



FOREWORD

*In recent past we have witnessed the largest disruption in education due to COVID-19 pandemic. Closures of Vidyalayas have hampered the natural set up of students' learning. However, the crisis has encouraged us to find out the innovative and workable solutions. Our teachers have shown the resilience and tremendous sense of adaptability to accept the new changes to continue the uninterrupted journey of education. The **online teaching** methods to make learning interesting and joyful is the biggest achievement of our teacher in the present circumstances.*

During these difficult times we came across cases where students faced lack of resources in terms of poor Internet connectivity and non-availability of devices etc. But our Vidyalayas have worked out a suitable strategy to address these issues by constantly talking to parents, students and other stake holders who could help them. The impact made due to the unprecedented pandemic was massive and complex but the response by our teachers and Vidyalaya as a whole was equally innovative and pragmatic. We must seize this opportunity to establish the new ways and methods to address the need of education. Online teaching strategies will continue to guide

and shape our future course of education.

In Kendriya Vidyalayas we are optimistically looking beyond the Pandemic phase. The NEP 2020 has stipulated that attaining '*Foundational Literacy and Numeracy*' for all children must become an immediate national issue. Keeping that in mind the department of school education has launched a national mission called "National Initiative for Proficiency in Reading with Understanding and Numeracy (*NIPUN Bharat*) on 05.07.2021.

The *Split-up of Syllabus* has been prepared keeping in view the objective and goals mentioned in NIPUN BHARAT document. The activities to improve the foundational language and literacy as envisaged in document are as follows: -

The key components in Foundational Language and Literacy are:

- *Oral Language Development: The experiences in oral language are important for developing skills of reading and writing.*
- *Phonological Awareness: This domain includes the competencies of word awareness, rhyme awareness, and awareness of sounds within words which should emerge from their meaningful engagement with language.*
- *Decoding: This domain includes competencies of print awareness, akshara knowledge and decoding, and word recognition*
- *Vocabulary: This domain includes the competencies of oral vocabulary, reading/writing vocabulary, and morphological analysis of words.*

- *Reading Comprehension: This domain covers the competencies of understanding texts and retrieving information from them, as well as interpreting texts.*
- *Reading Fluency: Refers to the ability to read a text with accuracy, speed (automaticity), expression (prosody), and comprehension that allows children to make meaning from the text*
- *Concept about Print: Children need exposure to different types of print rich environment to develop the skill of comprehension.*
- *Writing: This domain includes the competencies of writing akshara and words as well as writing for expression.*
- *Culture of Reading/Inclination towards Reading: Involves the motivation to engage with a wide variety of books and other reading materials.*

Foundational Numeracy and Mathematics Skills

It means the ability to reason and to apply simple numerical concepts in daily life problem solving. The development of pre-number and number concepts, knowledge and skills of comparing, seriation, classification and recognizing patterns during pre-school serves as a foundation for mathematics learning in early primary classes. The major aspects and components of early mathematics are:

- *Pre-Number Concepts: Count and understand the*

numerationsystem

- *Numbers and operations on numbers: Learn conventions needed for mastery of Mathematical techniques such as the use of a base ten system to represent numbers*
- *Measurement: Understand and use standard algorithms to perform operations of addition, subtraction, multiplication and division on numbers up to three digits*
- *Shapes and Spatial Understanding: Perform simple computations in her/his own way up to three-digit numbers and apply these to their day to life activities in different contexts*
- *Patterns: Learn vocabulary of relational words to extend his/her understanding of space and spatial objects.*

It is also worth mentioning that once the Vidyalaya re-opens the Covid protocols such as use of masks and frequent handwashing should be strictly adhered to. Apart from this, maintenance of physical distancing and implementing public health measures (SOPs) should be given paramount emphasis.

We have a very encouraging feedback on the interaction with parents during pandemic times. It needs to be continued and strengthened to facilitate our students a better and conducive atmosphere at their homes as well as the support and guidance expected of them. It has also been found that with elder siblings were of great help to their younger brother and sister. Similarly, society members also come forward during this pandemic time and extended their helping hand in redressing the problems. Our Vidyalayas must be a role model for such activities where more such

interactions should be conducted to achieve the desire goal. We may also invite the speakers who can motivate our teachers and students alike on different issues of importance.

I am hopeful that the split-up of syllabus prepared by the consultative efforts of various Regions will be of a great help to plan the academic session 2021-22.

*Nidhi Pandey
Commissioner KVS*

KENDRIYA VIDYALAYA SANGATHAN

SPLIT UP OF SYLLABUS

CLASS : I

SESSION : 2021 – 22

SUBJECT : ENGLISH

S.N O	MONTH/ NO. OF PERIODS	NAME OF THE LESSON	KEY CONCEPTS	LEARNING OUTCOMES	SUGGESTED ACTIVITIES
1.	JULY/ 12	SCHOOL READINESS PROGRAMME	Conversation Discussion Recitation Creativity -Drawing Story telling Readiness Demonstration .	Talks about self/ in English/ home language. Listens to greetings and polite forms of expression and responds. Recites poems / rhymes with actions. Draws/scribbles in response to poems and stories. Names familiar objects seen in pictures. Responds orally(in any language including sign language) to comprehension questions Associates colours with pictures. Carries out simple instructions. Precautions and safety measures for Covid 19	1.Talk about self (one to one interaction and also through sample videos.) 2. Virtual tour of the Vidyalaya. 2. Narrate stories through pictures , puppets and videos.. https://www.youtube.com/watch?v=zE8Rx9Y9Ok 3. Sings/recites collectively poems/rhymes/ songs with action. Art integrated 4. Draw /colour a given picture by watching a demo. 5. Join / trace the dots and colour. 6. Thumb printing. https://www.youtube.com/watch?v=CdnWcBCS9Zw 7. Vegetable printing. https://www.youtube.com/watch?v=K0SbQKiAoCE 8. Thread painting. 9. Spray paint a given picture 10. Make a collage. 11. Match colours with objects/pictures.

2.	AUGUST/ 12	UNIT 1 - A HAPPY CHILD & THE THREE LITTLE PIGS	Auditory discrimination Sequential thinking Phonics Writing	Recognizes sounds. Recognizes letters and their sounds. Differentiates between small and capital letters.	12. Make clay models of objects giving their name and colour. https://www.youtube.com/watch?v=82yIPwlm8Vg 13. Name common objects when pictures are shown. 14. Make letters of the alphabet using straw, seeds, sticks etc. 15. Sounds of animals, different bells and so on. 16. Sequence daily routine activities / events in a story narrated. 17. Recite the sounds of the letters following the rhyme and also in isolation. 18. Videos on safety during the pandemic. 19. Writing small and capital letters https://www.youtube.com/watch?v=iTF0AhQjU0k 1. Recitation , new words, rhyming words, screen sharing. https://www.youtube.com/watch?v=up_yL6J4hCs 2. Comprehension questions - Watching a video, /ppt and opposites. https://drive.google.com/file/d/1LcPAPt6Kg1yJOUM8ZuXl2PG-VsVt4Xrm/view?usp=sharing Art integrated
Recitation Rhyming words	Recites poems / rhymes with actions.	Comprehension questions Opposites	Responds orally to comprehension questions	Describing	Associates colours with pictures.

		<p>MANGO</p>	<p>n questions</p> <p>Describing words</p> <p>Recognising fruits and vegetables</p> <p>Spelling</p>	<p>Uses simple adjectives related to colour.</p> <p>Names familiar fruits and vegetables in pictures.</p> <p>Writes simple words like fan, leg, sat, bun etc.</p> <p>Identifies characters and sequence of a story</p> <p>Draws/scribbles in response to poems and stories.</p> <p><u>Text Book link</u> https://diksha.gov.in/play/collection/do_3131034749967728641957?contentType=TextBook</p> <p>Recites poems / rhymes with actions.</p>	<p>3. Video on birds, and talking about the size, colour and sounds of some known birds. https://www.youtube.com/watch?v=xw-S3Gj2J1o</p> <p>4. Matching the fruit /vegetable to its tree https://www.youtube.com/watch?v=WM_NWlrQ_-A</p> <p>5. Phonics -Vowel sounds video https://www.youtube.com/watch?v=LtY037TN6Fo</p> <p><u>Performance Art integrated</u></p> <p>6. Role play <u>Art integrated</u></p> <p>7. Draw and colour a parrot https://www.youtube.com/watch?v=DLgb2qJw9Uk</p> <p><u>AAC activity</u></p> <p>The parent may tell a folk story in mother tongue, with questions in between to ensure that learner has understood; The theme to be on love and care for animals/birds/ living creatures. The same may be repeated after a few days, introducing English words and phrases.</p> <p>1. Recitation, new words, rhyming words, screen sharing with power point presentation</p>
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5.	NOVEMBER/ 12	UNIT 5 MERRY -GO- ROUND & CIRCLE	<p>Recitation Rhyming words Prepositions</p> <p>Comprehension questions</p> <p>Singular-Plural</p> <p>Shapes</p> <p>Phonics</p>	<p>Uses prepositions like in, on etc</p> <p>Responds orally to comprehension questions</p> <p>Talks about a fair and things seen in a fair.</p> <p>Identifying shapes</p> <p>Produces words with “ou” blends like around, round, sound etc..</p> <p>Draws in response to poems and stories</p> <p><u>Text book link</u> https://drive.google.com/file/d/1LTkuhyn4BrXc9qaX-fu_AgHH7nYWASzL/view</p>	<p>and video. https://www.youtube.com/watch?v=Ebnra7c2aNk&t=81s</p> <p>2. Comprehension questions. https://www.youtube.com/watch?v=K8fqjADnUhw</p> <p>3. PPT on a fair, the various things seen there. https://drive.google.com/open?id=1oYGLJVbRkJO-BCCWmpxF9Az-2mXw05Om</p> <p><u>Music integrated</u></p> <p>4. Video and Blocks of different shapes are shown https://www.youtube.com/watch?v=w6eTDfkvPmo</p> <p>5. Video on “ou” sounds https://youtu.be/T7i9kdU-v4Q</p> <p><u>Art integrated</u></p> <p>6. Drawing a circle and objects and things that are in the shape of a circle. https://www.youtube.com/watch?v=dhiy00COsWQ&t=33s</p> <p><u>AAC activity</u> The parent may draw small pictures or show picture of dog, hen, cat, pig, ant, and so on. The first and the last letters of the word may be provided if need be, and gradually learners may be encouraged to write complete words.</p>
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		<p>UNIT 6 IF I WERE AN APPLE & OUR TREE MURALI'S MANGO TREE</p>	<p>Recitation Rhyiming words Comprehension questions Prepositions Phonics Speaking</p>	<p>Recites poems / rhymes with actions.</p> <p>Responds orally to comprehension questions</p> <p>Uses simple prepositions like in, on, under</p> <p>Names familiar fruits and vegetables in pictures.</p> <p>Draws in response to poems and stories.</p> <p><u>Text book link</u> https://www.youtube.com/watch?v=Pn3atb_T2L8</p>	<p>1. Recitation, new words, rhyming words, screen sharing with power point presentation and video.</p> <p>2. Comprehension questions.</p> <p>3. Importance of trees -song https://www.youtube.com/watch?v=z9aJpn9x8_w</p> <p>4. PPT of the poem https://drive.google.com/file/d/1_Iv2ZpeYuF1181zy9gXRmVbJ09UFuXOB/view</p> <p>5. Reading the textbook by sharing the screen.</p> <p>6. Video of the story and asking questions. Performance Art integrated</p> <p>7. Speaking about a fruit dressed like it.</p> <p>7. Sentence making beginning with, If I were...</p> <p>8. Listing things found on trees. Art integrated</p> <p>9. Draws and colours fruits.</p> <p>10. Making Fruits with clay https://www.youtube.com/watch?v=o29xueUwAUk&t=7s</p> <p>AAC activity Since students are at home, real objects may be used instead of/ along with pictures; such as banana, apple, grape, leaf, bird etc. Learners may be encouraged to name the object as well as the colour. The parent may also talk about different</p>
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7.	JANUARY/12	UNIT-8 THE LITTLE TURTLE THE TIGER AND THE MOSQUITO	Recitation Rhyming words Opposites Reading the lesson Spellings Speaking Picture reading	1. Recites poem with actions. 2. Responds orally to comprehension questions related to story and poem. 3. Identifies characters and sequence of a story and asks questions about the story. 4. carries out simple instructions such as Crawl , hide , stand etc 5. Talks about self /situations/ pictures in English. 6. Gets phonemic awareness . <u>Text book link</u> https://drive.google.com/file/d/1U4tpxpw7_KDfiGRQDJIfO9txDqrbH8rp/view	<u>AAC activity</u> Making a kite using newspaper available at home and experiencing the joy of flying it with the help of your parent https://www.youtube.com/watch?v=dpbR-kZmfEQ 1. Recitation, new words, rhyming words, screen sharing with power point presentation and video. https://www.youtube.com/watch?v=BJgeUx9XVWI 2. Comprehension questions based on the poem. 3. Reading the text book by sharing the screen . 4. Showing picturisation of the story in you tube. 5. Dramatization of the lesson by wearing masks . 6. Picture reading by sharing the picture card. 7. Lesson video. https://www.youtube.com/watch?v=NmRHAXE2qpc&list=PL4G8rJ0lwSQ4B7-B_hxlb3xm9F2ql02zD&index=29 Craft integrated: Making a mask of a tiger https://www.youtube.com/watch?v=k5DCt0UiroY
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		<p>UNIT – 9 CLOUDS ANANDI' S RAINBOW</p>	<p>Recitation</p> <p>Rhyming words</p> <p>Reading the lesson</p> <p>Recognizing the odd one out.</p> <p>Pronunciation</p> <p>Spelling.</p> <p>Writing</p> <p>Myself</p> <p>Usage of “am” and “have”</p>	<p>1. Recites poem with actions.</p> <p>2. Responds orally to comprehension questions related to story and poem.</p> <p>3. Recognizes different colours of Rainbow .</p> <p>4. Recognizes letters and their sounds A-Z differentiates between small and capital letters .</p> <p>5. Writes about self .</p> <p>6. Uses “am “ and “have“ Properly</p> <p><u>Text book link</u> https://drive.google.com/file/d/1rEm7kURQoahpAO8Tqs_2b4uKGOPUZK4f/view</p>	<p>Performance art :Dramatization by wearing masks</p> <p>SUGGESTED AAC : Child will make a tortoise using a coconutshell by taking help from a family member. https://youtu.be/FNQhTeEf8D4</p> <p>1. Recitation, new words, rhyming words, screen sharing with power point presentation and video.</p> <p>2. Comprehension questions based on the poem.</p> <p>3. Reading the text book by sharing the screen</p> <p>4. Word web</p> <p>5. A youtube link on rainbow http://www.youtube.com/watch?v=tRNy2i75tCc</p> <p>6. More poems on rain and clouds .</p> <p>7. DIKSHA LINK https://diksha.gov.in/play/collection/do3131034749967728641957?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&contentId=do_313189</p>
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8.	FEBRUARY/ 8	UNIT –10 FLYING MAN & THE TAILOR AND HIS FRIEND	<p>Recitation</p> <p>Rhyming words</p> <p>Reading the lesson</p> <p>different professions</p> <p>Value of friendship</p> <p>Writing</p> <p>Hand writing</p>	<ol style="list-style-type: none"> 1. Recites poem with actions. 2. Responds orally to comprehension questions related to story and poem. 3. Recognizing different professions 4.Values friendship. 5. Role play. 6. Writes simple sentences individually. 7.Improves handwriting <p><u>Text book link</u> https://drive.google.com/file/d/17KkwXzFeOnCDAUkEMWGSREnzNt_KrbqS/view</p>	<p>5546369228801137</p> <p>8.ART INTEGRATED : Draw a rainbow and colour it . https://www.youtube.com/watch?v=YCtdtr0TdBw</p> <ol style="list-style-type: none"> 1. Recitation, new words, rhyming words, screen sharing with power point presentation and video. 2. Comprehension questions based on the poem. 3. Reading the text book by sharing the screen. 4.PPT LINK https://drive.google.com/open?id=1WVrthOePlzmxrubbyDlevq3j7QGugaEv 5.What they see in the sky during day and night. https://www.youtube.com/results?sp=mAEB&search_query=things+you+see+in+the+night+sky 6.Make a friendship band writing the name (of your friend) on it. https://www.youtube.com/watch?v=Pn3atb_T2L8
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					<p>7. Performance art :Role play</p> <p>8. AACactivityTheme – Linguistic Diversity</p> <p>Role play Each child will be asked to dress up as a community helpers and speak a few lines about themselves. https://www.youtube.com/watch?v=eA2bTRSii5M</p>
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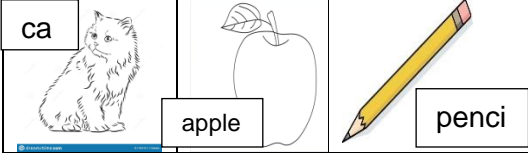
**KENDRIYA VIDYALAYA SANGATHAN
SPLIT OF SYLLABUS
SESSION: 2021-22**

CLASS: II

SUBJECT ENGLISH

S N O	MONTH/ NO. OF PERIODS	NAME OF THE LESSON	KEY CONCEPT	LEARNING OUTCOMES	SUGGESTED ACTIVITIES
1	APRIL, MAY UNIT-1&2 (14)	FIRST DAY AT SCHOOL (POEM)	<p>Recitation Rhyming words</p> <p>Spelling</p> <p>Reading Comprehension</p> <p>-ing words</p> <p>Word building</p> <p>Naming words</p> <p>Self-expression about online class</p>	<p>➤ Listens for information about the child's feelings on his first day at school. Listens to the new words and sentences. Shows enthusiasm to listen to the poems</p> <p>➤ Writes the new words– wonder, drawing, stares, Gran, puppy, first related to the poem.</p> <p>➤ Reads the poem and comprehends it.</p> <p>➤ Uses -ing words in speech and writing Constructs sentences to describe pictures using the correct -ing words.</p> <p>➤ Builds vocabulary by making new words using the letters from a given word</p> <p>➤ Identifies and names the naming words</p>	<p>1. Recitation, new words, rhyming words, screen sharing with power point presentation and video.</p> <p>2. Missing letters / Jumbled words.</p> <p>3. Ordinal Numbers MATHEMATICS</p> <p>4. Comprehension questions.</p> <p>5. -ing words - power point, drawing and writing the action words seeing the stick diagram, completing the sentence using -ing words. ART</p> <p>6. Word building -making new words from a given word.</p> <p>7. Naming/ writing the things in the school bag/ in the room. Underlining the naming words in a sentence.</p> <p>Teacher asks students to imagine and write how they felt on their first day of online class– AAC activity</p>

			<ul style="list-style-type: none"> ➤ Expresses verbally/ written form his/her experience on his/ her first day of online class.(happy/ sad/ excited, what is the thing they liked the most) 	
	HALDI'S ADVENTURE	<p>Loud Reading</p> <p>Reading Comprehension</p> <p>Punctuation</p> <p>Positional words</p> <p>Past tense</p> <p>Phonics and word building</p> <p>Creative Writing</p>	<ul style="list-style-type: none"> ➤ Identifies characters- Haldi and Smiley, and sequences events in the story. ➤ Reads the lesson and comprehends it. Responds to the textual questions. ➤ Uses capital letters, question mark and full stop to punctuate the given sentence. ➤ Uses before / after to fill in the blanks. A child's daily routine - illustrates events using before / after ➤ Recognises and identifies words ending with -ed in the lesson. ➤ Spells the picture word and writes the first letter of each picture. Finally joins the first letter of each picture and form a new word. <p>Eg</p>	<p>1. Power point presentation, video – new words and meanings. Reading the text by sharing the screen.</p> <p>2. Comprehension questions, reference to context and loud reading by the students.</p> <p>3. Punctuating the sentences-ppt & written work</p> <p>4.Using before, after</p> <p>5. Underlining -ed words in the lesson Identify the picture and spell the word, Then, write the first letter of the word. Finally join the first letter of each picture and form a new word</p> <div style="border: 1px solid black; padding: 5px; display: inline-block;">ART</div> <p>The Paddling Pool -AAC activity Draw picture and write a few sentences using pronouns about the picture (clues are written by asking the students the things seen</p>

					in the picture).
				<p>Final word – Cap</p> <ul style="list-style-type: none"> ➤ Listens to the poem, draws picture , names the objects and writes creatively using the clues. 	
2		I AM LUCKY (POEM)	<p>Recitation Rhyming words</p> <p>Vocabulary</p> <p>Reading Comprehension</p> <p>Can / cannot</p> <p>Word building</p> <p>Phrase “If I were”</p> <p>Creative Writing</p>	<ul style="list-style-type: none"> ➤ Listens to the new words and sentences. Shows enthusiasm to listen to the poems. ➤ Draws and writes new words- butterfly, myna, fish, kangaroo, octopus related to the poem. ➤ Reads the poem and comprehends it. ➤ Uses can/ cannot in speech and writing E.g.: I can dance but I cannot sing. ➤ Makes new words ➤ Expresses verbally/ written form using “If I were..... 	<p>1. Recitation, new words, rhyming words, screen sharing with power point presentation and video.</p> <p style="text-align: center;">PUPPET</p> <p>Draw the pictures of animals and name them.</p> <p style="text-align: center;">ART</p> <p>2. Comprehension questions.</p> <p>3. -can / cannot - power point, Making sentences using can, cannot</p> <p>4. Word building -making new words by adding -ful.</p> <p>Teacher asks students to imagine and write using the phrase “ If I were</p> <p>Listen to the poem, draw a picture of an octopus and write the things it loves to do.– AAC activity</p>

				<ul style="list-style-type: none"> ➤ Listens to the poem and writes few sentences about the things the OCTOPUS loves to do. 	
	JUNE UNIT-2 (5)	I WANT	<p>Loud Reading</p> <p>Spelling</p> <p>Speaking/ writing about favourite animal/ bird</p> <p>Reading Comprehension</p> <p>Collective nouns</p> <p>Creative writing</p>	<ul style="list-style-type: none"> ➤ Identifies characters- Little Monkey, wise woman, giraffe, elephant, and zebra and sequences events in the story. ➤ Writes the new words – wonder, drawing, stares, Gran, puppy related to the poem. ➤ Speaks about his/her favourite animal/ bird using hints. ➤ Reads the lesson and comprehends it. ➤ Responds to the textual questions. ➤ Uses collective nouns for groups of animals. ➤ Completes the story. 	<ol style="list-style-type: none"> 1. Power point presentation, video – new words and meanings. Reading the text by sharing the screen. PUPPET 2. Missing letters / Jumbled words. 3. Pictures of animals/ birds with hints. 4. Comprehension questions and loud reading by the students. 5. Ppt on collective nouns for animals, Naming the collection of animals. 6. What would you do if you had a magic wand? AAC activity My name is _____ I live in _____ If I had a magic wand I would
3	JULY UNIT-3 (12)	A SMILE (POEM)	<p>Recitation</p> <p>Rhyming words</p> <p>Spelling</p> <p>Reading</p>	<ul style="list-style-type: none"> ➤ Listens to the new words and sentences. Shows enthusiasm to listen to the poems. ➤ Writes the new words – wrinkles, secret, hiding, smile related to the poem. 	<ol style="list-style-type: none"> 1. Recitation, new words, rhyming words, screen sharing with power point presentation and video. 2. Jumbled words / Missing letters 3. Comprehension questions.

