</li> </ul>   |
| मेहनत का फल                  | <ul style="list-style-type: none"> <li>● मेहनत के महत्व को समझते हैं।</li> <li>● विविध उद्देश्यों के लिए अपनी भाषा का इस्तेमाल करते हुए बातचीत करते हैं।</li> <li>● पाठ से संबंधित प्रश्नों के उत्तर देते हैं।</li> </ul>                                    | <ul style="list-style-type: none"> <li>● चित्र वार्ता</li> <li>● बातचीत</li> <li>● चर्चा</li> </ul>                               | <ul style="list-style-type: none"> <li>● स्वच्छता अभियान</li> <li>● सूची बनाना (नाम वाले शब्द)</li> </ul>  |

|              |   |   |   |
|--------------|---|---|---|
| जन्मदिन      | <ul style="list-style-type: none"> <li>● बच्चे जन्मदिन कैसे मनाते हैं उसके बारे में बातचीत करते हैं।</li> <li>● नए शब्दों से वाक्य रचना करते हैं।</li> </ul>  | <ul style="list-style-type: none"> <li>● नाट्य रूपांतर</li> <li>● चर्चा</li> <li>● बातचीत</li> <li>● मल्टीमीडिया</li> </ul> | <ul style="list-style-type: none"> <li>● निमंत्रण पत्र (जन्मदिन)</li> <li>● शब्द हार (आधे वर्ण वाले शब्द)</li> <li>● चित्रकथा लेखन (जन्मदिन का चित्र)</li> </ul>  |
| दाँत का दर्द | <ul style="list-style-type: none"> <li>● दाँतों की साफ़ सफ़ाई के बारे में जानते हैं और अपनी राय भी देते हैं।</li> <li>● स्वयं किताब का पढ़ने की कोशिश करते हैं।</li> <li>● भाषा का ज्ञान बढ़ाते हैं।</li> </ul>   | <ul style="list-style-type: none"> <li>● अभिनय</li> <li>● चर्चा</li> <li>● बातचीत</li> <li>● मल्टीमीडिया</li> </ul>         | <ul style="list-style-type: none"> <li>● नाट्य रूपांतर</li> <li>● वर्ग पहेली चित्रांकन (दाँतों के साफ़ और स्वस्थ रखने वाले चीज़)</li> </ul>   |
| बाल दिवस     | <ul style="list-style-type: none"> <li>● विद्यालय में बाल दिवस क्यों और कैसे मनाया जाता है उसके बारे में बातचीत करते हैं।</li> <li>● पूर्व अनुभवों और जानकारी का इस्तेमाल करते हुए अनुमान लगाते हैं।</li> <li>● जंगल में रहने वाले जानवरों के नाम जानते हैं।</li> </ul> | <ul style="list-style-type: none"> <li>● चर्चा</li> <li>● बातचीत</li> <li>● रोल प्ले</li> </ul>                             | <ul style="list-style-type: none"> <li>● पानी और पहाड़ का खेल (ज और ज़ वर्ण वाले शब्द)</li> <li>● रोल प्ले</li> <li>● Scrapbook Activity (जवाहरलाल नेहरू का चित्र चिपकाकर कुछ पंक्तियाँ लिखो।)</li> </ul> |
| प्यारे पेड़  | <ul style="list-style-type: none"> <li>● पेड़ों के महत्व के बारे में जानते हैं।</li> <li>● अलग अलग प्रकार के फलों के पेड़ के नाम लिख पाते हैं</li> <li>● ड, इ और ठ ध्वनियों वाले शब्दों के पढ़ और लिख पाते हैं।</li> </ul>  | <ul style="list-style-type: none"> <li>● प्रकृति की सैर</li> <li>● कहानी कहना</li> <li>● चर्चा</li> </ul>                   | <ul style="list-style-type: none"> <li>● सृजनात्मक लेखन (पेड़ हमारा जीवन है)</li> <li>● Scrapbook Activity (चार पेड़ों के चित्र बनाकर / चिपकाकर नाम लिखो)</li> </ul>                                      |



LANGUAGE DEVELOPMENT (ODIA)

ପାଠ୍ୟ ପୁସ୍ତକ -

ହସଖୁସି : (ପାଠ ୧ ରୁ ପାଠ ୭)

ସଂଖ୍ୟା ଓ ଅକ୍ଷର ଲିଖନ - ୨୧ ରୁ ୩୦

ହସ୍ତଲିପି - ପୃଷ୍ଠା ୧ ରୁ ୧୨

| ପାଠର ନାମ<br>(Name of the Chapter) | ଶିକ୍ଷଣ ପ୍ରତ୍ୟାଶିତ ଫଳାଫଳ<br>(Expected Learning Outcomes)  | ଶିକ୍ଷଣ ପ୍ରକ୍ରିୟା<br>(Pedagogical Processes Adopted)   | କ୍ରିୟାକଳାପ<br>(Strategies /Activities)  |
|-----------------------------------|--|---|---|
| ଚିତ୍ର ଦେଖି<br>ଗପ କୁହ              | ଶିକ୍ଷାର୍ଥୀମାନେ -<br><ul style="list-style-type: none"> <li>ଚିତ୍ର ଦେଖି ନିଜ ଅନୁଭୂତିରୁ ସକାଳର ଦୃଶ୍ୟ ବିଷୟରେ ବର୍ଣ୍ଣନା କୁରିବା ଶିଖିଲେ ।</li> <li>ଘର ଓ ବାହାର କାହିକି ପରିଷ୍କାର ରଖିବା ସେ ବିଷୟରେ ଜାଣିଲେ ।</li> <li>ଜଳ ଓ ସ୍ତଳଭାଗରେ ବ୍ୟବହୃତ ଯାନବାହନ ବିଷୟରେ ଅବଗତ ହେଲେ ।</li> </ul> | <ul style="list-style-type: none"> <li>ଭାବନାର ପରିପ୍ରକାଶ</li> <li>ଚିତ୍ର ବର୍ଣ୍ଣନା</li> </ul>                              | <ul style="list-style-type: none"> <li>ଗାଁ ର ଦୃଶ୍ୟର ବର୍ଣ୍ଣନା</li> <li>ଯାନ ବାହନର ନାମ କଥନ</li> </ul>  |
| କହିଲ ଦେଖି                         | <ul style="list-style-type: none"> <li>ପଶୁପକ୍ଷୀମାନଙ୍କର ବାସଗୃହ ବିଷୟରେ ଜାଣିଲେ ।</li> <li>ବିଭିନ୍ନ ପଶୁପକ୍ଷୀକୁ ଚିହ୍ନିବା ସହ ପଶୁପକ୍ଷୀଙ୍କ ସ୍ୱର ମଧ୍ୟ ଚିହ୍ନିଲେ ।</li> <li>ପିଲାମାନେ ନିଜ ମନରୁ ଧନ୍ୟ ଲେଖିବାକୁ ଉତ୍ସାହିତ ହେଲେ ।</li> </ul>   | <ul style="list-style-type: none"> <li>ପଶୁପକ୍ଷୀଙ୍କର ସ୍ୱର ଚିହ୍ନଟି କରଣ</li> <li>ଧନ୍ୟ ସମାଧାନ</li> </ul>                    | <ul style="list-style-type: none"> <li>ମୁଖା ତିଆରି (ବିଭିନ୍ନ ପଶୁପକ୍ଷୀ)</li> <li>କବିତା ଆବୃତ୍ତି</li> </ul>  |
| ଚାଲ, ଘର କରିବା                     | <ul style="list-style-type: none"> <li>ଘର କିପରି ପଶୁପକ୍ଷୀମାନଙ୍କ ଲାଗି ମଧ୍ୟ ନିତାନ୍ତ ଆବଶ୍ୟକ ସେ ବିଷୟରେ ଅବଗତ ହେଲେ ।</li> <li>ଗଛର ଉପାଦେୟତା ବିଷୟରେ ଜାଣିଲେ ।</li> <li>ଲ ଫଳା ଓ ଲ ଫଳା ଲଗାଇ ଶବ୍ଦ ଗଠନ ଶିଖିଲେ ।</li> </ul>   | <ul style="list-style-type: none"> <li>ଅଭିନୟ</li> <li>'ଲ' ଫଳା ଓ 'ଲ' ଫଳାର ଚିହ୍ନଟି କରଣ</li> <li>ସୃଜନାତ୍ମକ ଲିଖନ</li> </ul> | <ul style="list-style-type: none"> <li>ବୃକ୍ଷ ଆମର ବନ୍ଧୁ (ଅନୁଛେଦ ଲିଖନ)</li> <li>ଗଛର ଚିତ୍ର ଅଙ୍କନ ଓ ଗଛରୁ ମିଳୁଥିବା ଫଳ ଜିନିଷର ନାମ ଲିଖନ</li> <li>ଫଳା ଝୁଡ଼ି ('ଲ'ଫଳା, 'ଲ'ଫଳା)</li> </ul>                   |
| ହଇଓ ସମୁଦ୍ଧି                       | <ul style="list-style-type: none"> <li>ବାସି ଖାଦ୍ୟର ଅପକାରିତା ବିଷୟରେ ଜାଣିଲେ ।</li> <li>ମାଛି ବସା ଖାଦ୍ୟ ଖାଇଲେ କ'ଣ ଅସୁବିଧା ହୁଏ ସେ ବିଷୟରେ ଜାଣିଲେ ।</li> <li>ପରିଷ୍କାର ଓ ଅପରିଷ୍କାର ଖାଦ୍ୟର ପାର୍ଥକ୍ୟ ବିଷୟରେ ଅବଗତ ହେଲେ ।</li> <li>ଓ ଫଳା ଲଗାଇ ଶବ୍ଦ ଗଠନ ଶିଖିଲେ ।</li> </ul>     | <ul style="list-style-type: none"> <li>ଅଭିନୟ</li> <li>'ଓ' ଫଳାର ଚିହ୍ନଟି କରଣ</li> <li>ଦଳୀୟ ଆଲୋଚନା</li> </ul>              | <ul style="list-style-type: none"> <li>ନାଟ୍ୟ ରୂପାନ୍ତର</li> <li>କ୍ରମାନ୍ୱୟରେ ବାକ୍ୟ ଲିଖନ</li> <li>ବିନ୍ଦୁ ଯୋଡ଼</li> <li>Scrab book activity (ହିତକର ଓ ଅହିତକର ଖାଦ୍ୟର ଚିତ୍ର ଲଗାଅ) (ଫଳ ଲେଖାଏଁ)</li> </ul> |

