

**ANNUAL  
CURRICULUM  
PLAN**

**CLASS : I**

**SESSION 2016-17**

## List of Books

Name of Books	Author Name	Publisher's Name
<b>ENGLISH</b>		
1. Grow with words -English Course Book -1	Nomita Wilson	Amity University Press
2. English Worksheets		Amity University Press
3. English Grammar- 1		Amity University Press
4. Cursive Strokes		Amity University Press
<b>हिंदी</b>		
5. अमृत हिंदी पाठमाला - 1	डा० शैलेश श्रीवास्तव	Amity University Press
6. (हिंदी व्याकरण)अभ्यास पुस्तिका		Arya Publishing Company Amity University Press
<b>MATHEMATICS</b>		
7. Grow With Numbers	Madhu Singh Sirohi	Amity University Press
8. Mathematics - worksheets		Amity University Press
<b>EVS</b>		
9. My Vibrant Planet (EVS) General Science		Amity University Press
<b>MORAL EDUCATION</b>		
10. Live and Let Live (Life 's Mantra) - 1	Shradha Anand	Amity University Press
<b>COMPUTER</b>		
11. Viva dot Com (Computer Science and Information Technology)	Prof. Ashok Arora & Sarika Verma	Viva Education
<b>G.K</b>		
12. Milligascar (Know the world around you)	Deepti Kathpalia	Millennium Booksource Pvt. Ltd.

## Broad objectives of learning at Primary Level

1. To acquire the important skills of listening, speaking, reading and writing.
2. To attain a basic competence in the use of the English language.
3. To develop and use specific vocabulary in different contexts.
4. To understand the social, cultural and natural environment around them based on observation and illustration.
5. To nurture curiosity and creativity in a variety of contexts.
6. To develop a scientific temperament.
7. To know the importance of natural resources and ways to conserve them.
8. To develop mathematical skills including mental and written problem solving skills.
9. To develop spatial understanding.
10. To appreciate the use of mathematics in our day to day life.
11. To use ICT as a tool of learning, gathering and storing information.
12. To develop healthy habits in areas related to health, hygiene, nutrition, safety and physical education.
13. To learn good values, gender equality and life skills.
14. To develop an interest and aptitude in visual and performing arts.
15. To develop and improve coordination, flexibility, agility, strength and fine motor skills.

## Other Subjects

**Physical Education:** Physical education will be carried out in allotted periods according to the CBSE 'PEC' cards.

**Visual and Performing arts:** Visual and performing arts are essential components of the school curriculum and all the students are encouraged to participate in various activities conducted throughout the year.

**Value Education:** Value education and life skills education will be taught in an integrated manner to the students.

**General Knowledge :** General knowledge will include current affairs, verbal, non-verbal and logical reasoning.

**Assessment:** Students will be continuously assessed throughout the year . Evaluation will be sent to the parents three times a year. There will be no FA or SA for classes I and II.

## Syllabus Distribution of English (Class I)

Month	Grow with Words	Grammar	English Worksheet	Audio-Visual Experience / Activity
April	L -1 My Birthday	1. Nouns (Proper and Common nouns)	Pg.no. 1. Vowels Pg.no. 2. Correct Word Pg.no. 3-4. Vowels & Consonants Pg.no. 5-7 Use of A/An	1. Video on 'Birthday Celebration' 2. Video on 'Sounds' 3. Card Making , Gift Wrapping
May	L -2 I am a Little Teapot	2. Pronouns	Pg.no. 8. Sight Words Pg.no. 9-10. One/Many Pg.no. 11 Making Word	Card Making on 'Mother's Day'
July	L -3 My Sweet Home L -4 Meet My Family	3. Adjective 4. Verb	Pg.no. 12-13. Use of Is/Are Pg.no. 14-16. Use of Is/Are/Am Pg.no. 17. Fun Time Pg.no. 18. Colours Pg.no. 19-20. Use of He/She/It Pg.no. 21-23. Use of His/ Her	1. Video on 'Family' (Bear family) 2. Making a Family Tree 3. Creative writing- Writing about family
August	L -5 Balloons for me	5. Simple Past Tense 6. Simple Present Tense	Pg.no. 24-25. Vocabulary 'the' Pg.no. 26-29. Pairs-Gender Pg.no. 30-31. Use of Has/Have	1. Multiple/Creative use of things Making objects out of Balloons, Newspaper
September	L -6 A Day in my Life	7. Helping Verb	Pg.no. 32-36. Naming Words Pg.no. 37-38. These/Those	1. Video on Good Habits 2. Poetry Recitation all about me from Vibrant Planet
October	L -7 New Class	8. Use of Apostrophe 9. Use of that, those, these	Pg.no. 39. Vocabulary My Class Room Pg.no. 42-44. Opposites Pg.no. 45. Word Ladder Pg.no. 46. Picture Composition	Video 'The Lion and the Hare' Make Sentences

## Syllabus Distribution of English (Class I)

Month	Grow with words	Grammar	English Worksheet	Audio-Visual Experience / Activity
November	L -8 Save Water	10. Adverb 11. Preposition	Pg.no. 47-51. Blend Words Pg.no. 52-54. Word Building Pg.no. 55-59. Preposition	Video on 'Saving Water and Electricity'
December	L -9 A Bird House L -10 My Computer	12. Articles –bv A, An, The	Pg.no. 60. Vocabulary Pg.no. 61. Describe me Pg.no. 62-65. Describing Word Pg.no. 66-69. Action Words	1. Video on 'Types of Houses' 2. Drawing Different Types of Houses
January	L -11 Good Friends	13. Conjunction Verb	Pg.no. 70. Revision of Vowels Pg.no. 71 Is/Are /A/An Pg.no. 72. One/Many Pg.no. 73 Preposition/ Describing Words Pg.no. 74. Action words Pg.no. 75. Opposites/Blend words Pg.no. 76. Colours around us Pg.no. 77-78. Picture Composition	1. Video on 'Jungle Book' 2. Creative Writing- My best friend 3. Make Rhyming Words
February	L -12 Sunny's Teddy Bear	14. Sentences	Pg.no. 79. Punctuation Pg.no. 80. Picture Composition-At the park Pg.no. 81-82. Comprehension Pg.no. 83-85 Creative Writing	1. Video on 'Bell the Cat' 2. Write some sentences about 'Winter Season'

