



## PREFACE

“Learning gives creativity.  
Creativity leads to thinking .  
Thinking provides  
knowledge . Knowledge  
makes you great.”

***A.P.J. Abdul Kalam***

Learning is the activity or process of gaining knowledge or skill by studying, practicing, being taught or experiencing.

A syllabus is a guide to a course and what will be expected from the students in the course. Generally it includes course policies, rules and regulations, required texts and schedule of assignments.

The syllabus also presents the co-curricular planner that guides the students through various activities to be held during the academic session.

The syllabus in your hands is prepared strictly under the guidelines of CBSE. It is necessary for all the stakeholders to go through the pages in detail as the institution expects the teachers and the students to abide by it throughout the session.



## Note to Parents

1. You are requested to daily ask your child, what has been done in school and to check his / her diary for any information from school.
2. You can narrate to your child stories with most of the words in English and encourage them to use simple sentences in English.
3. You can help your child to recognise various letters of alphabet (a-z, A-Z) and phonetic sounds from common reading material eg- newspaper, magazines and wrappers.
4. Also guide your child wherever necessary, do not spoon feed him/her as we believe in "Learning by doing".
5. Maintain the notebook and cover properly with name slips throughout the year.
6. Label all the belongings of your child with permanent marker.
7. Encourage your child for self-study.
8. Teach your child basic toilet habits.
9. Don't sent any sweets/ gifts / chocolates on your child's birthday instead please do send story books to be added to class library. please dress your child in casual dress on his birthday to make him/her feel special.
10. Encourage your child to use wonder words like sorry, please, Thank you, Excuse me , appropriately and encourage him/her to wish Good morning, Good afternoon, Good evening and Good night to all.
11. Kindly send napkins and bib every day in your child's bag.
12. Parent-Teacher meetings will be held on 2<sup>nd</sup> Saturday. Date and time will be intimated in due course of time.

## OBJECTIVES

### **A. LANGUAGE DEVELOPMENT**

1. To understand basic conversation in their home language.
2. Hear and respond to simple songs and rhymes.
3. Is able to follow simple instructions and directions.
4. Listens to others in a group situation.
5. Is able to speak comfortably in sentences.
6. Is able to sing songs and rhymes.
7. Is able to greet others and use courtesy words.
8. Develop an appreciation for the wonder of books.
9. Is able to develop small muscles in fingers, hand and wrist along with eye-hand coordination.
10. Acquire the skills of listening, speaking, reading, writing and thinking in an integrated manner.
11. Develop interpersonal communication skills.

### **B. COGNITIVE DEVELOPMENT**

1. Is able to make simple comparisons, recognition of shapes and primary colours.
2. Tracing of objects.
3. Recognition and manipulation of numbers.
4. To explore and introduce the concepts of water, transport, food, animals, birds and nature.
5. Sorting, matching and pairing of objects according to colour, shape and size.
6. Develop a connection between daily life contexts and that of mathematical thinking.

7. Develop a connection between daily life contexts and that of mathematical thinking.

### **C. CREATIVE AND EXPRESSIVE ARTS**

1. To develop creativity, confidence and expression of individuality.
2. To experience joy in coordination of movements.
3. Singing of simple songs in English and Hindi.
4. To develop vocabulary, thinking imaginatively and playing with others co-operatively.

### **D. PHYSICAL DEVELOPMENT**

1. To encourage maximum development of large and small muscles as per inherent potential.
2. To encourage perform simple exercises.

### **PERSONAL HABITS AND HYGIENE**

1. To look after their own toilet needs and washing of hands when necessary.
2. To eat and drink independently.

### **NUTRITION**

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

### **E. SOCIO-EMOTIONAL DEVELOPMENT**

1. To show good manners.
2. To understand roles and family relations.
3. To develop sense individual identity.
4. 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 & EXPRESSIVE ARTS**

- \* Art and Craft
- \* Music, dance and drama.

**PHYSICAL DEVELOPMENT****PERSONAL HABITS & HYGIENE****NUTRITION****SOCIO-EMOTIONAL DEVELOPMENT****BOOK LIST**

- \* Books to be kept in the school
- \* My English Book
- \* Integrated Activity Book
- \* Kindergarten Mathematics Book
- \* Ajanta Chabi Barnamala
- \* Mo Sishu Geeti
- \* Akshyar Parichaya
- \* Fun with colour 'B'

**BOOKS TO BE KEPT AT HOME**

- \* Rhythmic Rhyme Book
- \* My word picture book-2
- \* Mera Pratham Akshar Lekhan
- \* Mera Pratham Sabda Lekhan
- \* Hastalipi



## LANGUAGE DEVELOPMENT (ENGLISH)

| SKILLS / CONCEPTS   | EXPECTED LEARNING OUTCOMES   | PEDAGOGICAL PROCESS ADOPTED   | STRATEGIES/ACTIVITIES  |
|---|--|---|--|
| <b>LISTENING SKILLS</b><br>Listening attentively in the class | Learners will - <ul style="list-style-type: none"> <li>listen to the teacher in a group situation.</li> <li>listen to other children in a group situation.</li> </ul>                          | <ul style="list-style-type: none"> <li>Play-way method</li> <li>Activity based approach</li> </ul>  | <ul style="list-style-type: none"> <li>Warm up Exercises</li> <li>Roll call</li> <li>Listen and Act</li> <li>Stories</li> <li>Songs and rhymes</li> <li>Commands/Instructions</li> <li>Let us concentrate-</li> <li>Role play</li> <li>Games: Who is at the door?</li> <li>Chinese whisper</li> </ul>              |
| Discriminating between initial and last sound of words        | <ul style="list-style-type: none"> <li>recognise initial sound (a-z)</li> <li>recognise last sound (a-z)</li> </ul>  | <ul style="list-style-type: none"> <li>Play-way method</li> <li>Activity based approach</li> <li>Hands on learning</li> <li>Phonics Method</li> </ul> | <ul style="list-style-type: none"> <li>Hear and Discriminate</li> <li>Sounds</li> <li>Letter sound stories</li> <li>Initial sound game</li> <li>Alphabet Lotto</li> <li>Meditation</li> <li>Be quick</li> <li>Island Game</li> </ul>   |
| Differentiating between words of vowels, 'a' and 'e'          | <ul style="list-style-type: none"> <li>identify rhyming words of vowel 'a'</li> <li>identify rhyming words of vowel 'e'</li> <li>distinguish between words of vowels, 'a' &amp; 'e'</li> </ul> | <ul style="list-style-type: none"> <li>Play-way method</li> <li>Activity based approach</li> <li>Phonics method</li> </ul>                            | <ul style="list-style-type: none"> <li>Rhyme Time</li> <li>Vowel sound story 'a'</li> <li>Rhyming Words- 'a'</li> <li>Be quick</li> <li>Hear and Discriminate</li> <li>Rhyme Time</li> <li>Vowel Sound Story 'e'</li> <li>Rhyming Words- 'a'</li> <li>Be quick</li> <li>Vowel Race</li> <li>Island Game</li> </ul> |
| Listening with understanding to simple English                | <ul style="list-style-type: none"> <li>understand stories.</li> <li>understand instructions and commands during group discussions/activities.</li> </ul>                                       | <ul style="list-style-type: none"> <li>Play-way method</li> <li>Activity based approach</li> </ul>  | <ul style="list-style-type: none"> <li>Stories</li> <li>Catch Me</li> <li>Commands/Instructions</li> <li>Simon Says</li> <li>Rolly-polly-</li> <li>Games - Which one is odd</li> <li>Who is at the door</li> <li>Role play</li> <li>Games - Riddles</li> <li>Play- Pretend and imaginative play</li> </ul>         |



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|---|--|--|---|
| <b>SPEAKING SKILLS</b><br>Using simple greetings.   | <ul style="list-style-type: none"> <li>• use the greetings 'good morning', 'good afternoon', 'hello! how are you', fine, thank you'.</li> <li>• use please', 'thank you'.</li> </ul>   | <ul style="list-style-type: none"> <li>• Play-way method</li> <li>• Activity based approach</li> </ul>                                 | <ul style="list-style-type: none"> <li>• Greetings</li> <li>•</li> <li>• Related stories with the help of puppets to teach common courtesies</li> </ul>   |
| Picking up and using new words while speaking   | <ul style="list-style-type: none"> <li>• give new rhyming words with vowel 'a' and 'e'.</li> <li>• make phrases using new words.</li> <li>• narrate stories with the help of pictures.</li> </ul>  | <ul style="list-style-type: none"> <li>• Play-way method</li> <li>• Activity based approach</li> <li>• Drama based pedagogy</li> </ul> | <ul style="list-style-type: none"> <li>• Rhyme Time/Rhyming Chain, rhyming words</li> <li>• Chit Game</li> <li>• Find the odd one out</li> <li>• Word collection</li> <li>• Passing the parcel</li> <li>• Stick puppet</li> <li>• Catch Me</li> <li>• Vowel stories</li> </ul>      |
| Speaking in English while interacting with others   | <ul style="list-style-type: none"> <li>• speak in English while answering questions.</li> <li>• speak in English during class discussion on last letter.</li> <li>• interact using 'a' and 'e' vowel sound stories, sound words and pictures.</li> </ul> | <ul style="list-style-type: none"> <li>• Play-way method</li> <li>• Activity based approach</li> </ul>                                 | <ul style="list-style-type: none"> <li>• News (Personal news</li> <li>• Class Discussion</li> <li>• Planning and recalling</li> <li>• Role-play</li> <li>• Vowel stories</li> <li>• Stories</li> <li>• Show and tell</li> <li>• Picture talk</li> <li>• Fun with Riddles</li> </ul> |
| Reciting rhymes with correct pronunciation<br>➤ My life (Page no. 40)<br>➤ Water (Page no.23)<br>➤ Cobbler(Page no.46)<br>➤ Policeman (Page no. 46)<br>➤ Vegetables( Page no.33). | <ul style="list-style-type: none"> <li>• recite rhymes with correct pronunciation and action.</li> </ul>   | <ul style="list-style-type: none"> <li>• Play-way method</li> <li>• Activity based approach</li> </ul>                                 | <ul style="list-style-type: none"> <li>• Singing Songs and Rhymes</li> <li>• Rhymes from rhythmic rhyme book with action in group and individually</li> </ul>   |





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|---|---|--|---|
| Narrating Moral Stories and theme based stories<br>➤ Theme based story - 'Save water' | <ul style="list-style-type: none"> <li>narrate stories with proper action and pronunciation.</li> <li>narrate stories in proper sequence.</li> </ul>                        | <ul style="list-style-type: none"> <li>Play-way method</li> <li>Activity based approach</li> </ul>   | <ul style="list-style-type: none"> <li>Stories</li> <li>Pretend Play</li> <li>Story card sequencing</li> </ul>  |
| <b>READING SKILLS</b><br>Reading own name   | <ul style="list-style-type: none"> <li>read their own name.</li> </ul>  | <ul style="list-style-type: none"> <li>Play-way method</li> <li>Activity based approach</li> <li>Whole word approach</li> </ul>  | <ul style="list-style-type: none"> <li>Reads own name on personal things</li> <li>Teacher will write 5 (five) names on the blackboard/whiteboard and children will read their own names.</li> <li>Name Chits</li> </ul>   |
| Showing interest in printed material  | <ul style="list-style-type: none"> <li>show interest in My English Book.</li> <li>show interest in worksheets.</li> <li>show interest in printed materials.</li> </ul>      | <ul style="list-style-type: none"> <li>Play-way method</li> <li>Activity based approach</li> <li>Whole word approach</li> </ul>  | <ul style="list-style-type: none"> <li>Vowel Stories</li> <li>Play and learn</li> <li>Reads initial sounds while matching pictures with sounds, stories, labels on wrapper and worksheets.</li> <li>Child Craft Kit</li> </ul>  |
| Reading pictures with understanding   | <ul style="list-style-type: none"> <li>associate pictures with their names.</li> <li>read the pictures given in 'a' and 'e' vowels stories.</li> </ul>                      | <ul style="list-style-type: none"> <li>Play-way method</li> <li>Activity based approach</li> <li>Decoding method</li> </ul>  | <ul style="list-style-type: none"> <li>Integrated Activity Book on pg-12 &amp; 19</li> <li>My English Book- 10,11,13 &amp; 17</li> <li>Vowel Stories - My English Book pages 10-11 and 16-17</li> <li>Find My Partner -Child Craft Kit</li> <li>Fun with vowel words- Hopscotch/ Ladder Game</li> </ul> |
| Reading words and phrases of vowels, 'a' and 'e'                                      | <ul style="list-style-type: none"> <li>read 3-letter words of vowel 'a'.</li> <li>read 3-letter words of vowel 'e'.</li> <li>read phrases of vowels, 'a' and 'e'</li> </ul> | <ul style="list-style-type: none"> <li>Play-way method</li> <li>Activity based approach</li> <li>Phonics method</li> <li>Whole word approach</li> <li>Decoding method</li> </ul> | <ul style="list-style-type: none"> <li>Recognition of words</li> <li>Reading 3 letter words from My English Book pg.-10-21</li> <li>Reading from display board, word wall, word cards</li> <li>Chit game</li> <li>Sight Reading</li> </ul>  |



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|--|---|--|--|
| Reading words by sight                               | <ul style="list-style-type: none"> <li>• read words by sight(classroom objects and word cards).</li> </ul>  | <ul style="list-style-type: none"> <li>• Play-way method</li> <li>• Activity based approach</li> <li>• Whole word approach</li> </ul>                        | <ul style="list-style-type: none"> <li>• Recognition of words</li> <li>• Reading from display board, word cards</li> <li>• Sight Reading</li> </ul>  |
| <b>WRITING SKILLS</b><br>Writing own name in English | <ul style="list-style-type: none"> <li>• write their own name.</li> </ul>   | <ul style="list-style-type: none"> <li>• Activity based approach</li> </ul>  | <ul style="list-style-type: none"> <li>• Writing on worksheets &amp; drawing sheets</li> <li>• Writing in integrated Activity Book on pg-1</li> <li>• Tracing on dotted lines</li> <li>• Make name puzzle</li> </ul>   |
| Matching and encircling of initial letters           | <ul style="list-style-type: none"> <li>• match and encircle the initial letters.</li> </ul>   | <ul style="list-style-type: none"> <li>• Activity based approach</li> </ul>  | <ul style="list-style-type: none"> <li>• Writing in notebook &amp; worksheets</li> <li>• My English Book(Page no. 4,5)</li> </ul>  |
| Joining and writing neatly and legibly               | <ul style="list-style-type: none"> <li>• join and write neatly and legibly(three letter words).</li> </ul>  | <ul style="list-style-type: none"> <li>• Activity based approach</li> <li>• Blackboard/Digital board instructions</li> <li>• Demonstration method</li> </ul> | <ul style="list-style-type: none"> <li>• Integrated Activity Book</li> <li>• Writing in notebook &amp; worksheets 3 letter words</li> </ul>  |
| Joining and writing words with correct spellings     | <ul style="list-style-type: none"> <li>• write 3-letter words of vowel 'a'.</li> <li>• write 3-letter words of vowel 'e'.</li> <li>• write mixed words of vowels, 'a' and 'e'.</li> </ul> | <ul style="list-style-type: none"> <li>• Activity based approach</li> <li>• Encoding method</li> </ul>   | <ul style="list-style-type: none"> <li>• Write picture names in notebook.</li> <li>• Identity the pictures and write their names on page no 13 in I.A.B.</li> <li>• Read pictures and write their names on page no. 21 in I.A.B.</li> <li>• Write missing vowels to make correct words on page no 22 in I.A.B.</li> <li>• Make lists of words of 'a' or 'e' on page no. 23 (I A B).</li> <li>• Hear and write (dictation)</li> </ul> |
| Matching pictures with names                         | <ul style="list-style-type: none"> <li>• match pictures with names.</li> </ul>  | <ul style="list-style-type: none"> <li>• Activity based approach</li> <li>• Play way method</li> </ul>   | <ul style="list-style-type: none"> <li>• My English Book (Page no. 13 &amp; 19)</li> </ul>   |



|   |   |   |   |
|---|---|---|---|
| Completing the words for 'a' & 'e' vowel pictures | <ul style="list-style-type: none"> <li>complete the words for 'a' &amp; 'e' vowel pictures.</li> </ul>            | <ul style="list-style-type: none"> <li>Activity based approach</li> <li>Encoding method</li> </ul>                        | <ul style="list-style-type: none"> <li>Integrated Activity Book on pg-22</li> <li>My English Book (Page no. 19)</li> <li>Notebook work</li> </ul>                       |
| Crossing the one that does not rhyme              | <ul style="list-style-type: none"> <li>cross the word that do not rhyme.</li> </ul>                               | <ul style="list-style-type: none"> <li>Activity based approach</li> <li>Demonstration method</li> </ul>                   | <ul style="list-style-type: none"> <li>Integrated Activity Book on pg-14</li> </ul>   |
| Encircling the words that does not rhyme          | <ul style="list-style-type: none"> <li>encircle the words that do not rhyme.</li> </ul>                           | <ul style="list-style-type: none"> <li>Activity based approach</li> <li>Play way method</li> </ul>                        | <ul style="list-style-type: none"> <li>Integrated Activity Book on pg-20</li> </ul>   |
| Writing the rhyming words                         | <ul style="list-style-type: none"> <li>Writing the rhyming words.</li> </ul>                                      | <ul style="list-style-type: none"> <li>Activity based approach</li> </ul>   | <ul style="list-style-type: none"> <li>Notebook work</li> </ul>   |
| Matching the phrases with the pictures            | <ul style="list-style-type: none"> <li>match the phrases with the pictures.</li> </ul>                            | <ul style="list-style-type: none"> <li>Activity based approach</li> <li>Decoding method</li> </ul>                        | <ul style="list-style-type: none"> <li>My English Book (Page No. 15 &amp; 21)</li> </ul>  |
| Writing phrases                                   | <ul style="list-style-type: none"> <li>write phrases of vowel 'a'</li> <li>write phrases of vowel 'e'.</li> </ul> | <ul style="list-style-type: none"> <li>Activity based approach</li> <li>Black board digital board instructions</li> </ul> | <ul style="list-style-type: none"> <li>Write phrases in Integrated Activity Book on page no 15 and 24.</li> <li>Write phrases in notebook and on worksheets.</li> </ul> |





## Story: The Tortoise And The Bird

A tortoise was resting under a tree . A bird had built it's nest on that tree. The tortoise looked up and told the bird, "What a shabby home you have! It is made of broken twigs, it has no roof and looks ugly. Above all, you had to build it yourself! I think my house, which is my shell, is much better than your pitiful nest". The bird replied, "Yes, my house, maybe made up of broken twigs, look shabby and weak, but I built it on my own. It is my house and I love it". "I think you are jealous of my shell", said the tortoise. The bird happily replied, "My house has space for my family and friends, whereas, your shell cannot have anyone except you. Maybe you have a better house, but I have a better home".

