



CLASS – Ist

CYCLE - Ist

<b>CLASSES REQUIRED</b>	<b>40 min each topic</b>
<b>TOPIC</b>	<ul style="list-style-type: none"> <li>• Primary colours with basic shapes and colour filling.</li> <li>• Secondary colours.</li> <li>• Observation drawing.</li> <li>• Me and my school.</li> <li>• Me and my Family.</li> </ul>
<b>CONCEPT &amp; SKILLS</b>	<p>CONCEPT:</p> <ul style="list-style-type: none"> <li>• This activity introduces primary and secondary colours to the students and explains how the colours relate to each other.</li> <li>• Colour identification with the help of live examples like: colour of school building, colour of banana etc.</li> </ul> <p>SKILLS:</p> <ul style="list-style-type: none"> <li>• Enhanced colouring skills</li> <li>• Enhanced memory power.</li> </ul>
<b>LEARNING OUTCOMES</b>	<ul style="list-style-type: none"> <li>• Identification of Primary colours.</li> <li>• Make secondary colours from primary colours.</li> <li>• Improved colouring techniques.</li> <li>• Brain storming through observation drawing.</li> </ul>
<b>INSTRUCTIONAL TOOLS &amp; REFERENCES</b>	<ul style="list-style-type: none"> <li>• Demonstration</li> <li>• Board</li> <li>• Marker</li> <li>• Colours</li> </ul>
<b>PEDAGOGY</b>	<ul style="list-style-type: none"> <li>• Activity based approach.</li> <li>• Ask questions to reinforce the topic.</li> </ul>
<b>ACTIVITY / ASSIGNMENT / RESEARCH</b>	<p>ACTIVITY:</p> <p>Students are asked to draw basic shapes (circle, square, and triangle) and fill colour these shapes by using primary colours: red, yellow, blue.</p>
<b>INFORMAL ASSESSMENT</b>	Colouring within lines will be the assessment part.



CLASS – Ist

CYCLE – 2<sup>nd</sup>

<b>CLASSES REQUIRED</b>	<b>40 min each topic</b>
<b>TOPIC</b>	<ul style="list-style-type: none"> <li>• Me and my family.</li> <li>• Me and my school.</li> <li>• Me and my friend in a park.</li> <li>• Me and my health.</li> </ul>
<b>CONCEPT &amp; SKILLS</b>	<p>CONCEPT:</p> <ul style="list-style-type: none"> <li>• Concept of free hand drawing</li> <li>• Concept of theme based drawing.</li> </ul> <p>SKILLS:</p> <ul style="list-style-type: none"> <li>• Skill of colouring and imagination</li> <li>• Skill of eye hand co-ordination</li> </ul>
<b>LEARNING OUTCOMES</b>	<ul style="list-style-type: none"> <li>• Students will learn to draw various things around them.</li> <li>• Students will develop skill of recognition and aesthetics.</li> </ul>
<b>INSTRUCTIONAL TOOLS &amp; REFERENCES</b>	<ul style="list-style-type: none"> <li>• Demonstration by teacher presenter</li> <li>• Board</li> <li>• Marker</li> <li>• Colours</li> </ul>
<b>PEDAGOGY</b>	<ul style="list-style-type: none"> <li>• Activity based approach.</li> <li>• Ask questions to reinforce the topic.</li> </ul>
<b>ACTIVITY / ASSIGNMENT / RESEARCH</b>	<p>ACTIVITY:</p> <p>Students are asked to draw family members, school building, playground, swimming pool, healthy food etc. This will help them to recognise and retain the information provided.</p>
<b>INFORMAL ASSESSMENT</b>	<p>Colouring within lines and level of observation will be the assessment part.</p>

**CLASS - 1<sup>ST</sup>**
**CYCLE – 1<sup>ST</sup>**

(MARCH - APRIL)

