

Government of Jammu & Kashmir

FOUNDATIONAL STAGE

Academic Calender-Cum-Syllabus
for the session 2023-24



State Council of Educational Research & Training

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Academic Calender-Cum-Syllabus

Pre School-1st Year

Session 2023-24

State Council of Educational Research & Training

Timeline	Theme	Content	Learning Outcome	Competencies	Suggestive Pedagogical Practices
Week 1	Me and My Self	Parts of Body and Sense Organs	<ul style="list-style-type: none"> ❖ Can recognise facial features ❖ Identifies and names body parts. ❖ Begins to catch, throw and kick balls with very basic control ❖ Exhibits fine motor skills, eye-hand coordination and muscle strength ❖ Walks in straight line ❖ Able to walk backwards ❖ Matches by shape, size or colour by one attribute ❖ Listens to a wide variety of songs and poems ❖ Identifies good and bad smell (perfume, flowers, garbage etc) ❖ Identifies sweet, salty, bitter, sour, and hot (spicy) taste ❖ Differentiates hard and soft, hot and cold, rough and smooth surfaces ❖ Differentiates sounds in the environment ❖ Shows dexterity in using simple tools for drawing/ colouring ❖ Sorts objects into 2 groups based on size, length, height, and weight (big-small, Long - Short) ❖ Repeats a simple song or a rhyme ❖ Grasps relevant art materials, tools, and instruments 	<ul style="list-style-type: none"> • Awareness of self • Development of positive self-concept • Self-regulation • Development of healthy habits, hygiene, sanitation and awareness for self-protection • Development of gross motor skills • Development of Fine motor skills and eye-hand coordination • Talking and Listening • Attention span and Listening • Vocabulary 	<ul style="list-style-type: none"> ➤ Create a theme board at a proper display. ➤ Free and guided conversation on the theme. ➤ Sit on the floor with knees bent, stand up, sit down, stretching, hopping, crawling, throwing, running skipping, dancing. ➤ Hand printing, thumb printing, using available resources like water colour, mud, ink etc. ➤ Threading beads. ➤ Blocks construction. ➤ Encourage each child to say something about herself/ himself, ones' name; where do I stay; who are there in my family; what do I like and do not like ➤ Teach the children a proper hand wash technique, brushing and combing, eating the food without spilling etc. ➤ Good habits like cleaning up after play. ➤ Expressing and recognizing feelings (happy, sad, angry) using feeling cards and stories. ➤ Celebration of birthdays and festivals for example, display of children's work, appreciating their work/ creation.

Week 2		Healthy Habits, Hobbies and Interests <ul style="list-style-type: none"> ❖ Gets help to wash and dry hands before and after using the toilet or eating ❖ Uses dustbin with assistance ❖ Enjoys familiar songs and poems ❖ Identifies their wants and feelings ❖ Recognizes simple emotions ❖ Recognizes & repeats the patterns in pairs – Objects, pictures, shapes (leaf, flower, leaf, flower, in A B A B A B A B A B A pattern) ❖ Listens attentively and speaks in short conversations with familiar people around ❖ Expresses their needs and feelings through short meaningful sentences 	<ul style="list-style-type: none"> • Awareness of self • Development of positive self-concept • Self-regulation • Development of healthy habits, hygiene, sanitation and awareness for self-protection • Talking and Listening • Attention span and Listening • Vocabulary 	<p>Consult activities mentioned in Pre-school Activity book-1 Volume 1</p> <ul style="list-style-type: none"> ➤ ‘Listen and Follow’ ➤ ‘Conversation’ ➤ Poem-‘Teddy Bear’ ➤ Poem-‘Sun Sun Sun’ ➤ Poem-‘My Ears and My Ears’ ➤ Story-‘Rahul Ka Khillona’ ➤ Poem- ‘My hands and My legs’ ➤ Match body parts-Worksheet ➤ Hand printing worksheet ➤ Walk on the zig zag line drawn on ground ➤ ‘Me and my Shaker’ ➤ Story-‘Mere das dost’ ➤ Story-‘Sona ki naak badi Tez’ ➤ Story- Apni Cheenk Dhankein’ ➤ Conversation chart ➤ Story-‘Mere ghar ki safai’ ➤ Activity- ‘I feel...’ ➤ Play-‘Pakadam Pakadai/Rat-A-Tat with children
Week 3	My Family	Names of family members and relations. <ul style="list-style-type: none"> ❖ Identifies/names of close family members/ particular adults ❖ Recognizes and repeats the patterns of sounds (da-ma-ga, da-ma-ga, etc.) ❖ Listens and follows short instructions ❖ Interacts comfortably with familiar adults ❖ Identifies relation in family. ❖ Recognizes and repeats the patterns of the movements (hop-stand, hop-stand) ❖ Listens attentively to stories for a short period of time (5-7 minutes) 	<ul style="list-style-type: none"> • Self-regulation • Decision-making and problem solving • Development of pro-social behaviour like caring, sharing, collaboration, compassion and respect for other’s feeling and rights • Participation in individual and team games and sports • Talking and Listening • Attention span and Listening • Vocabulary 	<ul style="list-style-type: none"> ➤ Block building- Provide small coloured interlocking blocks and encourage children to create houses during small group activity time. ➤ Prepare a ‘Name Pocket Bag’, Attach or paint letters (A-Z) on these pockets Ask children to pick up their ‘name card’ from the bag and wear it ➤ Concept of shape; circle (e.g., My mother’s plate, roti etc.) ➤ Join 2-piece puzzles. ➤ Celebration of birthdays and festivals for example, display of children’s work, appreciating their work/ creation ➤ Worksheet-Make a Family tree ➤ Story on family members

Week 4		Things in My Home	<ul style="list-style-type: none"> ❖ Identifies and names objects / things in house which are used in daily routine. ❖ Says/sings number names verbally till 5 in correct sequence ❖ Begins to use appropriate vocabulary for some common and familiar objects and experiences 	<ul style="list-style-type: none"> • Awareness of self • Pretend Reading • Phonological Awareness Talking and Listening • Attention span and Listening • Vocabulary 	<ul style="list-style-type: none"> ➤ Poem-Papa finger...where are you? ➤ Talk about rooms in the house, things inside rooms, their favourite place in house Consult activities mentioned in Pre-school Activity book-1 Volume 1 ➤ Activity- 'Names and relationships' ➤ Poem- 'Family' ➤ Match the pairs
Week 5		Role of Family Members	<ul style="list-style-type: none"> ❖ Shares roles of family members (Mother, father, grandparents) in short sentences. ❖ Says/sings number names verbally till 5 in correct sequence ❖ Sings rhymes 	<ul style="list-style-type: none"> • Awareness of self • Development of positive self-concept • Auditory Visual Association (Phonics) Talking and Listening • Attention span and Listening • Vocabulary 	<ul style="list-style-type: none"> ➤ Poem-'Ye hain mere ache Papa' ➤ Game- ;Mummy says...' ➤ Game-'Musical Chairs' ➤ Pretend talk ➤ Conversation ➤ Poem-'Ghar' ➤ Colour the shape of House ➤ Activity-'What do we do?' ➤ Game-'Who am I?' ➤ Activity-'Draw one (1)' ➤ Worksheet-'Can you copy me?' ➤ Activity-'Let us jump' ➤ Story-Chunnu and Munnu, lets play now ➤ Worksheet-'Object mapping' ➤ Poem-'Families are big, families are small' ➤ Worksheet-'Who is missing?' ➤ Activity-'Feely bag' ➤ Activity-'Obstacle race' ➤ Activity-'My neighbours' ➤ Poem-'Naav chali' ➤ Story-'Chintiyani' ➤ Conversation chart ➤ Riddles
Week 6	Plants	Fruits	<ul style="list-style-type: none"> ❖ Identifies parts of plants (Leaves, Stem, Flower, Roots, Fruits, Seeds, Branches) ❖ Identifies and names fruits in immediate environment. ❖ Differentiates fruits on the basis of colour. 	<ul style="list-style-type: none"> • Awareness of self • Creative thinking Talking and Listening • Attention span and Listening • Vocabulary 	<ul style="list-style-type: none"> ➤ Show and Tell: Let children talk on what they have collected during 'nature walk' e.g., leaves, flowers, seeds, etc. ➤ Make any pattern with real flowers, seeds, leaves and twigs and let children copy it ➤ Differentiate plants on the basis of odour (e.g., coriander, Mint leaves).

			❖ Mimics and reproduces syllabic sounds		Consult activities mentioned in Pre-school Activity book-1 Volume 1
Week 7		Vegetables	<ul style="list-style-type: none"> ❖ Identifies and names vegetables in immediate environment. ❖ Recalls a few vegetables in cooked form. ❖ Differentiates vegetables on the basis of colour. ❖ Compares and classifies objects by one factor like shape, colour and size 	<ul style="list-style-type: none"> • Awareness of self • Development of positive self-concept • Self-regulation • Talking and Listening • Attention span and Listening • Vocabulary 	
Week 8		Flowers and Trees	<ul style="list-style-type: none"> ❖ Recognise plant as a living thing ❖ Identifies and names trees and flowers in immediate environment. ❖ Differentiates flowers on the basis of colour. ❖ Recognizes/ identifies common signs, logos, and labels (e.g., brand of biscuit based on wrapper colour, soap cover) ❖ Differentiates Trees and plants on the basis of size. ❖ Names few trees in their immediate surrounding on the basis of products they yield. ❖ Uses vocabulary in daily life like today, tomorrow, and yesterday ❖ Distinguishes between printed text and pictures 	<ul style="list-style-type: none"> • Awareness of self • Development of positive self-concept • Self-regulation • Creative thinking • Talking and Listening • Attention span and Listening • Vocabulary 	
Week 9	Animals & Birds	Pet, Domestic, Farm and	<ul style="list-style-type: none"> ❖ Identifies and names animals in immediate environment. ❖ Pretends to read familiar books based on pictures in the story ❖ Identifies and names animals as domestic and wild either through direct experience or through pictures. ❖ Differentiates between domestic and wild animals 	<ul style="list-style-type: none"> • Talking and Listening • Attention span and Listening • Vocabulary 	<ul style="list-style-type: none"> ➤ Tearing and pasting coloured/newspaper pieces onto a picture of an animal. ➤ Finger painting in a picture of animal such as cat, fish etc. ➤ Read aloud stories about animals. ➤ Flannel board story with cut out figures of animals ➤ Puppet Play on animals ➤ Make “Animal Scrapbooks ➤ Play Antakshri of animal names.

Week 10		Water Animals	<ul style="list-style-type: none"> ❖ Identifies and names few water animals. ❖ Knows that words are made of letters 	<ul style="list-style-type: none"> • Use of appropriate writings tools • Observation • Identification • Memory • Matching • Classification • Talking and Listening • Attention span and Listening • Vocabulary 	<ul style="list-style-type: none"> ➤ Pet Collage: Picture of pet animals cut from old magazines and creating a collage ➤ Provide two pieces of animals puzzles for children <p style="color: red; font-weight: bold;">Consult activities mentioned in Pre-school Activity book-1 Volume 1</p> <ul style="list-style-type: none"> ➤ Poem-‘Sher’ ➤ Poem-‘Awaazein kaisi kaisi’ ➤ Worksheet-Odd one out ➤ Activity-‘Do you know me?’
Week 11		Insects Birds	<ul style="list-style-type: none"> ❖ Identifies and names few insects from their immediate environment. ❖ Names shapes and a few properties of shapes ❖ Identifies and names few birds from their immediate environment. ❖ Recognizes hierarchical relationships within categories (e.g., animals and their younger ones) ❖ Reads short sentences of known words by recognizing individual letter sounds and sight words 	<ul style="list-style-type: none"> • Use of appropriate writings tools • Observation • Identification • Memory • Matching • Classification • Talking and Listening • Attention span and Listening • Vocabulary 	<ul style="list-style-type: none"> ➤ Worksheet- Match same animals ➤ Activity-Act or walk like animal ➤ Riddles ➤ Activity-Count and act ➤ Worksheet- Count and match ➤ Story-‘Kya tum meri Ma ho?’ ➤ Poem-‘Billi ka bachha’ ➤ Worksheet- Match animals with their young ones’ ➤ Story-‘Bahadur Sher’ ➤ Activity-‘Animals in the Jungle’ ➤ Picture reading-‘Poster of Water animals’ ➤ Dough/clay modelling of animals ➤ Poem-‘Machhli jal ki rani hai’ ➤ Story-‘Aakhir ye kya hai’
Week 12	Festivals	Diwali, Eid Christmas and Gurupurab	<ul style="list-style-type: none"> ❖ Recalls rituals and celebrations during the festival in short sentences. ❖ Listens to “Read Alouds” and responds to questions posed by the Teacher ❖ Recalls rituals and celebrations during the festival in short sentences. ❖ Reads picture books and identifies objects and actions 	<ul style="list-style-type: none"> • Use of appropriate writings tools • Observation • Identification • Memory • Matching • Classification • Talking and Listening • Attention span and Listening • Vocabulary 	<ul style="list-style-type: none"> ➤ Create a theme board and put it at a proper display. ➤ Free and guided conversation on the theme ➤ Celebrate festival falling on the particular day. ➤ Create collage on different festivals using variety of locally available materials. ➤ Match festivals with rituals and festivities, like lighting of lamps in Diwali, sighting of moon in Eid and burning of fire in Holi.

Week 13	Independence Day and Republic Day	<ul style="list-style-type: none"> ❖ Recalls rituals and celebrations during the festival in short sentences. ❖ Uses vocabulary (length, width, height, distance) to express length through poems and stories 	<ul style="list-style-type: none"> • Use of appropriate writings tools • Observation • Identification • Memory • Matching • Classification • Talking and Listening • Attention span and Listening • Vocabulary 	<ul style="list-style-type: none"> ➤ Involve children in the craft work related to the festival. ➤ Read aloud stories/ morals connected with the festivals ➤ Ask children to retell the stories in their own words. <p style="color: red; font-weight: bold;">Consult activities mentioned in Pre-school Activity book-1 Volume 1</p>
Week 14	Children Day and Teacher Day		<ul style="list-style-type: none"> • Use of appropriate writings tools • Observation • Identification • Memory • Matching • Classification • Talking and Listening • Attention span and Listening • Vocabulary 	<ul style="list-style-type: none"> ➤ Song-‘Eid Mubarak’ ➤ Tracing dots ➤ Worksheet-‘Count and Match’ ➤ Poem-‘Dharti ke Rang’ ➤ Song-‘Holi hai’ ➤ Song-‘sare jahan se achha’ ➤ Worksheet-‘Tracing the dots’ ➤ Balancing pebbles ➤ Activity-Spoon and stand’ ➤ Find sentence with more words ➤ Song-‘Diwali’ ➤ Activity-Diya making ➤ Activity-Jump inside/outside the circle ➤ Poem-‘Jingle bells’
Week 15	Holi, Baisakhi and Lohri	<ul style="list-style-type: none"> ❖ Recalls rituals and celebrations during the festival in short sentences. ❖ Counts objects up to 3 and develop understanding of cardinality till 3 (e.g., counts 3 things in a set and says those are 3) ❖ Recalls rituals and celebrations during the festival in short sentences. 	<ul style="list-style-type: none"> • Use of appropriate writings tools • Observation • Identification • Memory • Matching • Classification • Development of Fine motor skills and eye-hand coordination • Talking and Listening • Attention span and Listening • Vocabulary 	<ul style="list-style-type: none"> ➤ Colour Christmas tree

Week 16	Transport	Land transport and Traffic Rules	<ul style="list-style-type: none"> ❖ Identifies and names few means of land transport from their immediate environment. ❖ Learn vocabulary associated with vehicles ❖ Can identify various modes of transport ❖ Uses various writing instruments like; chalk piece, pencils, coloured pencils, painting brushes, crayons in identifies road safety as important, holds hands of adults and walks on the road ❖ Draws and colours, and orally expresses the intent of the drawing 	<ul style="list-style-type: none"> • Use of appropriate writings tools • Observation • Identification • Memory • Matching • Classification • Talking and Listening • Attention span and Listening • Vocabulary 	<ul style="list-style-type: none"> ➤ Create a theme board. ➤ Free and guided conversation on the theme. ➤ Matching vehicles: Make a master board by pasting different types of vehicle pictures on it. Have cut-outs of the same separately. Ask children (in small groups) to match the cut-out of vehicles with that on the master board. Encourage children to identify and name the vehicles. ➤ Visual Discrimination (Odd one out). Why is it different. ➤ Match uppercase and lower-case letters and say their sounds. ➤ Colour Vehicle ➤ Provide clay, plasticine to make wheels and other objects
Week 17		Water transport and Air Transport	<ul style="list-style-type: none"> ❖ Identifies and names few means of water transport either through direct experience or through pictures /visuals. ❖ Uses vocabulary to express weight through poems, and stories ❖ Identifies and names few means of Air transport either through direct experience or through pictures/visuals. ❖ Counts given manipulatives or objects and can pick and give up to 5 things 	<ul style="list-style-type: none"> • Use of appropriate writings tools • Observation • Identification • Memory • Matching • Classification • Talking and Listening • Attention span and Listening • Vocabulary 	<ul style="list-style-type: none"> ➤ Matching tyres/wheels: ➤ Let's fly like an airplane: <p>Consult activities mentioned in Pre-school Activity book-1 Volume II</p> <ul style="list-style-type: none"> ➤ Poem-'Ghoda ghadi' ➤ Story-'Bus ki sair' ➤ Game-'I am the bus' ➤ Worksheet-Find odd one out ➤ Poem-'Car' ➤ Activity-Guess what?' ➤ Poem-'Wheels on the bus' ➤ Poem-'Laal Batti' ➤ Worksheet-Colour the traffic lights ➤ Poem-'Train kehti chuk chuk chuk' ➤ Game-'Family train' ➤ Worksheet-'Colour the train' ➤ Poem-'Haiya re haiya' ➤ Story-'Naav chali' ➤ Game-'1-2, 1-2' ➤ Picture reading ➤ Activity- Making aeroplane using paper, twigs and sticks' ➤ Story-.I want to fly'

					<ul style="list-style-type: none"> ➤ Game-‘Chidiya ud, Tota ud’ ➤ Story-‘Pareshan Pahiya’ ➤ Poem-‘Aeroplane, aeroplane’ ➤ Game-Move like a vehicle ➤ Poem-Gaadi’ ➤ Game-‘I am the driver’ ➤ Worksheet-encircle the vehicles
Week 18	Our Environment	Sun, Moon and Stars	<ul style="list-style-type: none"> ❖ Explains importance of sun in few words (e.g., Gives light, gives heat, dries clothes) ❖ Shows interest in stories and poems being read out ❖ Differentiates between day and night. ❖ Distributes a given set of objects to multiple recipients ❖ Handles books with care 	<ul style="list-style-type: none"> • Use of appropriate writings tools • Observation • Identification • Memory • Matching • Classification • Talking and Listening • Attention span and Listening • Vocabulary 	<ul style="list-style-type: none"> ➤ Draw and colour, Sun, Moon and stars. ➤ Keep wet objects/clothes under sun and observe what happens to them. ➤ Make raindrop shapes of different colours. Let children match the coloured raindrops ➤ Water colour painting: Mixing different paints with a dropper by using water and then painting with water colour. ➤ Blow bubbles: Put detergent or provide bubble mix to a tub of water for sensory experiences. Let children blow and play with the bubbles.
Week 19		Water	<ul style="list-style-type: none"> ❖ Explains importance of water in few words (e.g., quenches thirst, cleans clothes and body) ❖ Creates imprints using blocks, stencils, found objects and natural materials 	<ul style="list-style-type: none"> • Awareness of self • Development of positive self-concept • Use of appropriate writings tools • Observation • Identification • Memory • Matching • Classification • Talking and Listening • Attention span and Listening • Vocabulary 	<ul style="list-style-type: none"> ➤ When talking about the need for air, ask children to close their nose for a few seconds and to tell how they feel. ➤ Discuss about the things that travel in air (expected response is — aeroplanes, birds, kites and so on) ➤ Visit to a nearby park/garden to observe trees and plants moving in the breeze. ➤ Create Paper pinwheels with the help of children

Week 20		Air	<ul style="list-style-type: none"> ❖ Explains importance of Air in few words (e.g., in breathing) ❖ Answer simple questions, for example, “Why does paper blow away if you keep it under a moving fan?” ❖ Practices remembering by recalling a story or verbally describing a picture no longer in view 	<ul style="list-style-type: none"> • Use of appropriate writings tools • Observation • Identification • Memory • Matching • Classification • Talking and Listening • Attention span and Listening • Vocabulary 	<p>Consult activities mentioned in Pre-school Activity book-1 Volume II</p> <ul style="list-style-type: none"> ➤ Poem-Pani bina chale na kaam ➤ Activity-Make soap bubbles ➤ Worksheet-colour drop of water ➤ Worksheet-match sources of water ➤ Worksheet-tracing slanting lines ➤ Story-Badal ka gussa’ ➤ Worksheet-‘Count and match’ ➤ Poem-‘Pani re pani’ ➤ Activity-Ice water’ ➤ Riddles ➤ Worksheet-Match same quantity of water ➤ Poem-‘Pani re pani’ ➤ Game-‘Land and water’ ➤ Activity-Breathe in breathe out ➤ Poem-Hawa chali ➤ Worksheet-Find the difference in picture ➤ Activity-Blow painting ➤ Identify sentence with more words ➤ Story-‘The hot air balloon’s adventures’ ➤ Poem-Hawa
Week 21	People Who Help Us.	Doctor Teacher	<ul style="list-style-type: none"> ❖ Recalls role of doctors in few words. ❖ Compares quantities between two sets and can distinguish if they are the same or more up to 3 objects ❖ Recalls role of teachers in few words 	<ul style="list-style-type: none"> • Use of appropriate writings tools • Observation • Identification • Memory • Matching • Classification • Talking and Listening • Attention span and Listening • Vocabulary 	<ul style="list-style-type: none"> ➤ Match helpers with their places of work ➤ Role play on Doctor-patient, Teacher in class, Farmer and field, etc. ➤ Pick odd one out from the tools. ➤ Match tools with the helpers ➤ Colour sketch of helpers
Week 22		Farmer Mason and	<ul style="list-style-type: none"> ❖ Recalls role of farmers and barbers in few words. ❖ Remembers where materials are kept in familiar environments 	<ul style="list-style-type: none"> • Use of appropriate writings tools • Observation • Identification • Memory • Matching 	<p>Consult activities mentioned in Pre-school Activity book-1 Volume II</p> <ul style="list-style-type: none"> ➤ Free and Guided conversation on the theme. ➤ Worksheet-‘Count and tell’ ➤ Story-‘Help me’ ➤ Activity-‘Musical pots and pans’ ➤ Activity-Visit to market