## हिंदी पाठ्यक्रम विभाजन (कक्षा - 1)

मास	अमृत हिंदी पाठमाला	हिंदी अभ्यास पुस्तिका	दृश्य- श्रव्य सामग्री तथा गतिविधियाँ
अप्रैल	वर्णमाला , स्वर व्यंजन पाठ - 1 अ और बिना मात्रा वाले शब्द (अमर और महक) अमन - अमन	पृष्ठ संख्या 1 से 3 वर्णमाला, अभ्यास अ से अः,क से ज्ञ	वीडियो - वर्णमाला पर आधारित कविता
मई	पाठ - 2 आ की मात्रा 'माला और ताला' कविता - आया बादल	पृष्ठ संख्या 4 से 10 आ की मात्रा, चित्र देखकर शब्द लिखो, ज और ज्ञ , वाक्य लिखो, 'टमाटर' सहायक शब्द	वीडियो बरसात से संबंधित पहेलियाँ बुझाओ । बरसात का चित्र बनाओ ।
जुलाई	पाठ - 3 इ की मात्रा (किताब और सितार) पाठ - 4 ई की मात्रा (नानी की कहानी) पाठ - 5 गिनती सिखाओ(एक से बीस)	पृष्ठ संख्या 11 से 20 'ई' की मात्रा, चित्र देखकर शब्द लिखो , नए शब्द (ि की मात्रा) अभ्यास, वाक्य लिखो - किताब,सहायक शब्द, ई की मात्रा, चित्र देख कर शब्द लिखो, दिवाली (कविता)	वीडियो - 'नानी तेरी मोरनी को मोर ले गये' गतिविधियाँ - रचनात्मक कार्य - 'मेरी नानी' , कविता पाठ
अगस्त	पाठ -6 दरजी और हाथी पाठ -7 उ की मात्रा (मृगा और चुहिया)	पृष्ठ संख्या 21 से 23, 24 उ की मात्रा, चित्र देखकर शब्द लिखो , वाक्य लिखो - गुलाब	वीडियो - दरजी और हाथी (कहानी) गतिविधियाँ - चुहिया का चित्र बनाओ और रंग भरो।
सितंबर	पाठ - 8 ऊ की मात्रा (बबलू का स्कूल ) कालू मदारी (कविता) पाठ - 9 ऋ की मात्रा (पृथ्वी प्रार्थना)	पृष्ठ संख्या 24 से 27 व 31 से 33 ऊ की मात्रा के शब्द, चित्र देख कर शब्द लिखो, नये शब्द (ू की मात्रा) वाक्य लिखो - दूध	गतिविधियाँ - कविता पाठ - पृथ्वी प्रार्थना
अक्टूबर	पाठ - 10 - ए की मात्रा (केले , करेले के खेत) मेले में नेवले	पृष्ठ संख्या 35, 40, और 28 से 30, ए की मात्रा, ऐ की मात्रा, चित्र देखकर	अपने बारे में कुछ पंक्तियाँ लिखो ।

	पाठ - 11 ऐ की मात्रा (कैलाश भैया की बैलगाड़ी, मैना का पिंजरा)	शब्द लिखो, नये शब्द, मेरे भैया (कविता), पृष्ठ संख्या 41 से 45, वाक्य पूरे करो, वाक्य लिखो - में/में, रंग भरो ।	
नवंबर	पाठ -12 ओ की मात्रा (भोर हुई) + जोकर (कविता) पाठ-13 औ की मात्रा (चौधरी और मौलवी) + सप्ताह के दिन, पाठ -14 चित्रकथा	पृष्ठ संख्या 46 से 48, ओ की मात्रा/चित्र देखकर शब्द लिखो, नये शब्द(ो की मात्रा), पृष्ठ संख्या 53 से 55, औ की मात्रा, चित्र देखकर शब्द लिखो नये शब्द(ो की मात्रा)	रचनात्मक कार्य - मेरा मनपसंद खिलौना पहलियाँ बूझो । वीडियो - चाचा चौधरी
दिसंबर	पाठ - 15 मंगल पंडित पाठ - 16 महीनों के नाम	पृष्ठ संख्या 56 से 58, अं की मात्रा, नये शब्द(ं की मात्रा), पृष्ठ संख्या 49 से 50 में/में, है/हैं/हूँ	पतंग और बंदर के बारे में लिखो ।
जनवरी	पाठ -17 अनुनासिक (सुबह के पाँच बजे) पाठ - 18 संयुक्त व्यंजन क्ष,त्र,ज्ञ,श्र (हमारी कक्षा + वाक्य शुद्ध करो) +(आओ कुछ और जाने (मददगारों के नाम व काम )	पृष्ठ संख्या 59 से 60 चंद्र बिंदु (ँ) नए शब्द	
फरवरी	पाठ - 19 संयुक्त अक्षर - द्वितीय छुट्टी का दिन पाठ - 20 संयुक्त अक्षर, अच्छे बच्चे + वाक्य जोड़ो	पृष्ठ संख्या 61,62 शुद्ध शब्द, अभ्यास	गतिविधियाँ - अच्छी आदतों के बारे में लिखो । वीडियो - घटोत्कच

## Syllabus Distribution of Maths (Class I)

Month	Grow With Numbers	Worksheet	Activity
April	Revision of U.K.G Syllabus Ch-1 Spatial Relationship Number Names(1-20) Tables (2 to 5)	Pg.no. 1 Join in Order Pg.no. 2 Numbers Pg.no.3 Count things Pg.no.4 Number Names	Activities : Poem Recitation Video related to Spatial Relationship
May	Ch-2 Addition (Single Digit) Tables (2 to 5)	Pg.no.12 Number Line Pg.no.13,14 Addition on Number Line Pg.no.15 Addition Pg.no.16 Addition By Forward Counting Pg.no.17 Practice Pg.no.18 Simple Addition Pg.no.19 Fast Doubles	Activities : Based on addition (Bindi Pasting) Video related to Tables
July	Ch. -3 Subtraction (Single Digit) Number Name(20-30) Ch-4 Number and Numeration (Ones-Tens, Addition of Two Digit, Short And Expanded Form of Numbers, Comparison of Numbers, Ascending And Descending Order of Numbers) Tables 2 to 6	Pg.no.5 to 11 Number Names Pg.no. 20 to 40 Correct Words, Tens and Ones, Place Value, Place Value- Bead the Abacus Pg.no.48 to 53 Subtraction, Subtraction on Number line, Subtraction facts, zero '0'	Activities : Group activity based on Numbers Video related to Subtraction
August	Ch.- 5 Addition (Double Digit) Number Names (30-40) Tables 2 to 7	Pg.no.20 to 29 Addition By Forward Counting, Adding Two Digit Numbers. Let's Practice , Facts, Addition With Zero, Addition With One, Add and Choose, Mental Maths, Practice Addition, More Addition	Activity : Use and making of Abacus Video related to 'Addition of Double Digit'.



September	Ch-6 Subtraction(Double Digit) Ch-7 Ordinal Number Number Name(40-50)	Pg.no. no 58 to 60. Two Digits Subtraction Let's practice- Add or Subtract Pg.no. no. 35 to 41 Ordinal Number Days of Week, Months of the Year	Activities : Based on Ordinal numbers(ground activity)  Video on Subtraction (double digit )and on Numbers of Days in Month
October	Ch-8 Skip Counting Ch- 9 Shapes (Plane and Solid)	Pg.no. 42 to 47 Number Names 50 to 99 + Revision Pg.no. no. 30 to 34 Shapes, Figure Out, Count the Shapes	Activities : 1. Based on Skip Counting (Group Activity) 2. Based on Shapes (Paper Folding) Video related to Shapes
November	Ch -10 Measurement Ch- 11 Money Number Name(60-80) Tables 2 to 8	Pg.no. no.54 to 57 Money, Ascending and Descending Order	Activities : Based on Money (Shopping with the help of Fake Currency) Video related to Measurement and Money
December	Ch-12 Time Ch-13 Fraction	Pg.no. no.64 to 65 Hour and Minute hands, Number Clock Face	Activity : Clock making on Time ,Video on Time and Fraction 2. Paper Folding on Fraction
January	Ch-14 Data handling +Carrying and Borrowing Sums Number names 80 to 100 , tables 2 to 10 Pattern	Pg.no. no. 61 to 63, 66,67 Mental Maths Let's Practice , Let's revise	Video on Data Handling Activity on Data Handling through Picture Composition
February	Practice of mixed sums (Addition & Subtraction) Time, Money, Shapes		Video on Pattern Activity on 'Vegetable Printing'
March	Revision of all concepts done so far.		

