



ARMY PUBLIC SCHOOL MEERUT CANTT

SESSION: 2025-26

CLASS: UKG

SUBJECT: ENGLISH,HINDI,MATHS,G.K

BOOKS:	
PUBLISHER:	

MONTH	NO. OF DAYS	UNIT/ LESSON:- Number- Name:- Topic & CONCEPT:-	Domains & Curricular Goals (as per NCF)	Competency & Learning Outcome	Pedagogy & Teaching Learning Material	Assignment	AIL (Art Integrated Learning)	Life Skill Integrated
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<p>APRIL (12%)</p>	<p>14</p>	<p>English A-Z, a-z *Vowels & Consonants Text Book Page No.8-19 Workbook Page No. 3-7 *Phonic sound (a) *‘a’ Sound Words Text Book Page No.24-26 Workbook Page No.8-11 *Rhyme-Ten Little Fingers Thank You, God!</p>	<p>Domain-Language & Literacy Development CG-10 Children develop fluency in reading and writing in Language 1 (L1) CG-9 Children develop effective communication skills for day-to-day interactions in two languages.</p>	<p>C-10.3 Recognises all the letters of the alphabet (forms of akshara) Of the script and uses this knowledge to read and write words. C-9.1 Listens to and appreciates simple songs, rhymes and poems. LEARNING OUTCOME *Identifies and name all uppercase and lowercase letters (A-Z) *Recognizes letters as vowels or consonants. *Identifies word with short ‘a’ sounds</p>	<p>Activity Based Learning Theme based Activity based Experiential learning TLM-Flash Cards- Alphabet, ‘a’ sound words, Alphabet chart, Sand Tray, Jaadui Pitara</p>	<p>*Recite the phonic sound, *CVC words *Matching Vowels, *Fill in the missing vowels, *Circle the rhyming words. *Skip the Vowels and jump on Consonants</p>	<p>*Colour and circle the vowels *Colour the vowels with Green and consonants with Purple crayons. *Paste cutout of apple and write ‘a’ family words.</p>	<p>*Critical Thinking *Creativity, *Communication, Cognitive skills.</p>
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		<p>Hindi</p> <p>*स्वर (अ-अः) पाठ्यपुस्तक पृष्ठ संख्या-14 वर्कशीट संख्या-3,4,5,6</p> <p>*व्यंजन (क-ज़) पाठ्यपुस्तक पृष्ठ संख्या-15,16,17,18,19,20 वर्कशीट संख्या-7,8</p> <p>*दो अक्षर वाले शब्द पाठ्यपुस्तक पृष्ठ संख्या-24,25,26,27 वर्कशीट संख्या-9,10,11,12,13,14</p> <p>*कविता- चूहा झांक रहा है *कहानी -शरारती बंदर</p>	<p>Domain-भाषा और साक्षरता विकास CG-10 बच्चे भाषा 1 को पढ़ने और लिखने में धाराप्रवाहता विकसित करते हैं CG-9 प्रभावी संचार कौशल का दैनिक जीवन में विकास</p>	<p>Read simple two-syllable words.</p> <p>C-10.3 लिपि (L1) की वर्णमाला के सभी अक्षरों को पहचानते हैं और इस ज्ञान का इस्तेमाल शब्दों को पढ़ने लिखने के लिए करते हैं C-9.1 सरल गीतों, तुकबंदी और कविताओं को सुनकर उनकी सराहना करता है</p> <p>Learning Outcome- *शिक्षार्थी स्वर और व्यंजन पहचानने और लिखने में सक्षम होंगे *बच्चे दो अक्षर वाले शब्द</p>	<p>कला एकीकृत शिक्षा</p> <p>गतिविधि आधारित शिक्षा TLM- फ्लैश कार्ड-स्वर, व्यंजन, वर्णमाला चार्ट, मात्रा चार्ट, जादुई पिटारा, पशु मुखौटे</p>	<p>*स्वर-व्यंजन गतिविधि *चित्र पहचानो, मिलान करो *शब्द पूरा करो *सही अक्षर पर गोला लगाओ</p>	<p>*डाइस गतिविधि *क्ले गतिविधि (स्वर-व्यंजन) *सैंड ट्रेसिंग(Sand Tracing) *स्वर में लाल रंग और व्यंजन में पीले रंग भरें</p>	<p>*भाषा कौशल विकास *सुनना और बोलना *लिखित माध्यम से *संप्रेषण कौशल विकसित करना</p>
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		<p style="text-align: center;">Maths</p> <p>*Forward Counting (1-50) *Backward Counting (50-1) Workbook Page No-14,15 *<u>Shape-Circle</u> Text Book Page No-85</p> <p>*<u>Pre Number Concept</u> Big and Small</p>	<p>Domain-Cognitive Development CG-7 Children make sense of world through observation and logical thinking.</p> <p>CG-8 Children develop mathematical understanding and abilities to</p>	<p>लिखने और पढ़ने में सक्षम होंगे *शिक्षार्थी क्रियाओं के साथ कविता सुनाने में सक्षम होंगे</p> <p>C-7.1 Observes and understand different category of objects and relationship between them. C-8.4 Arrange numbers in ascending and descending order. Learning Outcomes- *Learners will develop an understanding of number</p>	<p>Activity based learning Experiential learning Play way Method TLM- Flashcards-Numbers, Shapes, Big and Small balls, Sand Tray</p>	<p>*Write forward counting 1-50 *Write backward counting 50-1 * Count and write.</p>	<p>*Hopping and jumping *Sand tracing activity *Number Sorting activity *Draw five circle shape objects. *Colour the big circle Red and small circle Blue.</p>	<p>*Critical thinking Logical thinking Problem Solving *Creativity</p>
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			<p>recognize the world through quantities, shapes, and measures.</p>	<p>order and sequencing. *Identifies and recognizes different objects of shape 'Circle'. *Differentiate between Big and Small objects.</p>					
		<p><u>G.K</u> *My Family Text Book Page No-11 Workbook Page No-5,6,7</p> <p>*Me and My Friends Text Book Page No-12 Workbook Page No-8</p> <p>*My Hobbies Text Book Page No-36</p> <p>*I Play Football Text Book Page No-29</p>	<p>Domain- Socio-Emotional and Ethical Development.</p> <p>Physical Development</p> <p>CG-4 Children develop emotional</p>	<p>C-4.1 Starts recognising 'self' as an individual belonging to a family and Community.</p> <p>C-1.1 Shows a liking for and understanding of nutritious food.</p>	<p>Activity based learning Theme based learning Experiential learning Hands on Learning</p> <p>TLM- Flash Cards-Fruits,</p>	<p>*Recite the rhyme on family members. *Learn five lines on your favourite hobby. *Sorting Activity-Healthy vs Unhealthy. *Storytelling-Health</p>	<p>*Draw or Paste pictures of family members in family tree. *Imaginary drawing of himself/herself. *Build you healthy plate (by drawing the healthy foods on the plate and counting it). *Draw or paste your favourite five fruits and vegetables and name them. *Draw or paste the picture of your favourite hobby.</p>	<p>Self-Awareness, Social-skills. Communication, Empathy, Creativity</p>	

	<p>Workbook Page No-27</p> <p>*Heathy Food Text Book Page No-25 Workbook Page No-22,23</p> <p>*Fruits Text Book Page No-26 Workbook Page No-24</p> <p>*Vegetables Text Book Page No-27 Workbook Page No-25</p> <p>*Health and Hygiene Text Book Page No-24</p>	<p>intelligence , i.e., the ability to understand and manage their own emotions, and responds positively to social norms.</p> <p>CG-1 Children develop habits that keep them healthy and safe.</p>	<p>LEARNING OUTCOMES</p> <p>*Learners will be able to relate to Family and relationships.</p> <p>*Express love and gratitude towards family members.</p> <p>*Recognize the roles and responsibilities of family member.</p> <p>*Identifies and recognizes Healthy and Unhealthy foods.</p> <p>*Understand the importance of eating a balanced meal.</p> <p>*Express personal</p>	<p>Vegetable Puzzles, Football, Balls, Hula Hoop, Hurdles</p>	<p>and Hygiene</p>	<p>*Draw and labelling Favourite foods.</p>	
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				interest creatively.				
MAY (8%)	16	<p>ENGLISH *Phonic sound (e) *'e' sound words Text Book Page No. 28-30 Work Book Page No. 12-14 Rhyme-Two Little Hands</p>	<p>Language & Literacy Development CG-10 Children develop fluency in reading and writing in Language1 (L1) CG-9 Children develop effective communication skills for day-to-day interactions in two languages.</p>	<p>C-10.3 Recognises all the letters of the alphabet(form s of akshara) Of the script and uses this knowledge to read and write words. C-9.1 Listens to and appreciates simple songs, rhymes and poems. Learning Outcome- *Recognises and pronounces the short 'e' vowel sound correctly. *Identifies and reads</p>	<p>Activity Based Learning Experiential learning TLM- Flash Cards-vowel 'e', Alphabet, Picture flash cards, Sand Tray</p>	<p>*Circle the correct vowel sound *Crossword s puzzle, Unscramble words, *Rhyming words</p>	<p>*Make envelope with craft paper and write 'e' family words on it. *Joining of two letters words *Match the pictures. *Picture recognition *'e' sound Word Hunt.</p>	<p>*Problem Solving, *Creativity, *Critical thinking *Communication</p>