**Moral of the story: A crowded hut is better than a big lonely house.**

**Theme based story - "Save Water"**

## ଭାଷା ବିକାଶ (ଓଡ଼ିଆ)

| ଦକ୍ଷତା/ବିଷୟବସ୍ତୁ  | ଶିକ୍ଷଣ ପ୍ରତ୍ୟାଶିତ<br>ଫଳାଫଳ  | ଶିକ୍ଷଣ ପ୍ରକ୍ରିୟା   | କ୍ରିୟାକଳାପ  |
|---|---|--|---|
| ଶ୍ରବଣ ଦକ୍ଷତା<br>ଧ୍ୟାନ ପୂର୍ବକ ଶୁଣିବା ଓ<br>ବୁଝିବା                             | ଶିକ୍ଷାର୍ଥୀମାନେ -<br>● ଚିତ୍ର ଓ ବିଷୟବସ୍ତୁ ଗୁଡ଼ିକୁ<br>ନିଜ ମାତୃଭାଷାରେ<br>ପରିପ୍ରକାଶ କରିବା ପାଇଁ<br>ସକ୍ଷମ ହେବେ ।<br>(ଚିତ୍ର ଅଧ୍ୟୟନ ଓ<br>ମୌଖିକ ଭାବ ପ୍ରକାଶ) | ● ଛବି ଦେଖି କହିବା<br>ପଦ୍ଧତି<br>● କ୍ରୀଡ଼ା ପଦ୍ଧତି                     | ● ପିଲାମାନେ ଗଛଗୁଡ଼ିକର<br>ଚିତ୍ର ଦେଖି ନିଜ<br>ମାତୃଭାଷାରେ ବର୍ଣ୍ଣନା<br>କରିବେ ।<br>● ପିଲାମାନେ ଫଳ, ଫୁଲ,<br>ପକ୍ଷୀ ଓ ପଶୁ ବିଷୟରେ<br>ଜାଣିବେ । |
| ଦୁଇ ଅକ୍ଷର ବିଶିଷ୍ଟ ଶବ୍ଦର<br>ପ୍ରଥମ ଓ ଶେଷ ଧ୍ବନି<br>ମଧ୍ୟରେ ପାର୍ଥକ୍ୟ<br>ଦର୍ଶାଇବେ | ● ପ୍ରତ୍ୟେକ ଶବ୍ଦର<br>ପ୍ରଥମ ଓ ଶେଷ ଧ୍ବନିର<br>ଚିହ୍ନଟାକରଣ ।<br>● ଧ୍ବନିରୁ ବର୍ଣ୍ଣକୁ ଚିହ୍ନି<br>ଶବ୍ଦ ଗଠନର ପ୍ରକ୍ରିୟା<br>ଜାଣିବେ ।                            | ● ଶ୍ରବଣ ପ୍ରଶାଳନା<br>● କ୍ରୀଡ଼ା ପଦ୍ଧତି                               | ● ଶବ୍ଦଗୁଡ଼ିକର ନାଟ୍ୟ<br>ରୂପାନ୍ତର ।<br>● ଚିତ୍ର କାର୍ତ୍ତ  |
| କଥନ ଦକ୍ଷତା<br>ଆତ୍ମବିଶ୍ୱାସ ସହିତ<br>ଉପସ୍ଥାପନା                                 | ● ସଠିକ୍ ଉଚ୍ଚାରଣ ସହିତ<br>ନୂତନ ଶବ୍ଦାବଳୀର<br>ପ୍ରୟୋଗ କରିବା ।  | ● ଆଲୋଚନା ପଦ୍ଧତି ।  | ● ଚିତ୍ର ଦେଖି ନାମକୁହ<br>(ମୁଖା ଓ କଣ୍ଠେଇର<br>ପ୍ରୟୋଗ)   |
| କଥୋପ କଥନ<br>ସମୟରେ ନୂତନ<br>ଶବ୍ଦାବଳୀର ପ୍ରୟୋଗ<br>(ଅ - ଔ) (କ-ନ)                 | ● ନୂତନ ଶବ୍ଦାବଳୀ<br>ପ୍ରୟୋଗ ସହିତ ନିଜର<br>ଶବ୍ଦାକୋଷର ବୃଦ୍ଧିକରିବା  | ● ଦୈନନ୍ଦିନ କଥୋପକଥନ<br>ସମୟରେ ଉକ୍ତ ଶବ୍ଦ<br>ଗୁଡ଼ିକର ପ୍ରୟୋଗ<br>କରିବା । | ● ଖୋଲା ମଞ୍ଚରେ ଦଳୀୟ<br>ଆଲୋଚନା  |



|   |  |   |  |
|---|--|---|--|
| କବିତା ଗୁଡ଼ିକର ନିର୍ଭୁଲ ଭାବେ ଆବୃତ୍ତିକରଣ         | <ul style="list-style-type: none"> <li>ନୂତନ ଶବ୍ଦାବଳୀର ପ୍ରୟୋଗ ସହିତ ଆଡ଼ ବିଶ୍ୱାସ ବୃଦ୍ଧି କରିବେ ।</li> </ul>                          | <ul style="list-style-type: none"> <li>ସୃଜନାତ୍ମକ ଆବୃତ୍ତିକରଣ</li> </ul>  | <ul style="list-style-type: none"> <li>କାଠ କଣ୍ଢେଇ ବ୍ୟବହାର କରି ଆବୃତ୍ତି କରିବେ ।</li> <li>ବାଦ୍ୟଯନ୍ତ୍ର</li> </ul>              |
| ପଠନ ଦକ୍ଷତା ଲିଖିତ ବିଷୟବସ୍ତୁ ପ୍ରତି ଆଗ୍ରହ ପ୍ରକାଶ | <ul style="list-style-type: none"> <li>ନୂତନ ଶବ୍ଦ ଓ ଚିତ୍ରର ପଠନ</li> </ul>   | <ul style="list-style-type: none"> <li>ସୃଜନାତ୍ମକ ପଠନ ପ୍ରଣାଳୀ</li> </ul> | <ul style="list-style-type: none"> <li>ପ୍ଲାସ୍ଟିକ୍ ବ୍ୟବହାର ।</li> </ul>   |
| ଚିତ୍ରର ଅକ୍ଷର ଓ ନାମ ସହିତ ସଂଯୋଗୀକରଣ             | <ul style="list-style-type: none"> <li>ଚିତ୍ର ପଠନ</li> <li>ସରଳ ପ୍ରଶ୍ନର ଉତ୍ତର ଦେବେ ।</li> <li>ନୂତନ ଶବ୍ଦର ବ୍ୟବହାର ଜାଣିବେ</li> </ul> | <ul style="list-style-type: none"> <li>ଚିତ୍ର ପଠନ</li> </ul>             | <ul style="list-style-type: none"> <li>ଶବ୍ଦଗୁଡ଼ିକର ନାଟ୍ୟ ରୂପାନ୍ତର ।</li> </ul>   |
| ସ୍ୱର ବର୍ଣ୍ଣ (ଅ-ଐ) ର ଚିହ୍ନଟୀକରଣ                | <ul style="list-style-type: none"> <li>ସ୍ୱରବର୍ଣ୍ଣର ଚିହ୍ନଟୀକରଣ</li> </ul>   | <ul style="list-style-type: none"> <li>ପଠନ ପ୍ରଣାଳୀ</li> </ul>           | <ul style="list-style-type: none"> <li>ସ୍ୱରମାଳା ପ୍ରସ୍ତୁତିକରଣ ।</li> </ul>  |
| ବ୍ୟଞ୍ଜନ ବର୍ଣ୍ଣ (କ-ନ) ର ଚିହ୍ନଟୀକରଣ             | <ul style="list-style-type: none"> <li>ବ୍ୟଞ୍ଜନ ବର୍ଣ୍ଣର ଚିହ୍ନଟୀକରଣ</li> </ul>   | <ul style="list-style-type: none"> <li>ପଠନ ପ୍ରଣାଳୀ</li> </ul>           | <ul style="list-style-type: none"> <li>ବ୍ୟଞ୍ଜନମାଳା ପ୍ରସ୍ତୁତିକରଣ ।</li> </ul>   |
| ଦୁଇ ଅକ୍ଷର ବିଶିଷ୍ଟ ଶବ୍ଦ ପଠନ                    | <ul style="list-style-type: none"> <li>ଦୁଇ ଅକ୍ଷର ବିଶିଷ୍ଟ ଶବ୍ଦଗୁଡ଼ିକ ନିର୍ଭୁଲଭାବେ ପଠନ କରିବେ ।</li> <li>ଶବ୍ଦ ଅଧ୍ୟୟନ</li> </ul>      | <ul style="list-style-type: none"> <li>ଶବ୍ଦ ପଠନ</li> </ul>              | <ul style="list-style-type: none"> <li>ପଢ଼ିଥିବା ଶବ୍ଦ ଗୁଡ଼ିକର ଅର୍ଥ, ଗୀତ, ଗଳ୍ପ ଓ ଧନ୍ଦା ମାଧ୍ୟମରେ ବ୍ୟାଖ୍ୟା କରାଯିବ ।</li> </ul> |
| ଲିଖନ ପ୍ରଣାଳୀ : ସ୍ୱରବର୍ଣ୍ଣ ଲିଖନ (ଅ-ଐ)          | <ul style="list-style-type: none"> <li>ବର୍ଣ୍ଣଗୁଡ଼ିକୁ ଓଡ଼ିଆ ହସ୍ତାକ୍ଷର ଖାତାରେ ନିର୍ଭୁଲ ଭାବରେ ଲେଖିବେ ।</li> </ul>                    | <ul style="list-style-type: none"> <li>ଲିଖନ ପ୍ରଣାଳୀ</li> </ul>          | <ul style="list-style-type: none"> <li>ଗୀତ, ଗପ ଓ ଧନ୍ଦା ମାଧ୍ୟମରେ ଅକ୍ଷର ଗୁଡ଼ିକର ସମ୍ୟକ ପରିଚୟ ପ୍ରଦାନ କରାହେବ ।</li> </ul>       |
| ବ୍ୟଞ୍ଜନ ବର୍ଣ୍ଣ ଲିଖନ (କ-ନ)                     | <ul style="list-style-type: none"> <li>ବର୍ଣ୍ଣଗୁଡ଼ିକୁ ଓଡ଼ିଆ ହସ୍ତାକ୍ଷର ଖାତାରେ ନିର୍ଭୁଲ ଭାବରେ ଲେଖିବେ ।</li> </ul>                    | <ul style="list-style-type: none"> <li>ଲିଖନ ପ୍ରଣାଳୀ</li> </ul>          | <ul style="list-style-type: none"> <li>ଗୀତ, ଗପ ଓ ଧନ୍ଦା ମାଧ୍ୟମରେ ଅକ୍ଷର ଗୁଡ଼ିକର ସମ୍ୟକ ପରିଚୟ ପ୍ରଦାନ କରାହେବ ।</li> </ul>       |
| ସୁନ୍ଦର ଓ ନିର୍ଭୁଲ ଭାବରେ ଲେଖିବା ଶିଖିବେ ।        | <ul style="list-style-type: none"> <li>ବର୍ଣ୍ଣ ଗୁଡ଼ିକର ନିର୍ଭୁଲ ଭାବରେ ଚିହ୍ନଟୀକରଣ ଓ ପାର୍ଥକ୍ୟୀକରଣ</li> </ul>                         | <ul style="list-style-type: none"> <li>ଲିଖନ ପ୍ରଣାଳୀ</li> </ul>          | <ul style="list-style-type: none"> <li>ବାଲି, ଅଟା ଓ ସୁଜିରେ ପ୍ରଥମେ ବର୍ଣ୍ଣଗୁଡ଼ିକୁ ଲେଖିବେ ।</li> </ul>                         |



## भाषा विकास (हिन्दी)

| दक्षता विषयवस्तु   | सीखने की संप्राप्ति   | सीखने सिखाने की प्रक्रिया                       | गतिविधियाँ   |
|--|---|---|--|
| श्रवण कौशल ध्यान पूर्वक सुनना और समझना   | विद्यार्थी -<br>• चित्रों तथा विषयवस्तु को अपने मातृभाषा में प्रयोग करने के लिए सक्षम होंगे   | चित्र देखकर कहने की विधि खेल पद्धति             | विद्यार्थी कहानी के चित्रों को देखकर अपने मातृभाषा में वर्णन करेंगे। |
| दो अक्षर वाले शब्दों पर पहले और अन्तिम ध्वनि में अन्तर दर्शाएंगे   | • शब्दों के पहले और अन्तिम ध्वनि की पहचान   | श्रवण शैली खेल पद्धति                           | शब्दों का नाटकीय रूपान्तर।   |
|  | • ध्यान से वर्णों की पहचान कर शब्द बनाएंगे  |   |  |
| वाचन शैली आत्मविश्वास के साथ प्रस्तुतीकरण  | • सही उच्चारण के साथ नए शब्दों का प्रयोग करना   | • विचार विमर्श शैली                             | • चित्रों को देख कर नाम बताइए (मुखौटा और कठपुतली का प्रयोग)।         |
| बातचीत में नए शब्दों का प्रयोग (अ से अः), (क से न)   | • नए शब्दों के प्रयोग के साथ अपने शब्दकोश को बढ़ाना   | • दैनिक बातचीत के समय उन शब्दों का प्रयोग करना  | • खुले मंच पर आपसी विचार।  |
| कविताओं को बिना त्रुटि पेश करना<br>• छोटे बच्चे (पृष्ठ- ०४)<br>• बादल (पृष्ठ-२०)<br>• तुम मुझे खा लो (पृष्ठ- ३३)<br>• झंडा ऊँचा रहे हमारा<br>• अ से अनार | • नए शब्दों के प्रयोग से आत्मविश्वास बढ़ाना<br>• समान लय और उच्चारण के साथ कविता आवृत्ति करना | • कविताओं को लय ताल एवं हाव भाव के साथ पेश करना | • कठपुतली की सहायता से कविता की आवृत्ति।<br>• वाद्ययन्त्र            |
| पठन शैली लिखित विषय वस्तु के प्रति आग्रह दिखाना  | • नए शब्द और चित्रों का पठन   | • पठन शैली                                      | • फ्लैश कार्ड का उपयोग   |



|                                       |   |                |   |
|---------------------------------------|---|----------------|---|
| चित्रों को अक्षर और नाम के साथ जोड़ना | <ul style="list-style-type: none"> <li>चित्र पठन</li> <li>सरल प्रश्नों का उत्तर देंगे</li> <li>नए शब्दों के बारे में जानेंगे</li> </ul> | चित्र पठन शैली | शब्दों का नाटकीय रूपान्तर।                                      |
| स्वर वर्ण (अ-अः) की पहचान             | स्वर वर्ण की पहचान  | पठन शैली       | स्वर माला का प्रस्तुतीकरण।                                      |
| व्यंजन वर्ण (क-न) की पहचान            | व्यंजन वर्णों की पहचान  | पठन शैली       | व्यंजन माला का प्रस्तुतीकरण।                                    |
| दो अक्षर वाले शब्दों का पठन           | <ul style="list-style-type: none"> <li>दो अक्षर वाले शब्दों को सही तरीके से पढ़ेंगे</li> <li>शब्दों का पठन</li> </ul>                   | शब्द पठन शैली  | पठित शब्दों का अर्थ गीत, कहानी तथा मुहावरों के माध्यम से समझना। |
| लेखन शैली<br>स्वर वर्ण लेखन<br>(अ अः) | वर्णों को हिन्दी प्रतिलिपि में सही तरीके से लिखिए   | लेखन शैली      | गीत, कहानी और मुहावरों के माध्यम से अक्षरों की पहचान कराएँगे।   |
| व्यंजन वर्ण लिखन<br>(क से न)          | वर्णों को हिन्दी प्रतिलिपि में सही तरीके से लिखिए   | लेखन शैली      | गीत, कहानी और मुहावरों के माध्यम से अक्षरों की पहचान कराएँगे।   |
| सुन्दर तथा सही तरीके से लिखना सिखेंगे | वर्णों का सही तरीके से पहचान और अंतर  | लेखन शैली      | वर्णों को पहले रेत, आटा और सूजी आदि से लिखेंगे।                 |



## COGNITIVE DEVELOPMENT

| SKILLS / CONCEPTS  | EXPECTED LEARNING OUTCOMES   | PEDAGOGICAL PROCESS ADOPTED   | STRATEGIES/ ACTIVITIES   |
|--|--|---|--|
| Identifying twelve colours in a colour box   | <b>Learners will -</b> <ul style="list-style-type: none"> <li>identify twelve colours.</li> <li>discriminate between light and dark colours.</li> </ul>  | <ul style="list-style-type: none"> <li>Activity based approach</li> </ul>                                 | <ul style="list-style-type: none"> <li>Colour hunt</li> <li>Sorting</li> <li>Music ,song dance</li> </ul>  |
| Making simple comparisons<br><br>➤ Big / Small   | <ul style="list-style-type: none"> <li>identify and compare the objects according to their size.</li> <li>distinguish between big and small objects.</li> </ul>  | <ul style="list-style-type: none"> <li>Story-telling method by using common objects around us.</li> </ul> | <ul style="list-style-type: none"> <li>Using household objects.</li> <li>Developing the story using the real objects.</li> <li>K.G math book (Page no 1-4)</li> </ul>  |
| ➤ Long / Short   | <ul style="list-style-type: none"> <li>identify and compare the objects according to their length.</li> <li>distinguish between long and short objects.</li> </ul>   | <ul style="list-style-type: none"> <li>Discussion Method</li> <li>Activity approach</li> </ul>            | <ul style="list-style-type: none"> <li>Using rhyme</li> <li>Hands on activities</li> <li>Framing story</li> <li>K.G math book (Page no 5-7)</li> </ul>   |
| ➤ Tall / Short<br><br>➤ More / Less  | <ul style="list-style-type: none"> <li>identify and compare the objects according to their height.</li> <li>distinguish between tall and short objects.</li> <li>identify the quantity of the objects.</li> </ul>                      | <ul style="list-style-type: none"> <li>Play way method.</li> <li>Activity Approach.</li> </ul>            | <ul style="list-style-type: none"> <li>Role play</li> <li>Hands on Activities</li> <li>Framing stories.</li> <li>K.G math book (Page no 8-10)</li> <li>(Page no 11-13)</li> </ul>  |
| Write numerals (1-10)  | <ul style="list-style-type: none"> <li>count the numbers verbally (1-10).</li> <li>write the numbers from (1-10).</li> </ul>   | <ul style="list-style-type: none"> <li>Dramatization method</li> <li>Play-way method</li> </ul>           | <ul style="list-style-type: none"> <li>An assortment of objects e.g. caps, leaves, pebbles, balloons etc.</li> <li>K.G math book (Page no 21, 26 &amp; 28)</li> <li>Music, song and dance</li> <li>Abacus</li> <li>Storytelling</li> </ul> |
| Applies the knowledge of number 0 to 10 in different ways<br>➤ Missing numbers<br>➤ After numbers<br>➤ Before numbers<br>➤ Between numbers | <ul style="list-style-type: none"> <li>know the sequence of numbers and insert the missing numbers.</li> <li>know the different position of numbers (after, before, between).</li> <li>apply the numbers in different ways.</li> </ul> | <ul style="list-style-type: none"> <li>Activity Method</li> <li>Play-way method</li> </ul>                | <ul style="list-style-type: none"> <li>After, before jump</li> <li>Ape walk</li> <li>Hopscotch</li> <li>K.G math book (Page no 24, 27, 29, 30, 31 &amp; 32)</li> </ul>   |





|  |  |   |   |
|--|--|---|---|
| Concept of "Zero"  | <ul style="list-style-type: none"> <li>understand the concept of "zero".</li> </ul>  | <ul style="list-style-type: none"> <li>Dramatization method</li> <li>Play-way method</li> </ul> | <ul style="list-style-type: none"> <li>K.G math book (Page no 25)</li> <li>Story-telling activity</li> <li>Clay dough activity.</li> </ul>                    |
| Add numbers ( 0 to 10) <ul style="list-style-type: none"> <li>➤ with pictures</li> <li>➤ on a number line</li> <li>➤ vertical addition</li> </ul>        | <ul style="list-style-type: none"> <li>add numbers with pictures.</li> <li>on number line.</li> <li>do vertical addition.</li> </ul>         | <ul style="list-style-type: none"> <li>Role play method</li> <li>Activity approach.</li> </ul>  | <ul style="list-style-type: none"> <li>Storytelling and dramatization activities.</li> <li>Number line game</li> <li>K.G math book (Page no 33-43)</li> </ul> |
| Subtract numbers (0 to 10) <ul style="list-style-type: none"> <li>➤ with pictures</li> <li>➤ on a number line</li> <li>➤ vertical subtraction</li> </ul> | <ul style="list-style-type: none"> <li>subtract numbers with pictures.</li> <li>on number line.</li> <li>do vertical subtraction.</li> </ul> | <ul style="list-style-type: none"> <li>Role play method</li> <li>Activity approach.</li> </ul>  | <ul style="list-style-type: none"> <li>Storytelling and dramatization activities.</li> <li>Number line game</li> <li>K.G math book (Page no 44-54)</li> </ul> |

## ENVIRONMENTAL CONCEPTS

| SKILLS / CONCEPTS | EXPECTED LEARNING OUTCOMES   | PEDAGOGICAL PROCESS ADOPTED   | STRATEGIES/ ACTIVITIES   |
|-------------------|--|---|--|
| My Surroundings   | <b>Learners will -</b> <ul style="list-style-type: none"> <li>show interest and curiosity in surroundings related to myself, my family, my body parts, my sense organs, my sweet home and my school.</li> <li>collect information and materials from environment like family photograph.</li> <li>participate in activities and experiments related to my surroundings.</li> <li>show awareness about the environmental concept 'My Surrounding'.</li> </ul> | <ul style="list-style-type: none"> <li>Discussion Method</li> <li>Play way Method</li> <li>Integrated Approach</li> </ul> | <ul style="list-style-type: none"> <li>Be quick Game</li> <li>Rhymes</li> <li>Blind fold Games</li> <li>Missing Body parts</li> <li>Picture Talk</li> <li>Class Cleanliness day</li> <li>Let's Talk</li> <li>Visit to different rooms of school and talk.</li> </ul> |



|                    |   |   |   |
|--------------------|---|---|---|
| Water              | <ul style="list-style-type: none"> <li>• show interest and curiosity in surrounding during interaction on sources and uses of water in environment.</li> <li>• collect information and material from environment like bringing objects which float and sink.</li> <li>• participate in activities and experiments like waterplay (sinking, floating, dirty/ clean water).</li> <li>• show awareness about the environmental concept water.</li> </ul> | <ul style="list-style-type: none"> <li>• Collaborative Approach</li> <li>• Integrated Approach</li> <li>• Constructive Approach</li> <li>• Observation</li> <li>• *Experiential Learning</li> </ul> | <ul style="list-style-type: none"> <li>• Water Play</li> <li>• Rhymes on water</li> <li>• Experiment</li> <li>• Save water Day celebration in school</li> <li>• Pouring Activity</li> </ul>   |
| People who help us | <ul style="list-style-type: none"> <li>• show interest and curiosity in surroundings about different helpers.</li> <li>• collect information and material from environment like pictures of people who help us.</li> <li>• participate in different activities on people who help us.</li> <li>• show awareness about the environmental concept - people who help us.</li> </ul>  | <ul style="list-style-type: none"> <li>• Inquiry based learning</li> <li>• Integrated Approach</li> <li>• Play way Method</li> </ul>  | <ul style="list-style-type: none"> <li>• Role play</li> <li>• Picture Talk</li> <li>• Helper Day Celebration</li> <li>• Field Trip</li> <li>• Let's Talk</li> </ul>   |
| Food               | <ul style="list-style-type: none"> <li>• show interest and curiosity in classifying food in various subgroups.</li> <li>• collect information and material from environment like bringing pictures of healthy and unhealthy food.</li> <li>• participate in activities and experiments on food.</li> </ul>  | <ul style="list-style-type: none"> <li>• Inquiry based Approach</li> <li>• Collaborative Approach</li> <li>• Experiential learning</li> </ul>   | <ul style="list-style-type: none"> <li>• Riddle Time</li> <li>• Veggie cart</li> <li>• Vegetable Day Celebration</li> <li>• Fruit Delight</li> <li>• Join and enjoy</li> <li>• Collage on fruits and vegetables</li> <li>• Fruit Race</li> <li>• Cooked and raw food Day</li> <li>• Sorting-Good and Bad food</li> <li>• Healthy food day celebration</li> <li>• Making healthy food like salad, sprouts, lemon and juice etc</li> <li>• Be quick game</li> </ul> |



# THINKING SKILLS

| SKILLS / CONCEPTS                            | EXPECTED LEARNING OUTCOMES   | PEDAGOGICAL PROCESS ADOPTED  | STRATEGIES/ ACTIVITIES   |
|--|--|--|--|
| Matching and classifying (colours and sizes) | <b>Learners will -</b> <ul style="list-style-type: none"> <li>match and classify different colours.</li> <li>match and classify objects of different sizes.</li> </ul> | <ul style="list-style-type: none"> <li>Discussion method</li> <li>Activity approach.</li> <li>Project method.</li> </ul> | <ul style="list-style-type: none"> <li>K.G maths page no 14-18</li> <li>Made for each other pg.71</li> </ul> |
| Fixies upto 8 piece puzzle                   | <ul style="list-style-type: none"> <li>fix upto 8 piece puzzle.</li> </ul>   | <ul style="list-style-type: none"> <li>Group discussion method.</li> <li>Activity approach.</li> </ul>                   | <ul style="list-style-type: none"> <li>Puzzle</li> </ul>   |
| Showing sequencing ability                   | <ul style="list-style-type: none"> <li>do sequence with three objects and three pictures.</li> </ul>   | <ul style="list-style-type: none"> <li>Discussion method</li> <li>Activity approach.</li> </ul>                          | <ul style="list-style-type: none"> <li>K.G Maths book Page no 19-20</li> </ul>                               |
| Shows ability to recall                      | <ul style="list-style-type: none"> <li>play memory game.</li> <li>recall previous knowledge.</li> </ul>  | <ul style="list-style-type: none"> <li>Activity approach</li> </ul>  | <ul style="list-style-type: none"> <li>Memory Game (CCM)</li> </ul>  |