<b>CLASSES REQUIRED</b>	02
<b>TOPIC</b>	My Self
<b>CONCEPT &amp; SKILLS</b>	<p>The teacher will introduce herself in order to demonstrate and initiate a conversation amongst the students, stressing on proper pronunciation and grammar. Students will follow and speak a few lines about themselves with proper pronunciation while speaking.</p> <p>The teacher will play a theme based song like “My name is Jean” which the students will sing along and memorise while its being played. This will develop within the students a sense of proper pronunciation of words and fluency in singing.</p>
<b>LEARNING OUTCOMES</b>	<p>The children get to speak feely among peers and express their ideas. They get encouraged to face audience with confidence while maintaining a proper eye contact. They learn to listen to their peers without interfering while they’re speaking. They learn to point out the errors their peers make while speaking and correct their mistakes and eventually learn from them. They know their friends more during this process. Vocabulary development and essentials of grammar. Students will learn to choose words to form meaningful sentences.</p>
<b>INSTRUCTIONAL TOOLS &amp; REFERENCES</b>	Teacher speaker, amplifier, pen drives, audio sounds, micro phones.
<b>PEDAGOGY</b>	Discussion, random questioning, choral recitation, pair work, chorus singing.
<b>ACTIVITY / ASSIGNMENT / RESEARCH</b>	Have a group discussion among students over the theme based topic. Role plays done by students like act like a vendor and a customer, father and a son, two sisters conversing.
<b>ASSESSMENT</b>	The teacher will check the students’ performance on the basis of fluency, grammar accuracy, accent, pronunciation throughout the session.
<b>SYLLABUS FOR FORMATIVE &amp; SUMMATIVE ASSESSMENT</b>	-ditto -



<b>CLASSES REQUIRED</b>	02
<b>TOPIC</b>	My Family
<b>CONCEPT &amp; SKILLS</b>	<p>The teacher will initiate a conversation amongst the students by asking questions like “How many members are there in your family?”. Students will be asked “How do you help your mother?”, “Do you help your father in washing the car on weekends?”, “Do you baby sit your kid brother?” the students will sit in groups and discuss about what each member does in the family, stressing on proper pronunciation and grammar. Students will follow and speak a few lines about themselves with proper pronunciation while speaking.</p> <p>The teacher will play a theme based rhyme called “Dear mom and dad” which the students will recite along and memorise while it’s being played. This will develop within the students a sense of accuracy, proper pronunciation of words and fluency in recitation.</p>
<b>LEARNING OUTCOMES</b>	<p>The children get to speak feely among peers and express their ideas. They get encouraged to face audience with confidence while maintaining a proper eye contact. They learn to listen to their peers without interfering while they’re speaking. They learn to point out the errors their peers make while speaking and correct their mistakes and eventually learn from them. They will have fun in reciting the poem. This will help them develop their expression, imagination and pronunciation. Vocabulary development and essentials of grammar. Students will learn to choose words to form meaningful sentences.</p>
<b>INSTRUCTIONAL TOOLS &amp; REFERENCES</b>	Teacher speaker, amplifier, pen drives, audio sounds, micro phones.
<b>PEDAGOGY</b>	Discussion, random questioning, choral recitation, pair work, chorus drill.
<b>ACTIVITY / ASSIGNMENT / RESEARCH</b>	The students will be asked to talk about their favourite member in their family and why he/she is his /her favourite.
<b>ASSESSMENT</b>	The teacher will check the students’ performance on the basis of fluency, grammar accuracy, accent, pronunciation throughout the session.
<b>SYLLABUS FOR FORMATIVE &amp; SUMMATIVE ASSESSMENT</b>	- ditto -