		<p><u>HINDI</u> *तीन अक्षर वाले शब्द पाठ्यपुस्तक पृष्ठ संख्या- 35,36,37,38 वर्कशीट संख्या-15,16,17,18,19, 20,21,22,23,24,25 * कविता-चूहा, बिल्ली * कहानी -शरारती बंदर</p>	<p>Domain- भाषा और साक्षरता विकास CG-10 बच्चे भाषा 1 को पढ़ने और लिखने में धाराप्रवाहि ता विकसित करते हैं CG-9 प्रभावी संचार कौशल का दैनिक जीवन में विकास</p>	<p>simple CVC words with the short 'e' sound words. *Listens and recites rhyme with clarity and expression.</p> <p>C-10.3 लिपि (L1) की वर्णमाला के सभी अक्षरों को पेहचानते हैं और इस ज्ञान का इस्तेमाल शब्दों को पढ़ने लिखने के लिए करते हैं C-9.1 सरल गीतों, तुकबंदी और कविताओं को सुनकर उनकी सराहना करता/करती है</p>	<p>कला एकीकृत शिक्षा</p> <p>गतिविधि आधारित शिक्षा TLM- फलैश कार्ड-स्वर, व्यंजन, वर्णमाला चार्ट, जादुई पिटारा, पशु मुखौटे</p>	<p>*चित्र पहचानो, *मिलान करो *शब्द पूरा करो *तीन वर्णों को जोड़कर एक शब्द बनाओ</p>	<p>*डाइस गतिविधि *क्ले गतिविधि *बच्चे व्यंजनों के फलैश कार्ड का प्रयोग करके तीन अक्षर वाले शब्द बनाएंगे *बच्चे तीन अक्षर वाले शब्दों में रंग भरेंगे</p>	<p>*सुनना और बोलना *लिखित माध्यम से *संप्रेषण कौशल विकसित करना</p>
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		<p>MATHS</p> <p>*Forward Counting 51-70 Text Book Page No-28, 29,30,31,32,33,34,35,36, 37,38,39</p> <p>*Backward Counting 70-51 *Number Names (1-20) Text Book Page No-10 to 13 Workbook Page No-10, 20,22</p> <p>*Shape- Triangle</p> <p><u>*Pre Number Concept</u> Long and Short Text Book Page No-14,15 Workbook Page No-11</p>	<p>Domain- Cognitive Development</p> <p>CG-7 Children make sense of world through observation and logical thinking.</p> <p>CG-8 Children develop mathematical understanding and abilities to</p>	<p>Learning Outcome- *बच्चे दो अक्षर वाले शब्दों को लिखने और पढ़ने में सक्षम होंगे *शिक्षार्थी क्रियाओं के साथ कविता सुनाने में सक्षम होंगे</p> <p>C-7.1 Observes and understand different category of objects and relationship between them. C-8.4 Arrange numbers in ascending and descending order.</p> <p>Learning Outcomes</p>	<p>Activity based learning Experiential learning Play way Method TLM- Flashcard s-Number, Shapes, Sand Tray, Animals Flash Cards-Giraffe, Monkey, Elephant, Rat</p>	<p>*Write forward counting 51-70 *Write backward counting 70-51 * Match the numbers with their number names. *Name five triangle- shaped objects. *Colour the Long object</p>	<p>*Hopping and jumping</p> <p>*Sand tracing activity</p> <p>*Number Sorting activity</p> <p>*Draw five Triangle shape objects.</p> <p>*Storytelling-“Who is the tallest?”Giraffe, Monkey, Elephant, Rat</p>	<p>*Problem Solving, Creativity, *Critical thinking *Logical thinking</p>
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	<p>Short, Shorter, Shortest Text Book Page No-16 Workbook Page No-12,13</p> <p>Tall, Taller, Tallest Text Book Page No-17 Workbook Page No-12,13</p> <p><u>G.K</u> *My Five Senses Text Book Page No-13 Workbook Page No-9,10</p> <p>*I love Nature Text Book Page no-40,36,37 Workbook Page No-</p> <p>*Visit to Park Text Book Page No-38,39</p>	<p>recognize the world through quantities, shapes, and measures.</p> <p>Domain- Physical Developme nt Socio-Emot ional Developme nt CG-2 Children develop sharpness</p>	<p>*Learners will develop an understanding of number order and sequencing. *Read, write and recognize number names. *Identifies and recognizes different objects of shape 'Triangle'. *Differentiate between Long and Short objects.</p> <p>C-2.4 Differentiates multiple smells and tastes. C-2.5 Develops discriminatio</p>	<p>Activity based learning Experient ial learning Play way Method TLM- Sensory Board,</p>	<p>Red and Short object Green *Colour the tallest tree. *Colour the shortest tree.</p> <p>*Sensory Touch *Sensory walk *Nature walk *Visit to school garden/park .</p>	<p>*Draw the five sense organs</p> <p>*Colour the tree</p> <p>*Tear and pasting activity.</p>	<p>*Self-Aw areness, *Environ mental awarenes s *Empath y Social-sk ills.</p>
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		<p>Workbook Page No-34,35</p> <p>*Trees Text Book Page No-52,53 Workbook Page No-45,46</p> <p>*Community Helpers Text Book Page No-32,33 Workbook Page No-28,29,30</p> <p>*I do Yoga Text Book Page No-28 Workbook Page No-26</p>	<p>in sensorial perceptions. CG-3 Children develop a fit and flexible body.</p> <p>CG-5 Children develop a positive attitude towards productive work and service or 'Seva'</p> <p>CG-6 Children develop a positive regard for the natural environment around them.</p>	<p>n in the sense of touch. C-3.2 Shows balance, coordination, and flexibility in various physical activities.</p> <p>C-5.1 Demonstrates willingness and participation in age-appropriate physical work towards helping others.</p> <p>C-6.1 Shows care for and joy in engaging with all life forms.</p> <p>Learning Outcome-</p>	<p>Plant , Helpers Chart , Yoga asanas chart, Yoga Mat</p>	<p>*Fancy Dress on the theme Community Helpers. *Yoga warm-up activities.</p>	<p>*Collect the different types of leaves and count them.</p> <p>* Tick the poses of yoga that can you do(Worksheet).</p>	<p>*Commu nication</p>
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				<p>*Students will be able to identify the five sense. *Recognises different community helpers, describe their roles, and understand how they help us in daily life. *Identify and describe common elements of nature such as plants, animals, birds, sky, sun and water. *Perform basic yoga and understand how yoga helps improve flexibility, strength and coordination.</p>				
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FA- 1: 19 – 24 MAY 2025
SYLLABUS (FOR FA AND SA):

		FA- 1: 19 – 24 MAY 2025 SYLLABUS (FOR FA AND SA):							
JULY (12%)	20	<p><u>ENGLISH</u> *Phonic (i) * 'i' sound words Text Book Page No.32-34 Work Book Page No.-15-17 *Introduction of Phonic (o) * 'o' sound words Text Book Page No.38-40 Workbook Page No.17-22 Rhyme-Ipsy Wipsy Spider Story-The Ant and the Elephant</p>	<p>Domain-Language & Literacy Development CG-10 Children develop fluency in reading and writing in Language1 (L1) CG-9 Children develop effective communication skills for day-to-day interactions in two languages.</p>	<p>C-10.3 Recognises all the letters of the alphabet(form s of akshara) Of the script and uses this knowledge to read and write words. C-9.1 Listens to and appreciates simple songs, rhymes and poems.</p> <p>Learning Outcome- *Recognises and pronounces the short 'e' vowel sound correctly. *Identifies and reads simple CVC</p>	<p>Activity Based Learning Experient ial learning Play way learning TLM- Flash Cards-vowel 'i'and 'o' Short 'i' and 'o' sound words.</p>	<p>*Circle the correct vowel sound Crosswords puzzle, Unscramble words, *Rhyming words *Phonic Rhymes</p>	<p>*Make an icecream with craft paper and write 'i' family words on it. * Make an orange with craft paper and write 'o' family words on it. *Joining of two letters words *Match the pictures. *Picture recognition *'i' and 'o' sound Words Hunt.</p>	<p>Problem Solving, *Creativity, *Critical thinking *Communication</p>	