## Syllabus Distribution of EVS (Class I)

Month	Course Book	Audio-Visual Experience +Activities
April	Ch-1 All About Me Ch-2 My Family	Video on 'My Family' Activity – Making a Family Tree
May	Ch-3 This Is My Body	Video related to the topic 'My body'
July	Ch-4 My Sense Organ Ch-5 Body Needs Food	Video related to Sense Organs and Food Activity – 1. Draw the Sense Organs and write their functions. 2. Collect and Paste the pictures of Healthy Food and Junk Food.
August	Ch-6 Body Needs Care Ch-7 My Home	Video related to 'My Home and Body Needs Care'. Activity – 1. Collect the wrappers of things that keep us clean. 2. Draw and paste 2-2 things in Bedroom, Bathroom, Study room, Dining room and Kitchen.
September	Ch-8 My School Ch-9 People Who Help Us	Video related to 'School and Occupations'. Activities – 1. Visit to Important Rooms of the School. 2. Paste the pictures of people who help us.
October	Ch-10 Festivals Ch-11 Means of Transport	Video related to 'Festivals and Means of Transport'. Activities- 1. Flag Making 2. Pasting the pictures of different' Means of Transport'.
November	Ch-12 Safety Rules Ch-13 Living & Non-Living Thing	Video related to 'Safety rules' to be followed at Home, on the road, at school etc. Activities – 1. First Aid box, Traffic light. 2. Collecting five living and non-living things (on the spot).
December	Ch-14 Plant Life Ch-15 Animal Life	Video related to 'Plant and Animal life'. Activity –Seed Germination.

January	Ch-16 The Earth & The Sky Ch-17 Seasons	Video related to 'The Earth and the Sky & Seasons'. Activities – 1. Collage Making (Day and Night sky). 2. Paste and draw the pictures of fruits eaten in summer, Clothes and Vegetable you eat in Winter Season
February	Ch-18 Save the Earth Ch-19 Map of the India	Video related to 'Save Earth, 'Don't cut Trees' and 'Map of India'. Activities – Colouring the Pictures of Earth.

## Syllabus Distribution of Moral Education (Class I)

Month	Course Book
April	L - 1 In the Park
July	L - 2 Be Clean
August	L - 3 My Family and me
September	L - 4 Be Well Behaved
October	L - 5 Tell the Truth
November	L - 6 Homes Sweet Home
December	L - 7 My Friend
January	L- 8 Eating Healthy Food
February	L - 9 My Plant Friend

## Syllabus Distribution of Moral Education (Class I)

Month	VIVA Dot Com	Activities / Audio/Visual Experience
April & May	L - 1 Computer A Smart Machine	Video on introduction of computer Activity - Colour the machine that need electricity to work.
July	L - 2 Computer and its uses.	Video on Uses of Computer and Places, where computers are used
August	L - 3 Parts of a Computer	Video on External Parts of a Computer Activity - Search for the parts of computer
September	Revision of L - 1,2,3	
October	L - 4 The Monitor and C.P.U	Video on function and uses of Monitor and Mouse Activity - Join the letters to complete the Computer
November	L - 5 The Keyboard	Activity - Colour the keys using colour code
December	L - 6 The Mouse	Activity - Label the parts of the given Mouse
January	L - 7 MS - Paint	Activity - Colour the picture

## Syllabus Distribution of G.K (Class I)

Month	Topic	Page no.
April	Animal Party	6
	Health is Wealth	10
May	World Around Us	7
	Back To Home	8
	Plants the Givers	9
	Spot the Difference	22
July	Living Spaces	11
	Different Seasons	14
	Look Around	15
	Shapes and Patterns	23
August	I Do Live Here	12
	Sources of Water	13
	Folk Dances Of India	19
	World Sports	21
	Odd One Out	27
September	Amazing Machines	16
	Modes of Transport	17
	Festivals Of India	24-25
	Help at Home	31
	Good and Bad Habits	28
October	Incredible India	18
	Lovely Toons	20
	Be Safe	29
	Save Water	32
	Plant a Tree	34-35
November	Place in Order	26
	Lion and the Rabbit	30
	Save Electricity	33
	Treat of Indian Dishes	39
	People At Work	40
December	A Trip To Railway Station	36
	Locating Directions	37
	What's Next	41
	Home Sweet Home	42
	Forms of Water	44
January	A Closer Look	38
	Complete the Pattern	
	Let's Play	45
	National Symbols of India	46
February	Fun With Words	43
	Important Dates Of The Year	47
	Major Indian States And Their Capitals	48

## Assessment Rubrics(Source: CBSE CCE Manual)

### REPORTING STUDENTS' ACHIEVEMENT

while reporting students' achievement in different areas, indirect grading in absolute scale having five points may be used. The grades will stand for the following distribution of marks:

A+	Outstanding	90% - 100%
A	Excellent	75% - 89%
B	Very Good	56% - 74%
C	Good	35% - 55%
D	Scope for improvement below 35%	

The grade of the child can be computed in the achievement card based on the percentage of presence of behaviour indicator in the above category of percentiles. Besides certain remarks can be made in scholastic and co-scholastic areas as well as the achievement level of the child. These remarks will help the parents and the child to provide the learning skills in that area by devoting more learning efforts. Thus, continuous and comprehensive evaluation is a useful proposition for improvement of students' achievement through continuous diagnosis, remediation, encouragement and appreciation. It requires coordinated and concerted efforts on the part of Principals, teachers and parents for the multifaceted personality development of the child. The enclosed rating scales are expected to help the teachers in proper placement of students in terms of the different grades.

### LANGUAGES

Aspects	Sub-Skills	A+	A	B	C	D
01 Reading Skills (Loud Reading)	Pronunciation	Can read and correctly pronounce new words on ones' Own.	Can read and pronounce new words on ones' own most of the time.	Can read and pronounce new words with guidance from the teacher.	Cannot read and pronounce new words most of the times.	Cannot read and pronounce new words at all without the guidance from the teachers
	Fluency	Can read simple sentences fluently with proper speed. Expression and Pronunciation.	Can read simple sentences fluently with speed but needs occasional prompting	Can read simple sentences but takes time to read each word. Lacks Fluency, speed and expression.	Can read simple sentences without guidance or prompting	Fumbles a lot while reading simple sentences. Reads one word at a time.
	Comprehension	Can read and understand a story/sentences and answer all the questions correctly	Can answer most of the questions correctly.	Comprehends with some help from the teacher.	Cannot comprehend the passages on ones own. Often needs help.	Cannot comprehend at all. Requires help all the time.

02. Writing

Aspects	Sub-Skills	A+	A	B	C	D
<b>02 Writing Skills</b>	<b>Creative Writing</b>	Can write three, four or five sentences on a given topic with accuracy and some originality e.g. can use an adjective with a noun. Tries to use new words..	Can write three or four sentences on a given topic correctly but cannot use new words on his own	Can write three or four sentences on a given topic but with a lot of prompting and guidance from the teacher.	Unable to write three or four sentences on a given topic. Has to be prompted all the time.	Needs help of the teacher all the time
	<b>Hand writing</b>	Is neat and legible. All letters and strokes are properly formed and transcription is error free.	Is neat and legible. Occasional inconsistency seen in formation of letters and strokes. Transcription is error free.	Is legible but often inconsistent with his strokes and letters. Transcription has occasional errors	Is neither legible nor consistent. Transcription has a number of errors	Writing is mainly incomprehensible and inaccurate.
	<b>Grammar</b>	Can write sentences accurately and uses simple punctuation marks appropriately.	Can write sentences accurately most of the time. Falts occasionally in the use of simple punctuation marks.	Cannot write sentences without quite a few errors. Sometimes falters in the use of punctuation marks.	Can write shorter pieces with some accuracy. Needs help very often	Cannot write with accuracy. Needs a lot of help.
	<b>Spellings</b>	Can spell almost all words from the text correctly, can apply his phonetic knowledge to spell similar words	Spells words from the text correctly with occasional errors. Can apply his phonetic knowledge to spell similar sounding words.	Makes a few mistakes while spelling words. Able to apply his phonetic knowledge sometimes to spell similar words.	Makes plenty of errors while spelling words. Cannot apply his phonetic knowledge to spell new words.	Makes a lot of spelling mistakes.
	<b>Vocabulary</b>	Has a good range of vocabulary. Always uses new words in writing.	Has a good range of vocabulary. Tries to use new words many times.	Sometimes makes use of new words.	Never uses new words. Knowledge is restricted to words taught before.	Vocabulary is poor.