## CREATIVE AND EXPRESSIVE ARTS (ART/CRAFT/MUSIC/DANCE/DRAMA)

| SKILLS / CONCEPTS   | EXPECTED LEARNING OUTCOMES   | PEDAGOGICAL PROCESS ADOPTED  | STRATEGIES/ ACTIVITIES  |
|---|--|--|---|
| Colouring   | <b>Learners will -</b> <ul style="list-style-type: none"> <li>work confidently with a variety of drawing tools.</li> <li>create something new from the given material.</li> <li>develop fine motor muscles.</li> </ul> | <ul style="list-style-type: none"> <li>Play way method</li> <li>Conceptual approach</li> <li>Activity approach</li> <li>Integrated approach</li> </ul> | <ul style="list-style-type: none"> <li>'Fun with colours-B' page 1-9 and colouring with crayons.</li> </ul>   |
| Printing  | <ul style="list-style-type: none"> <li>work confidently with a variety of materials.</li> <li>express individuality.</li> <li>develop creativity.</li> <li>develop eye-hand co-ordination.</li> </ul>                  | <ul style="list-style-type: none"> <li>Play way method</li> <li>Conceptual approach</li> <li>Activity approach</li> <li>Integrated approach</li> </ul> | <ul style="list-style-type: none"> <li>Spray printing</li> <li>Vegetable printing</li> <li>Okra printing</li> <li>Scrap book activity</li> </ul>  |
| Drawing (Free hand)<br>➤ Me and my family<br>➤ Sources of water<br>➤ Tools used by people who help us<br>➤ Healthy and unhealthy food | <ul style="list-style-type: none"> <li>draw simple objects or pictures.</li> <li>create something new from the given material.</li> <li>develop creativity.</li> <li>develop eye-hand co-ordination.</li> </ul>        | <ul style="list-style-type: none"> <li>Play way method</li> <li>Conceptual approach</li> <li>Activity approach</li> <li>Integrated approach</li> </ul> | Drawing of : <ul style="list-style-type: none"> <li>My family</li> <li>Sources of water</li> <li>Tools used by helpers.</li> <li>Healthy food – Fruits and vegetables</li> <li>Unhealthy food- Pizza</li> <li>Drawing notebook</li> </ul> |



|  |   |  |   |
|--|---|--|---|
| Craft<br>➤ Clay modelling<br>➤ Flag making<br>➤ Rakhi Making   | <ul style="list-style-type: none"> <li>• create something new from the given material.</li> <li>• develop creativity.</li> <li>• develop eye-hand co-ordination.</li> <li>• develop social skill.</li> <li>• express individually.</li> </ul> | <ul style="list-style-type: none"> <li>• Play way method</li> <li>• Conceptual approach</li> <li>• Activity approach</li> <li>• Integrated approach</li> </ul> | <ul style="list-style-type: none"> <li>• Clay modelling</li> <li>• Rakhi making</li> <li>• Flag making</li> <li>• Scrapbook activity</li> </ul>   |
| ➤ Sing simple songs and rhyme in tune<br>➤ Participate actively in musical activities<br>➤ Follow rhythm while dancing | <ul style="list-style-type: none"> <li>• sing simple song and rhyme in tune.</li> <li>• participate actively in musical activities.</li> <li>• follow rhythm while dancing.</li> </ul>  | <ul style="list-style-type: none"> <li>• Play way method</li> <li>• Conceptual approach</li> <li>• Activity approach</li> <li>• Integrated approach</li> </ul> | <ul style="list-style-type: none"> <li>• Jolly phonic song</li> <li>• Patriotic songs.</li> <li>• Rhymes from Rhythmic rhymes book.</li> <li>• Nursery rhymes.</li> <li>• Musical instruments</li> <li>• Omm chanting</li> <li>• DAV gaan</li> <li>• Theme based song</li> </ul>                      |
| Acts out the allotted role<br>➤ Listen and act<br>➤ Role play  | <ul style="list-style-type: none"> <li>• think imaginatively.</li> <li>• develop vocabulary.</li> <li>• listen attentively to others.</li> <li>• connect actions and words.</li> </ul>  | <ul style="list-style-type: none"> <li>• Play way method</li> <li>• Conceptual approach</li> <li>• Activity approach</li> <li>• Integrated approach</li> </ul> | <ul style="list-style-type: none"> <li>• Acts out the allotted role (Theme based).</li> <li>• Puppet shows</li> <li>• Dramatization of people who help us</li> <li>• Dramatization of vowel story 'a' &amp; 'e'</li> <li>• Role play on healthy food</li> <li>• Dramatization on my school</li> </ul> |



# PHYSICAL DEVELOPMENT

| SKILLS / CONCEPTS                                 | EXPECTED LEARNING OUTCOMES  | PEDAGOGICAL PROCESS ADOPTED   | STRATEGIES/ ACTIVITIES  |
|---|---|---|---|
| Participates actively<br>Indoor and Outdoor games | <b>Learners will -</b> <ul style="list-style-type: none"> <li>participate actively in indoor /outdoor games.</li> <li>large &amp; small muscles with inherent potential &amp; confidence.</li> <li>run with increasing control and speed</li> <li>develop listening skills.</li> <li>eye - hand co-ordination.</li> <li>interact with the natural world in a positive way.</li> </ul> | <ul style="list-style-type: none"> <li>Activity based Approach</li> <li>Play way Method</li> <li>Experiential Learning</li> </ul> | <ul style="list-style-type: none"> <li>Flat Race</li> <li>Jump in &amp; Jump out</li> <li>Walking backward</li> <li>Permanent Play Equipment's</li> <li>Role the Tyre</li> <li>Make a Tyre Path</li> <li>Ball Activities</li> <li>Catch &amp; Throw</li> <li>Walk on a straight Line</li> <li>Passing the Parcel</li> </ul> |
| Shows team Sprit                                  | <ul style="list-style-type: none"> <li>show team spirit.</li> <li>play in groups.</li> <li>do their work responsibly &amp; independently.</li> </ul>  | <ul style="list-style-type: none"> <li>Activity based Approach</li> <li>Play way Method</li> <li>Experiential Learning</li> </ul> | <ul style="list-style-type: none"> <li>farmer in the den</li> <li>tug of war</li> </ul>   |
| Perform simple exercises                          | <ul style="list-style-type: none"> <li>perform simple exercises.</li> <li>know the importance of exercise to stay fit.</li> </ul>   | <ul style="list-style-type: none"> <li>Activity based Approach</li> <li>Play way Method</li> <li>Experiential Learning</li> </ul> | <ul style="list-style-type: none"> <li>Yoga</li> <li>Mass Drill</li> <li>Zumba</li> <li>Simon Says</li> </ul>   |





## PERSONAL HABITS AND HYGIENE

| SKILLS / CONCEPTS                         | EXPECTED LEARNING OUTCOMES   | PEDAGOGICAL PROCESS ADOPTED  | STRATEGIES/ ACTIVITIES  |
|---|--|--|---|
| Keep himself and his surroundings clean   | <b>Learners will -</b> <ul style="list-style-type: none"> <li>keep themselves and surrounding neat and clean.</li> <li>know the proper uses of dustbin.</li> </ul> | <ul style="list-style-type: none"> <li>Cleanliness Time before and after the tiffin break</li> <li>Demonstrative Method</li> </ul> | <ul style="list-style-type: none"> <li>Role Play</li> <li>Multimedia Presentation</li> </ul>                              |
| Dresses neatly                            | <ul style="list-style-type: none"> <li>know how to dress up.</li> </ul>  | <ul style="list-style-type: none"> <li>Demonstrative Method</li> <li>Experiential Learning</li> </ul>                              | <ul style="list-style-type: none"> <li>Simon Says</li> <li>Dramatization</li> <li>Stories</li> </ul>                      |
| Keeps hair & nails tidy                   | <ul style="list-style-type: none"> <li>know the importance of trimming their nails and hair.</li> </ul>  | <ul style="list-style-type: none"> <li>Demonstrative Method</li> <li>Experiential Learning</li> </ul>                              | <ul style="list-style-type: none"> <li>Stories</li> <li>Self Reliance Activity</li> </ul>                                 |
| Uses handkerchief and napkin while eating | <ul style="list-style-type: none"> <li>know the proper uses of bib and napkin.</li> </ul>  | <ul style="list-style-type: none"> <li>Demonstrative Method</li> <li>Experiential Learning</li> </ul>                              | <ul style="list-style-type: none"> <li>Self Reliance Activity</li> </ul>  |
| Washes hands before and after tiffin      | <ul style="list-style-type: none"> <li>know the proper hand wash technique.</li> </ul>   | <ul style="list-style-type: none"> <li>Demonstrative Method</li> <li>Experiential Learning</li> </ul>                              | <ul style="list-style-type: none"> <li>Clean up song</li> <li>Stories</li> <li>Dramatization</li> </ul>                   |
| Carries nutritious food                   | <ul style="list-style-type: none"> <li>identify &amp; carry nutritious food.</li> </ul>  | <ul style="list-style-type: none"> <li>Demonstrative Method</li> <li>Experiential Learning</li> </ul>                              | <ul style="list-style-type: none"> <li>Self Reliance Activity</li> <li>Stories</li> <li>Sprout Making Activity</li> </ul> |
| Finishes his / her food in time           | <ul style="list-style-type: none"> <li>finish food in time.</li> </ul>   | <ul style="list-style-type: none"> <li>Demonstrative Method</li> </ul>   | <ul style="list-style-type: none"> <li>Stories</li> </ul>   |
| Eats with an appetite                     | <ul style="list-style-type: none"> <li>eat with an appetite.</li> </ul>  | <ul style="list-style-type: none"> <li>Demonstrative Method</li> </ul>   | <ul style="list-style-type: none"> <li>Stories</li> </ul>   |



## SOCIO-EMOTIONAL DEVELOPMENT

| SKILLS / CONCEPTS                         | EXPECTED LEARNING OUTCOMES   | PEDAGOGICAL PROCESS ADOPTED   | STRATEGIES/ACTIVITIES  |
|---|--|---|--|
| Shares toys and belongingness with others | <b>Learners will -</b> <ul style="list-style-type: none"> <li>share toys and belongingness with others.</li> </ul> | <ul style="list-style-type: none"> <li>Play-way Method</li> </ul>                                     | <ul style="list-style-type: none"> <li>Sharing toys belongings</li> <li>I know how to share "game"</li> <li>Celebration of different observation days</li> <li>Foundation day of the school</li> <li>Joy of giving week</li> </ul> |
| Works and plays comfortably in a group    | <ul style="list-style-type: none"> <li>work and plays comfortably in a group.</li> </ul>                           | <ul style="list-style-type: none"> <li>Class room activity</li> </ul>                                 | <ul style="list-style-type: none"> <li>Outdoor games</li> <li>Group activities</li> </ul>  |
| Helps, cooperates and cares for others    | <ul style="list-style-type: none"> <li>help, cooperate and care for others.</li> </ul>                             | <ul style="list-style-type: none"> <li>Storytelling Approach</li> <li>Dramatization</li> </ul>        | <ul style="list-style-type: none"> <li>Dramatization by the children</li> <li>Sharing of tiffin, crayon box , pencil, eraser, handwash and sanitiser</li> </ul>  |
| Behaves confidently                       | <ul style="list-style-type: none"> <li>develop self confidence.</li> </ul>   | <ul style="list-style-type: none"> <li>Activity Based Approach</li> </ul>                             | <ul style="list-style-type: none"> <li>Prayer assembly duty</li> <li>Taking turns</li> <li>Distributing books and copies</li> <li>Class monitoring</li> </ul>  |
| Takes care of school property             | <ul style="list-style-type: none"> <li>take care of school property.</li> </ul>                                    | <ul style="list-style-type: none"> <li>Multimedia presentation</li> <li>Live demonstration</li> </ul> | <ul style="list-style-type: none"> <li>Self-reliance activity</li> <li>Taking care of classroom accessories (table , chair) etc</li> </ul>   |
| Feels a sense of belongingness to school  | <ul style="list-style-type: none"> <li>feel a sense of belongingness to school.</li> </ul>                         | <ul style="list-style-type: none"> <li>Live demonstration</li> <li>Stories</li> </ul>                 | <ul style="list-style-type: none"> <li>Self-reliance activity</li> <li>Celebration of different observation days</li> <li>Foundation day of the school</li> </ul>  |
| Speaks politely and obeys                 | <ul style="list-style-type: none"> <li>speak politely and obeys.</li> </ul>  | <ul style="list-style-type: none"> <li>Motivational stories</li> </ul>                                | <ul style="list-style-type: none"> <li>Dramatization</li> <li>Roleplay</li> </ul>  |



## ACTIVITIES TO BE DONE AT HOME IN SCRAP BOOK

| MONTH          | THEME   | ACTIVITIES TO BE DONE AT HOME   |
|----------------|---|---|
| APRIL - AUGUST | <ul style="list-style-type: none"> <li>• My surrounding</li> <li>• Water</li> <li>• People who help us</li> <li>• Food</li> </ul> | <ul style="list-style-type: none"> <li>• Paste picture of big objects.</li> <li>• Paste picture of small objects.</li> <li>• Paste picture of more and less things.</li> <li>• Draw/paste pictures of tall and short objects.</li> <li>• Draw/paste pictures of different objects having 'a' &amp; 'e' vowel sound words.</li> <li>• Draw/paste pictures of any source of water.</li> <li>• Paste pictures of any four people who help us.</li> <li>• Draw/paste pictures of different sense organs.</li> <li>• Draw/paste pictures of raw and cooked food.</li> <li>• Make a rainbow using thumb painting.</li> <li>• Draw/paste pictures of beginning with the letters (अ-आ), (क-न), (इ-ई), (उ-ऊ).</li> </ul> |



## LANGUAGE DEVELOPMENT (ENGLISH)

| SKILLS / CONCEPTS   | EXPECTED LEARNING OUTCOMES   | PEDAGOGICAL PROCESS ADOPTED   | STRATEGIES/ ACTIVITIES  |
|---|--|---|---|
| <b>LISTENING SKILLS</b><br><br>Discriminating between words of vowels, 'i', 'o' and 'u' | <b>Learners will -</b> <ul style="list-style-type: none"> <li>identify rhyming words of vowel 'i'.</li> <li>identify rhyming words of vowel 'o'.</li> <li>identify rhyming words of vowel 'u'.</li> <li>discriminate between words of vowels, 'a', 'e', 'i', 'o' and 'u'.</li> </ul>     | <ul style="list-style-type: none"> <li>Play-way method</li> <li>Activity based approach</li> <li>Kinaesthetic learning</li> <li>Phonics Method</li> </ul> | <ul style="list-style-type: none"> <li>Vowel stories and rhyming words My English Book page no 22 to 24 ,28 to 30, and page no 34 to 36</li> <li>Hear and discriminate</li> <li>Rhyme time</li> <li>Be quick</li> <li>Vowel race</li> </ul> |
| Listening and understanding to simple English   | <ul style="list-style-type: none"> <li>listen and understand commands and instructions.</li> <li>understand stories (My English Book and Catch Me-Child Craft Kit).</li> <li>understand during different classroom activities, e.g. group discussions, riddles and questions.</li> </ul> | <ul style="list-style-type: none"> <li>Play-way method</li> <li>Activity based approach</li> <li>Hands on approach</li> </ul>                             | <ul style="list-style-type: none"> <li>Simon says</li> <li>Rolly- Polly</li> <li>Classroom Rules</li> <li>Catch Me</li> <li>Riddles</li> </ul>  |
| <b>SPEAKING SKILLS</b><br><br>Using simple greetings and common courtesies              | <ul style="list-style-type: none"> <li>use 'good evening' and 'good night'.</li> <li>use 'sorry' and 'excuse me'.</li> <li>use 'may I' (seeking permission).</li> </ul>  | <ul style="list-style-type: none"> <li>Play-way method</li> <li>Activity based approach</li> </ul>  | <ul style="list-style-type: none"> <li>Puppet Show</li> <li>Stories &amp; Rhymes</li> <li>Flash cards for reinforcement</li> <li>Presentation on Digital Board</li> </ul>   |



|  |  |   |   |
|--|--|---|---|
| Speaking clearly and with correct pronunciation  | <ul style="list-style-type: none"> <li>• give new words of vowels, 'a', 'e', 'i', 'o', and 'u'.</li> <li>• make phrases.</li> <li>• speak clearly during interactions.</li> </ul>            | <ul style="list-style-type: none"> <li>• Play-way method</li> <li>• Activity based approach</li> </ul>                                    | <ul style="list-style-type: none"> <li>• Antakshari</li> <li>• Chit Game</li> <li>• Word wall</li> <li>• Flash Cards</li> <li>• Personal news</li> <li>• Stories</li> <li>• Recalling events</li> </ul>   |
| Picking up and using new words   | <ul style="list-style-type: none"> <li>• give rhyming words of vowels, 'a', 'e', 'i', 'o' and 'u'.</li> <li>• make phrases.</li> <li>• narrate stories with the help of pictures.</li> </ul> | <ul style="list-style-type: none"> <li>• Play-way method</li> <li>• Activity based approach</li> <li>• Encoding method</li> </ul>         | <ul style="list-style-type: none"> <li>• Rhyme Time</li> <li>• Rhyming-words</li> <li>• Chit game</li> <li>• Find the odd one out</li> <li>• Word collection My English Book pgs.- 26 &amp; 27 (i) 32 &amp; 33 (o) and 38 &amp; 39 (u)</li> <li>• Catch Me</li> </ul> |
| Using English while interacting with others  | <ul style="list-style-type: none"> <li>• speak in English while answering questions.</li> <li>• speak in English during class discussions.</li> </ul>  | <ul style="list-style-type: none"> <li>• Play-way method</li> <li>• Activity based approach</li> <li>• Group discussion method</li> </ul> | <ul style="list-style-type: none"> <li>• News (Personal news)</li> <li>• Class Discussion</li> <li>• Planning and recalling</li> <li>• Role-play</li> <li>• Vowel stories</li> <li>• Show and tell</li> <li>• Picture talk</li> <li>• Fun with Riddles</li> </ul>     |
| <ul style="list-style-type: none"> <li>• Rhymes : Rhythmic rhyme book</li> <li>➤ Count 1, 2, 3 (Page no 52)</li> <li>➤ Traffic Light (Page no 49)</li> <li>➤ Sounds of Animals (Page no 12)</li> <li>➤ Plant is born (Page no 16)</li> <li>➤ Grey Clouds (Page no 20)</li> </ul> | <ul style="list-style-type: none"> <li>• recite rhymes with correct pronunciation and action.</li> </ul>   | <ul style="list-style-type: none"> <li>• Play-way method</li> <li>• Activity based approach</li> <li>• Integrated approach</li> </ul>     | <ul style="list-style-type: none"> <li>• Singing Songs and Rhymes-</li> <li>• Rhymes from rhythmic rhyme book with action in group</li> </ul>   |





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|---|---|--|---|
| <p>Narrating Moral Stories and theme based story</p> <p>➤ Theme based story 'Cleanliness'</p>                               | <ul style="list-style-type: none"> <li>• narrate stories with proper action and pronunciation.</li> <li>• narrate stories in proper sequence.</li> </ul>  | <ul style="list-style-type: none"> <li>• Play-way method</li> <li>• Activity based approach</li> <li>• Group discussion method</li> </ul>  | <ul style="list-style-type: none"> <li>• Story Telling</li> <li>• Pretend Play</li> <li>• Story card sequencing</li> </ul>  |
| <p><b>READING SKILLS</b></p> <p>Showing interest in printed material</p>  | <ul style="list-style-type: none"> <li>• show interest in My English Book.</li> <li>• show interest in Worksheets.</li> <li>• show interest in printed materials given in Child Craft Kit.</li> </ul> | <ul style="list-style-type: none"> <li>• Play-way method</li> <li>• Activity based approach</li> <li>• Discussion method</li> </ul>  | <ul style="list-style-type: none"> <li>• Vowel Stories</li> <li>• Play and learn</li> <li>• Children reads initial sounds while matching pictures with sounds</li> <li>• Story Reading</li> <li>• Reading labels on wrappers and worksheets.</li> </ul> |
| <p>Giving meaning to pictures</p>   | <ul style="list-style-type: none"> <li>• associate pictures with their names.</li> <li>• identify the pictures of 'i', 'o' and 'u' vowel stories (My English Book).</li> </ul>                        | <ul style="list-style-type: none"> <li>• Play-way method</li> <li>• Activity based approach</li> <li>• Decoding method</li> </ul>  | <ul style="list-style-type: none"> <li>• Find My Partner</li> <li>• Worksheets for matching</li> <li>• My English Book pgs. 25, 31, 37, 40 &amp; 41</li> <li>• Vowel Stories from My English Book page no 22, 23, 28, 28, 34 &amp; 35</li> </ul>        |
| <ul style="list-style-type: none"> <li>• Reading words and phrases of vowels, 'i', 'o' and 'u' (My English Book)</li> </ul> | <ul style="list-style-type: none"> <li>• read 3-letter words of vowel 'i'.</li> <li>• read 3 -letter words of vowel 'o'.</li> <li>• read 3 -letter words of vowel 'u'.</li> </ul>                     | <ul style="list-style-type: none"> <li>• Play-way method</li> <li>• Activity based approach</li> <li>• Phonics method</li> <li>• Whole-word approach</li> <li>• Decoding method</li> </ul> | <ul style="list-style-type: none"> <li>• Encourage children to read My English Book pgs.- (25,26,27,31,32, 33,37,38,40,41)</li> </ul>   |
|   | <ul style="list-style-type: none"> <li>• read phrases of vowels, 'a', 'e', 'i', 'o' and 'u'.</li> </ul>   |  | <ul style="list-style-type: none"> <li>• CVC word blending for 'i', 'o' and 'u' vowel.</li> </ul>   |



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|--|---|---|--|
| Reading words by Sight (Nature words)  | <ul style="list-style-type: none"> <li>• read nature words by sight.</li> </ul>   | <ul style="list-style-type: none"> <li>• Play-way method</li> <li>• Activity based approach</li> <li>• Whole word approach</li> </ul>   | <ul style="list-style-type: none"> <li>• Read Nature words (sight reading)</li> <li>• Power point presentation</li> <li>• Collage</li> <li>• Read Nature words without pictures</li> <li>• Worksheets</li> </ul>                   |
| <b>WRITING SKILLS</b><br>Joining and writing neatly and legibly (Integrated Activity Book) | <ul style="list-style-type: none"> <li>• join and write neatly and legibly.</li> </ul>  | <ul style="list-style-type: none"> <li>• Play-way method</li> <li>• Activity based approach</li> <li>• Blackboard/Digital board instructions</li> <li>• Demonstration method</li> </ul> | <ul style="list-style-type: none"> <li>• Writing in notebook &amp; worksheets 3 letter words</li> </ul>  |
| Writing 3-letter words with correct spellings  | <ul style="list-style-type: none"> <li>• write words of vowel 'i'.</li> <li>• write words of vowel 'o'.</li> <li>• write words of vowel 'u'.</li> <li>• write words of vowels, 'a' to 'u'.</li> </ul> | <ul style="list-style-type: none"> <li>• Activity based approach</li> <li>• Encoding method</li> </ul>  | <ul style="list-style-type: none"> <li>• Write words in Integrated Activity Book page no 29 to 32, 35 to 38 &amp; 45 to 50.</li> <li>• Write words in My English Book- page no 25, 27, 31, 33, 37, 39, 40, 41 &amp; 42.</li> </ul> |
| <ul style="list-style-type: none"> <li>• Writing phrases</li> </ul>                        | <ul style="list-style-type: none"> <li>• write phrases of vowel 'i'.</li> <li>• write phrases of vowel 'o'.</li> <li>• write phrases of vowel 'u'.</li> </ul>   | <ul style="list-style-type: none"> <li>• Activity based approach</li> </ul>   | <ul style="list-style-type: none"> <li>• Write phrases in Integrated Activity Book page no-32, 38 &amp; 50.</li> <li>• Write phrases in My English Book-page no 27, 33 &amp; 39.</li> </ul>  |

### Story : Monkey And The Cap Seller

Once a cap-seller was going to sell caps in a village market. He was going through a forest. He was carrying a basket of caps on his head. He got tired in the heat of the sun. He lay down under a tree to take rest. He put his basket on the ground. He fell asleep.