		<p>HINDI *चार अक्षर वाले शब्द पाठ्यपुस्तक पृष्ठ संख्या-46,47,48,49,50, 51वर्कशीट संख्या-26,27,28,29,30 ,31,32,33,34,35,36</p> <p>* कविता-गुब्बारे *कहानी -उड़नखटोला (चंद्रयान-3)</p>	<p>Domain-भाषा और साक्षरता विकास CG-10 बच्चे भाषा 1 को पढ़ने और लिखने में धाराप्रवाहि ता विकसित करते हैं CG-9 प्रभावी संचार कौशल का दैनिक</p>	<p>words with the short 'e' sound words. *Listens and recites rhyme with clarity and expression.</p> <p>C-10.3 लिपि (L1) की वर्णमाला के सभी अक्षरों को पहचानते हैं और इस ज्ञान का इस्तेमाल शब्दों को पढ़ने लिखने के लिए करते हैं C-9.1 सरल गीतों, तुकबंदी और कविताओं को सुनकर उनकी</p>	<p>कला एकीकृत शिक्षा गतिविधि आधारित शिक्षा</p> <p>TLM- फ्लैश कार्ड-स्वर, व्यंजन, वर्णमाला चार्ट, सोलर सिस्टम चार्ट, जादूई</p>	<p>*चित्र पहचानो *मिलान करो *शब्द पूरा करो *चार वर्णों को जोड़कर एक शब्द बनाओ</p>	<p>*डाइस गतिविधि *क्ले गतिविधि *बच्चे व्यंजनों के फ्लैश कार्ड का प्रयोग करके चार अक्षर वाले शब्द बनाएंगे *बच्चे चार अक्षर वाले शब्दों में रंग भरेंगे</p>	<p>सुनना और बोलना लिखित माध्यम से संप्रेषण कौशल विकसित करना</p>
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		<p style="text-align: center;">MATHS</p> <p>*Forward Counting 71-100</p> <p>*Backward Counting 100-71</p> <p>Text Book Page No-42,43,44,46,51,52,53,54,55,59,60,61,62,63</p> <p>*Number Names (20-50)</p> <p>Text Book Page No-19 to 24</p> <p>Workbook Page No-15,20,22</p> <p>* Shape-Square</p> <p>*<u>Pre Number Concept</u></p>	<p>जीवन में विकास</p> <p>Domain- Cognitive Development CG-7 Children make sense of world through observation and logical thinking. CG-8</p>	<p>सराहना करता है</p> <p>Learning Outcome-</p> <p>*बच्चे चार अक्षर वाले शब्दों को लिखने और पढ़ने में सक्षम होंगे</p> <p>*शिक्षार्थी क्रियाओं के साथ कविता सुनाने में सक्षम होंगे</p> <p>C-7.1 Observes and understand different category of objects and relationship between them. C-8.4</p>	<p>पिटारा, रंग बिरंगे गुब्बारे</p> <p>Activity based learning Experiential learning Play way Method TLM- Flashcard s-Number, Balls, Toys Basket, Sand Tray,</p>	<p>*Sorting number flash cards.</p> <p>*Mathematical Communication</p> <p>*Hoping and Jumping</p> <p>*Sort toys to Full/Empty the basket</p> <p>*Complete the table, missing numbers (worksheet)</p>	<p>*Trace the numbers and their number names.</p> <p>*Jump and fill the grid on the floor.</p> <p>*Colour the full basket of apples</p> <p>*Draw the 5 objects in a Square shape you see in your surroundings.</p>	<p>*Problem Solving,</p> <p>*Logical thinking</p> <p>*Creativity,</p> <p>*Critical thinking</p> <p>*Communication</p>
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	<p>Full/Empty Text Book Page No-33 Workbook Page No-24</p> <p>G.K *My Night Wear Text Book Page No-14 Workbook Page No-11 *My Casual Wear Text Book Page No-15 Workbook Page No-14 *My Party Wear</p>	<p>Children develop mathematical understanding and abilities to recognize the world through quantities, shapes, and measures.</p> <p>Domain-</p>	<p>Arrange numbers in ascending and descending order.</p> <p>Learning Outcomes- *Learners will develop an understanding of number order and sequencing. *Read, write and recognize number names. *Identifies and recognizes different objects of shape 'Square'. *Identify and differentiate between Full and Empty containers.</p>	<p>Transparent Plastic Water Bottles or Water Jars</p>	<p>*Match the clothes with their name * Fashion Walk</p>	<p>*Colour the clothes that you wear at night. *Colour the clothes that you wear while going to party. *Colour the party clothes with red.</p>	<p>*Self-Awareness, Social-skills. Communication,</p>
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		Text Book Page No-16 Workbook Page No-13 *My Birthday Party Text Book Page No-17 Workbook Page No-15	Socio-Emotional and Ethical Development CG-4 Children develop emotional intelligence , i.e., the ability to understand and manage their own emotions, and responds positively to social norms.	C-4.2 Recognises different emotions and make deliberate efforts to regulate them appropriately. Learning Outcomes- Learner will be able to Identify and recognize night, casual, party wear. Learners will be able to talk about their birthday party and the clothes they wear on that day.	Activity based learning Experiential learning Play way Method TLM- Story cards or Puppets, Doll set, Picture of different clothes.	*Dress the Doll *Birthday party role play * Show and Tell activity	Colour the clothes you wear casually with Blue. *Tick the picture that you see at a birthday party.	Empathy, Creativity
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<p>AUGUST (12%)</p>	<p>20</p>	<p>ENGLISH *Phonic Sound (u) *'u' sound words Text Book Page No. 42-44 Workbook Page No. 23-27 *Six Rules of Phonics Text Book Page No- Workbook Page No- *Letter Sound Groups Text Book Page No- Workbook Page No- *Rhyme-Chubby Cheeks, All is Well *Story-TheAnt the Elephant</p>		<p>C-10.1 Develops phonological awareness and blends phonemes/syllables into words and segment words into phonemes/syllables. C-9.1 Listens to and appreciates simple song, rhymes, and poems. Learning Outcome *Recognises and pronounces the 'u' vowel sound correctly. *Identify and apply the six basic rules of phonics to decode simple words.</p>	<p>Activity based learning Experiential learning Play way Method TLM- Phonics Rule Chart, Alphabet cards, Phonic songs/ Videos, Magnetic Letters, Story Book, Puppets or Stick Figures</p>	<p>*Read and write the words having phonic sound (u) *Write the missing sound. *Identify and write the short vowels and long vowels sound.</p>	<p>*Colour the vowel 'u' sound pictures. *Name the pictures of 'u' sound words. *Long Vowel vs Short vowel Bingo activity.</p>	<p>*Problem Solving, *Creativity, *Critical thinking *Communication</p>
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				<p>*Learners will accurately pronounce the sounds of consonants and vowels. *Listens and recites rhyme with clarity and expression. *Learners will express the moral of the story in their own words.</p>				
		<p>HINDI *'आ' की मात्रा (ा) पाठ्यपुस्तक पृष्ठ संख्या- 58,59 *कविता--कंप्यूटर *कहानी -उड़नखटोला (चंद्रयान-3)</p>		<p>C-10.3 लिपि (L1) की वर्णमाला के सभी अक्षरों को पहचानते हैं और इस ज्ञान का इस्तेमाल शब्दों को पढ़ने लिखने के लिए करते हैं C-9.1</p>	<p>कला एकीकृत शिक्षा गतिविधि आधारित TLM- फ्लैश कार्ड-स्वर, व्यंजन, वर्णमाला चार्ट,</p>	<p>*'आ' की मात्रा के शब्दों का सही मिलान करो *'आ' की मात्रा से बनने वाले पांच शब्द लिखो</p>	<p>*डाइस गतिविधि ,क्ले गतिविधि *'आ' की मात्रा में रंग भरो *'आ' की मात्रा से बनने वाले पांच शब्दों का चित्र बनाओ</p>	<p>*तार्किक सोच *रचनात्मकता *सुनना और बोलना *लिखित माध्यम से *संप्रेषण</p>