<b>CLASSES REQUIRED</b>	02
<b>TOPIC</b>	Animals
<b>CONCEPT &amp; SKILLS</b>	The teacher will initiate a discussion by asking questions like “Do you have a pet”?, “How old is it”?, “Where did you get it from”?, “Who takes care of it”?, “What does it look like (color, breed, etc.)”?, “What do you feed it”?, “Do you play with it”?, “What is its name”?, “How did you choose this name”?, “Does it know any tricks or understand any words”?, “If you don't have a pet, why not”?, “Would you ever consider getting a pet?”. The students will differentiate between domestic animals and wild animals. The teacher will play a song called “long Live Love”. Students will be asked to listen carefully and then sing along with the song till they memorise it. They will be played a song called “Long Live Love” based on the theme of loving animals and pets.
<b>LEARNING OUTCOMES</b>	The children will learn the concept of loving and caring for pets. They get an open platform to speak freely among peers and express their ideas. They get encouraged to face audience with confidence while maintaining a proper eye contact. They learn to listen to their peers without interfering while they're speaking. They learn to point out the errors their peers make while speaking and correct their mistakes and eventually learn from them. They will have fun in reciting the poem. This will help them develop their expression, imagination and pronunciation. Vocabulary development and essentials of grammar. Students will learn to choose words to form meaningful sentences. They also get to know how important it is to treat animals just like any other living being on earth.
<b>INSTRUCTIONAL TOOLS &amp; REFERENCES</b>	Teacher speaker, amplifier, pen drives, audio sounds, micro phones.
<b>PEDAGOGY</b>	Discussion, random questioning, choral singing, pair work, chorus drill.
<b>ACTIVITY / ASSIGNMENT / RESEARCH</b>	The students will be asked to talk about their favourite pet they have and why did they choose to have that pet in particular.
<b>ASSESSMENT</b>	The teacher will check the students' performance on the basis of fluency, grammar accuracy, accent, pronunciation throughout the session. They will be asked to talk about their experience owning that particular pet.
<b>SYLLABUS FOR FORMATIVE &amp; SUMMATIVE ASSESSMENT</b>	- ditto -



CLASS – Ist

CYCLE – Ist

<b>CLASSES REQUIRED</b>	Total periods: 18 (9 periods per week ) 1 story a week and Book reading a week
<b>TOPIC</b>	<p><b>Stories:</b></p> <ul style="list-style-type: none"> <li>• Royal toothache.</li> <li>• Red Riding Hood.</li> <li>• Jack and the Beanstalk.</li> <li>• Ginger Bread man.</li> </ul> <p><b>Book Reading:</b> <u>Read &amp; Shine :</u></p> <ul style="list-style-type: none"> <li>• We like ice cream.</li> <li>• Time to get up.</li> <li>• Playing with friends.</li> <li>• In the garden.</li> </ul>
<b>CONCEPT &amp; SKILLS</b>	<ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>• Reading</li> </ul>
<b>LEARNING OUTCOMES</b>	<ul style="list-style-type: none"> <li>• Know the theme of the story.</li> <li>• Having fun in listening to the stories.</li> <li>• Learn to retell the story.</li> <li>• Recognize the characters in the story through role plays.</li> <li>• Learn to read the text in the book provided.</li> </ul>
<b>INSTRUCTIONAL TOOLS &amp; REFERENCES</b>	<ul style="list-style-type: none"> <li>• Books , Teacher Presenter</li> </ul>
<b>PEDAGOGY</b>	<ul style="list-style-type: none"> <li>• The teacher will make students to relate with the different characters of the story.</li> <li>• Follow –up: Teacher will narrate the story through the role play.</li> <li>• Group Speaking: Here teacher will make students to retell the story for developing speaking skills.</li> </ul> <p>Reading Hour: The teacher will make the students to read the text and learn the vocabulary words accordingly.</p>
<b>ACTIVITY / ASSIGNMENT / RESEARCH</b>	<p><b>Activity:</b> Retell the story with the help of teacher’s assistance. Read the following “chain reading”.</p>
<b>ASSESSMENT</b>	<ul style="list-style-type: none"> <li>• Same as above</li> </ul>
<b>SYLLABUS FOR FORMATIVE &amp; SUMMATIVE ASSESSMENT</b>	<ul style="list-style-type: none"> <li>• _____</li> </ul>



CLASS - 1<sup>ST</sup>

CYCLE – IST (MARCH)