<b>03 Speaking Skills</b>	<b>Conversation</b>	Is fluent and spontaneous. Responds to situation appropriately and accurately	Is fluent and spontaneous most of the time. Responds to the situation appropriately but fumbles for words occasionally.	Lacks spontaneity fluency and accuracy. Response time rather long. Needs prompting most of the time.	Can carry out a dialogue only at a very basic level.	Needs help most of the time.
	<b>Recitation</b>	Can recite a poem with proper speeds, expression and pronunciation	Can recite a poem with proper speed and expression but makes occasional mistakes in pronunciation or forgets a word or so.	Can recite a poem with occasional prompting. Expression is not very strong and effective.	Can recite an entire poem with prompting most of the time. Lacks proper pronunciation and expression.	Can recite only very short and simple poems and that too with a lot of prompting.
<b>04. Listening Skills</b>	<b>Comprehension</b>	Can comprehend oral questions, instructions and stories/poems.	Comprehends oral questions, instructions, stories, and poems most of the time.	Has some difficulty in comprehending instructions, stories or poems. Needs guidance quite often.	Has difficulty in following instruction and stories, Needs simplification or translation most of the time.	Very slow to follow class instructions Needs mother tongue translation all the time.

## MATHEMATICS

	<b>A+</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<b>Concept</b>	Understands the concepts well before proceeding to the higher ones	Understands the concepts but is not clear in certain concepts.	Takes sometime to understand new concepts.	Understands the concepts but needs help most of the time.	Cannot understand the concepts
<b>Activity</b>	Takes keen interest in various activities, which help him/her achieve goals easily.	Takes interest most of the time but needs to be more regular/ systematically / organized	Sometimes takes interest in mathematical activities	Takes interest in assigned activities only when prompted.	Very laid back and disinterested.

<b>Tables</b>	Has understood the concept of grouping the numbers and knows the tables by heart. Can also do dodge table.	Knows the tables but falters a little in dodge tables.	Knows the tables but makes mistakes in tables of higher number. Falters in dodge tables.	Has not understood the concept of tables. Makes mistakes	Has not learnt the concept of tables. Cannot do dodge tables at all. Makes a lot of mistakes.
<b>Mental ability</b>	Takes immense delight in working with mathematical problems mentally	Good at calculating sums mentally but at times makes careless mistakes	Can do mental calculations but falters occasionally.	Has weak concepts hence can solve sums mentally at a slow pace.	Very slow in solving sums mentally.

## ENVIRONMENTAL SCIENCE

<b>Environmental Sensitivity</b>	Is keen, alert and observant; very much aware of the surroundings	Needs to be aware of the surroundings	Is quite aware but lacks enthusiasm	Lacks awareness; needs to be more keen and alert	Lacks awareness.
<b>Project Activity/</b>	Exhibits creativity and originality through cutting, pasting, drawing, collage work, composing simple poems.	Makes an attempt with some help.	Can do cutting, pasting, drawing and collage work and shows creativity and originality at times.	Lacks originality and the ratio of teacher guidance increases in proportion to the child's approach and interest	The teacher is a perpetual guide.
<b>Group Discussion</b>	Has the spirit of enquiry and is assertive in placing ones' viewpoint.	Can ask simple questions but needs occasional prompting at times.	Can ask simple questions but with some prompting at times.	Cannot put forward his ideas, needs constant coaxing.	Does not take part in group discussions and is a silent spectator

## GAMES

<b>Enthusiasm</b>	Plays with full intrinsic Motivation.	Plays with full intrinsic motivation most of the time.	Plays with zeal but of his choice games	Plays but only when commanded	Always gives excuses.
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<b>Discipline</b>	Obeys all class discipline voluntarily and plays by following all rules of the game.	Obeys all class discipline voluntarily most of the time and plays by following all rules of the games	Obeys class discipline on command and follows rules only suited to his advantage	Obeys due to fear of punishment. Follows rules on command with displeasure	Lacks discipline.
<b>Team spirit</b>	Has team spirit and plays for winning	Has team spirit and plays for winning most of the time	Puts his effort, individually.	Shows team harmony on and off.	Not a team player.
<b>(Strength, stamina and</b>	Outstanding development of skills and displays high performance	Excellent development of skills and displays high performance most of the time.	Very good skill development but performs occasionally	Average skill development	Slow skill development`

## MUSIC

<b>Interest</b>	Always very keen to learn and follow given instructions	Very keen to learn and follow instructions most of the time.	Needs little drive to learn and start	Sometime shows interest	Does not show much interest.
<b>Rhythm</b>	Child has a good sense of rhythm and keeps pace with the beat.	Child has a good sense of rhythm and sometimes falters in keeping pace with the beat.	Sometimes loses pace with the beat.	Sometimes goes off the beat and cannot make it up.	Does not have the sense of rhythm.
<b>Melody</b>	Child has a good sense of tune	Child has a good sense of tune and goes off key Occasionally	Child goes off key, sometimes can come back in tune.	Child has the sense of time but goes off key in higher octave	Child does not have much sense of music.

## PERSONALITY DEVELOPMENT

<b>Courteousness</b>	Very careful about wishing, saying sorry, thank you and excuse me. Always stands up to give respect. Always speaks politely and uses good vocabulary never interrupts in between	Wishes others most of the time says sorry, thank you and excuse me stands up to give respect speaks politely never interrupts in between.	Many times wish others, (says sorry, thank you and excuse me). Some times interrupts: in between, speaks politely may times.	Sometimes avoids to wish, (says sorry, thank you and excuse me). Some times speaks politely interrupts in between.	Avoids wishing., (say sorry, thank you and excuse me) Aggressive and impolite
<b>Confidence</b>	Always very confident in carrying out various activities.	Very confident in carrying out various activities most of the time.	Confident in carrying out most of the activities	Quite confident but needs to come up with his/her ideas.	Needs to develop confidence.
<b>Care of Belongings</b>	Always respects the belongings and takes care.	Takes care of self as well as others property most of the time.	Most of the times takes care of belongings	Takes care but does not bother about others.	Careless about self as well as others property.

<b>Neatness</b>	Always wears proper and neat uniform. Very careful about personal hygiene	Wears proper and neat uniform. Sometime nails/hair/teeth not clean	Wears proper and neat uniform most of the time.	Most of the times in improper uniform often not careful about hygiene	Often untidily dressed
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<b>Regularity and Punctuality</b>	Very particular about being regular and punctual to school/classroom. Always regular in doing and submitting assignments and projects.	Often particular about being regular and punctual to school/classroom often regular in doing and submitting assignments and projects.	Sometimes particular about being regular and punctual. Sometimes late in submitting assignments	Sometimes irregular and not punctual to school/classroom . Sometimes late in submitting assignments and projects.	Irregular and sometimes late to school/classroom. Rarely submits assignments and projects in time.
<b>Initiative</b>	Always tries to do things independently. Always ready to participate in oral discussions/extra curricular activities	Most of the times tries to do things independently. Often ready to participate in oral discussions/extra curricular activities	Often tries to do things independently. Often ready to participate in oral discussions/extra curricular activities	Sometimes tries to do things independently . Sometimes ready to participate in oral discussions/extra curricular activities	Never does things independently. a voids participating in oral discussions/ext ra curricular activities.
<b>Spirit of service</b>	Always volunteers to participate in all activities for a social cause. Always ready to help others	Volunteers to participate in activities for a social cause most of the time. Often ready to help others.	Often volunteers to participate in activities for a social cause. Often helps others	Sometimes volunteers to participate in activities for a social cause. Sometimes helps others.	Rarely participates in activities for a social cause. Never bothers to help others.
<b>Respect other's Property</b>	Always follows rules and regulations. Takes good care of property and consciously makes efforts to keep the environment clean.	Most of the time follows rules and regulations. Takes care of property and often makes efforts to keep the environment clean.	Often follows rules and regulations. Takes care of property and often makes efforts to keep the environment clean.	Sometimes follows rules and regulations. Does bother about others' property. Sometimes litters his/her surroundings	Does not follow rules and regulations. Is not sensitive about others' property. Often litters his/her surroundings.