|                              |  |   |  |
|------------------------------|--|---|--|
| <p>କ୍ରିକେଟ ଖେଳ</p>           | <ul style="list-style-type: none"> <li>• ବିଭିନ୍ନ ଖେଳ ବିଷୟରେ ଧାରଣା ପାଇଲେ ଯଥା- କ୍ରିକେଟ୍, ଚେନିସ୍, ଚେସ୍ ଓ ଲୁଡ଼ୋ ।</li> <li>• ଖେଳର ଉପକାରିତା ବିଷୟରେ ଜାଣିଲେ ।</li> <li>• ପଶୁପକ୍ଷୀଙ୍କ ବାସସ୍ଥାନ ବିଷୟରେ ଜାଣିଲେ ।</li> <li>• 'ଯ' ଫଳା, (ରେଫ୍) ଓ 'ସ୍କ' ଯୁକ୍ତାକ୍ଷର ଶିଖିଲେ ।</li> </ul> | <ul style="list-style-type: none"> <li>• 'ଯ' ଫଳା, (ରେଫ୍) ଓ 'ସ୍କ' ଯୁକ୍ତାକ୍ଷରର ଚିହ୍ନଟି କରଣ</li> <li>• ଗନ୍ଧ ପଠନ</li> <li>• ଆଲୋଚନା</li> <li>• ଚିତ୍ର ବର୍ଣ୍ଣନା</li> <li>• ଶବ୍ଦ ଖେଳ</li> </ul> | <ul style="list-style-type: none"> <li>• ପଶୁପକ୍ଷୀଙ୍କ ସ୍ୱର ଅନୁକରଣ</li> <li>• Scrab book activity (ପଶୁପକ୍ଷୀଙ୍କ ନାମ ସହିତ ବାସସ୍ଥାନର ଚିତ୍ର ସଂଯୋଗକର) ୫ଟି</li> </ul>                  |
| <p>ହାତୀ ମାନିଲା ଏଣୁଅ କଥା</p>  | <ul style="list-style-type: none"> <li>• ଅପରିଷ୍କାର ଜଳ ପିଇଲେ କି କି ରୋଗ ହୁଏ ସେ ବିଷୟରେ ଅବଗତ ହେଲେ ।</li> <li>• ଜଳ କିପରି ଦୂଷିତ ହୁଏ ସେ ବିଷୟରେ ଜାଣିଲେ ।</li> <li>• ଷ୍ଟ, ଷ୍ଟ ଯୁକ୍ତାକ୍ଷର ଶିଖିଲେ ।</li> </ul>  | <ul style="list-style-type: none"> <li>• 'ଷ୍ଟ' ଓ 'ଷ୍ଟ' ଯୁକ୍ତାକ୍ଷରର ଚିହ୍ନଟିକରଣ</li> <li>• ଅଙ୍ଗଭଙ୍ଗୀ ସହ କବିତା ଆବୃତ୍ତି</li> <li>• ଅନୁଭୂତି ବର୍ଣ୍ଣନା</li> <li>• ସ୍ୱଜନାତ୍ମକ ଲିଖନ</li> </ul>   | <ul style="list-style-type: none"> <li>• କବିତା ଆବୃତ୍ତି ଓ କବିତା ରଚନା</li> <li>• ଶବ୍ଦ ଚୋରଣ</li> <li>• ଅନୁକ୍ଷେପ ଲିଖନ (ଜଳ ହିଁ ଜୀବନ)</li> </ul>                                     |
| <p>ଆସ ବୁଲିଯିବା ଭଙ୍ଗାରିକା</p> | <ul style="list-style-type: none"> <li>• ଘର ତିଆରି ଖାଦ୍ୟର ଉପଯୋଗିତା ବିଷୟରେ ଜାଣିଲେ</li> <li>• ଙ, ଙ, ଙ ଯୁକ୍ତାକ୍ଷର ଶିଖିଲେ ।</li> </ul>  | <ul style="list-style-type: none"> <li>• 'ଙ', 'ଙ' ଓ 'ଙ' ଯୁକ୍ତାକ୍ଷରର ଚିହ୍ନଟିକରଣ</li> <li>• ଶବ୍ଦ ଲିଖନ</li> <li>• ସ୍ୱଜନାତ୍ମକ ଲିଖନ</li> <li>• ଅନୁଭୂତି ବର୍ଣ୍ଣନା</li> </ul>                   | <ul style="list-style-type: none"> <li>• ଚିତ୍ର ଦେଖି ନାମ କଥନ</li> <li>• ଯୁକ୍ତାକ୍ଷର ଚକ୍ର</li> <li>• Scrab book activity (ତୁମ ପ୍ରିୟ ଦର୍ଶନୀୟ ସ୍ଥାନର ଚିତ୍ର ଲଗାଇ ନାମ ଲେଖ)</li> </ul> |

**COGNITIVE DEVELOPMENT (MATHEMATICS)**

**PRESCRIBED BOOK:**

**Primary Mathematics 2 (Ls 1 to Ls 3)**

Tables - 1 to 5

| <b>NAME OF THE CHAPTER</b>   | <b>EXPECTED LEARNING OUTCOMES</b>   | <b>PEDAGOGICAL PROCESS ADOPTED</b>  | <b>STRATEGIES/ACTIVITIES</b>   |
|--|---|---|--|
| <b>Numbers till 100</b> <ul style="list-style-type: none"> <li>• Missing numbers</li> <li>• Place value</li> <li>• Number Names</li> <li>• Before/After/Between Numbers</li> <li>• <math>&gt;</math>, <math>&lt;</math> and <math>=</math></li> <li>• Ascending / Descending Order</li> <li>• Ordinal Numbers</li> <li>• Concept of Hundred</li> </ul> | Learners will- <ul style="list-style-type: none"> <li>• complete the correct series of numbers.</li> <li>• identify the place and find out the place value of the given numbers.</li> <li>• write the number names correctly.</li> <li>• understand the concept of before, after and between numbers.</li> <li>• arrange the words in ascending and descending order.</li> <li>• know the position of words</li> <li>• have the knowledge of 3 – digit number.</li> </ul> | <ul style="list-style-type: none"> <li>• Demonstration</li> <li>• PPT</li> <li>• Self made videos</li> <li>• Multi – media presentation</li> <li>• Dramatization</li> <li>• Story – telling</li> <li>• Explanation</li> <li>• Discussion</li> <li>• Arranging numbers</li> <li>• Recognition</li> <li>• Classification</li> </ul> | <ul style="list-style-type: none"> <li>• Number Bingo</li> <li>• Sight reading</li> <li>• Clip the correct number</li> <li>• Card game</li> <li>• Kinder cooking</li> <li>• Place value game</li> <li>• Expanded form (Paper folding)</li> </ul> |
| <b>Numbers up to 999</b> <ul style="list-style-type: none"> <li>• Number names</li> <li>• Missing Numbers</li> <li>• Before / After / Between</li> <li>• <math>&gt;</math>, <math>&lt;</math> and <math>=</math></li> <li>• Ascending /Descending Order</li> </ul>   | <ul style="list-style-type: none"> <li>• complete the correct series of numbers.</li> <li>• identify the place and find out the place value of the given numbers.</li> <li>• write the number names correctly.</li> <li>• understand the concept of before, after and between numbers.</li> <li>• arrange the words in ascending and descending order.</li> <li>• have the knowledge of 3 – digit number.</li> </ul>  | <ul style="list-style-type: none"> <li>• Demonstration</li> <li>• PPT</li> <li>• Self made videos</li> <li>• Multi – media presentation</li> <li>• Dramatization</li> <li>• Story – telling</li> <li>• Explanation</li> <li>• Discussion</li> <li>• arranging numbers</li> <li>• Recognition</li> <li>• Classification</li> </ul> | <ul style="list-style-type: none"> <li>• Scrapbook activity (Hungry crow)</li> <li>• Frame me</li> <li>• Scrapbook activity (Missing numbers)</li> <li>• Ordinal song</li> </ul>   |
| <b>Addition</b>  | <ul style="list-style-type: none"> <li>• understand the concept of addition (2 – digit and 3 – digit numbers)</li> <li>• apply the mathematical operation ‘addition’ in their daily lives.</li> <li>• solve word problems based on addition.</li> <li>• develop their thinking skills by calculating the sums mentally.</li> </ul>  | <ul style="list-style-type: none"> <li>• Experiential learning</li> <li>• Use of PPT, real objects</li> <li>• Self – made videos</li> <li>• Multimedia presentation</li> <li>• Explanation</li> <li>• Calculation</li> </ul>  | <ul style="list-style-type: none"> <li>• Scrapbook activity (Regrouping)</li> <li>• Use of ‘CUBES’</li> <li>• Fun with facts</li> </ul>  |

**COGNITIVE DEVELOPMENT (ENVIRONMENTAL STUDIES)**

**PRESCRIBED BOOK - My Living World-II (DAV Publication) (Ls 1 to Ls 5)**

| <b>CHAPTERS</b>                                     | <b>EXPECTED LEARNING OUTCOMES</b>   | <b>PEDAGOGICAL PROCESSES ADOPTED</b>   | <b>STRATEGIES/ ACTIVITIES</b>  |
|---|---|--|--|
| <b>More About Me</b>                                | Learners will- <ul style="list-style-type: none"> <li>differentiate their look from others.</li> <li>know their likes and dislikes.</li> <li>know about the activities that they can do themselves.</li> <li>name the body parts and their functions.</li> <li>identify the five sense organs and their functions.</li> </ul>               | <ul style="list-style-type: none"> <li>Observation</li> <li>Demonstration</li> <li>Explanation</li> <li>Practical work</li> <li>PPT / videos</li> </ul>  | <ul style="list-style-type: none"> <li>Practical work on functions of body parts</li> <li>Be-quick game (Movement of different body parts)</li> <li>Scrapbook activity- (Draw and colour the body parts that help you to)                             <ul style="list-style-type: none"> <li>watch television</li> <li>draw a beautiful picture</li> </ul> </li> </ul> |
| <b>More on Personal Cleanliness and Good Habits</b> | <ul style="list-style-type: none"> <li>know about the importance of personal cleanliness.</li> <li>follow good habits.</li> <li>know about the products used for keeping themselves clean.</li> <li>distinguish between good and bad habits.</li> </ul>   | <ul style="list-style-type: none"> <li>Story telling</li> <li>Demonstration</li> <li>Practical work</li> <li>PPT / videos</li> <li>Pretend play</li> <li>Enactment</li> <li>Collection of materials</li> </ul>                   | <ul style="list-style-type: none"> <li>Cleanliness race</li> <li>Collection of wrappers and displaying in the class.</li> <li>Who is the best child?</li> </ul>  |
| <b>Our Food</b>                                     | <ul style="list-style-type: none"> <li>know about the food we get from plants and animals.</li> <li>know about the different types of food and their importance.</li> <li>differentiate between healthy and unhealthy food.</li> <li>know about the three meals of a day.</li> <li>importance of eating different types of food.</li> </ul> | <ul style="list-style-type: none"> <li>PPT / videos</li> <li>Collection</li> <li>Identification</li> <li>Explanation</li> <li>Sorting</li> <li>Interaction with immediate surroundings</li> <li>Real life experiences</li> </ul> | <ul style="list-style-type: none"> <li>Scrap book activity (collage)</li> <li>Red dot / green dot</li> <li>DAV chef [Fireless cooking and sequencing of menu]</li> <li>Can you remember</li> <li>Picture collection</li> <li>Curious corner</li> </ul>   |
| <b>Our Clothes</b>                                  | <ul style="list-style-type: none"> <li>know the importance of clothes.</li> <li>learn about different types of fibres.</li> <li>identify different types of seasonal clothes.</li> <li>know the role of the persons involved in weaving, stitching and cleaning our clothes.</li> </ul>   | <ul style="list-style-type: none"> <li>Demonstration</li> <li>Real world exposure</li> <li>Children's experience</li> <li>Fashion show</li> <li>Story telling</li> <li>PPT / videos</li> </ul>                                   | <ul style="list-style-type: none"> <li>Matching game</li> <li>Experiments on how clothes protects us</li> <li>Puppet making</li> <li>Fashion parade (Name the clothes and materials used.)</li> </ul>  |

|                                  |  |   |   |
|----------------------------------|--|---|---|
| <p><b>A House to Live In</b></p> | <ul style="list-style-type: none"> <li>• know about importance of living in a house.</li> <li>• distinguish between kachha house and pucca house.</li> <li>• identify the materials used in building a house.</li> <li>• know different types of houses used for shelter in different geographical locations.</li> <li>• arrange things in different rooms.</li> <li>• understand the importance of keeping the house and surrounding clean.</li> <li>• identify the things used to keep the house clean.</li> </ul> | <ul style="list-style-type: none"> <li>• Observation</li> <li>• Exploration</li> <li>• Discussion</li> <li>• Collection</li> <li>• Sorting</li> <li>• Quiz</li> <li>• PPT / videos</li> </ul> | <ul style="list-style-type: none"> <li>• Field trip (virtual / physical under parental guidance)</li> <li>• Take them to their house</li> <li>• Street play (Keeping the house and surrounding clean)</li> <li>• Scrapbook activity (Use waste materials to make one of the temporary houses.)</li> </ul> |
|----------------------------------|--|---|---|