<b>CLASSES REQUIRED</b>	PERIODS (4)
<b>TOPIC</b>	Different sargam practice (Alankar)
<b>CONCEPT &amp; SKILLS</b>	<ul style="list-style-type: none"> <li>• Voice development.</li> </ul>
<b>LEARNING OUTCOMES</b>	To understand the importance of sargam and will develop a habit of practicing it.
<b>INSTRUCTIONAL TOOLS &amp; REFERENCES</b>	Harmonium and Dafli
<b>PEDAGOGY</b>	Learning by singing
<b>ACTIVITY / ASSIGNMENT / RESEARCH</b>	Sargam practice
<b>ASSESSMENT</b>	They will be asked to sing sargam with Harmonium and Dafli
<b>SYLLABUS FOR FORMATIVE &amp; SUMMATIVE ASSESSMENT</b>	Students will be assessed throughout session on motivation to sing, Sense of rhythm and observations regarding quality of voice will be noted down.



CLASS - 1<sup>ST</sup>

CYCLE - 2<sup>ND</sup> (MAY)

<b>CLASSES REQUIRED</b>	PERIODS (12)
<b>TOPIC</b>	DPS SONG (I HAVE A DREAM.....)
<b>CONCEPT &amp; SKILLS</b>	<ul style="list-style-type: none"> <li>• Sense of singing and actions</li> <li>• Coordination with group while singing group songs and action songs</li> </ul>
<b>LEARNING OUTCOMES</b>	To develop singing sense To develop interest towards singing and dancing / actions Children will enjoy to sing in groups
<b>INSTRUCTIONAL TOOLS &amp; REFERENCES</b>	Dancing Actions Harmonium
<b>PEDAGOGY</b>	Learning by singing and dancing / actions
<b>ACTIVITY / ASSIGNMENT / RESEARCH</b>	Singing with dance / actions
<b>ASSESSMENT</b>	Children will be asked to sing song
<b>SYLLABUS FOR FORMATIVE &amp; SUMMATIVE ASSESSMENT</b>	Students will be assessed throughout session on motivation to sing, Sense of rhythm and observations regarding quality of voice will be noted down.





<b>CLASSES REQUIRED</b>	<b>12 (40 minutes period class)</b>
<b>TOPIC Games being introduced</b>	<ul style="list-style-type: none"> <li>a. Skipping</li> <li>b. Badminton</li> <li>c. Basket Ball</li> </ul>
<b>CONCEPT &amp; SKILLS</b>	<ul style="list-style-type: none"> <li>a. Commands</li> <li>b. Skills related commands as grip</li> <li>c. Grip and Stance</li> <li>d. Dribbling</li> <li>e. Chest Pass</li> <li>f. Skipping Technique</li> </ul>
<b>LEARNING OUTCOMES</b>	<p>Students will learn:</p> <ul style="list-style-type: none"> <li>a. Basics of various games and try to master the techniques being taught</li> <li>b. Self discipline and correct response to commands.</li> <li>c. Sportsmanship</li> <li>d. Teamwork</li> <li>e. Knowledge about effects of good exercise on body parts.</li> <li>f. Basics of how to be healthy person.</li> </ul>
<b>INSTRUCTIONAL TOOLS &amp; REFERENCES</b>	<ul style="list-style-type: none"> <li>a. Skipping rope</li> <li>b. Ground</li> <li>c. Soft surface</li> <li>d. Commands by instructor.</li> </ul>
<b>PEDAGOGY</b>	Practical demonstration
<b>ACTIVITY / ASSIGNMENT / RESEARCH</b>	<ul style="list-style-type: none"> <li>a. Warm up</li> <li>b. Streching, skipping forward and backward</li> <li>c. General warm up</li> <li>d. Specific warm up related skills</li> <li>e. Techniques needed for various games being taught.</li> </ul>
<b>ASSESSMENT</b>	<ul style="list-style-type: none"> <li>a. On daily basis to see the gradual improvement in the skill being taught</li> <li>b. Daily observations during class to see team work co-operation etc.</li> </ul>
<b>SYLLABUS FOR FORMATIVE &amp; SUMMATIVE ASSESSMENT</b>	On the basis of students participation in activities done in the sports class, the students will be assessed for the motivation, expertise and sportsmanship throughout the session.