			<p>Recalls role of Mason and tailor in few words</p> <ul style="list-style-type: none"> ❖ Explores rhythm through voice and body (claps, taps, waves, jumps, hops, recites lyrics in rhythm) 	<ul style="list-style-type: none"> • Classification • Talking and Listening • Attention span and Listening • Vocabulary 	<ul style="list-style-type: none"> ➤ Conversation chart on the theme ➤ Poem-‘Motilal halwai’ ➤ Story-‘Meena aur Janamdin ki poshal’ ➤ Activity-Visit to tailor ➤ Poem-‘Pyaare teacher’ ➤ Worksheet-‘Trace the lines’ ➤ Pretend Activity- I am a teacher ➤ Complete the pattern ➤ Worksheet-Find odd one out’ ➤ Story-‘Billi ne bachaya sabko’ ➤ Song-‘Stop, drop and roll’ ➤ Worksheet-Count and encircle the number ➤ Worksheet-‘Thank you card’ ➤ Poem-‘Aao milkar kapde dhoyein’
Week 23	Seasons	Summer Winter	<ul style="list-style-type: none"> ❖ Explains summer season in few words on the basis of clothes and eatables. ❖ Explores volume (loud and soft), and pitch (high and low) while using voice, or body, or playing with instruments and objects ❖ Explains Winter season in few words on the basis of clothes and eatables. ❖ Arranges familiar incidents/ events / objects in an order (e.g., daily routine, story, shapes, size - 2 to 3) 	<ul style="list-style-type: none"> • Use of appropriate writings tools • Observation • Identification • Memory • Matching • Classification • Talking and Listening • Attention span and Listening • Vocabulary 	
Week 24		Spring and autumn	<ul style="list-style-type: none"> ❖ Differentiates Spring and Autumn seasons on the basis of few feature-like flowers blooming in spring and leaf falling in autumn. ❖ Identifies the missing part of a familiar picture of familiar object ❖ Responds to artworks verbally/ non-verbally to express likes, dislikes, and other views 	<ul style="list-style-type: none"> • Use of appropriate writings tools • Observation • Identification • Memory • Matching • Classification • Talking and Listening • Attention span and Listening • Vocabulary 	<ul style="list-style-type: none"> ➤ Create a theme board at a proper display. ➤ Free and guided conversation on the theme ➤ Conversation on Poster of seasons. ➤ Nature walks to observe the particular season. ➤ Scrap book to paste pictures related to different seasons. ➤ Colouring sketches of different seasons. ➤ Paper boat making. ➤ Taking prints of leaves dipped in colour on paper.
Week 25		Rainy season	<ul style="list-style-type: none"> ❖ Recalls the season in few words through their own experience of rains. ❖ Begins to take turns and waits in line for short periods of time with adult support 	<ul style="list-style-type: none"> • Use of appropriate writings tools • Observation • Identification • Memory • Matching • Classification 	<p>Consult activities mentioned in Pre-school Activity book-1 Volume 1</p> <ul style="list-style-type: none"> ➤ Free and guided conversation on the theme ➤ Poem-‘Sardi, garmi, baarish’ ➤ Worksheet-Choose the odd one out’ ➤ Conversation chart on season ➤ Worksheet-Match the clothes

				<ul style="list-style-type: none"> • Talking and Listening • Attention span and Listening • Vocabulary 	<ul style="list-style-type: none"> ➤ Worksheet-Colour the cap ➤ Poem-‘Aayi sardi’ ➤ Worksheet-‘More or less’ ➤ Activity-Snow angel’ ➤ Worksheet-Colour snowman’ ➤ Poem-Garmi’ ➤ Worksheet-Tracing hot sun ➤ Worksheet-‘Shadow matching’ ➤ Story-‘Pyaasi maina’ ➤ Picture reading on Autumn season ➤ Story-‘Laal Barsati’ ➤ Worksheet-Tracing rain ➤ Worksheet-Complete the drawing of Umbrella ➤ Poem-‘Baarish Aayi Cham cham cham’ ➤ Game-‘Tippy Tippy tap’ ➤ Activity-‘I can jump’ ➤ Poem-‘Sardi aur Garmi jati’
Week 26	Food	healthy food Balanced diet	<ul style="list-style-type: none"> ❖ Identifies things that can be eaten and cannot be eaten ❖ Begins to eat and name a variety of foods with adult prodding ❖ Names a few healthy food items and a few unhealthy food items ❖ Explains in few words what food to include in good diet. ❖ Makes connections between objects and their uses (e.g., spoon is for eating, bucket is for bath, mechanic is to a garage as a doctor is to hospital) 	<ul style="list-style-type: none"> • Use of appropriate writings tools • Observation • Identification • Memory • Matching • Classification • Talking and Listening • Attention span and Listening • Vocabulary 	<ul style="list-style-type: none"> ➤ Create a theme board and put it at a proper display ➤ Free and guided conversation on the theme ➤ Say out names of commonly available food items. ➤ Visit to market to see what food items are sold in shops. ➤ Classify food items on the basis of source ➤ Classify food items on the basis of healthy and unhealthy food items. ➤ Salad making activity ➤ Match pairs of kitchen utensils (e.g. Cup-soccer, Spoon-bowl, Fork-Cauldron-lid)
Week 27		Food from plants	<ul style="list-style-type: none"> ❖ Identifies and names food gained from plants. ❖ Compares two numbers (orally) up to 3 and uses vocabulary like more and less. ❖ Makes transitions that are part of a daily schedule 	<ul style="list-style-type: none"> • Use of appropriate writings tools • Observation • Identification • Memory • Matching • Classification 	<p>Consult activities mentioned in Pre-school Activity book-1 Volume II</p> <ul style="list-style-type: none"> ➤ Poem-‘One potato, two potatoes’ ➤ Activity-‘I can smell’

				<ul style="list-style-type: none"> • Talking and Listening • Attention span and listening. • Vocabulary 	<ul style="list-style-type: none"> ➤ Poem-Aloo bola’ ➤ Worksheet-‘Colour the potato ➤ Activity-Visit to the market ➤ Story-‘Laalu aur Peelu’ ➤ Conversation chart
Week 28		Food from animals	<ul style="list-style-type: none"> ❖ Identifies and names food gained from animals. ❖ Plays using object substitution (e.g., uses banana as telephone) ❖ Observes and imitates adult behaviour for classroom norms 	<ul style="list-style-type: none"> • Use of appropriate writings tools • Observation • Identification • Memory • Matching • Classification • Talking and Listening • Attention span and listening. • Vocabulary 	<ul style="list-style-type: none"> ➤ Worksheet-Match eatables with the taste ➤ Worksheet-Match food items with the source ➤ Worksheet-Complete the pattern ➤ Poem-Raseela Phal’ ➤ Game-‘Lemon/Walnut race’ ➤ Clay modelling ➤ Story-Fareeda ki daawat ➤ Worksheet-Match animals with their food ➤ Worksheet-Tick good eating habits to follow ➤ Activity-Feely bag

Government of Jammu & Kashmir

FOUNDATIONAL STAGE



Academic Calender-Cum-Syllabus
Pre School-2nd Year
Session 2023-24

State Council of Educational Research & Training

Timeline	Theme	Content	Learning Outcome	Competencies	Suggestive Pedagogical Practices
Week 1	Me and My Self	Parts of Body Sense Organs	<ul style="list-style-type: none"> ❖ Catches a large ball, throws and kicks balls forward with good force ❖ Use the names and points to body parts. ❖ Talk about similarities between herself/himself and others ❖ Exhibits motor control for tasks that require fine-motor, eye-hand coordination with moderate precision (e.g., cutting big shapes, threading big beads, buttoning, screwing/ unscrewing bottlecaps, drawing with crayons) ❖ Walks on straight and curved line/ zigzag with ease ❖ Walks on 6-inchwide beam with balance ❖ Matches shapes of with different size and colours ❖ Listens and enjoys humming a variety of songs in different languages regularly heard in the home and neighbourhood ❖ Differentiates fragrance of flowers, perfumes, food items etc ❖ Explores different tastes and textures from different kinds of food ❖ Compares two objects based on hard and soft, hot and cold, rough and smooth ❖ Distinguishes between high (uncha swar) and low pitches (neecha swar) in the sounds of birds and animals, 	<ul style="list-style-type: none"> • Awareness of self • Development of positive self-concept • Self-regulation • Development of healthy habits, hygiene, sanitation and awareness for self-protection • Development of gross motor skills • Development of Fine motor skills and eye-hand coordination 	<ul style="list-style-type: none"> ➤ Create a Theme board and display it at a proper display. ➤ Free and guided conversation on the theme ➤ Face Puzzle-Join 2-4 pieces of face on card. ➤ Finish the other half of face by tracing dotted line. ➤ Tracing around hand-let children trace around their hand and attach a paper stick and make a puppet ➤ Let children walk on the line/beam – forward, backward or heel to toe ➤ Follow instructions like; Touch your chin to your right shoulder. Put your right hand on your head. Move your head back and forth. ➤ Touch your friend- Let children stand in pairs. Call out any body part, e.g., ‘Head’. Then each pair needs to touch the heads of their partners and so on. <p>Consult activities mentioned in Preschool Activity book-2 Volume 1</p> <ul style="list-style-type: none"> ➤ Tracing outline of body in sand ➤ Worksheet-Draw sketch of body and colour it. ➤ Poem-Head and shoulder, knees and toes’ ➤ Poem-Ek hi hai Naak meri ➤ Tracing worksheet of 1 ➤ Activity-Listen and follow ➤ Story-‘Rahul ka khilona’ ➤ Worksheet- ‘Encircle the numeral’ ➤ Poem-‘Do do meri aankhein’ ➤ Tracing worksheet of 2 ➤ Activity-Measuring through footspan and handspan

Week 2	Healthy Habits Hobbies and Interests	<p>musical instruments and the human voice</p> <ul style="list-style-type: none"> ❖ Sorts objects into 3 groups based on size, length, height, and weight (smaller sized – big sized – bigger sized) ❖ Sings along to songs and rhymes with intonation and gestures 		<ul style="list-style-type: none"> ➤ Worksheet-Read words and match. ➤ Hand-printing ➤ Worksheet-Match picture with words. ➤ Activity-‘Making a musical instrument’ ➤ Tracing in sand-things around us ➤ Story-‘Mere das dost, ➤ Game-‘Right and left’ ➤ Worksheet-Count and encircle ➤ Story- Apni Cheenk Dhankein’ ➤ Conversation chart ➤ Story-‘Mere ghar ki safai’ ➤ Riddles ➤ Hand washing activity ➤ Worksheet-‘Count and match’ ➤ Activity-Hygiene’ ➤ Worksheet-Big and small ➤ Worksheet- Follow instructions and draw a joker.
		<ul style="list-style-type: none"> ❖ Talks about actions s/he can do with her/his body; hop, balance, jump and so on. ❖ Explores a variety of grasps and grips while using art materials, tools, and instruments (e.g., sticks, seeds, pebbles, stones, chalk, thread, pencils, brushes, crayons, powder, scissors) ❖ Begins to use a dustbin to dispose of waste ❖ Enjoys rhyming words in songs and poems ❖ Associates emotions with words and facial expressions ❖ Expresses emotions through verbal and non-verbal modes (e.g., gestures, drawings) ❖ Recognizes the unit of a repeating pattern, and extends the patterns of 3 to 4 objects/ pictures/ shapes repetitions ABC (pen book -pencil; pen-book pencil in ABC ABC ABC pattern ❖ Initiates conversations in daily life with peers and teachers in a variety of school settings ❖ Narrates daily experiences in elaborative descriptions and asks ‘why’ questions too 	<ul style="list-style-type: none"> • Self-regulation • Development of healthy habits, hygiene, sanitation and awareness for self-protection • Creative Self Expression and Conversation 	

Week 3	My Family	Names of family members and relations	<ul style="list-style-type: none"> ❖ Begins to interact comfortably with less familiar adults ❖ Follows some simple instructions comprising of several steps (2 to 3 instructions at a time). ❖ Recalls the characters and a few events in the story that is narrated and is able to retell in their own words. 	<ul style="list-style-type: none"> • Development of positive self-concept • Self-regulation • Development of healthy habits, hygiene, sanitation and awareness for self-protection • Creative Self Expression and Conversation • Print Awareness and Meaning Making • Visual Discrimination 	<ul style="list-style-type: none"> ➤ Create a Theme board at a proper display. ➤ Free and guided conversation on the theme. ➤ Create family Puppets for stories/ dramatization ➤ Sound hop: Place circles with letters on it on the floor. Let children jump on the circle as they say each sound of a letter/picture. ➤ Telephone talk: Recognising and dialling numbers and portraying the character of any family member. ➤ Who is missing? -Show pictures of family members to the students. Ask them to close their eyes. Remove 1-2 pictures, hide them. Ask them who is missing?
Week 4		Things in My Home	<ul style="list-style-type: none"> ❖ Identifies and names objects/things in house which are used in daily routine. ❖ Arranges objects in order based on size up to 3 levels and verbalizes their levels (Big – Small – Smaller; Long – Short – Shorter; Tall – Short – Shorter ❖ Says/sings number names in correct sequence up to 10. And keeps one to one correspondence with number words and objects till 5 ❖ Uses vocabulary acquired from specific themes, and topics introduced in class in their conversations 	<ul style="list-style-type: none"> • Awareness of self • Development of positive self-concept • Self-regulation • Pretend Reading Phonological Awareness 	<p>Consult activities mentioned in Pre-school Activity book-II Volume 1</p> <ul style="list-style-type: none"> ➤ Poem-‘Family’ ➤ Match the pairs ➤ Poem-‘Ye hain mere ache Papa’ ➤ Game-; Mummy says...’ ➤ Game-‘Musical Chairs’ ➤ Pretend talk ➤ Conversation ➤ Poem-‘Ghar’ ➤ Colour the shape of House ➤ Activity-‘What do we do?’ ➤ Game-‘Who am I ➤ Poem-‘Papa’ ➤ Worksheet-‘Can you copy me?’ ➤ Activity-‘Let us jump’ ➤ Story-Chunnu and Munnu, lets play now ➤ Worksheet-‘Object mapping’ ➤ Poem-‘Apna ghar’ ➤ Worksheet-‘Tracing digit 3’ ➤ Worksheet-Find the rhyming words ➤ Activity-My neighbour ➤ Activity-‘Feely bag’ ➤ Worksheet-Draw house ➤ Acitivity-‘Obstacle race’
Week 5		Role of Family Members	<ul style="list-style-type: none"> ❖ Shares roles of family members (Mother, father, grandparents) in short sentences. ❖ Says/sings number names in correct sequence up to 10. And keeps one to one correspondence with number words and objects till 5 ❖ Identifies rhyming words and alliterations 	<ul style="list-style-type: none"> • Awareness of self • Development of positive self-concept • Self-regulation • Auditory Visual Association (Phonics) • Language and Creative thinking Vocabulary 	

					<ul style="list-style-type: none"> ➤ Activity-‘I know Myself’ ➤ Worksheet-Find and colour digit 3 ➤ Poem-‘Tumhare Jaisa’ ➤ Poem-‘Naav chali’ ➤ Acitivity-‘When I will grow up’ ➤ Acitivity-Find odd one out’
Week 6	Plants	Fruits	<ul style="list-style-type: none"> ❖ Identifies and names fruits in immediate environment. ❖ Differentiates fruits on the basis of colour. ❖ Identifies the beginning and end syllables in words ❖ Mimics and reproduces syllabic sounds 	<ul style="list-style-type: none"> • Creative Self Expression and Conversation • Language and Creative thinking • Vocabulary • Use of appropriate writings tools • Critical thinking • Problem-solving • Creative thinking 	<ul style="list-style-type: none"> ➤ Create a board at a proper display. ➤ Free and guided conversation on the theme. ➤ How trees help us? -Shelter for birds and animals, protect us from rain and sunlight. ➤ Explore and observe trees around us. Try to find their names. ➤ Ways to take care of plants (through discussion and activities) ➤ Adopt small school garden/plants and ask children to take care of them. ➤ Sort the seeds on the basis of colour, size, shape. ➤ Let children pretend to be growing seeds. Ask them to curl up while you tell a story or sing a song about seeds planted in the ground (the sun shines, rain comes slowly, the seeds start to grow and sprout)
Week 7		Vegetables	<ul style="list-style-type: none"> ❖ Identifies and names vegetables in immediate environment. ❖ Recalls a few vegetables in cooked form. ❖ Differentiates vegetables on the basis of colour. ❖ Compares and classifies objects by one factor like shape, colour and size. 	<ul style="list-style-type: none"> • Numeral recognition • Sense of order (can count ahead of a number up to 10) • Numeral recognition • Exposure to Second Language 	<ul style="list-style-type: none"> ➤ Seed shakers: Collect some seeds and put in empty containers ➤ Encourage children to look at seeds with a magnifying glass. <p>Consult activities mentioned in Pre-school Activity book-II Volume 1</p>
Week 8		Flowers And Trees	<ul style="list-style-type: none"> ❖ Identifies and names flowers in immediate environment. ❖ Differentiates flowers on the basis of colour. ❖ Differentiates Trees and plants on the basis of size. ❖ Names few trees in their immediate surrounding on the basis of products they yield. 	<ul style="list-style-type: none"> • Creative Self Expression and Conversation • Language and Creative thinking • Vocabulary • Use of appropriate writings tools • Observation 	<ul style="list-style-type: none"> ➤ Poem-‘Ped’ ➤ Activity-Collect and sort leaves on the basis of colour and size ➤ Worksheet-Colour leaf ➤ Nature-walk ➤ Activity- Tippy Tippy tap ➤ Worksheet-Encircle odd one out’ ➤ Worksheet-Match words ➤ Worksheet-Picture reading ➤ Activity-Seed germination

			<ul style="list-style-type: none"> • Identification • Memory • Matching • Classification • Pattern Making • Sequential thinking 	<ul style="list-style-type: none"> ➤ Song-‘Chana kisne boya re’ ➤ Activity-‘make a garland of flowers ➤ Song-‘Aaloo bola mujhko kha lo’ ➤ Story-Sabzi party’ ➤ Activity-Blindfolding ➤ Story-‘Mini ne lagaya paudha ➤ Worksheet-Complete parts of flower ➤ Poem-Sathi Ped 	
Week 9	Animals & Birds	Pet, Domestic, Farm and Wild Animals	<ul style="list-style-type: none"> ❖ Identifies and names animals in immediate environment. ❖ Identifies and names animals as domestic and wild either through direct experience or through pictures. ❖ Differentiates between domestic and wild animals ❖ Pretends to read familiar books based on pictures in the story 	<ul style="list-style-type: none"> • Creative Self Expression and Conversation • Language and Creative thinking • Vocabulary • Use of appropriate writings tools • Critical thinking • Problem-solving • Creative thinking 	<ul style="list-style-type: none"> ➤ Create a board at a proper display. ➤ Free and guided conversation on the theme. ➤ Involve children in making masks of animals. You may use it during story-telling ➤ Collect pictures and let children create ‘farm animal collages. ➤ Make ‘Bird collage’ from collection of seeds. ➤ Use bird feathers for painting and collage ➤ Pass the picture of animals in circle of children. ➤ Involve children in making masks of animals. You may use it during story-telling ➤ Provide two to four pieces of animals puzzles for children
Week 10		Water Animals	<ul style="list-style-type: none"> ❖ Identifies and names few water animals. ❖ Can sort the animals’ pictures by their habitat ❖ Can seriate animals/birds pictures in order. ❖ Knows that words are made of letters 	<ul style="list-style-type: none"> • Creative Self Expression and Conversation • Language and Creative thinking • Vocabulary • Use of appropriate writings tools • Observation • Identification • Memory • Matching • Classification • Pattern Making • Sequential thinking 	<ul style="list-style-type: none"> ➤ Consult activities mentioned in Pre-school Activity book-II Volume 1 ➤ Nature-Walk ➤ Picture reading ➤ Activity-Sounds of animals ➤ Story-‘Ghar me chuha’ ➤ Poem-‘Bhalu’ ➤ Worksheet-Count rabbits ➤ Worksheet-Trace numeral 4 ➤ Poem-‘Old Fat Mohan’ ➤ Worksheet-Draw animal of your choice ➤ Story-Hippo wants to dance’ ➤ Worksheet-Spider web’ ➤ Activity-Observe the nest ➤ Poem-‘Hum bhi khelenge’ ➤ Worksheet-Join faces in puzzle
Week 11		Insects and	<ul style="list-style-type: none"> ❖ Identifies and names few insects from their immediate environment. ❖ Names shapes and a few properties of shapes 	<ul style="list-style-type: none"> • Creative Self Expression and Conversation 	

			<ul style="list-style-type: none"> ❖ Identifies and names few birds from their immediate environment. ❖ Recognizes hierarchical relationships within categories (e.g., animals and their younger ones) ❖ Reads short sentences of known words by recognizing individual letter sounds and sight words. ❖ Makes comparisons within and between categories. 	<ul style="list-style-type: none"> • Language and Creative thinking • Vocabulary • Use of appropriate writings tools • Critical thinking • Problem-solving • Creative thinking 	<ul style="list-style-type: none"> ➤ Story-Dosti ➤ Activity-Shadow matching ➤ Activity-Angootha ki chhaap' ➤ Activity-'Do you know me?' ➤ Worksheet- Match legs of animal with number ➤ Activity-Act or walk like animal ➤ Riddles ➤ Activity-Count and act ➤ Worksheet- Count and match ➤ Story-'Kya tum meri Ma ho?' ➤ Worksheet- Match animals with their young ones' ➤ Picture reading-'Poster of Water animals
Week 12	Festivals	Diwali, Eid Christmas and Gurupurab	<ul style="list-style-type: none"> ❖ Recalls rituals and celebrations during the festival in short sentences. ❖ Participates in "Shared Reading" along with the Teacher and in discussions about the reading. ❖ Reads picture books and identifies characters and plots and narrates the story in short sequence 	<ul style="list-style-type: none"> • Creative Self Expression and Conversation • Language and Creative thinking • Vocabulary • Use of appropriate writings tools • Observation • Identification • Memory • Matching • Classification • Pattern Making • Sequential thinking 	<ul style="list-style-type: none"> ➤ Create a theme board at a proper display. ➤ Free and guided conversation on the theme. ➤ Celebrate festival falling on the particular day. ➤ Create collage on different festivals using variety of locally available materials. ➤ Match festivals with rituals and festivities, like lighting of lamps in Diwali, sighting of moon in Eid and burning of fire in Holi. ➤ Involve children in the craft work related to the festival. ➤ Read aloud stories/ morals connected with the festivals. ➤ Ask children to retell the stories in their own words. ➤ Create a word wall on the theme with the active participation of children
Week 13		Independence Day	<ul style="list-style-type: none"> ❖ Recalls rituals and celebrations during the festival in short sentences. 	<ul style="list-style-type: none"> • Creative Self Expression and Conversation • Language and Creative thinking 	