			<p>Comprehension</p> <p>Silent letters</p> <p>Phonics(Quiz)</p> <p>Self-expression about an experience which made them cry/ laugh</p>	<ul style="list-style-type: none"> ➤ Reads the poem and comprehends it. ➤ Identifies silent letters in each word. ➤ Listens for clues and names the thing. E.g.: It is red coloured fruit, starts with letter "a" ➤ Narrates an incident which made him/her cry/ laugh 	<p>4. silent letters - power point, Encircling the silent letters in the given words.</p> <p>5. Quiz -ppt.</p> <p>5. Teacher asks students to narrate an experience which made them cry/ laugh – AAC activity</p>
	THE WIND AND THE SUN	<p>Loud reading</p> <p>Speaking</p> <p>Reading Comprehension</p> <p>Listening</p> <p>Phonics</p> <p>Grammar</p> <p>Verbs</p>	<ul style="list-style-type: none"> ➤ Identifies characters-man, wind and the sun. ➤ Dramatises of the story. ➤ Listens to the sentence and tells 'Who said to whom?' ➤ Listens and writes simple sentences from the story. ➤ Pronounces the Sounds while using 'w' and 'v' in a word. 	<p>1. Reading the text by sharing the screen. Video related to the story.</p> <p>2. Allots the children the roles to be played. Make mask and enact the role. (Dramatisation)</p> <div style="border: 1px solid black; padding: 2px; width: fit-content; margin: 5px auto;"> <p>CRAFT</p> </div> <p>2. Who said it? To whom?</p> <p>3. The teacher picks any 5 sentences from the story. The child listens and writes it.</p> <p>4. children to write and say aloud 5 words with 'w' and 'v'. Ex: wall,wake,van, vet.</p> <p>5. Rhyming / opposite word from the story.</p> <p>6. Encircle the verbs in the story</p>	

			Role Play	<ul style="list-style-type: none"> ➤ Identifies the Opposites / Rhyming words from the story. ➤ Searches and identifies - ing words and Past tense of the verbs given in the story. Writes them in the correct form. ➤ Enacts as Sun, Wind, and flowers 	<p>(The teacher can ask the child to search and circle the words that is being read – Verbs only. Fill in the blanks using the correct form of verbs given.</p> <p>Roles are allotted to the children, and they make masks speak a few lines as one of the characters. - AACactivity</p> <div style="border: 1px solid black; padding: 2px; display: inline-block;">CRAFT</div>
4	AUGUST UNIT-4 (12)	RAIN (POEM)	<p>Listening / Speaking</p> <p>Reading comprehension Rhyming Words</p> <p>Naming words(Nouns)</p> <p>Handwriting</p> <p>Word Building</p>	<ul style="list-style-type: none"> ➤ Listens and Recites the poem. ➤ Identifies the different sounds of rain. ➤ Reads the poem and comprehends it. ➤ Identifies the things that live in water and draw them. 	<ol style="list-style-type: none"> 1. listen to the poem and recites with proper modulation and intonation. 2. Power Point depicting fields, sea, ship,Rain and umbrella. 3.different sounds ofrain - audio 4. read aloud the poem and writethe rhyming words. 5. The teacher encourages the children to draw and name the different things they see in the water <div style="border: 1px solid black; padding: 2px; display: inline-block;">ART</div> <ol style="list-style-type: none"> 6.The childrenwrite the poem with proper punctuation. 7.The children identify pictures to

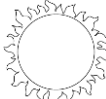

			<p>Vocabulary</p> <p>Creative writing</p>	<ul style="list-style-type: none"> ➤ Writes the poem in cursive writing. ➤ Solves the Puzzles depicted through pictures. ➤ Vocabulary building with same ending words. (own / ot / ay / in) ➤ Differentiates the terms (pond, Lake, sea, river and ocean) ➤ Writes or Talks about ‘a Rainy day’ 	<p>solve the crossword puzzle.</p> <p>8. write similar ending words pairing with their parent .(in chat box of classroom)</p> <p>9.The teacher gives the image of the Lake / Pond / River / Sea for children to differentiate the water bodies and their observations.</p> <p>Make a video or stick pictures and write about “Rainy day”. AAC Activity</p>
	<p>STORM IN THE GARDEN</p>	<p>Reading</p> <p>Reading Comprehension</p> <p>Prepositions</p> <p>Vocabulary</p> <p>Onomatopoeia words</p>	<ul style="list-style-type: none"> ➤ Reads aloud ➤ Comprehends the story. ➤ Orally answers to questions related to Where?Who ? Why? and writes them. ➤ Uses position words in speech and writing. ➤ Identifies the sounds heard and names it. 	<ol style="list-style-type: none"> 1. Reading the lesson. 2. Comprehension questions, reference to context and loud reading by the students. 3. Power point on prepositions – in, on, over, under, behind, near. Draw the picture and write the position of the object. ART 4. Audio sounds of bell, door, whistle , thunder,chirping of birds, pouringrain, ambulance etc. 5. The children find the sound words associated with the sound 	

			<p>Word Building & Vocabulary ea / ie / ai / ee / ou words</p> <p>Handwriting</p> <p>Creative Writing</p>	<ul style="list-style-type: none"> ➤ Finds the words(sound symbolism) associated with the sound. ➤ Pronounces and writes words with ea / ie / ai / ee / ou ➤ Identifies the new words with pictures. ➤ Watches the video or the teacher writing and writes neatly in cursive. ➤ Sings more stanzas on the things they would like to do on one fine day in the garden. ➤ Draws and writes about the snail and ant. 	<p>a) Sway, Sway -wind b) Zzzak! Zzzak! c) Gadaam! Gudoom!</p> <p>6.Children to search words with ea / ie / ai / ee / ou from the lesson. Example: great , friend , snail , cloud, tree, heard , cried, rain , through , feel</p> <p>7. Pictures of New words through picture (Ppt) ART</p> <p>8. write neatly in cursive writing.</p> <p>9. Page:67. add more stanzas by changing the action words. – AAC MUSIC</p> <p>10. Draw and write a few lines about a snail / an ant. ART</p>
5	SEPTEMBER UNIT-5 (12)	ZOO MANNERS (POEM)	<p>Speaking</p> <p>Reading Comprehension</p> <p>Listening</p> <p>Phonics</p>	<ul style="list-style-type: none"> ➤ Recites the poem. ➤ Reads and comprehends. 	<p>1. Listen and Recite the poem. Talk about their favourite animal.</p> <p>2.Comprehension questions.</p> <p>3. Listen and tick or circle the word that is uttered. Ex : bat , bit , but , bet</p>

			<p>Listens to the pronunciation of the word and circle the correct one.</p> <ul style="list-style-type: none"> ➤ Identifies the Animal Sounds. 	<p>4. Listen to the audio and identify the sounds of the animals.</p> <p>5. Find more words with: cr- crow cl - clown ize – size ,ump – bump</p> <p>6. Rhyming words in the poem.</p> <p>7. Usage of This and That- video Exercises related are practiced.</p> <p>8. Draw pictures of animals or birds they have seen in the zoo and writes their names. <input type="text" value="ART"/></p> <p>9. Look the picture and fill in the blanks with the picture word.(Picture reading)- AAC Activity</p>
		Vocabulary		
		Grammar	<ul style="list-style-type: none"> ➤ Words with similar sound as in (bump / crow / cloud / prize) 	
		Picture Reading	<ul style="list-style-type: none"> ➤ Writes the Rhyming words. ➤ Writes the sentences with ‘This ‘ and ‘That’. ➤ Draws pictures of animals seen in a zoo. ➤ Writes the story using the Nouns seen in the picture and completes the given composition. 	
	FUNNY BUNNY	Reading	<ul style="list-style-type: none"> ➤ Reads aloud. 	<p>1. Narrating story using puppets/ masks of animals.</p> <p><input type="text" value="PUPPET"/></p> <p>Reading the story aloud.</p> <p>2. Comprehension questions related to the story.</p>
		Reading Comprehension	<ul style="list-style-type: none"> ➤ Reads and comprehends. 	

			<p>Writing</p> <p>Vocabulary</p> <p>Word building</p> <p>Phonics</p> <p>Creative Writing</p>	<ul style="list-style-type: none"> ➤ Listens and tells ‘Who said to whom?’ ➤ Rearranges the given words as sentences from the lesson and writes. ➤ Constructs meaningful sentences using the opposites of the word given. ➤ Writes the Rhyming words. ➤ Identifies odd ones in the set of words. ➤ Sees the pictures and narrates/ writes the story. 	<p>3. Reference to context: Who said? To whom?</p> <p>4. Jumbled words as sentences from the story to be rearranged in correct sequence.</p> <p>5. The teacher displays a word on the screen and a child is asked to make a sentence using its opposite.</p> <p>6. Change the first letter of each word and make another rhyming word.</p> <p>7. Encircle the odd one in the given set of words: Ex: cot bat rot not but cut put hut</p> <p>8. Pictures story.(P No. 87) – AAC Activity</p>
6	OCTOBER UNIT-6 (10)	MR. NOBODY (POEM)	<p>Recitation</p> <p>Rhyming words</p> <p>Spelling</p> <p>Reading Comprehension</p>	<ul style="list-style-type: none"> ➤ Listens for information about a kid who is present in every body’s house doing all kinds of mischief but not admitting. Listens to the new words and sentences. Shows enthusiasm to listen to the poem. Writes the new words – quiet, mischief, everybody, agree nobody related to the poem. ➤ Reads the poem and comprehends it. 	<p>1. Recitation, new words, rhyming words, screen sharing with power point presentation and video.</p> <p>2. Missing letters / Jumbled words.</p> <p>3. Comprehension questions.</p> <p>4. Fill in the blanks using vowels.</p>

			<p>Vowel sound words</p> <p>Personal titles</p> <p>Indefinite pronouns: some-, any-, no-, every</p> <p>Self-expression about pranks played by them.</p> <p>Listening and writing</p> <p>Creative writing</p>	<ul style="list-style-type: none"> ➤ Uses a, e, i, o, u to complete a word. Differentiates between long and short vowel sounds. e.g. back, bake; can, cane; tap, tape; Tim, time; bed, bead; cut, cute ➤ Uses abbreviations to shorten a word. Understand that an abbreviation starts with a capital letter and ends with a period. ➤ Makes new words using “no”, “some” and “every”. ➤ Uses Indefinite pronouns: some-, any-, no-, every in speech and writing. ➤ Expresses verbally/ written form about the pranks / tricks they played on someone. ➤ Draws picture of Mr. Nobody by listening to the instructions and describes the picture. ➤ Describes what they already know about families by sharing relevant details and facts about their family. 	<p>Encircle the words having long vowel sound.</p> <p>5. Worksheet on abbreviation for titles, names of months, names of days</p> <p>6. Fill in the blanks using nobody, anybody somebody and everybody.</p> <p>7. Teacher asks students to share the pranks / tricks they played on someone.</p> <p>8. Listen and draw the picture. Name him as Mr. Nobody. Now describe him using suitable words.</p> <div style="border: 1px solid black; padding: 2px; width: fit-content; margin: 5px auto;"> <p style="text-align: center; margin: 0;">ART INTEGRATED</p> </div> <p>Paste pictures of family members and write their names using Mr./Mrs. Write a few sentences about your family.– AAC activity</p>
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		<p>CURLYLOCKS AND THE THREE BEARS</p>	<p>Loud Reading</p> <p>Reading Comprehension</p> <p>Spelling</p> <p>Homophones</p> <p>Positional words</p> <p>Adjectives</p> <p>Creative Writing</p>	<ul style="list-style-type: none"> ➤ Identifies characters- Curlylocks, Papa Bear, Mama Bear, Baby Bear and sequences events in the story. ➤ Reads the lesson and comprehends it. Responds to the textual questions. ➤ Writes the new words – curly, cottage, bowl, porridge, hungry related to the lesson ➤ Identifies, pronounces, and illustrates common homophones to strengthen skills and understanding. ➤ Uses in/ on / near/ under/ beside in speech and writing ➤ Recognises and identifies describing words in the lesson. ➤ Learns about adjectives and how they are used to describe nouns. 	<ol style="list-style-type: none"> 1. Power point presentation, video – new words and meanings. Reading the text by sharing the screen. 2. Comprehension questions, reference to context and loud reading by the students. 3. Missing letters / Jumbled words. 4. Choose the correct word-ppt & written work 5. See the pictures and write the position words. 6. Write the words that describe Curlylocks and the Bears. <p>Circles the words that best describe the picture. e.g.</p> <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;">hot, cold, small, big,</div> </div> <div style="display: flex; align-items: center; margin-top: 10px;">  <div style="margin-left: 10px;">hard, lovely, soft, ugly</div> </div> <p>7. Uses adjectives related to size, shape, colour to describe an object.- AAC activity</p>
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				<ul style="list-style-type: none"> ➤ Uses adjectives to produce their own piece of creative writing. 	
7	NOVEMBER UNIT-7 (13)	ON MY BLACKBOARD I CAN DRAW (POEM)	<p>Recitation Rhyming words</p> <p>Spelling</p> <p>Reading Comprehension</p> <p>similes</p> <p>Word building Vocabulary</p> <p>Opposites</p> <p>Self-expression on different rooms in a house.</p> <p>Fun activity</p>	<ul style="list-style-type: none"> ➤ Listens for information about the things the narrator can draw. Listens to the new words and sentences. Shows enthusiasm to listen to the poems ➤ Writes the new words – gates, wide, lead, chimney, marigolds, straight related to the poem. ➤ Reads the poem and comprehends it. Names the things that are mentioned in the poem, their number and colour. ➤ Understands that similes are words used to compare two things using words “like” and “as” ➤ Gains understanding of the terms singular, plural and learns spellings of words ending with -s, -es, -ies, -ves. ➤ Gains new vocabulary and comprehends basic concepts of opposites in word pairs. ➤ Listens actively to colour the picture and then expresses orally/ written form 	<ol style="list-style-type: none"> 1. Recitation, new words, rhyming words, screen sharing with power point presentation and video. 2. Missing letters / Jumbled words. 3. Comprehension questions. 4. Use the pictures as clues and fill in the blanks. ART 5. Power point on singular, plural Writing the words with pictures. ART 6. Flash cards or simple outline drawings to illustrate the opposites. 7. Listen to the instruction and colour the things in the room. Now describe the room in your own words. 8. Record a conversation on different rooms in your house and things generally kept in it.-AAC activity.

			<p>about the picture drawn.</p> <ul style="list-style-type: none"> ➤ Communicates effectively about different rooms in a house. 	
	MAKE IT SHORTER	<p>Loud Reading</p> <p>Reading Comprehension</p> <p>Spelling</p> <p>Speaking</p> <p>Comparative Degree</p> <p>Listening</p> <p>Creative Writing</p> <p>Fun activity</p>	<ul style="list-style-type: none"> ➤ Identifies characters- Akbar, Birbal, minister and sequences events in the story. ➤ Reads the lesson and comprehends it. Responds to the textual questions. ➤ Writes the new words – order, rub, puzzle, erase, court, touch, minister related to the lesson ➤ Describes the connection between the illustrations and words in the form of a story. ➤ Adds -er to the adjective to form comparative form of the word. ➤ Use comparative degree in speech and writing. ➤ Listens and draws ➤ Observes and narrates/ writes an incident. 	<ol style="list-style-type: none"> 1. Power point presentation, video – new words and meanings. Reading the text by sharing the screen. 2. Comprehension questions and loud reading by the students. 3. Missing letters / Jumbled words. 4. Narrating the story ‘Mouse and the pencil’. 5. Flash cards of animals, birds, flowers etc. for teaching comparative degree. Worksheet on comparative degree. 6. Listen and draw. ART e.g. Rajat is taller than Raju. 7. Describe an incident that happened in your neighbourhood. 8. Make a pencil cap using waste material.- AAC activity.

				➤ Makes a pencil cap.	
	DECEMBER UNIT-8 (9)	I AM THE MUSIC MAN (POEM)	Recitation	➤ Listens for information about the musician who loves to play piano and drum. Listens to the new words and sentences. Shows enthusiasm to listen to the poems	1. Recitation, new words, screen sharing with power point presentation and video. <div style="border: 1px solid black; padding: 2px; display: inline-block;">MUSIC</div>
			Spelling	➤ Writes the new words – music man, far away, play, piano, drum, boom related to the poem.	2. Missing letters / Jumbled words.
			Reading Comprehension	➤ Reads the poem and comprehends it.	3. Comprehension questions and loud reading by the students.
			Phonics	➤ Distinguishes between “b” and “v” and “v” and “w” sounds and writes the correct word. Develops awareness of word stress	4. Dictation Listen and write the word.
			Sentence building	➤ Identifies and writes irregular plural forms.	5. Power Point Presentation on irregular plurals. Change these words from singular to plural.
			Vocabulary	➤ Uses words in the substitution table and forms meaningful sentences.	6. Make meaningful sentences from the table.
			Self-expression	➤ Identifies and names the musical instruments.	7. Listen to the sound and name and group the musical instrument. PowerPoint Presentation on musical

			<ul style="list-style-type: none"> ➤ Groups the musical instruments as - instruments struck with fingers, string instruments, and wind instruments. <p>Expresses verbally/ written form his/her interest in learning the art form.</p>	<p>instruments.</p> <div style="border: 1px solid black; padding: 2px; display: inline-block;">MUSIC</div> <p>8. If given a chance, which art form would you learn- music, dance, drawing, puppet / toy making, karate. Explain the reason in a few sentences- AAC activity.</p>
	THE MUMBAI MUSICIANS	<p>Loud Reading</p> <p>Reading Comprehension</p> <p>Spelling</p> <p>Phonics</p> <p>Grammar</p>	<ul style="list-style-type: none"> ➤ Identifies characters- Goopu- the donkey, Doopu- the dog, Furry- the cat, and Cuckoo- the cock, and sequences events in the story. ➤ Reads the lesson and comprehends it. Responds to the textual questions. ➤ Writes the new words – tired, musician, peeped, delicious, ghosts, scare related to the lesson ➤ Distinguishes between long and short vowel sounds and groups them. 	<p>1.Narrating the story using toys.</p> <div style="border: 1px solid black; padding: 2px; display: inline-block;">TOY</div> <p>Power point presentation, video – new words and meanings. Reading the text by sharing the screen.</p> <p>2.Comprehension questions and loud reading by the students.</p> <p>3.Missing letters / Jumbled words.</p> <p>4. Flash card of words./Jamborard Group the words under Short “e” words, long “e” words Short “i” words, long “i” words</p> <p>5. PowerPoint presentation, video on</p>

			<p>Word building</p> <p>Creative Writing</p>	<ul style="list-style-type: none"> ➤ Understands that we can change the gender in a sentence - <ul style="list-style-type: none"> a) by using different word. (Examples: husband/wife, lord/lady, sir/madam, uncle/aunt, son/daughter) b) By a different ending. (Examples: actor/actress, lion/lioness, tiger/tigress, host/hostess) c) By forming compound words. (Examples: gentleman/gentlewoman, grandfather/grandmother, ➤ understands what a compound word is and identifies, divides, and makes compound words. ➤ Names the animals that can be kept and home and writes about his/ her favourite animal. 	<p>genders.</p> <p>Write the opposite gender for each underlined word in the sentence.</p> <p>6.PowerPoint presentation, video on Compound words. Make new words by joining two words.</p> <p>7.Draw and write a paragraph on “My favourite animal”. AAC activity.</p>
	JANUARY UNIT-9 (12)	GRANNY, GRANNY PLEASE COMB MY HAIR (POEM)	<p>Recitation</p> <p>Rhyming words</p> <p>Spelling</p> <p>Reading Comprehension</p>	<ul style="list-style-type: none"> ➤ Listens for information about a young girl and her grandmother. Listens to the new words and sentences. ➤ Writes the new words – care, cushion, knees, gentle, breeze, world, nice related to the poem. 	<p>1. Reciting the poem using toys/ puppets</p> <div style="border: 1px solid black; padding: 2px; width: fit-content; margin: 5px auto;">TOY INTEGRATED</div> <p>2. Recitation, new words, screen sharing with power point presentation.</p> <p>3. Comprehension questions and loud reading by the students.</p>

			<p>Word building</p> <p>Grammar</p> <p>Self-expression</p> <p>Fun Time</p>	<ul style="list-style-type: none"> ➤ Reads the poem and comprehends it. ➤ Builds vocabulary by making new words using the letters from a given word ➤ Identifies and replaces the names of people with pronoun. ➤ Expresses verbally/ written form about the picture ➤ Honors the contributions of their grandparents ➤ Learns the importance of writing Thank you message and sending cards. 	<p>4. Make new words using the letters from a given word.</p> <p>5. PowerPoint Presentation on Pronouns Replace the names in the sentences by using – I , he, she, it, my , you</p> <p>6. Writes a paragraph about the picture using the given hints - A picnic. Speak few sentences about grandparents.</p> <p>7. Make a card with thank you message for your grandparents.- AAC activity.</p> <div style="border: 1px solid black; padding: 2px; width: fit-content; margin-left: 20px;">ART</div>
		<p>THE MAGIC PORRIDGE POT</p>	<p>Loud Reading</p> <p>Reading Comprehension</p>	<ul style="list-style-type: none"> ➤ Identifies characters- Tara, mother and the old woman, and sequences events in the story. ➤ Reads the lesson and comprehends it. Responds to the textual questions. 	<p>1. Narrating the story using puppets/ toys.</p> <div style="border: 1px solid black; padding: 2px; width: fit-content; margin-left: 20px;">TOY</div> <p>Power point presentation, video – new words and meanings. Reading the text by sharing the screen.</p> <p>2. Comprehension questions and loud reading by the students.</p>