*CLASS – 1<sup>st</sup>*

<b>CLASSES REQUIRED</b>	Total periods: 12 (40 minute class period)
<b>TOPIC</b>	<ul style="list-style-type: none"> <li>• <b>Commands</b></li> <li>• <b>Jogging</b></li> <li>• <b>Warm- up</b></li> <li>• <b>Mass -Drill</b></li> <li>• <b>Safety and Security in school</b></li> </ul>
<b>CONCEPT &amp; SKILLS</b>	<ul style="list-style-type: none"> <li>• Four count calasthenic free hand exercise.</li> <li>• By order and discipline</li> <li>• Demonstration method</li> </ul>
<b>LEARNING OUTCOMES</b>	<ul style="list-style-type: none"> <li>• .discipline,standing in row,flexibility</li> <li>• Counting number in ascending and descending order</li> <li>• Activeness</li> <li>• Coordinative ability to improve</li> <li>• Cleaniness</li> <li>• Hygine</li> <li>• Behavior with class mates</li> </ul>
<b>INSTRUCTIONAL TOOLS &amp; REFERENCES</b>	<ul style="list-style-type: none"> <li>• Ground or indoor stadium</li> <li>• Base drum and whistle</li> <li>• Soft surface</li> </ul>
<b>PEDAGOGY</b>	Practical demonstration
<b>ACTIVITY / ASSIGNMENT / RESEARCH</b>	<ul style="list-style-type: none"> <li>• Warm up exercises before and after activity</li> <li>• On sport jumping</li> <li>• Bending and stretching,</li> <li>•</li> </ul>
<b>ASSESSMENT</b>	<p>Will ask students to perform such exercises</p> <p>On daily basis to see the gradual improvement in the skill being taught</p> <p>Daily observation during class to see team work co-operation etc</p>
<b>SYLLABUS FOR FORMATIVE &amp; SUMMATIVE ASSESSMENT</b>	On the basis of students participation in activities done in the sports class the students will be assessed for the motivation,expertise and sportsmanship throughout the session.



**DETAINED PLANNER OF V. EDUCATION**

**CLASS 1<sup>ST</sup>**

**MONTH: MARCH**

<b>CLASSES REQUIRED</b>	4
<b>TOPIC</b>	<b>Good manners</b>
<b>CONCEPT &amp; SKILLS</b>	<p><b>Concept:</b></p> <ol style="list-style-type: none"> <li>1. Knowing good manners.</li> <li>2. Knowing polite word.</li> <li>3. Respect and obey our elders.</li> </ol> <p><b>Skill:</b> Listening, Speaking, writing and mapping.</p>
<b>LEARNING OUTCOMES</b>	<ol style="list-style-type: none"> <li>1. They will come to know about good manners to be followed in school and classroom.</li> <li>2. Increased use of magic words .</li> <li>3. To respect and obey elders.(parents, teachers, drivers, attendants )</li> </ol>
<b>INSTRUCTIONAL TOOLS &amp; REFERENCES</b>	Classroom, teacher presenter and worksheet.
<b>PEDAGOGY</b>	<p>Learning by doing and concept formation.</p> <p>Follow_up_ activity</p> <p>Recitation of the worksheet by teacher and students together.</p>
<b>ACTIVITY / ASSIGNMENT / RESEARCH</b>	Worksheet
<b>SYLLABUS FOR SUMMATIVE ASSESSMENT</b>	<p>Students will be assessed during interaction in class in the following areas:</p> <ol style="list-style-type: none"> <li>a. Ability to generate new ideas and their execution.</li> <li>b. Is able to suggest the right decision to take in a given situation.</li> </ol> <p>Students will also be given a fun worksheet at the end of session on all the concepts taught.</p>