There were monkeys on that tree. They came down and took the caps. Then they climbed on the tree. When the cap seller woke up, he was surprised to see that monkeys were wearing his caps. He became sad. He thought of a plan. He threw his own cap on the ground. The monkeys also threw their caps. He collected his caps and went away happily.

**Moral: Clever thinking works where strength fails.**

**Theme based story-"Cleanliness"-**



## ଭାଷା ବିକାଶ (ଓଡ଼ିଆ)

| ଦକ୍ଷତା/ବିଷୟବସ୍ତୁ  | ଶିକ୍ଷଣ ପ୍ରତ୍ୟାଶିତ ଫଳାଫଳ  | ଶିକ୍ଷଣ ପ୍ରକ୍ରିୟା  | କ୍ରିୟାକଳାପ  |
|---|--|---|---|
| ଶ୍ରବଣ ଦକ୍ଷତା<br>ଶବ୍ଦର ପ୍ରଥମ ଓ ଶେଷ ଧ୍ବନି<br>ମଧ୍ୟରେ ପାର୍ଥକ୍ୟ ଦର୍ଶାଇବେ   | ଶିକ୍ଷାର୍ଥୀମାନେ -<br>• ପ୍ରତ୍ୟେକ ଶବ୍ଦର ପ୍ରଥମ ଓ ଶେଷ ଧ୍ବନିର ଚିହ୍ନଟାକରଣ ।<br>• ଧ୍ବନିରୁ ବର୍ଣ୍ଣକୁ ଚିହ୍ନି ଶବ୍ଦ ଗଠନର ପ୍ରକ୍ରିୟା ଜାଣିବେ । | • ଶ୍ରବଣ ପ୍ରଶାଳନା କ୍ରୀଡ଼ା ପଦ୍ଧତି                         | • ଶବ୍ଦଗୁଡ଼ିକର ନାଟ୍ୟ ରୂପାନ୍ତର ।  |
| ମିତ୍ରାକ୍ଷର ଶବ୍ଦର ଚିହ୍ନଟାକରଣ   | • ନୂତନ ଶବ୍ଦାବଳୀ ବିଷୟରେ ସମ୍ୟକ ଧାରଣା ପାଇବେ ।   | • ଶ୍ରବଣ ପ୍ରଶାଳନା<br>• କ୍ରୀଡ଼ା ପଦ୍ଧତି                    | • ଶବ୍ଦାବଳୀର ଦକ୍ଷତା ବୃଦ୍ଧି<br>• ଶବ୍ଦ କାର୍ତ୍ତ   |
| ଧ୍ୟାନ ପୂର୍ବକ ଶୁଣିବା ଓ ବୁଝିବା  | • ଚିତ୍ର ଓ ବିଷୟବସ୍ତୁ ଗୁଡ଼ିକୁ ନିଜ ମାତୃଭାଷାରେ ପରିପ୍ରକାଶ କରିବା ପାଇଁ ସକ୍ଷମ ହେବେ ।<br>(ଚିତ୍ର ଅଧ୍ୟୟନ ଓ ମୌଖିକ ଭାବ ପ୍ରକାଶ)              | • ଛବି ଦେଖି କହିବା ପଦ୍ଧତି<br>• କ୍ରୀଡ଼ା ପଦ୍ଧତି             | • ଶିକ୍ଷାର୍ଥୀମାନେ ଗଛ ଗୁଡ଼ିକର ଚିତ୍ର ଦେଖି ନିଜ ମାତୃଭାଷାରେ ବର୍ଣ୍ଣନା କରିବେ ।<br>• ଶିକ୍ଷାର୍ଥୀମାନେ ଫଳ, ଫୁଲ, ପକ୍ଷୀ ଓ ପଶୁ ବିଷୟରେ ଜାଣିବେ । |
| କଥନ ଦକ୍ଷତା<br>ଅନର୍ଗଳ ଭାବରେ କହିବା  | • ସଠିକ୍ ଉଚ୍ଚାରଣ ସହିତ ନୂତନ ଶବ୍ଦାବଳୀର ପ୍ରୟୋଗ କରିବା   | • ଆଲୋଚନା ପଦ୍ଧତି<br>ସୃଜନାତ୍ମକ କଥନ ପଦ୍ଧତି                 | • ଚିତ୍ର ଦେଖି ନାମକୁହ (ମୁଖା ଓ କଣ୍ଠେଇର ପ୍ରୟୋଗ)   |
| କଥୋପକଥନ ସମୟରେ ନୂତନ ଶବ୍ଦାବଳୀର ପ୍ରୟୋଗ   | • ନୂତନ ଶବ୍ଦାବଳୀ ପ୍ରୟୋଗ ସହିତ ନିଜର ଶବ୍ଦାକୋଷର ବୃଦ୍ଧି କରିବା  | • ଦୈନନ୍ଦିନ କଥୋପକଥନ ସମୟରେ ଉଚ୍ଚ ଶବ୍ଦ ଗୁଡ଼ିକର ପ୍ରୟୋଗ କରିବା | • ଖୋଲା ମଞ୍ଚରେ ଦଳୀୟ ଆଲୋଚନା   |
| ଆତ୍ମବିଶ୍ୱାସ ସହିତ ନିଜ ଭାବନାର ଉପସ୍ଥାପନା   | • ସଠିକ୍ ଉଚ୍ଚାରଣ ସହିତ ନୂତନ ଶବ୍ଦାବଳୀର ପ୍ରୟୋଗ କରିବା   | • ଆଲୋଚନା ପଦ୍ଧତି   | • ଚିତ୍ର ଦେଖି ନାମକୁହ (ମୁଖା ଓ କଣ୍ଠେଇର ପ୍ରୟୋଗ)   |
| କବିତା ଗୁଡ଼ିକର ନିର୍ଭୁଲ ଭାବେ ଆବୃତ୍ତିକରଣ<br>• ଟିକି ଭାଲୁ (ପୃଷ୍ଠା-୨୪-ମୋ ଶିଶୁ ଗୀତି)<br>• କିଏ ରହେ କେଉଁଠି (ପୃଷ୍ଠା-୩୯-ମୋ ଶିଶୁ ଗୀତି)<br>• ଉଡ଼ିଗଲା ବଗରେ (ପୃଷ୍ଠା-୦୫-ମୋ ଶିଶୁ ଗୀତି)<br>• ବାଟେ ଯାଉ ଯାଉ ପଡ଼ିଲା ଛକ (ପୃଷ୍ଠା-୨୯-ମୋ ଶିଶୁ ଗୀତି)<br>• ଜହ୍ନମାମୁ (ପୃଷ୍ଠା-୨୮-ମୋ ଶିଶୁ ଗୀତି) | • ନୂତନ ଶବ୍ଦାବଳୀର ପ୍ରୟୋଗ ସହିତ ଆତ୍ମ ବିଶ୍ୱାସ ବୃଦ୍ଧି କରିବେ<br>• ସଠିକ୍ ତାଳ , ଲୟ ଓ ଶୁଦ୍ଧ ଉଚ୍ଚାରଣ ସହିତ କବିତା ଆବୃତ୍ତି କରିବେ            | • ସୃଜନାତ୍ମକ ଆବୃତ୍ତିକରଣ                                  | • କାଠ କଣ୍ଠେଇ ବ୍ୟବହାର କରି ଆବୃତ୍ତି କରିବେ<br>• ବାଦ୍ୟଯନ୍ତ୍ର   |



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| ଗଛଟିକୁ ନିର୍ଭୁଲ ଭାବରେ ଏବଂ ଅଙ୍ଗଭଙ୍ଗୀ ସାହାଯ୍ୟରେ ବର୍ଣ୍ଣନା କରିବେ ।<br>• ଗଣେଶଙ୍କ ଚତୁରତା | <ul style="list-style-type: none"> <li>ନାଟକ ମାଧ୍ୟମରେ ଗଛ ପରିବେଷଣ କରିବେ ।</li> <li>କଥନ ଦକ୍ଷତା ବୃଦ୍ଧି ପାଇବ</li> <li>ଆତ୍ମବିକାଶର ବିକାଶ ହେବ</li> </ul> | <ul style="list-style-type: none"> <li>ନାଟକୀୟ ଶୈଳୀ ଅଭିନୟ, ଗଛ କଥନ, ଗଛର ଉପସ୍ଥାପନ</li> </ul> | <ul style="list-style-type: none"> <li>କଣ୍ଢେଇ, ଚିତ୍ରକାର୍ତ୍ତ,</li> <li>ପିପିଟି</li> </ul>                                   |
| ପଠନ ଦକ୍ଷତା ଲିଖିତ ବିଷୟବସ୍ତୁ ପ୍ରତି ଆଗ୍ରହ ପ୍ରକାଶ                                     | <ul style="list-style-type: none"> <li>ନୂତନ ଶବ୍ଦ ଓ ଚିତ୍ରର ପଠନ</li> </ul>   | <ul style="list-style-type: none"> <li>ସୃଜନାତ୍ମକ ପଠନ ପ୍ରଣାଳୀ</li> </ul>                   | <ul style="list-style-type: none"> <li>ଫ୍ଲୁଇଡାର ବ୍ୟବହାର</li> </ul>  |
| ଚିତ୍ରଗୁଡ଼ିକୁ ବୁଝିବା ସହିତ ପଢ଼ିବା   | <ul style="list-style-type: none"> <li>ନୂତନ ଚିତ୍ର ଓ ନୂତନ ଶବ୍ଦ ବିଷୟରେ ସମ୍ୟକ ଧାରଣା ପାଇବା</li> </ul>  | <ul style="list-style-type: none"> <li>ପଠନ ପ୍ରଣାଳୀ କ୍ରୀଡ଼ା ପଦ୍ଧତି</li> </ul>              | <ul style="list-style-type: none"> <li>ଗପ, ଗୀତ ଓ ଧନ୍ୟା ମାଧ୍ୟମରେ ନୂତନ ଚିତ୍ର ଓ ଶବ୍ଦାବଳୀର ପ୍ରୟୋଗ</li> </ul>                  |
| ଶବ୍ଦ ପଠନ ଦୁଇ ଅକ୍ଷର ବିଶିଷ୍ଟ ଶବ୍ଦ ତିନି ଅକ୍ଷର ବିଶିଷ୍ଟ ଶବ୍ଦ                           | <ul style="list-style-type: none"> <li>ଶବ୍ଦଗୁଡ଼ିକ ନିର୍ଭୁଲ ଭାବେ ପଠନ କରିବେ ଶବ୍ଦ ଅଧ୍ୟୟନ</li> </ul>  | <ul style="list-style-type: none"> <li>ସୃଜନାତ୍ମକ ଶବ୍ଦ ପଠନ</li> </ul>                      | <ul style="list-style-type: none"> <li>ପଢ଼ିଥିବା ଶବ୍ଦ ଗୁଡ଼ିକର ଅର୍ଥ, ଗୀତ, ଗଛ ଓ ଧନ୍ୟା ମାଧ୍ୟମରେ ବ୍ୟାଖ୍ୟା କରାଯିବ ।</li> </ul>  |
| ବାକ୍ୟ ପଠନ ଦୁଇ ଅକ୍ଷର ବିଶିଷ୍ଟ ଶବ୍ଦ ତିନି ଅକ୍ଷର ବିଶିଷ୍ଟ ଶବ୍ଦ                          | <ul style="list-style-type: none"> <li>ବାକ୍ୟଗୁଡ଼ିକ ନିର୍ଭୁଲ ଭାବେ ପଠନ କରିବେ</li> <li>ଶବ୍ଦ ଅଧ୍ୟୟନ</li> </ul>  | <ul style="list-style-type: none"> <li>ସୃଜନାତ୍ମକ ବାକ୍ୟ ପଠନ</li> </ul>                     | <ul style="list-style-type: none"> <li>ପଢ଼ିଥିବା ବାକ୍ୟ ଗୁଡ଼ିକର ଅର୍ଥ, ଗୀତ, ଗଛ ଓ ଧନ୍ୟା ମାଧ୍ୟମରେ ବ୍ୟାଖ୍ୟା କରାଯିବ ।</li> </ul> |
| ଲିଖନ ପ୍ରଣାଳୀ ସୁନ୍ଦର ଓ ନିର୍ଭୁଲ ଭାବରେ ଲେଖିବା ଶିଖିବେ ।                               | <ul style="list-style-type: none"> <li>ବର୍ଷ ଗୁଡ଼ିକର ନିର୍ଭୁଲ ଭାବରେ ଚିହ୍ନଟୀକରଣ ଓ ପାର୍ଥକ୍ୟକରଣ</li> </ul>  | <ul style="list-style-type: none"> <li>ଲିଖନ ପ୍ରଣାଳୀ</li> </ul>                            | <ul style="list-style-type: none"> <li>ବାଲି, ଅଟା ଓ ସୁଜିରେ ପ୍ରଥମେ ବର୍ଷଗୁଡ଼ିକୁ ଲେଖିବେ ।</li> </ul>                          |
| ନିର୍ଭୁଲ ଭାବେ ଶବ୍ଦ ଲିଖନ ଦୁଇ ଅକ୍ଷର ବିଶିଷ୍ଟ ଶବ୍ଦ ତିନି ଅକ୍ଷର ବିଶିଷ୍ଟ ଶବ୍ଦ             | <ul style="list-style-type: none"> <li>ଶବ୍ଦ ଗୁଡ଼ିକର ଅର୍ଥ ଜାଣି ନିର୍ଭୁଲ ଭାବେ ଲେଖିବେ</li> </ul>   | <ul style="list-style-type: none"> <li>ସୃଜନାତ୍ମକ ଲିଖନ ପ୍ରଣାଳୀ</li> </ul>                  | <ul style="list-style-type: none"> <li>ଶବ୍ଦମାଳା ତିଆରି କରିବେ ।</li> </ul>  |
| ନିର୍ଭୁଲ ଭାବେ ନିଜ ମନରୁ ବାକ୍ୟ ଲେଖିବେ  | <ul style="list-style-type: none"> <li>ବାକ୍ୟ ଗୁଡ଼ିକର ଅର୍ଥ ଜାଣି ନିର୍ଭୁଲ ଭାବେ ଲେଖିବେ</li> </ul>  | <ul style="list-style-type: none"> <li>ସୃଜନାତ୍ମକ ଲିଖନ ପ୍ରଣାଳୀ</li> </ul>                  | <ul style="list-style-type: none"> <li>ବାକ୍ୟମାଳା ତିଆରି କରିବେ ।</li> </ul>   |

### ଓଡ଼ିଆ ଗଛ (ଗଣେଶଙ୍କ ଚତୁରତା)

ଗଣେଶ ଓ କାର୍ତ୍ତିକ ଦୁଇ ଭାଇ ଥିଲେ । ସେମାନେ ପିତା ଶିବ ଓ ମାତା ପାର୍ବତୀଙ୍କ ସହିତ କୈଳାସ ପର୍ବତରେ ରହୁଥିଲେ । ଦୁଇଭାଇଙ୍କ ମଧ୍ୟରୁ ଗଣେଶ ବୁଦ୍ଧିମାନ ଓ ଶାନ୍ତଶିଷ୍ଟ ଥିଲେ । କାର୍ତ୍ତିକ ସୁନ୍ଦର ଓ ଚଞ୍ଚଳ ଥିଲେ । ଥରେ ଗଣେଶ ଓ କାର୍ତ୍ତିକ ସାଙ୍ଗ ହୋଇ ଖେଳୁଥିଲେ । ଦୁଇଜଣଙ୍କ ଭିତରେ କଥା ପଡ଼ିଲା ପୃଥିବୀ ଚାରିପଟେ ବୁଲି କିଏ ଆଗ ପହଞ୍ଚିବ ? କାର୍ତ୍ତିକ ସଙ୍ଗେ ସଙ୍ଗେ ନିଜର ବାହାନ ମୟୂର ଉପରେ ବସି ଉଡ଼ି ଚାଲିଗଲେ । କିଛି ସମୟ ପରେ ଗଣେଶ ତାଙ୍କ ବାହାନ ମୂଷା ଉପରେ ବସି ପିତା ଶିବ ଓ ମାତା ପାର୍ବତୀଙ୍କ ଚାରିପାଖରେ ତିନିଥର ବୁଲି ଆସିଲେ । ଅଳ୍ପ ସମୟ ପରେ କାର୍ତ୍ତିକ ତାଙ୍କର ମୟୂର ଉପରେ ବସି ଘରକୁ ଫେରି ଦେଖିଲେ ବାପା ମାଆଙ୍କ ପାଖରେ ଗଣେଶ ବସିଛନ୍ତି । ସେ କହିଲେ ଗଣେଶ ତୁମେ ହାରିଗଲ । ଏହା ଶୁଣି ଗଣେଶ କହିଲେ, ତୁମେ ସିନା ପୃଥିବୀ ଚାରିପଟେ ଥରେ ବୁଲି ଆସିଲ, ପୃଥିବୀ ଠାରୁ ବଡ଼ ବାପା ମାଆଙ୍କ ଚାରିପଟେ ମୁଁ ତିନିଥର ବୁଲି ଆସିଛି । ଶିବ ଓ ପାର୍ବତୀ ଦୁଇ ଭାଇଙ୍କର କଥା ଶୁଣୁଥିଲେ । ମାତା ପାର୍ବତୀ କହିଲେ ଗଣେଶ ବଡ଼ ଚତୁର ତେଣୁ ସେ ବୁଦ୍ଧି ବଳରେ ଜିତି ଯାଇଛି ।