			<p>Grammar</p> <p>Phonics</p> <p>Word building</p> <p>Speaking</p> <p>Fun time</p>	<ul style="list-style-type: none"> ➤ Chooses the proper type of article- a/ an/ the, for a given noun to fill in the blanks. ➤ Identifies words having short “o” and long “ o” sounds. ➤ Identifies the letter -sound relationship and forms words that begin with the letter. ➤ Improves communicative efficiency. ➤ Understands the techniques and skills necessary for the preparation of porridge. 	<p>3.PowerPoint Presentation on “ Articles” Choose the right article to fill in the blanks.</p> <p>4.Group the words under short “o” and long “o” sounds. e.g. pot, cook, soon, moon</p> <p>5.Show a letter card, students will make the sound that the letter makes and make words starting with it.</p> <p>6.Speak about the “The qualities that make a good friend.”</p> <p>7.Take the help of your mother or an older person and make a video on making porridge. AAC activity.</p>
	FEBRUARY UNIT-10 (14)	STRANGE TALK (POEM)	<p>Recitation</p> <p>Rhyming words</p> <p>Spelling</p> <p>Reading Comprehension</p> <p>Framing questions</p>	<ul style="list-style-type: none"> ➤ Listens for information about our animal friends. ➤ Recites the poem with correct pronunciation, intonation, tone, thus building a phonemic awareness. ➤ Writes the new words – instead, lack, sty, kennel, row, meant related to the poem. ➤ Reads the poem and comprehends it. 	<p>1.Recitation of poem using toys/ puppets.</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 5px auto;">TOY</div> <p>Recitation, new words, rhyming words, screen sharing with power point presentation and video.</p> <p>2.Missing letters / Jumbled words.</p> <p>3. Comprehension questions and loud reading by the students.</p> <p>4.Complete the blanks with question</p>

			<p>Grammar</p> <p>Vocabulary</p> <p>Fun Time</p>	<ul style="list-style-type: none"> ➤ Asks and answer questions. ➤ Understands that What is used for object/idea/action, Where for place, When for time/ period, Which-things/information, Who- person /people, Why-reason, How- manner/ method ➤ Uses is, are, have , has, had in speech and writing. ➤ Learns new vocabulary words, uses them correctly in a sentence, and understands their meaning in the text. <p>Expresses verbally/ written form about the webbed feet which allows the water animals to walk through water easily and catch prey.</p>	<p>words.</p> <p>5.Fill in the blanks with is, are, have., has, had.</p> <p>6.Choose the correct word and complete the sentence.</p> <p>7.Parents interact with the children on the special kind of feet that the water animals have. Learners are encouraged draw and to guess the name of water birds that have webbed feet.- AAC activity</p>
		<p>THE GRASSHOPPER AND THE ANT</p>	<p>Loud Reading</p> <p>Reading Comprehension</p> <p>Spelling</p>	<ul style="list-style-type: none"> ➤ Identifies characters- the ant and the grasshopper and sequences events in the story. ➤ Reads the lesson and comprehends it. Responds to the textual questions. ➤ Writes the new words –hardworking, 	<p>Narrates the story using toys/ puppets</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> <p>TOY/ PUPPET</p> </div> <p>Power point presentation, video – new words and meanings. Reading the text by sharing the screen.</p> <p>2. Comprehension questions and loud reading by the students.</p> <p>3.Missing letters / Jumbled words.</p>

			<p>Word Building</p> <p>Vocabulary</p> <p>Pronouns</p> <p>Creative Writing</p>	<p>arrived, starve, slammed, neighbour, related to the lesson.</p> <p>➤ Identifies synonyms in the text.</p> <p>Demonstrate understanding of synonyms in active learning.</p> <p>➤ Recalls the words about seasons.</p> <p>➤ Uses the correct pronouns in sentences.</p> <p>➤ Identifies and names the seasons, their occurrence at different times in the year and different activities performed in different seasons</p>	<p>4.Circle the words that mean the same.</p> <p>9. Write the words that come to your mind when you hear summer, winter.</p> <p>10. Rewrite the sentences using he/ she/it/ they.</p> <p>Draw the picture of your favourite season and write a few sentences about it.- AAC activity</p>
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केंद्रीय विद्यालय संगठन
विभाजित पाठ्यक्रम, सत्र :2021-22
कक्षा ,पहली -विषय : हिंदी

क्रम संख्या	माह कालांश/	पाठ	मुख्य अवधारणाएँ	लक्षित अधिगम परिणाम	सुझावित गतिविधियाँ
	जून / जुलाई १५	विद्यालय तत्परता कार्यक्रम)SRP(<ul style="list-style-type: none"> * अपने विद्यालय के बारे में परिचय । *अध्यापकों व छात्रों का ,छात्रों-परस्पर परिचय। * विभिन्न क्रियाकलापों के माध्यम से छात्रों को स्कूल वातावरण में सहज महसूस करवाना व स्कूल के प्रति रूचि बढ़ाना । *विभिन्न क्रियाकलापों के माध्यम से वर्णों व मात्राओं की पहचान । * विभिन्न क्रियाकलापों द्वारा परिवार - पशु , फल व सब्जियों, रंगों आदि के बारे में , पक्षियों बताना एवं करके सीखने का अनुभव प्रदान करना। *नैतिक मूल्यों का विकास । 	<ul style="list-style-type: none"> *छात्रों द्वारा अपनी भाषा में अपना परिचय एवं बातचीत । * विभिन्न क्रियाकलापों के माध्यम से पशुफलों रंगों आदि के , पक्षियों-विषय में जानकारी। * अक्षरों के वर्गीकरणके माध्यम (बनावट में व उच्चारण में भिन्नता) से वर्णों की पहचान व अंतर कर पाना। * मात्राओं की पहचान । 	<p>१ बच्चों को विद्यालय परिवेश की जानकारी देना। (परिस्थितियों अनुसार) विद्यालय भ्रमण</p> <p>२बच्चों से उनका परिचय लेना व उनके परिवार नापसंद पर बातचीत-उनकी पसंद।</p> <p>३ऑडियो आदि के माध्यम से आनंदमय वातावरण कविताओं और बाल गीतों का कक्षा में पाठ व अ</p> <p>४नै .तिक मूल्यों से सम्बंधित कहानियों (अध्यापक अनुशासन व अन्य नैतिक मूल्य पर चर्चा-द्वारा ब</p> <p>५प्रलेश कार्ड्स द्वारा हिंदी वर्णमाला एवं धनियों पहचान।</p> <p>६) कोलाज़ वर्क .Fruits and vegetables)फि Animals)चित्र , पक्षियों के मुखौटे-पशु षों, वेजि) बनाना व रंग भरनाFamily tree etc. , अपन लोंगो के हाथों की छाप लेना)HandPrint (, पे IFinger puppet / Ice cream Stick pup परिवार एवं छोटे परिवार के बारे में बताना व उन</p>

१.	अगस्त १०१२/	झूला	<ul style="list-style-type: none"> *कविता वाचन *हिंदी वर्णमाला के विभिन्न वर्णों व उनसे सम्बंधित शब्दों की पहचान। *ऊ की मात्रा के शब्द *पारस्परिक मूल्यों का विकास। 	<ul style="list-style-type: none"> *वर्णमाला के अक्षरों की आकृति व ध्वनि को पहचानना। * झूले के सम्बन्ध में अपने अनुभव साँझा करना। * अपने बड़ों से सावन के झूले से सम्बंधित अन्य गीत व कविता का अन्तर्द लेना। * झूले के लिए इस्तेमाल होने वाली विभिन्न चीजों पर अपनी राय व प्रतिक्रिया व्यक्त करना। 	<p>१ वीडियो के माध्यम से स्क्रीन साँझा कर टी.पी.पी. वाचन ऊ की मात्रा के शब्दों का उच्चारण व लेखन।</p> <p>२ अक्षरों का उनसे सम्बंधित शब्दों से मिलान।</p> <p>३ अपनी पसंद के झूले का चित्र बनाकर रंग भरना।</p> <p>४ पार्क का चित्र देखकर उसमें होने वाली गतिविधियाँ लिखना।</p> <p>५ किन चीजों - घर में झूलने के लिए किन चीजों का इस्तेमाल हो सकता है।</p> <p>बोलने के अवसर प्रदान करना।</p> <p>अपने घर के बड़ों से उनके समय में खेले जाने वाले खेलों के नाम लिखना।</p> <p>झूले से सम्बंधित गीतों पर बातचीत करना।</p>
२.		आम की कहानी	<ul style="list-style-type: none"> *चित्र वर्णन *कहानी वाचन *फलों के नाम व उनके रंग की जानकारी *कलात्मक एकीकृत क्रियाकलाप द्वारा कलात्मक विकास। 	<ul style="list-style-type: none"> *पाठ्य पुस्तक में दिए गए चित्र के सूक्ष्म व प्रत्यक्ष पहलुओं का बारीकी से अवलोकन। *चित्र में क्रमानुसार घटनाओं और पात्रों को एक संदर्भ या कहानी के रूप में देखकर सराहना। *सीखे हुये ज्ञान का सन्दर्भ अनुसार प्रयोग। 	<p>१ चित्र देखकर उसमें दी हुई चीजों व पात्रों का आकार और रंग आधार पर अनुमान लगाना।</p> <p>२ क्रमानुसार दिए गए चित्रों के आधार पर कहानी लिखना।</p> <p>३ विभिन्न फलों व उनके वृक्षों पर आधारित चित्रों को रंग भरना।</p> <p>४ पगड़ी आदि के चित्र बनाकर उनके नाम लिखना।</p> <p>५) चिकनी मिट्टी.CLAY से अपनी पसंद के फलों का चित्र बनाना।</p> <p>घर में या अन्य पुस्तकों में दिए गए चित्रों पर चर्चा - AACActivity.</p> <p>अपने बड़ों से पूछना कि क्या उन्होंने कभी पेड़ तोड़ा है व किसकी मदद से और उस पर उनका क्या प्रतिक्रिया रही।</p> <p>अपने बड़ों की मदद से एक पौधा लगाया व उसकी देखभाल करना।</p> <p>-AACActivity</p>
३.		आम की टोकरी	<ul style="list-style-type: none"> *कविता कंठस्थ करना * कविता में प्रयोग हुये हिंदी वर्णमाला के वर्णों व *ओ की और ई की मात्रा प्रयुक्त शब्दों की पहचान। * अभिन्यात्मक कला का 	<ul style="list-style-type: none"> *कविता में शब्दों वाक्यों को देखकर और उनकी ध्वनियों को / समझकर उनकी पहचान करते हैं, सुनकर। * भाषा में निहित शब्दों के साथ खेलने का आनंद लेते हैं, जैसे आम, ठूसना, पूछना, चूसना / नाम, दाम। * अलग अलग चीजों का अपने अनुभव के आधार पर अभिनय-। 	<p>१ वीडियो के माध्यम से स्क्रीन साँझा करते हुये कविता वाचन, सुनना।</p> <p>२ ओ व ई की मात्रा के शब्दों का उच्चारण व लेखन।</p> <p>३ आम की टोकरी का आम सहित चित्रांकन।</p> <p>४ टी.पी.पी / आम से बनने वाली चीजों के चित्र।</p>

			विकास ।		*अलग चीजों को बेचने या अन्य व्यवसायों जैसे आदि का अभिनय व संवाद । -AACActivity
४ .		पत्ते ही पत्ते	<ul style="list-style-type: none"> * एक से दस तक हिंदी में गिनती । * पत्तों के आकार रंग/ बनावट / रचना /। * ए व ऐ की मात्रा वाले शब्द । * कलात्मक विकास * यातायात के विभिन्न साधनों व उनके पहियों की संख्या की जानकारी । * एक अनेक - * प्राकृतिक मूल्यों का विकास । 	<ul style="list-style-type: none"> * अपनी अथवा स्कूल की भाषा का इस्तेमाल करते हुए बातचीत करते हैं कहानी सुनकर जानकारी के लिए प्रश्न पूछते हैं व निजी अनुभवों को , साझा करते हैं। * अलगअलग पत्तों का समानता व विभिन्नता के आधार पर - वर्गीकरण। जैसे मुलायम छोटे आदि/लम्बे/खुरदरे /। * अपने घर स्कूल, आसपास के लोगो द्वारा प्रयोग किये जाने वाहनों के नाम । 	<ul style="list-style-type: none"> १ पाठ पढ़कर पाठ में प्रयुक्त शब्दों का चिह्न व लेखना। २ बिस्कुट आदि के / चम्मच/ स्ट्रॉ -घर में उपलब्ध माध्यम से गिनती सीखना व लिखना।) ES PL(३ /रंग/विभिन्न आकार .के पत्तों को पीटी द्वारा या दिखाकर उनमे अंतर पहचाना। ४ तरह के पत्ते चिपकाकर पशुओं की आवृत्ति या डिज़ाइन बनाना। ५ खिलौनों के माध्यम से यातायात के साधनों की महत्वा। ६ अनेक -एक . <p>*आजकल स्कूल न जाने के कारण)कोरोना व जानना। -AACActivity</p> <p>*पत्ते का पटाखा</p>
५	सितम्बर १०१२/	पकौड़ी	<ul style="list-style-type: none"> * कविता वाचन । * तुक वाले शब्द । * इऐ की मात्रा , ए,ऊ, उ ,ई , वाले शब्द। * स्वस्थ / पोषक भोजन का महत्व । 	<ul style="list-style-type: none"> * कविता सुनना व उसमे प्रयुक्त शब्दों वाक्यों को समझकर अपनी , प्रतिक्रिया देना। * अपनी पसंद की खाने की चीज़ का चित्र द्वारा प्रदर्शन व उसका नाम लिखना । 	<ul style="list-style-type: none"> १ वीडियो द्वारा काव्य पठन / टी.पी.पी.। २ फ़्लैश कार्ड के माध्यम से तुक वाले शब्दों बताना। ३ कविता . में आए विभिन्न मात्रा वाले शब्दों का उच्चारण। ४ अपनी पसंद व नापसंद की चीज़ों के चित्र बनाना। ४ पाठ से सम्बन्धित बहुविकल्पी प्रश्न .। <p>) कठपुतली शो *PuppetShowके माध्यम से स्वस्थ भोजन के बारे में व कोरोना से बचने के बताना। - AACActivity</p>

६		छुक-छुक गाड़ी	<ul style="list-style-type: none"> *कविता वाचन * वर्णों की पहचान व लेखन *रंगों की पहचान *चित्र वर्णन 	<ul style="list-style-type: none"> *छात्र छुकछुक गाड़ी कविता को सुनकर उसकी भाषा समझ पाएँगे - और कविता का वाचन कर पाएँगे। *चित्रों के माध्यम से रेलयात्रा के दौरान आने वाले दृश्य व स्थानों का ज्ञान । * यातायात के अन्य साधनों का ज्ञान प्राप्त करेंगे । * अलग अलग वाहनों को उनकी आवाजों से पहचानना । *छात्र घ , इ , थ , च , ज, ओ आदि अक्षरों को दोहराएँगे तथा वर्तनी की शुद्धता सहित सही सही लिखना सीखेंगे । - 	<ol style="list-style-type: none"> १. पी.पी.टी व विडियो के माध्यम से स्क्रीन शो वाचन। २ .अध्यापिकारेलगाड़ीकेसफरमेंआनेवालेदी, श खेतआदिसेअवगतकराएगी। ३.अपनेपरिवारकेसदस्योंसेछात्र यातायात के साधन जानकारी प्राप्त करेंगे। ४.अध्यापिकारंगों की जानकारीदेना । ५.छात्रों रेल गाड़ी को पहचानकर रेल गाड़ी का चित्र भरेंगे। ६. जल, थल व वायु यातायात के साधनों के चित्र कापी में चिपकाएंगे। <p>* स्कूल में आकर पढ़ना और घर पर पढ़ने के दौरान) दोनों प्रकार के अनुभवों पर चर्चा करने के लिए क्यों ज़रूरी है - बच्चों से पूछना</p>
७		रसोईघर	<ul style="list-style-type: none"> *कविता वाचन *कविता का अभिनय * वर्णों की पहचान *रसोईघर से परिचय 	<ul style="list-style-type: none"> कविता.*वाचन। *छात्रों में कविता के भाव को समझने की योग्यता का विकास । * रसोईघर की चीजों से परिचित होना । *ज और ज़ का सही उच्चारण 	<ol style="list-style-type: none"> १.पी.पी.टी व विडियो के माध्यम से स्क्रीन शो के साथ कविता का सस्वर वाचन । २.पी.पी.टी के माध्यम से कविता में आवाजों के क्रिय सेकना, तलना आदि का चित्र दिखाना और उसे जाकर देखना । ३. ज और ज़ के दो- दो शब्द लिखना ४ कैंची ओर चाकू से काटने वाली चीजों के चित्र ५रसोईघर में प्रयोग होने वाली चीजों के चित्र ६. चिकनी मिट्टी (clay) से विभिन्न बर्तन बनाना <p>* अपने रसोईघर में जाकर उपलब्ध चीजों के चित्र बनाने</p> <p>दादी / माँ से लेनाII- AACactivity</p>
८.	अक्टूबर	चूहों !	<ul style="list-style-type: none"> *कविता वाचना 	<ul style="list-style-type: none"> * कविता का अभिनय के साथ आनंद लेना । 	<ol style="list-style-type: none"> १. किताब को स्क्रीन पर शोयकरके अभिनय

	८९	म्याऊँ सो रही है ।	<ul style="list-style-type: none"> *कविता का अभिनय * वर्णों की पहचान / लेखन *द, उ, ल से शब्द सीखना । *विभिन्न जानवरों के बारे में जानकारी। *अभिन्यात्मककलाकाविकास । 	<ul style="list-style-type: none"> *जानवरों का अभिनय करना । * सरल तरीके से जानवरों के चित्र बनाना । * द, उ, ल से शब्द लिखना । * घर के आस पास रहनेवाले जानवरों के सूची बनाना-। 	<ul style="list-style-type: none"> कावाचन । २. कविता का उचित लय व हाव -भाव के साथ ३. जानवरों का अभिनय करना व उनकी आवाज ४. अपने परिवार के सदस्यों से चूहा और बिल कविता सुनना । ५. ३ अंक या / रुमाल से चूहे का चित्र बनाना ६कवितामेंआएविभिन्नमात्रावाले शब्दों का उच्चारण ७ तुक वाले शब्दों का लेखन .। *घर के बड़ों की मदद से जानवरों के मुख बनाना और जानवरों का अभिनय करना।
९		बंदर और गिलहरी ।	<ul style="list-style-type: none"> * कहानी पठन। * कहानी पर अपनेविचारव्यक्तकरना । *उछल- कूद करने वाले तथा न करने वाले जानवरों के नाम । *कलात्मकविकास 	<ul style="list-style-type: none"> *छात्रभाषाकोसुनकरसमझनेमेंसक्षमहोंगेएवंअपनेविचारव्यक्तकरपाएंगे । * विभिन्न प्रकार के जानवर,केनामजाननेमेंसक्षमहोंगे । *नएशब्दोंकोसुनकरबोलनाएवंनएशब्दों/वाक्योंकोबोलकरबतापायेंगे। *छात्र लिखितसामग्रीकोध्वनियोंएवंमात्राओंकीशुद्धताकेसाथपढ़नेमेंसक्षमहोंगे । तथाशब्दोंकाशुद्धउच्चारणकरपाएंगे । 	<ul style="list-style-type: none"> १. वीडियोद्वाराविभिन्नप्रकारकेजानवरोंकीजानकारीकी कहानी सुनवाना । २पी .पी.टी / चित्र / मॉडलदिखाकर जानवरों की लम्बीएवंछोटीपूँछवालेजानवर, उछल-कूदकरनेवालेजानवर,पेड़पररहनेवालेपशुपक्षी आदि का चित्र बनाना । ३ कठिनशब्दोंकाशुद्धउच्चारण और लेखन । ४ एकीमात्रावालेशब्दों .का वीडियो द्वाराअभिनय करना । ५ बहुविकल्पी प्रश्न उत्तर .। पाठ्य पुस्तक के अतिरिक्त अन्य पुस्तकों या पत्रों से चित्र दिखाकर अपने शब्दों में कहानी बताने व पढ़ने व AAActivity
१०	नवम्बर १०१/२	पगड़ी	<ul style="list-style-type: none"> *सस्वर कविता वाचन *स्वच्छता का महत्त्व समझना । *तुक वाले शब्द 	<ul style="list-style-type: none"> *कविता सुनना व उसमें प्रयुक्तशब्दों का वाक्य के संदर्भ में अर्थ जानना । *दैनिक स्वच्छता का महत्त्व जानेंगे । *पगड़ी ओर टोपी में अंतर समझना । 	<ul style="list-style-type: none"> १ .पी टी.पी./ विडियो द्वारा काव्य पठन । २ फ्लैश कार्ड के माध्यम से तुक वाले शब्दों का बताना ३-रंग .बिरंगी पगड़ी के चित्र एकट्टा करना और अंश चिपकाना। ४ .कागज, बर्तन,कपड़े आदि चीजों को साफ कर ५अपने घर के बड़ों की सहायता से पगड़ी बाँधने व पगड़ी व टोपी में अंतर समझना।