<b>Self control</b>	Well disciplined in the classroom/corridors/ staircase. Never misbehaves or fights in the playground/break. Emotionally a balanced child.	Disciplined in the classroom/corridors/stair case most of the time. Never misbehaves or fights in the playground/break	Disciplined in the classroom/corridors/ staircase most of the time. Occasionally misbehaves or fights in the playground /break	Disciplined in the classroom but not in corridors/ staircase. Often misbehaves or fights/bullies in the playground/break.	Indiscipline in the classroom/corridors/staircase. Mostly misbehaves fights/ bullies in the playground/br eak.
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## ART & CRAFT

<b>Interest</b>	Shows great enjoyment and aptitude for drawing and painting - recognizes the value of art.	Shows great enjoyment and aptitude for drawing and painting – recognizes the value of art most of the time	Enjoys drawing and painting. Shows imagination some time	Prefers to be guided than using his own imagination.	Prefers to reproduce what is seen. Needs repeated instruction
<b>Creativity</b>	Has original drawing and innovativeness in the work. Shows more feeling and expressions in his/her work.	Has original drawing and innovativeness in the work, shows more feeling and expressions in his/her work most of the time.	Good at reproducing. Shows feelings and emotions.	Can communicate the ideas in terms of effect and appeal.	Lacks creativity and looks for ideas and instructions from the teachers.
<b>Skill</b>	Excellent development of skills and high performance	Excellent development of skills and high performance most of the time.	Skills development is good but performs occasionally	Very slow skill development	No skills.

## Learning Indicators (Source : NCERT CCE Manual)

### ENGLISH

#### At The End of Class I

- At the end of class III learners will be able to do the following: (Learning outcomes)
- Talk about themselves, members of the family and the people in their surroundings.
- Follow simple instructions, requests and questions, and use formulaic expressions appropriately.
- Enjoy doing tasks (including singing a rhyme or identifying a person, object or thing) in English.
- Recognize whole words or chunks of language. Recognize small and capital forms of English alphabet both in context and in isolation.
- Read simple words/short sentences with the help of pictures and understand them. Write simple words/phrases/short sentences.

## **Listening**

### **Curricular Expectations**

Understand simple English language spoken in their immediate environment. Enthusiasm to listen to English with understanding. Appreciate non-verbal clues and respond through speaking / body language.

### **Pedagogic Processes**

#### **Clear lip movement for children with hearing impairment to lip read**

- Familiarizing children with day to day spoken English (small sentences and phrases) in class, assembly, playground etc with peers/groups.
- Creating learning situations for using greetings and polite forms of expression. Using formulaic expressions such as 'Sit in a circle.' and helping children become familiar with these expressions and use them.
- Familiarizing children with the sound system of English through chunks of language such as "an apple" and connecting it with visuals/realia.
- Giving oral instructions for games/activities in simple English.
- Introducing content and devising tasks that encourage children to draw on diverse experiences and make connections with what is worthwhile and important to them.
- Encouraging children to watch English cartoons (Listening and speaking are developing in conjunction) and speak about it.
- Providing input via audio-video/reading out from material and generating interest through pair and group work/role-play. Facilitating pair/group work where children share their experiences.
- Providing learning situations such as role play to listen and communicate messages.
- Using picture clips, photos, singing, storytelling, effective questions, music etc. Narrating variety of stories from the textbook and beyond, helping children to talk about the main idea. Using a number of facial expressions, dramatizing and picturising stories.
- Asking questions based on the texts, using mother tongue and scaffolding, wherever necessary using role play.
- Reading aloud, action songs/poems, encouraging children to sing collectively (Listening and speaking are connected) using gestures.
- Giving dictation of a few simple sentences to enable children to listen and write. (Listening is linked with speaking/writing).
- Playing music (non-verbal) and encouraging children to express themselves through speech, action, dance, drama photographs, film clips, puppets, comics, displays and singing.
- Drawing attention to onomatopoeic sounds such as a tap-tap, buzz, gr.r.r. etc.

### **Learning Indicators (Progression)**

#### **Listening**

- Listens to English words and sentences used in class/school, and responds in home language/ English. E.g. neighbourhood, school, market, play ground, etc. and e.g. let us sing the song together. Draw a picture of a house and colour it etc.
- Understands simple greetings and polite forms of expression in English/home language/facial expression / body language. e.g. Please give me your book. Can you give me a piece of chalk? etc. (simple 5-6 sentences).
- Understands different sounds of English language through repetition and indicating. e.g. Singing songs with actions, looking at the pictures/visuals and singing with the teachers.
- Follows rules of games/activities. e.g. Today we will play Hop Scotch. This is how we play.
- Showing interest in listening to experiences of her peers and others in English & home language. E.g. Suman went to her grandmother's place. She is very happy. Suman tells about her experiences.
- Listens to new words and points/indicates objects and persons e.g. Telling a story and identifying characters.
- Follows the story and is able to respond to simple comprehension questions in it. (Listening & Speaking in conjunction) in Home language/ sign language/ English.
- Responds to questions asked on textual material/ narrated stories in English/ home language. e.g. After listening to a poem/story/narrative respond in one/two words.
- Draws with interest after listening to the input. e.g. Draw the flower and colour it.
- Enjoys rhyme and rhythm of poems and sings aloud.
- Enjoys poems and songs played with music. e.g. Ding-dong, Ding-dong All the bells are ringing. . .

## **Speaking**

### **Curricular Expectations**

Able to speak English along with home language. Able to ask questions. Able to recite/ poems, say dialogues, phrases from stories/ plays, etc.

### **Pedagogic Processes**

- Encouraging lip reading to understand words even without sound.

- Creating learning situations to introduce themselves to a new student/another teacher/ a visitor/principal.
- Familiarizing children with new vocabulary as per their context and making them speak.
- Using pictures, objects, realia, models and wall displays at eye level, large prints and signs.
- Providing input/ encouraging for participation in class, morning assembly programmes.
- Providing situations/ pictures/images/artifacts to help children speak about them in pair/groups.
- Creating learning situations via-drama, storytelling, group work, role-play/mock-telephonic conversations/conversations between and among family members/ connecting it with the characters from lessons.
- Creating learning situations to speak about hobbies, games, food etc.
- Giving a prompt to help children speak "You know, I read a story which goes like this..." "Once my brother played a prank on me ..."
- Based on the reading of the text, children are encouraged to speak. e.g. comprehension, connecting to previous knowledge.
- Varying the input as per the special needs of the child with hearing impairment.
- Connecting learning to the real world and encouraging them to ask questions such as: *Why can't we play now?*
- Encouraging children to imagine and speak about characters and situations using prompts or pictures to help children create stories.
- Encouraging children to raise queries & ask questions through various modalities like visual, auditory and kinesthetic.
- Providing poems (from textbooks and other sources chosen by the teacher/ children from children's magazines/ children's section in newspapers).
- *All the bells are ringing...there?* 10 Providing stories/plays (from textbooks and beyond the textbook).