ନୀତିଶିକ୍ଷା - ବାପା ମାଆ ଆମ ପାଇଁ ସବୁବେଳେ ବଡ଼



## भाषा विकास (हिन्दी)

| दक्षता विषयवस्तु   | सीखने की संप्राप्ति  | सीखने सिखाने की प्रक्रिया                       | गतिविधियाँ  |
|--|--|---|---|
| <b>श्रवण कौशल</b><br>शब्दों के पहले और अंतिम ध्वनि में अंतर दिखाएँगे   | <b>विद्यार्थी -</b><br>• प्रत्येक शब्द के पहले और अंतिम ध्वनि की पहचान<br>• ध्वनि से वर्णों को पहचान कर शब्द बनाएँगे | • श्रवण शैली<br>• खेल पद्धति                    | • शब्दों का नाटकीय रूपान्तर।                                      |
| समान तुकवाले शब्दों की पहचान   | • नए शब्दों के बारे में जानेंगे  | • श्रवण शैली<br>• खेल पद्धति                    | • शब्दों की दक्षता को बढ़ाना<br>• शब्द कार्ड (समान लय वाले शब्द)  |
| ध्यान पूर्वक सुनना और समझना  | • विद्यार्थी चित्र और विषय वस्तु को मातृभाषा में प्रयोग करने में सक्षम होंगे   | • चित्र देखकर कहने की विधि<br>• खेल पद्धति      | • विद्यार्थी कहानी के चित्र देखकर अपने मातृभाषा में वर्णन करेंगे। |
| <b>कथन शैली</b><br>सहज रूप से कहना   | • सही उच्चारण के साथ नए शब्दों का प्रयोग करना  | • विचार विमर्श शैली                             | • चित्र देखकर नाम बताना (मुखौटा और कठपुतली का प्रयोग)।            |
| बातचीत के दौरान नए शब्दों का प्रयोग  | • नए शब्द के साथ शब्दकोश की वृद्धि   | • दैनिक बातचीत में नए शब्दों का प्रयोग करना     | • खुले मंच पर आपसी विचार।   |
| आत्मविश्वास के साथ अपनी भावनाओं का प्रस्तुतीकरण  | • सही उच्चारण के साथ नए शब्दों का प्रयोग करना  | • विचार विमर्श शैली                             | • चित्रों को देखकर उनके नाम बताइए (मुखौटा और कठपुतली का प्रयोग)।  |
| कविताओं को बिना त्रुटि पेश करना<br>• हाथी (पृष्ठ- ५३)<br>• सोने की चिड़ीया (पृष्ठ- ५४)<br>• सीख (पृष्ठ- १९)<br>• हवा (पृष्ठ- २२) | • नए शब्दों के प्रयोग से आत्मविश्वास को बढ़ाना<br>• समान लय और उच्चारण के साथ कविता आवृत्ति करना                     | • कविताओं को लय ताल तथा हाव भाव के साथ पेश करना | • कठपुतली की सहायता से कविता की आवृत्ति।<br>• वाद्ययन्त्र         |





|   |  |  |   |
|---|--|--|---|
| कहानी<br>लोमड़ी और सारस की दावत   | <ul style="list-style-type: none"> <li>सही लय और उच्चारण के साथ कहानी प्रस्तुत कर पाएंगे।</li> </ul> |  | <ul style="list-style-type: none"> <li>नाटकीय रूपांतर</li> <li>पिपिटी</li> </ul>                              |
| <b>पठन शैली</b><br>लिखित विषयवस्तु के प्रति आग्रह दिखाना  | <ul style="list-style-type: none"> <li>नए शब्द और चित्रों का पठन</li> </ul>                          | <ul style="list-style-type: none"> <li>पठन शैली</li> </ul>                     | <ul style="list-style-type: none"> <li>फ्लैशकार्ड का उपयोग।</li> </ul>  |
| चित्रों को समझकर पढ़ना  | <ul style="list-style-type: none"> <li>नए चित्र और नए शब्दों के बारे में जानेंगे</li> </ul>          | <ul style="list-style-type: none"> <li>पठन शैली</li> <li>खेल पद्धति</li> </ul> | <ul style="list-style-type: none"> <li>कहानी, गीत और मुहावरों के साथ नए चित्र और शब्दों का प्रयोग।</li> </ul> |
| शब्द पठन <ul style="list-style-type: none"> <li>दो अक्षर वाले शब्द</li> <li>तीन अक्षर वाले शब्द</li> </ul>  | <ul style="list-style-type: none"> <li>शब्दों को सही तरीके से पढ़ेंगे</li> </ul>                     | <ul style="list-style-type: none"> <li>शब्द पठन शैली</li> </ul>                | <ul style="list-style-type: none"> <li>पठित शब्दों के अर्थ गीत, कहानी और मुहावरों के साथ सुनाना।</li> </ul>   |
| वाक्य पठन <ul style="list-style-type: none"> <li>दो अक्षर वाले शब्द</li> <li>तीन अक्षर वाले शब्द</li> </ul> | <ul style="list-style-type: none"> <li>वाक्यों को सही तरीके से पढ़ेंगे</li> </ul>                    | <ul style="list-style-type: none"> <li>वाक्य पठन शैली</li> </ul>               | <ul style="list-style-type: none"> <li>पठित वाक्यों के अर्थ गीत, कहानी और मुहावरों के साथ सुनाना।</li> </ul>  |
| <b>लेखन शैली</b><br>सुंदर तथा सही तरीके से लिखना सिखेंगे  | <ul style="list-style-type: none"> <li>वर्णों का सही तरीके से पहचान एवं अंतर</li> </ul>              | <ul style="list-style-type: none"> <li>लेखन शैली</li> </ul>                    | <ul style="list-style-type: none"> <li>वर्णों को रेत, आटा और सूजी आदि से लिखेंगे</li> </ul>                   |
| सही तरीके से शब्द लेखन  | <ul style="list-style-type: none"> <li>शब्दों के अर्थ जानकर उसे सही तरीके से लिखेंगे</li> </ul>      | <ul style="list-style-type: none"> <li>लेखन शैली</li> </ul>                    | <ul style="list-style-type: none"> <li>शब्दों की माला बनाएंगे।</li> </ul>                                     |
| खुद से सही वाक्य बनाएंगे  | <ul style="list-style-type: none"> <li>अर्थ जानकर सही वाक्य लिखेंगे</li> </ul>                       | <ul style="list-style-type: none"> <li>लेखन शैली</li> </ul>                    | <ul style="list-style-type: none"> <li>वाक्यों की माला बनाएंगे।</li> </ul>                                    |

## लोमड़ी और सारस की दावत

एक जंगल में एक लोमड़ी और एक सारस रहते थे। सारस बहुत सीधा-साधा था, लेकिन लोमड़ी बहुत शैतान थी। एक दिन लोमड़ी ने सोचा कि क्यों न सारस का मजाक उड़ाया जाए। ऐसा सोचकर उसने सारस को दावत पर बुलाया। लोमड़ी ने दावत में सूप बनाया था। उसने जान बुझाकर सूप एक प्लेट में परोसा। उसे पता था कि सारस प्लेट में से सूप को नहीं पी सकता। सारस को सूप न पीता देख लोमड़ी मन ही मन बहुत खुस हुई और झुठी चिंता दिखाते हुए सारस से पूछने लगी, क्या बात है मित्र, सूप पंसद नहीं आया क्या? सारस बोला नहीं मित्र, यह तो बहुत स्वादिष्ट है। जाते-जाते सारस ने भी उसे अपने यहां दावत पर बुलाया। उसने लोमड़ी के साथ लंबी चोंच वाले अन्य पक्षियों को भी बुलाया था। लोमड़ी दूसरे ही दिन सारस के घर दावत पर पहुंच गई। सारस ने भी दावत में सूप बनाया था और सूप को सुराही में परोसा। सुराही का मुंह इतना छोटा था कि उसमें बस चोंच ही अंदर जा सकती थी। लोमड़ी पुरी दावत में सुराही को और उसमें अन्य पक्षियों को सूप पीते देखती रही। इसी बीच सारस ने पूछा सूप कैसा लगा मित्र? सभी पक्षी बोले, सूप बहुत स्वादिष्ट है और लोमड़ी को भी सभी की हां में हां मिलानी पड़ी।

**कहानी से सीख:** हम जैसा दूसरों के साथ करते हैं, वैसा ही हमारे साथ भी होता है।



## COGNITIVE DEVELOPMENT

| SKILLS / CONCEPTS   | EXPECTED LEARNING OUTCOMES  | PEDAGOGICAL PROCESS ADOPTED  | STRATEGIES/ ACTIVITIES   |
|---|---|--|--|
| Flat shapes   | <b>Learners will -</b> <ul style="list-style-type: none"> <li>identify the names of flat shapes.</li> <li>associate shapes with the objects.</li> </ul>   | <ul style="list-style-type: none"> <li>Discussion method.</li> <li>Project method.</li> <li>Explanation method.</li> </ul>     | <ul style="list-style-type: none"> <li>Shapes(CCK page no -90)</li> <li>Sorting and matching of objects as per the shapes.</li> <li>KG Math Book page no.55-59</li> <li>Shape hunts</li> <li>Shape walk</li> <li>Clay dough and straw activity</li> <li>Copy work</li> </ul> |
| Solid shapes  | <ul style="list-style-type: none"> <li>identify the names of solid shapes.</li> <li>associate shapes with the objects.</li> </ul>   | <ul style="list-style-type: none"> <li>Discussion method</li> <li>Project method</li> <li>Explanation method.</li> </ul>       | <ul style="list-style-type: none"> <li>Shapes(CCK)</li> <li>Sorting &amp; matching of objects as per the shapes</li> <li>KG Math (page no 61 &amp; 62</li> <li>Shape hunts</li> <li>Shape walk</li> <li>Clay dough and straw activity</li> <li>Copy work</li> </ul>          |
| Write numerals (1-20)   | <ul style="list-style-type: none"> <li>count the numbers verbally (1-20).</li> <li>write the numbers (1-20).</li> <li>understand the concept of ones and tens.</li> </ul>                           | <ul style="list-style-type: none"> <li>Dramatization method</li> <li>Integrated approach</li> <li>Activity approach</li> </ul> | <ul style="list-style-type: none"> <li>Use of real objects</li> <li>KG Math Book page-63-66</li> </ul>   |
| Applies the knowledge of number 1 to 20 in different ways <ul style="list-style-type: none"> <li>➤ Missing numbers</li> <li>➤ After numbers</li> <li>➤ Before numbers</li> <li>➤ Between numbers</li> </ul> | <ul style="list-style-type: none"> <li>recognise and write the missing numbers in its proper space.</li> <li>recognise and differentiate the numbers and put them in their proper place.</li> </ul> | <ul style="list-style-type: none"> <li>Conceptual approach</li> <li>Discussion method</li> <li>Activity approach</li> </ul>    | <ul style="list-style-type: none"> <li>Show and tell</li> <li>"What is missing? number cards game</li> <li>Hands on activities</li> <li>KG Math Book page no-67-70</li> </ul>  |



|   |   |   |   |
|---|---|---|---|
| Understanding the concept of ones and tens  | <ul style="list-style-type: none"> <li>understand the concept of ones and tens.</li> </ul>  | <ul style="list-style-type: none"> <li>Conceptual approach</li> <li>Discussion method</li> <li>Activity approach</li> </ul> | <ul style="list-style-type: none"> <li>Kindergarten Maths Book page no 63 &amp; 64</li> <li>Abacus</li> </ul>                                     |
| Add numbers (0 to 20) <ul style="list-style-type: none"> <li>➤ with pictures</li> <li>➤ on number line</li> <li>➤ vertical addition</li> </ul>        | <ul style="list-style-type: none"> <li>add numbers with pictures.</li> <li>on number line.</li> <li>do vertical addition.</li> </ul>    | <ul style="list-style-type: none"> <li>Activity approach</li> </ul>   | <ul style="list-style-type: none"> <li>Storytelling and dramatization</li> <li>Number line game</li> <li>K.G math book (Page no 71)</li> </ul>    |
| Subtract numbers (0 - 20) <ul style="list-style-type: none"> <li>➤ with pictures</li> <li>➤ on number line</li> <li>➤ vertical subtraction</li> </ul> | <ul style="list-style-type: none"> <li>add numbers with pictures.</li> <li>on number line.</li> <li>do vertical subtraction.</li> </ul> | <ul style="list-style-type: none"> <li>Activity approach</li> <li>Play way method</li> </ul>                                | <ul style="list-style-type: none"> <li>Storytelling and dramatization</li> <li>Number line game</li> <li>K.G math book (Page no 72,73)</li> </ul> |



## ENVIRONMENTAL CONCEPTS

| SKILLS /<br>CONCEPTS | EXPECTED LEARNING<br>OUTCOMES   | PEDAGOGICAL<br>PROCESS<br>ADOPTED   | STRATEGIES/<br>ACTIVITIES   |
|----------------------|---|---|---|
| Transport            | <b>Learners will -</b> <ul style="list-style-type: none"> <li>show interest and curiosity during the visit to traffic training park.</li> <li>collaboratively collect and bring pictures of different mode of transportation.</li> <li>participate in activities and experiments in identifying different means and modes of transportation.</li> </ul> | <ul style="list-style-type: none"> <li>Constructivist Approach</li> <li>Collaborative Approach</li> <li>Art integrated Approach</li> <li>Experiential Approach</li> </ul> | <ul style="list-style-type: none"> <li>Visit by traffic policeman (Field trip)</li> <li>Transport games</li> <li>Riddles</li> <li>Bringing pictures &amp; real objects of transport toys (car, motorbike, cycle, train)</li> <li>Ice cream activity</li> <li>Music, Song, Dance (Transport Song)</li> <li>Role Play</li> <li>Project display</li> </ul> |
| Road Safety          | <ul style="list-style-type: none"> <li>show awareness on road safety rules (Environmental concepts).</li> </ul>   | <ul style="list-style-type: none"> <li>Experiential Learning</li> <li>Discussion Method</li> </ul>  | <ul style="list-style-type: none"> <li>Road Safety Celebration</li> <li>Role play (road safety rules)</li> <li>Situational dramatization</li> <li>Traffic light Rhymes (Rhymes rhyme book)</li> </ul>   |



|         |   |  |  |
|---------|---|--|--|
| Animals | <ul style="list-style-type: none"> <li>• show interest and curiosity in their surrounding by identifying names of animals.</li> <li>• see around their home (domestic animals) and names of animals of animals in the zoo (wild animals).</li> <li>• collect information environmentally called &amp; bring pictures of animals (wild /domestic).</li> <li>• actively participate in doing collage work on animals.</li> <li>• show awareness about the environmental concepts on domestic &amp; wild animals.</li> </ul> | <ul style="list-style-type: none"> <li>• Inquiry based Learning</li> <li>• Experiential Learning</li> <li>• Collaborative Approach</li> <li>• Art integrated Approach</li> <li>• Inquiry based Approach</li> </ul> | <ul style="list-style-type: none"> <li>• Visit to zoo</li> <li>• Animals Day Celebration</li> <li>• Animal flash card &amp; toys</li> <li>• Dham dhamaka Dham chaukadi animal song</li> <li>• Role play</li> <li>• Sort and match activity</li> <li>• Animals mask race</li> </ul> |
| Birds   | <ul style="list-style-type: none"> <li>• show interest and curiosity in surroundings.</li> <li>• identifying the names of birds.</li> <li>• collect information &amp; material from environment (bird feathers / bird nest / food).</li> </ul>  | <ul style="list-style-type: none"> <li>• Experiential Learning</li> <li>• Art Integrated Approach</li> </ul>   | <ul style="list-style-type: none"> <li>• Visit to zoo (birds)</li> <li>• Birds song</li> <li>• Birds Day Celebration</li> <li>• Role play</li> <li>• Bird nest making &amp; collage work activity</li> </ul>   |



|        |  |   |  |
|--------|--|---|--|
|        | <ul style="list-style-type: none"> <li>• participate in activities &amp; experiments relating to birds &amp; their homes &amp; food habits.</li> <li>• show awareness about the environmental concepts (birds).</li> <li>• giving shelter , water &amp; food to birds.</li> </ul>  |   | <ul style="list-style-type: none"> <li>• Bring pictures &amp; related objects (toys) of birds</li> <li>• Bird flash cards &amp; toys</li> </ul>  |
| Plants | <ul style="list-style-type: none"> <li>• show interest &amp; curiosity in surroundings by naming the plant parts</li> <li>• collect information &amp; material from environment by collecting &amp; bring pictures of different plants</li> <li>• actively participate in activities &amp; experiments on generation of seeds</li> <li>• show awareness about the environmental concepts on (plants) by planting more trees</li> </ul> | <ul style="list-style-type: none"> <li>• Experiential Learning Approach</li> <li>• Art Integrated Learning</li> </ul> | <ul style="list-style-type: none"> <li>• Visit to garden</li> <li>• Plant Song</li> <li>• Plants flash real plant</li> <li>• Clay Dough activity</li> <li>• Drawing</li> <li>• Colouring activities</li> <li>• Collage work</li> <li>• Plant Day Celebration (Plantation Activity)</li> <li>• Dramatization</li> <li>• Germination Activity</li> <li>• Watering &amp; taking care of plants daily</li> </ul> |
| Air    | <ul style="list-style-type: none"> <li>• speak about the importance of air.</li> <li>• uses of air.</li> <li>• requirements of air.</li> <li>• actively participate in activities to shows the different properties of air.</li> </ul>   | <ul style="list-style-type: none"> <li>• Experiential Learning</li> </ul>   | <ul style="list-style-type: none"> <li>• Air Experiments &amp; activity)</li> <li>• Filling the balloon with air activity</li> <li>• Grey clouds (Air Song)</li> <li>• Kite flying Activity</li> </ul>   |



## THINKING SKILLS

| SKILLS / CONCEPTS  | EXPECTED LEARNING OUTCOMES  | PEDAGOGICAL PROCESS ADOPTED  | STRATEGIES/ ACTIVITIES   |
|--|---|--|--|
| Shows ability to match and classify flat shapes                                    | <b>Learners will -</b> <ul style="list-style-type: none"> <li>identify flat shapes and sort them.</li> <li>develop mental ability of matching similar objects.</li> </ul> | <ul style="list-style-type: none"> <li>Discussion method</li> <li>Activity approach.</li> <li>Encoding method.</li> </ul>                          | <ul style="list-style-type: none"> <li>pick up 5 objects that are in a particular shapes (flat shape).</li> <li>Shape train.</li> <li>Create shape pattern.</li> <li>Made for each other</li> <li>Shapes</li> <li>Shape walk</li> <li>Shape hunt</li> </ul>  |
| Shows ability to match and classify solid shapes                                   | <ul style="list-style-type: none"> <li>identify solid shapes and sort them.</li> <li>develop mental ability of matching similar objects.</li> </ul>                       | <ul style="list-style-type: none"> <li>Discussion method</li> <li>Activity approach.</li> <li>Play way method.</li> <li>Decoding method</li> </ul> | <ul style="list-style-type: none"> <li>Pick up 5 objects that are in a particular shapes (solid shape).</li> <li>Shape train.</li> <li>Create shape pattern.</li> <li>Made for each other</li> <li>Shapes</li> <li>Shape walk</li> <li>Shape hunt</li> </ul> |
| Fixes up to 10 piece puzzles   | <ul style="list-style-type: none"> <li>fix upto 10 piece puzzles.</li> </ul>  | <ul style="list-style-type: none"> <li>Picture card activity.</li> <li>Group discussion method.</li> <li>Activity approach.</li> </ul>             | <ul style="list-style-type: none"> <li>10 pieces puzzle bits and pieces</li> <li>Jodo to jano</li> <li>Catch me</li> </ul>   |
| Shows sequencing skills with 4 objects and while story making with 4 picture cards | <ul style="list-style-type: none"> <li>do sequence with objects and 4 pictures sequence.</li> </ul>   | <ul style="list-style-type: none"> <li>Play way method</li> <li>Picture card activity</li> <li>Group discussion method</li> </ul>                  | <ul style="list-style-type: none"> <li>Hands on activities using house hold objects (match sticks, buttons, pebbles, ice-cream spoons etc.)</li> <li>Catch me cards</li> </ul>   |
| Shows ability to recall  | <ul style="list-style-type: none"> <li>recall previous knowledge.</li> </ul>  | <ul style="list-style-type: none"> <li>Picture card activity</li> <li>Group discussion method</li> </ul>   | <ul style="list-style-type: none"> <li>Different picture cards for arranging it sequentially to frame story.</li> <li>Catch me cards</li> <li>Picture talk</li> <li>Memory game - What is missing</li> </ul>   |





## CREATIVE AND EXPRESSIVE ARTS ( ART/CRAFT/MUSIC/DANCE/DRAMA)

| SKILLS / CONCEPTS   | EXPECTED LEARNING OUTCOMES  | PEDAGOGICAL PROCESS ADOPTED  | STRATEGIES/ACTIVITIES   |
|---|---|--|---|
| Colouring   | <b>Learners will -</b> <ul style="list-style-type: none"> <li>work independently with a variety of drawing tools.</li> <li>draw using crayons, brushes and paints.</li> </ul>   | <ul style="list-style-type: none"> <li>Play way method</li> <li>Conceptual approach</li> <li>Activity approach</li> <li>Integrated approach</li> </ul> | <ul style="list-style-type: none"> <li>'Fun with colours-B' page 10-16 and paints or crayons.</li> </ul>  |
| Printing<br>Blow printing   | <ul style="list-style-type: none"> <li>develop creativity</li> <li>develop eye-hand co-ordination.</li> </ul>   | <ul style="list-style-type: none"> <li>Play way method</li> <li>Conceptual approach</li> <li>Activity approach</li> <li>Integrated approach</li> </ul> | <ul style="list-style-type: none"> <li>Blow printing</li> <li>Scrap Book</li> </ul>   |
| Drawing (Free hand) <ul style="list-style-type: none"> <li>➤ Animals</li> <li>➤ Dussehra</li> <li>➤ Modes of Transport (Rocket, Bus)</li> <li>➤ Diwali scene</li> <li>➤ Traffic Light post</li> <li>➤ Parts of plants.</li> </ul>                               | <ul style="list-style-type: none"> <li>draw simple objects or pictures.</li> <li>create something new from the given material.</li> <li>develop creativity.</li> <li>develop eye-hand co-ordination.</li> </ul>                     | <ul style="list-style-type: none"> <li>Play way method</li> <li>Conceptual approach</li> <li>Activity approach</li> <li>Integrated approach</li> </ul> | Drawing of : <ul style="list-style-type: none"> <li>Animals</li> <li>Dussehra</li> <li>Modes of Transport (Rocket, Bus)</li> <li>Diwali scene</li> <li>Traffic Light post</li> <li>Parts of plants.</li> <li>Drawing Copy</li> </ul>          |
| Craft <ul style="list-style-type: none"> <li>➤ Paper plate mask</li> <li>➤ Paper bag puppet</li> <li>➤ Clay Modelling (car, ship transport)</li> <li>➤ Collage work (Things we get from plant)</li> <li>➤ Use of clay.</li> <li>➤ Traffic Light post</li> </ul> | <ul style="list-style-type: none"> <li>create something new from the given material.</li> <li>develop creativity.</li> <li>develop eye-hand co-ordination.</li> <li>develop social skill.</li> <li>express individually.</li> </ul> | <ul style="list-style-type: none"> <li>Play way method</li> <li>Conceptual approach</li> <li>Activity approach</li> <li>Integrated approach</li> </ul> | <ul style="list-style-type: none"> <li>Paper plate mask</li> <li>Paper bag puppet</li> <li>Clay Modelling (car, ship transport)</li> <li>Collage work (Things we get from plant)</li> <li>Use of clay.</li> <li>Traffic Light post</li> </ul> |
| Sing simple songs and rhyme in tune<br>Participate actively in musical activities<br>Follow rhythm while dancing  | <ul style="list-style-type: none"> <li>sing simple song and rhyme in tune.</li> <li>participate actively in musical activities.</li> <li>follow rhythm while dancing.</li> </ul>  | <ul style="list-style-type: none"> <li>Play way method</li> <li>Conceptual approach</li> <li>Activity approach</li> <li>Integrated approach</li> </ul> | <ul style="list-style-type: none"> <li>Jolly phonic song</li> <li>Patriotic songs.</li> <li>Rhymes from Rhythmic rhymes book.</li> <li>Theme based song.</li> </ul>   |
| Acts out the allotted role <ul style="list-style-type: none"> <li>➤ Role play</li> <li>➤ Story Dramatization</li> </ul>   | <ul style="list-style-type: none"> <li>act out the allotted roles.</li> <li>think imaginatively.</li> <li>develop vocabulary.</li> <li>listen attentively to others.</li> <li>connect actions and words.</li> </ul>                 | <ul style="list-style-type: none"> <li>Play way method</li> <li>Conceptual approach</li> <li>Activity approach</li> <li>Integrated approach</li> </ul> | <ul style="list-style-type: none"> <li>Acts out the allotted role (Theme based).</li> <li>Puppet show</li> <li>Dramatization of vowel story i, o, u.</li> </ul>   |