					साफ़*-सफ़ाईऔरस्वच्छतासेरहनेकेतरोंकोकेसेबातचीतकरना।-AACActivity
११		पतंग	<ul style="list-style-type: none"> *कविता वाचन *अनुस्वार वाले शब्द *तुकात्मक शब्द *कलात्मक विकास 	<ul style="list-style-type: none"> * कविता सुनकर उसके बारे में बातचीत करना प्रश्न ,अपनी राय देना , पूछना व अपने निजी अनुभव साँझा करना। * कविता में शब्दों , वाक्यों को देखकर उनकी ध्वनियों को सुनकर/ समझकर उनकी पहचान करना। *पतंग बनाना व आसमान में उड़ने वाली चीज़ों के नाम बताना । 	<ul style="list-style-type: none"> १.वीडियो के माध्यम से स्क्रीन शेयर करके कविता सुनना व वाचन । २.अनुस्वार वाले शब्दों का उच्चारण व लेखन । ३.तुक वाले शब्दों का चयन व लेखन ४.रंगीन कागज़ से पतंग बनाना । ५.आसमान में उड़ने वाली चीज़ों के चित्र बनाकर नाम बताना <p>*त्योहारों पर पतंग उड़ाने के अपने अनुभव लिखना</p> <p>- पतंग से जुड़ी अन्य कोई कविता या गीत *AACActivity</p>
१२		गेंद और बल्ला	<ul style="list-style-type: none"> *कहानी पठन *कहानी का अपनी भाषा में वाचन । *खेलों के महत्व पर चर्चा । *घर के अंदर व बाहर खेले जाने वाले खेल । *विलोम शब्द 	<ul style="list-style-type: none"> *हिंदी वर्णमाला के अक्षरों की आकृति व ध्वनि को पहचानकर कहानी पठन । *अपने अनुभव एवं अनुमान के आधार पर कहानी आगे बढ़ाना । *चित्र देखकर खेलों का अनुमान व उनपर चर्चा । *विभिन्न खेलों के लिए आवश्यक सामग्री की जानकारी । जैसे – क्रिकेट – गेंद बल्ला, 	<ul style="list-style-type: none"> १.कहानी पठन व अपने शब्दों में वाचन । २.पीटी या फ़्लैश कार्ड्स के माध्यम से घर के अंदर व बाहर खेले जाने वाले खेलों के बारे में पूछना व सूची बनवाना ३.पाठ में आये विलोम शब्द लिखना । जैसे – पास – उदास ४.जिन खेलों में एक चीज़ को दूसरी से मासुस जाता लिखना। <p>व्यक्तिगत व सामूहिक खेलों पर चर्चा ।</p> <p>कोरोना के कारण खेले जाने वाले खेलों में अंतर लिखना</p> <p>खेलों के महत्व पर चर्चा* AACActivities</p>
१३		बंदर गया खेत में भाग	<ul style="list-style-type: none"> *कविता पठन व वाचन *तुकात्मक शब्द *टोपी व पगड़ी के चित्र बनाना । *अभिनयात्मक कला का विकास 	<ul style="list-style-type: none"> *कविता को सुनकर अपनी बात कहना व अपने निजी अनुभव साँझा करना । *भाषा में निहित ध्वनियों और शब्दों के साथ खेलने का आनंद लेते हैं । जैसे – चट्टर बद्धर आदि, खट्टर, मट्टर ,। 	<ul style="list-style-type: none"> १.वीडियो के माध्यम से कविता सुनना एवं वाचन । २.विभिन्न पशुओं के मुखौटे बनाकर उनका नाम बताना ३.संयुक्ताक्षर वाले शब्दों का उच्चारण व लेखन ४.तुक वाले शब्दों का चयन एवं लेखन। <p>शाकाहारी व मांसाहारी जानवरों पर चर्चा *</p> <p>*पौष्टिक भोजन के नाम लिखना एवं उनके महत्व लिखना</p> <p>AACActivity</p>
१४	दिसंबर ८९/	एक बुढ़िया	<ul style="list-style-type: none"> *कविता वाचन *वरली शैली में चित्र बनाना *नाम वाले व काम वाले शब्द *विलोम शब्द 	<ul style="list-style-type: none"> *कविता में दिए चित्रों से होने वाली गतिविधियों व घटनाओं का अनुमान लगाना व अपनी राय प्रकट करना । *चित्र में घट रही घटनाओं और पात्रों को एक कहानी के सूत्र में देखना । *घर में कौन सदस्य क्या क्या- 	<ul style="list-style-type: none"> १.वीडियो के माध्यम से कविता सुनना एवं वाचन । २.कविता में आए नाम वाले व काम वाले शब्दों व वाक्यों को देखकर उनका अनुमान लिखना ३.विलोम शब्द को फ़्लैश कार्ड्स के माध्यम से लिखना ४.घटनाओं का क्रमानुसार लेखन .।

			करते हैं पर चर्चा। *अपने घर के बुजुर्गों के बारे में बातचीत।	*घर के बड़े बुजुर्गों द्वारा दिन भर की जाने वाली बातचीत पर चर्चा। *वरली शैली में अपनी पसंद से कोई चित्र बनाना। AAActivity.	
१५		में भी	*कहानी पठन *अनेक शब्दों के लिए एक शब्द *अभिनयात्मक कला का विकास *वैज्ञानिक मूल्यों का विकास	*चित्र देखकर अलग अलग घटित हो रही घटनाओं को समझते हैं। *प्रिंट सामग्री को ध्वनि एवं मात्राओं की शुद्धता के साथ पढ़ते हैं। *डूबने व तैरने वाली चीजों के विषय में परीक्षण प्रयोग द्वारा जानना।	१. ध्वनि एवं मात्राओं की शुद्धता के साथ कहानी पढ़ना। २. पीटी या फ्लैश कार्ड्स के माध्यम से पशुओं एवं पक्षियों के नामों की जानकारी साँझा करना। ३. अनेक शब्दों के लिए एक शब्द। ४. डूबने व तैरने वाली चीजों की सूची बनाना। *अपना या अपने परिवार के किसी सदस्य का नाम बताना। प्रयोग द्वारा डूबने व तैरने वाली चीजों का पता लगाना। AAcactivity
१६		लालू और पीलू	*कहानी पठन *कठिन शब्द *रंगों के नाम एवं पहचान *विभिन्न स्वाद वाली जैसे खट्टा, तीखा आदि, कड़वा, मीठा, चीजों के नाम जानना।	*कहानी सुनकर कहानी के पात्रों पर अपनी राय व्यक्त करना। *चित्र द्वारा रंगों के नाम दर्शाना। *पाठ में प्रयुक्त शब्दों के माध्यम से वाक्य निर्माण करना	१. अभिनय के साथ कहानी वाचन। २. विभिन्न रंगों के कागज काटकर पुस्तिका में चित्रों के आकार बनाकर उनमें अलग अलग रंग भरना। ३. विभिन्न स्वाद वाली चीजों की सूची बनाना। ४. उत्तर-कहानी से सम्बंधित लघु प्रश्न। *बच्चों को रंग बताकर उस रंग की चीजें घर में ढूँढना। *विभिन्न चीजों को चखकर उनका स्वाद वर्गीकरण करना। - AAActivities

१७	जनवरी १०१/२	चकई के चक्दुम	<ul style="list-style-type: none"> *कविता वाचन *तुकात्मक शब्द *चित्र पठन *कलात्मक विकास 	<ul style="list-style-type: none"> *कविता में वरली शैली में दिए गए चित्र में होने वाली गतिविधियों का अनुमान लगाना । *भाषा में निहित ध्वनियों एवं शब्दों के साथ खेलने का आनंद लेना । *यातायात के साधनों की जानकारी । 	<ul style="list-style-type: none"> १.वीडियो के माध्यम कविता सुनना एवं वाचन २.कविता की पंक्तियाँ पूरी करना । ३.तुक वाले शब्दों का उच्चारण एवं लेखना ४.कागज़ की नाव बनवाना । ५ यातायात के साधनों के चित्र बनाना । *अपने घर के बड़ों की सहायता से चित्रों के माध्यम से कहानी प्रस्तुत करना एवं अभिनय करना I-A
१९		चार चने	<ul style="list-style-type: none"> *कविता का सस्वर वाचन *हिन्दी में गिनती बोलना व लिख पाना । *तुक वाले शब्दों का ज्ञान । *जानवरों की बोली जानना *पैसे का मूल्य समझना । *अभिनयात्मक कला का विकास । 	<ul style="list-style-type: none"> *उचित लय के साथ कविता का सस्वर पाठ । *ज और .ज वाले शब्द लिखना और सही उच्चारण करना । *चने खाने वाले जानवरों के नाम लिखना, उनके चित्र चिपकाना । *अभिनय के माध्यम से क्रिया शब्द की जानकारी । *अनाज और दाल का अंतर पहचानना । 	<ul style="list-style-type: none"> १ स्क्रीन साझा करते हुए कविता को सुनना और २ कुछ जानवरों की आवाजें सुनकर उनका अभिनय ३ हिन्दी में गिनती सीखकर बोलना । ४ घोडा ,तोता और चूहा के चित्र बना कर रंग भरना ५ ज शब्दों का उच्चारण सीखना. फ्लैश कार्ड के माध्यम से ६ चने खाने वाले जानवरों के नाम बताना और चित्र चिपकाना अपने रसोईघर से)परिवार के सदस्यों की सहायता से अनाज,चने व दालें लाकर दिखाना व उनका चित्र बनाना AAC-activity(
२०		भगदड़	<ul style="list-style-type: none"> *कविता का स्वस्वर वाचन *सयुंक्ताक्षर शब्दों का ज्ञान *मधुबनी कला का ज्ञान । *कविता में आए जानवरों के बारे में चर्चा । *भगदड़ का अर्थ समझना 	<ul style="list-style-type: none"> * कविता सुनकर उसके बारे में बातचीत करना प्रश्न ,अपनी राय देना , पूछना व अपने निजी अनुभव साँझा करना। *मधुबनीशैली में कुछ आसान चित्र बनाना । *पालतू जानवरों के चित्र देखकर नाम बता पाना । *सयुंक्ताक्षर शब्द लिखना । * लिंग पहचान । *मिलान करना – किसने क्या , किया । 	<ul style="list-style-type: none"> १ . स्क्रीन शेयर करके कविता को सुनना और २ .सयुंक्ताक्षरवाले शब्दों का उच्चारण व कविता में आ .ए जानवरों के बारे में चर्चा , उसका चित्र चिपकाना । ४- स्त्रीलिंग . पुल्लिंग शब्द लिखना (बुढ़िया -जैतू) ५ .कविता में आएशब्द के आधारपरतुकांतशब्द बनाना (मधुबनी) शैली में कुछ आसान चित्र youtube पर देखकर माध्यम से देखकर बनाना और आनंद लेना I-A

२१	फरवरी १०१२/ पर	हलीम चला चाँद पर	<ul style="list-style-type: none"> *कहानी पठन *कहानी का अपनी भाषा में वाचन । *धरती और आसमान पर दिखाई देने वाली चीजों में अंतर । *आसमान में दिखाई देने वाली चीजों की जानकारी । *नए शब्द * यातायात के साधनों की जानकारी । 	<ul style="list-style-type: none"> *कहानी सुनना , समझना और पढ़ना । *आसमान में नज़र आने वाली चीजों के नाम । *कारखाने में बनाए जाने वाले चीजों के कुछ नाम बोलना । *सूरज और चाँद से संबंधित जानकारी । *किन किन - चीजों से डरते हैं ?- चर्चा 	<ul style="list-style-type: none"> १ .कहानी पठन व अपने शब्दों में वाचन २ रॉकेट , सूरज, चाँद और तारे के चित्र बनाकर ३ कारखाने में बनी चीजों के नाम लिखते हैं । ४ धरती और / टी के माध्यम से सूरज और चाँद आसमान में अंतर समझना। ५ आसमान में उड़ने वाली चीजों के चित्र बनाकर ६- चाँद के बढ़ते घटते रूप के चित्र बनाना ।)चित्र बनाने में बच्चे आनंद लेते हैं । उनसे सीखें कि वे विभिन्न समय पर कराएं। सूरज और चाँद के बारे में अधिक जानकारी तै activity)
२२		हाथी चल्लम चल्लम	<ul style="list-style-type: none"> *सस्वर कविता वाचन। *सयुंक्ताक्षर ज्ञान * कठिन शब्द *हाथी के अलग अलग अंगों के नाम जानना । 	<ul style="list-style-type: none"> *कविता का अभिनय के साथ आनंद लेना । *हाथी का चित्र बनाकर उसके बारे में लिखना । *किन – किन जानवरों की सवारी करते हैं ? जानकारी हासिल करना व अपने अनुभव साँझा करना । *सयुंक्ताक्षर शब्द सीखना । 	<ul style="list-style-type: none"> १ .किताब को स्क्रीन पर शेयर करके अभिनय के साथ का वाचन। २ .कठिन शब्दों का सही उच्चारण करना जैसे- चल्लम चल्लम -, हल्लम – हल्लम , फट्टर फट्टर - ३ हाथी के बारे में कुछ वाक्य बोलना । ४ टी द्वारा विभिन्न सवारी करने वाले जानवरों के चित्र और बातचीत करना। ५ हाथी से सम्बंधित कुछ बाल गीत सुना-ना। हाथी का)मुखौटा पहनकर हाथी के बारे में - गीत सीखना-बाल / AAC activity (

२३		सात पूंछ का चूहा	<ul style="list-style-type: none"> *कहानी पठन *कठिन शब्द *उल्टी गिनती *मद्दगारों के बारे में जानकारी *चंद्रबिन्दु वाले शब्द 	<ul style="list-style-type: none"> *कहानी को ध्यान से सुनना और वर्णन करना *उल्टी गिनती बोल पाना *नटखट चूहे की शरारतों को अपनी भाषा में बताना *कठिन शब्दों का सही उच्चारण सीखना *प्रश्नों के उत्तर देना 	<p>१. उचित हावभाव एवं अभिनय के माध्यम से कहानी के शब्दों में सुनाना।</p> <p>२. कहानी पढ़ कर समझते हुए उल्टी गिनती बोलना।</p> <p>३. हमारे कुछ मददगारों के नाम और उनके काम लिखना।</p> <p>४. चूहे का चित्र बनाकर उसपर ५ वाक्य लिखना।</p> <p>५. कहानी से चंद्रबिन्दु वाले शब्द छाँट कर लिखना।</p> <p>परिवार) के सदस्यों से कोरोना के समय हमारे परिवार वालों के बारे में जानकारी लेना और चर्चा करना।</p> <p>activity(</p>	<p>कहानी</p> <p>बोल</p> <p>काम</p> <p>लिखना</p> <p>लिखना</p> <p>हमारे</p> <p>चर्चा करना</p>
२४	मार्च	पुनरावृत्ति				

केन्द्रीय विद्यालय संगठन
पाठ्यक्रम विभाजन (सत्र 2021-22)
कक्षा: दूसरी **विषय: हिन्दी**

क्र. सं	माह/ कालांश	पाठ	मुख्य बिन्दु	अधिगम परिणाम	सुझावित गतिविधियाँ
1	अप्रैल कालांश 6	ऊँट चला	कविता गायन नए शब्द-अर्थ तुक वाले शब्द ऊँट और रेगिस्तान चीजों की तुलना 'ब' से शब्द बोझ ढोने वाले जानवरों के नाम	1. कविता सुनकर समझते हुए प्रतिक्रिया करते हैं। 2. कविता का हाव-भाव तथा लय के साथ गायन करते हैं। 3. ऊँट और रेगिस्तान के बारे में एक दूसरों के साथ वार्तालाप करते हैं। 4. काव्य रचना / नए शब्दों को ध्यानपूर्वक ध्वनियों एवं मात्राओं कई शुद्धता के साथ पढ़ते हैं। 5. वर्तनी की शुद्धता के साथ जानवरों के नाम लिखते हैं।	1. कविता गायन, नए शब्द, तुक वाले शब्द पी.पी.टी एवं वीडियो द्वारा। 2. ऊँट के बारे में जानकारी चित्र द्वारा (पी.पी.टी) एवं पाँच वाक्य लिखना। 3. चीजों की तुलना क्रियाकलाप द्वारा। 4. बोझ ढोने वाले जानवरों के नाम पी.पी.टी द्वारा। AAC: 'ब' अक्षर से शब्द पाठ से ढूँढो और अन्य शब्द बताओ।
2	अप्रैल कालांश 7	भालू ने खेती फुटबॉल	पाठ बोधन नए शब्द-अर्थ प्रश्नोत्तर गेंद से खेले जाने वाले खेल सर्दी का मौसम (ठंड से बचाव के उपाय) जंगली जानवरों के नाम।	1. एक दूसरों के साथ वार्तालाप करते हैं। 2. ध्वनियों एवं मात्राओं कई शुद्धता के साथ पढ़ते हैं। 3. गेंद से खेले जाने वाले खेल की सूची बनाते हैं। 4. जंगली जानवरों के नाम बताते हैं। 5. सर्दी के मौसम के बारे में एक दूसरों के साथ वार्तालाप करते हैं।	1. पी.पी.टी द्वारा नए शब्द अर्थ और PDFsharing /वीडियो द्वारा पाठ का पठन। 2. विद्यार्थियों द्वारा पढ़ना एवं प्रश्नोत्तर। 3. गेंद से खेले जाने वाले खेल की जानकारी पी.पी.टी/ वीडियो द्वारा। 4. ठंड से बचाव के उपाय बातचीत। AAC: पाँच जंगली जानवरों के चित्र चिपकाकर नाम लिखो।
3	जून कालांश 5	म्याऊँ - म्याऊँ	कविता गायन नए शब्द-अर्थ वाक्य बनाओ नुकीली चीजों के नाम एवं चित्र।	1. कविता को हाव भाव तथा आरोह अवरोह के साथ बोलते हैं। 2. कविता में निहित तुक वाले शब्द बताते हैं। 3. आस पास पाए जाने वाले पालतू जानवरों को पहचानते हैं।	1. कविता गायन, नए शब्द, तुक वाले शब्द पी.पी.टी एवं वीडियो द्वारा। 2. विद्यार्थियों द्वारा कविता पाठ एवं चर्चा। 3. दिए शब्द से वाक्य बनाओ। AAC: नुकीली चीजों के नाम एवं चित्र बनाना।
4	जुलाई	अधिक बलवान	पाठ बोधन	1. कहानी को सुनकर उसके बारे में	1. पी.पी.टी द्वारा नए शब्द अर्थ और

	कालांश 7	कौन	नए शब्द-अर्थ प्रश्नोत्तर शब्दों बनाओ समान अर्थ वाले शब्द गर्मी से बचाव के उपाय	बातचीतकरते हैं और अपनी प्रतिक्रिया व्यक्त करते हैं। 2. कहानी को अपने शब्दों में सुनाते हैं। 3. पाठ / नए शब्दों को ध्यानपूर्वक ध्वनियों एवं मात्राओं कई शुद्धता के साथ पढ़ते हैं। 4. गर्मी के मौसम के बारे में अनभुवों कोसाझा करते हैं।	PDFsharing वीडियो द्वारा पाठ का पठन। 2. विद्यार्थियों द्वारा पढ़ना एवं प्रश्नोत्तर। 3. विद्यार्थियों द्वारा पाठ का नाटकीकरण। 4. समान अर्थ वाले शब्द। 5. गर्मी से बचाव के उपाय बातचीत। AAC: शब्दों का खेल – शब्द में आए अक्षर से शब्द बनाओ जैसे – 'कमलककड़ी' आदि।
5	जुलाई कालांश 6	दोस्त की मदद	कहानी का वर्णन व नैतिक शिक्षा। । दोस्त विषय पर कविता कहानी / । अपने शब्दों में कहानी का वर्णन। । जल तथा थल पर रहने वाले जीव जन्तु। मुलायमऔर कड़ी चीजोंकीजानकारी।	1. बच्चों द्वारा स्वरचित या कहीं से पढ़ी गई या सुनी गईकविता / कहानी की प्रस्तुति। 2. चित्र द्वारा कहानी निर्माण। । 3.कौन सी चीजें पानी में डालने पर मुलायम हो जाएंगी और कौन सी चीजों पर कोई असर नहीं होगा। 4. किताब लघु नैतिक शिक्षा पर आधारित / कहानियों कि किताब को पढ़ने का प्रयास	1. जल तथा थल पर रहने वाले जीव जन्तुओं के बारे में चर्चा करना। 2. चित्र दिखाकर कहानी सुनाना। 3. पशु, पक्षियों से संबंधित कहानी दिखाना। 4. एक – अनेक अभ्यास। 5. कौन सी चीजें पानी में डालने पर मुलायम हो जाएंगी और कौन सी चीजें नहीं। 4. पानी और जमीन पर रहने वाले जीव-जन्तुओं के चित्र चिपकाना। AAC :अपने दोस्तों केनाम लिखेंऔरउनकेनामों केआगे लिखें कि वेउनकेसाथ क्या काम करना पसंद करेंगे ?
6	अगस्त कालांश 10	बहुत हुआ काले मेघा पानी दे, सावन का गीत	उचित लय तथा भाव पूर्ण ढंग से कविता पठन करना। विभिन्न ऋतुओंकी जानकारी जल चक्र की प्रकिया की जानकारी। वर्षा ऋतु में मनाये जाने वाले त्योहारों की जानकारी	1. कविता को उचित ताल और हाव- भाव के साथ पढ़ना। 2. वर्षा ऋतुओं में पहने जाने वाले कपड़ों के चित्र बनाना व उनके नाम लिखना। 3. यू-ट्यूब पर जल चक्र दिखाना व चर्चा करना। 4. कैलेंडर देख कर वर्षा ऋतु में मनाये जाने वाले त्योहारों के नाम बताना।	1. बारिश का चित्र बनाकर रंग भरना। 2.कैलेंडर देख कर विभिन्न माह में मनाये जाने वाले त्योहारों के नामों की सूची बनाना। 3. विभिन्न ऋतुओं में पहने जाने वाले कपड़ों के चित्र बनाना व उनके नाम लिखना। AAC: ऋतुओं का पोस्टर बनाना।
7	सितंबर कालांश 8	मेरी किताब	पढ़ने का अभ्यास का महत्व समझेंगे किताबों के प्रति उत्सुकता 'एक शब्द'	1. सही उच्चारण के साथ पढ़ना। 2. बच्चों में पढ़ने की रूचि बढ़ाना। 3. नाप -तोल के बारे में जानकारी जैसे :फीता, मीटर, वजन आदि 4. 'अनेक के लिए एक शब्द' का ज्ञान।	1. . बच्चों को पुस्तकालय दिखाना (यु-ट्यूब /PPT/प्रलैशकार्ड के द्वारा) 2. बच्चे अपनी मन पसंद किताबों के नाम लिखेंगे। 3. लम्बाई व वजन के नाप-तोल का वीडियो। 4. बताइए उस स्थान को क्या कहते हैं #-