			<ul style="list-style-type: none"> ❖ Compares two objects in terms of their weight as heavier than/ lighter than 	<ul style="list-style-type: none"> • Vocabulary • Use of appropriate writings tools • Observation • Identification • Memory • Matching • Classification • Pattern Making • Sequential thinking 	<p>Consult activities mentioned in Pre-school Activity book-II Volume 1</p> <ul style="list-style-type: none"> ➤ Free and guided conversation on the theme ➤ Song-‘Lohri’ ➤ Song-‘Eid Mubarak’ ➤ Worksheet-Tracing letter M ➤ Worksheet-‘Count and Match’ ➤ Poem-‘Dharti ke Rang’ ➤ Song-‘Holi hai’ ➤ Song-‘sare jahan se achha’ ➤ Worksheet-colour the flag ➤ Worksheet-Rhyming words ➤ Activity-Role play on teacher ➤ Worksheet-‘Tracing the dots’ ➤ Balancing pebbles ➤ Activity-Spoon and stand’
Week 14	Children Day and Teacher Day	<ul style="list-style-type: none"> ❖ Recalls rituals and celebrations during the festival in short sentences. ❖ Uses writing/ drawing instruments with ease and fluency 	<ul style="list-style-type: none"> • Creative Self Expression and Conversation • Language and Creative thinking • Vocabulary • Use of appropriate writings tools • Critical thinking • Problem-solving • Creative thinking 	<ul style="list-style-type: none"> ➤ Find sentence with more words ➤ Song-‘Diwali’ ➤ Activity-Diya making ➤ Activity-Jump inside/outside the circle ➤ Poem-‘I am Santa ➤ Colour Christmas decoratives 	
Week 15	Holi, Baisakhi and Lohri	<ul style="list-style-type: none"> ❖ Recalls rituals and celebrations during the festival in short sentences. ❖ Demonstrates the understanding of number sense (e.g., 5 could be 5 different objects - 5 people, 5 books, 5 pencils) 	<ul style="list-style-type: none"> • Creative Self Expression and Conversation • Language and Creative thinking • Vocabulary • Use of appropriate writings tools • Critical thinking • Problem-solving • Creative thinking 		

Week 16		Land transport and Traffic Rules	<ul style="list-style-type: none"> ❖ Identifies and names few means of land transport from their immediate environment. ❖ Learn vocabulary associated with vehicles ❖ Can identify various modes of transport ❖ Follows road safety rules (walking on the side, crossing road, etc) independently ❖ Uses writing/ drawing instruments with ease and fluency 	<ul style="list-style-type: none"> • Creative Self Expression and Conversation • Language and Creative thinking • Vocabulary • Use of appropriate writings tools • Observation • Identification • Memory • Matching • Classification • Pattern Making • Sequential thinking 	<ul style="list-style-type: none"> ➤ Create a Theme board on Means of Transport ➤ Talk about what kind of vehicles children see in their immediate surroundings ➤ Let each child select a vehicle picture and ask her/him to tell everyone about that vehicle. ➤ Make sounds or play recorded sounds of various modes of transport. Ask children to identify and name the vehicle. ➤ Spot the odd one out: car, house, bus, scooter. ➤ Matching vehicles: ➤ Match uppercase and lower-case letters and say their sounds ➤ Visit to automobile service station ➤ Make trains using carton boxes
Week 17	Transport	Water transport and Air Transport	<ul style="list-style-type: none"> ❖ Identifies and names few means of water transport either through direct experience or through pictures/visuals. ❖ Uses vocabulary to express weight through poems, and stories ❖ Identifies and names few means of Air transport either through direct experience or through pictures/visuals. ❖ Compares two objects in terms of their weight as heavier than/ lighter than 	<ul style="list-style-type: none"> • Creative Self Expression and Conversation • Language and Creative thinking • Vocabulary • Use of appropriate writings tools • Observation • Identification • Memory • Matching • Classification • Pattern Making • Sequential thinking 	<p>Consult activities mentioned in Pre-school Activity book-II Volume II</p> <ul style="list-style-type: none"> ➤ Free and guided conversation on the theme ➤ Story-Daud ➤ Poem-‘Ghoda ghadi’ ➤ Story-‘Bus ki sair’ ➤ Game-‘I am the bus’ ➤ Worksheet-Find odd one out ➤ Worksheet-Tracing letter R ➤ Worksheet-Encircle letter R ➤ Worksheet-Tracing letter R and r ➤ Worksheet-rhyming words ➤ Poem-‘Car’ ➤ Activity-Guess what?’ ➤ Poem-‘Wheels on the bus’ ➤ Poem-‘Laal Batti’ ➤ Worksheet-Colour the traffic lights ➤ Game-‘Class train’ ➤ Worksheet-Tracing letter T and t ➤ Activity-Letter making using clay /Dough ➤ Worksheet-‘Colour and trace the boat’ ➤ Poem-‘Haiya re haiya’ ➤ Story-‘Naav chali’

					<ul style="list-style-type: none"> ➤ Picture reading ➤ Activity- Making aeroplane using paper, twigs and sticks' ➤ Story-.I want to fly' ➤ Poem-Signal ➤ Game-I am the driver' ➤ Story-'Pareshan Pahiya' ➤ Game-Move like a vehicle ➤ Worksheet-encircle the vehicles ➤ Poem-Aane jane ke Tareeke
Week 18	Our Environment	Sun, Moon and Stars	<ul style="list-style-type: none"> ❖ Explains importance of sun in few words (e.g. Gives light, gives heat, dries clothes) ❖ Shows interest in stories and poems being read out ❖ Differentiates between day and night. ❖ Distributes a given set of objects to multiple recipients ❖ Handles books with care. ❖ Demonstrates fluency of counting concrete, discrete objects, and abstract things up to 5 (e.g., 5 steps, 5 claps) ❖ Picks one out of several books offered by the teacher and explains why they have chosen the book ❖ Shares objects (up to 6) equally to 2 recipients ❖ Puts books back in their appropriate place in the classroom 	<ul style="list-style-type: none"> • Creative Self Expression and Conversation • Language and Creative thinking • Vocabulary • Use of appropriate writings tools • Observation • Identification • Memory • Matching • Classification • Pattern Making • Sequential thinking 	<ul style="list-style-type: none"> ➤ Create a theme board at a proper display. ➤ Free and guided conversation on the theme. ➤ Draw and colour on day and night theme. ➤ Keep wet objects/clothes under sun and observe what happens to them ➤ Make Sun and Moon, stars using Paper plates. ➤ Letter clouds: Have cut-outs of clouds. Write upper case letters on each cloud. Also have cut-out raindrops and write lower case letters on that. Let children match the corresponding raindrop i.e., lower case letter to the cloud. ➤ Discuss the importance of using water wisely and closing the taps after use. ➤ Take the children to the school garden in small groups and help them water the plants. ➤ When talking about the need for air, ask children to close their nose for a few seconds and to tell how they feel. ➤ Create Paper pinwheels with the help of children
Week 19		Water	<ul style="list-style-type: none"> ❖ Explains importance of water in few words (e.g., quenches thirst, cleans clothes and body) 	<ul style="list-style-type: none"> • Creative Self Expression and Conversation 	<ul style="list-style-type: none"> ➤ Draw and colour on day and night theme. ➤ Keep wet objects/clothes under sun and observe what happens to them.

			<ul style="list-style-type: none"> ❖ Creates simple patterns using blocks, stencils, found objects and natural materials 	<ul style="list-style-type: none"> • Language and Creative thinking • Vocabulary • Use of appropriate writings tools • Critical thinking • Problem-solving • Creative thinking 	<p>Consult activities mentioned in Pre-school Activity book-II Volume II</p> <ul style="list-style-type: none"> ➤ Poster reading-Uses of water,Conversation on the theme ➤ Story-Paani ki chham chhan ➤ Poem-Chaar boondein paani ki ➤ Worksheet-Count and match ➤ Poem-Paani bina chale na kaam ➤ Activity-Make soap bubbles ➤ Worksheet-colour drop of water ➤ Worksheet-tracing letter o and e ➤ Worksheet-‘Match similar words’ ➤ Poem-‘Hawa chali bhai hawa chali ➤ Activity-Make paper fan ➤ Worksheet-Encircle glass with most quantity of water ➤ Poem-Hawa chali ➤ Activity-Blow painting ➤ Story-‘The hot air balloon’s adventures’ ➤ Story-Hawa
Week 20		Air	<ul style="list-style-type: none"> ❖ Explains importance of Air in few words (e.g., in breathing) ❖ Develop sensitivity for natural environment ❖ Practices remembering by recalling a story or verbally describing a picture no longer in view breathes in and out rhythmically ❖ Blows light objects (e.g., paper) ❖ Repeats a list of items needed for self-care or play ❖ Plays simple memory and matching games 	<ul style="list-style-type: none"> • Creative Self Expression and Conversation • Language and Creative thinking • Vocabulary • Use of appropriate writings tools • Critical thinking • Problem-solving • Creative thinking 	
Week 21	People Who Help Us.	Doctor Teacher	<ul style="list-style-type: none"> ❖ Recalls role of doctors in few words. ❖ Relates role of doctors with their own experience and share it in few sentences. ❖ Counts given manipulatives or objects and can pick and give up to 5 things ❖ Compares quantities between two sets and can distinguish if they are the same or more up to 3 objects ❖ Recalls role of teachers in few words. 	<ul style="list-style-type: none"> • Development of healthy habits, hygiene, sanitation and awareness for self-protection • Creative Self Expression and Conversation • Language and Creative thinking • Vocabulary • Use of appropriate writings tools • Critical thinking 	

			<ul style="list-style-type: none"> ❖ Relate role of teachers with their own experience and share it in few sentences. 	<ul style="list-style-type: none"> • Problem-solving • Creative thinking 	<p>Consult activities mentioned in Pre-school Activity book-II Volume II</p> <ul style="list-style-type: none"> ➤ Worksheet-‘Count and tell’ ➤ Poem-Thank you teacher ➤ Song-‘Bits of paper’ ➤ Worksheet-Big and small ➤ Story-Zeba ki pehli chhitthi ➤ Activity-Tracing letter H,h ➤ Activity-Draw parallel lines and ask children to jump over it’ ➤ Poem-Dishaayein ➤ Song-Week days ➤ Poem-Mochi Mochi ➤ Activity-Make letter P on ground with pebbles ➤ Worksheet-Match helpers with their tools ➤ Conversation chart on the theme ➤ Complete the pattern ➤ Worksheet-Find odd one out’ ➤ Song-‘Stop, drop and roll’ ➤ Poem-‘Aao milkar kapde dhoyein’
Week 22		Farmer Mason and tailor	<ul style="list-style-type: none"> ❖ Recalls role of farmers and barbers in few words. ❖ Remembers and follows 2-step directions to complete simple tasks (e.g., “wash your hands then help prepare or eat a snack”) ❖ Remembers actions that go with stories or songs ❖ Distinguishes fast and slow tempo while exploring rhythm with voice, body or other instruments 	<ul style="list-style-type: none"> • Development of healthy habits, hygiene, sanitation and awareness for self-protection • Creative Self Expression and Conversation • Language and Creative thinking • Vocabulary • Use of appropriate writings tools • Critical thinking • Problem-solving • Creative thinking 	
Week 23	Seasons	Summer and Winter	<ul style="list-style-type: none"> ❖ Explains summer season in few words on the basis of clothes and eatables. ❖ Explains Winter season in few words on the basis of clothes and eatables. ❖ Uses volume and pitch to convey ideas and emotions, create music, develop characters and create situations. ❖ Arranges objects in order based on size up to 3 levels and verbalizes their levels (Big – Small – Smaller; Long – Short – Shorter; Tall – Short – Shorter) 	<ul style="list-style-type: none"> • Creative Self Expression and Conversation • Language and Creative thinking • Vocabulary • Use of appropriate writings tools • Critical thinking • Problem-solving • Creative thinking 	
Week 24		Spring and autumn	<ul style="list-style-type: none"> ❖ Differentiates Spring and Autumn seasons on the basis of few feature-like flowers blooming in spring and leaf falling in autumn. 	<ul style="list-style-type: none"> • Creative Self Expression and Conversation 	<ul style="list-style-type: none"> ➤ Create a theme board at a proper display. ➤ Free and guided conversation on the theme. ➤ Conversation on Poster of seasons. ➤ Nature walk to observe the particular season.

Week 25	Rainy season	<ul style="list-style-type: none"> ❖ Identifies 3-5 missing parts of a picture of familiar object ❖ Communicates responses to different aspects of artworks, or local cultural expression (e.g., the voice of a character was very loud and scary) 	<ul style="list-style-type: none"> ● Language and Creative thinking ● Vocabulary ● Use of appropriate writings tools ● Critical thinking ● Problem-solving ● Creative thinking 	<ul style="list-style-type: none"> ➤ Scrap book to paste pictures related to different seasons. ➤ Colouring sketches of different seasons. ➤ Paper boat making. ➤ Taking prints of leaves dipped in colour on paper. <p style="color: red; text-align: center;">Consult activities mentioned in Pre-school Activity book-II Volume II</p>
		<ul style="list-style-type: none"> ❖ Recalls the season in few words through their own experience of rains. ❖ Begins to take turns and waits in line for short periods of time with adult support 	<ul style="list-style-type: none"> ● Creative Self Expression and Conversation ● Language and Creative thinking ● Vocabulary ● Use of appropriate writings tools ● Critical thinking ● Problem-solving ● Creative thinking 	<ul style="list-style-type: none"> ➤ Poem-‘Sardi, garmi, baarish’ ➤ Worksheet-Sound S ➤ Worksheet-Trace letter S, s ➤ Conversation chart on season ➤ Worksheet-Choose the clothes ➤ Worksheet-Colour the woollen cap ➤ Poem-‘Aayi sardi’ ➤ Worksheet-‘Count and Match ➤ Worksheet-Encircle letter S ➤ Activity-Snow angel’ ➤ Poem-Garmi’ ➤ Worksheet-Encircle empty objects ➤ Worksheet-‘Shadow matching’ ➤ Story-‘Pyasi maina’ ➤ Picture reading on Autumn season ➤ Story-‘Laal Barsati’ ➤ Worksheet-Tracing numeral 5 ➤ Worksheet-Colour the umbrella ➤ Worksheet-Sound of letter u, U ➤ Worksheet-Complete the umbrella ➤ Worksheet-Colour the rainbow ➤ Poem-‘Baarish Aayi Cham cham cham’ ➤ Activity-‘I can jump’ ➤ Poem-‘Sardi aur Garmi jati ➤ Picture reading

Week 26	Food	healthy food Balanced diet	<ul style="list-style-type: none"> ❖ Identifies things that can be eaten and cannot be eaten ❖ Begins to eat and name a variety of foods with adult prodding ❖ Names a few healthy food items and a few unhealthy food items ❖ Explains in few words what food to include in good diet. ❖ Makes connections between objects and their uses (e.g., spoon is for eating, bucket is for bath, mechanic is to a garage as a doctor is to hospital) ❖ Eats a variety of food from different food groups – grains, vegetables, fruits, and proteins (e.g., dal, beans, nuts, dairy) with adult support ❖ Identifies healthy and unhealthy food items in a shop ❖ Gives reasons for why some food is healthy 	<ul style="list-style-type: none"> • Development of healthy habits, hygiene, sanitation and awareness for self-protection • Creative Self Expression and Conversation • Language and Creative thinking • Vocabulary • Use of appropriate writings tools • Critical thinking • Problem-solving • Creative thinking 	<ul style="list-style-type: none"> ➤ Create a theme board at a proper display. ➤ Free and guided conversation on the theme. ➤ Visit market for observing Junk food being sold in shops. ➤ Poster making on healthy and unhealthy food with the help of teacher. ➤ Short speech on eating healthy food ➤ Salad making as healthy food item
Week 27		Food from plants	<ul style="list-style-type: none"> ❖ Identifies and names food gained from plants. ❖ Makes transitions that are part of a daily schedule ❖ Recognizes numerals up to 5 ❖ Compares two numbers up to 5 and uses vocabulary like more than, less than ❖ Demonstrates “cognitive flexibility” by trying another approach, with adult support, when something does not work the first 	<ul style="list-style-type: none"> • Awareness of self • Development of positive self-concept • Self-regulation • Pretend Reading • Phonological Awareness • Development of healthy habits, hygiene, sanitation and awareness for self-protection 	<p>Consult activities mentioned in Pre-school Activity book-II Volume II</p> <ul style="list-style-type: none"> ➤ Poem-‘One potato, two potatoes’ ➤ Activity-‘I can smell’ ➤ Poem-Aloo bola’ ➤ Worksheet-‘Seriation of vegetables ➤ Worksheet-Match the halves ➤ Activity-Visit to the market ➤ Story-‘Laalu aur Peelu’ ➤ Conversation chart ➤ Game-High Jump ➤ Worksheet-Match eatables with the taste ➤ Worksheet-Match food items with the source ➤ Worksheet-Odd one out ➤ Worksheet-Tracing letter F, f ➤ Complete the pattern ➤ Activity-cooking area ➤ Activity-Raw and cooked food ➤ Activity-Making chapati ➤ Activity-Making numerals using thread/rope ➤ Activity-Junk food ➤ Game-‘Lemon/Walnut race’ ➤ Poem-Raseela phal’ ➤ Activity-Make salad

			<p>time (e.g., tries a different way to climb a structure when the first effort does not work or uses a tool or another person to get an item out of reach)</p>	<p>Relationships between thoughts and drawing</p>	<ul style="list-style-type: none"> ➤ Activity-Nimbu Paani ➤ Activity-Flash Cards ➤ Story-Fareeda ki daawat ➤ Worksheet-Tick good eating habits to follow ➤ Activity-Feely bag
<p style="text-align: center;">Week 28</p>		<p style="text-align: center;">Food from animals</p>	<ul style="list-style-type: none"> ❖ Identifies and names food gained from animals. ❖ Plays using object substitution (e.g., uses banana as telephone) ❖ Observes and imitates adult behaviour for classroom norms ❖ Follows classroom norms with Teacher's cues 	<ul style="list-style-type: none"> • Development of healthy habits, hygiene, sanitation and awareness for self-protection • Creative Self Expression and Conversation • Language and Creative thinking • Vocabulary • Use of appropriate writings tools • Critical thinking • Problem-solving • Creative thinking 	

Government of Jammu & Kashmir

FOUNDATIONAL STAGE



Academic Calender-Cum-Syllabus

Pre School-3rd Year

Session 2023-24

State Council of Educational Research & Training

Timeline	Theme	Content	Learning Outcome	Competencies	Suggestive Pedagogical Practices
Week 1	Me and My Self	Parts of Body and Sense Organs	<ul style="list-style-type: none"> ❖ Improves catching, throwing, and kicking using different sized balls ❖ Uses coordinated movements of fine motor muscles for working on activities that require more precision with some assistance ❖ Walks and runs easily, coordinating body movements harmoniously ❖ Walks on toes with hands held above the head (e.g., tadaasana) for 10 metres ❖ Listens to longer (4-8 sentences) songs/poems (familiar) with attention and have conversations about them ❖ Recognizes smells that indicate danger (e.g., smoke, rotten eggs) ❖ Seriates 3-5 objects based on hard and soft, hot and cold, rough and smooth with right vocabulary (smoothest, smooth, hard, harder, hardest) ❖ Engages with digital technology like smartphones/ tablets with the assistance of the teacher ❖ Sorts objects into groups based on attributes that they recognize 	<ul style="list-style-type: none"> • Awareness of self • Development of positive self-concept • Self-regulation • Development of healthy habits, hygiene, sanitation and awareness for self-protection • Development of gross motor skills • Development of Fine motor skills and eye-hand coordination 	<ul style="list-style-type: none"> ➤ Create a theme board and put it at a proper display. ➤ Free and guided conversation on the theme. ➤ Creating/Making an ‘All About Me Book’ ➤ Label the ‘Our Body’ poster ➤ I Spy: I Spy with my little eye something beginning with B (or buh) ➤ Write theme related simple vocabulary on the chalk board regularly or daily one ‘word’ on the word wall ➤ Make a face- provide children, paper plates or round cut outs from chart paper. Encourage them to make a face using cut outs of eyes, nose, lips. ➤ Sequential thinking cards. ➤ Face Puzzle <p>Consult activities mentioned in Pre-school Activity book-3 Volume 1</p> <ul style="list-style-type: none"> ➤ Tracing outline of body in sand ➤ Worksheet-Match parts of body with labels ➤ Activity-Memorise names of all classmates. Paste name card of classmates/self on wall. Revisit these names regularly ➤ Poem-‘Beautiful’ ➤ Poem-‘Dost Char’ ➤ Poem-Sona ki naak badi Tez’ ➤ Tracing worksheet of Uppercase and lowercase letters. ➤ Activity-Bring eatables of different tastes to school and let children taste these.