**CREATIVE AND EXPRESSIVE ARTS**

Step by Step – Page 1 to 10

| NAME OF THE CHAPTER   | EXPECTED LEARNING OUTCOMES  | PEDAGOGICAL PROCESS ADOPTED   | STRATEGIES/ ACTIVITIES  |
|---|---|---|---|
| <p><b>Scenery based on simple drawing on environment</b></p>    | <p>Learners will-</p> <ul style="list-style-type: none"> <li>• draw and colour simple objects related to environment.</li> <li>• relate himself / herself to his / her surroundings and environment.</li> </ul> | <ul style="list-style-type: none"> <li>• Observation</li> <li>• Imagination &amp; self expression</li> </ul>  | <ul style="list-style-type: none"> <li>• Drawing</li> <li>• Colouring</li> <li>• Sketching</li> </ul> |
| <p><b>Balloon Seller</b></p>                                    | <ul style="list-style-type: none"> <li>• deal effectively with different art material.</li> <li>• enjoy and appreciate the work of a balloon seller.</li> </ul>   | <ul style="list-style-type: none"> <li>• Express Individuality</li> </ul>   | <ul style="list-style-type: none"> <li>• Drawing</li> <li>• Colouring and Sketching</li> </ul>        |
| <p><b>Scene of a Zoo</b></p>                                    | <ul style="list-style-type: none"> <li>• draw and paint the scene from his / her own imagination.</li> </ul>  | <ul style="list-style-type: none"> <li>• Express individuality</li> </ul>   | <ul style="list-style-type: none"> <li>• Drawing</li> <li>• Colouring</li> <li>• Sketching</li> </ul> |
| <p><b>Paper Craft mask (making of different characters)</b></p> | <ul style="list-style-type: none"> <li>• identify different characters through mask making.</li> <li>• involve himself / herself in different creative and imaginative activities.</li> </ul>                   | <ul style="list-style-type: none"> <li>• Cutting</li> <li>• Pasting</li> <li>• Developing hand-eye coordination</li> <li>• Self expression</li> </ul> | <ul style="list-style-type: none"> <li>• Mask Making</li> </ul>                                       |
| <p><b>Step by Step</b></p>                                      | <ul style="list-style-type: none"> <li>• draw and colour different objects.</li> </ul>  | <ul style="list-style-type: none"> <li>• Observation</li> <li>• Imagination</li> </ul>  | <ul style="list-style-type: none"> <li>• Drawing</li> <li>• Colouring</li> <li>• Sketching</li> </ul> |

**PHYSICAL DEVELOPMENT**

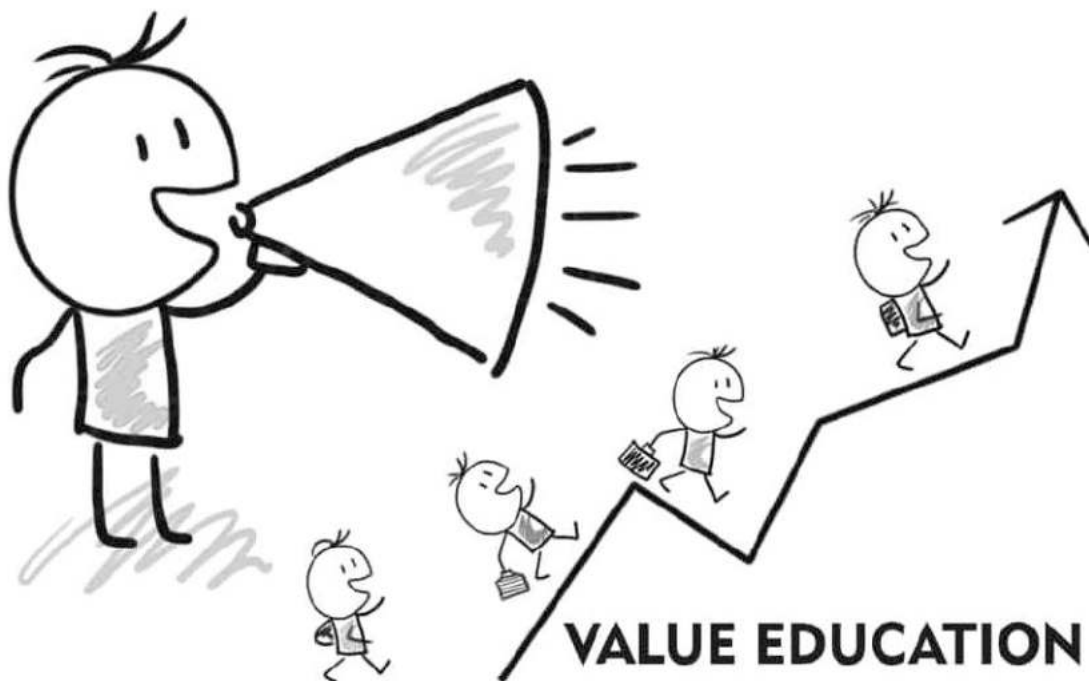
| <b>NAME OF THE UNIT</b>  | <b>EXPECTED LEARNING OUTCOMES</b>   | <b>PEDAGOGICAL PROCESSES ADOPTED</b>   | <b>STRATEGIES/ ACTIVITIES</b>  |
|--|---|--|--|
| <b>UNIT-I</b><br><ul style="list-style-type: none"> <li>• <b>Target Throwing</b></li> <li>• <b>Free Movement walk</b></li> <li>• <b>Rhythmic Activities</b></li> <li>• <b>Musical Chair</b></li> </ul> | Learners will- <ul style="list-style-type: none"> <li>• encourage maximum development of large and small muscles as per inherent potential.</li> <li>• use large and small muscles with confidence.</li> <li>• conduct free movement with more body control.</li> <li>• manipulate objects with increasing control.</li> <li>• participate in the activities for fun and enjoyment.</li> <li>• perform different activities maintaining a rhythm.</li> <li>• develop qualities such as leadership, team spirit, sense of belongingness, courage and confidence.</li> <li>• interact with the natural world in a positive manner.</li> </ul> | <ul style="list-style-type: none"> <li>• Mass drill</li> <li>• Demonstration</li> <li>• Explanation</li> <li>• Instructions</li> </ul> | <ul style="list-style-type: none"> <li>• Ball activities</li> <li>• Target throwing</li> <li>• Rhythmic activities</li> <li>• Free movement (walk)</li> <li>• Musical chair</li> </ul> |

**HYGIENE, HEALTH AND NUTRITION**

| <b>NAME OF THE UNIT</b> | <b>EXPECTED LEARNING OUTCOMES</b>   | <b>PEDAGOGICAL PROCESSES ADOPTED</b>   | <b>STRATEGIES/ ACTIVITIES</b>   |
|-------------------------|---|--|---|
| <b>UNIT-I</b>           | Learners will - <ul style="list-style-type: none"> <li>• understand that hygiene, fitness, protection, test, health care and nutrition are important for health.</li> <li>• be independent in matters relating to their personal needs.</li> <li>• recognise that doctors, nurses, dentists and other health workers work to prevent as well as treat illness.</li> <li>• feel responsible for their own health.</li> <li>• ensure the optimum growth of child.</li> <li>• be aware of the common serious illness and know that proper treatment is necessary for them.</li> <li>• identify children with different problems like malnourishment, weak eye -sight , hearing impairment, etc.</li> </ul> | <ul style="list-style-type: none"> <li>• Demonstration</li> <li>• Explanation</li> <li>• PPT presentation</li> <li>• Self – made videos</li> </ul> | <ul style="list-style-type: none"> <li>• Cleanliness Race</li> <li>• Daily routine</li> <li>• Body care</li> <li>• My Healthy Basket</li> </ul> |

**VALUE EDUCATION**

| NAME OF THE UNIT | EXPECTED LEARNING OUTCOME   | PEDAGOGICAL PROCESSES ADOPTED   | STRATEGIES/ ACTIVITIES  |
|------------------|---|---|---|
| Unit-I           | Learners will- <ul style="list-style-type: none"> <li>• recite mantras.</li> <li>• remember and sings bhajans.</li> <li>• pick up moral values through plays and stories.</li> <li>• respect feelings and properties of others.</li> <li>• know about great personalities.</li> </ul> | <ul style="list-style-type: none"> <li>• Chanting of mantras.</li> <li>• Explanation of thought.</li> <li>• Story telling through PPT</li> <li>• Discussion.</li> </ul> | <ul style="list-style-type: none"> <li>• Daily prayer and chanting of shloka.</li> <li>• Presentation of the thought of the day.</li> <li>• Finding the moral in the story.</li> <li>• Role play</li> </ul> |



## LANGUAGE DEVELOPMENT (ENGLISH)

My English Reader : (Ls 13 to Ls 20)

English Practice Book : (Ls 11 to Ls 17)

| NAME OF THE CHAPTER      | EXPECTED LEARNING OUTCOMES  | PEDAGOGICAL PROCESSES ADOPTED  | STRATEGIES / ACTIVITIES   |
|--------------------------|---|--|---|
| <b>The Foamy Soap</b>    | Learner will- <ul style="list-style-type: none"> <li>• know 'oa' sound words.</li> <li>• spell the new words.</li> <li>• understand the story and perform role play.</li> <li>• play games for rhyming words.</li> <li>• write answers in simple sentences.</li> <li>• solve crossword puzzle from the given clue.</li> </ul> | <ul style="list-style-type: none"> <li>• Picture talk</li> <li>• Story telling</li> <li>• Discussion and explanation</li> <li>• PPT on 'oa' words</li> </ul> | <ul style="list-style-type: none"> <li>• Aim into the right Bucket (Ball game – "oa" words)</li> <li>• Sentence building</li> <li>• Lotto game(Describing words)</li> </ul>                         |
| <b>Let's Draw</b>        | <ul style="list-style-type: none"> <li>• recite the poem with proper voice modulation and intonation.</li> <li>• appreciate the poem.</li> <li>• draw pictures to describe the poem.</li> <li>• identify the describing words.</li> </ul>   | <ul style="list-style-type: none"> <li>• Picture talk</li> <li>• Discussion and explanation</li> <li>• Recitation with proper voice modulation</li> </ul>    | <ul style="list-style-type: none"> <li>• Listen and Draw</li> <li>• Recitation</li> <li>• Wonder Land</li> <li>• (solve the puzzle and describe the pictures).</li> </ul>                           |
| <b>When I was a Baby</b> | <ul style="list-style-type: none"> <li>• speak and write few lines on the topic.</li> <li>• compose short sentences in past form from the given pictures.</li> <li>• differentiate between present and past</li> </ul>  | <ul style="list-style-type: none"> <li>• Picture talk</li> <li>• Discussion and explanation</li> </ul>   | <ul style="list-style-type: none"> <li>• (Scrapbook activity) Collect /draw and the picture of the things used when you were a baby.</li> <li>• Creative writing (When I was a baby....)</li> </ul> |



|                                     |   |  |  |
|-------------------------------------|---|--|--|
| <p><b>Hanuman</b></p>               | <ul style="list-style-type: none"> <li>• enjoy the story with understanding.</li> <li>• use simple describing words.</li> <li>• rewrite the sentences by changing into past form.</li> <li>• spell the new words.</li> <li>• answer the textbook questions.</li> <li>• enact the characters.</li> </ul> | <ul style="list-style-type: none"> <li>• Picture talk</li> <li>• Story telling</li> <li>• Discussion and explanation</li> <li>• Video on describing words</li> </ul> | <ul style="list-style-type: none"> <li>• Dramatization</li> <li>• Face cutout (describing your friend)</li> <li>• Spot a word from a given paragraph and give its opposite word.</li> </ul>  |
| <p><b>The Silver Tray</b></p>       | <ul style="list-style-type: none"> <li>• develop power of imagination.</li> <li>• spell new words and frame sentences with it.</li> <li>• write the correct form of the doing word.</li> <li>• answer the questions correctly.</li> <li>• learn more about past tense.</li> </ul>                       | <ul style="list-style-type: none"> <li>•Picture talk</li> <li>•Story telling</li> <li>•Discussion and explanation</li> </ul>   | <ul style="list-style-type: none"> <li>• Let your thought get wings (What if you get a silver tray?)</li> <li>• Where is my partner? (Present-past tense words)</li> </ul>                   |
| <p><b>An Inch of Gold</b></p>       | <ul style="list-style-type: none"> <li>• frame sentences.</li> <li>• use punctuations like full stop and capital letters.</li> <li>• understand the story with its moral.</li> </ul>  | <ul style="list-style-type: none"> <li>•Picture talk</li> <li>•Story telling</li> <li>•Discussion and explanation</li> </ul>   | <ul style="list-style-type: none"> <li>• Picture composition</li> <li>• Story Sequencing</li> <li>• Who can make the most? (Words from BUTTERFLIES)</li> </ul>                               |
| <p><b>What did Sheetal....?</b></p> | <ul style="list-style-type: none"> <li>• narrate in past form.</li> <li>• respond to comprehension questions related to the text correctly.</li> <li>• solve crossword puzzle from the given clue.</li> </ul>   | <ul style="list-style-type: none"> <li>•Picture talk</li> <li>•Discussion and explanation</li> <li>•Conversation</li> </ul>  | <ul style="list-style-type: none"> <li>• Creative writing ( How did I spend my puja vacation)</li> <li>• Scrapbook activity Making of flower pots ( Present - past Tense words ).</li> </ul> |

|                            |   |  |  |
|----------------------------|---|--|--|
| <p><b>The Sparrows</b></p> | <ul style="list-style-type: none"> <li>• find out appropriate describing words to describe the naming words.</li> <li>• name the character given in a statement.</li> <li>• get inspired to continue with the effort till success is achieved.</li> </ul> | <ul style="list-style-type: none"> <li>•Picture talk</li> <li>•Story telling</li> <li>•Discussion and explanation</li> </ul> | <ul style="list-style-type: none"> <li>• Can You Remember?<br/>(making a list)</li> <li>• Scrapbook activity<br/>(Colour the leaves of a tree (doing word – red , describing word – green )</li> </ul> |
|----------------------------|---|--|--|