		<p style="text-align: center;"><u>MATHS</u></p> <p>* After, Before,Between Text Book Page No-47,48,49 Workbook Page No-28,29 *Number names</p>	<p>सरल गीतों, तुकबंदी और कविताओ को सुनकर उनकी संराहना करता है</p> <p>Learning Outcome- *शिक्षार्थी 'आ' की मात्रा को पढ़ने और लिखने में सक्षम होंगे *शिक्षार्थी क्रियाओं के साथ कविता सुनाने में सक्षम होंगे *शिक्षार्थी क्रियाओं के साथ कविता सुनाने में सक्षम होंगे</p> <p>C-7.1 Observes and understand different category of objects and relationship</p>	<p>सोलर सिस्टम चार्ट, जादुई पिटारा</p> <p>Activity based learning Experient ial learning Play way Method</p>	<p>*सही आ की मात्रा पर गोला लगाओ</p> <p>*Count and write the number names *Match the number with their</p>	<p>*Students grouping activity(After, Before, Between) *Draw a Caterpillar and write After, Before, Between numbers.</p>	<p>कौशल विकसित करना</p> <p>*Problem Solving, *Creativi ty, Critical thinking</p>
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		<p>50-70 Text book Page No-28 to 42 Work book Page No-23,25,26</p> <p><u>*Shape-Rectangle</u></p> <p><u>*Pre Number Concept More & Less</u> Text book Page no-58 Work book Page no-32</p>		<p>between them. C-8.4 Arrange numbers in ascending and descending order. C-8.13 Formulates and solves simple mathematical problems related to quantities, shapes, space, and measurements</p> <p>Learning Outcomes. *Students can identify numbers that come before, after, or between specific numbers. *Students can classify shapes based</p>	<p>TLM- *Number's Flash Cards, Balls, Sand Tray (Tracing)</p>	<p>number names</p> <p>*Read and tick the correct number</p> <p>*Write the missing number</p> <p>*Write the number that comes between the given numbers</p> <p>*Write more and less for the given objects</p>	<p>* Sand Tracing(Number Names)</p>	<p>*Communication</p>
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		<p><u>G.K</u> *Living Room Text Book Page No-19 Workbook Page No-16 *Kitchen Text Book Page No-20 Workbook page no-17 *Dining Table Text Book Page No-21 Workbook Page No-18,19</p>		<p>on their attributes. *Students can associate number words with their corresponding numerals. *Students can classify objects based on attributes (e.g., shape, color, size).</p>	<p>Activity based learning Experiential learning Play way Method TLM *Images of living rooms with labeled furniture *Posters illustrating kitchen safety rules *Images or diagrams showing proper dining table settings</p>	<p>*Paste the pictures of the objects which we see in our living room *Write the missing letters to complete the names of the items related to the kitchen</p>	<p>*Sort pictures or toys of furniture into different room,developing problem solving and categorization skills</p>	<p>*Self-Awareness, Social-skills. Communication, Empathy, Creativity</p>
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				<p>purpose of a living room (e.g., relaxation, socializing). *Students can identify and name common kitchen appliances (e.g., refrigerator, stove, microwave). *Students can describe basic dining etiquette rules (e.g., using napkins, saying "please" and "thank you").</p>				
<p>SEPTEMBER (6%)</p>	<p>19</p>	<p><u>ENGLISH</u> *The /or/ Sound, *The /er/ Sound, * The /au/ Sound, * The /aw/ Sound, * The /al/ Sound Text Book Page No. 48-54</p>	<p>Domain CG-10 Children develop fluency in reading and writing in Language 1 CG-9</p>	<p>C-10.1 Develops phonological awareness and blends phonemes/syllables into words and segment</p>	<p>Activity based learning Experiential learning Play way learning TLM-</p>	<p>*Fill in the blank spaces of given words having phonic sound or, er, au, aw, al</p>	<p>*Create a flower and write (or, er, au, aw, al) sounds on each flower petals. *Diphthong Hopscotch *Match diphthong words to their pictures. * Diphthong Dominoes activity.</p>	<p>*Problem Solving, *Creativity, *Critical thinking *Communication</p>

		<p>Workbook Page No. 30-34</p> <p>*Diphthongs</p> <p>*The /oi/ Sound</p> <p>* The /oy/ Sound</p> <p>* The /ou/ Sound</p> <p>* The /ow/ Sound</p> <p>Text Book Page No. 56-60</p> <p>Workbook Page No. 35-38</p> <p>*Rhyme-Save Money</p> <p>*Story-TheFoolish Crow</p>	<p>Children develop effective communica tion skills for day-to-day interactions in two languages.</p>	<p>words into phonemes/ syllables. C-9.1</p> <p>Listens to and appreciates simple songs, rhymes, and poems. C-9.6</p> <p>Narrates short stories with clear plot and characters.</p> <p>Learning Outcome</p> <p>*Recognises and distinguishes sound (or, er, au, aw al) in spoken words.</p> <p>*Identifies diphthong sound (oi, oy, ou, ow) through listening and speaking activities.</p> <p>*Uses new word from</p>	<p>Flashcard s-vowels, alphabet, Puppets.</p>	<p>*Read the words having phonic sound oi, oy, ou, ow and match them with correct pictures.</p> <p>*Identify Diphthong words.</p>	
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		<p>HINDI *इ की मात्रा (ि) पाठ्यपुस्तक पृष्ठ संख्या-60,61 वर्कशीट संख्या-42</p> <p>*कविता-धरती की प्यास * कहानी -ऊँट और गधा</p>	<p>Domain-भाषा और साक्षरता विकास CG-10 बच्चे भाषा 1 को पढ़ने और लिखने में धाराप्रवाहिता विकसित करते हैं CG-9 प्रभावी संचार कौशल का दैनिक जीवन में विकास</p>	<p>stories and rhymes in simple sentences. *Recites rhymes with correct pronunciation , intonation, and rhythm.</p> <p>C-10.3 लिपि (L1) की वर्णमाला के सभी अक्षरों को पहचानते हैं और इस ज्ञान का इस्तेमाल शब्दों को पढ़ने लिखने के लिए करते हैं C-9.1 सरल गीतों, तुकबंदी और कविताओं को सुनकर उनकी सराहना करता है</p> <p>Learning Outcome-</p>	<p>कला एकीकृत शिक्षा गतिविधि आधारित शिक्षा TLM- फ्लैश कार्ड-स्वर, व्यंजन, वर्णमाला चार्ट, पशु मुखौटे</p>	<p>*'इ' की मात्रा के शब्दों का सही मिलान करो *'इ' की मात्रा से बनने वाले पांच शब्द लिखो *'इ' की मात्रा पर गोला लगाओ</p>	<p>*डाइस गतिविधि *कले गतिविधि *'इ' की मात्रा में रंग भरो *'इ' की मात्रा से बनने वाले पांच शब्दों का चित्र बनाओ *कले प्ले -"इ की मात्रा" वाले शब्दों की वस्तुएँ मिट्टी (कले)से बनाएं, जैसे: मिर्च, गिलास, किताब।</p>	<p>*शब्द भंडार विकसित होगी *तार्किक सोच *रचनात्मकता *लिखित माध्यम से *संप्रेषण कौशल विकसित करना</p>
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		<p><u>MATHS</u> *Number names (70-90) Text Book Page No-42 to 59 Work Book Page No-34 *Ascending and Descending Order *Skip Counting Text Book Page No-73 to 75 Workbook Page No -40 *Shape: Oval Text Book Page No-86 <u>Pre Number Concept:</u> Right & Left</p>	<p>Domain- Cognitive Development CG-7 Children make sense of world through observation and logical thinking. CG-8 Children develop mathematic</p>	<p>*शिक्षार्थी 'इ' की मात्रा को पढ़ने और लिखने में सक्षम होंगे *शिक्षार्थी क्रियाओं के साथ कविता सुनाने में सक्षम होंगे</p> <p>C-7.1 Observes and understand different category of objects and relationship between them. C-8.4 Arrange numbers in ascending and descending order. Learning Outcomes *Recognize ,read and write number</p>	<p>Activity based learning Experiential learning Play way Method TLM *Numbers Flash Cards, Shapes Blocks *Direction Chart (Left & Right)</p>	<p>*Match the correct number names *Trace the number names(Sand Tracing) *Count by skipping 2's and encircle the resultant numbers *Jumping , Hopping Activity(Skip Counting)</p>	<p>*Write number names on coloured A4 sheet. *Draw a Number Line(Sequence-2,4,6,8) * Draw Oval shape pictures on colourful A4 sheets. *Direction Activity-Right & Left Hand Printing</p>	<p>*Problem Solving, *Creativity, *Critical thinking *Communication</p>
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			<p>al understanding and abilities to recognize the world through quantities, shapes, and measures.</p>	<p>names from 70-90 *Learners will be able to arrange a given set of numbers in ascending and descending order. *Learners will accurately skip count by 2's, 3's, 5's *Identify the Oval shape in the environment and distinguish it from other shapes like circle and ellipse. *Identify and differentiate between Right and Left directions.</p>				
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		<p>G.K *Domestic Animals Text Book Page No-42,43 Workbook Page No-38 *Water Animals Text Book Page No-44 Workbook Page No-39 *Life Cycle of Fish Text Book Page No-45 Workbook Page No- *Wild Animals Text Book Page No-46,47 Workbook Page No-40 *Lovely Birds Text Book Page No-50,51 Workbook Page No-42,43,44</p>	<p>Domain- Socio-Emotional and Ethical Development. Physical Development CG-4 Children develop emotional intelligence , i.e., the ability to understand and manage their own emotions, and responds positively to social norms. CG-1 Children develop</p>	<p>C-4.2 Recognises different emotions and make deliberate efforts to regulate them appropriately Learning outcomes *Students can identify and name common domestic animals (e.g., dogs, cats, cows). *Students can describe the different habitats of water animals (e.g., oceans, rivers, lakes). *Students can understand the importance of suitable habitats for fish growth</p>	<p>Activity based learning Experiential learning Play way Method TLM *Flash cards for domestic ,water and wild animals *A set up to observe the life cycle of fish</p>	<p>*Match the pictures of the animals with their shadows *Find and colour the domestic animals and water animals *Circle the wild animals *Look at each bird and unscramble the letters to write its name in the space provided</p>	<p>*Sort pictures or models of different animals into categories *Create a diagram of a wildlife habitat,including different animals,birds</p>	<p>*Self-Awareness, Social-skills. Communication, Empathy, Creativity</p>
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			habits that keep them healthy and safe.	and development. *Students can identify and name common bird species.				
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	SA -1: 15- 26 SEPT 2025 SYLLABUS (FOR FA AND SA):							
OCTOBER (10%)	17	<p>ENGLISH</p> <p>*Consonant Blends Text Book Page No. 64</p> <p>*Graphemes Text Book Page No. 65</p> <p>*Digraphs *Words with Digraphs Text Book Page No. 66-67 Workbook Page No. 40,41</p> <p>*Words with Trigraphs Text Book Page No. 70 Workbook Page No.42</p> <p>*Words with Blends Text Book Page No. 71 Workbook Page No-39</p> <p>*Rhyme-Actions Speak Louder Than Words</p> <p>*Story-The Three Pigs</p>	<p>Domain CG-10 Children develop fluency in reading and writing in Language 1</p> <p>CG-9 Children develop effective communication skills for day-to-day interactions in two languages</p>	<p>C-10.1 Develops phonological awareness and blends phonemes/ syllables into words and segment words into phonemes/ syllables.</p> <p>C-9.1 Listens to and appreciates simple songs, rhymes, and poems.</p> <p>C-9.6 Narrates short stories with clear plot and characters.</p> <p>Learning Outcome</p>	<p>Activity based learning</p> <p>Experiential learning</p> <p>Play way learning</p> <p>TLM Alphabet flash card with picture, Magnetic Letters, Sand Tray, Phonics story books, Jaadui Pitara</p>	<p>*Match the following pictures with the starting digraphs</p> <p>* Blending Train *Sound Hop *Build a word using the word magnetic tiles. *Grapheme Treasure Hunt.</p>	<p>* Blends Handprint activity. *Clay Letters- write digraphs on clay. *Make animal masks with digraph words(Sh-Sheep, ch-Cheetah, etc) *Grapheme rainbow writing.</p>	<p>*Problem Solving, *Creativity, *Critical thinking *Communication</p>