Week 2		Healthy Habits Hobbies and Interests	<ul style="list-style-type: none"> ❖ Demonstrate understanding of hygiene and sanitation practices. ❖ Takes an active role in self-care. ❖ Able to vary pressure while using tools to create dark and light impressions/ marks/ line ❖ Always uses a dustbin to dispose of waste ❖ Identifies rhyming words from familiar poems and creates new rhyming words ❖ Describes their feelings and their causes (e.g., I am angry because he broke my block tower) ❖ Shares with others (peer and familiar adults) their feelings/ emotions ❖ Creates new pattern based different features – colour, shape, size ❖ Engages in conversations based on events, stories, or their needs and asks questions 	<ul style="list-style-type: none"> • Self-regulation • Development of healthy habits, hygiene, sanitation and awareness for self-protection • Creative Self Expression and Conversation 	<ul style="list-style-type: none"> ➤ Story-‘ ➤ Worksheet- ‘Draw body parts to complete drawing’ ➤ Poem-‘Five senses’ ➤ Tracing worksheet of 6 ➤ Activity-Measuring through foot span and handspan ➤ Activity-Hand washing ➤ Activity-‘Myself’-Children will say few lines about myself. ➤ Worksheet-Read words and match. ➤ Hand-printing ➤ Worksheet-Classify eatables on the basis of taste. ➤ Activity-‘Making a musical instrument’ ➤ Conversation chart ➤ Story-‘Mere ghar ki safai’ ➤ Riddles ➤
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Week 3	My Family	Identification/ Names of family members Relations of Family Members	<ul style="list-style-type: none"> ❖ Interacts with familiar and less familiar adults with respect (e.g., namaste, please, thank you, sorry) ❖ Describes the rule of pattern and creates new pattern in different objects (creating mandalas with twigs, flowers) ❖ Follows instructions comprising of several steps - 4 to 5 instructions at a time ❖ Interacts with familiar and less familiar adults with respect (e.g., namaste, please, thank you, sorry) ❖ Identifies plots and characters in a story and retells it in the correct sequence using vocabulary from the story 	<ul style="list-style-type: none"> • Development of positive self-concept • Self-regulation • Development of healthy habits, hygiene, sanitation and awareness for self-protection • Creative Self Expression and Conversation • Print Awareness and Meaning Making • Visual Discrimination 	<ul style="list-style-type: none"> ➤ Create a Theme board at a proper display. ➤ Free and guided conversation on the theme. ➤ Let children speak a few sentences- “I love my family because.....” ➤ Sound hop: Place circles with letters on it on the floor. Let children jump on the circle as they say each sound of a letter/picture. ➤ Telephone talk: Recognising and dialling numbers and portraying the character of any family member. ➤ My Family Book- Encourage children to draw pictures of their family members and pet if any. <p>Consult activities mentioned in Pre-school Activity book-II Volume 1</p> <ul style="list-style-type: none"> ➤ Poem-‘This is my Father, good and kind’ ➤ Worksheet-Draw family members in a row ➤ Story-Teen Bhalu’ ➤ Activity-My pets ➤ Game- ;Mummy says...’ ➤ Game-‘Stand and jump’ ➤ Activity-Write your name and colour the letters ➤ Pretend talk ➤ Poem-‘Ghar’ ➤ Activity-‘What do we do?’ ➤ Game-‘One clap 2 jumps’ ➤ Poem-‘Parivar ke sath maza’ ➤ Activity-‘Nature walk’ ➤ Story-Chunnu and Munnu, lets play now ➤ Worksheet-‘Tracing M,m ➤ Poem-‘Apna ghar’ ➤ Worksheet-‘Tracing letter F, f’ ➤ Worksheet-Tracing shapes ➤ Poem-Pyaari Jhilmil’ ➤ Acitivity-‘Obstacle race’ ➤ Activity-‘I know Myself’ ➤ Worksheet-Find and colour digit 3 ➤ Poem-‘Tumhare Jaisa’ ➤ Poem-‘Naav chali’
Week 4		Things in My Home	<ul style="list-style-type: none"> ❖ Identifies and names objects/things in house which are used in daily routine. ❖ Arranges up to 5 objects based on size/length/ weight in increasing or decreasing order ❖ Uses expanded vocabulary with intentional use of action words, descriptive words, tenses, etc. 	<ul style="list-style-type: none"> • Awareness of self • Development of positive self-concept • Self-regulation • Pretend Reading • Phonological Awareness 	
Week 5		Role of Family Members	<ul style="list-style-type: none"> ❖ Shares roles of family members (Mother, father, grandparents) in short sentences. ❖ Says/sings number names in correct sequence up to 20 and keeps one to one correspondence with counting words and counting objects till 10. ❖ Produces rhyming words and alliterations 	<ul style="list-style-type: none"> • Awareness of self • Development of positive self-concept • Self-regulation • Auditory Visual Association (Phonics) • Language and Creative thinking • Vocabulary 	

Week 6	Plants	Fruits	<ul style="list-style-type: none"> ❖ Identifies and names fruits in immediate environment. ❖ Differentiates fruits on the basis of colour. ❖ Plays using object substitution (e.g., uses banana as telephone) ❖ Breaks down syllables into their consonant and vowel sounds ❖ Mimics and reproduces syllabic sounds 	<ul style="list-style-type: none"> • Creative Self Expression and Conversation • Language and Creative thinking • Vocabulary • Use of appropriate writings tools • Critical thinking • Problem-solving • Creative thinking 	<ul style="list-style-type: none"> ➤ Create Theme Board; Collect natural material (twigs, leaves, bark etc). Create a garden scene on board. Involve children in pasting pressed leaves etc ➤ Free and guided conversation on the theme. ➤ How trees help us? -Shelter for birds and animals, protect us from rain and sunlight. ➤ Explore and observe trees around us. Try to find their names. ➤ Ways to take care of plants (through discussion and activities) ➤ Match the seeds: ➤ Sort the seeds on the basis of colour, size, shape. ➤ Visual discrimination: Ask children to identify and tell which 'Letter' is different and why. Encourage children to say the sound of letters. ➤ Create vegetables/Fruits/Flowers word wall cards and display at the children's eye level. Draw children's attention and read together ➤ Adopt small school garden/plants and ask children to take care of them. ➤ Flower Printing: ➤ Bouquet: Help children to create a bouquet with the flowers/plants they collected. ➤ Seed shakers: Collect some seeds and put in empty containers ➤ Let children do paper folding to make flowers.
Week 7		Vegetables	<ul style="list-style-type: none"> ❖ Identifies and names vegetables in immediate environment. ❖ Recalls a few vegetables in cooked form. ❖ Differentiates vegetables on the basis of colour. ❖ Compares and classifies objects by two factors (e.g., shape & colour, colour and size) 	<ul style="list-style-type: none"> • Numeral recognition • Sense of order (can count ahead of a number up to 10) • Numeral recognition • Exposure to Second Language 	

Week 8		Flowers, Trees	<ul style="list-style-type: none"> ❖ Identifies and names flowers in immediate environment. ❖ Differentiates flowers on the basis of colour. ❖ Differentiates Trees and plants on the basis of size. ❖ Names few trees in their immediate surrounding on the basis of products they yield. ❖ Recognizes/ identifies common signs, logos, and labels (e.g., brand of biscuit based on wrapper colour, soap cover) ❖ Uses vocabulary in daily life like today, tomorrow, and yesterday. ❖ Holds the book, opens it and flips the pages to explore. ❖ Follows words from left to right, right to left and from top to bottom on a printed page. ❖ Describes that printed material provides information (book, newspaper, pamphlet) ❖ Recognizes simple punctuation marks (full stop, question mark). 	<ul style="list-style-type: none"> • Creative Self Expression and Conversation • Language and Creative thinking • Vocabulary • Use of appropriate writings tools • Observation • Identification • Memory • Matching • Classification • Pattern Making • Sequential thinking 	<ul style="list-style-type: none"> ➤ Let children use the dried leaves and flowers to create greeting cards etc. ➤ Seed Mosaic: Draw a tree on the paper and let children paste different non-edible seeds on it. ➤ Encourage children to look at seeds with a magnifying glass. ➤ Counting leaves: Distribute one twig with leaves to a group of children and let them count leaves in that twig. ➤ Sorting of leaves; Big and small leaves, Green and coloured leaves, Smooth and rough leaves, Oval and edge shaped leaves. <p style="color: red; text-align: center;">Consult activities mentioned in Pre-school Activity book-III Volume 1</p> <ul style="list-style-type: none"> ➤ Free and guided conversation on the theme ➤ Poem-‘Hara Bhara Ped’ ➤ Activity-Introduction of Herbs, shrubs and leaves ➤ Worksheet-Complete drawing of leaf leaf ➤ Nature-walk ➤ Activity- Tippy Tippy tap ➤ Worksheet-Label parts of plant’ ➤ Worksheet-Tracing letter p,P ➤ Worksheet-Picture reading ➤ Activity-Seed germination ➤ Song-‘Chana kisne boya re’ ➤ Activity-‘make a garland of flowers ➤ Song-‘Rang bhare phool’ ➤ Story-Hathi aur bhanware ki dosti’ ➤ Activity-Blindfolding ➤ Riddles ➤ Story-‘Mini ne lagaya paudha ➤ Worksheet-Complete parts of flower ➤ Worksheet-How plants will feel ➤ Worksheet-Stages of seed germination
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Week 9	Animals & Birds	Pet Animals and Domestic Wild Animals	<ul style="list-style-type: none"> ❖ Identifies and names animals in immediate environment. ❖ Uses vocabulary related to money using poems and stories ❖ Pretends to read familiar books based on pictures in the story ❖ Identifies and names animals as domestic and wild either through direct experience or through pictures. ❖ Differentiates between domestic and wild animals 	<ul style="list-style-type: none"> • Creative Self Expression and Conversation • Language and Creative thinking • Vocabulary • Use of appropriate writings tools • Critical thinking • Problem-solving • Creative thinking 	<ul style="list-style-type: none"> ➤ Create a theme board at a proper display. ➤ Free and guided conversation on the theme. ➤ Make “Animal Scrapbooks”: ➤ Initial sounds: ask them to sort pictures of animals on the basis of initial sounds. ➤ Plan visits for places where animals are found or call people from the community, parent who can bring animals/pets to the school. You can plan a visit to a ‘farm’, pet store etc. ➤ Set up a small toy zoo somewhere in the Pre-school or in the classroom for all the children to visit. Keep all the soft toys, toy animals and arrange accordingly. ➤ Pet Collage: Picture of pet animals cut from old magazines and creating a collage ➤ Involve children in making masks of animals. You may use it during story-telling. ➤ Sequential story on animals: Print the story and depict it on five cards. Let children place the story in the correct order and say the story. ➤ Create collage of fishes using variety of materials like pulses, paper chips, beads, etc. <p style="text-align: center;">Consult activities mentioned in Pre-school Activity book-III Volume 1</p>
Week 10		Water Animals	<ul style="list-style-type: none"> ❖ Identifies and names few water animals. ❖ Can sort the animals pictures by their habitat ❖ Can seriate animals/bird’s pictures in order. ❖ Knows that words are made of letters 	<ul style="list-style-type: none"> • Creative Self Expression and Conversation • Language and Creative thinking • Vocabulary • Use of appropriate writings tools • Observation • Identification • Memory • Matching • Classification • Pattern Making • Sequential thinking 	

Week 11		Insects and Birds	<ul style="list-style-type: none"> ❖ Identifies and names few insects from their immediate environment. ❖ Names shapes and a few properties of shapes ❖ Identifies and names few birds from their immediate environment. ❖ Recognizes hierarchical relationships within categories (e.g., animals and their younger ones) ❖ Reads short sentences of known words by recognizing individual letter sounds and sight words Uses number words and operations, shape names, and measurements appropriately ❖ Reads short passages accurately with appropriate intonation and pauses. 	<ul style="list-style-type: none"> • Creative Self Expression and Conversation • Language and Creative thinking • Vocabulary • Use of appropriate writings tools • Critical thinking • Problem-solving • Creative thinking 	<ul style="list-style-type: none"> ➤ Poster on animals-Conversation ➤ Nature-Walk ➤ Worksheet-Count dots on Giraffe ➤ Picture reading ➤ Poem-Bahut Awaazein hain' ➤ Activity-Sounds of animals ➤ Worksheet-Match animals with skin ➤ Worksheet-Pat tracing ➤ Story-'Murgi ke bachhe' ➤ Poem-'Old fat Mohan' ➤ Worksheet-Sound of A ➤ Poem-'Through the jungle ➤ Worksheet-Draw animal of your choice ➤ Story-Daant ka dard' ➤ Worksheet-Join faces in puzzle ➤ Story-Timmy and Pepe' ➤ Poem-Angoothe ke andar' ➤ Activity-'Do you know me/' ➤ Worksheet- Match legs of animal with number' ➤ Riddles ➤ Worksheet- Match water animals with pond' ➤ Worksheet- Match animals with their young ones' ➤ Picture reading-'Poster of Water animals'
Week 12	Festivals	Diwali/Eid Christmas and Gurupurab	<ul style="list-style-type: none"> ❖ Recalls rituals and celebrations during the festival in short sentences. ❖ Participates in "Guided Reading" along with the Teacher and in discussions about the reading. ❖ Reads books aloud with short simple texts and uses both visual cues and text to infer and retell the story with accurate sequence and elaboration 	<ul style="list-style-type: none"> • Creative Self Expression and Conversation • Language and Creative thinking • Vocabulary • Use of appropriate writings tools • Observation • Identification • Memory • Matching • Classification • Pattern Making • Sequential thinking 	<ul style="list-style-type: none"> ➤ Create a theme board at a proper display. ➤ Free and guided conversation on the theme. ➤ Celebrate festival falling on the particular day. ➤ Create collage on different festivals using variety of locally available materials. ➤ Match festivals with rituals and festivities, like lighting of lamps in Diwali, sighting of moon in Eid and burning of fire in Holi. ➤ Involve children in the craft work related to the festival. ➤ Read aloud stories/ morals connected with the festivals.

Week 13		Independence Day and Republic Day	<ul style="list-style-type: none"> ❖ Recalls rituals and celebrations during the festival in short sentences. ❖ Say the sounds of letters (covered under the theme) ❖ Compares three objects in terms of their weight as heaviest/ lightest 	<ul style="list-style-type: none"> • Creative Self Expression and Conversation • Language and Creative thinking • Vocabulary • Use of appropriate writings tools • Observation • Identification • Memory • Matching • Classification • Pattern Making • Sequential thinking 	<ul style="list-style-type: none"> ➤ Ask children to retell the stories in their own words. ➤ Create a word wall on the theme with the active participation of children. <p>Consult activities mentioned in Pre-school Activity book-III Volume 1</p> <ul style="list-style-type: none"> ➤ Free and guided conversation on the theme ➤ Song-‘Lohri’ ➤ Song-‘Eid Mubarak’ ➤ Po\ster on Republic day ➤ Worksheet-Tracing letter C,c ➤ Worksheet-‘Find Indian flag’ ➤ Poem-‘Dharti ke Rang’ ➤ Song-‘Holi hai’ ➤ Worksheet-Letter V,v ➤ Song-‘sare jahan se achha’ ➤ Worksheet-colour the flag ➤ Worksheet-Missing letters on caterpillar ➤ Activity-Act like teacher ➤ Worksheet-Letter T,t ➤ Worksheet-‘Complete pattern’ ➤ Song-‘Diwali’ ➤ Activity-Diya making ➤ Poem-‘Little Santa ➤ Colour other half of Christmas tree ➤ Worksheet-Letter X,x
	Week 14		Children Day and Teacher Day	<ul style="list-style-type: none"> ❖ Recalls rituals and celebrations during the festival in short sentences. ❖ Say the sounds of letters (covered under the theme) ❖ Compares three objects in terms of their weight as heaviest/ lightest 	<ul style="list-style-type: none"> • Creative Self Expression and Conversation • Language and Creative thinking • Vocabulary • Use of appropriate writings tools • Critical thinking • Problem-solving • Creative thinking

Week 15		Holi, Baisakhi and Lohri	<ul style="list-style-type: none"> ❖ Recalls rituals and celebrations during the festival in short sentences. ❖ Counts objects in any order accurately in a given set and understands that the quantity remains same irrespective of the order in which the objects are being counted, (e.g., given a handful of beads, children can count in any order and be able to tell the quantity accurately) 	<ul style="list-style-type: none"> • Creative Self Expression and Conversation • Language and Creative thinking • Vocabulary • Use of appropriate writings tools • Critical thinking • Problem-solving • Creative thinking 	
Week 16	Transport	Land transport and Traffic Rules	<ul style="list-style-type: none"> ❖ Identifies and names few means of land transport from their immediate environment. ❖ Can describe different modes of transport ❖ Can talk about her/his travel experience ❖ Can identify various modes of transport ❖ Uses writing/ drawing instruments with ease and fluency ❖ Draws/paints and adds simple words/sentences to the drawing/ painting (including invented spellings) ❖ Identifies traffic symbols (signal lights, symbols – zebra crossing, U-turn, bridge/ railway bridge etc ❖ Draws and paints with more accuracy with visible forms and objects, and orally describes the drawing/painting 	<ul style="list-style-type: none"> • Creative Self Expression and Conversation • Language and Creative thinking • Vocabulary • Use of appropriate writings tools • Observation • Identification • Memory • Matching • Classification • Pattern Making • Sequential thinking 	<ul style="list-style-type: none"> ➤ Create a Theme board on Means of Transport ➤ Free and guided conversation on the theme ➤ Talk about what kind of vehicles children see in their immediate surroundings ➤ Let each child select a vehicle picture and ask her/him to tell everyone about that vehicle. ➤ Make sounds or play recorded sounds of various modes of transport. Ask children to identify and name the vehicle. ➤ Spot the odd one out: car, house, bus, scooter. ➤ Matching vehicles with means: ➤ Visit to automobile service station ➤ Make trains using carton boxes ➤ Draw and make some ‘signs’ like STOP EXIT NO ENTRY GO etc. Use these signs in your play <p style="text-align: right;">Consult activities mentioned in Pre-school Activity book-III Volume II</p> <ul style="list-style-type: none"> ➤ Story-Daud

Week 17		Water , Air	<ul style="list-style-type: none"> ❖ Identifies and names few means of water transport either through direct experience or through pictures/visuals. ❖ Uses vocabulary to express weight through poems, and stories ❖ Identifies and names few means of Air transport either through direct experience or through pictures/visuals. ❖ Compares three objects in terms of their weight as heaviest/ lightest 	<ul style="list-style-type: none"> • Creative Self Expression and Conversation • Language and Creative thinking • Vocabulary • Use of appropriate writings tools • Observation • Identification • Memory • Matching • Classification • Pattern Making • Sequential thinking 	<ul style="list-style-type: none"> ➤ Poem-‘Ghoda ghadi’ ➤ Story-‘Bus ki sair’ ➤ Game-‘I am the bus’ ➤ Worksheet-Count the number of wheels ➤ Activity-Train kehti chuk chuk chuk ➤ Worksheet-Introduce numeral 7 ➤ Worksheet-Tracing letter T and t ➤ Worksheet-rhyming words ➤ Poem-‘Ek Choti Kashti’ ➤ Activity-Paper boat/yacht’’ ➤ Poem-‘Wheels on the bus’ ➤ Poem-‘Laal Batti’ ➤ Worksheet-Match part with the vehicle ➤ Game-‘Class train’ ➤ Worksheet-Tracing letter T and t ➤ Activity-Introduce letter J,j ➤ Worksheet-‘Colour and trace the boat’ ➤ Poem-‘Chidiya ud, Tota ud’ ➤ Story-‘Naav chali’ ➤ Picture reading ➤ Activity- Making aeroplane using paper, twigs and sticks’ ➤ Story-.I want to fly’ ➤ Poem-Gaadi’ ➤ Story-‘Ek Choti Kashti’
Week 18	Our Environment	Sun Moon and Stars	<ul style="list-style-type: none"> ❖ Explains importance of sun in few words (e.g. Gives light, gives heat, dries clothes) ❖ Shows interest in stories and poems being read out ❖ Differentiates between day and night. ❖ Distributes a given set of objects to multiple recipients ❖ Handles books with care ❖ Understands the concept of 0 as a number by reducing (backward counting) objects in a set (e.g., backward counting of 3 beads, after 1 what is left?) 	<ul style="list-style-type: none"> • Creative Self Expression and Conversation • Language and Creative thinking • Vocabulary • Use of appropriate writings tools • Observation • Identification • Memory • Matching • Classification • Pattern Making • Sequential thinking 	<ul style="list-style-type: none"> ➤ Create a theme board at a proper display. ➤ Free and guided conversation on the theme. ➤ Word flash cards: Using words like water, ice-cubes, drop, sink, tub, rain, cloud, bucket, umbrella etc., prepare flash cards. Let children say the initial sound. ➤ Discuss the importance of using water wisely and closing the taps after use ➤ Take the children to the school garden in small groups and help them water the plants. ➤ Water Tasting: Add sugar, salt, lemon any squash or powdered drink to drinking water. Let children taste them. ➤ What will happen? Will it sink or float: Collect lots of objects (leaves, pebbles, paper

			<ul style="list-style-type: none"> ❖ Picks and reads short picture books on their own, and talks about the book to other children ❖ Explains clothing and food for summer and winter • ❖ Connects sunrise and sunset today and night ❖ Shares objects (up to 20) equally to 4-5 recipients ❖ Puts books back in their appropriate place in the classroom 		<p>clips, cork, coins, sponges, beads, twigs, marbles, wooden pieces etc). Provide a small tub of water and encourage children to explore and discover what kind of objects float and what kind of objects sink in water</p> <ul style="list-style-type: none"> ➤ When talking about the need for air, ask children to close their nose for a few seconds and to tell how they feel. ➤ Discuss about the things that travel in air (expected response is — aeroplanes, birds, kites and so on) ➤ Create Paper pinwheels with the help of children ➤ Keep wet objects/clothes under sun and observe what happens to them. ➤ Observe evaporation. <p>Consult activities mentioned in Pre-school Activity book-III Volume II</p> <ul style="list-style-type: none"> ➤ Poster reading-Uses of water, Conversation on the theme ➤ Story-Paani ki chham chham ➤ Poem-Chaar boondein paani ki ➤ Worksheet-Count and match ➤ Poem-Paani bina chale na kaam ➤ Activity-Make soap bubbles ➤ Worksheet-colour drop of water ➤ Worksheet-tracing letter O and e. ➤ Worksheet-‘Match similar words’ ➤ Poem-‘Hawa chali bhai hawa chali ➤ Activity-Make paper fan ➤ Worksheet-Add vowel o and complete words ➤ Poem-Pani ➤ Activity-Blow painting ➤ Story-Hawa ➤ Story-‘Paani ki cham cham cham’ ➤ Poem-Chaar boondein paani ki ➤ Worksheet-tracing letter W,w. ➤ Poem-Boondein ➤ Poem-Paani re Paani
Week 19	Water	<ul style="list-style-type: none"> ❖ Explains importance of water in few words (e.g., quenches thirst, cleans clothes and body) ❖ Can talk about sources of water. ❖ Develop sensitivity for natural environment ❖ Creates patterns by combining and arranging materials in a variety of shapes, forms, textures, and colours 	<ul style="list-style-type: none"> • Creative Self Expression and Conversation • Language and Creative thinking • Vocabulary • Use of appropriate writings tools • Critical thinking • Problem-solving • Creative thinking 		
Week 20	Air	<ul style="list-style-type: none"> ❖ Explains importance of Air in few words (e.g., in breathing) ❖ Can comprehend that <ul style="list-style-type: none"> ◆ Air is colourless ◆ Air is odourless ◆ Air has weight ◆ Air is everywhere ◆ Air can be felt ❖ Practices remembering by recalling a story or verbally describing a picture no longer in view Breathes in and out rhythmically ❖ Blows light objects (e.g., paper) ❖ Remembers several steps in sequence to complete multi-step directions (e.g., complete a 	<ul style="list-style-type: none"> • Creative Self Expression and Conversation • Language and Creative thinking • Vocabulary • Use of appropriate writings tools • Critical thinking • Problem-solving • Creative thinking 		

			puzzle, return it to the shelf, and join the group back)		
Week 21	People Who Help Us.	Doctor Teacher	<ul style="list-style-type: none"> ❖ Recalls role of doctors in few words. ❖ Demonstrates fluency of counting concrete, discrete objects, and abstract things up to 5 (e.g., 5 steps, 5 claps) ❖ Recalls role of teachers in few words 	<ul style="list-style-type: none"> • Development of healthy habits, hygiene, sanitation and awareness for self-protection • Creative Self Expression and Conversation • Language and Creative thinking • Vocabulary • Use of appropriate writings tools • Critical thinking • Problem-solving • Creative thinking 	<ul style="list-style-type: none"> ➤ Create a theme board and put it on display ➤ Free and Guided conversation on the theme. ➤ Match helpers with their places of work ➤ Role play on Doctor-patient, Teacher in class, Farmer and field, etc. ➤ Concept mapping on the theme. ➤ Matching words with the tools of helper ➤ Pick odd one out from the tools. ➤ Word wall on familiar words related with the theme. ➤ Uses/functions of tools of the helpers ➤ Draw the tools of helpers ➤ Draw sketch of helpers <p>Consult activities mentioned in Pre-school Activity book-III Volume II</p>
Week 22		Farmer Mason and tailor	<ul style="list-style-type: none"> ❖ Recalls role of farmers and barbers in few words. ❖ Teaches another child the steps taken for a given action (e.g., shows a peer how to use soap to wash hands before snack) Remembers and recalls short stories and songs of up to 5 sentences ❖ Distinguishes fast, medium, and slow tempo while playing with voice, body or other instruments 	<ul style="list-style-type: none"> • Development of healthy habits, hygiene, sanitation and awareness for self-protection • Creative Self Expression and Conversation • Language and Creative thinking • Vocabulary • Use of appropriate writings tools • Critical thinking • Problem-solving • Creative thinking 	<ul style="list-style-type: none"> ➤ Worksheet-‘Count and tell’ ➤ Poem-Ding dong. Who could it be? ➤ Song-‘Bits of paper’ ➤ Worksheet-Introduce numeral 8 ➤ Worksheet-where is the cat (Preposition) ➤ Game- Guess my job. ➤ Story-Kapde dhona ➤ Worksheet-tick tools of doctors ➤ Story-Zeba ki pehli chhitthi ➤ Activity-Encircle letter H in picture ➤ Activity-Folding clothes ➤ Story-Raju ne kya seekha? ➤ Visit to Cow shed ➤ Poem-Dishaayein ➤ Activity-Zig zag ➤ Poem-Seven days of the week ➤ Worksheet-Colour the letter Z ➤ Activity-The school is on the fire’ ➤ Riddles