					जहाँ खाना पकाया जाता है जहाँ पुस्तकें रखी एवं पढ़ी जाती हैं # AAC: घर पर या इंटरनेट पर उपलब्ध लघु कहानियों को पढ़ने व स्वयं के शब्दों में बोलने का प्रयास करना।
8	अक्टूबर कलांश 8	तितली और कली	कविता गायन तुक वाले शब्द अच्छी महक, बुरी महक फूलों के नाम रंगों के नाम	1. कविता उचित सुर तथा लय के साथ गाना। 2. वर्तनीकीशुद्धता के साथ लिखने की क्षमता का विकास। 3. अच्छी महक, बुरी महक की जानकारी। 4. फूलों के नाम लिखना। 5. रंगों को पहचान कर नाम लिखना। 6. पौधे के विभिन्न भागों का ज्ञान प्राप्त करना।	1. कविता गायन वीडियो द्वारा। तुक वाले शब्द लिखिए: कली, बात, डाल, बोलो, तितली। 2. अच्छी महक, बुरी महक वाली चीजों की सूची बनाओ। 3. वस्तुओं के रंगों को पहचान कर नाम लिखते हैं। 4. फूलों के नाम लिखो। 5. ऑरिगेमी : रंगीन कागज से तितली बनाना। AAC: इन्द्रधनुष का चित्र बनाकर रंग भरते हैं तथा रंगों के नाम लिखते हैं।
9	नवंबर कलांश 6	बुलबुल	पाठ बोधन नए शब्द-अर्थ प्रश्नोत्तर पहेली पक्षियों के नाम समूह के लिए एक नाम	1. पाठ को सही उच्चारण के साथ पाठ पढ़ना। 2. बुलबुल को पहचानना एवं उसके बारे में चर्चा। 3. कलगी वाले पक्षियों के नाम। समूह के लिए एक नाम।	1. PDFsharing / वीडियो द्वारा पाठ का पठन। 2. पी.पी.टी द्वारा नए शब्द अर्थ। 3. बुलबुल संबंधित वीडियो एवं उसके रंग रूप और आवाज पर चर्चा। 4. बुलबुल के बारे में पाँच वाक्य बोलो। 5. कलगी वाले पक्षियों के नाम की सूची बनाओ। 6. पशु पक्षी संबंधित पहेलियाँ। 7. समूह के लिए एक नाम दो। AAC: पाँच पक्षियों के चित्र चिपकाकर नाम लिखो।
10	नवंबर कलांश 7	मीठी सारंगी	कहानी का वर्णन व नैतिक शिक्षा वाद्य यंत्र के नाम एवं वर्गीकरण तरह-तरह के स्वाद अनुस्वार व अनुनासिक	1. कहानी को सुनकर उसके बारे में बातचीत करते हैं और अपनी प्रतिक्रिया व्यक्त करते हैं। 2. कहानी को अपने शब्दों में सुनाते हैं। 3. पाठ / नए शब्दों को ध्यानपूर्वक ध्वनियों एवं मात्राओं की शुद्धता के साथ पढ़ते हैं।	1. PDFsharing / वीडियो द्वारा पाठ का पठन। 2. विभिन्न वाद्य यंत्रों के चित्र / वीडियो दिखाना तथा चर्चा। 3. तार वाले एवं थाप वाले वाद्य यंत्रों की सूची बनाना। 4. विभिन्न अवसरों पर बजाए जाने वाले बाजे

				<p>4. वाद्य यंत्र के बारे में जानकारी 5. तरह-तरह के स्वाद की जानकारी 6. अनुस्वार व अनुनासिक का ज्ञान </p>	<p>पर चर्चा 5. खाने पीने वाले चीजों की स्वाद के अनुसार सूचीबनाना 6. अनुस्वार व अनुनासिक शब्दों का अभ्यास AAC:अपनेतरीकेसेअलगअलगचीज़ों सेबाजा - बनाएँऔर बाजा बजाएँ</p>
11	दिसम्बर कलांश 7	टेसू राजा बीच बाज़ार टेसू	<p>कविता गायन तुक वाले शब्द गिनत – अनगिनत समूह के लिए एक नाम नुक्ता वाले शब्द टेसू उत्सव के बारे में जानकारी</p>	<p>1. कविता उचित सुर तथा लय के साथ गाते है 2. कविता सुनकर मन में उभरे संदेह व कठिन पंक्तियों पर चर्चा करते है 3. गिनत – अनगिनत पर चर्चा करते है 4. रचना को ध्यानपूर्वक ध्वनियों एवं मात्राओं कई शुद्धता के साथ पढ़ते हैऔर आनन्द लेते है 5. टेसू उत्सव के बारे में जानकारी </p>	<p>1. कविता गायन वीडियो द्वारा 2. नए शब्द, तुक वाले शब्द 3 . गिनत व अनगिनत चीजों पर सूची बनाना 4. शब्दों को क्रम में लगा कर वाक्य बनाना 5 .किसके नाम बताना ज और ज़ के पाँच – पाँच शब्द बनाओ 6. टेसू उत्सव के बारे में वीडियो, लोकगीत एवं चर्चा AAC:टेसू का मॉडल बनाना </p>
12	जनवरी कालांश 10	बस के नीचे बाघ तेंदुए की खबर बाघ का बच्चा	<p>पाठ बोधन नए शब्द अर्थ – प्रश्नोत्तर शब्द बनाओ विपरीत अर्थ वाले शब्द जानवरों के बच्चों पर चर्चा</p>	<p>1.सही उच्चारण के साथ पाठ का वाचन 2.Yद्वारा पाठ का आनंदमयी ढंग से outube प्रस्तुतीकरण 3.विभिन्न जानवरों तथा उनके बच्चों पर चर्चा 4.जंगली तथा पालतू जानवरों के बीच अंतर स्पष्ट करना 5. बाघ का बच्चा कविता का उचित ताल और लय के साथ गायन </p>	<p>1.बस तथा अन्य वाहनों का चित्र दिखाना 2. विभिन्न जानवरों के निवास स्थान तथा जीवन पर चर्चा 3. जंगली जानवरों तथा पालतू जानवरों में विभेद करने के लिए पाँच पंक्तियाँ लिखना 4. इन जानवरों के बच्चों को क्या कहेंगे? जैसे - कुत्ता, बिल्ली, मुर्गी, बाघ आदि 5. गोंडी शैली में किसी जानवर का चित्र बनाकर रंग भरो AAC:"SAVE TIGERS" विषय पर पोस्टर का निर्माण </p>
13	जनवरी कालांश 6	सूरज जल्दी आना जी !	<p>कविता गायन नए शब्द अर्थ – वाक्य बनाओ मौसमों के नाम एवं चित्र दिखाना नुक्ता वाले शब्द</p>	<p>1.कविता को उचित हाव भाव तथा लय के साथ गाते हैं 2.कविता में आये तुकबंदी वाले शब्दों को पहचानते हैं 3. सर्दी व बरसात के मौसम पर अपने ,गर्मी , विचार प्रस्तुत करते हैं 4.सर्दी तथा गर्मी में पहने जाने वाली पोशाकों के नाम बताते हैं </p>	<p>.1PPT द्वारा विभिन्न मौसमों का प्रस्तुतीकरण एवं चर्चा 2. गर्मी तथा बरसात के ,सर्दी" मौसम में आप क्या क्या करते हैं?" इस विषय पर चर्चा 3. अलग अलग मौसम में पहने जाने वाली पोशाकों के चित्र दिखाना 4. अलग शब्द छाँटो 5. फ और फ़ से पाँच शब्द लिखो </p>

					AAC: सर्दी के मौसम में की जाने वाली क्रियाओं की सूची बनाना।
14	फरवरी कालांश 6	नटखट चूहा	पाठ बोधन नए शब्द अर्थ – प्रश्नोत्तर किसके पास जाओगे समान अर्थ वाले शब्द एक - अनेक औजारों के नाम टोपी तथा पगड़ी के चित्र दिखाना ।	1.कहानी को सही उच्चारण के साथ पढ़ते हैं तथा कहानी में आये नए शब्दों के अर्थ बताते हैं। 2. कहानी को अपने अपने शब्दों में सुनाते हैं तथा राजा रानी की अन्य कहानियाँ भी सुनाते हैं। 3. विभिन्न मात्राओं को पहचानते हैं तथा शब्दों में उनका प्रयोग करते हैं।	1.द्वारा कहानी का चित्रमयी YOUTUBE प्रस्तुतीकरण करना 2. दर्जी डॉक्टर तथा अन्य लोगो पर ,मोची ,चर्चा करना जो हमारी मदद करते हैं। 3. सिर पर पहनी जाने वाली पोशाकों के नाम बताते हैं जैसे टोपी आदि , पगड़ी – 4. एक - अनेक अभ्यास 5. हमारे मददगार लोगों के नाम एवं उनके औज़ार AAC: "रेफ र "का प्रयोग करना सीखना जैसे गर्मी आदि तथा शब्द बनाना ,दर्जी
15	फरवरी कालांश 6	एक्की दोक्की	पाठ बोधन नए शब्दों का अर्थ ज्ञान नाम वाले शब्द एवं काम वाले शब्द सहायता का भाव विकसित करना	1. कहानी को शुद्ध उच्चारण के साथ तथा भावपूर्वक पढ़ना। 2. कहानी में आई दोनों लडकियों के व्यवहार पर चर्चा करना। 3. पेड़ पौधों से प्राप्त होने वाली वस्तुओं के – विषय में जानना 4. एक से अनेक या एकवचन से बहुवचन बनाना। 5. नाम वाले शब्द एवं काम वाले शब्द।	1. पेड़पौधों तथा झाड़ियों से प्राप्त होने वाली , वस्तुओं की सूची बनाना 5 किन्ही 2. मेहँदी किस प्रकार बनाई जाती है इस पर चर्चा करना। 3. किन्ही दूध देने वाले जानवरों के नाम 5 लिखना 4. पाठ से नाम वाले शब्द एवं काम वाले शब्दछाँट कर लिखना। AAC: बच्चो को उनकी स्वयं की सुनी हुई कोई भी कहानी अपने शब्दों में लिखने के लिए देना।
16	मार्च	पुनरावृत्ति			

KENDRIYA VIDYALAYA SANGATHAN

SPLIT OF SYLLABUS CLASS: I

SESSION: 2021-22

SUBJECT MATHS

S. No.	MONTH/NO OF PERIODS	NAME OF THE LESSON	KEY CONCEPTS	LEARNING OUTCOMES	SUGGESTED ACTIVITIES
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1.	JULY 10 PERIODS	SCHOOL READINESS PROGRAMME	<ul style="list-style-type: none"> To make the children familiar with the surroundings. To develop a sense of fondness and belongingness. To develop awareness of themselves and feel good about who they are. To inculcate in them the habit of school routine and get to know about the school environment. 	<ul style="list-style-type: none"> Become familiar with surroundings. Feel comfortable in a new environment. Learn to mix with other students, build confidence, develop Observation/identification, self-expansion Enjoy joyful learning Learn the importance of punctuality. 	<ul style="list-style-type: none"> Introduction of teachers and children. Virtual Tour of the Vidyalaya. Morning Assembly and Vidyalaya Prayer. (Audioplay). Reciting rhymes/songs/poems. Activity sheets. Colouring. Film Shows.
	AUGUST 13 PERIODS	SHAPES AND SPACE (5)	AAC <ul style="list-style-type: none"> Spatial relationship (position of the objects) uses spatial concepts like inside/outside, 	<ul style="list-style-type: none"> Identify the spatial relationship of the objects. Read the words used for the different positions of the objects. Related Vocabulary development 	<ul style="list-style-type: none"> Sing-song session Shapes shapes we are shapes we would..... Drawing and colouring. (Activity sheet on different shapes)

			<p>above/below, top/bottom and far/near etc. c.</p> <ul style="list-style-type: none"> Identify and draw things which are near-far, inside-outside, above-below etc. Compare the size of the objects. (smaller-bigger, taller -shorter, Small -smaller – smallest) etc Sort, and describe the objects on the basis of shapes Sort 2-D shapes such as flat objects made of card, etc. Sorting according to shapes. Objects that roll and slide - solid objects round sided and flat ones. <p>One-to-one correspondence As many as</p>	<ul style="list-style-type: none"> Identify the basic shapes and learn the names of the shapes. Observe the shapes of the things in their surroundings and name them. Draw various shapes. (Sun, moon and stars.) Learn the vocabulary related to shapes. Round and solid objects roll and flat objects slide. <ul style="list-style-type: none"> Draw lines for the one-to-one correspondence to understand as many as.
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		NUMBERS FROM ONE TO NINE(5)	<ul style="list-style-type: none"> Learn the numbers and the Number Names Comparison of numbers/objects Problem solving ability will be developed. Concept of 'Zero' 	<ul style="list-style-type: none"> Read and write numbers and number names Vocabulary development (more/less) Counts the numbers correctly. Write the numbers; "just before", "in between" and "just after" Ascending/descending order. Can do forward and back counting. Know the value of Zero. 	<ul style="list-style-type: none"> Use number cards with the number of dots. Identify the number and draw the required objects. Oral exercise for the number names. Rhyme Ten little ducks went out one day.... A number card with 0 and no dots. Related Activity/Work sheets will be prepared and sent to the children in WhatsApp to complete the same in the class workbook.
		ADDITION(3)	<ul style="list-style-type: none"> Additions bringing together/joining. facts up to nine using concrete objects. Introduction of the vocabulary say more, in all, altogether etc. 	<ul style="list-style-type: none"> Learn the terms related to addition: add, join, altogether, total and plus (+) Do additions with the help of pictures and numerically. Construct addition facts using pictures and numerically. Count the number from the bigger number in 	<ul style="list-style-type: none"> Showing different number of fruits in different baskets, ask children how many fruits are there altogether. Addition Facts: With concrete objects to make, say 5, in as many ways as one can. Same activity may be repeated with different numbers. Commutative property of Addition: Help children understand and learn the commutative aspect of addition using concrete objects. Zero in addition: Put 5 flowers in the vase where there were 2

					flowersandaskhowmany
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			<ul style="list-style-type: none"> • Commutative property in addition • Zero in addition. • Addition using only numbers. • Solves day-to-day problems related to addition of numbers up to 9 	<p>forward way.</p> <ul style="list-style-type: none"> • Know the value of Zero. • Able to develop problem solving ability by forward counting. 	<p>are there now? $2+5=7$ Now put another 5 flowers in a vase without any flowers and ask how many flowers does it have now? $0+5=5$</p> <ul style="list-style-type: none"> • Speak out any two numbers and say what does 3 and 5 make? • Encourage them and make them understand that how addition is useful in our daily life situations. • Present problems orally to a child and ask them to solve. In a garden there are 3 orange trees and 5 mango trees. How many trees are there in all?
SEPTEMBER 13 PERIODS	ADDITION CONTD (2) SUBTRACTION (3)	<ul style="list-style-type: none"> • Subtracts numbers using 1 to 9 Subtraction taking away • Introduction of vocabulary related to subtraction say take away, how many more/less, left etc • Zero in subtraction • Solves day-to- 	<ul style="list-style-type: none"> • Learn the vocabulary: take away, remove, left, remaining and minus (-) • Do subtraction with the help of pictures and numericals. • Learn the value of Zero is nothing (NO) in subtraction. • Subtract two numbers without using concrete objects. 	<ul style="list-style-type: none"> • Collect some objects say pebbles, marbles, pencils, beads, ice-cream sticks, Leaves etc. (only 9). There are 9 marbles in a bowl. Ask the student to take 4 marbles from the bowl and find out how many are left? • There are 9 marbles with you. Your brother has taken all the 9 marbles from you how many marbles are you left with? <p>To solve the abstract problems $7-3=4$ There are 6 birds on a tree. 2 birds flew away how many are left?</p>	

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3.		<p>NUMBERS TENTOTWENTY (5)</p>	<p>numbers 1 to 9</p> <ul style="list-style-type: none"> • Knowledge of numbers upto 20. • Computes, compares and tries to manipulate the numbers. 	<ul style="list-style-type: none"> • Read and write numbers and number names upto 20 • Compare the numbers up to 20. • Forward/backward counting. • Identify the biggest, smallest. • Write numbers: missing numbers, "just after", "just before", "in between." • Ascending/descending order. • Learn the place and place value of the digits. • Read and write number in forward and backward order. 	<ul style="list-style-type: none"> • Use concrete objects to count up to 20. • Use play money for making amounts of 20. • Ask the children to keep 20 ice-cream sticks, make a bundle of 10 sticks with a rubber band and the remaining ten sticks loose. Now ask one child to show 13 sticks without opening the bundle. • Related Activity/Work sheets will be prepared and sent to the children in WhatsApp to complete the same in the class workbook.
		<p>TIME(3)</p>	<ul style="list-style-type: none"> • Knowledge of terms related to time. • Understands the sequence of the activities that are performed at home. 	<ul style="list-style-type: none"> • Gets familiar with morning, noon, evening, night terms. • Attempts to tell the activities of the day in sequence. • vocabulary and real-life experiences. • Can differentiate shorter and longer 	<ul style="list-style-type: none"> • Talk about changes that occur in nature in the morning, noon, evening and night. • Children talk about the activities performed by them every-day in a sequence. • Discusses the sequence of activities that are repeated to make poori/roti/idli/dosa. • Estimates and tells which activity takes more time?

			<ul style="list-style-type: none"> Estimates the time taken for different activities. <p>Number of days in week Number of months in a year.</p>	<p>duration of different activities performed by his family members and others.</p> <ul style="list-style-type: none"> Learn the week days and months of the year. 	<ul style="list-style-type: none"> *Going to school by bicycle or by scooter *Eating or drinking milk *Filling a pot or filling a tumbler. <p>Singing session (weekdays/months)</p>
TERM - 2 OCTOBER 4 PERIODS	MEASUREMENT (4)	<ul style="list-style-type: none"> Understand the different terms related to measurement. To identify the given objects using appropriate terms. Measure the objects with the hand span, fingers, foot span etc. 	<ul style="list-style-type: none"> Learn the terms long/short, tall/short, thick/thin, heavy/light, and differentiate and identify/represent them through pictures. Understand the idea of length and distance. Attempts to tell the length of the TV, table, book, mobile phone, length of the room with fingers, hand-span and foot-span. 	<ul style="list-style-type: none"> Previous knowledge will be tested by showing concrete objects to differentiate them. To measure how long is a rope, and how far are the two trees in the park? Measure the length of the frock, skirt, book... With the hand span and the length of the room by the foot span. 	
NOVEMBER- 12	NUMBERSTWENTY-ONE TO FIFTY(8)	<ul style="list-style-type: none"> Knowledge of numbers up to 50. Compares, compares and tries to 	<ul style="list-style-type: none"> Read and write numbers and number names up to 50 Compare the number up to 50. Forward/backward counting. 	<p>Art integration</p> <p>Use concrete objects like beads or ice-cream sticks to count up to 50.</p> <ul style="list-style-type: none"> Use play money for making amounts of ₹50. Ask the children to keep 50 ice-cream sticks, make a bundle of 10 sticks with a rubber band and some (ten) sticks loose. Now ask one child to show 33, 26, 47 sticks without opening the bundles. Related Activity/Work sheets will be prepared and sent to the children in WhatsApp 	

			<p>manipulate the numbers.</p> <ul style="list-style-type: none">• Place and place value	<ul style="list-style-type: none">• Identify the biggest, smallest.• Write numbers: missing	<p>complete the</p>
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				<p>numbers, “just after”, “just before”, “in between.”</p> <ul style="list-style-type: none"> • Ascending/descending order. • Learn the place and place value of the digits. • Read and write numbers in forward and backward order. 	<p>same in the class workbook.</p> <p>Music integrated Numbers song</p> <p>https://www.youtube.com/watch?v=xmRvecRHrKcNumbers Song 1 to 50 Learn Counting Numbers 3DNursery RhymesForKidsbyFarmees-YouTube</p>
		DATA HANDLING (4)	<p>To represent the given information using picture and symbols</p>	<p>Students would be able to collect and record information in his/her own way.</p> <p>Students would be able to give their own views on their recorded information and discuss with others.</p> <p>Students would be able to solve problems in their real-life situations related to data handling.</p>	<p>Write the names of the family members and find out the greatest number of letters and the name with the least number of letters.</p> <p>List out five vegetables they like the most and find out the greatest number of letters and the name with the least number of letters in the names of the vegetables.</p>
DECEMBER 10 PERIODS	PATTERNS (4)	<p>Learning to observe relationships to find connections - to make deductions, generalization and prediction.</p> <p>Enhances thinking ability</p>	<p>Students would be able to identify the pattern right from school to home.</p> <p>Students would be able to recognise the pattern in pictures, shapes, numbers, alphabets, colours</p>	<p>Art Integrated</p> <p>Create patterns using basic shapes involving colour concepts.</p> <p>Repetition of the given sequence</p> <p>Growing patterns of the shapes</p> <p>Number sequence</p> <p>Growing pattern (by one number and skip counting by 2, 3, 4, 5, 10,)</p>	

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			<p>problemsolvingability.</p> <p>patterns. Students would be able to understand the basic rule of creating a pattern and can extend this sequence.</p> <p>Students would be able to create patterns of their own.</p>	<p>Pattern involving forward and backward counting. Music Integrated https://www.youtube.com/watch?v=mEO721PAjxl</p>	
		<p>NUMBERS 50 TO HUNDRED (6)</p>	<p>Knowledge of numbers up to 100.</p> <ul style="list-style-type: none"> • Computes, compares and tries to manipulate the numbers. • Place and place value 	<ul style="list-style-type: none"> • Read and write numbers and number names up to 100 • Compare the numbers up to 100. • Forward/backward counting. • Identify the biggest, smallest. • Write numbers: missing numbers, “just after”, “just before”, “in between.” • Ascending/descending order. • Learn the place and place value of the digits. 	<ul style="list-style-type: none"> • Use concrete objects like beads or ice-cream sticks to count up to 100. • Use play money for making amounts of ₹100. • Ask the children to keep 100 ice-cream sticks, make a bundle of 10 sticks with a rubber band and some (ten) sticks loose. Now ask one child to show 93, 76, 67 sticks without opening the bundles. • Related Activity/Work sheets will be prepared and sent to the children in WhatsApp to complete the same in the classwork book. <p>Music Integrated https://www.youtube.com/watch?v=B5iAW-jnkPw</p>
			<ul style="list-style-type: none"> • Read and write numbers in forward and backward order. 		