**DETAINED PLANNER OF V. EDUCATION**
**CLASS 1<sup>ST</sup>**
**MONTH: APRIL**

<b>CLASSES REQUIRED</b>	4
<b>TOPIC</b>	<b>My Family</b>
<b>CONCEPT &amp; SKILLS</b>	<p><b>Concept:</b></p> <ol style="list-style-type: none"> <li>1. Concept of family values and living together.</li> <li>2. Joint and Nuclear family.</li> <li>3. About Grandparents</li> </ol> <p><b>Skill:</b> Listening, Speaking, writing and mapping.</p>
<b>LEARNING OUTCOMES</b>	<ol style="list-style-type: none"> <li>1. They will come to know about family values(caring for each other)</li> <li>2. Difference between joint and nuclear family.</li> <li>3. They should be aware of their grandparents.</li> </ol>
<b>INSTRUCTIONAL TOOLS &amp; REFERENCES</b>	Classroom, teacher presenter and worksheet.
<b>PEDAGOGY</b>	<p>Learning by doing and concept formation.</p> <p>Follow_up_activity</p> <p>Recitation of the worksheet by teacher and students together.</p>
<b>ACTIVITY / ASSIGNMENT / RESEARCH</b>	Worksheet
<b>SYLLABUS FOR SUMMATIVE ASSESSMENT</b>	<p>Students will be assessed during interaction in class in the following areas:</p> <ol style="list-style-type: none"> <li>c. Ability to generate new ideas and their execution.</li> <li>d. Is able to suggest the right decision to take in a given situation.</li> </ol> <p>Students will also be given a fun worksheet at the end of session on all the concepts taught.</p>

**DETAINED PLANNER OF V. EDUCATION**
**CLASS :1<sup>st</sup>**
**MONTH: MAY**

<b>CLASSES REQUIRED</b>	4
<b>TOPIC</b>	<b>Healthy Habits</b>
<b>CONCEPT &amp; SKILLS</b>	<p><b>Concept:</b></p> <ol style="list-style-type: none"> <li>1. Good habits.</li> <li>2. Live a healthy and clean life.</li> <li>3. Basic habits.</li> </ol> <p><b>Skill:</b> Listening, Speaking, writing and mapping.</p>
<b>LEARNING OUTCOMES</b>	<ol style="list-style-type: none"> <li>1. They will be able to understand that habits are formed by repeating an action again and again.</li> <li>2. They should understand that we can live a healthy and clean life if we follow good habits.</li> <li>3. The basic habits should be well- learnt and practised.</li> </ol>
<b>INSTRUCTIONAL TOOLS &amp; REFERENCES</b>	Classroom, teacher presenter and worksheet.
<b>PEDAGOGY</b>	<p>Learning by doing and concept formation.</p> <p>Follow_up_activity</p> <p>Recitation of the worksheet by teacher and students together.</p>
<b>ACTIVITY / ASSIGNMENT / RESEARCH</b>	Worksheet
<b>SYLLABUS FOR SUMMATIVE ASSESSMENT</b>	<p>Students will be assessed during interaction in class in the following areas:</p> <ol style="list-style-type: none"> <li>a. Ability to generate new ideas and their execution.</li> <li>b. Is able to suggest the right decision to take in a given situation.</li> </ol> <p>Students will also be given a fun worksheet at the end of session on all the concepts taught.</p>



DETAILED PLANNER OF  
**GENERAL KNOWLEDGE**  
(MARCH)