Week 23	Seasons	Summer Winter	<ul style="list-style-type: none"> ❖ Explains summer season in few words on the basis of clothes and eatables. ❖ Uses volume and pitch to convey ideas and emotions, create music, develop characters and create situations ❖ Explains Winter season in few words on the basis of clothes and eatables. ❖ Arranges up to 5 objects based on size/length/ weight in increasing or decreasing order 	<ul style="list-style-type: none"> • Creative Self Expression and Conversation • Language and Creative thinking • Vocabulary • Use of appropriate writings tools • Critical thinking • Problem-solving • Creative thinking 	<ul style="list-style-type: none"> ➤ Create a theme board and put it at display ➤ Free and guided conversation on the theme. ➤ Match season with the clothes ➤ Pick odd one out ➤ Colour flowers in spring season ➤ Collect fallen leaves and create a collage ➤ Collect fallen leaves and create leaf print art ➤ Seriate leaves on the basis of size. ➤ Colour and draw different seasons. <p>Consult activities mentioned in Pre-school Activity book-III Volume II</p> <ul style="list-style-type: none"> ➤ Poem-‘Sardi, garmi, baarish’ ➤ Worksheet-Sound S ➤ Activity-‘Magical letter’ ➤ Worksheet-On or under’ ➤ Conversation chart on season ➤ Worksheet-Trace letter Q, q ➤ Poem-‘Aayi sardi’ ➤ Worksheet-Write beginning letters of words ➤ Activity-Snow angel’ ➤ Poem- ‘Gappuram aur aam’ ➤ Story-‘Pyasi maina’ ➤ Story-‘Laal Barsati’ ➤ Worksheet-Tracing numeral 5 ➤ Worksheet-Colour the umbrella ➤ Worksheet-Complete the umbrella ➤ Poem-‘Baarish Aayi Cham cham cham’ ➤ Activity-‘How we can help animals during winters?’ ➤ Poem-‘Sardi aati Garmi jati ➤ Picture reading
Week 24		Spring and autumn	<ul style="list-style-type: none"> ❖ Differentiates Spring and Autumn seasons on the basis of few feature-like flowers blooming in spring and leaf falling in autumn. ❖ Identifies 4-6 missing parts of a picture of familiar object ❖ Compares different artworks/ arrangements/ cultural expressions and articulates a variety of responses 	<ul style="list-style-type: none"> • Creative Self Expression and Conversation • Language and Creative thinking • Vocabulary • Use of appropriate writings tools • Critical thinking • Problem-solving • Creative thinking 	
Week 25		Rainy season	<ul style="list-style-type: none"> ❖ Recalls the season in few words through their own experience of rains. ❖ Begins to take turns and waits in line for short periods of time with adult support 	<ul style="list-style-type: none"> • Creative Self Expression and Conversation • Language and Creative thinking • Vocabulary • Use of appropriate writings tools • Critical thinking • Problem-solving • Creative thinking 	
Week	Food	healt	<ul style="list-style-type: none"> ❖ Identifies things that can be eaten and cannot be eaten 	<ul style="list-style-type: none"> • Development of healthy habits, hygiene, 	<ul style="list-style-type: none"> ➤ Create a theme board and put it at display ➤ Free and guided conversation on the theme

			<ul style="list-style-type: none"> ❖ Begins to eat and name a variety of foods with adult prodding ❖ Names a few healthy food items and a few unhealthy food items ❖ Explains in few words what food to include in good diet. ❖ Makes connections between objects and their uses (e.g., spoon is for eating, bucket is for bath, mechanic is to a garage as a doctor is to hospital) ❖ Eats from a variety of food groups independently ❖ Recognises foods from different food groups and explains the benefits/ill effects of different food groups ❖ Names some qualities of good nutritious food (e.g., eggs and dal build strength, palak ‘cleans the blood’, milk gives strong teeth) 	<p>sanitation and awareness for self-protection</p> <ul style="list-style-type: none"> ● Creative Self Expression and Conversation ● Language and Creative thinking ● Vocabulary ● Use of appropriate writings tools ● Critical thinking ● Problem-solving ● Creative thinking 	<ul style="list-style-type: none"> ➤ Classify food items on the basis of taste ➤ Classify food items into healthy and unhealthy. ➤ Match food items with the names. ➤ Create a collage of Junk food by pasting used wrappers of food items. <p>Consult activities mentioned in Pre-school Activity book-II Volume II</p> <ul style="list-style-type: none"> ➤ Poem-‘Aha tamatar ➤ Activity-‘I can smell’ ➤ Poem-K is for kettle ➤ Worksheet-‘Seriation of vegetables ➤ Worksheet-Match the halves ➤ Activity-Visit to the market ➤ Story-‘Laalu aur Peelu’ ➤ Conversation chart ➤ Game-High Jump ➤ Worksheet-Match eatables with the taste ➤ Worksheet-Match food items with the source ➤ Worksheet-Odd one out ➤ Worksheet-Tracing letter K, k. ➤ Complete the pattern ➤ Activity-Visit to the market. ➤ Worksheet- Numeral 9 ➤ Activity-Raw and cooked food ➤ Activity-Making chapati ➤ Activity-Count fruits and vegetables and match with numerals ➤ Activity-Junk food ➤ Game-‘Lemon/Walnut race’ ➤ Poem-L is for lemon ➤ Poem-Phalwala ➤ Worksheet-Tracing letter Y, y ➤ Activity-Make salad ➤ Activity-Nimbu Paani ➤ Activity-Flash Cards ➤ Story-Satrange Sambhar ➤ Worksheet- Numerals 1 to 9 ➤ Worksheet-Match eatables with taste ➤ Worksheet-Match eatables with colour
Week 27		Food from plants	<ul style="list-style-type: none"> ❖ Identifies and names food gained from plants. ❖ Makes transitions that are part of a daily schedule ❖ Recognizes Indian numerals up to 9 ❖ Writes comfortably numerals up to 9 ❖ Compares two numbers up to 9 and uses vocabulary like more than, less than. ❖ Demonstrates flexibility and adaptability with less adult prompting (e.g., sharing toys or trying out new materials) 	<ul style="list-style-type: none"> ● Awareness of self ● Development of positive self-concept ● Self-regulation ● Pretend Reading ● Phonological Awareness ● Development of healthy habits, hygiene, sanitation and awareness for self-protection ● Relationships between thoughts and drawing 	

Week 28		Food from animals	<ul style="list-style-type: none"> ❖ Identifies and names food gained from animals. ❖ Plays using object substitution (e.g., uses banana as telephone) ❖ Observes and imitates adult behaviour for classroom norms. ❖ Follows and assists others in following classroom norms. ❖ Creates do-it yourself (DIY) classroom job charts/posters with the support of Teachers and follows it. ❖ Says/sings number names in correct sequence up to 20 and keeps one to one correspondence with counting words and counting objects till 10 	<ul style="list-style-type: none"> • Development of healthy habits, hygiene, sanitation and awareness for self-protection • Creative Self Expression and Conversation • Language and Creative thinking • Vocabulary • Use of appropriate writings tools • Critical thinking • Problem-solving • Creative thinking 	<ul style="list-style-type: none"> ➤ Worksheet-Match food items with its source. ➤ Worksheet-Sound of l ➤ Worksheet-Encircle images in kitchen ➤ Activity-Feely bag
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Government of Jammu & Kashmir

FOUNDATIONAL STAGE

Academic Calender-Cum-Syllabus

Grade-1st

Session 2023-24



State Council of Educational Research & Training



English

Time Line	Name of the topic	LO/Part of LO	Competencies	Suggested Activities
Week1 to Week 4	Letter Sounds	<ul style="list-style-type: none"> ❖ Eng101 Associates' words with pictures ❖ Eng102 Name familiar objects seen in pictures ❖ Eng 103 Recognises letter and their sounds A-Z ❖ Eng 104 Differentiates between small and capital letters. ❖ ECL2-4.1a Listens to English words, greetings, polite forms of expression, and respond in English /home language like 'how are you?', 'I'm fine; thank you, etc ❖ ECL2-4.1b Talks about the available print in the classroom. ❖ ECL2-4.2 Sings and recites poems rhymes and draws pictures 	<ul style="list-style-type: none"> • Listening • Reading with understanding • Speaking 	<ul style="list-style-type: none"> ➤ Make the students to listen to the sound of each letter. ➤ Encourage the students to say the sounds & words. ➤ Make the students to read letters and words. ➤ Learners should be prompted to scribble, Strokes- slanting, sleeping & vertical. ➤ Ask children to observe the pictures/posters in the text and help them to understand these for better appreciation and enjoyment.

Week 5 to Week 8	Sounds Together	<ul style="list-style-type: none"> ❖ Eng 102 Recognises familiar objects seen in picture ❖ Eng 103 Recognises letter and their sounds A-Z ❖ Eng 105 Recites poems/rhymes with actions ❖ Eng 106 Draws, scribbles in response to poems and stories ❖ Eng 114 produces words with common blends like “br”, “fr” like “brother”, “frog” etc ❖ ECL2-4.3 Picks the storybook from the reading area and tries to read the pictures. ❖ ECL2-4.4 Responds orally to questions related to stories/poems bilingually. ❖ ECL2-4.5 Forms letters correctly, uses sound symbol correspondence to write invented spelling 	<ul style="list-style-type: none"> • Listening, • Speaking, • Reading with understanding 	<ul style="list-style-type: none"> ➤ Make the students to listen to short and long vowel sounds. ➤ Make the students to say vowel and consonant sounds. ➤ Help the students to read sight words. ➤ Learners should be guided to write uppercase letters as in the workbook.
Week 9 to Week 12	Words together	<ul style="list-style-type: none"> ❖ Eng 109 Carries out simple instructions such as ‘shut the door ’, ‘Bring me the book ’ and such other. ❖ Eng112 Talks about self/ situations /Pictures in English ❖ Eng113 Uses prepositions like in, on, under etc ❖ ECL2-4.6 Recognises familiar signs, logos and labels in the environment. ❖ ECL2-4.7 Connects text with illustrations while reading the story. ❖ ECL2-4.8 Creates her/his own story by writing a few words mixing codes. 	<ul style="list-style-type: none"> • Listening, • Speaking. • Thinking • Reading 	<ul style="list-style-type: none"> ➤ Make the students to listen to the different words and sentences. ➤ Learners should be prompted to make words and sentences. ➤ Encourage the students to read words and sentences. ➤ The students should be guided to write lowercase letters as in the workbook.

Week 13 to Week 16	Meet me	<ul style="list-style-type: none"> ❖ Eng110 listens to English words, greetings, polite forms of expression, simple sentences and responds in English or the home language or signing (using sign language) ❖ Eng111 listens to instructions and draws a picture ❖ Eng112 Talks about self/situations/Pictures in English ❖ ECL2-4.9 Brings the toy and introduce them in the class. ❖ ECL2-4.10 Creates rhyming words based on the available text. ❖ ECL2-4.11 Writes words beginning with the same letter. ❖ ECL2-4.12 Labels the objects such as furniture /mat/ blackboard/ reading area, etc. ❖ ECL2-4.13 Shares their likes about the cartoon/film. 	<ul style="list-style-type: none"> • Listening, • Speaking • Reading • writing 	<ul style="list-style-type: none"> ➤ Make the students to listen to information. ➤ Learners should be allowed to take part in role play, to talk about oneself. ➤ Allow the students to read words and sentences. ➤ Allow the students to write two letter words.
17-18-19-20	At Home	<ul style="list-style-type: none"> ❖ Eng 106 Draws, scribbles in response poems and stories ❖ Eng 109 Carries out simple instructions such as 'shut the door ',' Bring me the book ' and such other. ❖ Eng110 listens to English words, greetings, polite forms of expression, simple sentences and responds in English or the home language or signing (using sign language) ❖ Eng111 listens to instructions and draws a picture ❖ Eng112 Talks about self/ situations / Pictures in English ❖ ECL2-4.8 Creates her/his own story by writing a few words mixing codes. 	<ul style="list-style-type: none"> • Understanding, • Listening • Speaking • Creative Thinking • Vocabulary 	<ul style="list-style-type: none"> ➤ Allow the students to listen to information. ➤ Learners should be allowed to take part in role play, to talk about oneself.

		❖ ECL2-4.10 Creates rhyming words based on the available text		
Week 21 to Week 24	Hello School	<ul style="list-style-type: none"> ❖ Eng110 listens to English words, greetings, polite forms of expression, simple sentences and responds in English or the home language or signing (using sign language) ❖ Eng112 Talks about self/situations/Pictures in English ❖ Eng115 Writes simple words like fan, hen, rat etc ❖ ECL2-4.9 Brings the toy and introduce them in the class. ❖ ECL2-4.10 Creates rhyming words based on the available text. ❖ ECL2-4.11 Writes words beginning with the same letter. ❖ ECL2-4.12 Labels the objects such as furniture /mat/ blackboard/reading area, etc. ❖ ECL2-4.13 Shares their likes about the cartoon/film 	<ul style="list-style-type: none"> • Print Wareness • Sound • Symbol association • fluency 	<ul style="list-style-type: none"> ➤ Allow the students to read words and sentences. ➤ Allow the students to write three letter words.
Week 25 to Week 28	Mehr and the Monkey	<ul style="list-style-type: none"> ❖ Eng 109 Carries out simple instructions such as 'shut the door ', 'Bring me the book ' and such other ❖ Eng110 listens to English words, greetings, polite forms of expression, simple sentences and responds in English or the home language or signing (using sign language) ❖ Eng113 Uses nouns such as 'boy', 'sun' 	<ul style="list-style-type: none"> • Listening, • Speaking • Understanding 	<ul style="list-style-type: none"> ➤ Help them to be keen observers and encourage on using polite expressions ➤ Classify the pictures (flash Cards) into groups Identify and draw the things



Mathematics

Suggested Pedagogical Processes

The learner may be provided opportunities in pairs/groups/individually and encouraged to —

- ❖ Observe different contexts and situations from the immediate environment such as things that are inside/outside the classroom They may be encouraged to use spatial vocabulary/ concepts like top-bottom, on under, inside-outside, above- below, near far, before-after, thin- thick, big-small etc.
- ❖ Identify and draw the things which are near far, tall-short, thick-thin, etc.
- ❖ Handle concrete materials or models and classify them. For example, objects which are round in shape such as chapatti, ball, etc and those which are not round such as pencil box.
- ❖ Count objects, for instance, students may take out objects up to 9 from a given collection of objects such as picking any 8 leaves /4 beads/6 ice-cream sticks etc, from the given box.
- ❖ Take out objects up to 20 from a given collection of objects.
- ❖ Use words like more than, less than or equal to through the strategy of one to one correspondence in objects in two groups
- ❖ Explore different strategies to add numbers up to 9 like counting on forward and using already known addition facts
- ❖ Evolve different strategies to subtract numbers up to 9 as for example, recounting after taking out objects from a given collection • use different strategies like aggregation, counting forward, using addition facts, etc. to extend addition up to 20 (sum not exceeding 20)
- ❖ Develop different strategies of subtraction through taking away objects/ pictures
- ❖ Count in groups of tens and ones for numbers more than 20 e.g. 38 has 3 groups/bundles of ten each and 8 loose (ones).
- ❖ Sort objects based on similarities and differences through their sense of touch and observations.
- ❖ Verbalise the properties of shapes/criterion used by them in sorting/ classifying solids/ shapes.
- ❖ Use concrete play money for making amounts up to Rs 20.
- ❖ Finds short lengths in their immediate environment using non uniform units like finger, hand span, length of a forearm, footsteps, etc.

Learning Outcomes

The learner —

- **MAT101** classifies objects into groups based on a few physical attributes such as shape, size and other observable properties including rolling and sliding recites number names and counts objects up to 20, concretely, pictorially and symbolically
- **MAT102** works with numbers 1 to 20 – counts objects using numbers 1 to 9 – compares numbers up to 20. For example, tells whether number of girls or number of boys is more in the class
- **MAT103** applies addition and subtraction of numbers 1 to 20 in daily life – constructs addition facts up to 9 by using concrete objects. For example, to find $3+3$ counts 3 steps forward from 3 and concludes that $3+3=6$ – subtracts numbers using 1 to 9. For example, the child takes out 3 objects from a collection of 9 objects and counts the remaining to conclude $9-3=6$ – solves day-to-day problems related to addition and subtraction of numbers up to 9
- **MAT104** recognizes numbers up to 99 and writes numerals
- **MAT105** describes the physical features of various solids/shapes in her own language. For example- a ball rolls, a box slides etc.
- **MAT106** estimates and measures short lengths using non uniform units like a finger, hand span, length of a forearm, footsteps, etc.
- **MAT107** observes, extends and creates patterns of shapes and numbers. For example, arrangement of shapes/ objects/ numbers, etc.



- 1,2,3,4,5,... – 1,3,5,.....
- 2,4,6,.....
- 1,2,3,1,2,... 1,...3,.....

- **MAT108** collects, records (using pictures/numerals) and interprets simple information by looking at visuals. (For example, in a picture of a garden the child looks at different flowers and draws inference that flowers of a certain colour are more).
- **MAT109** develops the concept of zero.
- **MAT110** develops the concept of different part of the day, week or months etc in terms of time.

- ❖ Conduct classroom discussions on learner observations of pattern and allow them to describe in their own language. Let children find what will come next and justify their answer
- ❖ Observe and collect information from the visuals, contexts/ situations such as number of items.

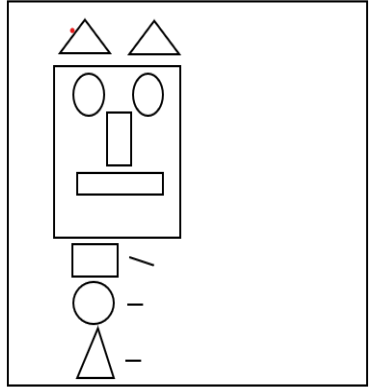
Timeline	Topic/ Content	LO/ Part of LO	Key Areas/ Competency	Suggestive Activities
Week 1 To Week 4	Shapes & Space	<p>The learner —</p> <ul style="list-style-type: none"> ❖ MAT101 Classifies objects into groups based on a few physical attributes such as shape, size and other observable properties. <p>Part of LO's</p> <ul style="list-style-type: none"> • Demonstrate an understanding of measurement as a process of comparing by <ol style="list-style-type: none"> i. identifying attributes that can be compared. ii. ordering objects. iii. making statements of comparison. ❖ Understands spatial relationship <ul style="list-style-type: none"> • inside-outside • Bigger-smaller • Biggest-smallest • Top-bottom • Near-far • Nearest-farthest • On-under • Above-below in given situations • Can identify & sort • classify the objects on the basis of their shapes. • Observe & differentiate. 	<ul style="list-style-type: none"> ❖ Learner begins to search for such shapes in nature, all around them, and as a result, they find much symmetry and develop a sense of aesthetics. ❖ They learn how to approximate various irregular shapes with regular ones which is useful strategy for future. ❖ They begin to associate numbers with concepts such as area, perimeter, and so on and this quantization technique is important. ❖ Classify inside /Outside, <ul style="list-style-type: none"> • Bigger-smaller • Biggest-smallest • Top-bottom • Nearer-farther • On-under • Above-below • Identifying similar shapes • Identifying rolling sliding objects ❖ Recognise ❖ Classify 	<p>The learner may be provided opportunities in pairs /groups/ individually and encouraged to:</p> <ul style="list-style-type: none"> ➤ Who is Longer Take 9 sheets of white paper and write counting from 1-9 on sheets and give the sheets to nine students and tell them to stand in ascending order and as their increasing heights e.g 1 stands for shortest height and so on... ➤ Who has more water Take few glasses or empty bottles and fill these glasses or bottles with water of different quantity. Now, asks the students to have more & less water. Similarly, we can do many activities for lengths, weight etc. ➤ Sort items by shape Collect items from around the classroom or house, and then sort them by their shapes. This is a fun way for kids to realize that the world around them is full of circles, squares, triangles, and more. ➤ Make Rakhi's of different shapes With the help of different materials available in around school make some Rakhi's of different shapes. ➤ Put together craft stick shapes Join Ice cream Sticks or wood craft sticks end to end to form distinct shapes for quick and easy math toys. Write the names of each shape on the sticks for a self-correcting centre activity. ➤ Find shapes in nature With the help of small stones or pebbles direct the pupils to form different shapes as like as different shapes founded in the school premises.
Week 5 To Week 7	Number from One to Nine	<ul style="list-style-type: none"> ❖ MAT102 Works with numbers 1 to 9 – counts objects using numbers 1 to 9 – compares numbers up to 9. For example, tells whether number of 	<ul style="list-style-type: none"> ❖ To recognize the numerals. ❖ To know that numbers have an order. 	<ul style="list-style-type: none"> ➤ Dice Game This game involves the student's participation. Take one dice and ask the students to roll the dice and then again ask them to tell the same number of body parts