## PHYSICAL DEVELOPMENT

| SKILLS / CONCEPTS                              | EXPECTED LEARNING OUTCOMES   | PEDAGOGICAL PROCESS ADOPTED   | STRATEGIES/ ACTIVITIES   |
|--|--|---|--|
| Participate actively in indoor / outdoor games | <b>Learners will -</b> <ul style="list-style-type: none"> <li>develop large &amp; small muscles with inherent potential &amp; confidence.</li> <li>run with increasing control and speed.</li> <li>develop listening skills.</li> <li>refine eye-hand co-ordination.</li> <li>interact with the natural world in a positive way.</li> </ul>  | <ul style="list-style-type: none"> <li>Activity based Approach</li> <li>Play way Method</li> <li>Experiential Learning</li> </ul> | <ul style="list-style-type: none"> <li>Chinese Whisper</li> <li>Passing the Parcel</li> <li>Musical Chair</li> <li>Buttoning</li> <li>Buckling</li> <li>Lacing Board</li> <li>Threading the Beads</li> </ul>             |
| Shows team Sprit                               | <ul style="list-style-type: none"> <li>develop large &amp; small muscles</li> <li>build relay teams to pass and roll as throw the ball from one child to another.</li> </ul>   | <ul style="list-style-type: none"> <li>Activity based Approach</li> <li>Play way Method</li> <li>Experiential Learning</li> </ul> | <ul style="list-style-type: none"> <li>Relay Race</li> <li>Fire in the Mountain</li> </ul>   |
| Aims a ball at the target                      | <ul style="list-style-type: none"> <li>target and throwing.</li> <li>toss &amp; bounce the ball.</li> <li>throw &amp; catch an objects.</li> <li>pass rod &amp; throw the ball.</li> </ul>   | <ul style="list-style-type: none"> <li>Play way Method</li> </ul>   | <ul style="list-style-type: none"> <li>Target throwing ball as bean bag in a lion mouth</li> </ul>   |
| Perform simple Exercises                       | <ul style="list-style-type: none"> <li>develop large &amp; small muscles as per their inherent potential.</li> <li>use large and small muscles with confidence.</li> <li>hop &amp; jumping</li> <li>understand simple spatial relationships over, under, front , back while exercising.</li> <li>follow the teachers instructions with &amp; without music by doing aerobics.</li> </ul> | <ul style="list-style-type: none"> <li>Activity based Approach</li> </ul>   | <ul style="list-style-type: none"> <li>Morning warmup</li> <li>Simon says</li> <li>Zumba</li> <li>Rhythmic Movement</li> <li>Music, Dance &amp; Drama</li> <li>Home workout</li> <li>Mass Drill</li> <li>Yoga</li> </ul> |



## HEALTH, HYGIENE AND NUTRITION

| SKILLS / CONCEPTS                                  | EXPECTED LEARNING OUTCOMES   | PEDAGOGICAL PROCESS ADOPTED  | STRATEGIES/ ACTIVITIES   |
|--|--|--|--|
| Keep himself and his surroundings clean            | <b>Learners will -</b> <ul style="list-style-type: none"> <li>keep themselves surrounding neat and clean.</li> <li>know the proper uses of dustbin.</li> </ul> | <ul style="list-style-type: none"> <li>Cleanliness Time before and after the tiffin break</li> <li>Demonstrative Method</li> </ul> | <ul style="list-style-type: none"> <li>Role Play</li> <li>Multimedia Presentation</li> </ul>   |
| Dresses neatly                                     | <ul style="list-style-type: none"> <li>know how to dress up.</li> </ul>  | <ul style="list-style-type: none"> <li>Demonstrative Method</li> <li>Experiential Learning</li> </ul>                              | <ul style="list-style-type: none"> <li>Simon Says</li> <li>Dramatization</li> <li>Stories</li> </ul>                                     |
| Keeps hair & nails Tidy                            | <ul style="list-style-type: none"> <li>know the importance of trimming their nails and hair.</li> </ul>  | <ul style="list-style-type: none"> <li>Demonstrative Method</li> <li>Experiential Learning</li> </ul>                              | <ul style="list-style-type: none"> <li>Stories</li> <li>Self Reliance Activity</li> </ul>  |
| Shows good table manners                           | <ul style="list-style-type: none"> <li>know the table manners.</li> <li>know the proper hand wash technique.</li> </ul>  | <ul style="list-style-type: none"> <li>Demonstrative Method</li> <li>Experiential Learning</li> </ul>                              | <ul style="list-style-type: none"> <li>Clean up song</li> <li>Stories</li> <li>Dramatization</li> </ul>                                  |
| Uses handkerchief and napkin while eating          | <ul style="list-style-type: none"> <li>know the proper uses of bib and napkin.</li> </ul>  | <ul style="list-style-type: none"> <li>Demonstrative Method</li> <li>Experiential Learning</li> </ul>                              | <ul style="list-style-type: none"> <li>Self Reliance Activity</li> </ul>   |
| Washes hands before & after tiffin                 | <ul style="list-style-type: none"> <li>know the proper hand wash technique.</li> </ul>   | <ul style="list-style-type: none"> <li>Demonstrative Method</li> <li>Experiential Learning</li> </ul>                              | <ul style="list-style-type: none"> <li>Clean up song</li> <li>Stories</li> <li>Dramatization</li> <li>Global Hand washing Day</li> </ul> |
| Brings nutritious food                             | <ul style="list-style-type: none"> <li>identify &amp; bring nutritious food.</li> </ul>  | <ul style="list-style-type: none"> <li>Demonstrative Method</li> <li>Experiential Learning</li> </ul>                              | <ul style="list-style-type: none"> <li>Self Reliance Activity</li> <li>Stories</li> <li>Sprout Making Activity</li> </ul>                |
| Identifies and understands importance of good food | <ul style="list-style-type: none"> <li>identify healthy food.</li> <li>know the importance of good food.</li> </ul>  | <ul style="list-style-type: none"> <li>Demonstrative Method</li> <li>Experiential Learning</li> </ul>                              | <ul style="list-style-type: none"> <li>Stories</li> <li>Dramatization</li> <li>Salad Making Activity</li> </ul>                          |
| Finishes his / her food in time                    | <ul style="list-style-type: none"> <li>finish food in time.</li> </ul>   | <ul style="list-style-type: none"> <li>Demonstrative Method</li> </ul>   | <ul style="list-style-type: none"> <li>Stories</li> <li>Songs and chants</li> </ul>  |
| Eats with an appetite                              | <ul style="list-style-type: none"> <li>eat with an appetite.</li> </ul>  | <ul style="list-style-type: none"> <li>Demonstrative Method</li> </ul>   | <ul style="list-style-type: none"> <li>Stories</li> <li>Songs and chants</li> </ul>  |



## SOCIO-EMOTIONAL DEVELOPMENT

| SKILLS / CONCEPTS                          | EXPECTED LEARNING OUTCOMES  | PEDAGOGICAL PROCESS ADOPTED   | STRATEGIES/ ACTIVITIES   |
|--|---|---|--|
| Mixing up well with other children         | <b>Learners will -</b> <ul style="list-style-type: none"> <li>• mix up well with other children.</li> </ul> | <ul style="list-style-type: none"> <li>• Play-way Method</li> </ul>                                       | <ul style="list-style-type: none"> <li>• Playing in a park</li> <li>• Class room discussion</li> <li>• Participating in different observation days</li> <li>• Field trip</li> </ul>                  |
| Shares toys and belongingness with others  | <ul style="list-style-type: none"> <li>• share toys and belongingness with others.</li> </ul>               | <ul style="list-style-type: none"> <li>• Play-way Method</li> </ul>                                       | <ul style="list-style-type: none"> <li>• Sharing toys belongings</li> <li>• I know how to share "game"</li> <li>• Celebration of different observation days</li> <li>• Joy of giving week</li> </ul> |
| Working and playing comfortably in a group | <ul style="list-style-type: none"> <li>• work and play comfortably in a group.</li> </ul>                   | <ul style="list-style-type: none"> <li>• Play-way Method</li> <li>• Activity Method</li> </ul>            | <ul style="list-style-type: none"> <li>• indoor and outdoor games</li> <li>• tug of war</li> </ul>   |
| Helps, cooperates and cares for others     | <ul style="list-style-type: none"> <li>• help, cooperate and care for others.</li> </ul>                    | <ul style="list-style-type: none"> <li>• Storytelling Approach</li> <li>• Dramatization</li> </ul>        | <ul style="list-style-type: none"> <li>• Dramatization by the children</li> <li>• Sharing of tiffin, crayon box , pencil, eraser, handwash and sanitiser</li> </ul>                                  |
| Showing leadership qualities               | <ul style="list-style-type: none"> <li>• shows leadership qualities.</li> </ul>                             | <ul style="list-style-type: none"> <li>• Activity Based Approach</li> </ul>                               | <ul style="list-style-type: none"> <li>• Classroom responsibilities</li> <li>• Class monitor</li> </ul>  |
| Behaves confidently                        | <ul style="list-style-type: none"> <li>• develop self confidence.</li> </ul>                                | <ul style="list-style-type: none"> <li>• Activity Based Approach</li> </ul>                               | <ul style="list-style-type: none"> <li>• Prayer assembly duty</li> <li>• Taking turns</li> <li>• Distributing books and copies</li> <li>• Class monitoring</li> </ul>                                |
| Takes care of school property              | <ul style="list-style-type: none"> <li>• take care of school property.</li> </ul>                           | <ul style="list-style-type: none"> <li>• Multimedia presentation</li> <li>• Live demonstration</li> </ul> | <ul style="list-style-type: none"> <li>• Self-reliance activity</li> <li>• Taking care of classroom accessories (table , chair) etc</li> </ul>   |
| Feels a sense of belongingness to school   | <ul style="list-style-type: none"> <li>• feel a sense of belongingness to school.</li> </ul>                | <ul style="list-style-type: none"> <li>• Live demonstration</li> <li>• Stories</li> </ul>                 | <ul style="list-style-type: none"> <li>• Self-reliance activity</li> <li>• Celebration of different observation days</li> </ul>  |
| Speaks politely and obeys                  | <ul style="list-style-type: none"> <li>• speak politely and obeys.</li> </ul>                               | <ul style="list-style-type: none"> <li>• Motivational stories</li> </ul>                                  | <ul style="list-style-type: none"> <li>• Dramatization</li> <li>• Role play</li> <li>• Multimedia presentation</li> </ul>  |



## ACTIVITIES TO BE DONE AT HOME (IN SCRAP BOOK)

| MONTH                | THEME  | ACTIVITIES TO BE DONE AT HOME   |
|----------------------|--|---|
| SEPTEMBER - NOVEMBER | <ul style="list-style-type: none"> <li>• Animals</li> <li>• Birds</li> <li>• Transport</li> <li>• Plants</li> <li>• Air</li> </ul> | <ul style="list-style-type: none"> <li>• Draw/paste pictures of 3 animals and their houses.</li> <li>• Draw/paste pictures of solid shapes.</li> <li>• Draw/paste pictures of different objects of 'i', 'o' &amp; 'u' vowel sound words.</li> <li>• Draw/paste pictures of 5 common birds.</li> <li>• Draw/paste 2 pictures each of vehicles used in roadways, railways, airways and water ways.</li> <li>• Draw/paste pictures of different traffic signals.</li> <li>• Draw/paste pictures of parts of a plant.</li> <li>• Draw/paste pictures of things we get from plants.</li> <li>• Draw/paste pictures of things that has air in them (balloon), football, etc).</li> <li>• Draw/paste pictures any 5 pictures of two letter Hindi, Odia words.</li> </ul> |



## LANGUAGE DEVELOPMENT (ENGLISH)

| SKILLS / CONCEPTS   | EXPECTED LEARNING OUTCOMES   | PEDAGOGICAL PROCESS ADOPTED   | STRATEGIES/ ACTIVITIES   |
|---|--|---|--|
| <b>LISTENING SKILLS</b><br>Understanding general conversation in English.   | <b>Learners will -</b> <ul style="list-style-type: none"> <li>• understand general instructions and other interactions.</li> <li>• understand stories (Catch Me-Child Craft Kit).</li> <li>• understand general conversation in English during classroom activities (discussions, riddles, ques-ans, etc.).</li> </ul> | <ul style="list-style-type: none"> <li>• Play-way method</li> <li>• Activity based approach</li> <li>• Group discussion method</li> </ul> | <ul style="list-style-type: none"> <li>• Simon says</li> <li>• Rolly- Polly</li> <li>• Catch Me</li> <li>• Riddles</li> </ul>  |
| Listening to and differentiating between 5 vowel sounds   | <ul style="list-style-type: none"> <li>• differentiate between 5 vowel sounds.</li> </ul>  | <ul style="list-style-type: none"> <li>• Play-way method</li> <li>• Activity based approach</li> <li>• Phonics method</li> </ul>          | <ul style="list-style-type: none"> <li>• Hear and discriminate</li> <li>• Rhyme time</li> <li>• Be Quick</li> <li>• Vowel race</li> </ul>  |
| Listening to and understanding use of primary words<br>➤ and<br>➤ is<br>➤ this/that<br>➤ in<br>➤ on<br>➤ under<br>➤ has | <ul style="list-style-type: none"> <li>• understand the use of 'and'.</li> <li>• understand the use of 'is', 'this' and 'that'.</li> <li>• understand the use of 'in', 'on' and 'under'.</li> <li>• understand the use of 'has'.</li> </ul>  | <ul style="list-style-type: none"> <li>• Play-way method</li> <li>• Activity based approach</li> <li>• Conceptual method</li> </ul>       | <ul style="list-style-type: none"> <li>• Listen to Stories and sentences given in:</li> <li>• My English Book - page no.- 44 to 46</li> <li>• My English Book Page no.- 47 to 50</li> <li>• My English Book Page no. 51 to 58</li> <li>• My English Book page no. 60</li> <li>• Classroom objects &amp; situations.</li> </ul> |



|  |   |   |  |
|--|---|---|--|
| <b>SPEAKING SKILLS</b><br>Using simple greetings and courtesies confidently.   | <ul style="list-style-type: none"> <li>• use simple greetings and courtesies confidently with teachers.</li> <li>• use simple greetings and courtesies confidently with peer group.</li> </ul>  | <ul style="list-style-type: none"> <li>• Play-way method</li> <li>• Activity based approach</li> <li>• Group discussion method</li> </ul> | <ul style="list-style-type: none"> <li>• Greetings</li> <li>• Greetings in pairs<br/>Good morning Hansika, - - How are you? I am fine Kaavya, and how are you?</li> <li>• Stories related to common courtesies.</li> </ul>   |
| Picking up and using new words to make phrase and sentences.   | <ul style="list-style-type: none"> <li>• use 'and', 'is', 'this' and 'that' to make phrase and sentences</li> <li>• use 'in', 'on' and 'under' to make phrase and sentences</li> <li>• use 'has' to make sentences</li> </ul>   | <ul style="list-style-type: none"> <li>• Play-way method</li> <li>• Activity based approach</li> </ul>                                    | <ul style="list-style-type: none"> <li>• My English Book 44 to 50</li> <li>• My English Book page no. 51 to 58</li> <li>• My English Book Page no. 60 to 61</li> <li>• Activities-Classroom objects &amp; situations</li> <li>• Word wall</li> <li>• Word bank</li> <li>• Chit game</li> <li>• Look &amp; speak</li> </ul> |
| Using English while interacting with others.   | <ul style="list-style-type: none"> <li>• use English while answering questions (My English Book and Catch Me-Child Craft Kit).</li> <li>• use English during interaction with teacher and peers.</li> <li>• use English during different classroom activities.</li> </ul> | <ul style="list-style-type: none"> <li>• Play-way method</li> <li>• Activity based approach</li> </ul>                                    | <ul style="list-style-type: none"> <li>• My English Book - Questioning &amp; answering.</li> <li>• Catch Me</li> <li>• News - (Personal news)</li> <li>• Class Discussion</li> <li>• Planning and recalling</li> <li>• Role-play</li> </ul>  |
| Reciting rhymes with correct pronunciation<br>➤ Father UP above (Page no.2)<br>➤ Out in the garden (Page no.58)<br>➤ Summer Time (Page no.24)<br>➤ My dear ones (Page no.5)<br>➤ Rainy Season (Page no.26) | <ul style="list-style-type: none"> <li>• recite rhymes with correct pronunciation and action.</li> </ul>  | <ul style="list-style-type: none"> <li>• Play-way method</li> <li>• Activity based approach</li> </ul>                                    | <ul style="list-style-type: none"> <li>• Singing Songs and Rhymes- Rhymes from rhythmic rhyme book with action in Group &amp; individually</li> </ul>  |





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|--|--|---|---|
| Narrating Moral Stories and theme based stories<br>➤ The hunter and the rabbit<br>➤ My nation My pride | <ul style="list-style-type: none"> <li>• narrate stories with proper action and pronunciation.</li> <li>• narrate stories in proper sequence.</li> </ul>                     | <ul style="list-style-type: none"> <li>• Play-way method</li> <li>• Activity based approach</li> </ul>  | <ul style="list-style-type: none"> <li>• Stories</li> <li>• Pretend Play</li> <li>• Story card sequencing.</li> </ul>   |
| <b>READING SKILLS</b><br>Reading names of classmates.  | <ul style="list-style-type: none"> <li>• read their name of classmates.</li> </ul>   | <ul style="list-style-type: none"> <li>• Play-way method</li> <li>• Activity based approach</li> </ul>  | <ul style="list-style-type: none"> <li>• Mixing up I - cards</li> <li>• Distributing workbook and copies</li> <li>• Reading from blackboard/smart board</li> </ul>                                    |
| Showing interest in printed material   | <ul style="list-style-type: none"> <li>• shows interest in printed material-</li> <li>• text book (My English Book), story books, other material/Child Craft Kit.</li> </ul> | <ul style="list-style-type: none"> <li>• Play-way method</li> <li>• Activity based approach</li> </ul>  | <ul style="list-style-type: none"> <li>• Textbook My English Book</li> <li>• Class library - Stories, worksheets, flash cards, pictures etc.</li> <li>• Learning aids from Child Craft kit</li> </ul> |
| Reading words by sight   | <ul style="list-style-type: none"> <li>• Reads words by sight.</li> <li>• days of the week.</li> <li>• names of colours.</li> </ul>  | <ul style="list-style-type: none"> <li>• Play-way method</li> <li>• Activity based approach</li> <li>• Whole word approach</li> </ul>   | <ul style="list-style-type: none"> <li>• Blackboard</li> <li>• Classroom display</li> </ul>   |
| Reading phrases and sentences of primary words   | <ul style="list-style-type: none"> <li>• read phrases and sentences of primary words (My English Book) and, is, this, that, in, on, under, has.</li> </ul>                   | <ul style="list-style-type: none"> <li>• Play-way method</li> <li>• Activity based approach</li> </ul>  | <ul style="list-style-type: none"> <li>• My English Book pgs- 62 to 66</li> <li>• Chit game</li> </ul>  |
| <b>WRITING SKILLS</b><br>Writing neatly and legibly  | <ul style="list-style-type: none"> <li>• write neatly and legibly.</li> </ul>  | <ul style="list-style-type: none"> <li>• Play-way method</li> <li>• Activity based approach</li> <li>• BB/Digital board instructions</li> <li>• Demonstration method</li> </ul> | <ul style="list-style-type: none"> <li>• Calligraphy Day</li> <li>• Integrated Activity Book page no. 54-57</li> </ul>  |
| Writing words with correct spellings   | <ul style="list-style-type: none"> <li>• write words with correct spellings of-</li> <li>• 'a', 'e', 'i', 'o' and 'u' words.</li> <li>• irregular words.</li> </ul>          | <ul style="list-style-type: none"> <li>• Activity based approach</li> </ul>   | <ul style="list-style-type: none"> <li>• Integrated Activity Book 54-57</li> </ul>  |
| Writing phrases and sentences (using primary words)  | <ul style="list-style-type: none"> <li>• write phrases and sentences using and, is, this, that, in, on, under, has.</li> </ul>   | <ul style="list-style-type: none"> <li>• Activity based approach</li> <li>• Black board and digital board instructions.</li> </ul>  | <ul style="list-style-type: none"> <li>• Integrated Activity Book page no.61-64, 67-71, 75-77</li> <li>• My English Book . 46,50,58,59,61</li> </ul>  |



## The Hunter And The Rabbit

A hunter once caught a rabbit. He held him by his long ears and started walking. The rabbit was scared at first, but then calmed himself down. The rabbit was a genius. He thought of a plan to save himself. He said to the hunter, "I will show you a place full of gold. You will be rich for the rest of your life, if you let me go". The hunter got very greedy after listening to this. He said, "Where is the place ? You will have to show it to me now. Take me there". The clever rabbit replied, "You will have to leave me first, then you can follow me". The hunter slowly put the rabbit on the ground. The rabbit escaped, hopping as fast as it could. The hunter watched the rabbit in surprise but could do nothing now.