<p>JANUARY1 2PERIODS</p>	<p>MONEY(4)</p>	<p>Introducecoinsand currencynotes. Sorting out all the coinsfrom the givencollection. (₹1, ₹2, ₹5)To read the price tag onapacket of chips,</p>	<p>Demonstrates use ofnumbers in identifyingmoney. Appreciatesandusesth emoneyin day-to-day</p>	<p>Identifythevalueofthegivendenominationcoins andcurrency notesand writethevalue. Make the given amount using differentcombinations of the coins(for ₹2, ₹3, ₹4, ₹5, ₹6)Make the given amount using differentcombinationsofthe₹10notes(for₹20, ₹30₹40,</p>
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			<p>maggichoccos,biscuits etc. To find out the total value of the collection.(coins/notes) Make a given amount by using coins/notes of different denominations.</p>	<p>buying and selling situations. Attempts to make use of small amounts of money by using 3-4 play notes of different denominations in different ways. Describes ways to find balance amount of a given amount after the purchase of given item. Estimates/approximates the money obtained in balance in such buying situations.</p>	<p>₹50.....₹100) Guess the price of the given item.(water colours,clay packets,pencil box.Pack of pencil scrayon etc.) Moneysongforkids Indianmoneysong Indiancurrency WATRstar-YouTube</p>
		HOWMANY(6) CCE(2)	<ul style="list-style-type: none"> • Knowledge of numbers. • Computes, compares and tries to manipulate the numbers. • Place and place value 	<ul style="list-style-type: none"> • Learn the place and place value of the digits. Write the numbers for the given collection (tens and ones) Compare the numbers. • Identify the biggest, smallest. Compute the value of a given item. (in terms of money) 	<p>Identify the place and place value of the digits of the given number. Draw collection of tens and ones and write the number. Write the biggest and the smallest number from the given list. Find out the cost of the items?https://www.youtube.com/watch?v=a4FXI4zb3E4</p>
FEBRUARY	REVISION CCE				

KENDRIYA VIDYALAYA SANGATHAN
UPSYLLABUS FOR THE YEAR 2021-22

CLASS: II

SUBJECT: MATHEMATICS

S.N O	MONTH/ NO OF PERIODS	NAME OF THE LESSON	KEY CONCEPTS	LEARNING OUTCOMES	SUGGESTED ACTIVITIES
1.	April (08)	What is long, what is round?	<p>1. Observation of objects in their surroundings and comparing with 3D shapes.</p> <p>2. Discussion on the texture of the objects and classifying them into smooth or rough.</p> <p>3. Knowledge about edges, corners and faces of different objects.</p> <p>4. Rolling and sliding objects.</p> <p>5. Long and round things.</p> <p>6. Things with flat surfaces can be stacked one over another but things with round surface cannot.</p>	<p>1. Identifies the objects shown and compares with basic 3D shapes such as cone, cuboid, cube and sphere by their names.</p> <p>2. Classify things as smooth and rough.</p> <p>3. Identification of edges, corners and faces of different 3D objects.</p> <p>4. Identification of things that roll, slide and both roll and slide.</p>	<p>Different things will be shown. Students will classify similar looking things.</p> <p>* Children are blindfolded and are asked to feel the objects by touch in a group and classify them into smooth and rough objects.</p> <p>* Children are asked to draw few things having smooth surface and rough surface. Sharing video from Diksha.</p> <p>* Children are shown different geometrical 3-D shapes to make them understand properties like edge, corner and face of an object. (cube, cuboid, cone, cylinder)</p> <p>* Here teacher demonstrates how different objects prop up on the improvised ramp made by the teacher. Before demonstration a guessing game is played. Children are asked to guess if the shown object would roll or slide or do both.</p>

					nthe rampandthenwouldactually
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observe what goes on when the teacher demonstrates their movement on the slide. Objects like ball, toy car, pencil, eraser, beads, building block, coins, bottle caps, crayons, etc. They are asked to record their observations in the table given below.

S. No.	Name of the object	Guess: will roll/slide/both	Actual finding: rolls/slides/both
1	ball		
2	beads		
3	coin		



5. Understands about long and round objects.

* Different types of objects are displayed on the table and children are asked to classify them into flat surface objects and round surface objects. They are asked to fill up the table given below.

Flat surface objects	Round surface objects

Youtube video on the same is shown.

				6. Properties of long and round surface objects.	<p><u>Activity to show that long and round objects cannot be stacked one over the other.</u></p> <p>* Teacher asks children to make a tower with their colour pencils and with their notebooks and write their conclusion. Children understand that making tower with flat surface objects is possible and not with curved surface.</p>
2	April(04) June(04)	Counting Groups	<p>Counts, recognizes, reads and writes numerals for numbers upto 99.</p> <p>Before/after/between numbers More or less, guess</p> <p>Encircle the correct answer.</p> <p>Counting in Groups/Pairs Ordinal Numbers</p>	<p>* Reads and writes numeral for numbers upto 99.</p> <p>* Writes 2-digit numbers correctly.</p> <p>* Uses place value in writing and comparing two-digit numbers.</p> <p>* Arranging the numbers in increasing/decreasing order.</p> <p>* Form the greatest and smallest two-digit numbers.</p>	<p>* A video involving numbers upto 9 is shown to children for understanding reading and writing of numerals</p> <p>* Children are asked to list out items found around them which are found in 20's, 30's, 40'sso on. For example they have in 20's....Etc.</p> <p>* Place values of ones and tens are discussed.</p> <p>* Worksheet for solving is given.</p> <p>* teacher displays objects in two groups. One group having more and one having less. Children identify more and less collection.</p> <p>* A set of numerals are given for arranging them in increasing or decreasing order.</p> <p>* Children are asked to make biggest and smallest number from the given digits</p>

				<p>*Guesses correctly the total number of items placed in different groups without counting actually. *Understands the strategy of counting in groups.</p> <p>*Differentiates cardinal numbers and ordinal numbers.</p>	<p>.(The digits can be repeated also.) *arrangement of different objects in groups of 2's or 3's or 4's can be done and shown to children and children asked to tell the count without actually counting the objects. They discover the strategy of skip counting to find the total. For example: Find the total no. of cherries.</p>  <p>Find the total no. of shoes.</p>  <p>Practice exercises from Diksha.</p> <p>Story of the big carrot will be shared. PowerPoint Presentation.</p> <p>Youtube video on ordinal and cardinal numbers will be shown.</p> <p>Worksheet on the same will be given for solving.</p>
3	July (06)	How much can you carry?	<ol style="list-style-type: none"> 1. Measurement of Weight. 2. Comparing heavier and lighter objects. 3. Comparing the weights of 	<ol style="list-style-type: none"> 1. Understand the concept of the term "weight" of an object. 2. To be able to compare the objects as heavier/lighter. 3. Understand that the heavier 	<p>Listening to donkey and salt story through Youtube and asking some comprehension questions related to weight</p> <p>*Holding things in hands and feeling the weight.</p>

			<p>different things on a simple balance/see-saw.</p> <p>4. Weight of different objects and their sizes.</p> <p>5. Ability to lift the weights by different people/animals.</p>	<p>things will go down on a see-saw/balance.</p> <p>4. To understand that weight of the objects does not depend upon their sizes.</p> <p>5. To be able to guess the weight of an object and verify.</p>	<p>*Improvising a see-saw (simple balance) using the ruler and comparing the weight of two objects.</p> <p>With help of parents, making the model of a beam balance.</p> <p>*Discussing and sharing the experiences of children while they observed different balances for weighing objects.</p> <p>*Placing a big size plastic ball and small size iron ball on the two pans of a simple balance.</p> <p>*Carrying different things in hands by the children, how much their parents can hold, discussion on animals that carry loads and sharing a video on it.</p>
4	July /06	COUNTING IN TENS	<p>Concept of counting in tens Counting collection of given objects grouping them in tens (28=20+8)</p> <p>Place value of two-digit numbers (ones and tens)</p> <p>Apply alternate strategy for addition and subtraction of numbers.</p> <p>Use of concrete objects for representing numbers</p>	<p>To be able to represent a two-digit number in place value chart.</p> <p>Apply the understanding of place value of numbers in grouping and recognizing them.</p> <p>To be able to group the given collection into bundles of tens and ones and also to form the number correctly.</p> <p>Able to break the given number into tens and ones. Develop alternate strategies for addition and subtraction.</p>	<p>Writing the given two-digit number in expanded form. Write expanded form for any 10 numbers for practice (not exceeding 99).</p> <p>A Power Point Presentation for the story of the chickens and the clever fox from DIKSHA.</p> <p>*Children will be provided with a collection of things (biscuits, ice cream sticks, marbles, matchsticks) and they will be able to group them into tens and ones. (example 48 flowers, make a garland of ten flowers 40+8)</p>

					<p>*A Video on counting integers from DIKS HA. Practice exercises from textbook page 27. Make a good guess. Textbook exercise page 28. Arrangement of ten bindis in different patterns. ART INTEGRATED PROJECT. Paste/draw 10 bindis in different ways. Writing ten as 5+5, 3+4+3 etc., Activity from page number 29</p> <p>Worksheet More activity sheets will be provided by the teacher to reinforce the concept. PowerPoint Presentation from Diksha on 'making groups.'</p>
5	August (06)	Patterns	<p>Designs on walls, grills, tiles and saris, shawls and bed sheets. Patterns with geometrical shapes. Patterns with numbers.</p> <p>Develop mathematical thinking, art and craft, drawing Creating patterns of their choice.</p>	<ol style="list-style-type: none"> 1. To be able to observe and identify the patterns in designs in his immediate surrounding. 2. To be able to understand rule followed in a given pattern and extend it further. 	<p>Give opportunities to the children to observe different patterns and designs on the clothes/saris/curtains, etc., and other things at home like iron grills, tiles, window, door grills, etc.</p> <p>*Showing a video on a pyramid where patterns are formed. *Encouraging children to play block pattern games and online pattern games.</p> <p>*Incomplete patterns are displayed and children are asked to identify the rule and complete the pattern.</p>


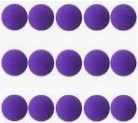
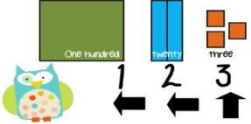
				<p>3. To be able to understand and identify number patterns</p> <p>4. Recognizing the basic units of generating patterns.</p> <p>5. Creating block pattern by stamping thumbprints, leafprints, vegetable prints etc.</p>	<p>*Encourage children to make/extend number patterns. Discuss with them various other possible number patterns.</p> <p>*Paper folding and cutting activity where the children will be able to see the formation of pattern.</p> <p>*Pattern parade song will be shared from Youtube.</p> <p>*Showing different designs and helping the children to verbalize their experience of observing patterns that they have, by asking questions like do you think that some design are being repeated in this design.</p> <p>*Encourage the child to make different patterns/ drawings by stamping using ladyfinger, potato, thread or with other stamps.</p> <p>*Children make different kinds of patterns using leaves, flowers, spoons, matchsticks like putting one vertically and other horizontally, two upward, then two downward, etc</p> <p>*Children will match the correct pattern by observing the picture.</p> <p>*Completing the design by drawing pattern.</p> <p>Dikshalink, mentioned in AAC.</p>
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6	August(06)	Footprints	<p>Tracinghandandfoot of Different membersinthefamily.</p> <p>Footprintsofanimals.</p> <p>Identification ofgeometricalshapesbytracingtheobjects.</p> <p>Drawingpictureswithgeometric alshapes.</p> <p>Thingslookdifferentfromdiffere ntsides</p>	<p>1. To be able to trace and identifythehandandfootofselfandp arents.</p> <p>2.knowaboutthefootprints ofAnimals.</p> <p>3.To be able to identify theGeometricalshapesthatrese mblesbytracingdifferentobjects .</p> <p>4. To Identify and count thedifferentGeometricalshape sinagivenpicture.</p> <p>5.To visualize things from differentsidesandunderstandthed ifferences.</p>	<p>*Tracingofhandandfootofdifferentfa milymembers.</p> <p>* Youtubevideorelatedtothe conceptwillbeshared</p> <p>* Worksheet ofmatching footprintswithanimals.</p> <p>* Childrencantakethefootprintsof different toy animals on a tray ofsand.</p> <p>*Childrenwilltracedifferentobjectsli kebottlecap,bangle,eraser,asliceof bread.....andidentifythemwiththe basicshapes.</p> <p>* Children will make their owndrawingbyusingdifferentsh apes.</p> <p>* Childrenwillidentifyandcountt he shapes in Tarini's picturegivenintextbooks.</p> <p>*Related activity sheet will beshared.Completethemissingp art/ incompletepictures.</p>
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7	September(06)	Jugs and mugs	<p>Concept of capacity/volume. Learning to make an estimation. Comparison of capacities.</p> <p>Utility of water in our day to day life and to save water</p>	<p>*Measures and expresses the capacity of a container using non-standard units such as cups, glasses, Jars, bowl etc. Estimation (by looking at the sizes of the containers) and measure capacities of containers using non-standard units like cup/glass etc.</p>	<p>Engage children in making lemonade. To count the number of drops in a lemon, in half a lemon in two lemons.... and in the spoon.</p> <p>*Asking questions like if for one glass, one lemon is needed how many lemons are needed for six glasses.</p> <p>*Child first makes and estimate and then checks correctness of his/her estimate by filling different size bottles with the same cup or glass and find how many cups/glasses fill their bottle.</p>
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				<p>*Compares the capacities of given containers and arrange in increasing or decreasing order.</p> <p>Compares capacities of bigger containers with smaller containers and writes the conclusion.</p>	<p>Activity1</p> <p>* Draw and circle the picture of the vessel which can hold more water.</p> <p>Activity2</p> <p>*Arrange the given picture of containers in increasing order of their capacities.</p> <p>Activity to find out how many times bigger/smaller:</p> <p>*Child fills water in a bigger container with a small container and draws conclusion as to how many times the capacity is bigger or smaller in relation with the other.</p> <p>* Video on The story of the thirsty crow will be shown from Diksha.</p> <p>* Asking the children to count how much water (in mugs or buckets) is used in their house for each of the activities like bathing, washing clothes, washing utensils, drinking, etc., and note the observations and encourage them to save water.</p>
	September	6	REVISION		

8	October(15)	Tens and Ones	<ul style="list-style-type: none"> • Ten is equal to 10 ones • Number names 	<ul style="list-style-type: none"> • Reads and writes numbers in tens and ones • Counts and recognizes the number 	<ul style="list-style-type: none"> • Student uses real objects like pencil, ice-cream stick, crayon etc. to make bundles of tens and ones. • Money game. • To make given amount using coins and notes (One-rupee coins and 10-rupee notes)
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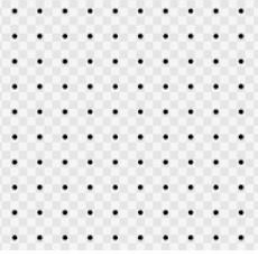
			<ul style="list-style-type: none"> • Apply the strategy for addition • Writing number in tens and ones 	<ul style="list-style-type: none"> • Group the given cards in tens and ones to form the number correctly. • Solve problems related to today's life situations. 	<ul style="list-style-type: none"> • Use cards  to represent the number. 10 • There are ___ balls. If you make a pack of tens, then there will be tens and ___ ones.  <ul style="list-style-type: none"> • Games related to tens and ones. A toy shop • Worksheet • Art Integration - Draw or paste notes and coins • Music - Place value poem <div style="border: 1px dashed black; padding: 5px;"> <p style="text-align: center;">Place Value Poem</p> <p style="text-align: center;">The ones are on the right</p> <p style="text-align: center;">The tens are next in line</p> <p style="text-align: center;">Move one more to the left</p> <p style="text-align: center;">For the hundreds every time!</p>  </div> <ul style="list-style-type: none"> • Toy-Ball, toy currency
9	November (15)	My Funday	<ul style="list-style-type: none"> • Days of week. Months in a year 	<ul style="list-style-type: none"> • Get familiar with days of the week and months. 	<ul style="list-style-type: none"> • Teacher will provide the students a breakfast chart. Then he/she will prepare some questions related to the chart. Ex: On Tuesday eat __. Grid of Alphabets are given.


P	U	R	I	H
X	V	A	D	A
Y	B	A	L	L
R	O	T	I	W
S	D	O	S	A

			<ul style="list-style-type: none"> Fruits, festival etc. month-wise. Timetable 	<ul style="list-style-type: none"> Distinguishes seasonal fruits, vegetables, festivals, flowers, food etc. month-wise. Reads the time table and prepares the timetable for him/her. Identifies the order of months in sequence. 	<ul style="list-style-type: none"> Frames some questions given in the example and encircle the names of the months in a table. Ex: a) The king of the fruits comes in the month of _____ b) We celebrate Christmas festival in the month of _____. Reads the timetable in class and will prepare a timetable. Activity Draw what you like to do in your favorite month. Calendar activity- See the calendar and answer long and short months, different seasons. Counting of months on Knuckles Worksheet Art Integration- Draw fruits and vegetables Paste pictures of festivals/fruits/vegetables of different seasons Music- Seasons song.

					<div data-bbox="1577 172 1976 545" style="border: 1px solid black; padding: 5px;"> <p>The Seasons Song Tune of "This Old Man"</p> <p>Winter, Spring Summer, Fall There are seasons, four in all! Look outside and you will see, it is _____, yes-siree!</p> </div>
					<ul style="list-style-type: none"> • Toy-Plasticfruitsandvegetables
10	November (10)	Add our points	<ul style="list-style-type: none"> • Numbersandwaysof addition. • Addition of two-digitnumberwithone-digitnumber • Addition of two-digitnumberwithtwo-digitnumber • Additionwith number lineandmoneynotes 	<ul style="list-style-type: none"> • Addstwo-digitnumeralsbyonedigitortwo-digit. • Addsthenumbersmentally. • Solves problems related toadditionindailylifesituation. • Exploresthewaysofequalgroupingandadding. 	<ul style="list-style-type: none"> • Batandballactivity Students will toss the ball with the batuntil it falls down. They count numberoftimestheyhavetossedthe ball.Eachstudentwillgettwochances .Thentheywilladd. <ul style="list-style-type: none"> • Ex:15+7= • Snake and ladder gameAddingofnumbersusingnumbergridchart(1-100).Theboardhasnumbers from1to99.Tossacoin.Twostudents will play. Head-move 10 steps. Tail-move1 step. • Shopping game- Additionofnotesandcoins. • Studentswillexploresthewaysof equal grouping and simplemethods of addition usingnumber line. (Draw number lineonground,byjumping.) • Worksheet

					<ul style="list-style-type: none"> • ArtIntegration-Drawing a Snakeandwritingnumbersupto100 • Music-Beessong. <u>3</u> Bees and <u>2</u> Bees <u>3</u> bees and <u>2</u> bees, that make Flying in and out of the hive, Buzz, buzz, buzz, What do you see? Lots of honey for you and me! • Toy-Bat,ball,toycurrency
11	December (09)	Lines and Lines	<ul style="list-style-type: none"> • Differenttypesoflines • Standinglines • Slantinglines 	<ul style="list-style-type: none"> • Recognizesthebasiclines. • Classifies standing line,sleepingline,curvedline • Makesdesignswithlines,curves,dots 	<ul style="list-style-type: none"> • Few objects like scale, coin,matchstick,bottlecap etc.aregiventostudents.The studentwill look at the object he/sheusesanddrawsthem. • Matchstickgame.Usingmatch sticks make numbers andstanding letters. Classify theminto standing lineletters/numbers. Slanting lineletters/numbers, Sleeping lineletters/numbers • Worksheet • Art Integration- Makeobjects/designsbyjoiningdots.

						
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			<ul style="list-style-type: none"> • Sleeping lines • Curved lines • Fun with matchsticks • Line pictures • Dancing lines 	<ul style="list-style-type: none"> • Draws different lines. • Solves problems related to today's life activities. 	<ul style="list-style-type: none"> • Drawing pictures with different kinds of lines. • Find out different lines in the following picture.  <ul style="list-style-type: none"> • Toy-Scale, coin • Music-Classical dance
12	January (15)	Give and Take	<ul style="list-style-type: none"> • Addition and subtraction by writing the number in tens and ones. • Word problems 	<ul style="list-style-type: none"> • Add two-digit numbers • Subtract two-digit numbers • Solve word problems • Calculate the quiz question orally (mental-maths) 	<ul style="list-style-type: none"> • Beads, match sticks, pebbles, buttons etc. are given to students. They will make groups of tens and ones and will do the addition of two-digit number with two-digit number. • Use of puppets for creating interest to practice subtraction (Breaking into tens and ones) • A mock shop arranged in the class for buying and selling. Addition and subtraction take place. • Conducting quiz related to verbal sums using number cards and picture cards. • Worksheet • Art Integration - Drawing of beads

					<ul style="list-style-type: none"> • Toy-Beads,toycurrency
13	January(08)	The Longest Step	<ul style="list-style-type: none"> • Measurement by non-standard units like fingers,handspan 	<ul style="list-style-type: none"> • Measures different length of things by fingers,handspan and foot • Knows about the things which can be measured by hands pan and fingers. • Represents the instructions in picture form. 	<ul style="list-style-type: none"> • Measuring of things in classroom like blackboard, table by fingers,handspan. • Measuring classroom using foot. • Measuring different body parts of a child with the help of fingers,handspan and comparing the measurement with his friends • Measure and draw. Students will measure and draw in any direction from the given reference object.Ex: Draw a tree from pond.(pond is the reference object) • Worksheet • Art Integration-Draw the foot steps of a baby, woman, man, animal etc. • Story of Rabbit and Tortoise (use puppet)
14	February(18)	Birds Come Birds Go	<ul style="list-style-type: none"> • Addition of two-digit numbers • Subtraction of two-digit numbers 	<ul style="list-style-type: none"> • Adds and subtracts two-digit numbers. • Adds and subtracts by breaking the number 	<ul style="list-style-type: none"> • Deers in forest-story (use puppet). Ppt showing group of animals (deers) running from one place to another. Again one more group of deers joined them. Let us see how many deers are there (in large group) Narrate a story and ask questions on addition and subtraction. • Addition and subtraction of two-digit numbers using 10X10 grid

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				<ul style="list-style-type: none"> • Solves word problems 	<ul style="list-style-type: none"> • Game-Passing the parcel game. Put some two-digit number cards in a box. Play a number song and pass the box among the students. When the song stops the student holding the box picks up two number cards from the box and will add and subtract the two-digit numbers • Solves word problems from their daily life on addition and subtraction • Art Integration- Draw the trees in the school showing different types of leaves • Music- Number song • Worksheet • Toy-Box
15	February (05)	How many Pony tails?	<ul style="list-style-type: none"> • Counts and writes 	<ul style="list-style-type: none"> • Counts the number of similar objects and makes a table • Counts the letters • Interacts with one another in small groups and collects information and fills the data in tabular form. 	<ul style="list-style-type: none"> • Collection of objects like pencils, pens, erasers, leaves etc. in class and grouping them • Letters in names. Name starting with A. Name starting with S. Name starting with R. Group them and write numbers and answer the questions. • Answer the questions based on pictorial representation of data.
16	March		REVISION		

KENDRIYA VIDYALAYA SANGATHAN
SPLIT UP SYLLABUS -2021-2022
EVS (Term 1)

Class: 1

MONTH/NO. OF PERIODS: JULY /12

SCHOOL READINESS PROGRAMME.