		<p>girls or number of boys is more in the class.</p> <p>Part of LO's</p> <ul style="list-style-type: none"> ❖ Count and Recognize numbers 1-9. ❖ Can write the numbers names Backward & Forward counting. 	<ul style="list-style-type: none"> ❖ To relate or express numbers to quantities ❖ Recognize ❖ Collaboration 	<p>like eyes, nose fingers legs etc. Through this activity students can associate the importance of numbers with real life situation.</p> <ul style="list-style-type: none"> ➤ Number Jumping Game This <u>number jumping game</u> will help your child learn number recognition. It's a super cute game that not only teaches, but gets your child moving. ➤ Counting Activities Many activities can be done with the students pertaining to counting number from 1-9 like counting of stones, counting of trees in the school (if possible), Number of rooms, desks, doors, tables etc; whatever available in the school premises. ➤ Throw & win the game This activity is helpful to recognize the Counting numbers 1-9. For that take nine paper bowls & write numbers 1-9 on the front part of the bowl and then tell the students one by one to throw the ball according to the number announced by the teacher in the bowl marked numbered 1-9.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Week 8 To Week 9</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Addition</p>	<ul style="list-style-type: none"> ❖ MAT103 Perform addition of numbers 1 to 20 in daily life – constructs addition facts up to 9 by using concrete objects. ❖ Solves day-to-day problems related to addition of numbers up to 9. <p>Part of LO's</p> <ul style="list-style-type: none"> • Addition of numbers (1 digit numbers) • Addition by counting pictures 	<ul style="list-style-type: none"> ❖ Learner will use the targeted academic vocabulary – count, add, more, counting on number, put together, number sentence 	<ul style="list-style-type: none"> ➤ Addition with Cloth hanging pins In this activity take hanger with cloth hanging pins of different colours, stick a colour paper in the centre of the hanger with '+' sign written over there. Now throw dice two times and hang the cloth hanging pins on left and right side of the hanger as equal to the numbers appeared on the dice. ➤ Make puzzle on Addition Form some puzzles based on Addition to make classroom teaching interesting, effective and Joyful. ➤ Button Activity First make a shirt by paper folding and then tell the students to stitch buttons of two distinct colours on shirts. Also tell them to count total number of buttons on the same shirt. ➤ Chalk Activity Asking simple questions 2 chalks and 3 chalk make

				how many, using sticks Pebbles, beads, pencils etc for addition.
Week 10 To Week 11	Subtraction	<ul style="list-style-type: none"> ❖ MAT103 Applies addition of numbers 1 to 20 in daily life – constructs Subtraction facts up to 9 by using concrete objects. <p>Part of LO's</p> <ul style="list-style-type: none"> • Solves day-to-day problems related to Subtraction of numbers up to 9. 	<ul style="list-style-type: none"> ❖ Learner is able to do Subtraction of 2 numbers ❖ Concept of take away ❖ Problem Solving ❖ Critical thinking 	<ul style="list-style-type: none"> ➤ Count the left buttons First make a shirt by paper folding and then tell the students to stitch buttons of one colour on shirts. Also tell them to pick out some buttons out of them and then tell them to count left out buttons of the same shirt. ➤ Paste & Count leaves Take a white sheet and draw a tree also paste some leaf's available in the school. Then one branch of the tree comes down on the ground. Now, ask the students how many leaf's left over on same tree.
Week 12 To Week 14	Number from Ten to Twenty	<ul style="list-style-type: none"> ❖ MAT102 Works with numbers 1 to 20 – counts objects using numbers 1 to 9 – compares numbers up to 20. For example, tells whether number of girls or number of boys is more in the class. <p>Part of LO's</p> <ul style="list-style-type: none"> • Understands the formation of numbers correctly. • Understand the concept of before – after, biggest and smallest number. 	<ul style="list-style-type: none"> ❖ Number formation till 20. ❖ Numerals and number names till 20. ❖ Creativity and innovation. ❖ Collaboration. 	<ul style="list-style-type: none"> ➤ I have This Number who has? Make some cards and write on the card like <u>I have 16 Who has 19</u> and make many more cards in the same pattern and play this game with Students. ➤ Colouring the Numbers Write counting from 1 to 20 on the sheet and tell the students randomly to colour the number say 19. This activity enables the students to recognize the number. ➤ Recognize & Club In this activity Use a giant number chart up to 20 to arrange number cards in order. The children can help you place them on the correct square upon the chart. An easy thing to do is to have children cut apart their own Fifties chart and then try to put them back together again like a <u>puzzle</u>. This gives them cutting practice as well as numbers practice. ➤ Guess my number Take a number chart if already have or make a number chart up to 20 and have children work in partners to cover and guess numbers in a “guess my number” game.

				<ul style="list-style-type: none"> ➤ Real Object games <ul style="list-style-type: none"> • 5 juicy mangoes kept in a basket if you pick and eat one. How many will be left. • Use of real objects and pictures to solve problems <p>Using picture puzzles that arrange numbers from smallest to largest or from largest to smallest is great enough for letting children practice ordering and comparing numbers.</p>
Week 15 To Week 16	Time	<ul style="list-style-type: none"> ❖ MAT110 develops the concept of different part of the day, week or months etc in terms of time. <p>Part of LO's</p> <ul style="list-style-type: none"> • Understands and get familiar with morning, evening, noon and night terms along with yesterday, today and tomorrow. • Attempts to tell the activities of the day in sequence and can distinguish time of events using previous knowledge and real-life experiences. • Understands and knows the days of the week and months of a year. 	<ul style="list-style-type: none"> ❖ Learner becomes Familiarizes with morning, noon, afternoon, evening and night terms. ❖ Learns days of a week. ❖ Learns months of a Year. ❖ Forming numbers. ❖ Time related problems solving. ❖ Critical thinking ❖ Creativity and Innovation ❖ Problem Solving ❖ Collaboration 	<ul style="list-style-type: none"> ➤ Flash Card Activity Teacher will show flash cards of morning time, noon time, evening time and night time and learner will arrange them in order in which they occur. All the learners will be given chance. Afterwards the teacher will ask learner to draw and colour them in their notebooks. ➤ Solving puzzle-based Activity. Learner will put names of days of week on the caterpillar in proper order.
Week 17 To Week 18		<ul style="list-style-type: none"> ❖ MAT106 estimates and measures short lengths using non uniform units like a finger, hand span, length of a fore arm, footsteps, etc. 	<ul style="list-style-type: none"> ❖ Learner will understand the Concept of <ul style="list-style-type: none"> • longer-shorter, • Longest- shortest • Taller-shorter • Tallest shortest • Thicker-thinner • Thickest-thinnest • Heavier-lighter • Heaviest-lightest 	<ul style="list-style-type: none"> ➤ Measuring with Objects – Make measuring fun by using different items to measure with. Instead of getting a ruler and measuring how long their pencil is, give kids marbles and have them figure out how many marbles long the pencil is. You can also use candy of same length, cubes, blocks, or any other. ➤ Long-distance jump – Mark the floor with masking tape and corresponding distance lengths. Students take long jumps and record their distances. This fun activity will be great for an

			<ul style="list-style-type: none"> ❖ Concept of length and measures objects using fingers, hand span and pencil. ❖ Collaboration ❖ Creativity & innovation ❖ Analyse sizes. 	<p>indoor rainy day to add some fun physical activity while learning.</p> <ul style="list-style-type: none"> ➤ Measure different lengths/ distances by using uniform but non-standard unit. ➤ Discuss and share the experiences of children while they observe different balances for weighing objects. ➤ Construct their own balances (simple and weight) and compare the weights of different things around them ➤ Comparison Compare the capacity of two or more containers. ➤ Play way Activity. <p>Learner will make pairs with their friends. They will measure some objects using nonstandard units of measurement i.e., hand spans, fingers etc. They'll also compare their results with their respective partners.</p>
Week 19 To Week 20	Number from Twenty-one to fifty	<ul style="list-style-type: none"> ❖ MAT102 Works with numbers 1 to 50 – counts objects using numbers 1 to 50 – compares numbers up to 50. <p>For example, tells whether number of girls or number of boys is more in the class</p>	<ul style="list-style-type: none"> ❖ Counting 21-50 ❖ Number formation till 50. ❖ Numerals and number names till 50. ❖ Concept of tens and ones. ❖ Problem Solving ❖ Recognize 	<ul style="list-style-type: none"> ➤ I have This Number who has? Make some cards and write on the card like <u>I have 26 Who has 29</u> and make more cards in the same pattern and play this game with Students. ➤ Colouring the Numbers Write counting from 1 to 50 and tell the students randomly to colour the number say 19. This activity helps the students to recognize the number. ➤ Recognize & Club Use a giant number chart up to 50 to arrange number cards in order. The children can help you to place them on the correct square upon the chart. An easy thing to do is to have children cut apart their own Fifties chart and then try to put them back

				<p>together again like a puzzle. This gives them cutting practice as well as numbers practice!</p> <p>➤ Guess my number Take a number chart if already have or make a number chart up to 50 and have children work in partners to cover and guess numbers in a “guess my number” game.</p> <p>Using picture puzzles that arrange numbers from smallest to largest or from largest to smallest is beneficial for letting children practice ordering and comparing numbers.</p>
Week 21 To Week 22	Data Handling	<p>❖ MAT108 collects, records (using pictures/numerals) and interprets simple information by looking at visuals.</p> <p>For example, in a picture of a garden the child looks at different flowers and draws inference that flowers of a certain colour are more.</p>	<ul style="list-style-type: none"> ❖ To count shapes shown in the picture. ❖ To count number of letters in names. ❖ Interpret ❖ Recognize ❖ Collaboration ❖ Critical thinking 	<p>➤ Count the Shapes Activity. To count number of shapes from the picture given.</p>  <p>➤ Counting number of letters in their names.</p> <p>➤ Make groups of same Colour Stripes of coloured papers will be given to children and children having same colours will be grouped.</p>
Week 23 To Week 24	Patterns	<p>❖ MAT107 Observes, extends and creates patterns of shapes and numbers. For example, Arrangement of shapes/ objects/ numbers, etc.</p>	<ul style="list-style-type: none"> ❖ Forming numbers. ❖ Problem solving ability. ❖ Identification of Patterns. ❖ Creating Patterns. ❖ Able to relate patterns in real life situations. ❖ Critical thinking ❖ Collaboration 	<p>➤ Patterns of leaf and Stone Collect some leaf's and some small stones or pebbles and put one after one and ask the students to predict what will come next.</p> <p>➤ Patterns in Nature Show different Patterns in nature like in flowers, leaf's, water waves etc.</p> <p>➤ Game of Steps</p>

			<ul style="list-style-type: none"> ❖ Problem solving ❖ Reasoning 	<p>Play the game of steps by making the steps with number written over there and tell the students to take step one step, two steps etc.</p> <ul style="list-style-type: none"> ➤ Dekho or Batao Conduct classroom discussions on learner observations of pattern and allow them to describe in their own language. Let children find what will come next and justify their answer.
Week 25	Numbers	<ul style="list-style-type: none"> ❖ MAT104 recognizes numbers up to 99 and writes numerals 	<ul style="list-style-type: none"> ❖ Number formation till 99. ❖ Numerals and number names till 99. ❖ Problem solving ability. ❖ Identification ❖ Problem solving ❖ Recognize 	<ul style="list-style-type: none"> ➤ I have This Number who has? Make some cards and write on the card like <u>I have 56 Who has 29</u> and make many cards in the same pattern and play this game with Students. ➤ Colouring the Numbers Write counting from 1 to 100 and tell the students randomly to colour the number say 56. This activity helps the students to recognize the number. ➤ Recognize & Club In this activity Use a giant numbers chart to arrange number cards in order. The children can help you place them on the correct square upon the chart. An easy thing to do is to have children cut apart their own hundreds chart and then try to put them back together again like a <u>puzzle</u>. This gives them cutting practice as well as numbers practice. ➤ Guess my number Take a number chart if already have or make a number chart and have children work in partners to cover and guess numbers in a “guess my number” game. Using picture puzzles that arrange numbers from smallest to largest or from largest to smallest is beneficial for letting children practice ordering and comparing numbers.

Week 26 to week 27	Money	<ul style="list-style-type: none"> ❖ Demonstration use of numbers in identifying different form of money. ❖ Appreciates and uses the money in day to day buying and selling situations. ❖ Describe ways to find balance of a given amount after the purchase of given rupees. 	<ul style="list-style-type: none"> ❖ To know about the Indian currency like Rupee coin. ❖ Estimate the money required and money obtained in balance in buying situations. ❖ Use of money & importance of money in daily life. ❖ Collaboration ❖ Communication 	<ul style="list-style-type: none"> ➤ Coin Rubbings –Make coin rubbings by placing coins under paper and using a coloured pencil to produce the image on the paper. Then kids can match actual coins to the rubbings. ➤ Role play activity Role play of short situations -- <ul style="list-style-type: none"> • A role play activity will be organised in the class where two – three children will act as shopkeeper and customers • Children money notes and a situation of objects like toy, books, balloons, toffees etc, will be provided to the students in this way students will understand how to make proper use of money and they will be able and calculate the money.
Week 28	How many	<p>Part of LO's</p> <ul style="list-style-type: none"> • Forming number and number names through pictures. • Making question on word problems by using the word how many. • comparison of smaller and bigger numbers. • Tens and ones in the given number. 	<ul style="list-style-type: none"> ❖ Write the number of sticks and other things. ❖ Write number names and numerals ❖ Concept of ones and tens. ❖ Smaller and bigger Number. ❖ Drawing bundles and sticks on the blackboard and writing numerals on the writing board. ❖ Analyze ❖ Problem Solving 	<ul style="list-style-type: none"> ➤ Objects will be shown to students and ask them how any objects are there? ➤ Count how many ones and tens are there in the given number. ➤ Comparison of two numbers.



Hindi

समय अवधि:-	विषय/ उपविषय:-	सीखने के परिणाम	योग्यता/ क्षमता	सुझाव गतिविधि
इकाई-1 , सप्ताह 1 से सप्ताह 2	वर्णमाला (स्वर) (अ से अः),दो मौखिक कविताएँ	<ul style="list-style-type: none"> चित्रों के माध्यम से वर्णमाला से अवगत होते हैं । 	<ul style="list-style-type: none"> वर्णमाला में स्वरों का ज्ञान होगा। हिन्दी में बातचीत कर पाएंगे । 	<ul style="list-style-type: none"> अध्यापक खेल-खेल में वर्णमाला का ज्ञान देंगे । स्वर पढ़ाते समय उनका आदर्श उच्चारण किया जाएगा ।
इकाई-2, सप्ताह 3 से सप्ताह 5	व्यंजन(क से ज),दो वर्णों का जोड़,मौखिक कविताएं,पाठ 1 से 5 तक	<ul style="list-style-type: none"> व्यंजन से बनने वाले शब्दों का ज्ञान होगा । पाठ में आए चित्रों को देख कर अपने दैनिक जीवन से जोड़ पाएंगे । 	<ul style="list-style-type: none"> व्यंजन का ज्ञान होगा । प्रत्येक वर्ण से बनने वाले शब्दों का ज्ञान होगा । 	<ul style="list-style-type: none"> अध्यापक श्याम/ श्वेत पट के माध्यम से वर्णों की बनावट तथा मौखिक क्रिया द्वारा ध्वनियों का वांछित ज्ञान दें ।
इकाई-3, सप्ताह 6 से सप्ताह 10	पाठ 6 से 10 तक, (अ से औ) की मात्रा वाले शब्द , तीन मौखिक कविताएं	<ul style="list-style-type: none"> मात्राओं से अवगत होंगे। मात्राओं से निर्मित शब्दों से अवगत होंगे। 	<ul style="list-style-type: none"> स्वरों से मात्राएं बनाने की प्रक्रिया का ज्ञान होगा। 	<ul style="list-style-type: none"> अध्यापक श्याम/ श्वेत पट के द्वारा .मात्राओं से अवगत करवाएंगे। कविताओं का गायन तथा अनुकरण वाचन करवाया जाएगा।

इकाई-4, सप्ताह 11 से सप्ताह 15	पाठ 11 से 14 तक, हिन्दी में फलों व सब्जियों के नाम, स्वयं पर पांच पंक्तियां लिखें	<ul style="list-style-type: none"> • पाठ में आए ध्वन्यात्मक शब्दों का ज्ञान होगा । • चित्रों को देख कर स्वर या व्यंजन को पहचान पाएंगे। 	<ul style="list-style-type: none"> • बच्चों के शब्द भण्डार में वृद्धि होगी • घर पर प्रयोग होने वाले फल या सब्जियों के द्वारा वर्णमाला का ज्ञान प्राप्त करेंगे । 	<ul style="list-style-type: none"> • अध्यापक बच्चों को फल या सब्जियों को कक्षा में लाने के लिए कह सकते हैं। • बच्चों से अलग अलग गतिविधियां करवाएं ।
इकाई-5, सप्ताह 16 से सप्ताह 20	पाठ 15 से 18 तक, दो मौखिक कविताएं, पांच पक्षियों के नाम	<ul style="list-style-type: none"> • शब्द जोड़ तथा मात्राओं वाले शब्दों को समझ सकें । 	<ul style="list-style-type: none"> • तर्कसंगत बुद्धि का विकास होगा । • आसपास के वातावरण से अवगत हो पाएंगे । 	<ul style="list-style-type: none"> • सुर, लय, ताल के साथ कविता गायन करें । • कोई नाटक की गतिविधि करे । • चित्रों के माध्यम से ज्ञान करवाएं ।
इकाई-6, सप्ताह 21 से सप्ताह 24	पाठ 19 से 22 तक, मेरे पिता /मेरे मित्र पर पांच वाक्य छोटी कहानियों का मौखिक पाठ	<ul style="list-style-type: none"> • शब्द जोड़ तथा छोटे वाक्यों का ज्ञान । • लेखन कौशल का ज्ञान बढ़ेगा । 	<ul style="list-style-type: none"> • बच्चों की लेखन क्षमता तथा सोच में वृद्धि का विकास होगा। • बच्चों की बुद्धि का विकास होगा तथा अच्छे बुरे में अंतर कर पाएंगे। 	<ul style="list-style-type: none"> • अध्यापक, मित्र कौन हैं उद्धारण सहित समझाएंगे। • बच्चों को स्वयं की क्षमताओं की पहचान करवाएंगे।
इकाई-7, सप्ताह 25 से सप्ताह 28	पाठ 23 से 26 तक, छोटी कहानियों का मौखिक पाठ	<ul style="list-style-type: none"> • शुद्ध बोलना एवम् लिखना शुरू करते हैं । • गायन शैली का विकास होता है । 	<ul style="list-style-type: none"> • तर्क शक्ति का विकास होता है । • कहानी सुनने की कला से अवगत होते हैं । • बच्चे नए शब्दों तथा अर्थ के प्रति रुचि का विकास करना । 	<ul style="list-style-type: none"> • अध्यापक द्वारा कहानी का आदर्श वाचन किया जाए । • बच्चों द्वारा अनुकरण करवाया जाए । • श्याम/ श्वेत पट पर कठिन शब्द तथा उनके अर्थ लिखें जाएं।



Dogri

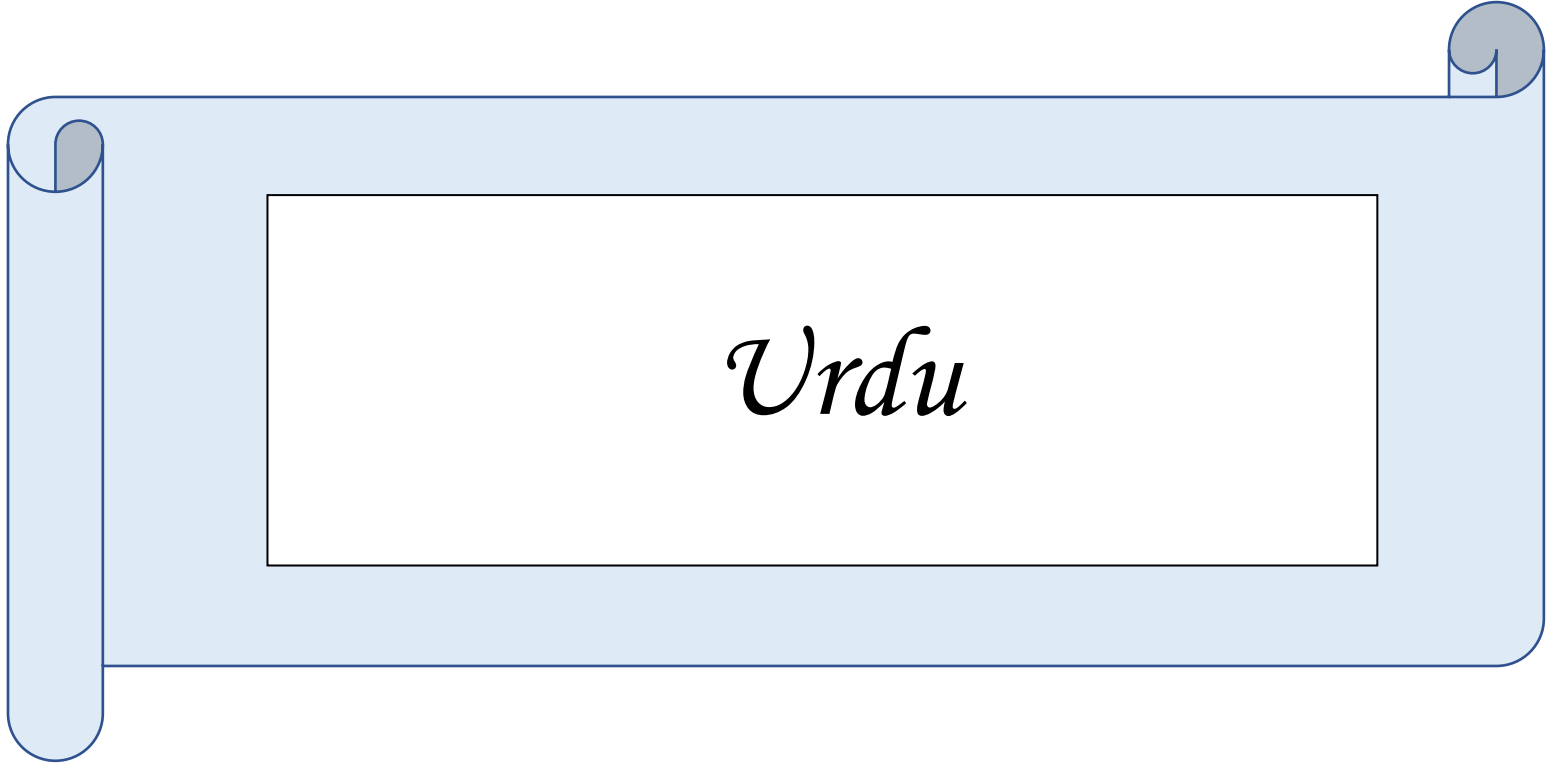
समां अवधि(हफ्तेंच)	बिंशे/उपबिंशे	सिक्खनै दे परिणाम	योग्यता	गतिविधियें लेई सुझास
1-4 हफ्ता	स्वर/ 'अ' शा 'औ' तकर	स्वरें दी पनशान, उच्चारण ते लेखन	बकखरे-बकखरे स्वरें गी सुनियें उंदे च फर्क करी सकनै दी योग्यता	<ul style="list-style-type: none"> ● हर स्वर कन्ने शुरु होने आहली पंज-पंज ऐसियें चीजें बारे जानकारी दिती जाई सकदी ऐ, जिंदे बारे विद्यार्थी पैहलें शा वाकफ़ होऐ, ● स्वर युगम बनाइयै ('अ' ते 'आ' ;'इ' ते 'ई';'उ' ते 'ऊ';'ए' ते 'ऐ';'ओ' ते 'औ') इंदे च फर्क समझानै आस्तै नेइमें शब्दें दे उदाहरण दिते जाई सकदे न, ● विद्यार्थी गी स्वरें दी बनावट समझांदे होई लिखने दा अभ्यास करोआया जाई सकदा ऐ ● किश शब्द बोलियै विद्यार्थियें गी उंदे च इस्तेमाल होऐ दे स्वरें गी पनशाननै लेई आखेआ जाई सकदा ऐ
5-6 हफ्ता	व्यंजन/ 'क' वर्ग	'क' वर्ग दे व्यंजने दी पनशान, उच्चारण ते लेखन	'क' वर्ग दे हर वर्ण दे आपसी फर्क दी समझ ते नासिक्य वर्ण दे इस्तेमाल दी जानकारी	<ul style="list-style-type: none"> ● विद्यार्थी गी 'क' वर्ग दे वर्ण कन्ने शुरु होने आहले ऐसियें चीजें दी जानकारी दिती जाई सकदी ऐ, जिंदे कन्ने विद्यार्थी पैहलें शा बी वाकफ़ होऐ जां जेहिइयां ओहने पैहलें बी दिक्खी दियां होन ● विद्यार्थी गी 'क' वर्ग दे हर वर्ण दी बनावट समझांदे होई लिखने दा अभ्यास करोआया जाई सकदा ऐ ● 'ड' दा उच्चारण ते बनावट समझांदे होई 'ड' ते 'ड' दा फर्क समझाना ते लिखने दा अभ्यास करोआना ● विद्यार्थी गी 'ग' ते 'घ' दे उच्चारण दा फर्क बोली-बोलियै समझाया जाई सकदा ऐ