CLASS – 1<sup>st</sup>

CYCLE – 1<sup>ST</sup>

<b>CLASSES REQUIRED</b>	2 ( 40 minute class period)
<b>TOPIC</b>	<b>Myself</b>
<b>CONCEPT &amp; SKILLS</b>	Concept: 1. When two people meet for the first time, they tell each other their names. That is introduction. 2. Let children introduce each other they will say their personal details like name, class/sec, age, birthday, address etc. Skills: Speaking, writing, self identity and personal details.
<b>LEARNING OUTCOMES</b>	1. Awareness about oneself. 2. Awareness about personal details.
<b>INSTRUCTIONAL TOOLS &amp; REFERENCES</b>	Classroom, teacher presenter, visual aid and worksheet.
<b>PEDAGOGY</b>	Learning by doing and concept formation. <b>Follow-up-activity:</b> Recitation of the worksheet by teacher and students together.
<b>ACTIVITY / ASSIGNMENT / RESEARCH</b>	Activity: Students will write their personal details.
<b>ASSESSMENT</b>	Worksheet
<b>SYLLABUS FOR FORMATIVE &amp; SUMMATIVE ASSESSMENT</b>	Fun worksheets at the end of term will be given in all concepts taught.



<b>CLASSES REQUIRED</b>	2( 40 minute class period)
<b>TOPIC</b>	<b>My school</b>
<b>CONCEPT &amp; SKILLS</b>	<p>Concept:</p> <ol style="list-style-type: none"> <li>1. We study, learn and grow in a school.</li> <li>2. We also learn to sing, dance, draw, paint, work on computers and game etc.</li> <li>3. Places where we do above mentioned activities e.g. music room, art room etc</li> <li>4. I will explain important personalities of school as Mrs Kusum warikoo (principal) , Vijay Dhar (chairman) etc</li> </ol> <p>Skills: Listening, speaking, reading, writing and mapping.</p>
<b>LEARNING OUTCOMES</b>	<ol style="list-style-type: none"> <li>1. They will come to know about the different members and places of the school.</li> <li>2. Importance of school.</li> </ol>
<b>INSTRUCTIONAL TOOLS &amp; REFERENCES</b>	Classroom, teacher presenter and worksheet.
<b>PEDAGOGY</b>	<p>Learning by doing and concept formation.</p> <p><b>Follow-up-activity:</b> Recitation of the worksheet by teacher and students together.</p>
<b>ACTIVITY / ASSIGNMENT / RESEARCH</b>	<p>Activity: Visit to a school</p> <p><b>Worksheet.</b></p> <ol style="list-style-type: none"> <li>1. Students will write the name of the principal, chairman and in charge etc</li> <li>2. They will match the pictures of different places with their names.</li> </ol>
<b>ASSESSMENT</b>	Worksheet
<b>SYLLABUS FOR FORMATIVE &amp; SUMMATIVE ASSESSMENT</b>	Fun worksheets at the end of term will be given in all concepts taught.



<b>CLASSES REQUIRED</b>	1( 40 minute class period)
<b>TOPIC</b>	<b>Emoticons</b>
<b>CONCEPT &amp; SKILLS</b>	Concept: 1. A representation of a facial expression such as happy, sad etc are emoticons. 2. We change our mood according to our feelings and emotions. 3 .Identify different moods Skills: Listening, speaking, reading.
<b>LEARNING OUTCOMES</b>	1. Definition of emoticons. 2. Identification of emoticons. 3.They will know different emotions
<b>INSTRUCTIONAL TOOLS &amp; REFERENCES</b>	Classroom, teacher presenter and worksheet.
<b>PEDAGOGY</b>	Learning by doing and concept formation. <b>Follow-up-activity:</b> Recitation of the worksheet by teacher and students together.
<b>ACTIVITY / ASSIGNMENT / RESEARCH</b>	Activity: Teacher will say the emoticons and students will express the same. <b>Worksheet</b> Students will match the emoticons.
<b>ASSESSMENT</b>	Worksheet
<b>SYLLABUS FOR FORMATIVE &amp; SUMMATIVE ASSESSMENT</b>	Fun worksheets at the end of term will be given in all concepts taught.