### LANGUAGE DEVELOPMENT (HINDI)

भाषा माधुरी ( पाठ ९ से १५ तक)

भाषा अभ्यास- पाठ ९ से १५ तक

गिनती – ३१ से ४० तक शब्दों में

सुलेख – पृ ११ पृ २० तक

| पाठ<br>(Name of the Chapter) | सीखने की संप्राप्ति<br>(Expected Learning Outcomes)   | सीखने सिखाने की प्रक्रिया<br>(Pedagogical Processes Adopted)   | गतिविधियाँ<br>(Strategies / Activities)  |
|------------------------------|---|--|--|
| बादल                         | विद्यार्थी -<br>१.सही हाव-भाव के साथ कविता पाठ करते हैं।<br>२. सावन के मौसम के बारे में बातचीत करते हैं।                            | <ul style="list-style-type: none"> <li>• कविता आवृत्ति</li> <li>• चर्चा करना</li> <li>• अनुभव</li> <li>• बातचीत</li> </ul> | <ul style="list-style-type: none"> <li>• कविता पाठ</li> <li>• मेरी कश्ती</li> <li>• चित्रकथा लेखन</li> </ul>                           |
| दो तोते                      | १. कहानी को ध्यान से सुनकर अपनी भाषा में कहते हैं।<br>२. अच्छी संगति के बारे में सीखते हैं।<br>३. नए शब्दों से वाक्य रचना करते हैं। | <ul style="list-style-type: none"> <li>• बातचीत</li> <li>• कहानी कहना</li> </ul>   | <ul style="list-style-type: none"> <li>• रोल प्ले</li> <li>• मुखौटे बनाना</li> <li>• Scrapbook activity<br/>(रु, क का पेड़)</li> </ul> |
| चतुर चीकू                    | १. चीकू की चतुराई के बारे में बातचीत करते हैं।<br>२. अपनी कल्पना से कहानी बनाते हैं।<br>३. भाषा का ज्ञान बढ़ता है।                  | <ul style="list-style-type: none"> <li>• व्याख्यान करना</li> <li>• अभिनय</li> <li>• बातचीत</li> </ul>                      | <ul style="list-style-type: none"> <li>• अभिनय</li> <li>• बोली की पहचान (ऑडियो)</li> <li>• बूमकार्ड एक्टिविटी (सर्वनाम)</li> </ul>     |

|              |   |   |   |
|--------------|---|---|---|
| सीख          | <p>१. सही हाव भाव से कविता पाठ करते हैं।</p> <p>२. भाषा में निहित ध्वनियों और शब्दों के साथ खेलने का आनन्द लेते हैं।</p> <p>३. देशवक्तों के नाम जानते हैं।</p>                  | <ul style="list-style-type: none"> <li>● कविता आवृत्ति</li> <li>● अभिनय</li> <li>● बातचीत</li> </ul>    | <ul style="list-style-type: none"> <li>● कविता का सस्वर वाचन</li> <li>● रोल प्ले (मेरा प्रिय देशभक्त)</li> <li>● देशभक्ति गान</li> </ul>  |
| मेला         | <p>१. सही हाव भाव के साथ कविता पाठ करते हैं।</p> <p>२. मेले में घूमने के अपने अनुभवों को साझा करते हैं।</p> <p>३. मेले में पाई जानी वाली चीजों के विषय में बातचीत करते हैं।</p> | <ul style="list-style-type: none"> <li>● कविता आवृत्ति</li> <li>● अभिनय</li> <li>● बातचीत</li> </ul>    | <ul style="list-style-type: none"> <li>● Scrapbook activity (मेले में पाए जाने वाले चीजों के चित्र)</li> <li>● कविता का सस्वर वाचन</li> <li>● अभिनय</li> </ul>  |
| रोटी         | <p>१. स्वामी दयानन्द सरस्वती के बारे में जानते हैं।</p> <p>२. आधे अक्षर वाले शब्दों को जानते हैं।</p> <p>३. वाक्य रचना करते हैं।</p>  | <ul style="list-style-type: none"> <li>● मल्टी मीडिया</li> <li>● कहानी कहना</li> <li>● चर्चा</li> </ul> | <ul style="list-style-type: none"> <li>● शब्दखेल</li> <li>● Scrapbook activity (स्वामी दयानन्द जी का चित्र चिपकाकर उनके बारे में कुछ वाक्य लिखो)</li> <li>● सृजनात्मक लेखन (मेरा विद्यालय)</li> </ul> |
| राजू का सपना | <p>१. अपने सपनों के बारे में बातचीत करते हैं।</p> <p>२. पाठ को सही उच्चारण के साथ पढ़ते हैं।</p> <p>३. भाषा का ज्ञान बढ़ता है।</p>  | <ul style="list-style-type: none"> <li>● चर्चा</li> <li>● कहानी कहना</li> </ul>                         | <ul style="list-style-type: none"> <li>● जादू की छड़ी बनाना</li> <li>● गूंगा सारथी</li> <li>● सृजनात्मक लेखन (मेरे पिताजी)</li> </ul>   |

## LANGUAGE DEVELOPMENT (ODIA)

## ହସଖୁସି (ପାଠ ୮ ରୁ ପାଠ ୧୩)

ସଂଖ୍ୟା ଓ ଅକ୍ଷର ଲିଖନ- ୩୧ ରୁ ୪୦

ହସଖୁସି - ପୃଷ୍ଠା ୧୩ ରୁ ୨୪

| ପାଠର ନାମ<br>(Name of the Chapter) | ଶିକ୍ଷଣ ପ୍ରତ୍ୟାଶିତ ଫଳାଫଳ<br>(Expected Learning Outcomes)   | ଶିକ୍ଷଣ ପ୍ରକ୍ରିୟା<br>(Pedagogical Processes Adopted)  | କ୍ରିୟାକଳାପ<br>(Strategies /Activities)  |
|-----------------------------------|---|--|---|
| ସୁନ୍ଦର ଆମ ଘର                      | ଶିକ୍ଷାର୍ଥୀମାନେ<br>• ପରିଷ୍କାର ଓ ଅପରିଷ୍କାର ଘର<br>ବିଷୟରେ ଜାଣିଲେ ।<br>• ଘର ତଥା ଘର ଚାରିପାଖ<br>ସଫାସୁତୁରା ରଖିବାର<br>ଆବଶ୍ୟକତା ବୁଝିଲେ ।<br>• 'ନ' ଓ 'ନ୍' ଯୁକ୍ତାକ୍ଷର ଶିଖିଲେ ।                        | • 'ନ' ଓ 'ନ୍' ଯୁକ୍ତାକ୍ଷରର ଚିହ୍ନଟି<br>କରଣ<br>• କବିତା ଆବୃତ୍ତି<br>• ତଥ୍ୟ ସଂଗ୍ରହ                                  | • ଫୁଲ ରଙ୍ଗୋଳି<br>• Scrapbook activity<br>(ନିଜ ଘରର ଚିତ୍ର<br>ଅଙ୍କନ କରି ୫ - ୭<br>ଧାଡ଼ି ଲେଖ)  |
| ରମ୍ଭା ନୂଆ ଜାଗା<br>ଦେଖିଲା          | • ବିଭିନ୍ନ ଗଛଲତା ବିଷୟରେ ଜାଣିଲେ ।<br>• ନିଜ ଅଞ୍ଚଳର ଗୁରୁତ୍ୱପୂର୍ଣ୍ଣ ସ୍ଥାନ<br>ବିଷୟରେ ଅବଗତ ହେଲେ ।<br>• ଫ, ଫ, ଫ ଓ ଫ ଯୁକ୍ତାକ୍ଷର ଶିଖିଲେ ।   | • ଫ, ଫ, ଫ ଓ ଫ ଯୁକ୍ତାକ୍ଷରର<br>ଚିହ୍ନଟି କରଣ<br>• ଦଳୀୟ ଆଲୋଚନା<br>• ଗଳ୍ପ କଥନ                                      | • ଶବ୍ଦ ହାର<br>• କ୍ଷେତ୍ର ଭ୍ରମଣ<br>• ଚିତ୍ର ବର୍ଣ୍ଣନା   |
| ଗାଁ ବୁଲା                          | • ବିଭିନ୍ନ ଧର୍ମ ଅନୁଷ୍ଠାନ ବିଷୟରେ<br>ଧାରଣା ପାଇଲେ ।<br>• ଆମ ଅଞ୍ଚଳର ଗୁରୁତ୍ୱପୂର୍ଣ୍ଣ ସ୍ଥାନ ଯଥା<br>ହାଟବଜାର, ପ୍ରାର୍ଥନାସ୍ଥଳୀ, ପୋଷ୍ଟ<br>ଅଫିସ ଆଦି ବିଷୟରେ ଜାଣିଲେ ।<br>• ଷ, ଷ, ଷ, ଷ ଯୁକ୍ତାକ୍ଷର ଶିଖିଲେ । | • 'ଷ', 'ଷ', 'ଷ' ଓ 'ଉ'<br>ଯୁକ୍ତାକ୍ଷରର ଚିହ୍ନଟିକରଣ<br>• ବିଷୟ ସହିତ ସମ୍ପର୍କ<br>• ଅନୁଭୂତି ବର୍ଣ୍ଣନା<br>• ତଥ୍ୟସଂଗ୍ରହ | • ଡାକଟିକଟ ସଂଗ୍ରହ<br>• ଯୁକ୍ତାକ୍ଷର ପ୍ରଜାପତି<br>• Scrapbook activity<br>(ବିଭିନ୍ନ ଧର୍ମପାଠର<br>ଚିତ୍ର ଲଗାଇ ନାମ ଲେଖ)                                 |
| ଏକତାର ବଳ                          | • ସଠିକ୍ ଭାବ ସହିତ କବିତା<br>ଆବୃତ୍ତି କରିବା ଶିଖିଲେ ।<br>• ଏକତାର ବଳ ଓ ଛୋଟ ଜୀବମାନଙ୍କର<br>ଏକତାର ପରିଣାମ ବିଷୟରେ ଜାଣିଲେ   | • କବିତା ଆବୃତ୍ତି<br>• ଗଳ୍ପ କଥନ  | • ଅଭିନୟ ମାଧ୍ୟମରେ କବିତାଟିର<br>ଆବୃତ୍ତି ଓ ଉପସ୍ଥାପନା<br>• କବିତା ରଚନା  |
| ଆମ ଗାଁ                            | • ଗାଁ ଓ ପଡ଼ାର ବୃତ୍ତିଗୁଡ଼ିକୁ<br>ଚିହ୍ନିଲେ ।<br>• ଜୀବନଧାରଣ ଲାଗି ବିଭିନ୍ନ ବୃତ୍ତି<br>/ କାର୍ଯ୍ୟର ଆବଶ୍ୟକତା<br>ବିଷୟରେ ଜାଣିଲେ ।<br>• ସ୍, ଷ, ଷ, ଷ ଯୁକ୍ତାକ୍ଷର ଶିଖିଲେ ।                                | • 'ସ୍', 'ଷ', 'ଷ', 'ଷ' ଓ 'ଷ'<br>ଯୁକ୍ତାକ୍ଷରର ଚିହ୍ନଟି କରଣ<br>• ଅନୁଭୂତି ବର୍ଣ୍ଣନା<br>ଅଭିନୟ<br>• ସୃଜନାତ୍ମକ ଲିଖନ    | • ଅନୁଛେଦ ଲିଖନ (ମୋ ଗାଁ)<br>• ପୋଖରୀ ତିଆଁ<br>• Scrapbook activity<br>(ମାଟିରେ ତିଆରି ବିଭିନ୍ନ<br>ଜିନିଷର ଚିତ୍ର କରି ନାମ ଲେଖ)<br>• ମୁଁ କିଏ (Role Play) |
| ବେଙ୍ଗୁଲି କରୁଛି<br>କେଁ କଟର         | • ପାଗ ଓ ପ୍ରକୃତି ସହିତ ରତୁର କିପରି<br>ସମ୍ପର୍କ ଅଛି, ସେ ବିଷୟରେ ଜାଣିଲେ ।<br>• ସୂର୍ଯ୍ୟୋଦୟ ଓ ସୂର୍ଯ୍ୟାସ୍ତ<br>ସାହାଯ୍ୟରେ ଦିଗ ନିର୍ଣ୍ଣୟ ଶିଖିଲେ ।<br>• ଢ, ଢ, ଢ, ଢ ଯୁକ୍ତାକ୍ଷର ଶିଖିଲେ ।                   | • 'ଢ', 'ଢ', 'ଢ' ଓ 'ଭ'<br>ଯୁକ୍ତାକ୍ଷରର ଚିହ୍ନଟି କରଣ<br>• ନାଟ୍ୟ ରୂପାନ୍ତର   | • ଯୁକ୍ତାକ୍ଷର ଫୁଲ<br>• ବାଦ୍ୟଯନ୍ତ୍ର ତିଆରି   |