OBJECTIVES	SKILLS	SUGGESTED ACTIVITIES
<ul style="list-style-type: none"> <input type="checkbox"/> To ensure a smooth transition from the home environment to a learning Atmosphere. <input type="checkbox"/> To make the students familiar with the surroundings. <input type="checkbox"/> To inculcate in them the habit of school routine and get to know the School environment. <input type="checkbox"/> To initiate the child into formal school system. <input type="checkbox"/> To develop a sense of fondness and belongingness. <input type="checkbox"/> To develop acceptable interpersonal social behaviour towards their peers, Teachers and elders. <input type="checkbox"/> To develop a sense of personal cleanliness and public conveniences. <input type="checkbox"/> To build 'self-esteem'. <input type="checkbox"/> To be able to develop awareness of themselves and feel good about who they are. <input type="checkbox"/> To develop interest in group activities 	<p>Literacy Skills include Using conversations and words to communicate Reading Writing Listening Using Digital technologies</p> <p>Numeracy Skills include: Recognising numbers are used to count Using mathematical language Identifying maths in everyday life</p> <p>Creative Skills include: Exploring expressive, artistic and creative abilities Learning through art, music and movement</p> <p>Self-Identity Skills include: Having care, empathy and respect Becoming autonomous and independent Being confident and communicative Understanding oneself and a sense of security</p>	<ul style="list-style-type: none"> ➤ Welcoming the tiny tots ➤ Ice breaking session- Self introduction by students (telephonically) ➤ Speaking about their home,parents,likes dislikes ➤ Strokes/alphabets,numbers-writing ➤ Virtual campus tour ➤ Picture book reading ➤ Listening to friends, teachers' stories, rhymes ➤ Identification of colours and shapes,size ➤ Identification of fruits, flowers,vegetables,trees,birds,animals ➤ Tracing numbers ➤ Count and write ➤ Drawing ➤ Thumb printing ➤ Tearing and pasting activity ➤ Vegetable Printing ➤ Paper folding activity ➤ Sing Song sessions

SNO.	Month/No.of periods	Name of the	Key Concepts	Learning Outcomes	Suggested Activities
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		lesson			
1.	August 4 Periods	MY Family Theme- I and My Surroundings	<p>What is a family</p> <p>Family members</p> <p>Types of family.</p> <p>Family members and the relationship they share.</p> <p>Role of family members</p>	<p>Recognizes the family members</p> <p>Identifies the type of family they live in. Classifies the family according to the number of members</p> <p>Describes relationship among family members and tells relationship they share with each other.</p> <p>Describes role of family members Imbibes values like love, sharing and caring respect for family members.</p> <p>Creates drawing related to the topic.</p>	<p>Singing Rhymes related to Family like Father finger Music Integrated Learning</p> <p>In a virtual class children are asked to introduce their family members to their class (AAC) OR Show their family photo and speak.</p> <p>PowerPoint/video on types of family. Speak to their elders and find out how many members were there in their times, how they used to help and care for each other (AAC)</p> <p>Draw a family tree paste pictures of their family members and write the relationship you share with them. Art Integrated Learning</p> <p>Role play--Children speak about how the familymembers help each other at home and how they care for each other, time they spend together playing games- GIL</p> <p>Making greeting cards.Art Intgrated Learning Drawing match stick figures of their family and different types of family Art Intgrated Learning.</p>

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2	August 4 Periods	Our Body Theme : I and My Surroundings	<p>Different parts of the body.</p> <p>Functions of the body parts.</p> <p>Sense Organs</p> <p>Personal Hygiene. https://youtu.be/szEzGwsdwmq</p>	<p>Observes the different parts of the body and names them</p> <p>Identifies the functions of different body parts.</p> <p>Identifies and names the five sense organs</p> <p>Explains the need to keep oneself clean</p> <p>Creates drawing related to the topic.</p>	<p>Singing rhymes on parts of the body like Hands on your hip... Where is thumbkin-----Music Integrated Learning.</p> <p>Children point to their external body parts and name them. Count the number—Maths integrated</p> <p>Ppts on functions of body parts, speaking about the uses of each body part on showing a picture card.</p> <p>The child is asked to point to each sense organ in his/her body and tell how it helps them.</p> <p>Singing rhymes related to personal hygiene. (Brush, brush, brush our teeth.....) Music Integrated Learning</p> <p>Speak to the elders at home and find out what things they used for brushing the teeth , washing hair etc (AAC)</p> <p>Draws the The sense organs, draws the face Art Integrated Learning</p> <p>Collects --different items they use to keep themselves clean and speaks</p>
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SNO.	Month/No.of periods	Name of the lesson	Key Concepts	Learning Outcomes	Suggested Activities
3	August 4 Periods	Our Food Theme: Our Basic needs	*Importance of one of the basic needs food . *Sources of food. *Types of food Healthy food habits. *Wastage of food	Explains the need of food for life. Identifies different sources from where we get food. Classifies the food items into plant and animal source. Differentiates between healthy food and junk food. . Develops healthy eating habits and explains why we must not waste food Creates drawing /models of food items	Singing the rhymes related to food like rail meinchananana hoi re on hand wash with actions – Music Integrated Learning. Interactive session wherein questions like what would happen if they do not eat for a long time etc are put forth Source of food – different food items like, vegetables, curry, rice roti are brought to the class, and they show them to their friends. They name them and tell its source. (plant or animal) Speak to the elders at home and find out food items which can be eaten raw and food that can be cooked, find out the vessels, and method of cooking in their time (AAC) PPT /video on healthy and junk food PPT /video on healthy eating habit Make clay models of fruits and vegetables. Draws fruits and vegetables --- Art Integrated Learning

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SNO.	Month/No.of periods	Name of the lesson	Key Concepts	Learning Outcomes	Suggested Activities
4	September 4 periods	Water Theme : Our Basic Needs	Importance of basic need water *Sources of water Uses of water *Clean water *Save water.	Describes need of water for all living things. Recognizes the different sources of water. Recalls the activities they do at home using water. Identifies the different vessels they use to store waater at home Explains the need to drink clean water. and the need to save water. (conservation) Creates drawing models related to the topic.	Singing Rhymes related to water - Music Integrated Learning PowerPoint on sources of water Speak to the elders at home and find out from where and how they used to get water (AAC) Children list out the various activities in which they use water from morning to night. PowerPoint/video on uses of water. Children show the vessels they use to store water at home which holds more /less- Maths integrated Learning PowerPoint on polluted water and clean water. Speak to the elders at home and find out the methods they used to keep the water clean. (AAC) Children are asked to speak how they can save /stop wastage of water at home Draw different sources of water. Making posters on saving water. Art Integrated Learning Making models of vessels used to store water. — Toy Integrated

SNO.	Month/No.of periods	Name of the lesson	Key Concepts	Learning Outcomes	Suggested Activities
5	September 4 periods	Seasons & Clothes Theme : Our Basic Needs	Different seasons Things we use in different seasons Food we eat in different seasons Clothes we wear in different seasons. Different types of lothes./uniform Materials used to make clothes Need to wear clean clothes.	Recognizes the different seasons. Identifies the objects they use to protect them in different seasons. Creates drawing of things used in different seasons. Observes that few food items are got only in a particular season Observes that the clothes we wear depend on the season Identifies and names the different type of clothes we wear Explains the need to wear clean clothes suggests ways to keep them clean Creates drawing of different clothes	Singing Rhymes like I hear Thunder,...Rain ... Music Integrated Learning Powerpoint on seasons. Objects like umbrella raincoat ,etc are shown and children identify the season they use them. Draws/paste pictures of items used in different seasons. Draws and names the food items they get in different seasons. Art Integrated Learning Powerpoint on different types of clothes. Children speak with their elders at home what kind of clothes they used to wear, the material used(AAC) Children bring different clothes to the class show and name them identify the material with which it is madeSweater-wool Children speak to their elders and find out the uniform of different people (AAC) Children speak on how they keep their clothes clean , things they use to clean clothes .

					Draw your favourite dress. Draw and name the clothes worn in winter, rainy seasons – Art Integrated Learning .
SNO.	Month/No.of periods	Name of the lesson	Key Concepts	Learning Outcomes	Suggested Activities
6	September 4 periods	Shelter Theme : Our Basic Needs	Need for shelter Types of houses Materials used for making a house Rooms in a house	Describes the need for a house Observes that houses are different. Identifies the different types of houses and names them. Recognizes the materials used to build a house. Differentiates between pucca and kuchcha house Identifies the various rooms in a house and the work they do there Explains the need to keep the house and surroundings clean.	Classroom discussion (simple questions related to the topic) Children are asked to observe the houses around them. later share their observations in the class. Powerpoint on different types of houses is shown. Materials like brick, cement, hay etc used to build a house are shown. Picture cards/powerpoint of pucca and kuchcha house is shown, the differences between the two houses is elicited Speak to their elders and find out what type of houses they lived, the materials used in their time (AAC) Children are asked to make a video of the different rooms in their house and tell what they do. Speak to their elders and find out how many rooms they had in their house, did they have separate rooms for sleeping, bathing etc. (AAC) . Pictures of a clean and unclean house is shown and children are asked to speak on which house they would like to live and why. Speak to their elders and find out

				Cleanliness of house	Creates drawing / models of different houses	what things they used to keep the house and surroundings clean. (AAC) Makes a model of hut /igloofrom waste materials, Paper folding activiy. Toy Integrated Learning Draws a house using shapes – Maths Integrated Learning.
SNO.	Month/No .of periods	Name of the lesson	Key Concepts	Learning Outcomes	Suggested Activities	
7.	October 6	Animals Theme : The Living World	Different kinds of animals. Food they eat How animals help us? Care of animals	Observes that animals are different Classifies animals Explains how animals are useful to them Creates models of animals	Singing rhymes related to the topic like Old Mc Donald, Ding dong bell, Baa baa Black Sheep Pussy cat.... with actions. Music Integrated Learning Discussion on different animals they see around them. Children observe picture cards /video of different kinds of animals name them and identify their habitat. Group animals as wild, domestic, pet animalsetc Asking questions like do animals need food, what animals eat and eliciting answers from their day to day observations. Classifying animals from a group into grass –eating, flesh eating. Children list out how animals help them /are useful and respond to questions like how they will take care of their pet, speak on how they need to behave towards animals. AAC- speaks with their grandparents and finds out how animals were helpful in their day to day life Drawing animals using shapes – Maths Integrated Learning. Making clay models, paper folding activities on animals – Toy Integrated Learning. https://www.youtube.com/watch?v=rTe7Mr2lx70&list=PLBD389FBDD2503A1D&index=11 https://youtu.be/x2-LEEPCRRg	

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8.	October 6	<p>Plants Theme</p> <p>Theme: The Living World</p>	<p>Parts of a plant</p> <p>Uses of plants /Importance of plants</p>	<p>Observes that plants are different.</p> <p>Recognizes the different parts of a plant.</p> <p>Creates drawing related to the topic,</p> <p>Identifies the uses of plants</p>	<p>A virtual tour of the school garden. Discussion on different plants they see in the garden.</p> <p>Teacher shows a real plant to identify and name the parts of a plant. The different parts</p> <p>Draw and name the parts of a plant. (from prior knowledge)Art Integrated Learning. Collect, leaves,flowers, seeds and paste them in yoursrapbook name the different parts.</p> <p>Virtual exhibition of Plant products- Children speak with their parents, collect plant products available in their house and exhibit in the class.AAC& Toy Integrated Learning</p> <p>Draw any five things you get from plants. Art Integrated Learning</p> <p>https://www.youtube.com/watch?v=byN1qjfAyXI https://youtu.be/vu97CRuXI9c</p>
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				Creates drawing related to the topic,	
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SNO.	Month /No : of periods	KEY CONCEPTS	Learning Outcomes	SUGGESTED ACTIVITIES
9	November 12	Time to play Health ,Hygiene& Exercise	<p>Different Games</p> <p>Types of Games</p> <p>Classifies the game as Indoor /Outdoor</p> <p>Explains the need to keep oneself clean</p> <p>Explains the need to keep the surroundings clean</p> <p>Identifies the things used for Personal hygiene and Cleanliness of surroundings'</p> <p>Describes the rules to be followed in the present</p>	<p>Discussion on the different games they play with their friends and family.</p> <p>Picture card of different games are shown; children name the game.</p> <p>From a collection of picture cards on games children identify the game and classify it as Indoor /Outdoor games. Speak to their elders at home and find out the different games they used to play in olden times. Collect the play things and speak on it – Toy Integrated Learning .</p> <p>Singing rhymes related to the topic like. Brush brush , Wash your hands. bits of paper with actions. Music Integrated Learning</p> <p>Discussion on the need to keep oneself and the surroundings clean. Asking questions on how to keep the body clean. A picture card on clean and dirty surroundings is shown to the children and they are asked to speak on the difference between the two and suggest ways to keep their home and surroundings clean.</p> <p>Children show the things they use for personal hygiene and speak on them.</p> <p>– children speak to their elders and finds out the things used to keep their house clean.AAC</p> <p>A brain storming session on the present pandemic</p>

			<p>situation</p> <p>Creates drawing related to the topic.</p>	<p>situation - the different rules we need to follow to be safe is elicited from the children .- Role play .Draw two things used to clean your body. used to clean your house.Art Integrated Learning</p> <p>https://www.youtube.com/watch?v=gO4dOfni0mM https://youtu.be/zuXCx0dPzkE</p>
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SNO.	Month/No.of periods	Name of the lesson	Key Concepts	Learning Outcomes	Suggested Activities
10	December 12	Our Helpers. Theme : People Around Us	<p>People who help us in our daily life.</p> <p>Respecting them</p>	<p>Identifies the different people who help us in our daily life.</p> <p>Identifies the tools used by the different helpers,</p> <p>Recognizes their work and appreciates them.</p> <p>Creates drawing/ models related to the topic</p>	<p>Singing rhymes related to the topic like My father is a doctor doc doc.... Music Integrated Learning</p> <p>Interactive Session –on the various people who help us at home, school other places.</p> <p>Video is shown related to the topic and answers elicited to questions based on it. (Name the person what work they do for us.) Virtual Role Play What would you like to become when you grow up- paste a picture and write few lines? Real objects / picture cards used by helpers will be shown.</p> <p>Make Thank You cards for the people who help you like Auto driver, policeman, , maid, milkman, Art Integrated Learning</p> <p>Making a model of stethoscope , and other tools used by the helpers, show and speak- Toy Integration</p> <p>https://www.youtube.com/watch?v=fA7nr-mqBbQ</p>

SNO.	Month/No.of periods	Name of the lesson	Key Concepts	Learning Outcomes	Suggested Activities
11	January 6	Places of Worship Theme: Places Around Us	Different Places of Worship	Observes that people of different faith have different places of worship and holy book.	Discussion on the different faith and places of worship. Virtual prayer by children of different faiths. And holy books. Making models of different Places of worship and speaking on it virtually – Toy Integrated Learning
12.	January 6	Festivals	Different festivals Types of Festivals	Recognizes the different festivals Identifies the different festivals. Classifies into Religious and National Festivals.	Singing rhymes related to Festivals like Diwali Re Music Integrated Learning Interactive session on different festivals they celebrate, Video/ PPT/picture card on festivals is shown Children classify the festivals as religious and National. (picture cards used) – speak with your elders at home and collect information on the reason behind the celebration of your favourite festival. AAC https://www.youtube.com/watch?v=tNbTRfw6Qgk https://youtu.be/_A0HU07GYHo

SNO.	Month/No.of periods	Name of the lesson	Key Concepts	Learning Outcomes	Suggested Activities
13	February 6	Means of Transport Theme : Travel	Why we need to travel? Different Means of transport Animals used as Means of Transport	Explains the need to travel Classifies the different means of transport Classifies the different means of transport on the number of wheels. Identifies the animals that are used for carrying people and goods Creates drawing related to the topic.	Singing rhymes related to vehicles like the wheels of the buswith actions. Music Integrated Learning Children are asked to list out different vehicles they have seen how they would come to school, how their parents go to work. -answering questions like why they need vehicles from their day to day experience with the help of their parents. AAC Children are asked to observe video on different vehicles, name the vehicle classify as Land, Water or Air transport and paste pictures in their EVS scrap book. Virtual exhibition on toy vehicles Children show and speak on – type of transport, number of wheels, its purpose. Toy Integrated Learning. Children are asked to list out the animals which are used to carry people and loads and paste pictures In their scrap book. AAC - speak to their elders and collect information on the different modes of transport in olden days. Draw a two wheeler, four wheelers, many wheeler, no wheeler Making a model of train, from matchboxes,bus, car from unused cardboard boxes, - Toy Integrated Learning https://www.youtube.com/watch?v=RBwfRDo1h5Y https://youtu.be/q4mNxzoT0II

SNO.	Month/No.of periods	Name of the lesson	Key Concepts	Learning Outcomes	Suggested Activities
14	February 6	Road Safety Theme: Things we make and do	Why we need to follow Road safety rules. Road Safety Rules Basic Road Safety Symbols	Recognizes the importance of Road Safety. explains few simple road safety rules. Identifies few simple road safety symbols Creates drawing related to the topic	Singing rhymes related to Road Safety like stop says the red light with actions. Music Integrated Learning An interactive Session Why we need to obey road safety rules is discussed and answers elicited from their day to day life experiences. Video on road safety rules is shown Video/Ppt / picture cards on on basic road safety symbols is shown children name the symbol and identify its purpose. Draw zebracrossing. Art Integrated Learning Makes a model of Traffic Light and speaks on it. – Toy Integrated Learning https://www.youtube.com/watch?v=DBu3JlauqTA

KENDRIYA VIDYALAYA SANGATHAN
SPLIT OF SYLLABUS
SESSION:2021-22

CLASS:II

SUBJECT:EVS

Sr. No	MONTH/ NO.OF PERIODS	NAME OF THE LESSON	KEY CONCEPTS	LEARNING OUTCOMES	SUGGESTED ACTIVITIES
1.	APRIL/ MAY (06)	Theme - Family and Friends: My family	<p>What is a family?</p> <p>Diversity in family types: Smallfamily, Large family; Joint/Nuclearfamily/Extended family.</p> <p>Need/importance of family members.Living together in a family</p> <p>Relationshipbetween familymembers. Names ofrelations</p> <p>Work done by family members.</p>	<p>Recognizes and relates to his/her family members.</p> <p>Classifies the families into different types depending on the number of members.</p> <p>Arrangesthe members of a family in order of hierarchy. (Pictorialrepresentation)</p> <p>Enquiresabout the members of extended family and how they are related.</p> <p>Describes role of family members.</p> <p>Records the routine activities in</p>	<p>Rhymes related to family (Finger family) Children can bring photograph or draw a picture of their family and speak about their family members.</p> <p>Discussion on different types of family- nuclear family, joint family, extended familywith the helpof PPT or video Children can speak about the number of members in their family and what type of family he/she belongs to. (Integrated with English & Maths)</p> <p>Draw their familytree (Three generations) Paste photos of familymembers in the tree and name them.(Art integrated learning)</p> <p>Find out about family relations from adults. (AAC activity) Name their extended family members and write the relation/ what they call them.</p> <p>Observe the activities done by their family members and listout the work done by the members in their family.</p> <p>Enlist the works they do in a day starting from the time they</p>

2.	(06)	<p>Theme - Family and Friends:</p> <p>OUR BODY</p>	<p>Daily routine of the child</p> <p>Love, care and belongingness in a family.</p> <p>Parts of our body and their Functions.</p> <p>Five sense organs and their functions.</p> <p>Body postures</p> <p>Fit and Healthy body</p>	<p>daily life.</p> <p>Sequences activities in daily life.</p> <p>Designs /creates medium to express love towards their family members.</p> <p>Identifies the body parts and describes their functions.</p> <p>Examines how the five Sense organs are useful to provide information.</p> <p>Explains and follows the correct body postures in his/her daily life.</p> <p>Suggests ways to keep our body fit and healthy.</p>	<p>wake up till the time they go to bed. (Integrated with Maths-Time)</p> <p>Playing indoor games with family members during this pandemic.(Integrated with Games – AAC activity)</p> <p>Record a voice message or write a message for their family members. Design a greeting card for family members on special occasions like Birth days, Wedding Anniversaries, Mother’s Day, Father’s Day etc.(Art integrated learning)</p> <p>Rhyme time-Two little hands... Identification of body parts by showing a video. Discuss their functions.</p> <p>Speak about sense organs and their importance. Blindfold activity games on sense organs with the help of their parents. (AAC activity) Draw/paste pictures of Sense organs and write their uses.(Art integrated learning)</p> <p>Demonstrate the correct posture - how we should sit, stand and walk. Children can be encouraged to show the correct postures as the teacher calls out.</p> <p>Discuss and show a few activities we should do to keep our body healthy and fit.</p> <p>Children can do some physical activities (Fit India), take photos/ videos and share in the class.(Integrated with games)</p>
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3.	<p>JUNE/ JULY</p> <p>(06)</p>	<p>Theme: Food</p> <p>FOOD</p>	<p>Cleanliness of bodyparts Personalhygiene</p> <p>Importance offood</p> <p>Types of food items- Energy giving, Body building and Protective food.</p> <p>Food from plants and animals.</p>	<p>Suggests ways for good hygiene.</p> <p>Creates slogans to express his/her view.</p> <p>Identifies the food items and describes their need.</p> <p>Classifies the food items into energy giving, body building and protective food.</p> <p>Creates own food chart and explains the importance of nutritive &hygienic food.</p> <p>Identifies and classifies food items into those obtained from plants and from animals.</p> <p>Differentiates between vegetables</p>	<p>Rhymes like—Brush, brush, brush your..... Ways to keep ourbody healthy. Draw/Pastepictures of comb, brush, soap etc</p> <p>Slogans on healthybody.</p> <p>Picture cards/food items can be shown for identification. Paste/draw pictures of different food itemsand name them. Discussion on need of food items.</p> <p>Video on different types of food items can be shown. Introduce the terms energy giving, body building and protective food. Children can collect food items under each category and present to the class during meet. Draw/paste food items under each type of food items.</p> <p>Each child can make their own food chart for one week and discuss about the importance of eating proper food.(Integrated with Maths-Time)</p> <p>List out food items they eat regularly. Classify these items into plant and animal products Make clay models of fruits and vegetables.(Art integrated learning) Riddles/Role play on fruits and vegetables.(Integrated with English)</p> <p>Paste/ draw pictures offooditems that can be eaten raw/ cooked / both raw and cooked.</p> <p>Make lemon juice, Fruit/vegsalad.(AAC activity)</p>
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4.	(07)	<p>Theme: Water</p> <p>WATER</p>	<p>Cooked food items/ Raw food items</p> <p>Good eating habits</p> <p>Uses of water</p> <p>Sources of water- Natural & Man made</p> <p>Forms of water</p>	<p>which can be eaten raw or cooked or both raw and cooked.</p> <p>Suggests healthy/ hygienic food habits.</p> <p>Explains and gives examples of activities that require water. (Uses of water)</p> <p>Sequences the activities in daily life</p> <p>Differentiates between natural and manmade sources of water.</p> <p>Identifies and defines the three forms of water</p>	<p>Rhymes on healthy food habits Discuss about good food habits. Write five good food/eating habits.</p> <p>Brainstorming session-Activities they carry out in a day. Classify the activities into those that require water and those that don't require water. Ask your parent and name two dishes that are prepared using water and two that don't require water. (AAC activity)</p> <p>Children can list out activities they do using water from Morning to evening. (Integrated with Maths-Time)</p> <p>Watch Video on sources of water. Based on the video draw sources of water -- natural as well as manmade and classify them. (Art integrated learning)</p> <p>Cubes of ice, water and Vaporizer (water vapour) can be shown to understand the three forms of water. Introduce the terms solid, liquid and gas. Followed by video on forms of water.</p> <p>Children can carry out simple experiments to understand the properties of water. Each child can have--</p>
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			Examines/ compares and gives the physical properties of water.	1) A glass of water and a glass of fruit juice – to observe colour, taste & smell 2) A glass of water and a transparent bottlefull of water—to observe shape.
		Physical properties of water		Find out the containers used to store water in their house and. Draw/Paste pictures of Water storage containers used in their house. (Art integrated learning)
		Storage of water	Explores/ identifies/ draws pictures of containers used to store water.	Demonstrate ways in which water is getting dirty. Tub of water— Give bath to a toy, wash a piece of cloth, drop dust particles in water.
		Clean and dirty water	Suggests ways in which we can keep drinking water clean.	Picture cards can be shown to understand the ways in which we waste water at home and around. Teacher can show picture cards of Save and Wastewater. Children will divide /sort the cards under the headings of ----- Save water and Wastewater(Teacher can put them under the right heading on the blackboard)
		Methods of saving water/Judicious use of water	Realises the importance of water and uses it Judiciously.	
		Fun time		
			Estimate the amount of water consumed.	List out the ways in which you can “save water”. Collect data of their family members regarding glasses of water they drink in a day. (AAC activity) Blowing colourful water bubbles. Switch off and on the fan to feel air or use their notebook as