### **Learning Indicators (Progression)**

#### **Speaking**

- Introduces herself in simple sentences in English and home language/sign language. e.g. My name is Rajat. I study in class I. I am seven year old.
- Uses words as per context. e.g. Looks at the pictures/visuals and tells the words related to that context such as duck, elephant, tiger etc.
- Speaks about situations/pictures/images in English and home language. e.g. The rabbit is running. The tortoise is slow.
- Engages in conversation in English and home language with friends, teachers, and family using simple sentences and responses. E.g. This bird can fly. It can fly.
- Narrates her personal experiences/anecdotes stories she has read or heard in English/home languages/sign language.
- Makes requests, uses greetings and polite forms of expression. e.g. Can I go and play.
- Expresses her likes and dislikes. e.g. I do not want to eat 'puree' and 'subzi'. I want to eat rice.
- Narrates stories (imaginary/dreams/actual situations. etc.) e.g. Elephant walks like this...
- Asks questions about things around her. e.g. What is in your bag?
- Asks questions based on the text/beyond the text/ out of curiosity/while engaging in conversation.
- Recites rhymes/poems /songs in groups and individually and through acting out. e.g. Brush, brush, brush your teeth, brush them every day. . .
- Says phrases/dialogues from stories/plays.  
e.g. Play in the park,  
Have a bath  
Comb your hair.

**Reading** They recognize some words in English and make some attempts to read unknown words using initial sounds. They mostly rely on illustrations and teacher support to establish meaning in a text and may not understand everything that they read. While they continue to use early decoding skills, they are not yet able to predict from language context alone because of their yet developing English proficiency. Gradually they can follow and read short, simple texts along with the teacher and in class as shared reading activities.

#### **Curricular Expectations**

- Understand the main idea, locate details in the text (seen and unseen).
- Able to ask questions.
- Understands the form and functions of grammar in context.
- **Pedagogic Processes**
- Providing visuals/pointing to illustrations in texts to encourage children to read. Familiarizes children with both small and capital letters of the alphabet.
- Facilitating comprehension through various texts/movement/actions.
- Facilitating children to locate details, sequence of ideas and events/identifying main idea through various types of comprehension questions.

- Facilitating children to relate ideas of the text with personal experience through questions and interaction.
- Introducing stories **from L 1 and L 2** to facilitate comprehension. Listening to poems, showing understanding through tone, volume and action.
- Introducing different kinds of texts such as descriptions, stories, folktales and poems. Providing beyond the text materials such as advertisements, notices, etc.
- Facilitating reading of children's magazines and children's section of newspapers and enriching the reading habits through exposure to school library, reading corner.
- Introducing titles of books, movies, etc. Encouraging children to raise questions based on their reading.
- Drawing attention towards use of grammar in context and explaining it such as nouns, adjectives etc. *e.g. red rose.*
- Drawing attention to the use of punctuation through a variety of texts such as use of capital and small case, comma, full stop.

### **Learning Indicators (Progression)**

#### **Reading**

- Reads simple words/sentences with the help of pictures. *e.g. Big house, small house, happy child etc .e.g. This is a big tree.*
- Differentiate between small and capital letters in print and braille.
- Reads small texts with comprehension.
- Understands main idea, details and the sequence of ideas and events and draws conclusions based on reading with teacher *.e.g. After reading a story about balloons, is able to narrate her experience on buying and playing with a balloon.*
- Relate ideas with her personal experiences.
- Connects with real life, including home language/sign language. *e.g. I also have chicks.*
- Asks questions based on the reading or out of curiosity *.e.g. What happened to all the animals in the end?*

#### **Writing**

They develop the ability to use some basic conventions of writing in English. They write texts using sentence structures based on oral structures and very simple repetitive texts. By the end of class III, they are beginning to write their own very short, simple texts. They write with less need for teacher transcription. Their attempts at spelling depend on sounds. Children begin with one word to phrases to sentences across class levels.

**Curricular Expectations** Able to write short, simple texts.

#### **Pedagogic Processes**

- Facilitating children to form letters and spacing properly.
- Familiarising children with words from the text and immediate surroundings.
- Drawing attention to the use of capital letters and punctuation marks such as full stop, comma, question mark etc. Giving dictation of sentences/short paragraphs (listening and writing are developed in conjunction).
- Providing texts (seen & unseen) and encouraging writing answers to comprehension questions.
- Providing verbal/visual clues to develop words/ sentence/ paragraphs.
- Encouraging children to write on self, family, pets and home etc.
- **(Giving extra time for children writing in Braille).**
- Providing examples of writing through a variety of examples.
- Providing examples of words/phrases (linkers) to indicate sequence, such as 'and' 'but' etc.
- Providing examples of written texts to familiarize with grammar in context.
- Familiarizing children with rhyming words, creating rhythm through a poem.
- Providing a variety of contexts such as going for a picnic, a fair etc. and helping them develop new vocabulary.

### **Learning Indicators (Progression)**

#### **Writing**

- Draws as per the context. *e.g. Match the words with the pictures. Trace the path of the lady bird.*
- Uses proper spacing between letters, words and sentences.
- Forms letters of right shape and size.
- Write familiar words, phrases simple, sentences in Braille or print.
- Writes rhyming words. *e.g. Book – hook, cry-dry, ring-sing.*
- Contributes for the school magazine (drawing with caption etc.)

#### **Concern for Immediate Environment**

**Curricular Expectations** Develop concern for immediate environment (both physical and social) through observation, which leads to development of language skills in an integrated manner.

#### **Pedagogic Processes**

- Providing opportunities to appreciate nature and drawing attention to its beauty and diversity and providing related vocabulary.
- Providing texts/film clips/ pictures/ posters/ models (seen/unseen) related to environment such as poems, stories, etc. thus developing **listening and reading**. *e.g. This is a beautiful flower.*
- Providing input & encouraging expression in the form of short dialogue, paragraph, poem or song. Providing a variety of inputs on diversity all around (nature and society) (different leaves, pictures of animals, landscapes, realia etc.) and encouraging peer grouping.
- Providing situations to ask questions through topics related to concern for the immediate environment such as throwing garbage in bin, not tearing paper etc.
- Providing audio – video input such as posters, children’s films, cartoons, displays, music, songs etc. for facilitating expression, role play, etc.
- Drawing attention towards diversity of language, dress, food, festivals etc. and providing new/related vocabulary. Providing texts (seen/unseen) and sensitizing the children towards gender equality and diversity among learners such as girls and boys going to school, all children going/learning/playing at school, including differently-abled, and introducing new/related words.

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- Drawing attention towards diversity of language, dress, food, festivals etc. and providing new/related vocabulary.
- Providing texts (seen/unseen) and sensitizing the children towards gender equality and diversity among learners such as girls and boys going to school, all children going/learning/playing at school, including differently-abled, and introducing new/related works.