## COGNITIVE DEVELOPMENT (MATHEMATICS)

### Primary Mathematics 2 - (Ls 4 to 7, 9)

Table - 6 & 7

| NAME OF THE CHAPTER | EXPECTED LEARNING OUTCOMES  | PEDAGOGICAL PROCESS ADOPTED  | STRATEGIES/ ACTIVITIES  |
|---------------------|---|--|---|
| <b>Subtraction</b>  | <p>Learners will -</p> <ul style="list-style-type: none"> <li>understand the concept of subtraction (2- digit) and 3 -digit numbers)</li> <li>apply the mathematical operation 'subtraction' in their daily lives.</li> <li>solve word problems based on subtraction.</li> <li>develop their thinking skills by calculating the sums mentally.</li> </ul> | <ul style="list-style-type: none"> <li>Experiential learning</li> <li>Use of PPT, real objects</li> <li>Self – made videos</li> <li>Multimedia presentation</li> <li>Explanation</li> <li>Calculation</li> </ul>                                   | <ul style="list-style-type: none"> <li>Scrap book activity (Subtraction wheel)</li> <li>Subtraction Song</li> <li>Stacks of straws</li> </ul>                                     |
| <b>Money</b>        | <ul style="list-style-type: none"> <li>identify the notes and currencies used in our country.</li> <li>collect information about currencies of other countries.</li> <li>apply the concept of money in their daily lives.</li> <li>correlate the value of notes and coins.</li> <li>solve the mathematical operations based on money.</li> </ul>          | <ul style="list-style-type: none"> <li>PPT</li> <li>Self – made videos</li> <li>Multi – media presentation</li> <li>Role play / dramatization</li> <li>One – act play</li> <li>Explanation</li> <li>Application in daily life situation</li> </ul> | <ul style="list-style-type: none"> <li>Scrapbook activity (Lets go shopping – price tag)</li> <li>Money fashion show</li> <li>Money matters</li> <li>Exchange of money</li> </ul> |
| <b>Shapes</b>       | <ul style="list-style-type: none"> <li>know different dimensions of 2-D and 3-D shapes.</li> <li>identify different solid shapes in their surroundings.</li> <li>relate the shapes with various objects used in their daily life.</li> <li>draw plane shapes with the help of a ruler and pencil and identify their angles and sides.</li> </ul>          | <ul style="list-style-type: none"> <li>PPT</li> <li>Multi – media presentation</li> <li>Explanation</li> <li>Classification</li> <li>Differentiation</li> <li>Relating to real– life objects</li> </ul>  | <ul style="list-style-type: none"> <li>Clay dough activity</li> <li>Scrapbook activity (My shape object)</li> </ul>   |

|                       |   |   |   |
|-----------------------|---|---|---|
| <b>Odds and evens</b> | <ul style="list-style-type: none"> <li>differentiate between odd and even numbers.</li> <li>complete the series of odd and even numbers using skip counting.</li> </ul>   | <ul style="list-style-type: none"> <li>Use of PPT</li> <li>Multimedia presentation</li> <li>Explanation</li> <li>Comparison</li> </ul>  | <ul style="list-style-type: none"> <li>Odds and evens</li> <li>Odd and even race</li> <li>Is your name odd or even?</li> </ul>            |
| <b>Time</b>           | <ul style="list-style-type: none"> <li>Read the time from a clock in half hours and one hour.</li> <li>Read the calendar correctly</li> <li>Locate the hour and minute hand in the clock. Inculcate the value of punctuality and learn time management by reading the concept of time.</li> </ul> | <ul style="list-style-type: none"> <li>Multimedia presentation</li> <li>Self-made video</li> <li>Explanation</li> <li>Demonstration</li> <li>Identification</li> <li>Designing</li> </ul> | <ul style="list-style-type: none"> <li>Making of clock</li> <li>Telling the time</li> <li>Fun with time</li> <li>Calendar talk</li> </ul> |

## COGNITIVE DEVELOPMENT (ENVIRONMENTAL STUDIES)

### My Living World-II (Ls 6 to 9)

| CHAPTERS             | EXPECTED LEARNING OUTCOMES   | PEDAGOGICAL PROCESSES ADOPTED   | STRATEGIES/ ACTIVITIES  |
|----------------------|--|---|---|
| <b>Neighbourhood</b> | Learners will- <ul style="list-style-type: none"> <li>understand the importance of neighbourhood.</li> <li>list the different places found in the neighbourhood.</li> <li>know about the services provided by different important places.</li> </ul> | <ul style="list-style-type: none"> <li>Conversation</li> <li>Visiting to the neighbourhood places</li> <li>Games</li> <li>Collage work/ collection</li> <li>PPT / videos</li> </ul> | <ul style="list-style-type: none"> <li>Field visit</li> <li>Role play</li> <li>Count down 10 Game</li> <li>Sequencing (journey of a letter)</li> <li>Word grid</li> </ul> |

|  |   |  |   |
|--|---|--|---|
| <p><b>Plants Around Us</b></p>                 | <ul style="list-style-type: none"> <li>• develop an understanding of different stages of a plant's growth.</li> <li>• identify the different parts of a typical plant.</li> <li>• categorize the plants according to their characteristics.</li> <li>• learn to nurture and take care of plants.</li> <li>• know about the importance of plants for our survival.</li> </ul>  | <ul style="list-style-type: none"> <li>• Story telling</li> <li>• Demonstration</li> <li>• PPT / videos</li> <li>• Discussion</li> <li>• Beautification of environment</li> <li>• Identification of simple features</li> <li>• Collection</li> </ul>                 | <ul style="list-style-type: none"> <li>• Scrapbook activity (Leaf pasting )</li> <li>• Nature walk</li> <li>• Hug a tree (identification)</li> <li>• Project work</li> </ul>  |
| <p><b>Animal World</b></p>                     | <ul style="list-style-type: none"> <li>• know about the different animals in the animal kingdom.</li> <li>• learn about the habitat and food habits of the animals.</li> <li>• identify the things we get from animals.</li> <li>• understand the usefulness of animals.</li> <li>• know about the endangered animals and find ways to save them.</li> <li>• know that the birds, aquatic animals and insects also belong to the animal kingdom.</li> </ul> | <ul style="list-style-type: none"> <li>• PPT / videos</li> <li>• Games</li> <li>• Classification</li> <li>• Exploration</li> <li>• Real life experiences</li> </ul>  | <ul style="list-style-type: none"> <li>• Land, water, air game</li> <li>• Who am I? (Riddles)</li> <li>• Clay modelling (favourite animals)</li> <li>• Curious corner</li> <li>• Scrapbook activity (draw / paste 2 pictures that we get from animals)</li> </ul> |
| <p><b>Living Things/ Non-living Things</b></p> | <ul style="list-style-type: none"> <li>• learn about the special features of living and non-living things.</li> <li>• compare between living and non-living things</li> <li>• identify plants, animals and people as living things.</li> <li>• know why plants are living things.</li> <li>• know about the stages of growth of living things.</li> </ul>   | <ul style="list-style-type: none"> <li>• Construction of own knowledge</li> <li>• Real world exposure</li> <li>• Real life experience</li> <li>• To encounter existing ideas</li> <li>• PPT / videos</li> <li>• Learning situations in context of concept</li> </ul> | <ul style="list-style-type: none"> <li>• Breathing exercises</li> <li>• Pairing game</li> <li>• Sort and order</li> <li>• Curious corner</li> <li>• Scrapbook activity (Draw/Paste 2 pictures of each: living and non-living things)</li> </ul>                   |

**CREATIVE AND EXPRESSIVE ARTS**

**Step by Step: Page 11 to 25**

| <b>NAME OF THE CHAPTER</b>               | <b>EXPECTED LEARNING OUTCOMES</b>  | <b>PEDAGOGICAL PROCESS ADOPTED</b>   | <b>STRATEGIES/ ACTIVITIES</b>   |
|--|--|--|---|
| <b>Single Human Figure</b>               | Learners will - <ul style="list-style-type: none"> <li>• draw different human figures using different shapes.</li> </ul>   | <ul style="list-style-type: none"> <li>• Express individuality</li> <li>• Creativity</li> <li>• Imagination</li> <li>• Self expression</li> </ul>  | <ul style="list-style-type: none"> <li>• Drawing</li> <li>• Colouring</li> <li>• Sketching</li> </ul> |
| <b>Religious Festivals of own choice</b> | <ul style="list-style-type: none"> <li>• draw the scene of festivals of their choice.</li> <li>• inculcate different values within them through the art of drawing.</li> </ul> | <ul style="list-style-type: none"> <li>• Observation</li> <li>• Creativity</li> <li>• Imagination</li> <li>• Developing aesthetic sense</li> </ul> | <ul style="list-style-type: none"> <li>• Drawing</li> <li>• Colouring</li> <li>• Sketching</li> </ul> |
| <b>Santa Claus &amp; Christmas Tree</b>  | <ul style="list-style-type: none"> <li>• draw Santa Claus &amp; Christmas Tree.</li> </ul>   | <ul style="list-style-type: none"> <li>• Observation</li> <li>• Imagination</li> <li>• Creativity</li> </ul>                                       | <ul style="list-style-type: none"> <li>• Drawing</li> <li>• Colouring</li> <li>• Sketching</li> </ul> |
| <b>Clay Modelling (Simple Objects)</b>   | <ul style="list-style-type: none"> <li>• develop their fine motor skill.</li> <li>• enhance their creativity.</li> </ul>   | <ul style="list-style-type: none"> <li>• Creativity</li> <li>• Imagination</li> </ul>  | <ul style="list-style-type: none"> <li>• Making of various simple objects using clay dough</li> </ul> |
| <b>Step by Step</b>                      | <ul style="list-style-type: none"> <li>• develop their fine motor skill.</li> <li>• sharpen their creativity.</li> </ul>   | <ul style="list-style-type: none"> <li>• Creativity</li> <li>• Imagination</li> <li>• Colour Sense</li> </ul>                                      | <ul style="list-style-type: none"> <li>• Drawing</li> <li>• Colouring</li> <li>• Sketching</li> </ul> |