7-8 हफ्ता	व्यंजन/ 'च' वर्ग	'च' वर्ग दे व्यंजने दी पनशान, उच्चारण ते लेखन	'च' वर्ग दे हर वर्ण दे आपसी फर्क दी समझ ते नासिक्य वर्ण दे इस्तेमाल दी जानकारी	<ul style="list-style-type: none"> ●विद्यार्थी गी 'च' वर्ग दे वर्ण कन्ने शुरु होने आहले ऐसिये चीजे दी जानकारी दिती जाई सकदी ऐ, जिंदे कन्ने विद्यार्थी पैहले शा बी वाकफ़ होरे जां जेहिडियां ओहने पैहले बी दिक्खी दियां होन ●विद्यार्थी गी 'च' वर्ग दे हर वर्ण दी बनावट समझाँदे होई लिखने दा अभ्यास करोआया जाई सकदा ऐ ●विद्यार्थी गी 'ज' ते 'झ' दे उच्चारण दा फर्क बोली-बोलियै समझाया जाई सकदा ऐ
9-10 हफ्ता	व्यंजन/ 'ट' वर्ग	'ट' वर्ग दे व्यंजने दी पनशान, उच्चारण ते लेखन	'ट' वर्ग दे हर वर्ण दे आपसी फर्क दी समझ ते नासिक्य वर्ण दे इस्तेमाल दी जानकारी	<ul style="list-style-type: none"> ●विद्यार्थी गी 'ट' वर्ग दे वर्ण कन्ने शुरु होने आहली ऐसिये चीजे दी जानकारी दिती जाई सकदी ऐ, जिंदे कन्ने विद्यार्थी पैहले शा बी वाकफ़ होरे जां जेहिडियां ओहने पैहले बी दिक्खी दियां होन ●विद्यार्थी गी 'ट' वर्ग दे हर वर्ण दी बनावट समझाँदे होई लिखने दा अभ्यास करोआया जाई सकदा ऐ ●'ट' वर्ग दे वर्ण दे उच्चारण थाहर गी खास ढंगे कन्ने समझाया जाई सकदा ऐ तां जे विद्यार्थी गी 'ण' दे उच्चारण दी स्हेई-स्हेई समझ आई सकै। ●विद्यार्थी गी 'ड' ते 'ढ' दे उच्चारण दा फर्क बोली-बोलियै समझाना ●'ड' वर्ण गी विद्यार्थी 'क' वर्ग पढ़े मौकी पढ़ी चुक्के दा ऐ, हून 'ड' दी बनावट उस्सी 'ड' कन्ने टपलाई सकदी ऐ, इसलेई उस्सी दौने दे फर्क कन्ने चंगी चाल्ली वाकफ़ करोआई लैता जा

11-12 हफ्ता	व्यंजन/ 'त' वर्ग	'त' वर्ग दे व्यंजने दी पनशान, उच्चारण ते लेखन	'त' वर्ग दे हर वर्ण दे आपसी फर्क दी समझ ते नासिक्य वर्ण दे इस्तेमाल दी जानकारी	<ul style="list-style-type: none"> ●विद्यार्थी गी 'त' वर्ग दे वर्ण कन्ने शुरु होने आहली ऐसिये चीजे दी जानकारी दिती जाई सकदी ऐ, जिंदे कन्ने विद्यार्थी पैहले शा बी वाकफ़ होऐ जां जेहिडियां ओहने पैहले बी दिक्खी दियां होन ●विद्यार्थी गी 'त' वर्ग दे हर वर्ण दी बनावट समझाँदे होई लिखने दा अभ्यास करोआया जाई सकदा ऐ ●विद्यार्थी गी 'न' ते 'ण' दे उच्चारण दा फर्क बोली-बोलिये समझाया जाई सकदा ऐ ●विद्यार्थी गी 'द' ते 'ध' दे उच्चारण दा फर्क बोली-बोलिये समझाया जाई सकदा ऐ
13-14 हफ्ता	व्यंजन/ 'प' वर्ग	'प' वर्ग दे व्यंजने दी पनशान, उच्चारण ते लेखन	'प' वर्ग दे हर वर्ण दे आपसी फर्क दी समझ ते नासिक्य वर्ण दे इस्तेमाल दी जानकारी	<ul style="list-style-type: none"> ●विद्यार्थी गी 'प' वर्ग दे वर्ण कन्ने शुरु होने आहली ऐसिये चीजे दी जानकारी दिती जाई सकदी ऐ, जिंदे कन्ने विद्यार्थी पैहले शा बी वाकफ़ होऐ जां जेहिडियां ओहने पैहले बी दिक्खी दियां होन ●विद्यार्थी गी 'प' वर्ग दे हर वर्ण दी बनावट समझाँदे होई लिखने दा अभ्यास करोआया जाई सकदा ऐ ●विद्यार्थी गी 'ब' ते 'भ' दे उच्चारण दा फर्क बोली-बोलिये समझाया जाई सकदा ऐ

15-20 हफ्ता	व्यंजन/ 'य' शा 'ज़' तकर	'य' शा 'ज़' तकर दे वर्ण दी पनशान, उच्चारण ते लेखन	'य' शा 'ज़' तकर दे हर वर्ण दे आपसी फर्क दी समझ ते इस्तेमाल दी जानकारी	<ul style="list-style-type: none"> ● विद्यार्थी 'य' शा 'ज़' तकर दे वर्ण कन्ने शुरु होने आहली ऐसिये चीजे दी जानकारी दिती जाई सकदी ऐ, जिंदे कन्ने विद्यार्थी पैहले शा बी वाकफ़ होऐ जां जेहिडियां ओहने पैहले बी दिक्खी दियां होन, जे ऐसियां चीजां नेई न ता उंदे फोटू दस्सियै समझाया जाई सकदा ऐ ● विद्यार्थी गी 'य' शा 'ज़' तकर हर वर्ण दी बनावट समझाँदे होई लिखने दा अभ्यास करोआया जाई सकदा ऐ ● विद्यार्थी गी 'य' शा 'ज़' तकर दे हर वर्ण दे उच्चारण दा फर्क बोली-बोलियै समझाया जाई सकदा ऐ ● विद्यार्थी गी 'क्ष' ते 'ज़' दी बनावट ते उच्चारण दे फर्क गी शैल चाल्ली समझाया जाई सकदा ऐ ● विद्यार्थी गी 'व' ते 'ब' दी बनावट ते उच्चारण दे फर्क गी शैल चाल्ली समझाया जाई सकदा ऐ
21-24 हफ्ता	गिनती/ एक्क थमां पंजाह तकर	एक्क थमां पंजाह तकर दी गिनती शब्दे च लिखना ते बोलना	एक्क थमां पंजाह तकर गिनती दी समझ दा विकास, लेखन ते उच्चारण दी समझ	<ul style="list-style-type: none"> ● बक्खरी-बक्खरी चीजे गी गिनने दा ढंग सखांदे होई गिनती लिखना ते बोलना सखाया जाई सकदा ऐ ● नती, उनतालीं ते नूजा च विद्यार्थी गी अकसर टपले लगदे न, इसलेई इनेंगी खास ढंगे कन्ने समझाया जाई सकदा ऐ

25-28 हफ्ता	पूरी वर्णमाला / 'अ' शा 'ज' तकर	स्वरें ते व्यंजने दा फर्क समझना ते लिखना, व्यंजने दे बक्ख-बक्ख वर्गे गी समझना ते लिखना	स्वरें ते व्यंजने च फर्क दी समझ दा विकास, वर्गे दी बंड दे अधार पर उच्चारण दी समझ दा विकास	<ul style="list-style-type: none"> ● कापी पर नशान लाइयै विद्यार्थी गी उनें नशाने पर वर्णमाला बोली-बोलियै लिखने गी आखेआ जाई सकदा ऐ ● वर्णमाला गी सुर लाइयै पढ़ने-पढ़ानै कन्ने विद्यार्थी दी पढ़ने ते सुननै च रुचि बधदी ऐ, कोशश करो जे उस्सी तर्ज लाई-लाइयै स्वर ते व्यंजन बोलने दी जाच दस्सो, इयां बिना घोटा लाए गै विद्यार्थी गी सारी वर्णमाला चेते होई जाहग ते उस्सी सुनियै समझने दा कौशल बी औग
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Urdu

تعلیمی کیلنڈر

تیاری کے مرحلے جماعت اول (6 تا 7 سال)

تقسیم نصاب و میقات: ہفتہ 1 تا ہفتہ 5

عنوانات: تصاویر کے ذریعے حروف کی صحیح پہچان الف سے ت، ج سے خ

مجازہ سرگرمی	مہارت	آموزشی ماحاصل	تدریسی طریقہ کار و مشق
تصویری کارڈ کے ذریعے سرگرمیاں (بچوں سے حروف کے گروپ میں سے کوئی پانچ حروف کو پڑھنے کے لئے کہیں)	بچے حروف کی شناخت کریں گے اور صحیح تلفظ کے ساتھ بولنے اور لکھنے کی مشق کریں گے۔ حروف کے اوپر یا نیچے نکات کا صحیح استعمال مقصد: سُننا، بولنا اور لکھنا	طلباء توجہ کے ساتھ حروف سنیں گے اور صحیح تلفظ کے ساتھ پڑھیں گے۔ باتیں سننے، بولنے اور غور کرنے کی کوشش کریں گے۔ سُنی ہوئی باتوں کو دہرائیں گے۔ رنگوں کی پہچان کریں گے	حروف جیسے ب پ ت ٹ ث ج بچ ح خ صحیح تلفظ میں پڑھیں، فلیش کارڈ کا استعمال کریں۔ معلم حروف کا خاکہ بنا کر دیں گے اور بچے ان میں بنیادی رنگ بھر کر شناخت کریں گے

تعلیمی کیلنڈر

تیاری کے مرحلے جماعت اول (6 تا 7 سال)

تقسیم نصاب و میقات: ہفتہ 6 تا ہفتہ 10

عنوانات: تصاویر کے ذریعے حروف کی صحیح پہچان دسے غ تک

مجازہ سرگرمی	مہارت	آموزشی ما حاصل	تدریسی طریقہ کار و مشق
<p>ٹوکری کا کھیل ایک سرگرمی جس میں ہر بچہ اپنی مرضی کا کارڈ نکالے گا اور وہ حروف پڑھے گا دوسرا بچہ حروف لکھے گا۔</p> <p>جو دو بچے ٹھیک پڑھیں اور لکھیں ان میں اس دن دوستی کروانا</p>	<p>حروف کی پہچان تصویر دیکھ کر، حروف کی پہچان بلا جھجک بولنا اور لکھنے کی مشق کریں</p>	<p>معلم حروف تہجی کو لے کر فلیش کارڈ کا استعمال کریں تاکہ حروف کی شناخت واضح ہو۔</p> <p>معلم کاپی پر حروف کا خاکہ بنا کر دیں۔</p> <p>معلم بچوں سے روزانہ صفحہ لکھوانے کا اہتمام کریں</p>	<p>معلم ایک جیسے حروف کی پہچان، تلفظ اور فلیش کارڈ کے ذریعے بولنے اور لکھنے کی سرگرمی کروائیں</p>

تعلیمی کیلنڈر

تیاری کے مرحلے جماعت اول (6 تا 7 سال)

تقسیم نصاب و میقات: ہفتہ 11 تا ہفتہ 17

عنوانات: تصاویر کے ذریعے حروف کی پہچان ”ف“ سے لے کر ”ے“ تک

مجازہ سرگرمی	مہارت	آموزشی ماحاصل	تدریسی طریقہ کار و مشق
گروپ سرگرمی میں حصہ لینا جس میں ٹوکری کا کھیل ”پتہ پلٹ“ اور آگے بولو جیسی سرگرمیاں	بچہ سننے، بولنے اور لکھنے کی مشق کرے گا۔ حروف پر نکات کا صحیح استعمال کرنا سیکھ پائے۔ تصویر کو دیکھ کر حروف پڑھنا اور لکھنا آجائے	پڑھتے وقت اردو کی تمام آوازوں کو صحیح طریقے سے ادا کرنا سیکھیں۔ بے ترتیب حروف کو ترتیب دینا سیکھیں۔ حروف کو صحیح تلفظ کے ساتھ بولنے اور لکھنے کی مشق کروائی جائے	معلم حروف تہجی کو لے کر فلیش کارڈ کا استعمال کریں گے تاکہ حروف کی پہچان واضح ہو۔ معلم بچوں پڑھے گئے حروف روزانہ صفحہ لکھوانے کا اہتمام کریں۔ معلم کاپی حروف کا خاکہ بنا کر دیں گے اور بچے ان میں بنیادی رنگ بھر کر شناخت کریں گے

تعلیمی کیلنڈر

تیاری کے مرحلے جماعت اول (6 تا 7 سال)

تقسیم نصاب و میقات: ہفتہ 18 تا ہفتہ 22

عنوانات: حروف تہجی کی چھوٹی اشکال جیسے ب پ س ش ء ذ ی اور شکلوں کو ناموں کے ساتھ جوڑنا

مجازہ سرگرمی	مہارت	آموزشی ماحاصل	تدریسی طریقہ کار و مشق
گروپ سرگرمی میں ”پیڑ سجاؤ“ بڑے پتوں پر حروف تہجی کی مکمل شکل اور چھوٹے پتوں پر چھوٹی اشکال	حروف تہجی کی پہچان اور صحیح تلفظ۔ حروف تہجی کی چھوٹی اشکال کی شناخت اور استعمال	معلم فلیش کارڈ کا استعمال کریں گے تاکہ حروف تہجی کی چھوٹی اشکال کی شناخت ہو۔ معلم بچوں سے روزانہ صفحہ لکھوانے کا اہتمام کریں گے	حروف تہجی کی مکمل پہچان کے بعد حروف تہجی کی چھوٹی اشکال کی شناخت اور ان کا ابتدائی، درمیانی اور اختتامی طور پر استعمال جیسے۔ ب پ س ش ب پ س ش ب پ س ش ب پ س ش

تعلیمی کیلنڈر

تاری کے مرحلے جماعت اول (6 تا 7 سال)

تقسیم نصاب و میقات: ہفتہ 23 تا ہفتہ 30

عنوانات: اعراب ”زبر“ ”زیر“ ”پیش“ کی پہچان اور دو حروف جوڑ سے حروف جوڑ اور چہ حروف جوڑ

مجازہ سرگرمی	مہارت	آموزشی ماحاصل	تدریسی طریقہ کار و مشق
تصویری کارڈ کے ذریعے سرگرمی۔ فلپش کارڈ کی مدد سے حروف کو جوڑنا۔ ”آگے بولو“ جیسی سرگرمی سے پرندوں، پھلوں اور سبزیوں کے نام بولنا، پڑھنا اور لکھنا	حروف کو لفظ بنانا اور لفظ کو حروف میں تبدیل کرنا، صحیح تلفظ اور الفاظ کا صحیح استعمال کرنا سیکھ پائے گا	بچہ اعراب کی جانکاری حاصل کر کے حروف کے جوڑ اور توڑ سیکھ پائے گا۔ اس طرح بچہ پھلوں، سبزیوں، پرندوں اور رنگوں کے نام لکھ اور پڑھ سکے گا	معلم بچوں کو اعراب کی شناخت اور ان کا استعمال کرنا سکھائے اور دو حروف جوڑ، سے حروف جوڑ اور چہ حروف جوڑ اور لفظ کو حروف میں الگ کرنا سکھائے

تحریر کردہ:

ساجد حسین سرمدی (ماسٹر یو پی ایس دہریچہ بھدر واہ)

شازیہ کوثر (اکیڈمک آفیسر جے کے ایس سی ای آر ٹی جموں)

دلنواز خان (سینئر لیکچرار، کاہ پوتہ)



Punjabi

ਪਾਠਕ੍ਰਮ ਵੇਰਵਾ ਸ਼੍ਰੇਣੀ - ਪਹਿਲੀ (Class- 1st)

ਕ੍ਰਮ ਸੰਖਿਆ Sr.No.	ਸਮਾਂ Time	ਵਿਸ਼ਾ Content	ਸਿਖਣ ਦੇ ਨਤੀਜੇ Learning outcome.	ਯੋਗਤਾ Competancy	ਸੁਝਾਈ ਗਈ ਸਿਖਿਆ ਸ਼ਾਸਤਰੀ ਪ੍ਰਕਿਰਿਆ Suggestive activities
1.	1-6 ਹਫ਼ਤੇ	ੳ ਅ ਏ ਸ ਹ ਕ ਖ ਗ ਘ ਙ ਚ ਛ ਜ ਝ ਞ ਟ ਠ ਡ ਢ ਣ	ਬੱਚਿਆਂ ਨੂੰ ਚਿਤਰਾਂ ਰਾਹੀਂ ਇਹਨਾਂ ਅੱਖਰਾਂ ਦਾ ਗਿਆਨ ਕਰਵਾਉਣਾ ਅਤੇ ਉਚਾਰਣ ਕਰਵਾਉਣਾ ।	ਪਹਿਚਾਣ ਅਤੇ ਉਚਾਰਣ ੲ, ਣ ਨਾਸਿਕ ਅੱਖਰਾਂ ਦਾ ਸਹੀ ਢੰਗ ਨਾਲ ਉਚਾਰਣਾ ।	ਵੱਖ - ਵੱਖ ਚਿਤਰਾਂ ਤੇ ਫਲੈਸ਼ ਕਾਰਡਾਂ ਰਾਹੀਂ ਅੱਖਰਾਂ ਦੀ ਪਹਿਚਾਣ ਤੇ ਸ਼ਬਦਾਂ ਦਾ ਅੱਖਰਾਂ ਨਾਲ ਮੇਲ ।
ਗਰਮੀਆਂ ਦੀ ਛੁੱਟੀਆਂ					
2.	12-14 ਹਫ਼ਤੇ	ਤ ਥ ਦ ਧ ਨ ਪ ਫ ਬ ਭ ਮ ਯ ਰ ਲ ਵ ਝ ਸ ਖ ਗ ਜ ਡ ਲ	ਅੱਖਰਾਂ ਦੀ ਸਹੀ ਪਹਿਚਾਣ ਅਤੇ ਉਚਾਰਣ	ਉਚਾਰਣ ਵਿੱਚ ਸੁੱਧਤਾ	ਚਾਰਟ ਰਾਹੀਂ ਸਹੀ ਢੰਗ ਨਾਲ ਅੱਖਰਾਂ ਦੀ ਪਹਿਚਾਣ ਤੇ ਸ਼ਬਦਾਂ ਨਾਲ ਮੇਲ ਅਤੇ ਟੋਕਵੇਂ ਅੱਖਰਾਂ ਦਾ ਅਭਿਆਸ ।
3.	15-18 ਹਫ਼ਤੇ	ਦੋਵੇਂ ਮੁਕਤੇ, ਅੱਧਕ ਕੰਨਾ ਸਿਹਾਰੀ (f) ਬਿਹਾਰੀ (i)	ਸਹੀ ਢੰਗ ਨਾਲ ਪੜ੍ਹਨਾ ਤੇ ਲਿੱਖਣਾ ਮੁਕਤੇ ਤੇ ਅਧੱਕ ਦਾ ਫਰਕ ਸਮਝਣਾ । ਲਗਾਂ ਦੀ ਜਾਣਕਾਰੀ ।	ਅਧੱਕ ਦੀ ਮਹੱਤਤਾ ਨੂੰ ਸਮਝਣਾ, ਲਗਾਂ ਦੇ ਸਹੀ ਪ੍ਰਯੋਗ ਦੀ ਯੋਗਤਾ ।	ਤਸਵੀਰਾਂ ਰਾਹੀਂ ਅੱਖਰਾਂ ਦੇ ਸਹੀ ਜੋੜ ਬਣਵਾਉਣੇ
4.	19-22 ਹਫ਼ਤੇ	ਲੱਗ : ਔਕੜ (_) ਦੁਲੈਂਕੜੇ : (ੂ)	ਲਗਾਂ ਦੀ ਪਹਿਚਾਣ ਤੇ ਸਹੀ ਢੰਗ ਨਾਲ ਉਹਨਾਂ ਦਾ ਪ੍ਰਯੋਗ	ਪਹਿਚਾਣ, ਗਿਆਨ ਅਤੇ ਉਚਾਰਣ ।	ਕਾਰਡ ਰਾਹੀਂ ਲਗਾਂ ਦੀ ਪਹਿਚਾਣ ਬੱਚਿਆਂ ਦੇ ਵਰਗ ਬਣਾ ਕੇ ਚਾਕ ਬੋਰਡ ਤੇ ਲਗਾਂ ਦਾ ਅਭਿਆਸ ।