**Moral :** Being patient will help you in every situation.

### ଭାଷା ବିକାଶ (ଓଡ଼ିଆ)

| ଦକ୍ଷତା/ବିଷୟବସ୍ତୁ                        | ଶିକ୍ଷଣ ପ୍ରତ୍ୟାଶିତ<br>ଫଳାଫଳ   | ଶିକ୍ଷଣ ପ୍ରକ୍ରିୟା  | କ୍ରିୟାକଳାପ  |
|---|--|---|---|
| ଶ୍ରବଣ ଦକ୍ଷତା<br>ଧ୍ୟାନପୂର୍ବକ ଗତ୍ତ ଶ୍ରବଣ  | ଶିକ୍ଷାର୍ଥୀମାନେ -<br>• ମନଥାନ ଦେଇ ଶୁଣିବେ   | • ସୃଜନାତ୍ମକ ଶ୍ରବଣ<br>ପ୍ରଣାଳୀ  | • ନୂତନ ଗତ୍ତର ନିର୍ଦ୍ଧାରିତ<br>ବିଷୟରେ ସମ୍ୟକ ଧାରଣା    |
| ବୁଝିବା ସହିତ ଶୁଣିବା                      | • ପ୍ରତ୍ୟେକ ଶବ୍ଦ ଏବଂ ବାକ୍ୟର<br>ଅର୍ଥ ବୁଝିବା ଦୈନନ୍ଦିନ<br>ଜୀବନରେ ନୂତନ<br>ଶିକ୍ଷାବଳୀର ପ୍ରୟୋଗ | • ସୃଜନାତ୍ମକ ଶ୍ରବଣ<br>ପ୍ରଣାଳୀ  | • ଖୋଲି ମାଧ୍ୟମରେ ନୂତନ<br>ଶବ୍ଦର ପ୍ରୟୋଗ              |
| କଥନ ପ୍ରଣାଳୀ<br>ପ୍ରାଞ୍ଜଳ ଭାବରେ କହିବା     | • ଆତ୍ମବିଶ୍ୱାସରେ ସହିତ<br>ଭାବନାକୁ ପ୍ରକାଶ କରିବା   | • କଥନ ପ୍ରଣାଳୀ   | • ଏକାକୀ ଏବଂ ଦଳୀୟ<br>ଆଲୋଚନା                        |
| କଥୋପକଥନ ସମୟରେ ନୂତନ<br>ଶିକ୍ଷାବଳୀର ପ୍ରୟୋଗ | • ନୂତନ ଶିକ୍ଷାବଳୀ ପ୍ରୟୋଗ<br>ସହିତ ନିଜର ଶିକ୍ଷାକୋଷର<br>ବୃଦ୍ଧି କରିବା                        | • ଦୈନନ୍ଦିନ<br>କଥୋପକଥନ<br>ସମୟରେ ଉକ୍ତ<br>ଶବ୍ଦ ଗୁଡ଼ିକର<br>ପ୍ରୟୋଗ କରିବା । | • ଖୋଲା ମଞ୍ଚରେ ଦଳୀୟ<br>ଆଲୋଚନା                      |
| ନିଜ ବିଚାରର ଭାବନାତ୍ମକ<br>ପରିପ୍ରକାଶ       | • ସଠିକ୍ ଉଦ୍ଦାରଣ ସହିତ<br>ନୂତନ ଶିକ୍ଷାବଳୀର ପ୍ରୟୋଗ<br>କରିବା ।                              | • ଆଲୋଚନା ପଦ୍ଧତି   | • ଚିତ୍ର ଦେଖି ନାମକୁହ<br>(ମୁଖା ଓ କଣ୍ଠେଇର<br>ପ୍ରୟୋଗ) |



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|--|--|---|---|
| କବିତା ଗୁଡ଼ିକର ନିର୍ଭୁଲ ଭାବେ ଆବୃତ୍ତିକରଣ<br><ul style="list-style-type: none"> <li>ଆଖିରେ ଲଗାଇ କଳା ଚଷମା (ପୃଷ୍ଠା-୧୭-ମୋ ଶିଶୁ ଗୀତି)</li> <li>ଏକ ପରେ ଦୁଇ (ପୃଷ୍ଠା-୧୦-ମୋ ଶିଶୁ ଗୀତି)</li> <li>ଆମରି ଘର (ପୃଷ୍ଠା-୧୨-ମୋ ଶିଶୁ ଗୀତି)</li> <li>ଭାରତ ଆମ ମାଆ (ପୃଷ୍ଠା - ୦୮-ମୋ ଶିଶୁ ଗୀତି)</li> </ul> | <ul style="list-style-type: none"> <li>ନୂତନ ଶବ୍ଦାବଳୀର ପ୍ରୟୋଗ ସହିତ ଆତ୍ମ ବିଶ୍ୱାସ ବୃଦ୍ଧି କରିବେ ।</li> </ul>   | <ul style="list-style-type: none"> <li>ସୃଜନାତ୍ମକ ଆବୃତ୍ତିକରଣ</li> </ul>                        | <ul style="list-style-type: none"> <li>କାଠ କଣ୍ଢେଇ ବ୍ୟବହାର କରି ଆବୃତ୍ତି କରିବେ ।</li> <li>ବାଦ୍ୟଯନ୍ତ୍ର</li> </ul>               |
| ଗନ୍ଧକିନ୍ନି ନିର୍ଭୁଲ ଭାବରେ ଏବଂ ଅଙ୍ଗଭଙ୍ଗୀ ସାହାଯ୍ୟରେ ବର୍ଣ୍ଣନା କରିବେ<br><ul style="list-style-type: none"> <li>ଗର୍ବର ଫଳ</li> </ul>  | <ul style="list-style-type: none"> <li>ନାଟକ ମାଧ୍ୟମରେ ଗନ୍ଧ ପରିବେଷଣ କରିବେ ।</li> <li>କଥନ ଦକ୍ଷତା ବୃଦ୍ଧି ପାଇବ</li> <li>ଆତ୍ମବିକାଶର ବିକାଶ ହେବ</li> </ul> | <ul style="list-style-type: none"> <li>ନାଟକୀୟ ଶୈଳୀ ଅଭିନୟ, ଗନ୍ଧ କଥନ, ଗନ୍ଧର ଉପସ୍ଥାପନ</li> </ul> | <ul style="list-style-type: none"> <li>କଣ୍ଢେଇ, ଚିତ୍ରକାର୍ତ୍ତ, ପିପିଟି</li> </ul>  |
| ପଠନ ଦକ୍ଷତା : ଲିଖିତ ବିଷୟବସ୍ତୁ ପ୍ରତି ଆଗ୍ରହ ପ୍ରକାଶ  | <ul style="list-style-type: none"> <li>ନୂତନ ଶବ୍ଦ ଓ ଚିତ୍ରର ପଠନ</li> </ul>   | <ul style="list-style-type: none"> <li>ସୃଜନାତ୍ମକ ପଠନ ପ୍ରଣାଳୀ</li> </ul>                       | <ul style="list-style-type: none"> <li>ପ୍ଲାସ୍ଟିକାର୍ଡ ବ୍ୟବହାର ।</li> </ul>   |
| ଚିତ୍ରଗୁଡ଼ିକୁ ବୁଝିବା ସହିତ ପଢ଼ିବା  | <ul style="list-style-type: none"> <li>ନୂତନ ଚିତ୍ର ଓ ନୂତନ ଶବ୍ଦ ବିଷୟରେ ସମ୍ୟକ ଧାରଣା ପାଇବା</li> </ul>  | <ul style="list-style-type: none"> <li>ପଠନ ପ୍ରଣାଳୀ କ୍ରୀଡ଼ା ପଦ୍ଧତି</li> </ul>                  | <ul style="list-style-type: none"> <li>ଗପ, ଗୀତ ଓ ଧନ୍ଦା ମାଧ୍ୟମରେ ନୂତନ ଚିତ୍ର ଓ ଶବ୍ଦାବଳୀର ପ୍ରୟୋଗ</li> </ul>                    |
| ଶବ୍ଦ ପଠନ<br>ଚାରି ଅକ୍ଷର ବିଶିଷ୍ଟ ଶବ୍ଦ<br>ଆ କାର ଶବ୍ଦ  | <ul style="list-style-type: none"> <li>ଶବ୍ଦଗୁଡ଼ିକ ନିର୍ଭୁଲ ଭାବେ ପଠନ କରିବେ</li> <li>ଶବ୍ଦ ଅଧ୍ୟୟନ</li> </ul>   | <ul style="list-style-type: none"> <li>ସୃଜନାତ୍ମକ ଶବ୍ଦ ପଠନ</li> </ul>                          | <ul style="list-style-type: none"> <li>ପଢ଼ିଥିବା ଶବ୍ଦ ଗୁଡ଼ିକର ଅର୍ଥ, ଗୀତ, ଗନ୍ଧ ଓ ଧନ୍ଦା ମାଧ୍ୟମରେ ବ୍ୟାଖ୍ୟା କରାଯିବ ।</li> </ul>  |
| ବାକ୍ୟ ପଠନ<br>ଦୁଇ, ତିନି, ଚାରି ଅକ୍ଷର ବିଶିଷ୍ଟ ଶବ୍ଦ<br>ଆ କାର ମାତ୍ରା ଶବ୍ଦ   | <ul style="list-style-type: none"> <li>ବାକ୍ୟଗୁଡ଼ିକ ନିର୍ଭୁଲ ଭାବେ ପଠନ କରିବେ</li> <li>ଶବ୍ଦ ଅଧ୍ୟୟନ</li> </ul>  | <ul style="list-style-type: none"> <li>ସୃଜନାତ୍ମକ ବାକ୍ୟ ପଠନ</li> </ul>                         | <ul style="list-style-type: none"> <li>ପଢ଼ିଥିବା ବାକ୍ୟ ଗୁଡ଼ିକର ଅର୍ଥ, ଗୀତ, ଗନ୍ଧ ଓ ଧନ୍ଦା ମାଧ୍ୟମରେ ବ୍ୟାଖ୍ୟା କରାଯିବ ।</li> </ul> |
| ଲିଖନ ପ୍ରଣାଳୀ<br>ସୁନ୍ଦର ଓ ନିର୍ଭୁଲ ଭାବରେ ଲେଖିବା ଶିଖିବେ ।   | <ul style="list-style-type: none"> <li>ବର୍ଷ ଗୁଡ଼ିକର ନିର୍ଭୁଲ ଭାବରେ ଚିହ୍ନଟକରଣ ଓ ପାର୍ଥକ୍ୟକରଣ</li> </ul>   | <ul style="list-style-type: none"> <li>ଲିଖନ ପ୍ରଣାଳୀ</li> </ul>                                | <ul style="list-style-type: none"> <li>ବାଲି, ଅଟା ଓ ସୁଜି ଇତ୍ୟାଦିରେ ପ୍ରଥମେ ବର୍ଷଗୁଡ଼ିକୁ ଲେଖିବେ ।</li> </ul>                    |



|   |   |   |   |
|---|---|---|---|
| ନିର୍ଭୁଲ ଭାବେ ଶବ୍ଦ ଲିଖନ<br>ଚାରି ଅକ୍ଷର ବିଶିଷ୍ଟ ଶବ୍ଦ<br>ଆ କାର ମାତ୍ରା ଶବ୍ଦ                              | <ul style="list-style-type: none"> <li>ଶବ୍ଦ ଗୁଡ଼ିକର ଅର୍ଥ ଜାଣି<br/>ନିର୍ଭୁଲ ଭାବେ ଲେଖିବେ</li> </ul>  | <ul style="list-style-type: none"> <li>ସ୍ୱଜନାତ୍ମକ ଲିଖନ<br/>ପ୍ରଣାଳୀ</li> </ul> | <ul style="list-style-type: none"> <li>ଶବ୍ଦମାଳା ତିଆରି<br/>କରିବେ ।</li> </ul>  |
| ନିର୍ଭୁଲ ଭାବେ ନିଜ ମନରୁ ବାକ୍ୟ<br>ଲେଖିବେ<br>ଦୁଇ, ତିନି, ଚାରି ଅକ୍ଷର<br>ବିଶିଷ୍ଟ ଶବ୍ଦ<br>ଆ କାର ମାତ୍ରା ଶବ୍ଦ | <ul style="list-style-type: none"> <li>ବାକ୍ୟ ଗୁଡ଼ିକର ଅର୍ଥ ଜାଣି<br/>ନିର୍ଭୁଲ ଭାବେ ଲେଖିବେ</li> </ul> | <ul style="list-style-type: none"> <li>ସ୍ୱଜନାତ୍ମକ ଲିଖନ<br/>ପ୍ରଣାଳୀ</li> </ul> | <ul style="list-style-type: none"> <li>ବାକ୍ୟମାଳା ତିଆରି<br/>କରିବେ ।</li> </ul> |

### କାହାଣୀ – ଗର୍ବର ଫଳ

ଗୋଟିଏ ପୋଖରୀରେ ବେଙ୍ଗଟିଏ ତା’ର ଚାରିଗୋଟି ଛୁଆ ସହିତ ରହୁଥିଲା । ଦିନେ ମାଆ ବେଙ୍ଗ ତା’ର ଛୁଆଙ୍କ ପାଇଁ ଖାଇବା ଆଣିବାକୁ ଯାଇଥିଲା । ସେତିକିବେଳେ ଗୋଟିଏ ହାତୀ ସେଇ ପୋଖରୀକୁ ପାଣି ପିଇବାକୁ ଆସିଲା । ପିଲାମାନେ ଏତେ ବଡ଼ ପଶୁ ଆଗରୁ କେବେ ଦେଖିନଥିଲେ । ତେଣୁ ହାତୀକୁ ଦେଖି ସେମାନେ ଭରିଗଲେ । ମାଆ ବେଙ୍ଗ ଖାଇବା ଆଣି ଆସିଲାବେଳକୁ ପିଲାମାନେ ଥରୁଥାଆନ୍ତି । ପିଲାମାନଙ୍କ ଥରୁଥିବାର ଦେଖି ମାଆ ବେଙ୍ଗ ପଚାରିଲା, “ପିଲାମାନେ, କ’ଣ ହେଲା ?” ପିଲାମାନେ କହିଲେ, “ମାଆ, ଆମେ ଆଜି ଗୋଟିଏ ବଡ଼ ପଶୁ ଦେଖୁଛୁ ।” ମାଆ ପଚାରିଲା, “କେତେ ବଡ଼ ?” ପିଲାମାନେ “କହିଲେ ବହୁତ ବଡ଼ ।” ମାଆ କହିଲା “ମୋ ଠାରୁ ବଡ଼ ।” ପିଲାମାନେ କହିଲେ, “ହଁ, ତୋ ଠାରୁ ବଡ଼ ।” ମାଆ ବେଙ୍ଗ ପେଟ ଫୁଲାଇ କହିଲା “ଏତେ ବଡ଼ ।” ପିଲାମାନେ କହିଲେ “ଆହୁରି ବଡ଼ ।” ମାଆ ବେଙ୍ଗ ପୁଣି ପେଟ ଫୁଲାଇଲା ଓ ପଚାରିଲା, “ଏହାଠାରୁ ବଡ଼ ?” ପିଲାମାନେ କହିଲେ “ହଁ ହଁ ।” ଏମିତି ପେଟ ଫୁଲାଇ ଫୁଲାଇ ମାଆ ବେଙ୍ଗର ପେଟ ଫାଟିଗଲା ।

ନୀତିଶିକ୍ଷା – ଗର୍ବ କରିବା ଉଚିତ ନୁହେଁ ।



## भाषा विकास (हिन्दी)

| दक्षता विषयवस्तु  | सीखने की संप्राप्ति  | सीखाने सिखने की प्रक्रिया                        | गतिविधियाँ  |
|---|--|--|---|
| <b>श्रवण कौशल</b><br>ध्यान से कहानी सुनना   | <b>विद्यार्थी -</b><br>• पुरे ध्यान से सुनेंगे   | • श्रवण शैली                                     | • नई कहानी की नैतिकता के बारे में ज्ञान प्राप्त करेंगे।     |
| समझने के साथ सुनना<br>कविता<br>• नटखट बंदर (पृष्ठ-५६)<br>• मोर (पृष्ठ - १३)<br>• सर्दी आती है (पृष्ठ-२९)<br>• होली (पृष्ठ-४१) | • प्रत्येक शब्द और वाक्य का अर्थ जानकर दैनिक जीवन में उनका प्रयोग करना<br>• समान लय और उच्चारण के साथ कविता आवृत्ति करना | • श्रवण शैली                                     | • खेल की सहायता से नए शब्दों का प्रयोग।                     |
| कहानी<br>चींटी और हाथी  | • सही लय और उच्चारण के साथ कहानी प्रस्तुत कर पाएंगे।   |  | • नाटकीय रूपांतर<br>• पिपिटी                                |
| <b>कथन शैली</b><br>प्रभावी रूप से कहना<br>किसी दिए गये विषय पर बोलना  | • आत्मविश्वास के साथ भावनाओं को व्यक्त करना  | • कथन शैली                                       | • व्यक्तिगत और सामूहिक आलोचना।                              |
| बातचीत करने समय नए शब्दों का प्रयोग   | • नए शब्दों के साथ अपने शब्दों की वृद्धि   | • दैनिक बातचीत में उन शब्दों का प्रयोग करना      | • खुले मंच पर आपसी विचार।                                   |
| अपने विचारों को भावनाओं के साथ व्यक्त करना  | • सही उच्चारण के साथ नए शब्दों का प्रयोग   | • विचार विमर्श शैली                              | • चित्र देखकर नाम बताना (मुहावरों और कठपुतली का प्रयोग)।    |
| बिना त्रुटि के कविता को पेश करना  | • नए शब्दों के प्रयोग से आत्मविश्वास को बढ़ाना   | • कविताओं को लय, ताल तथा हाव भाव के साथ पेश करना | • कठपुतली की सहायता से कविता आवृत्ति।<br>• वाद्ययन्त्र      |
| <b>पठन शैली</b><br>लिखित विषय वस्तु के प्रति रूचि दिखाना  | • नए शब्द और चित्र का पठन  | • पठन शैली                                       | • फलैशकार्ड का उपयोग।                                       |
| चित्रों को समझकर पढ़ना  | • चित्र और शब्द के बारे में जानेंगे  | • पठन शैली<br>खेल पद्धति                         | • कहानी, गीत और मुहावरों के साथ नए चित्र और शब्द का प्रयोग। |



|   |   |                  |  |
|---|---|------------------|--|
| शब्द पठन<br>• चार अक्षर वाले शब्द<br>• 'आ' मात्रा वाले शब्द       | • शब्दों को सही तरीके से पढ़ेंगे                | • शब्द पठन शैली  | • पठित शब्दों के अर्थ गीत, कहानी और मुहावरों के साथ सुनाना।  |
| वाक्य पठन<br>• 2, 3, 4 अक्षर वाले शब्द।<br>• 'आ' मात्रा वाले शब्द | • वाक्यों को सही तरीके से पढ़ेंगे               | • वाक्य पठन शैली | • पठित वाक्यों के अर्थ गीत, कहानी और मुहावरों के साथ सुनाना। |
| लेखन शैली<br>सुन्दर और सही तरीके से लिखना                         | • वर्णों का सही तरीके से पहचान और अंतर          | • लेखन शैली      | • वर्णों को रेत, आटा और सूजी आदि से लिखेंगे।                 |
| सही शब्द लेखन   | • शब्दों के अर्थ जानकर उसे सही तरीके से लिखेंगे | • लेखन शैली      | • शब्दों की माला बनाएंगे।                                    |
| खुद से सही वाक्य बनाएंगे  | • अर्थ जानकर सही वाक्य लिखेंगे                  | • लेखन शैली      | • वाक्यों की माला बनाएंगे।                                   |

### कहानी - चींटी और हाथी

एक जंगल में चींटियों का झुंड रहता था, उसकी रानी बहुत मेहनती थी। सुबह-सुबह ही वो अपनी टोली के साथ खाने की तलाश में निकल पड़ती। उसी जंगल में एक घमंडी हाथी भी रहता था। वो जंगल के सभी जानवरों को परेशान करता था।

वो उन्हें जब भी देखता, पैरों से कुचल देता। एक दिन चींटी रानी ने हाथी से विनम्रता से पूछा कि आप दूसरों को क्यों परेशान करते हो? यह आदत अच्छी नहीं है।

यह सुनकर हाथी क्रोधित हो गया और उसने चींटी को धमकाते हुए कहा कि तुम बहुत छोटी हो, मुझे मत सिखाओ वरना तुम्हें भी कुचल दूंगा।

यह सुन चींटी निराश हुई, लेकिन उसने मन ही मन ही हाथी को सबक सिखाने की ठान ली। चींटी पास ही एक झाड़ी में छिप गई और मौका देखते ही चुपके से हाथी की सूंड में घुस गई। फिर उसने हाथी को काटना शुरू कर दिया। हाथी परेशान हो उठा। उसने सूंड को ज़ोर-ज़ोर से हिलाया लेकिन कोई फ़ायदा नहीं हुआ। हाथी दर्द से रोने लगा। यह देख चींटी ने कहा कि हाथी भैया, आप दूसरों को परेशान करते हो, बड़ा मज़ा लेते हो, अब खुद क्यों परेशान हो रहे हो। हाथी को अपनी गलती समझ आ गई और उसने चींटी से माफ़ी मांगी। चींटी को उस पर दया आ गई। वो बाहर आकर बोली कि कभी किसी को छोटा और कमज़ोर नहीं समझना चाहिए। अब हम सब मिलकर रहेंगे और कोई किसी को परेशान नहीं करेगा।