**PHYSICAL DEVELOPMENT**

| NAME OF THE UNIT   | EXPECTED LEARNING OUTCOMES   | PEDAGOGICAL PROCESSES ADOPTED  | STRATEGIES/ ACTIVITIES   |
|--|--|--|--|
| <p><b>UNIT-II</b></p> <ul style="list-style-type: none"> <li>• <b>Kick ball to target</b></li> <li>• <b>Tossing and Bouncing</b></li> <li>• <b>Free Movements (run)</b></li> </ul> | <p>Learners will-</p> <ul style="list-style-type: none"> <li>• encourage maximum development of large and small muscles as per inherent potential.</li> <li>• use large and small muscles with confidence.</li> <li>• conduct free movement with more body control.</li> <li>• manipulate objects with increasing control.</li> <li>• participate in the activities for fun and enjoyment.</li> <li>• perform different activities maintaining a rhythm.</li> <li>• develop qualities such as leadership, team spirit, sense of belongingness, courage and confidence.</li> <li>• interact with the natural world in a positive manner.</li> </ul> | <ul style="list-style-type: none"> <li>• Mass drill</li> <li>• Demonstration</li> <li>• Explanation</li> <li>• Instructions</li> </ul> | <ul style="list-style-type: none"> <li>• Tossing and bouncing</li> <li>• Kicking the ball to a target</li> <li>• Free movement (run)</li> <li>• Warm up exercises</li> <li>• Group game</li> </ul> |

## HYGIENE, HEALTH AND NUTRITION

| NAME OF THE UNIT | EXPECTED LEARNING OUTCOMES   | PEDAGOGICAL PROCESSES ADOPTED  | STRATEGIES/ ACTIVITIES  |
|------------------|--|--|---|
| UNIT-II          | Learners will - <ul style="list-style-type: none"> <li>• understand that hygiene, fitness, protection, test, health care and nutrition are important for health.</li> <li>• be independent in matters relating to their personal needs.</li> <li>• recognise that doctors, nurses, dentists and other health workers work to prevent as well as treat illness.</li> <li>• feel responsible for their own health.</li> <li>• ensure the optimum growth of child.</li> <li>• be aware of the common serious illness and know that proper treatment is necessary for them.</li> <li>• identify children with different problems like malnourishment, weak eye - sight , hearing impairment, etc.</li> </ul> | <ul style="list-style-type: none"> <li>• Demonstration</li> <li>• Explanation</li> <li>• PPT presentation</li> <li>• Self – made videos</li> </ul> | <ul style="list-style-type: none"> <li>• Cleanliness drive</li> <li>• Table etiquettes</li> <li>• Health awareness programme</li> <li>• Field trip</li> </ul> |

## VALUE EDUCATION

| NAME OF THE UNIT | EXPECTED LEARNING OUTCOME   | PEDAGOGICAL PROCESSES ADOPTED   | STRATEGIES/ ACTIVITIES   |
|------------------|---|---|--|
| UNIT – II        | Learners will- <ul style="list-style-type: none"> <li>• take care of personal property.</li> <li>• sing bhajans.</li> <li>• recite mantras.</li> <li>• pick up moral values.</li> <li>• understand the significance of festivals and important days.</li> </ul> | <ul style="list-style-type: none"> <li>• Demonstration</li> <li>• Story telling</li> <li>• Discussion</li> <li>• PPT</li> <li>• Guided chanting.</li> </ul> | <ul style="list-style-type: none"> <li>• Role play</li> <li>• Presentation in the morning assembly.</li> <li>• Moral Bucket.<br/>(Write the moral of the story and drop it in the bucket)</li> <li>• Sing Ram dhun.</li> </ul> |

## LANGUAGE DEVELOPMENT (ENGLISH)

My English Reader (Ls 21 to 28)

English Practice Book : Ls -18 to Ls – 23

| TOPIC                           | EXPECTED LEARNING OUTCOMES  | PEDAGOGICAL PROCESS ADOPTED  | STRATEGIES / ACTIVITIES   |
|---------------------------------|---|--|---|
| <b>Wonder</b>                   | <p>Learners will-</p> <ul style="list-style-type: none"> <li>recite the poem with action.</li> <li>identify rhyming words from the text.</li> <li>understand the meaning of wonder .</li> <li>express their thoughts about the poem in English</li> </ul> | <ul style="list-style-type: none"> <li>Discussion and explanation</li> <li>Recitation with proper voice modulation</li> </ul>                  | <ul style="list-style-type: none"> <li>Recitation</li> <li>Rhyme-a-While</li> </ul>   |
| <b>Two Shops</b>                | <ul style="list-style-type: none"> <li>know about one and many form of the doing words .</li> <li>rewrite sentences making the necessary corrections.</li> <li>learn the impact of pleasant behaviour.</li> </ul>   | <ul style="list-style-type: none"> <li>Picture talk</li> <li>Story telling</li> <li>Discussion and explanation</li> </ul>                      | <ul style="list-style-type: none"> <li>Adorn me (-s, -es, -ies, -ves)</li> <li>SCRAP BOOK ( Making Emojis of smiling, crying , and frowning face).</li> </ul> |
| <b>The School in the Jungle</b> | <ul style="list-style-type: none"> <li>identify characters from the given picture and speak short sentences about the characters.</li> <li>frame questions.</li> <li>identify the rhyming words.</li> </ul>   | <ul style="list-style-type: none"> <li>Picture talk</li> <li>Story telling</li> <li>Discussion and explanation</li> <li>Questioning</li> </ul> | <ul style="list-style-type: none"> <li>I can see something (making questions)</li> <li>Creative writing My School</li> </ul>                                  |
| <b>Whose is it ???</b>          | <ul style="list-style-type: none"> <li>identify possessive pronouns like mine, ours, and yours.</li> <li>use appropriate pronouns.</li> <li>respond orally to comprehension questions related to the text.</li> </ul>                                     | <ul style="list-style-type: none"> <li>Picture talk</li> <li>Discussion and explanation</li> <li>Questioning</li> </ul>                        | <ul style="list-style-type: none"> <li>Role play (stress on “mine”, “yours”, “theirs”)</li> <li>Fun with Pictures</li> </ul>                                  |

|  |   |  |  |
|--|---|--|--|
| <p><b>That is Your Bag not Mine</b></p>  | <ul style="list-style-type: none"> <li>• learn how selfishness leads to one's own destruction.</li> <li>• use the correct punctuation in a given passage.</li> <li>• find out synonymous words from the text.</li> </ul>  | <ul style="list-style-type: none"> <li>• Picture talk</li> <li>• Story telling</li> <li>• Discussion and explanation</li> <li>• Dramatization</li> </ul> | <ul style="list-style-type: none"> <li>• Dramatization</li> <li>• Scrapbook activity (Cheese Burger activity)</li> </ul>   |
| <p><b>The Swing</b></p>                  | <ul style="list-style-type: none"> <li>• recite the poem with action.</li> <li>• find out rhyming words and opposite words from the poem.</li> <li>• enjoy reading poetry.</li> </ul>   | <ul style="list-style-type: none"> <li>• Discussion and explanation</li> <li>• Recitation with proper voice modulation</li> </ul>                        | <ul style="list-style-type: none"> <li>• Recitation</li> <li>• Scrapbook activity</li> <li>• (Paste/draw a picture and write 2 more rhyming words e.g. pail,sail,tail )</li> </ul> |
| <p><b>Tomorrow will be a Holiday</b></p> | <ul style="list-style-type: none"> <li>• learn about tomorrow words (future tense).</li> <li>• make sentences using the word "will".</li> </ul>   | <ul style="list-style-type: none"> <li>• Discussion and explanation</li> <li>• Dramatization</li> </ul>  | <ul style="list-style-type: none"> <li>• Story writing with hints</li> <li>• My personal reader</li> <li>• Greeting card</li> </ul>  |
| <p><b>Raghu, the Dreamer</b></p>         | <ul style="list-style-type: none"> <li>• find out appropriate words from the text with the help of given clue.</li> <li>• identify the character given in the statement.</li> <li>• write few lines about the character.</li> <li>• respond orally to comprehension questions related to the text.</li> </ul> | <ul style="list-style-type: none"> <li>• Picture talk</li> <li>• Story telling</li> <li>• Discussion and explanation</li> </ul>                          | <ul style="list-style-type: none"> <li>• Weekend diaries (make a list of activities one will do in the weekend)</li> <li>• Smart talk</li> </ul>                                   |

## LANGUAGE DEVELOPMENT (HINDI)

भाषा माधुरी (पाठ-१६ से पाठ २०)

भाषा अभ्यास पाठ-१६ से २०५

गिनती – ४१ से ५० तक शब्दों में

सुलेख – पृ २१ पृ ३२ तक

| पाठ<br>Chapter  | सीखने की संप्राप्ति<br>(Expected Learning Outcomes)   | सीखने सिखाने की प्रक्रिया<br>(Pedagogical Processes Adopted)   | गतिविधियाँ<br>(Strategies /Activities)   |
|-----------------|---|--|--|
| अभ्यास          | विद्यार्थी -<br>१. अभ्यास के महत्व को जानते हैं।<br>२. पाठ से संबंधित प्रश्नों के उत्तर देते हैं।<br>३. वाक्य रचना करते हैं।                                  | <ul style="list-style-type: none"> <li>● चर्चा</li> <li>● कहानी कहना</li> <li>● बातचीत</li> </ul>    | <ul style="list-style-type: none"> <li>● सुनो और बनाओ</li> <li>● Scrapbook activity (तीन चित्र बनाकर उनके लिए गुण वाले शब्द लिखो)</li> <li>● कवर पेज डिज़ाइन</li> </ul>                                    |
| रेल             | १. रेल यात्रा के बारे में बातचीत करते हैं।<br>२. विभिन्न यातयात के साधनों के नाम जानते हैं।<br>३. चारों दिशाओं के नाम जानते हैं।                              | <ul style="list-style-type: none"> <li>● कविता आवृत्ति</li> <li>● अनुभव</li> <li>● बातचीत</li> </ul> | <ul style="list-style-type: none"> <li>● कविता का सस्वर वाचन</li> <li>● दिशा निर्धारण</li> <li>● सृजनात्मक लेखन (रेल यात्रा)</li> </ul>  |
| रोबोट           | १. रोबोट के बारे में जानने के साथ साथ अपनी जिज्ञासा व्यक्त करते हैं।<br>२. अलग अलग तरह की रचनाओं में आए नए शब्दों को जानते हैं।<br>३. भाषा का ज्ञान बढ़ता है। | <ul style="list-style-type: none"> <li>● कहानी कहना</li> <li>● चर्चा</li> <li>● अनुभव</li> </ul>     | <ul style="list-style-type: none"> <li>● रोबोट नाच</li> <li>● रोबोट हेडगियर</li> <li>● Scrapbook activity (अलग अलग आकार की मदद से रोबोट बनाओ)</li> </ul>   |
| टेलीफोन की घंटी | १. टेलीफोन के बारे में जानते हैं।<br>२. बीमार माता पिता की सेवा करना सीखते हैं।   | <ul style="list-style-type: none"> <li>● संवाद</li> <li>● अभिनय</li> <li>● अनुभव</li> </ul>          | <ul style="list-style-type: none"> <li>● नाट्य रूपान्तर</li> <li>● हैलो हैलो</li> <li>● Scrapbook activity (संवाद के साधनों के चित्र बनाकर उनके नाम लिखो)</li> </ul>                                       |
| यह दिल्ली है    | १. दिल्ली से जुड़े हुए नए नए स्थानों के नाम सीखते हैं।<br>२. दिल्ली के बारे में जानते हैं।<br>३. पाठ से संबंधित प्रश्नों के उत्तर देते हैं।                   | <ul style="list-style-type: none"> <li>● बातचीत</li> <li>● चर्चा</li> <li>● मल्टीमीडिया</li> </ul>   | <ul style="list-style-type: none"> <li>● आभासी यात्रा</li> <li>● सृजनात्मक लेखन (मेरा भारत महान)</li> <li>● अखबार से देश के उच्च पदाधिकारियों के चित्र छांटकर कॉपी में चिपकाओ और उनके नाम लिखो।</li> </ul> |

LANGUAGE DEVELOPMENT (ODIA)

ହସଖୁସି (ପାଠ ୧୪ ରୁ ପାଠ ୧୯)