		<p>HINDI *ऊ की मात्रा पाठ्यपुस्तक पृष्ठ संख्या- 68,69 *ऋ की मात्रा पाठ्यपुस्तक पृष्ठ संख्या- 72,73</p>	<p>Domain- भाषा और साक्षरता विकास CG-10 बच्चे भाषा 1 को पढ़ने</p>	<p>*Identifies consonant blends in the beginning and end of words (bl, gr, gr, st) *Recognises and identify words containing diagraph. *Identifies and blend trigraph with other sound to read and form simple words. *Recites rhymes with correct pronunciation , intonation, and rhythm.</p> <p>C-10.3 लिपि (L1) की वर्णमाला के सभी अक्षरों को पेहचानते हैं और इस ज्ञान का इस्तेमाल</p>	<p>कला एकीकृत शिक्षा</p>	<p>*'ऊ' की मात्रा के शब्दों का सही मिलान करो *'ऋ' की मात्रा से बनने वाले</p>	<p>*डाइस गतिविधि ,कले गतिविधि *'ऊ' की मात्रा में रंग भरो *'ऊ' की मात्रा से बनने वाले पांच शब्दों का चित्र बनाओ *'ऋ' की मात्रा में रंग भरो</p>	<p>*शब्द भंडार विकसित होगी *तार्किक सोच</p>
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	<p>* कविता-धरती की प्यास * कहानी -ऊँट और गधा</p>	<p>और लिखने मे धाराप्रवाहि ता विकसित करते है CG-9 प्रभावी संचार कौशल का दैनिक जीवन में विकास</p>	<p>शब्दों को पढ़ने लिखने के लिए करते है C-9.1 सरल गीतों, तुकबंदी और कविताओ को सुनकर उनकी सराहना करता है Learning Outcome- *शिक्षार्थी ऊ की मात्रा और *ऋ की मात्रा को पढ़ने और लिखने में सक्षम होंगे *शिक्षार्थी क्रियाओं के साथ कविता सुनाने में सक्षम होंगे</p>	<p>गतिविधि आधारित शिक्षा TLM- फलैश कार्ड-स्वर, व्यंजन, वर्णमाला चार्ट, मात्रा चार्ट पशु मुखौटे</p>	<p>पांच शब्द लिखो *सही 'ऊ' मात्रा पर गोला लगाओ</p>	<p>*रचनात्मकता *लिखित माध्यम से *संप्रेषण कौशल विकसित करना</p>	
	<p>MATHS *Number Names 90-100 Text Book Page No-59 to 63 Workbook Page No -35 *Greater than '>'</p>	<p>Domain-Cognitive Development CG-7</p>	<p>C-7.1 Observes and understand different category of objects and relationship</p>	<p>Activity based learning Experiential learning Play way</p>	<p>*Write number names *Put the correct</p>	<p>*Number Garland Activity *Crocodile Mouth Activity -Students create a crocodile craft with an open mouth (>,<=)</p>	<p>*Problem Solving, *Creativity, *Critical thinking</p>

		<p>*Less than '<' *Equal to '=' Text Book Page No-67 to 69 Workbook Page No-36</p> <p>*Shape: Star</p> <p><u>*Pre Number Concept</u> (Open & Close) (Heavy & Light)</p>	<p>Children make sense of world through observation and logical thinking.</p> <p>CG-8 Children develop mathematical understanding and abilities to recognize the world through quantities, shapes, and measures.</p>	<p>between them. C-8.4 Arrange numbers in ascending and descending order.</p> <p>Learning Outcomes *Recognize, read and write number names from 90 to 100. *Compare numbers using the >, <, = symbols. *Identify and classify objects as Open and Close . *Compare the weights of objects and classify objects as Heavy or Light.</p>	<p>Method TLM *Flashcards with number words and numerals. *Flashcards with greater than (>), less than (<), and equals to (=) symbols. *Posters that display different shapes include Star. *Activities that involve opening and closing doors or boxes.</p>	<p>signs '>' or '<' or '='.</p> <p>*Star Movement Game(Hopscotch Game)</p> <p>*Open & Close Book Craft-Tick the Open Book.</p> <p>*Balance Scale-Tick the Heavy Basket.</p>	<p>*Open and Close Activity(Doors, Books Jars). *Draw star shape and colour it. * Heavy and Light Balance Activity.(Balance scale using Hangers, String, and Paper Cups)</p>	<p>*Communication</p>
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		<p><u>G.K</u></p> <p>*Land Transport Text Book Page No-54 Workbook Page No-48</p> <p>*Water Transport Text Book Page No-56 Workbook Page No-50</p> <p>*Air Transport Text Book Page No-55 Workbook Page No-51</p>	<p>Domain- Socio-Emotional and Ethical Development. Physical Development</p> <p>CG-4 Children develop emotional intelligence , i.e., the ability to</p>	<p>C-4.2 Recognises different emotions and make deliberate efforts to regulate them appropriately</p> <p>Learning outcomes</p> <p>*Identify and describe different modes of transportation (land,air,water)</p>	<p>*Objects of different weights that students can compare.</p> <p>Activity based learning Experiential learning Play way Method TLM *Flash cards of all the transport s</p>	<p>*Draw a line to match the front half of each transport with its back</p> <p>*Circle the air transport s</p> <p>*Write the name of the water transport shown below</p>	<p>*Create models of different transportation modes</p>	<p>*Self-Awareness, Social-skills. Communication, Empathy, Creativity</p>
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			understand and manage their own emotions, and responds positively to social norms. CG-1 Children develop habits that keep them healthy and safe.					
NOVEMBER (10%)	18	ENGLISH *Double Consonant Text Book Page No-76 *FSZL Rule Text Book Page No-77 * More About Sounds Text Book Page No-78 *Use of I, My, Me Text Book Page No-81 Workbook Page No- 47 *Articles-a, an Text Book Page No-78, 79 Workbook Page No-45,46 *Use of This and That	Domain- CG-9 Children develop effective communication skills for day-to-day interactions in two languages. CG-10 Children develop fluency in reading and	C-10.1 Develops phonological awareness and blends phonemes/syllables into words and segment words into phonemes/syllables. C-9.1 Listens to and appreciates simple songs,	Activity based learning Experiential learning Play way learning TLM Flash Cards-Alphabet, Vowels, Crayons, Consonants,	*Fill up with This or That. *Fill up with These or Those. Fill up with in/on/under. *Identify the sound and write 'a' or 'an' correctly. *Word sorting. Object Pointing	*Draw flowers and write FSZL word like Stiff, Mess, Fizz, Well. *Articles crown craft. *Draw a park or classroom and label items near them with "This" and far ones with "That". *These and Those collage. *Draw or paste your photo on coloured A4 sheet. Decorate it with your favourite colours, yarn, googly eyes and stickers.	*Problem Solving, *Creativity, *Critical thinking *Communication