**सीख : कभी किसी को कमज़ोर और छोटा न समझें।**



## COGNITIVE DEVELOPMENT

| SUBJECT                | SKILLS / CONCEPTS  | EXPECTED LEARNING OUTCOMES   | PEDAGOGICAL PROCESS ADOPTED   | STRATEGIES/ ACTIVITIES  |
|------------------------|--|--|---|---|
| <b>Basic Concepts</b>  | Classifies objects as per weight (heavy/light)   | <b>Learners will -</b> <ul style="list-style-type: none"> <li>classify objects as per weight (heavy and light).</li> </ul>   | <ul style="list-style-type: none"> <li>Activity approach</li> <li>Play way method</li> </ul>  | <ul style="list-style-type: none"> <li>Picture talk</li> <li>Scavenger hunt</li> <li>Hands on activities (hanger and balloon)</li> <li>Role play</li> <li>Kindergarten Maths Book page no 87-89</li> </ul>  |
| <b>Number Concepts</b> | Write numerals (1-50)  | <ul style="list-style-type: none"> <li>count the numbers verbally (1-50).</li> <li>write the numbers (1-50).</li> <li>understand the concept of ones and tens.</li> </ul>  | <ul style="list-style-type: none"> <li>Dramatization method</li> <li>Integrated approach</li> <li>Activity approach</li> </ul>  | <ul style="list-style-type: none"> <li>Use of real objects</li> <li>Clay dough</li> <li>Floor activity</li> <li>Number song</li> </ul>  |
|                        | Applies the knowledge of number 1 to 50 in different ways <ul style="list-style-type: none"> <li>➤ Missing numbers</li> <li>➤ After numbers</li> <li>➤ Before numbers</li> <li>➤ Between numbers</li> </ul> Concept of 'ones' and 'tens' | <ul style="list-style-type: none"> <li>recognise and write the missing numbers in its proper space.</li> <li>recognise and differentiate the numbers and put them in their proper place.</li> <li>understand the concept 'ones' and 'tens' arrangement.</li> <li>group/regroup nos. in 'ones' and 'tens'.</li> </ul> | <ul style="list-style-type: none"> <li>Conceptual approach</li> <li>Discussion method</li> <li>Activity approach</li> <li>Play way method</li> <li>Conceptual Method</li> </ul> | <ul style="list-style-type: none"> <li>Show and tell</li> <li>"What is missing?" game (number cards).</li> <li>Hands on activities</li> <li>KG Math Book page no. 75,79-82</li> <li>Drawing</li> <li>Find out (abacus)CCK page no-65</li> <li>KG Math Book page no. 74,77,78</li> <li>Abacus</li> </ul> |





|                                  |   |   |   |
|----------------------------------|---|---|---|
| Adds numbers mentally (0-20)     | <ul style="list-style-type: none"> <li>• add the numbers mentally.</li> </ul>   | <ul style="list-style-type: none"> <li>• Conceptual approach</li> <li>• Discussion method</li> <li>• Activity approach</li> </ul> | <ul style="list-style-type: none"> <li>• Finger counting</li> </ul>   |
| Subtract numbers mentally (0-20) | <ul style="list-style-type: none"> <li>• subtract numbers mentally.</li> </ul>  | <ul style="list-style-type: none"> <li>• Conceptual approach</li> <li>• Discussion method</li> <li>• Activity approach</li> </ul> | <ul style="list-style-type: none"> <li>• Finger counting</li> </ul>   |
| Number names (1-10)              | <ul style="list-style-type: none"> <li>• understand both how the number system works and how the numbers relate to each other.</li> <li>• know the numbers sequence.</li> </ul> | <ul style="list-style-type: none"> <li>• Discussion method</li> <li>• Conceptual approach</li> </ul>                              | <ul style="list-style-type: none"> <li>• Tracing activities</li> <li>• Story-telling</li> <li>• Number cards</li> <li>• Tracing activities</li> </ul> |
| Table - 1 and 2                  | <ul style="list-style-type: none"> <li>• use repeated addition strategy to know the multiplication table (1 &amp; 2).</li> </ul>  | <ul style="list-style-type: none"> <li>• Conceptual approach</li> <li>• Project method</li> </ul>                                 | <ul style="list-style-type: none"> <li>• Rhymes</li> <li>• Oral drill</li> </ul>  |



## ENVIRONMENTAL CONCEPTS

| SKILLS / CONCEPTS                     | EXPECTED LEARNING OUTCOMES   | PEDAGOGICAL PROCESS ADOPTED   | STRATEGIES/ ACTIVITIES  |
|---------------------------------------|--|---|---|
| <b>Living &amp; Non-living Things</b> | <b>Learners will -</b> <ul style="list-style-type: none"> <li>• classify living and non-living things.</li> <li>• show interest and curiosity during outdoor visit.</li> <li>• collect information and materials pictures of living and non-living things.</li> <li>• participate in activities and experiments during classification game.</li> <li>• show awareness about environment concepts on living &amp; non-living things.</li> </ul> | <ul style="list-style-type: none"> <li>• Constructive Approach</li> <li>• Collaborative Approach</li> <li>• Observation Description</li> <li>• Play way Method</li> <li>• Collaborative Approach</li> <li>• Reflective Approach</li> <li>• Discussion Method</li> </ul> | <ul style="list-style-type: none"> <li>• Sorting different types of living things that live in water and land</li> <li>• Outdoor visit</li> <li>• Collecting &amp; pasting activity in Scrap Book</li> <li>• Classification game</li> <li>• Integrated Activity Book page no-58, 59</li> <li>• 'Let's make together'</li> <li>• Clay Modelling (Living and Non living things)</li> <li>• Role Play</li> </ul>   |
| <b>Seasons</b>                        | <ul style="list-style-type: none"> <li>• differentiate seasons namely summer, rainy &amp; winter.</li> <li>• shows interest &amp; curiosity in surroundings during outdoor visit.</li> <li>• collect information &amp; material of things used in different seasons.</li> <li>• participate in activities on seasons.</li> <li>• shows awareness about the environment concepts (seasons).</li> </ul>  | <ul style="list-style-type: none"> <li>• Conceptual Approach</li> <li>• Discussion Method</li> <li>• Experiential Learning</li> <li>• Collaborative Approach</li> <li>• Discussion Method</li> <li>• Play Way Method</li> </ul>   | <ul style="list-style-type: none"> <li>• Sorting Activities on seasons</li> <li>• Excursion</li> <li>• Making of origami hand fan, making of news paper boat</li> <li>• Seasons (collage work)</li> <li>• Fashion show (seasonal clothes)</li> <li>• Picture talk (on their favourite season)</li> <li>• Collection of pictures such as heater, cooler, umbrella etc used in different seasons</li> <li>• Making of X-mass tree</li> <li>• New year card making</li> <li>• Making of fruit salad</li> <li>• Making of lemonade</li> <li>• Theme based song (seasonal)</li> <li>• IAB-page no-72-74</li> </ul> |



|              |   |   |  |
|--------------|---|---|--|
| <b>Light</b> | <ul style="list-style-type: none"> <li>• participate in activities and experiments.</li> <li>• know how shadows are formed.</li> <li>• know that Sun is the main and natural source of light</li> <li>• develop scientific temper among the children.</li> <li>• understand that solid opaque objects cast darker shadows than transparent object.</li> <li>• get ideas about natural sources and artificial sources of light.</li> </ul> | <ul style="list-style-type: none"> <li>• Collaborative Approach</li> <li>• Experimental Approach</li> <li>• Demonstration</li> <li>• Experimental Approach</li> </ul> | <ul style="list-style-type: none"> <li>• Permeant &amp; activities related to light</li> </ul> |
|--------------|---|---|--|



## THINKING SKILLS

| SKILLS / CONCEPTS   | EXPECTED LEARNING OUTCOMES   | PEDAGOGICAL PROCESS ADOPTED   | STRATEGIES/ ACTIVITIES   |
|---|--|---|--|
| Shows ability to match and classify heavy /light things, living / non-living things | <b>Learners will -</b> <ul style="list-style-type: none"> <li>match and classify heavy and light objects.</li> <li>match and classify living and non-living things.</li> </ul> | <ul style="list-style-type: none"> <li>Group discussion method</li> <li>Activity approach.</li> <li>Explanation method</li> </ul> | <ul style="list-style-type: none"> <li>Framing story</li> <li>Role play</li> <li>Hands on activities</li> </ul>  |
| Fixes up to 12 piece puzzles  | <ul style="list-style-type: none"> <li>fix upto 12 piece puzzles.</li> <li>join the parts to form a whole picture/word.</li> </ul>   | <ul style="list-style-type: none"> <li>Group discussion method.</li> <li>Activity approach.</li> </ul>                            | <ul style="list-style-type: none"> <li>12 pieces puzzle.</li> <li>Jodo to jano</li> <li>Catch me</li> </ul>  |
| Shows higher degree of sequencing ability   | <ul style="list-style-type: none"> <li>make sequence using 4 objects.</li> <li>make stories with 8 picture cards.</li> </ul>   | <ul style="list-style-type: none"> <li>Activity method</li> <li>Picture card activity</li> <li>Group discussion method</li> </ul> | <ul style="list-style-type: none"> <li>Hands on activities</li> <li>Catch me cards</li> <li>Sequence strings and picture counters</li> <li>Different picture cards for arranging it sequentially to frame story</li> </ul> |
| Shows ability to recall   | <ul style="list-style-type: none"> <li>recall previous knowledge.</li> </ul>   | <ul style="list-style-type: none"> <li>Activity method</li> <li>Picture card activity</li> <li>Group discussion method</li> </ul> | <ul style="list-style-type: none"> <li>Different picture cards for arranging it sequentially to frame story</li> <li>Catch me cards</li> <li>Picture talk</li> <li>Memory game - What is missing</li> </ul>                |
| Uses memory skills with greater efficiency during memory game                       | <ul style="list-style-type: none"> <li>recall previous knowledge.</li> <li>play memory game.</li> </ul>  | <ul style="list-style-type: none"> <li>Activity approach</li> <li>Picture card activity</li> <li>Discussion method.</li> </ul>    | <ul style="list-style-type: none"> <li>Hands on activities.</li> <li>Play way method</li> <li>Be quick game</li> <li>Memory game -</li> <li>Recall my name game</li> </ul>   |



## CREATIVE AND EXPRESSIVE ARTS ( ART/CRAFT/MUSIC/DANCE/DRAMA)

| SKILLS /<br>CONCEPTS  | EXPECTED LEARNING<br>OUTCOMES  | PEDAGOGICAL PROCESS<br>ADOPTED   | STRATEGIES/<br>ACTIVITIES  |
|---|--|--|--|
| Colouring   | <b>Learners will -</b> <ul style="list-style-type: none"> <li>draw and paint confidently with variety of drawing tools using crayons, brushes and paint.</li> <li>create something new from the given material.</li> <li>develop fine motor skills.</li> </ul> | <ul style="list-style-type: none"> <li>Play way method</li> <li>Conceptual approach</li> <li>Activity approach</li> <li>Integrated approach</li> </ul> | <ul style="list-style-type: none"> <li>'Fun with colours-B' page 17-24 and paints or crayons.</li> </ul>   |
| Drawing (Free hand) <ul style="list-style-type: none"> <li>➤ Aquarium</li> <li>➤ Birthday scene</li> <li>➤ Nature scene</li> <li>➤ Rainy day scene</li> </ul>   | <ul style="list-style-type: none"> <li>draw simple objects or pictures.</li> <li>create something new from the given material.</li> <li>develop creativity.</li> <li>develop eye-hand co-ordination.</li> </ul>  | <ul style="list-style-type: none"> <li>Play way method</li> <li>Conceptual approach</li> <li>Activity approach</li> <li>Integrated approach</li> </ul> | Drawing of : <ul style="list-style-type: none"> <li>Aquarium</li> <li>Birthday scene</li> <li>Nature scene</li> <li>Rainy day scene.</li> <li>Drawing copy</li> </ul>            |
| Craft <ul style="list-style-type: none"> <li>➤ Clay modelling.</li> <li>➤ New year card making</li> <li>➤ stick puppet</li> <li>➤ Collage work (Seasons)</li> <li>➤ Kite making</li> <li>➤ Making Holi cards</li> </ul> | <ul style="list-style-type: none"> <li>create something new from the given material.</li> <li>develop creativity.</li> <li>develop eye-hand co ordination</li> <li>develop social skill.</li> <li>express individually.</li> </ul>                             | <ul style="list-style-type: none"> <li>Play way method</li> <li>Conceptual approach</li> <li>Activity approach</li> <li>Integrated approach</li> </ul> | <ul style="list-style-type: none"> <li>Making new year card</li> <li>Collage work (Seasons)</li> <li>Making Holi cards, stick puppet.</li> <li>Clay modelling.</li> </ul>        |
| Sings simple songs and rhymes in tune<br><br>Participating actively in musical activities<br><br>Following rhythm while dancing   | <ul style="list-style-type: none"> <li>sing simple song and rhyme in tune.</li> <li>participate actively in musical activities.</li> <li>follow rhythm while dancing.</li> </ul>   | <ul style="list-style-type: none"> <li>Play way method</li> <li>Conceptual approach</li> <li>Activity approach</li> <li>Integrated approach</li> </ul> | <ul style="list-style-type: none"> <li>Theme based songs</li> <li>Patriotic songs.</li> <li>Rhymes from Rhythmic rhymes book.</li> <li>DAV gaan</li> <li>Omm chanting</li> </ul> |
| Acts out the allotted role <ul style="list-style-type: none"> <li>➤ pantomime</li> <li>➤ enacts a T.V advertisement</li> <li>➤ during object game</li> </ul>  | <ul style="list-style-type: none"> <li>act out the allotted roles.</li> <li>think imaginatively.</li> <li>develop vocabulary.</li> <li>listen attentively to others.</li> <li>connect actions and words.</li> </ul>  | <ul style="list-style-type: none"> <li>Play way method</li> <li>Conceptual approach</li> <li>Activity approach</li> <li>Integrated approach</li> </ul> | <ul style="list-style-type: none"> <li>Acts out the allotted role (Theme based).</li> <li>Puppet show</li> </ul>   |



## PHYSICAL DEVELOPMENT

| SKILLS / CONCEPTS                                 | EXPECTED LEARNING OUTCOMES   | PEDAGOGICAL PROCESS ADOPTED  | STRATEGIES/ ACTIVITIES   |
|---|--|--|--|
| Participates actively in Indoor and Outdoor games | <b>Learners will -</b> <ul style="list-style-type: none"> <li>participate actively in indoor and outdoor games.</li> <li>develop their large &amp; small muscles as per inherent potential.</li> <li>use large and small muscles with confidence.</li> <li>manipulate object with increase control.</li> <li>use large muscles for balance.</li> <li>run with increasing control &amp; speed.</li> </ul> | <ul style="list-style-type: none"> <li>Activity based Approach</li> <li>Play way Method</li> <li>Experiential Learning</li> </ul>                        | <ul style="list-style-type: none"> <li>Obstacle race</li> <li>Lemon Spoon Race</li> <li>Mask Race</li> </ul> |
| Shows team spirit (team game)                     | <ul style="list-style-type: none"> <li>show team spirit.</li> <li>know how to run with increasing control &amp; speed.</li> <li>develop co-operation.</li> </ul>   | <ul style="list-style-type: none"> <li>Integrated Approach</li> <li>Physical Activity</li> <li>Organisation Game</li> <li>Integrated Approach</li> </ul> | <ul style="list-style-type: none"> <li>Statue</li> <li>Lion &amp; the Goats</li> </ul>                       |
| Performs simple exercises                         | <ul style="list-style-type: none"> <li>perform simple exercises.</li> <li>develop flexibility.</li> <li>large muscles for balance.</li> </ul>  | <ul style="list-style-type: none"> <li>Interdisciplinary Approach</li> <li>Body management skills</li> </ul>   | <ul style="list-style-type: none"> <li>Yoga</li> <li>Mass Drill</li> <li>Zumba</li> </ul>                    |
| Shows leadership qualities                        | <ul style="list-style-type: none"> <li>show leadership qualities.</li> <li>develop listening skills.</li> <li>maintain discipline.</li> </ul>  | <ul style="list-style-type: none"> <li>Integrated Approach</li> <li>Play way Method</li> </ul>   | <ul style="list-style-type: none"> <li>Follow the Leader</li> <li>Simon Says</li> </ul>                      |



## PERSONAL HABITS AND HYGIENE

| SKILLS / CONCEPTS                                  | EXPECTED LEARNING OUTCOMES   | PEDAGOGICAL PROCESS ADOPTED  | STRATEGIES/ ACTIVITIES  |
|--|--|--|---|
| Keep himself and his surroundings clean            | <b>Learners will -</b> <ul style="list-style-type: none"> <li>keep themselves surrounding neat and clean.</li> <li>know the proper uses of dustbin.</li> </ul> | <ul style="list-style-type: none"> <li>Cleanliness Time before and after the tiffin break</li> <li>Demonstrative Method</li> </ul> | <ul style="list-style-type: none"> <li>Role Play</li> </ul>   |
| Dresses neatly                                     | <ul style="list-style-type: none"> <li>know how to dress up.</li> </ul>  | <ul style="list-style-type: none"> <li>Demonstrative Method</li> <li>Experiential Learning</li> </ul>                              | <ul style="list-style-type: none"> <li>Simon Says</li> <li>Dramatization</li> <li>Stories</li> </ul>                      |
| Takes care of nail & hair                          | <ul style="list-style-type: none"> <li>know the importance of trimming their nails and hair.</li> </ul>  | <ul style="list-style-type: none"> <li>Demonstrative Method</li> <li>Experiential Learning</li> </ul>                              | <ul style="list-style-type: none"> <li>Stories</li> <li>Self Reliance Activity</li> </ul>                                 |
| Shows healthy table manners                        | <ul style="list-style-type: none"> <li>know the table manners.</li> <li>know the proper hand wash technique.</li> </ul>  | <ul style="list-style-type: none"> <li>Demonstrative Method</li> <li>Experiential Learning</li> </ul>                              | <ul style="list-style-type: none"> <li>Clean up song</li> <li>Stories</li> <li>Dramatization</li> </ul>                   |
| Uses handkerchief and napkin                       | <ul style="list-style-type: none"> <li>know the proper uses of bib and napkin.</li> </ul>  | <ul style="list-style-type: none"> <li>Demonstrative Method</li> <li>Experiential Learning</li> </ul>                              | <ul style="list-style-type: none"> <li>Self Reliance Activity</li> </ul>  |
| Brings nutritious food                             | <ul style="list-style-type: none"> <li>identify &amp; bring nutritious food.</li> </ul>  | <ul style="list-style-type: none"> <li>Demonstrative Method</li> <li>Experiential Learning</li> </ul>                              | <ul style="list-style-type: none"> <li>Self Reliance Activity</li> <li>Stories</li> <li>Sprout Making Activity</li> </ul> |
| Identifies and understands importance of good food | <ul style="list-style-type: none"> <li>identify healthy food.</li> <li>know the importance of good food.</li> </ul>  | <ul style="list-style-type: none"> <li>Demonstrative Method</li> <li>Experiential Learning</li> </ul>                              | <ul style="list-style-type: none"> <li>Stories</li> <li>Dramatization</li> <li>Salad Making Activity</li> </ul>           |
| Finishes food in time                              | <ul style="list-style-type: none"> <li>finish food in time.</li> </ul>   | <ul style="list-style-type: none"> <li>Demonstrative Method</li> </ul>   | <ul style="list-style-type: none"> <li>Stories</li> </ul>   |
| Eats with an appetite                              | <ul style="list-style-type: none"> <li>eat with an appetite.</li> </ul>  | <ul style="list-style-type: none"> <li>Demonstrative Method</li> </ul>   | <ul style="list-style-type: none"> <li>Stories</li> </ul>   |





## SOCIO-EMOTIONAL DEVELOPMENT

| SKILLS / CONCEPTS                          | EXPECTED LEARNING OUTCOMES                                   | PEDAGOGICAL PROCESS ADOPTED                | STRATEGIES / ACTIVITIES  |
|--|--|--|--|
| Mixing up well with other children         | <b>Learners will -</b><br>• mix up well with other children. | • Play-way Method                          | • Playing in a park<br>• Class room discussion<br>• Participating in different observation days<br>• Field trip                  |
| Sharing toys and belongings with others    | • share toys and belongingness with others.                  | • Play-way Method                          | • Sharing toys belongings<br>• I know how to share “game”<br>• Celebration of different observation days<br>• Joy of giving week |
| Working and playing comfortably in a group | • work and play comfortably in a group.                      | • Play-way Method<br>• Activity Method     | • indoor and outdoor games<br>• tug of war   |
| Helping, co operating, caring              | • help, co operate and care for others.                      | • Storytelling Approach<br>• Dramatization | • Dramatization by the children<br>• Sharing of tiffin, crayon box, pencil, eraser, handwash and sanitiser                       |
| Showing leadership qualities               | • shows leadership qualities.                                | • Activity Based Approach                  | • Classroom responsibilities<br>• Class monitor  |
| Behaving confidently                       | • behave confidently.  | • Activity Based Approach                  | • Prayer assembly duty<br>• Taking turns<br>• Distributing books and copies<br>• Class monitoring                                |
| Behaving responsibly                       | • behave responsibly.  | • Activity Based Approach                  | • Prayer assembly duty<br>• Taking turns<br>• Distributing books and copies<br>• Class monitoring                                |
| Feeling a sense of belongingness to school | • show a sense of belongingness to school.                   | • Live demonstration Stories               | • Self-reliance activity<br>• Celebration of different observation days  |
| Speaking politely and obeys                | • speak politely and obeys.                                  | • Motivational stories                     | • Dramatization<br>• Roleplay  |



## ACTIVITIES TO BE DONE AT HOME (IN SCRAP BOOK)

| MONTH            | THEME   | ACTIVITIES TO BE DONE AT HOME   |
|------------------|---|---|
| DECEMBER - MARCH | <ul style="list-style-type: none"> <li>• Living things and non-living things</li> <li>• Seasons</li> <li>• Light</li> </ul> | <ul style="list-style-type: none"> <li>• Draw/paste pictures of by showing and writing uses of 'and'.</li> <li>• Draw/paste pictures of 5 living things.</li> <li>• Draw/paste pictures of by showing and writing uses of 'is'.</li> <li>• Draw/paste pictures of 5 non-living things.</li> <li>• Draw /paste pictures of Odia, Hindi four letter words .</li> <li>• Draw/paste pictures of any 5 Hindi, Odia 'I' 'T' matra words.</li> <li>• Make two sentences from each using 'this', 'that' and draw/paste pictures showing it.</li> <li>• Make two sentences using 'in' and draw/paste pictures showing it.</li> <li>• Make two sentences using 'on' and draw/paste pictures showing it.</li> <li>• Make two sentences using 'under' and draw/paste pictures showing it.</li> <li>• Draw/paste 3 sets of pictures of showing heavy/light objects.</li> <li>• Draw/paste 2 pictures of naturals sources of light and 4 artificial light.</li> </ul> |