ସଂଖ୍ୟା ଓ ଅକ୍ଷର ଲିଖନ ୪୧ ରୁ ୫୦

ହସ୍ତଲିପି - ପୃଷ୍ଠା ୨୭ ରୁ ୪୦

| ପାଠର ନାମ<br>Chapter | ଶିକ୍ଷଣ ପ୍ରତ୍ୟାଶିତ ଫଳାଫଳ<br>(Expected Learning Outcomes)   | ଶିକ୍ଷଣ ପ୍ରକ୍ରିୟା<br>(Pedagogical Processes Adopted)   | କ୍ରିୟାକଳାପ<br>(Strategies / Activities)  |
|---------------------|---|---|--|
| ଖରା, ବର୍ଷା, ଶୀତ     | <ul style="list-style-type: none"> <li>ଶିକ୍ଷାର୍ଥୀମାନେ</li> <li>ଛଅଟି ଋତୁ ଓ ବାର ମାସର ନାମ ଶିଖିଲେ ।</li> <li>ଖରା ବର୍ଷା ଓ ଶୀତ ଆଦି ବିଭିନ୍ନ ଋତୁରେ ଫୁଟୁଥିବା ଫୁଲ, ଫଳ, ପରିବା ଓ ପର୍ବପର୍ବାଣି ଆଦି ବିଷୟରେ ଜାଣିଲେ ।</li> <li>ଞ, ଟ, ଡ ଯୁକ୍ତାକ୍ଷର ଶିଖିଲେ ।</li> </ul>  | <ul style="list-style-type: none"> <li>'ଞ', 'ଟ' ଓ 'ଡ'</li> <li>ଯୁକ୍ତାକ୍ଷରର ଚିହ୍ନଟି କରଣ</li> <li>ନାଟ୍ୟ ରୂପାନ୍ତର</li> <li>ସୃଜନାତ୍ମକ ଲିଖନ</li> </ul>                         | <ul style="list-style-type: none"> <li>ମୁଁ ପରିବା ବାଲା</li> <li>ମୋ ପ୍ରିୟ ଋତୁ (ସୃଜନାତ୍ମକ ଲିଖନ)</li> <li>Scrapbook activity (ଋତୁଚକ୍ର)</li> <li>କବିତା ରଚନା</li> </ul>                            |
| ଆମ ଅଞ୍ଚଳର ଭୂମିରୂପ   | <ul style="list-style-type: none"> <li>ଭୂମିର ବିଭିନ୍ନ ରୂପ ବିଷୟରେ ଜାଣିବା ସହିତ କେଉଁ ଜମିରେ କି ଚାଷ କଲେ ଭଲ ହୁଏ ସେ ବିଷୟରେ ଜାଣିଲେ ।</li> <li>ବିଭିନ୍ନ ଗଛର ନାମ ଜାଣିଲେ ।</li> <li>ଗୋବର ଖତର ଉପକାରିତା ବିଷୟରେ ଧାରଣା ପାଇଲେ ।</li> <li>କ, ସ, ପ ଯୁକ୍ତାକ୍ଷରର ଗଠନ ରୀତି ଶିଖିଲେ ।</li> </ul>                                     | <ul style="list-style-type: none"> <li>'କ', 'ସ' ଓ 'ପ'</li> <li>ଯୁକ୍ତାକ୍ଷରର ଚିହ୍ନଟି କରଣ</li> <li>ଭୂମିରୂପର ଚିହ୍ନଟି</li> <li>ଦଳୀୟ ଆଲୋଚନା</li> </ul>                          | <ul style="list-style-type: none"> <li>ମୋତେ ସଜାଅ</li> <li>Scrapbook activity (କୃଷି କୋଲାଜ)</li> <li>ସୂଚନା ଅନୁଯାୟୀ ଗଛ ଲିଖନ</li> </ul>  |
| ଆମର ପର୍ବପର୍ବାଣି     | <ul style="list-style-type: none"> <li>ଜାତୀୟ ପର୍ବ କାହାକୁ କୁହାଯାଏ ଓ ଏହାକେବେ ପାଳନ କରାଯାଏ ସେ ବିଷୟରେ ଜାଣିଲେ ।</li> <li>ସ୍ୱାଧୀନତା ସଂଗ୍ରାମୀମାନଙ୍କ ନାମ ଓ ସେମାନଙ୍କ ବିଷୟରେ ଜାଣିଲେ ।</li> <li>ଜାତୀୟ ପର୍ବ ଓ ଧର୍ମଭିତ୍ତିକ ପର୍ବ ଭିତରେ ଥିବା ପାର୍ଥକ୍ୟ ସମ୍ବନ୍ଧରେ ଅବଗତ ହେଲେ ।</li> <li>ସ୍ତ ଓ ଷ ଯୁକ୍ତାକ୍ଷର ଶିଖିଲେ ।</li> </ul> | <ul style="list-style-type: none"> <li>'ସ୍ତ' ଓ 'ଷ' ଯୁକ୍ତାକ୍ଷରର ଚିହ୍ନଟି କରଣ</li> <li>ଅନୁଭୂତି ବର୍ଣ୍ଣନା</li> <li>ଜାତୀୟ ପର୍ବ ଓ ଧର୍ମଭିତ୍ତିକ ପର୍ବ ସମ୍ବନ୍ଧୀୟ ଆଲୋଚନା ।</li> </ul> | <ul style="list-style-type: none"> <li>ପର୍ବ ପାଳନ</li> <li>ତିଥି ଓ ଚାରିଖ ନିରୂପଣ (Calendar activity)</li> <li>Scrapbook activity (ସ୍ୱାଧୀନତା ସଂଗ୍ରାମୀମାନଙ୍କର ଚିତ୍ର ସଂଗ୍ରହକରି ନାମ ଲେଖ)</li> </ul> |

|                               |   |  |  |
|-------------------------------|---|--|--|
| <p>ସ୍ଵାଧୀନତା ଦିବସ</p>         | <ul style="list-style-type: none"> <li>ଜାତୀୟ ପତାକାରେ ଥିବା ତିନୋଟି ରଙ୍ଗର ବିଶେଷତ୍ଵ ବିଷୟରେ ଅବଗତ ହେଲେ ।</li> <li>ଅଗଷ୍ଟ ପନ୍ଦର ଓ ଜାନୁୟାରୀ ଛବିଶ ତାରିଖ ଆଦି ଜାତୀୟ ପର୍ବର ଗୁରୁତ୍ଵ ବିଷୟରେ ଜାଣିଲେ ।</li> <li>ଓଡ଼ିଆ ମାସରେ ଥିବା ତିଥି ସମ୍ବନ୍ଧରେ ଧାରଣା ପାଇଲେ ।</li> </ul> | <ul style="list-style-type: none"> <li>ଦଳଗତ ଆଲୋଚନା</li> <li>ପ୍ରଶ୍ନ / ଉତ୍ତର ଆଲୋଚନା</li> <li>ସୃଜନାତ୍ମକ ଲିଖନ</li> </ul> | <ul style="list-style-type: none"> <li>ଶବ୍ଦ ଜାଲ</li> <li>ଚିତ୍ର ଅଙ୍କନ</li> <li>ଜାତୀୟ ପତାକା (ଅନୁଛେଦ ଲିଖନ)</li> </ul> |
| <p>ମା' ପରି ମୋର କିଏ ସେ ହେବ</p> | <ul style="list-style-type: none"> <li>ତାଙ୍କ ଜୀବନରେ ମାଆଙ୍କର ମହତ୍ଵ କେତେ ଅଛି ତାହା ଉପଲକ୍ଷ୍ୟ କଲେ ।</li> <li>ପିଲାମାନେ କବିତାଟିକୁ ଠିକ୍ ସ୍ଵର ଓ ତାଳରେ ଆବୃତ୍ତି କରିଲେ ।</li> </ul>   | <ul style="list-style-type: none"> <li>କବିତା ଆବୃତ୍ତି</li> <li>ଅନୁଭୂତି ବର୍ଣ୍ଣନା</li> <li>ସୃଜନାତ୍ମକ ଲିଖନ</li> </ul>    | <ul style="list-style-type: none"> <li>କବିତା ଆବୃତ୍ତି</li> </ul>  |
| <p>ଚିତ୍ର ଦେଖ ଓ କୁହ</p>        | <ul style="list-style-type: none"> <li>ଚିତ୍ର ଦେଖି ତାକୁ ବିଷୟର ସହ ବର୍ଣ୍ଣନା କରିବା ଶିଖିଲେ ।</li> <li>ଗପ ପଢ଼ିବା ଶିଖିଲେ ।</li> <li>ପରିବେଶରେ ରହୁଥିବା ପଶୁପକ୍ଷୀ, ଗଛପତ୍ର ଆଦିକୁ ଚିହ୍ନିଲେ ଓ ସେମାନଙ୍କ ପ୍ରତି ଯତ୍ନଶୀଳ ହେବା ଶିଖିଲେ ।</li> </ul>                         | <ul style="list-style-type: none"> <li>ବିଷୟ ସହ ସମ୍ପର୍କ</li> <li>ଗଛ ଗଠନ</li> <li>ଗଛ କଥନ</li> </ul>                    | <ul style="list-style-type: none"> <li>ପାର୍ଥକ୍ୟ ଦର୍ଶାଅ</li> <li>ଚିତ୍ର ସଜାଇ ଗଛ ଗଠନ</li> </ul>                       |

## COGNITIVE DEVELOPMENT (MATHEMATICS)

### Primary Mathematics 2 - (Ls 8, 10 to 13)

Tables - 8 to 10

| CHAPTER               | EXPECTED LEARNING OUTCOMES  | PEDAGOGICAL PROCESS ADOPTED  | STRATEGIES/ ACTIVITIES  |
|-----------------------|---|--|---|
| <b>Multiplication</b> | Learners will- <ul style="list-style-type: none"> <li>understand the concept of multiplication.</li> <li>multiply the numbers using repeated addition.</li> <li>apply the mathematical operation 'multiplication' in their daily life.</li> <li>learn the tables</li> <li>solve word problems based on multiplication.</li> </ul> | <ul style="list-style-type: none"> <li>Use of PPT</li> <li>Multimedia presentation</li> <li>Self – made videos</li> <li>Calculation</li> <li>Explanation</li> </ul>  | <ul style="list-style-type: none"> <li>Scrapbook activities (Multiplication fun-repeated addition using bindi)</li> <li>Dominoes</li> </ul>   |
| <b>Weight</b>         | <ul style="list-style-type: none"> <li>recognise some standard and non- standard units of weight.</li> <li>use the standard units of weight to solve simple problems in daily life.</li> <li>perform 2 basic operation (Addition, Subtraction) based on weight.</li> </ul>  | <ul style="list-style-type: none"> <li>Use of PPT</li> <li>Self – made video</li> <li>Multi – media presentation</li> <li>Explanation</li> <li>Demonstration</li> <li>Application</li> <li>Comparison</li> </ul>   | <ul style="list-style-type: none"> <li>Making of beam balance</li> <li>Find the weight of the things in the shopping bag using pictures</li> </ul>  |
| <b>Capacity</b>       | <ul style="list-style-type: none"> <li>recognise some standard and non- standard units of capacity.</li> <li>use the standard units of capacity to solve simple problems in daily life.</li> <li>perform 2 basic operation (Addition, Subtraction) based on capacity.</li> </ul>  | <ul style="list-style-type: none"> <li>Use of PPT</li> <li>Self – made video</li> <li>Multi – media presentation</li> <li>Explanation</li> <li>Demonstration</li> <li>Application</li> <li>Comparison</li> <li>Exploration</li> <li>Sorting</li> </ul>   | <ul style="list-style-type: none"> <li>Let's estimate the capacity</li> <li>Sort by capacity (using pictures)</li> </ul>  |
| <b>Length</b>         | <ul style="list-style-type: none"> <li>recognise some standard and non- standard units of length.</li> <li>use the standard units of length to solve simple problems in daily life.</li> <li>perform 2 basic operation (Addition, Subtraction) based on length.</li> <li>draw lines in 'cm' using ruler.</li> </ul>               | <ul style="list-style-type: none"> <li>Use of PPT</li> <li>Self – made video</li> <li>Multi – media presentation</li> <li>Explanation</li> <li>Demonstration</li> <li>Application</li> <li>Comparison</li> <li>Exploration</li> <li>Sorting</li> <li>Labelling</li> <li>Experiential learning</li> </ul> | <ul style="list-style-type: none"> <li>Scrapbook activity (Draw a stalk of 13 cm and make a flower on it)</li> <li>Use of BALA (use of non – standard units)</li> </ul>                       |
| <b>Fraction</b>       | <ul style="list-style-type: none"> <li>divide the objects both in equal and unequal parts.</li> <li>have the knowledge of whole, half and quarters.</li> <li>recognise the fractional part in a whole.</li> </ul>   | <ul style="list-style-type: none"> <li>Use of PPT</li> <li>Multimedia presentation</li> <li>Self – made videos</li> <li>Explanation</li> <li>Organisation</li> <li>Categorization</li> <li>Comparison</li> <li>Demonstration</li> </ul>  | <ul style="list-style-type: none"> <li>Scrapbook activity (Make your own fraction flag showing half and quarter)</li> <li>Class party (pizza / cake)</li> <li>Frooti fraction wall</li> </ul> |