DETAILED PLANNER OF  
**GENERAL KNOWLEDGE**  
(APRIL)

CLASS – 1<sup>ST</sup>

CYCLE – 2<sup>ND</sup>

<b>CLASSES REQUIRED</b>	2 ( 40 minute class period)
<b>TOPIC</b>	<b>Disaster Management</b>
<b>CONCEPT &amp; SKILLS</b>	<p>Concept:</p> <ol style="list-style-type: none"> <li>All the changes in weather are important for human, animals and plants.</li> <li>Too much of rain, snow, hail can cause disasters.</li> </ol> <p>Skills: Speaking, writing, listening and reading.</p>
<b>LEARNING OUTCOMES</b>	<ol style="list-style-type: none"> <li>Awareness about new terms.</li> <li>Learn new words related to natural disaster.</li> </ol>
<b>INSTRUCTIONAL TOOLS &amp; REFERENCES</b>	Classroom, teacher presenter, visual aid and worksheet.
<b>PEDAGOGY</b>	<p>Concept formation.</p> <p><b>Follow-up-activity:</b> Recitation of the worksheet by teacher and students together.</p>
<b>ACTIVITY / ASSIGNMENT / RESEARCH</b>	Worksheet: Match the weather words. ( Rain_____ Flood)
<b>ASSESSMENT</b>	Worksheet
<b>SYLLABUS FOR FORMATIVE &amp; SUMMATIVE ASSESSMENT</b>	Fun worksheets at the end of term will be given in all concepts taught.



CLASS – 1<sup>ST</sup>

<b>CLASSES REQUIRED</b>	2 ( 40 minute class period)
<b>TOPIC</b>	<b>Eco friendly</b>
<b>CONCEPT &amp; SKILLS</b>	<b>Concept:</b> 1. How to save our environment. 2. Eco Friendly activities <b>Skills:</b> Speaking, listening and reading.
<b>LEARNING OUTCOMES</b>	1. Learn the things to do to save our environment. 2. Know different eco friendly activities.
<b>INSTRUCTIONAL TOOLS &amp; REFERENCES</b>	Classroom, teacher presenter, visual aid and worksheet.
<b>PEDAGOGY</b>	Concept formation. <b>Follow-up-activity:</b> Recitation of the worksheet by teacher and students together.
<b>ACTIVITY / ASSIGNMENT / RESEARCH</b>	<b>Worksheet:</b> Colour the eco friendly activities.
<b>ASSESSMENT</b>	Worksheet
<b>SYLLABUS FOR FORMATIVE &amp; SUMMATIVE ASSESSMENT</b>	Fun worksheets at the end of term will be given in all concepts taught.

DETAILED PLANNER OF  
**GENERAL KNOWLEDGE**  
(MAY)

CLASS – 1<sup>ST</sup>

CYCLE – 3<sup>rd</sup>

<b>CLASSES REQUIRED</b>	4 ( 40 minute class period)
<b>TOPIC</b>	<b>Kashmir</b>
<b>CONCEPT &amp; SKILLS</b>	<p><b>Concept:</b></p> <ol style="list-style-type: none"> <li>1. Important facts of Kashmir like capital, governor, chief minister, river and language.</li> <li>2. Our heritage.</li> <li>3. Important personalities of Kashmir.</li> <li>4. Basic facts about Kashmir.</li> </ol> <p><b>Skills:</b> Speaking, writing, listening and reading.</p>
<b>LEARNING OUTCOMES</b>	<ol style="list-style-type: none"> <li>1. They will know their state.</li> <li>2. They will know about the heritage of Kashmir.</li> <li>3. Some important personalities of Kashmir.</li> </ol>
<b>INSTRUCTIONAL TOOLS &amp; REFERENCES</b>	Classroom, teacher presenter, visual aid and worksheet.
<b>PEDAGOGY</b>	<p><b>Follow-up-activity:</b></p> <p>Recitation of the worksheet by teacher and students together.</p>
<b>ACTIVITY / ASSIGNMENT / RESEARCH</b>	<p><b>Worksheet:</b> Identification of pictures related to Kashmir. (Personalities, places, dresses, art and craft etc.)</p>
<b>ASSESSMENT</b>	Worksheet
<b>SYLLABUS FOR FORMATIVE &amp; SUMMATIVE ASSESSMENT</b>	Fun worksheets at the end of term will be given in all concepts taught.