5.	(05)	AIR	<p>Concept of air-- wind, breeze, storm</p> <p>Uses of air and its importance.</p> <p>Properties of air</p> <p>Fresh/Dirty or polluted air</p>	<p>Fun with colours</p> <p>Defines wind, breeze and storm.</p> <p>Describes the uses of air.</p> <p>Examines/Explains the properties of air.</p> <p>Suggests ways to keep air clean.</p>	<p>fan to feel air. Wind, breeze and storm – video watch</p> <p>Watch Video on uses of air. Balloon, ball, tyres etc. List different uses and importance of air. Breathing exercises</p> <p>Children can do simple experiments with the help of their parents (AAC activity)</p> <p>Air occupies space - Flat and Inflated balloon. Air has weight – Above two balloons on a balance (Integrated with Maths– Measurement). Air is necessary for burning- Two burning candles. One candle can be covered with a glass tumbler.</p> <p>Compare two pictures of clean air and polluted air. Discuss and list ways to keep air clean.</p> <p>Brainstorming to elicit the idea of students with regard to clothes. Watch video – Why we wear clothes?</p>						
6.	AUGUST (06)	CLOTHES	<p>Need of clothes</p> <p>Types of clothing (summer, winter, rainy)</p>	<p>Explains the need of wearing clothes.</p> <p>Differentiates the clothing items based on seasons.</p>	<p>Collection of clothing items can be put up. Children/teacher can pick up an item, children will name it and tell when we wear it .(season) Record their observations-(Art integrated learning)</p> <table border="1" data-bbox="1370 1236 2161 1364"> <thead> <tr> <th data-bbox="1370 1236 1594 1300">Picture</th> <th data-bbox="1594 1236 1870 1300">Name</th> <th data-bbox="1870 1236 2161 1300">Purpose(season)</th> </tr> </thead> <tbody> <tr> <td data-bbox="1370 1300 1594 1364"></td> <td data-bbox="1594 1300 1870 1364"></td> <td data-bbox="1870 1300 2161 1364"></td> </tr> </tbody> </table> <p>Discussion on materials used to make different type of clothes</p>	Picture	Name	Purpose(season)			
Picture	Name	Purpose(season)									

7	(07)	<p>Theme- Shelter</p> <p>SHELTER</p>	<p>Material used to make clothes- Natural and synthetic fibers.</p> <p>Indian traditional clothes</p> <p>Uniform - Concept and examples</p> <p>Wear clean clothes</p> <p>Concept of House and Home</p>	<p>Identifies the materials used for making clothes they wear regularly.</p> <p>Knows about the dresses worn by people in different states of India.</p> <p>Identifies the uniform worn by different professions.</p> <p>Suggests ways to keep their clothes clean.</p> <p>Differentiates between a house and a home</p> <p>Explains the need of a house for all living things.</p>	<p>and the source of these materials. Plants----- Cotton, Jute Animals ---- Silk from Silkworm Wool from Sheep Synthetic fibers – polyester, Nylon Collect clothing items made of different materials.</p> <p>Paste pictures Indian traditional clothes worn in different states. Children can dress up in their traditional attire on a specified day.</p> <p>Initiate discussion -what children wear to school? Talk to their parents and collect pictures of different uniforms used in different professions. (AAC activity)</p> <p>Discussion -Washing and drying clothes in sunlight. Ironing of clothes (uniform). Storing/preserving clothes to use when required. (AAC activity)</p> <p>Show picture of a tent and a Bungalow/Apartment to know the difference between a house and a home.</p> <p>Tent is a house. I don't live in it. Apartment – My home. I live with my parents.</p> <p>Watch a video to know the need of a house- protection from heat, cold, wind, animals, thieves etc.</p> <p>Brainstorming for ideas to develop concept map. Draw a concept map. (Art integrated learning). Watch video on - Types of houses. Paste/ draw pictures of different types of houses.</p> <p>Collage of animals and their habitats can be shown. Children recognize the animals and their habitats. List the animals and their houses.</p>
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					<p>Discussion – Materials used in construction of different types of houses. Collect a few of them</p> <p>List the materials required for making different types of houses.</p> <p>Initiate discussion with their parent’s profession and lead to construction with the help of a picture.</p>
		Need of houses (Animals, Human beings)	Recognizes the different types of houses.		
		Types of house-- pucca and kuchcha	Identifies and describes the different habitats that animals live in.		Children can be asked to collect materials used to clean the house and exhibit.
		Animal habitats	Explains why materials vary for different houses		Discuss on the need to keep the house clean especially during Covid situation.
		Material used for houses	Identifies the various professions involved in construction of a house.		
		People who help in construction of a house	Relates cleanliness to good health.		Children can draw their own house and its parts using Geometrical shapes. (Integrated with Maths) They should speak about how the drawing helps show their thoughts, feelings, and ideas about their home. Write a few sentences about their home. (Integrated with English)
		Ways/ materials needed to keep our house neat and clean.	Illustrates their house using geometrical shapes.		Children can use their imagination and creativity to design a dream house. (Art integrated learning)
			Creates a house of his/her choice		Children can be asked to name a few plants they have seen. Weed can be shown to identify the parts of a plant. Draw and label the parts of a plant. (Art integrated learning) Watch video on functions of parts of a plant. Tabulate the

8.	September (06)	Theme: Family and Friends Sub theme- Plants PLANTS	Parts of a house	Develops understanding about natural environment and list the names of plants. Records observations about parts of a plant and their functions in a table	data:		
			My dream house.		<table border="1"> <thead> <tr> <th>Part of plant (drawing)</th> <th>Name</th> <th>Function</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Part of plant (drawing)	Name
Part of plant (drawing)	Name	Function					
			Observation -- Parts of a plant	Compares and classifies plants according to their size and nature of stem.	List the plants they have seen. Classify them as- big/small Thick stem/thin stem; Strong stem/Weak stem Teacher can introduce the words- trees, shrub, herbs, climbers, creepers by showing live examples or pictures. Write the characteristics of each of these types and draw a few examples.		
			Functions of parts of plants		Draw a root, stem, leaves, fruit and seed that we eat. Collect information from your parents about edible oils obtained from seeds- Mustard oil, Sunflower oil, Groundnut oil etc (AAC activity) Speak to your parents and gather information about the uses of different parts of Neem and Coconut trees. (AAC activity)		
			Types of plants (trees, shrub, herbs, climbers, creepers)	Identifies uses of plants and plant products in daily life.	Growing a plant in a flowerpot and watering it daily. Slogans based on 'Save Trees'. Tracing leaf patterns Collect fallen leaves and prepare a Herbarium.		
			Importance and uses of plants		Guess the animal rhyme can be sung. Children can guess the names of animals with the help of clues. List out a few animals which they are familiar with. Name the biggest and smallest animals from their list.		

9.	(06)	<p>Theme: Family and Friends</p> <p>Sub theme- Animals</p> <p>ANIMALS</p>	<p>Care of plants</p> <p>Fun time</p> <p>Rhyme time- Identification of animals.</p> <p>Pet animals, Domestic animals, wild animals</p> <p>Food habits- plant eating and flesh eating or eating both.</p> <p>Animals and their young ones</p>	<p>Develops the habit of caring and protecting plants.</p> <p>Identifies diversity in leaf shapes.</p> <p>lists the names of animals based on their life experiences.</p> <p>Identifies and classifies the animals into pet, domestic and wild animals</p> <p>Differentiates between herbivores, carnivores and omnivores with the help of examples.</p> <p>Identifies animals and their young ones by their images and names.</p> <p>Identifies the animal with its sound</p>	<p>Pictures/video clips of animals can be shown and classify them into various categories-Domestic, pet and wild.</p> <p>Children can list out food items they eat and classify into plant products and animal products. (spiral teaching) Similarly animals also differ in their food habits i.e. Plant eating, Flesh eating and eating both. Discuss about it.</p> <p>watch video/ppt on animals and their young ones. Riddles-- clues describing the baby can be given and children match with its parent. Eg "My little baby hatches from an egg, it walks on two feet, and it has feathers." Chick --- Hen</p> <p>Id MacDonaldsong can be played. Children will list out the farm animals in the song and the sound they make. Listen to audio on sounds of animals and identify the animal by its sound. Make sound of different animals. List the animals and their calls.</p> <p>Match animals and animal products.(food). Riddles related to uses of animals with the help of clues. Eg. I help the farmer; I draw carts too. Who am I?</p> <p>Children who have pets at home can share their experiences with their pets and how they take care of them. Picture reading – Picture cards of people taking care of animals can be shown and children can tell their observations. (Integrated with English)</p> <p>Make finger puppets/masks of animals. (Puppet integrated learning)</p>
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10.	OCTOBER (08)	Theme: Work and play HEALTH, HYGIENE AND EXERCISE	<p>Animals and their sounds</p> <p>Use of animals</p> <p>Care of animals</p> <p>Fun time</p>	<p>Describes the uses of animals.</p> <p>Develops love and care for animals.</p> <p>Fun with puppets (Enact like an animal)</p> <p>Explains why personal hygiene is important</p> <p>Identifies the personal hygiene practices and their contribution to a healthy body</p>	<p>Singing rhymes related to the topic like This is the way we brush our teeth, wash hands etc. Incorporate the actions associated with each hygienic practice. Discuss hygiene with students and make a list of the things they do every day to keep the body clean and healthy.</p> <p>Draw the pictures of different things we use to keep our body clean. (Art integrated learning)</p> <p>Explains the importance of each hygiene practice to our health. Ex: The role of hand washing in the prevention of the spread of germs.</p> <p>Rhyme Bits of paper, bits of paper. A picture card showing clean and dirty surroundings is shown to the children and they are asked to speak on the difference between the two and suggest ways to keep their home and surroundings clean.</p>
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			<p>Personal Hygiene and its importance</p> <p>Cleanliness of surroundings</p> <p>Importance of exercise/ physical activities</p> <p>Importance of games</p> <p>Types of games</p>	<p>Describes the rules to be followed in the present situation</p> <p>Explains the need to keep the surroundings clean</p> <p>Identifies ways to be physically active everyday</p> <p>Explains the importance of sports and games in our life.</p> <p>Identifies different games and the material required to play</p> <p>Classifies into indoor and outdoor games</p>	<p>Talk about importance of exercise/physical activity in building strong muscles and bones and giving you energy. A Brain storming session on different activities/exercises that keep us physically active every day. Slogan writing.</p> <p>Speak about different games they play at home, school, playground etc and how they help us to be healthy. Children are encouraged to watch videos on Yoga suggested under International Day of Yoga, practice them regularly and post self - recorded videos of the same. Children are asked to watch videos on activities suggested under “Fit India” practice them regularly and post self- recorded videos of the same.</p> <p>Discuss about different games and materials required to play the game with the help of a PPT or Video. Find out from your grandparents about different games they played when they are of your age. (AAC activity) Observe video on Indoor and Outdoor Games and respond to questions related to it. Collect the pictures of famous sports personalities of India.</p> <p>A brief discussion to introduce the topic</p>
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11.	NOVEMBER (06)	PLACES AROUND US PLACES OF WORSHIP	Different Places of Worship Holy books of different religions Importance of worship	Identifies the different places of worship and the religion associated with. Identifies and name holy books and symbols of different religions. Learns to respect other religions Identifies different festivals. Classifies into Religious National and Harvest Festivals. Describes why these festivals are	Children observe a video on places of worship and encouraged to share their experiences and knowledge. Name the places of worship of different religions. Find out and write the names of holy books of different religions. Visuals of symbols of different religions. Draw the symbols of different religions. (Art integrated learning) Learn and sing different prayers in the class. (Art integrated learning) Collect a message from each religion and read in the class. (AAC) Do s and don't at the places of worship. Observe the Video and name different festivals of India. Find the names of the festivals in the grid. Draw any festival and colour it. (Art integrated learning) Discuss about religious, national and harvest festivals and their importance with the help of PPT. Classify the festivals as Religious, National and Harvest Festivals. Discuss why, when and how these festivals are celebrated.
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12.	(06)	OUR FESTIVALS		celebrated	
13.	DECEMBER (08)	Theme: Things we make and do OUR HELPERS	Types of Festivals Importance of Festivals Community helpers/ Occupation—meaning	Identifies different types of helpers. Explains how these jobs benefit the community. Relates the occupation with its workplace. Identifiesthe tools used by the community helpers.	Collect information on the specific details of any one festival. (AAC activity) Draw our national flag and colour. (Art integrated learning) Make a rangoli. Teacher can create/narrate a story/situations to get the community helper they would look out for. For example.A leg of your study table is broken. Who will you call for help? Cut outs of helpers can be used for identification. Songs on different community helpers. (Art integrated learning) Children can speak about themselves: I am a student. (Integrated with English) .I want to be a _____. Find out from their Grandparents or elders in the family about the various occupations they are involved in. (AAC activity) Dumb charade game to guess the work done by the community helper. Riddles - for example:

			<p>Work/service rendered by different community helpers.</p> <p>Different occupations and their workplaces.</p> <p>Tools used by people in different occupations.</p> <p>Summary of what the child has learnt.</p>	<p>Summarizes the different types of helpers and explains how these jobs benefit the community.</p> <p>Applies knowledge and solves the problem</p> <p>Relates hats with the community helper.</p> <p>Identifies the three modes of transport (land, water and air)</p>	<p>I take care of people's health by giving them medicines. I work in a hospital. Who am I?</p> <p>Pictures of workplaces and occupations can be shown, and students will find out who fits in the particular workplace. (Art integrated learning)</p> <p>Guessing game: Models/pictures of tools used by community helpers can be shown and students will guess the helper. Draw tools used by different community helpers. (Art integrated learning)</p> <p>List out 10 of them and write the help/ service they provide. or Make a word web of it. First level – Our helpers. The next level in blue will include the type of helper. Third level will describe the service they provide. Fourth level can be of tools used by them.</p> <p>Watch Video clip of a person suffering from Covid-19. Children will list the community helpers we can reach out ---- Doctor, Nurse etc.</p>
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14.	<p style="text-align: center;">JANUARY (07)</p>	<p style="text-align: center;">Theme: Travel MEANS OF TRANSPORT</p>	<p>Our helpers during the present pandemic situation.</p> <p>Fun time</p> <p>Means/ Modes of Transport – Land, water and air</p> <p>Uses of means of transport</p> <p>Number of wheels in a</p>	<p>Categorizes the different types of transportation into the correct mode.(whether it flies in the air, moves on road or moves on water</p> <p>Explains the use of means of transport and communication.</p> <p>Observes and identifies the two three, four wheeler vehicles.</p> <p>Recognizes the vehicles which require fuel and those that don't require fuel.</p> <p>Distinguishes between the vehicles we use and the vehicles used for emergency services.</p>	<p>Make Hats used by the community helpers with a newspaper.(Art integrated learning)</p> <p>Sing rhyme “Wheels of a bus...”. We can also add “Planes in the sky” or “Ships on the sea” to understand that people can get from one place to another through land, air or above water.(Art integrated learning)</p> <p>Children can exhibit the toy vehicles they have. Others can speak on what is needed for that means of transport. Each child takes turn to show his/her toy. (Toy integrated learning)</p> <p>List the vehicles under three categories – Land transport, Air transport and Water transport.</p> <p>Watch a video on Means/ Modes of transport.Discuss about the vehicles that run on road, fly in the sky. Paste/draw the pictures of means of transport- Land, air and water transport.(Art integrated learning)</p> <p>A toy vehicle with all the wheels removed can be used to introduce and understand the importance of Wheel. Count the number of wheels in the toy they have/picture of vehicles. (Toy integrated learning). Classify the vehicles as 2 wheelers, 3 wheelers, 4 wheelers, more than 4 wheels and no wheels.</p> <p>(Inegrated with Maths) Identifies and names the slowest and the fastest means of transport.</p> <p>Children can be encouraged to speak about their bicycle and how it moves. Similar vehicles like Bullock cart, Tonga etc(pictures) can be shown to identify vehicles that run without</p>
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15.	(04)	<p>Theme:Travel ROAD SAFETY</p>	<p>vehicle.</p> <p>Fuels used in vehicles</p> <p>Emergency services- Ambulance, Police, Fire brigade.</p> <p>Yoga</p>	<p>Relates means of transport to Yoga.</p> <p>Describes the problems traffic may cause on roads</p> <p>Explains the importance of following safety rules when on road</p> <p>Identifies traffic lights(what each colour stands for) and safety rule while crossing a road.</p> <p>Interprets the road signs and follows the rules.</p>	<p>fuel. Find out from their parents about the-- Fuel used in the vehicle they own other fuels that can be used in vehicles. Vehicles used in olden days. (AAC activity) Narrate a situation /picture of an accident and discuss about the people we should call. Telephone numbers of Emergency service can be given. Draw the symbols found on vehicles used for emergency services. (Art integrated learning)</p> <p>Discuss about the means used for various purposes. Try out the Yoga exercises with the help of your parents, to display means of transport. (AAC activity) --Integrated with Games. <u>Transport- Yoga exercises</u></p> <p>Learn poem onsafety rules--- Think, stop, look, and listen while crossing the road. This can be introduced with proper gestures. Guess the vehicle—Listen to the vehicle sounds and identify the vehicle. (Careful listening before crossing the road)</p> <p>Discuss about the dangers that traffic presents and that they should always be careful near the road and hold hands of an adult.</p> <p>Pictures/Images of walking on the footpath, crossing the road may be used to show the importance of footpath and crossing road with the help of elders.</p> <p>Draw and paint posters of people on footpath, holding hands of elders, vehicles etc. (Art integrated learning)</p> <p>Teacher can show model/ picture of traffic lights, Zebra crossing and discuss about it. Draw the picture of traffic light and color it. (Art integrated learning)</p>
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16.	<p style="text-align: center;">FEBRUARY (12)</p>	<p style="text-align: center;">Theme: Travel</p> <p style="text-align: center;">MEANS OF COMMUNICATION</p>	<p>Road safety- problems that may arise.</p> <p>Traffic lights and road safety</p> <p>Road signs and road rules</p>	<p>Explains the word communication as a means to express ideas or thoughts.</p> <p>Identifies the different means of communication</p> <p>Distinguishes between Individual and Mass communication</p> <p>Describes the journey of a letter.</p> <p>Designs a card of his/her choice. Enquires and finds out the means of communication used in olden days.</p>	<p>Interaction about the signs they have seen on the road. Models of some common road signs like STOP,NO PA SCHOOL ZONE etc.</p> <p>List out some Road rules to be followed. Find out from your parent's rules to be followed at home. (AAC activity).</p> <p>Brainstorming and general discussion— to introduce communication. Create situations like- You are absent to class. How will you get the notes? Children will come out with multiple ideas leading to communication.</p> <p>Models/toys/pictures of different means of communication can be shown to identify and name them. List them.(Toy integrated learning)</p> <p>Classify the means they have listed into Types of communication— Individual communication and Mass communication Watch video on types of communication.</p>
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		<p>Communication - meaning</p> <p>Different means of communication</p> <p>Types of communication— One to one(individual) One to many (Mass)</p> <p>Journey of a letter.</p> <p>Creativity</p> <p>Means of communication in olden days.</p> <p>Modern means of communication</p> <p>Uses of media during this pandemic</p>	<p>Distinguishes between the ancient and modern means of communication.</p> <p>Expresses views about the uses of Media during the present pandemic.</p> <p>Demonstrates the use of phone and phone etiquettes (manners).</p> <p>Designs /creates medium to express love towards their friends and family members.</p>	<p>Draw pictures of different means of communication (Art integrated learning).</p> <p>Watch video on the journey of a letter. Discuss about the slowest and fastest means of communication.</p> <p>Make an envelope and Greeting card. (Art integrated learning)</p> <p>Find out from the elders in the family about the ways in which messages were sent in olden days. (AAC activity)</p> <p>Discussion on the modern means of communication and social media in comparison to the olden days. Draw the symbols of WhatsApp, You Tube etc.</p> <p>Brainstorming session on the use of means of Mass communication(media) during this present pandemic.</p> <p>Make a toy telephone with Disposable cups and string. Have dialogue(English) with their family members. Record it as audio or video and present in the class. Discuss about the language used in the audio/video. (Integrated with English)</p> <p>Record a voice message or write a message to a friend orfamily member.Design a greeting card for a friend or family members on special occasions like Birth days and send through WhatsApp or mail it.</p>
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Dialogue using toy telephone

Messaging to friends or family members during this pandemic.