**COGNITIVE DEVELOPMENT (ENVIRONMENTAL STUDIES)**

**My Living World-II (Ls 10 to Ls 15)**

| CHAPTERS                   | EXPECTED LEARNING OUTCOMES   | PEDAGOGICAL PROCESS ADOPTED  | STRATEGIES/ ACTIVITIES   |
|----------------------------|--|--|--|
| <b>Water</b>               | <p>Learners will-</p> <ul style="list-style-type: none"> <li>learn about how do we feel when we do not drink water.</li> <li>find out the importance of water for life.</li> <li>list the different uses of water.</li> <li>identify different sources of water.</li> <li>learn about the importance of drinking clean water.</li> <li>experiment the ways to get clean water.</li> <li>take measures to save water.</li> </ul>  | <ul style="list-style-type: none"> <li>Demonstration</li> <li>Experiment</li> <li>Questioning</li> <li>Observation</li> <li>PPT/ Videos</li> <li>Critical thinking</li> </ul>  | <ul style="list-style-type: none"> <li>Filtration of Water</li> <li>Wall hanging (Ways to save Water)</li> <li>Daily routine (How much water you use in a day?)</li> </ul> |
| <b>Weather and Seasons</b> | <ul style="list-style-type: none"> <li>know about the different weather conditions.</li> <li>observe the weather daily to give a report.</li> <li>know about the different seasons in a year and describe the events that happen in each season.</li> <li>know different things and clothes used in different seasons.</li> <li>identify the food items we prefer to have in different seasons.</li> <li>learn about how we protect ourselves from the harsh weather conditions during different seasons.</li> </ul> | <ul style="list-style-type: none"> <li>Exposure to immediate surroundings.</li> <li>Nurturing the natural curiosity and creativity.</li> <li>Sharing experiences</li> <li>Using resources</li> <li>PPT / videos</li> </ul> | <ul style="list-style-type: none"> <li>Riddle Time.</li> <li>Weather chart</li> <li>Wind chime</li> <li>Collage on seasonal food</li> </ul>                                |

|                                  |   |   |   |
|----------------------------------|---|---|---|
| <p><b>Means of Transport</b></p> | <ul style="list-style-type: none"> <li>• know about the different means of transport we use to travel.</li> <li>• identify different vehicles used for transportation.</li> <li>• differentiate between land, water and air transport.</li> <li>• decide which means of transport is best for specific situations.</li> <li>• know about the harmful effects of vehicles to the environment.</li> <li>• to follow different ways to reduce vehicular pollution.</li> <li>• know the importance of Eco-friendly vehicles.</li> </ul> | <ul style="list-style-type: none"> <li>• PPT / videos</li> <li>• Identification</li> <li>• Comparison</li> <li>• Classification</li> <li>• Questioning</li> <li>• Interaction</li> </ul>                          | <ul style="list-style-type: none"> <li>• Identify from the given clue</li> <li>• Cut and paste</li> <li>• Scrapbook activity (Draw / paste one picture of each - land water and air transport)</li> <li>• Play cards</li> </ul>                           |
| <p><b>Traffic Rules</b></p>      | <ul style="list-style-type: none"> <li>• know about the importance of following traffic rules on the road.</li> <li>• identify different signs and signals.</li> <li>• know the appropriate time to cross the road.</li> <li>• follow the do's and don'ts on the road.</li> <li>• learn the rules to follow while travelling on two wheeler, four wheeler and bus.</li> </ul>   | <ul style="list-style-type: none"> <li>• Sharing real life experiences.</li> <li>• Demonstration</li> <li>• Familiarisation</li> <li>• Enactment</li> <li>• PPT/Video</li> </ul>                                  | <ul style="list-style-type: none"> <li>• Visit to the traffic training park.</li> <li>• Draw and colour the traffic signal and write what different colour stands for.</li> <li>• Scrapbook activity (draw and colour any 5 road signs)</li> </ul>        |
| <p><b>Important Days</b></p>     | <ul style="list-style-type: none"> <li>• identify different national and religious festivals.</li> <li>• know the significance of celebrating national festivals.</li> <li>• be aware of the pre-independence scenario and the sacrifices of our freedom fighters.</li> <li>• understand the significance of our National Flag and what each colour of the flag stands for.</li> <li>• know the names of the current President and Prime Minister of our country.</li> </ul>  | <ul style="list-style-type: none"> <li>• Story telling</li> <li>• Observation / celebration</li> <li>• Discussion</li> <li>• Videos / PPT</li> <li>• Collection of information from different sources.</li> </ul> | <ul style="list-style-type: none"> <li>• Singing the National Anthem.</li> <li>• Making of Tri-colour Flag / kite.</li> <li>• Scrapbook activity (Collection of pictures of the Prime-Minister and the President, paste and write their names)</li> </ul> |

|                                       |   |   |  |
|---------------------------------------|---|---|--|
| <p><b>Great Men of Arya Samaj</b></p> | <ul style="list-style-type: none"> <li>• have an idea about the brief bio-graphy of the Great men of Arya Samaj.</li> <li>• know the contribution and achievement of each Great men.</li> <li>• list the special days of Arya Samaj.</li> <li>• know about the history, commencement and the journey of DAV.</li> </ul> | <ul style="list-style-type: none"> <li>• Story telling</li> <li>• Discussion</li> <li>• Observation / celebration</li> <li>• PPT / Video</li> </ul> | <ul style="list-style-type: none"> <li>• Draw / paste the picture of Swami Dayanand Saraswati and write 2 lines on him</li> <li>• Matching game</li> <li>• Find the days/dates.</li> </ul> |
|---------------------------------------|---|---|--|

### CREATIVE AND EXPRESSIVE ARTS

📄 Step by Step -Page 26 to 40

| NAME OF THE CHAPTER                          | EXPECTED LEARNING OUTCOMES  | PEDAGOGICAL PROCESS ADOPTED  | STRATEGIES/ACTIVITIES   |
|--|---|--|---|
| <p><b>Birds and Animals</b></p>              | <p>Learners will-</p> <ul style="list-style-type: none"> <li>• draw and colour different birds and animals using different art materials.</li> </ul>  | <ul style="list-style-type: none"> <li>• Observation</li> <li>• Imagination</li> </ul>   | <ul style="list-style-type: none"> <li>• Drawing</li> <li>• Colouring</li> <li>• Sketching</li> </ul>                                   |
| <p><b>Vegetable Printing</b></p>             | <ul style="list-style-type: none"> <li>• make pattern / design on paper by stamping shapes with a cut vegetable.</li> </ul>   | <ul style="list-style-type: none"> <li>• Creativity</li> <li>• Colour Sense</li> <li>• Designing</li> <li>• Play based learning.</li> </ul>    | <ul style="list-style-type: none"> <li>• Making the picture of different objects</li> <li>• Using the cut outs of vegetables</li> </ul> |
| <p><b>Still life (bucket and bottle)</b></p> | <ul style="list-style-type: none"> <li>• make different still life objects by their observation skill.</li> <li>• enjoy and appreciate the art work.</li> </ul>   | <ul style="list-style-type: none"> <li>• Imagination</li> <li>• Express individuality</li> <li>• Creativity</li> <li>• Colour Sense</li> </ul> | <ul style="list-style-type: none"> <li>• Still life picture</li> </ul>  |
| <p><b>Step by Step</b></p>                   | <ul style="list-style-type: none"> <li>• develop their art of drawing and colour sense.</li> </ul>  | <ul style="list-style-type: none"> <li>• Observation</li> <li>• Imagination</li> <li>• Colour Sense</li> </ul>                                 | <ul style="list-style-type: none"> <li>• Drawing</li> <li>• Colouring</li> <li>• Sketching</li> </ul>                                   |
| <p><b>National Flag</b></p>                  | <ul style="list-style-type: none"> <li>• draw &amp; colour the National Flag.</li> <li>• develop sense of patriotism within themselves.</li> <li>• know the importance of National Flag and the significance of each colour.</li> </ul> | <ul style="list-style-type: none"> <li>• Imagination</li> <li>• Colour Sense</li> <li>• Observation</li> </ul>                                 | <ul style="list-style-type: none"> <li>• Making of our National Flag (Tiranga)</li> </ul>   |

**PHYSICAL DEVELOPMENT**

| NAME OF THE UNIT  | EXPECTED LEARNING OUTCOMES   | PEDAGOGICAL PROCESSES ADOPTED  | STRATEGIES/ ACTIVITIES  |
|---|--|--|---|
| <p><b>UNIT-III</b></p> <ul style="list-style-type: none"> <li>• <b>Free Movements (jump, hop)</b></li> <li>• <b>Pass, Roll and Throw Ball</b></li> <li>• <b>Meditation</b></li> <li>• <b>Breathing exercises</b></li> </ul> | <p>Learners will-</p> <ul style="list-style-type: none"> <li>• encourage maximum development of large and small muscles as per inherent potential.</li> <li>• use large and small muscles with confidence.</li> <li>• conduct free movement with more body control.</li> <li>• manipulate objects with increasing control.</li> <li>• participate in the activities for fun and enjoyment.</li> <li>• perform different activities maintaining a rhythm.</li> <li>• develop qualities such as leadership, team spirit, sense of belongingness, courage and confidence.</li> <li>• interact with the natural world in a positive manner.</li> </ul> | <ul style="list-style-type: none"> <li>• Mass drill</li> <li>• Demonstration</li> <li>• Explanation</li> <li>• Instructions</li> </ul> | <ul style="list-style-type: none"> <li>• Free movement (jump, hop)</li> <li>• Group game</li> <li>• Meditation</li> <li>• Breathing exercises</li> <li>• Ball activities</li> </ul> |

## HYGIENE, HEALTH AND NUTRITION

| NAME OF THE UNIT | EXPECTED LEARNING OUTCOMES   | PEDAGOGICAL PROCESSES ADOPTED  | STRATEGIES/ ACTIVITIES  |
|------------------|--|--|---|
| <b>UNIT-III</b>  | Learners will - <ul style="list-style-type: none"> <li>• understand that hygiene, fitness, protection, test, health care and nutrition are important for health.</li> <li>• be independent in matters relating to their personal needs.</li> <li>• recognise that doctors, nurses, dentists and other health workers work to prevent as well as treat illness.</li> <li>• feel responsible for their own health.</li> <li>• ensure the optimum growth of child.</li> <li>• be aware of the common serious illness and know that proper treatment is necessary for them.</li> <li>• identify children with different problems like malnourishment, weak eye – sight , hearing impairment, etc.</li> </ul> | <ul style="list-style-type: none"> <li>• Demonstration</li> <li>• Explanation</li> <li>• PPT presentation</li> <li>• Self – made videos</li> </ul> | <ul style="list-style-type: none"> <li>• Recipe making</li> <li>• Class party</li> <li>• Thank you Card</li> <li>• Use of First – aid box</li> <li>• Self reliant activities</li> </ul> |

## VALUE EDUCATION

| NAME OF THE UNIT | EXPECTED LEARNING OUTCOME  | PEDAGOGICAL PROCESSES ADOPTED   | STRATEGIES/ ACTIVITIES  |
|------------------|--|---|---|
| <b>UNIT-III</b>  | Learners will- <ul style="list-style-type: none"> <li>• take care of school property.</li> <li>• show basic moral values in conduct.</li> <li>• recite mantras.</li> <li>• understand the significance of festivals and important days.</li> </ul> | <ul style="list-style-type: none"> <li>• Chanting of mantras.</li> <li>• Discussion.</li> <li>• Dramatization</li> <li>• Presentation of speech.</li> </ul> | <ul style="list-style-type: none"> <li>• Story telling (Fun with story books)</li> <li>• Speech</li> <li>• Chanting mantras in morning assembly.</li> <li>• Tricolour band making.</li> <li>• Card making.</li> </ul> |