	<p>Text Book Page No-82, 83 Workbook Page No-48 *Use of These and Those Text Book Page No-84, 85 Workbook Page No-49 *Use of He and She Text Book Page No. 86,87 Workbook Page No-51,52 *Use of It Text Book Page No- 90 Workbook Page No-53 *Position words Text Book Page No-91 Workbook Page No-54 *Yes or No Text Book Page No-92 Workbook Page No-55 Rhyme-Actions Speak Louder Than Words Story-The Three Pigs</p>	writing in Language 1	<p>rhymes, and poems. C-9.6 Narrates short stories with clear plot and characters. Learning Outcomes *Identify one syllable words that follow the FSZL rule. *Understand the difference between I, Me and My. *Identify when to use This/That And These/Those *Recognise double consonants in words. *Identify and recognise use of He and She. *Understand the use of</p>	Animals Puppets	<p>Game (This and That That and Those) *Position Word Obstacle Game. *Pronoun sorting. *Sort pictures of boys and girls under “He” and “She”</p>	<p>*Position word drawing. Yes/No Puppet show. *He and She puppet talk.</p>	
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				<p>position words. *Recognise and use of 'It' to refer animals, places and objects.</p>				
		<p>HINDI *ए की मात्रा *ऐ की मात्रा पाठ्यपुस्तक पृष्ठ संख्या- 76,77,78,79</p> <p>* कविता-भोजन * कहानी -भेड़िया आया, भेड़िया आया</p>	<p>Domain- भाषा और साक्षरता विकास CG-10 बच्चे भाषा 1 को पढ़ने और लिखने में धाराप्रवाहि ता विकसित करते हैं CG-9 प्रभावी संचार कौशल का दैनिक</p>	<p>C-10.3 लिपि (L1) की वर्णमाला के सभी अक्षरों को पेहचानते हैं और इस ज्ञान का इस्तेमाल शब्दों को पढ़ने लिखने के लिए करते हैं C-9.1 सरल गीतों, तुकबंदी और कविताओं को सुनकर उनकी संराहना करता है</p>	<p>कला एकीकृत शिक्षा गतिविधि आधारित शिक्षा TLM- फ्लैश कार्ड-स्वर, व्यंजन, वर्णमाला चार्ट, मात्रा चार्ट, जादुई पिटारा पशु मुखौटे</p>	<p>*चित्र पहचानो, मिलान करो *शब्द पूरा करो *सही 'ऐ' की मात्रा वाले शब्दों पर गोला लगाओ *'ए' की मात्रा के शब्दों का सही मिलान करो</p>	<p>*डाइस गतिविधि ,क्ले गतिविधि *'ए' की मात्रा में लाल रंग और 'ऐ' की मात्रा में पीला रंग भरो *'ए' की मात्रा वाले पांच फलों का चित्र बनाओ</p>	<p>*तार्किक सोच रचनात्मक कता *सुनना और बोलना *लिखित माध्यम से *संप्रेषण कौशल विकसित करना शब्द भंडार विकसित होगी</p>

		<p style="text-align: center;"><u>MATHS</u> *Addition Text Book Page No-76 Workbook Page No-42 *Subtraction Text Book Page No-77 Work book Page No-43 *Shape: Half Circle *<u>Pre Number</u> <u>Concept-</u> Same Size</p>	<p>जीवन में विकास</p> <p>Domain- Cognitive Development CG-7 Children make sense of world through observation</p>	<p>Learning Outcome- *शिक्षार्थी मात्रा पहचानने में सक्षम होंगे। *शिक्षार्थी 'ए' और 'ऐ' की मात्रा को पढ़ने और लिखने में सक्षम होंगे। *शिक्षार्थी क्रियाओं के साथ कविता सुनाने में सक्षम होंगे</p> <p>C-7.1 Observes and understand different category of objects and relationship between them. C-8.4 Arrange numbers in ascending and</p>	<p>Activity based learning Experiential learning Play way Method TLM *Numbers Flash Cards, Numbers</p>	<p>*Count and add *Count, cross and subtract the numbers *Fruit Basket Activity (Count the fruits)</p>	<p>*Sorting Activity(Same Size Balls Sorting) *Draw and Paste fruits in two baskets (3 Apples+2 Apples) * Draw Subtraction Garden Art(5 Flowers -2 Flowers)</p>	<p>*Problem Solving, *Creativity, *Critical thinking *Communication</p>
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			<p>and logical thinking.</p> <p>CG-8 Children develop mathematical understanding and abilities to recognize the world through quantities, shapes, and measures.</p>	<p>descending order. C-8.6</p> <p>Performs addition and subtraction of 2-digit numbers fluently using flexible strategies of composition and decomposition.</p> <p>Learning outcomes *Students will be able to solve 2-digit addition and subtraction problems. *Identify and describe the half-circle shapes. *Recognize and compare objects based on size.</p>	<p>Puzzle, Sand Tray, Ice-cream sticks, same size balls, Coloured papers.</p>	<p>*Addition and Subtraction Students Grouping Activity.</p>	<p>*Half Circle Animal Masks. *Same Size Sorting Collage.</p>	
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		<p>G.K *Machines and Gadgets Text Book Page No-57 Workbook Page No-52,53 *Be Safe Text Book Page No-58 Workbook Page No-54,55 *Time Text Book Page No-59 Workbook Page No-56,57 * Months in Year Text Book Page No-60 Workbook Page No-58,59,60</p>	<p>Domain- Socio-Emotional and Ethical Development. Physical Development CG-4 Children develop emotional intelligence , i.e., the ability to understand and manage their own emotions, and responds positively</p>	<p>C-4.2 Recognises different emotions and make deliberate efforts to regulate them appropriately. Learning outcomes * Identify and describe different types of machines and gadgets *Understandi ng safety rules. *Tell time accurately using analog and digital clocks</p>	<p>Activity based learning Experient ial learning Play way Method TLM *Pictures and diagrams of different machines and gadgets * Posters highlighti ng safety rules and protocols *Clocks and time display</p>	<p>*Tick the machines and gadgets that you use *Tick the objects that are safe to play with *Complete the picture of the clock by writing the missing numbers on its face(dial) *Write the names of the months</p>	<p>*Develop a machine or gadgets * Safety rules and clock reading *Use a calender to teach about months and important dates.</p>	<p>*Self-Aw areness, Social-sk ills. Commun ication, Empathy, Creativit y</p>
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			to social norms. CG-1 Children develop habits that keep them healthy and safe.					
DECEMBER (15%)	22	<p>ENGLISH</p> <p>*‘R’ Controlled Words Text Book Page No-93</p> <p>*Sound of words with ‘Shy Letters’ Text Book Page No-96 Workbook Page No-56</p> <p>*The Magic ‘e’ rule Text Book Page No-97</p> <p>*Action Words Text Book Page No-98 Workbook Page No-57,58</p> <p>*The Short /oo/ and Long /oo/ Sounds Text Book Page No-100</p> <p>*Two Vowels Together Rule Text Book Page No-102</p> <p>*The Long Vowel Sounds ‘ee’ and /oo/ Text Book Page No-103 Workbook Page No-59</p>	<p>Domain- CG-10 Children develop fluency in reading and writing in Language1 (L1)</p> <p>CG-9 Children develop effective communication skills for day-to-day interactions in two languages.</p> <p>C-10.1 Develops phonological</p>	<p>C-10.1 Develops phonological awareness and blends phonemes/syllables into words and segment words into phonemes/syllables.</p> <p>C-9.1 Listens to and appreciates simple songs, rhymes, and poems.</p> <p>C-9.6 Narrates short stories with clear plot and characters.</p>	<p>Activity based learning Experiential learning Play way learning TLM Flash Cards-Alphabet, Action Words, Vowels, Consonants, Puppets</p>	<p>*Tick the correct shy letters. *Match the picture with correct action words *Read aloud the short and long /oo/ sound words. *Sort the short and long /oo/ sound words. *Fill the blanks with short and long sound of vowel</p>	<p>*Draw a colourful rainbow and write ‘R’controlled words. * Draw pictures with short and long ”oo” sound. *Action Words Freeze Dance. *Action Word Role Play</p>	<p>*Problem Solving, *Creativity, *Critical thinking *Communication</p>