#### **Indicators (Progression)**

##### **Concern for Immediate Environment**

- Observes nature and responds through verbal and non - verbal expression body language, speech, drawing and writing/ signs) in English/Home.
- Understands the ideas in poem/story on the nature/environment *e.g. ‘A big wind is blowing. Look, leaves are flying.*
- Shows and expresses concern for environment **In English and home language)/sign language**. *e.g. Throw peals in the bin.*
- Shows eagerness to learn together. *e.g. Reading from a big book together.*

## भाषा - हिंदी (कक्षा 2 )

पाठ्यक्रम संबंधी अपेक्षाएँ

### सुनना और बोलना

- दूसरों की बातों/आवाजों को ध्यान से सुनना।
- अपने बात कहने की कोशिश करना (बोलकर/ इशारों/ 'साइन लैंग्वेज' /चित्र बनाकर )।
- दूसरों की बात समझकर अपने शब्दों में कहने की कोशिश करना।
- छोटी कहानी, कविता आदि को ध्यान से सुनना ।
- छोटी कहानी आदि को ध्यान से सुनना ।
- छोटी कहानी, कविता आदि को हावभाव के साथ सुनना।

### पढ़ना और लिखना

- चित्र देखकर अनुमान लगते हुए पढ़ना ।
- लिखित और मुद्रित सामग्री को पढ़ना ।
- पढ़ी गए बातों को समझकर अपने शब्दों में कहने और लिखने की कोशिश करना ।
- विभिन्न स्रोतों (रीडिंग कार्नर , पोस्टर, दवाईओं के रैपर . होडिंग, बाल पत्रिकाएँ, साइन लैंग्वेज) से अपनी पसंद की सामग्री ढूँढना
- अपनी बात को लिखकर कहना।
- अपनी कल्पना से छोटी कहानी, कविता आदि लिखने की कोशिश करना।

### परिवेशीय सजगता

- आसपास की प्रकृति (पेड़ पौधे, मौसम, घरेलु पशु-पक्षी आदि) को देखना और अपनी राय बनाना।
- घर की भाषा और हिंदी के बीच संबंध बनाने की कोशिश करना ।

### सीखने के तरीके तथा माहौल

#### सभी बच्चों के समावेश को ध्यान में रखकर

- अपनी भाषा में बातचीत करने की आजादी और अवसर हो
- अपनी बात कहने (भाषिक और सांकेतिक माध्यम से) के लिए प्रोत्साहित हों ।
- अपनी भाषा गढ़ने (नए शब्द बनाने) और उनका इस्तेमाल करने के अवसर हों।
- छोटी कहानियाँ. कविताएँ अथवा बल साहित्य, स्तरानुसार सामग्री, साइनबोर्ड, होडिंग, अखबारों की कतरने पर चर्चा करने के मौके हों।
- सक्रिय होकर काम करने के लिए स्तरानुसार ऑडियो - वीडियो सामग्री के उपयोग के अवसर हों
- हिंदी में सुनाई गई छोटी कविता, कहानी आदि पर अपनी भाषा में सवाल पूछने के अवसर हों ।
- हिंदी में सुनी गए छोटी कविता, कहानी आदि को अपने तरीके और अपनी भाषा भाषा में सुनाने के अवसर हों ।
- विभिन्न प्रकार की सामग्री (रीडिंग कार्नर की किताबें, पोस्टर , दवाईओं के रैपर, होअडिंग, बाल पत्रिकाएँ , साइन लैंग्वेज ) पढ़ने के अवसर हों ।
- स्तरानुसार रोचक बाल साहित्य , बाल पत्रिकाएँ, अखबार, ऑडियो - वीडियो सामग्री उपलब्ध हो ।
- पढ़ी गई रचनाओं पर अपनी भाषा में बात करने, अपनी राय देने, सवाल करने की आजादी हों ।
- अपना परिवार मोहल्ला , स्कूल , खेल का मैदान ,गाँव का चौपाल जैसे विषयों तथा अपने अनुभवों पर लिखकर एक-दूसरे से बांटने के अवसर हों ।
- अपनी बात को अपने अंदाज़ में लिखकर अभिव्यक्त करने की स्वतन्त्रे हों।
- एक दूसरे की लिखी हुई रचनाओं को सुनने,पढ़ने और उसपर अपनी राय देने, उसमें अपनी बात को बढ़ाने और अलग-अलग ढंग से बार बार लिखने के अवसर हों ।
- बच्चों द्वारा अपनी वर्तनी गढ़ने की प्रवृत्ति को भाषा सीखने की प्रक्रिया का हिस्सा समझा जाए ।



- अपनी बात को सृजनात्मक तरीके से अभिव्यक्त करने की आजादी हों |
- आस-पास होने वाली गतिविधियों / घटने वाली घटनाओं (जैसे- मेरे घर की छत से सूरज क्यों नहीं दिखता ?
- सामने के पेड़ पर बैठने वाली चिड़िया कहाँ चली गए?) को लेकर सवाल करने के अवसर पर बच्चों से बातचीत या चर्चा करने के अवसर उपलब्ध हों |
- कक्षा में अपने साथियों की बोलियों पर गौर करने के अवसर जैसे-आम, रोटी, तोता आदि शब्दों को अपनी-अपनी बोली गतिविधि शब्दों की लें- दें आपसदारी की गतिविधि के रूप में की जा सकती है |
- पाठ्य पुस्तक और उसमें इतर सामग्री में आये प्राकृतिक, सामाजिक एवं अन्य संवेदनशील मुद्दों को समझने और उनपर चर्चा करने के अवसर उपलब्ध हों |

## सुनना और बोलना

- दूसरों की बातों को सुनकर अपनी प्रतिक्रिया व्यक्त करती/करता है। उदाहरण के लिए रोजमर्रा की घर, खान-पान, खेलकूद, स्कूल साथियों की बातें, जैसे मेरी मम्मी भी मेरे लिए नया लंच बॉक्स लाई, मेरे घर भी कबूतर ने बच्चें दिए आदि।
- अपनी भाषा में अपने परिवार और परिवेश की बात को कहता है।
- चित्रों और रचनाओं पर अनुमान लगाते हुए अपनी प्रतिक्रिया व्यक्त करती/ करता है। जैसे- घोंसले में चिड़िया के बच्चें के अकेले हैं | चिड़िया जरूर दाना लेन गए होगी |
- हिंदी में सुनी गई बातन को अपनी भाषा में कहती/ कहता है |
- अपने आस पास नज़र आने वाली प्रिंट सामग्री पर ध्यान देकर उस पर सवाल करते हैं | जिसे इस पत्ते का रंग लाल क्यों है ?
- सुनी अथवा पढ़ी रचनाओं की विषय-वस्तु, घटनाओं, चित्रों और पत्रों, आदि के बारे में बातचीत करती/कटा है | जैसे भालू ने खेती फुटबाल कहानी में जब भालू ने हेली फुटबॉल कहानी में जब भालू के बच्चे ने किक लगाई तो बड़ा मज़ा आया।
- अपने मनन से कहानी/कविता आदि बनाने का प्रयास करता/करती है। जैसे- आज पारी के पापा आये , साथ में वो गुब्बारे लाये।
- कहानी, कविता तथा अन्य सामग्री को अपनी तरह से अपनी भाषा में कहते हैं |
- पढ़ना और लिखनारचनाओं को आनंद लेकर पढ़ती/पढ़ता है |
- चित्र और संदर्भ के आधार पर अर्थ का अनुमान लगाती/लगाता है |जैसे- अब वह लड़की फिर से स्कूल जाना शुरू करेगी।
- अपनी पाठ्य पुस्तक से इतर सामग्री(पोस्टर्स, बाल पत्रिका, होडिग्स आदि ) को पढ़कर समझती/समझता है।
- देखी/पढ़ी लिखी सामग्री पर बातचीत करती/करता है। जैसे ऊंट चला भई ऊंट चला कविता खूब अच्छी है। ऊंट का चित्र भी देखो कितना सुंदर है।
- पुस्तक कोना/पुस्तकालय से अपनी पसंद की किताबों को स्वयं चुनकर पढ़ती/पढ़ता है।
- पढ़ी गए कविता या कहानी के बारे में पूछे गए प्रश्नों का मौखिक जवाब देते हैं |
- अपनी कल्पना से कहानी, कविता पत्र आदि लिखते हैं, कविता. कहानी, को आगे बढ़ाने की कोशिश करते हैं।
- अपनी बात/कविता/कहानी को सृजनात्मक तरीके से लिखता है |

**MATHEMATICS**  
**LEARNING INDICATORS UP TO CLASS I**

**Curricular Expectations:**

- During the learning of mathematics from class I child is expected to:
- Count and understand numeration system
- Learn conventions needed for mastery of mathematical techniques such as the use of a base ten system to represent numbers
- Perform simple computations in her/his own ways up to three digit numbers and apply these to their day to life activities in different contexts
- Understand and use standard algorithms to perform operations of addition, subtraction, multiplication and division on numbers up to three digits
- Learn vocabulary of relational words to extend her/his understanding of space and spatial objects
- Identify and extend simple patterns starting from repeating shapes to patterns in numbers
- Collect, represent and interpret simple data/information in her/his daily life activities.