		<p>Rhyme-Aim High to the Sky Story-The Foolish Crow</p>	<p>awareness and blends phonemes/syllables into words and segment words into phonemes/syllables.</p>	<p>Learning Outcome *Recognise and pronounce 'R' controlled words. *Identify and use magic 'e' to change vowel sounds *Identify and pronounce words containing shy letters. *Develop listening and reading fluency by identifying vowel sound patterns.</p>		(ee/oo)		
		<p>HINDI *'ओ' की मात्रा पाठ्यपुस्तक पृष्ठ संख्या- 82,83 * कविता-करो व्यायाम *कहानी -असली हकदार</p>	<p>भाषा और साक्षरता विकास CG-9 प्रभावी संचार कौशल का दैनिक</p>	<p>C-10.3 लिपि (L1) की वर्णमाला के सभी अक्षरों को पहचानते हैं और इस ज्ञान का इस्तेमाल</p>	<p>कला एकीकृत शिक्षा गतिविधि आधारित शिक्षा TLM-</p>	<p>*चित्र पहचानो, मिलान करो *शब्द पूरा करो *सही 'ओ' की मात्रा वाले शब्दों</p>	<p>*क्ले गतिविधि - 'ओ' की मात्रा *'ओ' की मात्रा में रंग भरो *'ओ' की मात्रा वाले पांच जानवरों के चित्र बनाओ</p>	<p>*तार्किक सोच रचनात्मकता *सुनना और बोलना</p>

		<p>जीवन में विकास CG-10 बच्चे भाषा 1 को पढ़ने और लिखने में धाराप्रवाहि ता विकसित करते हैं</p>	<p>शब्दों को पढ़ने लिखने के लिए करते हैं C-9.1 सरल गीतों, तुकबंदी और कविताओ को सुनकर उनकी सराहना करता है</p> <p>Learning Outcome- *शिक्षार्थी 'ओ' की मात्रा को पहचानने में सक्षम होंगे। *शिक्षार्थी 'ओ' की मात्रा को पढ़ने और लिखने में सक्षम होंगे। *शिक्षार्थी क्रियाओं के साथ कविता सुनाने में सक्षम होंगे</p>	<p>फलैश कार्ड-स्वर, व्यंजन, वर्णमाला चार्ट, मात्रा चार्ट, व्यायाम चार्ट, जादुई पिटारा</p>	<p>पर गोला लगाओ *'ओ' की मात्रा के शब्दों का सही मिलान करो</p>		<p>*लिखित माध्यम से *संप्रेषण कौशल विकसित करना *भाषा कौशल विकास</p>
		<p>MATHS *Multiplication Text Book Page No-81</p>	<p>C-7.1</p>		<p>* Tens and Ones Activity</p>	<p>*Draw 2 baskets with 3 apples each.</p>	<p>*Problem Solving,</p>

		<p>Workbook Page No-45</p> <p>*Table of 0,1,2</p> <p>*Shape: Diamond</p> <p>Text Book Page No-89</p> <p>Workbook Page No-48</p>	<p>Domain- Cognitive Developme nt CG-7 Children make sense of world through observation and logical thinking.</p> <p>CG-8 Children develop mathematic al understandi ng and abilities to recognize the world through quantities, shapes, and measures.</p>	<p>Observes and understand different category of objects and relationship between them. C-8.4 Arrange numbers in ascending and descending order. C-8.7 Recognises multiplication as repeated addition.</p> <p>Learning Outcomes *Understand multiplication as repeated addition of equal groups. *Solve simple multiplication problems using objects, pictures, or numbers.</p>	<p>Activity based learning Experient ial learning Play way Method</p> <p>TLM *Number Flash Cards, Ganitmal , Abacus, Sand Tray</p>	<p>using Abacus. *Ganitmala(Count the beads) *Group and Multiply *Read aloud and write tables of 0, 1, 2. .</p>	<p>* Multiplication using Abacus</p> <p>*Diamond Shape Art and Craft Rangoli.</p>	<p>*Creativi ty, *Critical thinking *Commu nication</p>
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		<p>G.K *Artificial Intelligence Text Book Page No-61 to 65 Workbook Page No-61,62 *Personal Conduct Text Book Page No-68,69 Workbook Page No-63,64</p>	<p>Domain-Socio-Emotional and Ethical Development. Physical Development</p> <p>CG-4 Children develop emotional intelligence, i.e., the ability to understand and manage their own emotions, and</p>	<p>*Memorize, recite and write tables of 0, 1, 2. *Recognize and identify diamond shape.</p> <p>C-4.2 Recognises different emotions and make deliberate efforts to regulate them appropriately Learning outcomes *Students can recognize and understand their own emotions</p>	<p>Activity based learning Experiential learning Play way Method TLM *Real-life examples that illustrate the importance of personal conduct and etc.</p>	<p>*Fill the appropriate word in the blanks</p>	<p>*Develop an AI-powered project that solves a real-world problems</p>	<p>*Self-Awareness, Social-skills. Communication Empathy, Creativity</p>
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			responds positively to social norms. CG-1 Children develop habits that keep them healthy and safe.					
FA-2: 22 to 29 DEC 2025 SYLLABUS (FOR FA AND SA):								
JANUARY (8%)	14	ENGLISH *The Long Vowel Sound /igh/ Trigraph Text Book Page No-104 Workbook Page No-60 *Digraphs as Silent in Words Text Book Page No-106 *Digraph 'ck' at the End of Words Text Book Page No-107 Workbook Page No-64 Rhyme-I Can See Story- The Foolish Crow	Domain- CG-9 Children develop effective communication skills for day-to-day interactions in two languages. CG-10 Children develop fluency in reading and writing in Language 1	C-10.1 Develops phonological awareness and blends phonemes/ syllables into words and segment words into phonemes/syllables. C-9.1 Listens to and appreciates simple songs, rhymes, and poems. C-9.6	Activity based learning Experiential learning Play way learning TLM Flash Cards-Alphabet, Vowels, Consonants, Animal and Birds Puppets	*Fill the 'igh' Trigraph to make the long vowel sound words. * 'igh' Trigraph word sorting *Build a word ladder by changing one letter at a time with 'igh' in the middle.	*Make a song or rhyme using 'igh' words. *Draw or paste pictures of 'ck' ending words. *Draw a flower and each petals of flower shows a Digraphs.	*Problem Solving, *Creativity, *Critical thinking *Communication

				<p>Narrates short stories with clear plot and characters.</p> <p>Learning Outcomes</p> <ul style="list-style-type: none">*Identify and Pronounce words with the 'igh' trigraph.*Recognise and pronounce words with silent digraphs.*Identify words ending with the digraph 'ck' and pronounce them correctly.*Listens attentively and understand the moral of the story.		<p>*Use magnetic word tiles to make 'ck' ending words.</p>		
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		<p>HINDI *'औ' की मात्रा पाठ्यपुस्तक पृष्ठ संख्या-84,85</p> <p>* कविता- सूरज और चंद्रा *कहानी -राष्ट्रीय युद्ध स्मारक</p>	<p>Domain- भाषा और साक्षरता विकास CG-10 बच्चे भाषा 1 को पढ़ने और लिखने में धाराप्रवाहि ता विकसित करते हैं CG-9 प्रभावी संचार कौशल का दैनिक जीवन में विकास</p>	<p>C-10.3 लिपि (L1) की वर्णमाला के सभी अक्षरों को पेहचानते हैं और इस ज्ञान का इस्तेमाल शब्दों को पढ़ने लिखने के लिए करते हैं C-9.1 सरल गीतों, तुकबंदी और कविताओं को सुनकर उनकी सराहना करता है Learning Outcome- *शिक्षार्थी 'औ' की मात्रा पहचानने में सक्षम होंगे। *शिक्षार्थी 'औ' की मात्रा को पढ़ने और लिखने में सक्षम होंगे। *शिक्षार्थी क्रियाओं के साथ कविता</p>	<p>कला एकीकृत शिक्षा गतिविधि आधारित शिक्षा TLM- फलैश कार्ड-स्वर, व्यंजन, वर्णमाला चार्ट, मात्रा चार्ट, जादुई पिटारा</p>	<p>*'औ' की मात्रा की कहानी बनाओ *'औ' की मात्रा के चित्र पहचानो, मिलान करो *शब्द पूरा करो *सही 'औ' की मात्रा वाले शब्दों पर गोला लगाओ *'औ' की मात्रा के शब्दों का सही मिलान करो</p>	<p>*कले गतिविधि - 'औ' की मात्रा *'औ' की मात्रा में रंग भरो *'औ' की मात्रा वाले पांच शब्दों के चित्र बनाओ</p>	<p>*तार्किक सोच रचनात्मक कता *सुनना और बोलना *लिखित माध्यम से *संप्रेषण कौशल</p>
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		<p style="text-align: center;">MATHS</p> <p style="text-align: center;">*Days of the Week *Table of 3,4 Text Book Page No-82 Workbook Page No-45</p>	<p>Domain- Cognitive Development CG-7 Children make sense of world through observation and logical thinking.</p> <p>CG-8 Children develop mathematical understanding and abilities to recognize the world through quantities,</p>	<p>सुनाने में सक्षम होंगे</p> <p>C-7.1 Observes and understand different category of objects and relationship between them.</p> <p>C-8.10 Performs simple measurements of time in minutes, hours, day, weeks, and months.</p> <p>Learning outcomes *Identify and name all the seven days of the week. *Understand multiplication as repeated</p>	<p>Activity based learning Experiential learning Play way Method TLM *Flashcards showing months of the years, Calendar</p>	<p>*Days song & Actions. *Spin the Day Wheel. *Days of the Week Caterpillar(Write 7 days) *Multiplication using Abacus.</p>	<p>*Draw or paste pictures of what they do on each day(e.g. school on Monday, Play on Sunday) *Students can create charts or posters showing Days of the Week. *Draw a seven coloured rainbow (one colour for each day).</p>	<p>*Problem Solving, *Creativity, *Critical thinking *Communication</p>
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		<p>shapes, and measures.</p> <p style="text-align: center;">G.K</p> <p>*Personal Conduct Text Book Page No-68,69 Workbook Page No-63,64</p> <p>*Showing Respect Text Book Page No-70,71 Workbook Page No-64</p>	<p>addition of equal groups *Memorize ,recite and write tables of 3, 4.</p> <p>C-4.2 Recognises different emotions and make deliberate efforts to regulate them appropriately. Learning outcomes *Students can recognize and understand their own emotions and behaviour *Students can demonstrate inclusive behavior and respect for diversity</p> <p>Domain- Socio-Emotional and Ethical Development. Physical Development</p> <p>CG-4 Children develop emotional intelligence , i.e., the ability to understand and manage their own</p>	<p>Activity based learning Experiential learning Play way Method TLM *Real-life examples that illustrate the importance of personal conduct *Posters that promote respect and inclusivity</p>	<p>*Tick the statements that show respect for others</p>	<p>*Students can practice different social situation and learn how respond appropriately *Students can participate in the activities that help them understand and appreciate different perspectives</p>	<p>*Self-Awareness, Social-skills. Communication, Empathy, Creativity</p>
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			emotions, and responds positively to social norms. CG-1 Children develop habits that keep them healthy and safe.		*Charts or posters listing the 12 months *Flashcards with day names and corresponding activities			
FEBRUARY (7%)	19	ENGLISH *Trigraph 'dge' at the End of Words Text Book Page No-112 *Trigraph 'tch' at the End of Words. Text Book Page No-113 *Words with 'ing' Text Book Page No-114 Workbook Page No-64 Rhyme-Happy Republic Day Story-The Fox and the Sick Lion *Revision for Final Assessment	Domain- CG-9 Children develop effective communication skills for day-to-day interactions in two languages. CG-10 Children develop fluency in reading and writing in Language 1	C-10.1 Develops phonological awareness and blends phonemes/syllables into words and segment words into phonemes/syllables. C-9.1 Listens to and appreciates simple songs, rhymes, and poems. C-9.6	Activity based learning Experiential learning Play way learning TLM Flash Cards-Alphabet, Vowels, Consonants, Tricolour Flag, Story Book,	*Match the picture with Trigraph 'dge' and 'tch' at the End of Words. *Match pictures with correct -ing words. * Action words Charades.	**Draw a 'dge' and 'tch' word tree *Draw or paste 3 activities and label them with '-ing' words.	*Problem Solving, *Creativity, *Critical thinking *Communication

				<p>Narrates short stories with clear plot and characters.</p> <p>Learning Outcome *Recognise and pronounce words ending with trigraph 'dge' and 'tch' *Identify and say action words ending with "ing". *Recites rhymes with correct pronunciation, intonation, and rhythm.</p>	Animals Puppets			
		<p>HINDI *'अं' की मात्रा *विसर्ग (:) *चंद्रबिंदु (ँ)</p>	Domain-भाषा और साक्षरता विकास	C-10.3 लिपि (L1) की वर्णमाला के	कला एकीकृत शिक्षा	*'अं' की मात्रा की कहानी बनाओ	*कले गतिविधि - 'अं' की मात्रा *'अं' की मात्रा में रंग भरओ *'अं' की मात्रा वाले पांच शब्दों के चित्र बनाओ	*तार्किक सोच रचनात्मकता

		<p>पाठ्यपुस्तक पृष्ठ संख्या-90,91,94,95 वर्कशीट संख्या-37,39,41,42,50, 51</p> <p>* कविता- सूरज और चंदा *कहानी -राष्ट्रीय युद्ध स्मारक</p>	<p>CG-10 बच्चे भाषा 1 को पढ़ने और लिखने में धाराप्रवाहिता विकसित करते हैं CG-9 प्रभावी संचार कौशल का दैनिक जीवन में विकास</p>	<p>सभी अक्षरों को पहचानते हैं और इस ज्ञान का इस्तेमाल शब्दों को पढ़ने लिखने के लिए करते हैं C-9.1 सरल गीतों, तुकबंदी और कविताओं को सुनकर उनकी सराहना करता है</p> <p>Learning Outcome- *शिक्षार्थी 'औ' की मात्रा पहचानने में सक्षम होंगे। *शिक्षार्थी 'औ' की मात्रा को पढ़ने और लिखने में सक्षम होंगे। *शिक्षार्थी क्रियाओं के साथ कविता सुनाने में सक्षम होंगे</p>	<p>गतिविधि आधारित शिक्षा</p> <p>TLM- फलैश कार्ड-स्वर, व्यंजन, वर्णमाला चार्ट, मात्रा चार्ट, जादुई पिटारा</p>	<p>*'अं' की मात्रा के चित्र पहचानो, मिलान करो *शब्द पूरा करो *सही 'अं' की मात्रा वाले शब्दों पर गोला लगाओ *'औ' की मात्रा के शब्दों का सही मिलान करो *वर्कशीट अभ्यास</p>	<p>*कविता या कहानी में चंद्रबिंदु वाले शब्द खोजें और गोला लगाए</p>	<p>*सुनना और बोलना *लिखित माध्यम से *संप्रेषण कौशल विकसित करना *भाषा कौशल विकास</p>
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		<p style="text-align: center;"><u>MATHS</u></p> <p style="text-align: center;">*Months of a Year Workbook Page No-9 *Calendar Workbook Page No-16 to 19 *Table of 5 *Revision For SA-2</p>	<p>Domain- Cognitive Development CG-7 Children make sense of world through observation and logical thinking.</p> <p>CG-8 Children develop mathematical understanding and abilities to recognize the world through quantities,</p>	<p>C-7.1 Observes and understand different category of objects and relationship between them. C-8.10 Performs simple measurements of time in minutes, hours, day, weeks, and months. Learning outcomes *Students will be able to name all 12 months of the year.</p>	<p>Activity based learning Experiential learning Play way Method TLM *Abacus, Ganitmala, Calendar, Months of the year Chart, Days of the Week Chart</p>	<p>*Multiplication using Abacus</p> <p>*Count the beads(Ganit mala)</p> <p>*Paste the stickers of the months to make months tree chart.</p>	<p>*Draw a train with 12 boxes (1 per month) *Calendar Craft-Students can create their own calendars, marking important dates and events. *Write table of 2,3,4,5 on coloured A4 Sheets.</p>	<p>*Problem Solving, *Creativity, *Critical thinking *Communication</p>
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		<p>shapes, and measures.</p> <p>G.K *School Activity Text book Page No- Workbook Page No- *Revision for SA-2</p>	<p>Domain- Socio-Emotional and Ethical Development. Physical Development</p> <p>CG-4 Children develop emotional intelligence, i.e., the ability to understand</p>	<p>*Memorize, recite and write tables of 0, 1, 2. *Understand the structure of a calendar, including days, weeks, and months.</p> <p>C-4.2 Recognises different emotions and make deliberate efforts to regulate them appropriately. Learning outcomes *Students can develop teamwork, communication, and collaboration</p>	<p>Activity based learning Experiential learning Play way Method TLM *Forms that allow students to provide feedback on activities</p>	<p>*Tick the activities that you like to do in your free time</p> <p>*Colour the activities that you like to do</p> <p>*Tick the activities that you do in your school</p>	<p>*Students can work together on projects that promote teamwork and collaboration.</p> <p>*Group Activities- Sports, Dance, Rhyme, Games</p>	<p>*Self-Awareness, Social-skills. Communication, Empathy, Creativity</p>
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			and manage their own emotions, and responds positively to social norms. CG-1 Children develop habits that keep them healthy and safe.					
SA-2: 13 TO 27 FEB 2026 SYLLABUS (FOR FA AND SA):								