<b>Conceptual Area</b>	<b>Pedagogical Processes</b>	<b>Learning Indicators</b>
<p><b>SHAPES AND SPATIAL UNDERSTANDING</b> Familiarity with spatial relationships like top- bottom; on- under; inside- outside; etc.</p>	<ul style="list-style-type: none"> <li>• Interaction is to be done with children on introducing the new vocabulary of spatial terms, for example, telling small stories/poems having the vocabulary related to spatial terms with lot of interaction with the children. Utilizing child's experiences outside the classroom.</li> <li>• Games within groups of children to find hidden treasure by providing clues in spatial terms like on the top of the table but below the book, fish inside the jar etc.</li> </ul>	<p>Displays understanding of spatial relationships (top- bottom, inside- outside; above- below; big- small; near- far; thin- thick; before- after; above- below etc.) in given surroundings/situations and uses vocabulary for describing .</p>
<p><b>NUMBERS AND NUMBER OPERATIONS</b> Counts, Recognizes, Reads and writes numerals for numbers up to 99 Adds and subtracts single digit numbers</p>	<ul style="list-style-type: none"> <li>• Engaging children in activities targeted to manipulation of concrete objects (locally available) to develop pre number concepts like sorting, classification, sequencing and one- to- one correspondence.</li> <li>• Involving children in reading numbers written on a number chart and other places in and outside classroom.</li> <li>• Activities and games aimed at associating a spoken or written number with appropriate number of objects, drawn from a collection.</li> <li>• Organise group activities to compare number of objects in two collections by one-to-one correspondence.</li> <li>• Children should be encouraged to find their own ways of comparing the collections e.g. using the sequential order of numbers.</li> </ul>	<ul style="list-style-type: none"> <li>• Devises ways of collecting and counting the given number of objects like pebbles, seeds, leaves, etc from her immediate environment and expresses the number as per her own understanding.</li> <li>• Attempts to read and write any given number (up to 99) and associate a given collection with a number and vice-versa.</li> <li>• Demonstrates strategies of comparing two numbers e.g. matching one to one, using sequential order of numbers, using size of a number etc.</li> <li>• Describes ways of combining two collections to find the sum of numbers Demonstrates her ways of finding difference between two numbers.</li> </ul>
<p>Solves problems using Addition and Subtraction of single digit numbers</p>	<ul style="list-style-type: none"> <li>• Involve children in reading given problems and discussing what is given, what is to be found. Let children work out their strategies to find the unknown from the known.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyses and describes simple contextual problem in mathematical terms and finds the given and unknown data.</li> <li>• Finds the strategies to reach unknown from the known.</li> <li>• Solves problems using addition and/or subtraction</li> </ul>

<p>Basic idea of multiplication Understands concept of division</p>	<ul style="list-style-type: none"> <li>• Creating situations and context where a number is to added repeatedly like 2 cookies to be given to each of 4 friends, etc.</li> <li>• Encouraging children to discover some other method of writing repeated addition</li> <li>• Providing small hints to reach to the situation where child says <math>2+2+2+2</math> can also be called as 4 times 2.</li> <li>• Activities to develop multiplication facts (times tables) by repeated addition and later on by observing patterns</li> <li>• Creating situations of equal sharing/grouping of objects and exploring ways of describing it in mathematical way.</li> </ul>	<ul style="list-style-type: none"> <li>• Shows difficulty in expressing repeated addition and appreciates the use of multiplication for repeated addition.</li> <li>• Explores the multiplication facts of 2,3,4 and 5 by different ways like repeated addition, skip counting, identifying and continuing pattern</li> <li>....</li> <li>• Explores ways of equal grouping/sharing/distribution.</li> </ul>
<p><b>Money</b> Identifies currency notes and coins</p>	<ul style="list-style-type: none"> <li>• Using child's vocabulary and understanding about money from home and out of school experiences.</li> <li>• Involving children in groups and/or individually to make play currency notes of different denominations. A set of such actual notes can be shown to them for the activities.</li> <li>• Creating simple selling and buying situations in classroom and let children play with their play money.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates use of numbers in identifying and making currency notes of different denominations</li> <li>• Attempts to make small amounts of money by using notes of different deno- minations in different ways.</li> </ul>
<p><b>Measurement:</b> Idea of length and distance</p>	<ul style="list-style-type: none"> <li>• Organising discussions among children focusing on need o measure various things including lengths and distances and other quantities Providing hints during discussions so that children can appreciate that a unit is required for measuring anything.</li> <li>• Creating situations when children get opportunities to measure in their own ways and resolve conflicts, if any, aroused due to use of non- uniform units.</li> <li>• Involving children in devising various units that can remove the confusion and be used by all in a particular context.</li> <li>• Encouraging children to make out their meaning about the standard units of measurement they have in their vocabulary like a liter of water, kilogram, meter, kilometer etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Describes and justifies length and distances of common objects in her own language.</li> <li>• Attempts to resolve conflicts on lengths/distances by using body parts like hand span etc.(non-standard units).</li> <li>• Devises ways of making uniform units for measuring length/distances.</li> <li>• Uses her vocabulary to appreciate meter as a standard (uniform) unit of length.</li> <li>• Demonstrates ways of measuring smaller distances using a meter scale</li> <li>• Appreciates the division of one meter into centimeters to measure relatively smaller lengths devices.</li> </ul>
<p><b>Mass</b> Weighs objects using non-standard units</p>		<ul style="list-style-type: none"> <li>• Describes ways of comparing and quantifying</li> <li>• mass(es) of common objects</li> <li>• Uses simple balance to compare</li> </ul>

<p>Appreciates need for standard unit of measuring marks</p>		<p>weights of common objects</p> <ul style="list-style-type: none"> <li>• Uses non-standard units like small stones and other such objects available in child's vicinity</li> <li>• Understands that objects with different shapes and sizes may have same weights.</li> </ul>
<p><b>Volume</b> Idea of more/less capacity of different containers.</p>		<ul style="list-style-type: none"> <li>• Estimates capacities of different containers and tries to order them as per their capacities</li> <li>• Shows the ability to compare the capacities of different containers in terms of non-standard units (like mugs, spoons etc.)</li> </ul>
<p><b>Time</b> Gets familiar with the days of the week and months of the year</p>	<ul style="list-style-type: none"> <li>• Organising discussions and short stories on the vocabulary children have about time and calendar</li> <li>• Creating situations where children are encouraged to describe their experiences in terms of daily routine activities like from waking up in morning till sleeping in the night.</li> </ul>	<ul style="list-style-type: none"> <li>• Attempts to narrate the activities of a day in sequence, distinguishing time of events using her own vocabulary for earlier and later.</li> <li>• Shows the understanding of shorter and longer duration of different activities performed or to be performed</li> <li>• Describes he names of days of a week and months in a year.</li> </ul>
<p><b>Data Handing</b> Collects, represents and interprets simple data</p>	<ul style="list-style-type: none"> <li>• Organising activities and providing opportunities to record information in numbers and to draw inferences or make decisions out of it. For example, in organizing a New Year party, how many pieces of different types would be required for class decoration.</li> </ul>	<ul style="list-style-type: none"> <li>• Attempts to record information in her own ways. Participates in discussions with others to draw inferences from the recorded information</li> </ul>