5.	23-28 ਹਫ਼ਤੇ	ਲੱਗ : ਲਾਵਾਂ (), ਦਲਾਵਾਂ (), ਹੋੜਾ () ਕਲੋੜਾ (), ਟਿੱਪੀ (), ਬਿੰਦੀ (), ਦੁੱਤ ਅੱਖਰ, ਹਫ਼ਤੇ ਦੇ ਦਿਨ, ਸਾਲ ਦੇ ਬਾਰਾਂ ਮਹੀਨੇ । i) ਦੇਸੀ ਮਹੀਨੇ ii) ਅੰਗਰੇਜ਼ੀ ਮਹੀਨੇ, ਰੰਗਾਂ ਦੀ ਪਛਾਣ ਗਿਣਤੀ	ਲਗਾਂ ਦੀ ਪਹਿਚਾਣ ਤੇ ਸਹੀ ਢੰਗ ਨਾਲ ਉਹਨਾਂ ਦਾ ਸ਼ਬਦਾਂ ਵਿੱਚ ਪ੍ਰਯੋਗ । ਅੱਖਰਾਂ ਦੇ ਮੇਲ ਰਾਹੀਂ ਸਹੀ ਸ਼ਬਦ ਬਣਾਉਣ ਦੇ ਯੋਗ ਬਣਨਾ ।	ਸਹੀ ਸ਼ਬਦ ਬਣਾਉਣੇ ।	ਵੱਖ - ਵੱਖ ਸਰਗਰਮੀਆਂ ਰਾਹੀਂ ਬੱਚਿਆਂ ਦੀ ਦੁਹਰਾਈ ।
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Kashmiri

بکوز کرنه آمشدریسی عملہ (Pedagogical Process)	نتیجمن تر (Learning Outcome)
<ul style="list-style-type: none"> • کلاس تہ سکولس منزگرهن واجبن سرگرین منزشرین ہنزشرکت لیلینی بناوپی تہ من حوصلہ افزایی کرپی۔ • سربن ہندی ذالی بجرہ تہ دلپہ بیان کرنک۔ من موعہ دین۔ • سربن چھ گون واریاہ پسند آسان لہذاپز۔ من الگ الگ تہ جمائرن منزگبونک موعہ دین۔ • محلف فسچہ سکله دنہ یمہ کاسرچبن آوازن ہنز مائیدگی کران آسن۔ • مولہ اچھر تہ سہل لفظ لبکھناوپی۔ لیکھنہ وز اچھرن ہند سائز تہ شکل، حرون، لفظن تہ جملن درمیان مناسب جاے ترونک خیال تھاون۔ مشکل لفظن ہند املا تہ وزوز مسق کرماوپی۔ 	<ul style="list-style-type: none"> • KMR101- اچھرچھ مھیک پامھی لبکھان۔ آواز تہ آواز لسانہ ورتاؤمھ چھ لفظ لبکھان۔ • KMR102- پالس انڈی پچھی ماقولس منزچھ محلف نشان تہ علامٹن پچھان۔ • KMR103- لظمن تہ باتن منزچھ ہم آواز لفظ پچھان۔
	<ul style="list-style-type: none"> • KMR104- شکله چھ پچھان، اچھرن ہنز آواز سمجھتھ چھ موعہ شروع سپن والی لفظ لبکھان۔
	<ul style="list-style-type: none"> • KMR105- عام کتھ بامھ ہندی لفظ چھ زمان تہ وراوان۔
	<ul style="list-style-type: none"> • KMR106- پالس انڈی پچھی موجود جاورن تہ جاناوارن مسعلق چھ لبکھان۔
	<ul style="list-style-type: none"> • KMR107- پدنی سرورث باونہ تہ زانکاری

حاصل کرنے باپتھ چھ پننہ ماجہ زیو منہ سوالہ
پڑھان۔

• KMR108- پالے بناو میا دینہ آمڑ سکلہ
ہندہن اگن ہندی ماوچھ لبکھان۔

• KMR109- بدہ بکن دہن اگن ہندی ماوچھ
لبکھان۔

• KMR110- سا د جلمہ چھ بناوان۔

نمبر شمار	وق	موضوع / عنوان	پنجھن تر / جز پنجھن تر	کلیدی جز	تجويز کرنے آ مشن در پسی عمل
1	1 پہچہ 6 ہصتہ	صفحہ (1-4)	KMR101- اچھر چھ مھیک پا عھی لبکھان۔ آواز تہ آواز لشانہ ورتاؤ مھ چھ لفظ لبکھان۔ KMR102- پاس ائدی پچھی ما حوس منز چھ مختلف لشان تہ علامنن چھامان۔	* اچھر * آواز	ملاہ اچھرن ہننزان دئی۔ (ا۔ ب) شکلن ہننمدتہ دئی اچھر پنچھناؤنی۔ آا صدائے بچہ پنچھناؤنی۔ بچہ ہرناؤنی زباؤ اچھر پنچھ تہ من آواز یاد روان۔ من مختلف کامہ دینہ پنچھ تہ من اچھرن ہننزان ہلاؤ پاس گوی۔ لگی یا پلا سگی اچھر بناؤتہ شرن اتھن منن دئی۔ کتابہ ہنن مختلف چرن ہننزان دئی۔
2	7 پہچہ 12 ہصتہ	صفحہ (5-9)	KMR103 لظمن تہ بائن مشن چھ ہم آواز لفظ چھامان۔ KMR105- عام کھہ با مھ ہندی لفظ چھ زمان تہ ورماوان۔	* لیگھن * اچھرن ہننزان	ہنن صفن بیٹہ دینہ آہن اچھر بچہ پنچھناؤنی۔ گوڈکی زور صدائے اچھر بچہ زو کدناؤنی۔ آا آوازن ہنن مختلف مالہ بچہ پنچھناؤنی۔ شرن گوی یوڈس بیٹہ لیگھن دین تہ کالی بیٹہ ہاون۔ تھ۔۔۔ چھ تام اچھرن ہننزان دئی۔

<p>ہمن صغفن بیٹھ دینہ آہمی اجمریچہ بیٹھنا ہونہ۔ اجمرن ہنہ مختلف صولڑ پچہ بیٹھنا ہونہ۔ آوازن ہندورسا و شری کرنا ہونہ۔ پچہ بیٹھنا ہونہ اکہ بیٹھ پانڈن تام گوند۔ تینن جانا دارن ہندی ناو لیکننا ہونہ۔ گرموہو پانڈن چرن ہندی ناو پچہ بیٹھنا ہونہ۔</p>	<p>* گزند * جانا وارن ہندی ناو * چرن ہندی ناو</p>	<p>KMR108- پالے بنا و مریا دینہ آمڑ سکلہ ہندین اگن ہندی ماوچھ لبکھان۔ KMR110- ساڈ جلمہ چھ بنا وان۔</p>	<p>صفحہ (29-44)</p>	<p>25 پتھ 30 ہفتہ</p>	<p>5</p>
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Government of Jammu & Kashmir

FOUNDATIONAL STAGE

Academic Calender-Cum-Syllabus

Grade -2nd

Session 2023-24



State Council of Educational Research & Training



English

Time Line	Name of the topic	LO/ Part of LO	Competencies	Suggested Activities
Week 1 to Week 2	My Mom	<p>Eng201 sings songs or rhymes with action</p> <p>Eng202 responds to comprehension questions related to poems in home language or English</p> <p>ECL2-5.2 Sings songs or rhymes with action. forms new rhyming words.</p>	<ul style="list-style-type: none"> ❖ Listening ❖ Speaking ❖ understanding ❖ Development of vocabulary 	<p>Singing action songs/poems is a fun way to help toddlers expand their vocabularies. But it can be a challenge for them to learn the words and coordinate the movements at the same time.</p> <p>Try the following ideas when you introduce an action song/poem</p> <ul style="list-style-type: none"> ➤ Take it slow when you introduce a new poem. ➤ Let each child participate in his way and at his own pace. ➤ Give children lots of chances to practice over and over again. ➤ Pair words with actions and gestures to make it easier for children to learn and remember the words. We can do simple activities such as keeping our fingers on our cheeks, moving our hands up and down, stepping around, making facial expressions, or playing rhythm instruments in time with the music.
Week 3 to Week 4	Our Helpers	<p>Eng203 identifies characters</p> <p>Eng204 expresses verbally her or his opinion and asks questions about the characters in English or home language</p> <p>ECL2-5.1a Expresses verbally her or his likes/dislikes about the characters in English or home language.</p>	<ul style="list-style-type: none"> ❖ Listening ❖ Speaking ❖ Communication 	<ul style="list-style-type: none"> ❖ Role-play is an excellent way of getting our students to practice their English. ❖ They simulate real-life situations. It is an essential component in the learning process of the children. ❖ Boost every child to take part in a role-play activity.
Week 5 to Week 6	Rain	<p>Eng201 sings songs or rhymes with action</p> <p>Eng202 responds to comprehension questions related to poems in home language or English</p> <p>Eng209 listen to instructions and draws a picture</p> <p>ECL2-5.2 Sings songs or rhymes with action. forms new rhyming words.</p>	<ul style="list-style-type: none"> ❖ Fluency ❖ Listening and speaking ❖ Reading comprehension ❖ Vocabulary development 	<ul style="list-style-type: none"> ❖ Make students sing or recite collectively songs or poems or rhymes with action. ❖ Ask simple questions, for example, on new words, rhyming words in the poem, etc. ❖ Ask the students to draw pictures related to the topic

Week 7 to Week 9	The Snow Adventures	<p>Eng202 responds to comprehension questions related to story in home language or English</p> <p>Eng203 identifies characters in a story</p> <p>Eng204 expresses verbally her/his opinion and ask questions about the characters, storyline, etc in English or home language.</p> <p>Eng205 draws or writes a few words or short sentence in response to the story</p> <p>Eng209 listens to instructions and draws a picture</p> <p>Eng210 uses pronouns related to gender like his/her, he/she, it and other pronouns</p> <p>ECL2-5.6 Recognises and writes/draws frequently occurring word/picture in a story being read.</p> <p>ECL2-5.8 Creates a poster on their self-created story</p>	<ul style="list-style-type: none"> ❖ Understanding ❖ Listening ❖ Speaking, ❖ Creative thinking ❖ Vocabulary development 	<ul style="list-style-type: none"> ❖ Make the learners practice to write 2-3 sentences in English language in response to the story ❖ Perform different types of activities with students to make them understand the use of pronouns related to gender such as he, she, his, her, and demonstrative pronouns such as this, that, these, those etc. ❖ Arrange poster making competition so that students can ❖ create different types of posters.
Week 10 to Week 11	Lets Play	<p>Eng201 sings songs or rhymes with action</p> <p>Eng202 responds to comprehension questions related to poems in home language or English</p> <p>Eng205 draws or writes a few words or short sentence in response to the poem.</p> <p>Eng209 listens to instructions and draws a picture</p> <p>Eng212 composes and writes simple, short sentences with space between words</p>	<ul style="list-style-type: none"> ❖ Listening and speaking ❖ Reading comprehension ❖ Vocabulary development ❖ Creativity 	<ul style="list-style-type: none"> ❖ Ask the students to draw or arrange different types of pictures related to games and paste them in the notebook. ❖ Ask them to write one sentence related to the game.
Week 12 to Week 14	Birbals Wit	<p>Eng202 responds to comprehension questions related to story in home language or English</p> <p>Eng203 identifies characters in a story</p> <p>Eng204 expresses verbally her/his opinion and ask questions about the characters, storyline, etc in English or home language.</p> <p>Eng205 draws or writes a few words or short sentence in response to the story.</p> <p>Eng207 uses simple adjectives related to size, shape, colour, weight, texture such as big, small, round, pink, red, heavy, soft etc.</p>	<ul style="list-style-type: none"> ❖ Listening and speaking ❖ Reading comprehension ❖ Appreciation of wit and wisdom 	<ul style="list-style-type: none"> ❖ Make the students read the lesson and share their views about the story. ❖ Encourage the students to read more stories. ❖ Engage the students in different types of activities to understand the concept of describing words and use them in their writing. ❖ Make them understand the concept of comparison

		<p>Eng209 listens to instructions and draws a picture</p> <p>Eng212 composes and writes simple, short sentences with space between words</p> <p>ECL2-5.1a Expresses verbally her or his likes/dislikes about the characters, storyline, etc., in English or home language.</p> <p>ECL2-5.3 Predicts the story, talks about the characters bilingually.</p> <p>ECL2-5.4 Responds to the questions related to stories and poems, in home language or English or sign language, orally and in writing (phrases/short sentences)</p> <p>ECL2-5.6 Recognises and writes/draws frequently occurring word/picture in a story being read.</p> <p>ECL2-5.7 Tries to decode unfamiliar words while reading.</p>		
Week 15 & Week 16	Shapes	<p>Eng201 sings songs or rhymes with action</p> <p>Eng202 responds to comprehension questions related to poems in home language or English</p> <p>Eng205 draws or writes a few words or short sentence in response to the poems</p> <p>ECL2-5.2 Sings songs or rhymes with action. forms new rhyming words.</p>	<ul style="list-style-type: none"> ❖ Fluency ❖ Listening and speaking ❖ Reading comprehension ❖ Observation 	<ul style="list-style-type: none"> ❖ Ask the students to draw different types of shapes and colour them. ❖ Ask the students to collect things or pictures of different shapes and paste them on the chart to categorise them as per their shape and speak few lines on any picture they like.
Week 17 to Week 19	The wind and the Sun	<p>Eng203 identifies characters in a story</p> <p>Eng204 expresses verbally her/his opinion and asks questions about the characters, storyline, etc., in English or home language.</p> <p>ECL2-5.3 Predicts the story, talks about the characters bilingually.</p> <p>ECL2-5.4 Responds to the questions related to stories and poems, in home language or English or sign language, orally and in writing (phrases/short sentences).</p>	<ul style="list-style-type: none"> ❖ Listening and speaking ❖ Reading comprehension ❖ Dialogue conversation ❖ Vocabulary development ❖ Use grammar item in context. 	<ul style="list-style-type: none"> ❖ The teacher will demonstrate different types of activities which help the students to use the noun in the context. ❖ Ask the students to perform a skit on any topic. ❖ The teacher will narrate a story to the children and prompt them to guess the end of the story.

Week 20 to Week 21	My Senses	<p>Eng201 sings songs or rhymes with action Eng202 responds to comprehension questions related to poems in home language or English Eng205 draws or writes a few words or short sentence in response to the ECL2-5.2 Sings songs or rhymes with action. forms new rhyming words. ECL2-5.10 Writes selective rhyming words in pair</p>	<ul style="list-style-type: none"> ❖ Listening and Speaking ❖ comprehension ❖ Vocabulary development ❖ Use Grammar item in context. ❖ Fluency ❖ Listening and speaking ❖ Reading ❖ Comprehension ❖ Aesthetic sense 	<ul style="list-style-type: none"> ❖ Recitation of the poem to be done by the students. ❖ Ask the students to draw the pictures of five sense organs
Week 22 to Week 24	The Fox and The Chick	<p>Eng203 Identifies characters, and sequence of events in a story Eng204 expresses verbally her/his opinion and ask questions about the characters, storyline, etc in English or home language. Eng205 draws or writes a few words or short sentence in response to the story Eng212 composes and writes simple, short sentences with space between words ECL2-5.7 Tries to decode unfamiliar words while reading.</p>	<ul style="list-style-type: none"> ❖ Listening and Speaking ❖ Reading comprehension ❖ Vocabulary development ❖ Use grammar item in context. ❖ Empathy 	<ul style="list-style-type: none"> ❖ Teacher will narrate a similar story with the help of picture cards highlighting the theme of empathy ❖ Ask the students to retell the story by arranging the picture cards in a sequence.
Week 25 to Week 26	My Beautiful tree	<p>Eng201 sings songs or rhymes with action Eng202 responds to comprehension questions related to poems in home language or English ECL2-5.2 Sings songs or rhymes with action. forms new rhyming words. ECL2-5.10 Writes selective rhyming words in pair. ECL2-5.14 Draws or writes a few words or short sentence in response to the environment (birds, plants, garden, etc.)</p>	<ul style="list-style-type: none"> ❖ Listening ❖ Speaking ❖ Reading comprehension ❖ Vocabulary development ❖ Fluency ❖ Listening and speaking ❖ Reading comprehension ❖ Dialogue conversation ❖ Vocabulary development 	<ul style="list-style-type: none"> ❖ Ask the students to read the poem aloud with proper expressions and actions. Avoid explanation as much as possible, especially of poems. let them enjoy the beauty of the poem and understand on their own. ❖ Take the students out in the garden ❖ Initiate a conversation about the importance of trees and let everyone be an active participant. ❖ Ask them to answer the following questions. <ol style="list-style-type: none"> 1. How are trees born? 2. Do trees need water and food? 3. Are trees living or non- living? 4. Is it possible for a tree to get sick like us? 5. How can you help trees?

Week 27 to Week 28	Our Chinara Tree	<p>Eng203 identifies characters</p> <p>Eng204 expresses verbally her or his opinion and asks questions about the characters in English or home language</p> <p>Eng208 listens to short texts from children’s section of newspapers, read out by the teacher.</p> <p>Eng211 uses preposition like “before”, “between”</p> <p>ECL2-5.1a Expresses verbally her or his likes/dislikes about the characters in English or home language.</p> <p>ECL2-5.3 Predicts the story, talks about the characters bilingually.</p> <p>ECL2-5.7 Tries to decode unfamiliar words while reading.</p> <p>ECL2-5.8 Creates a poster on their self-created story.</p> <p>ECL2-5.12 Read texts other than the textbooks such as children’s magazine, etc.</p>	<ul style="list-style-type: none"> ❖ Listening and speaking ❖ Reading comprehension ❖ Observation ❖ Use grammar items in context ❖ Development of vocabulary ❖ Development of ❖ Creativity 	<ul style="list-style-type: none"> ❖ Encourage the students to write 2-3 sentences describing uses of trees using adjectives, prepositions and sight words like “This is a tree. It has green leaves. We get food from trees.” ❖ Encourage students to read newspapers and children’s magazines in English ❖ Talk to their peers in English/home language relating to festivals and events (Van Mahotsav) at home and schools. ❖ Make them aware about the importance of planting trees. ❖ Ask them to water plants and not to pluck flowers. ❖ Inculcate the spirit of keeping their environment neat and clean.
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Note:- The teachers shall apply different methods and materials to enable children to develop the understanding of concepts embedded in the themes wherein multilingual approach has also a role. Moreover, the activity oriented textual exercises are important for the development of grammatical concepts in context. These should be transacted through a variety of activities. Thus, linguistic development can be facilitated through games, puzzles, jigsaw, matching, questioning, debating, discussing, role playing and dramatizing, etc. Activity based learning, Art Integrated Learning and gamified learning have a special role in linguistic development. Teachers should integrate activities, art and games in their lesson plans while delivering the content



Mathematics

Suggested Pedagogical Processes	Learning Outcomes
<p>The learner may be provided opportunities in pairs/groups/individually and encouraged to —</p> <ul style="list-style-type: none"> ❖ identify number naming and number writing patterns, read and write numbers up to 99 ❖ apply the understanding of place value of numbers while grouping & recognising them ❖ add 2-digit numbers up to 99 by using addition facts up to 9 ❖ develop and use alternate strategies for addition and subtraction of numbers ❖ explore situations in which addition and subtraction of numbers is required. For example combining two groups, enlarging a group by adding more objects ❖ develop their own contextual situations/ questions based on subtraction and addition ❖ create situation/ context in which a number has to be repeatedly added ❖ trace different faces of 3D objects on paper and name their corresponding 2D Shapes ❖ classify shapes based on their physical attributes through cut out/ paper folds of different shapes ❖ use observations/ sense of touch to describe the shapes and their physical attributes ❖ add up to numerical value of Rs. 100, by using concrete play money of different denominations ❖ measure different lengths/ distances by using uniform but non-standard unit ❖ discuss and share the experiences of children while they observe different balances for weighing objects ❖ construct their own balance (simple) and weigh and compare the weights of different things around them ❖ compare the capacity of two or more containers ❖ discuss about the special day/ particular day of a week when children share time and house related work with their family members ❖ verbalise the unit of repeat in a pattern and make ideas about their extension ❖ extend patterns created by using shapes, thumb print, leaf print and numbers, etc. ❖ collect information from people around, record it and draw some inference from it. 	<p>The learner —</p> <ul style="list-style-type: none"> ➤ MAT201 Works with two-digit numbers – reads and writes numerals for numbers up to 99 – uses place value in writing and comparing two digit numbers. – forms the greatest and smallest two-digit numbers (with and without repetition of given digits) – solves simple daily life problems/ situations based on addition of two-digit numbers – solves daily life situations based on subtraction of two digit numbers – represents an amount up to Rs. 100 using 3-4 notes and coins (of same/ different denominations of play money) ➤ MAT202 Describes basic 3D and 2D shapes with their observable characteristics – identifies basic 3D-shapes such as cuboids, cylinder, cone and sphere by their names – distinguishes between straight and curved lines – draws/ represents straight lines in various orientations (vertical, horizontal, slant) ➤ MAT203 Estimates and measures length/distances and capacities of containers using uniform non-standard units like a rod/pencil, cup/ spoon/bucket etc. ➤ MAT204 compares objects as heavier/lighter than using simple balance. ➤ MAT205 identifies the days of the week and months of the year ➤ MAT206 sequences the events occurring according to their duration in terms of hours/days; for example, does a child remain in school for a longer period than at home? ➤ MAT207 draws inference based on the data collected such as the number of vehicles used in Raju’s house is more than that in Rishita’s. ➤ MAT208 Counting in groups and Skip counting by 2’s, 3’s,5’s & 10’s. ➤ MAT209 Understand the value of ones, tens and how many ones make up a ten, how many tens make up a hundred, etc. Be able to comprehend what the place values of a given number represent. Understand how expanded form relates to the formation of a number with base ten blocks. ➤ MAT210 Children learn that capacity describes how much a container could hold. They compare different containers and describe which has the greatest capacity and which has the smallest capacity.

Timeline	Topic/ Content	LO/ Part of LO	Key Areas	Suggestive Activities
Week 1 to Week 3	What is Long, What is Round?	<p>The learner — MAT202</p> <ul style="list-style-type: none"> ❖ Describes basic 3D and 2D shapes with their observable characteristics ❖ Identifies basic 3D-shapes such as cuboids, cylinder, cone and sphere by their names ❖ Distinguishes between straight and curved lines ❖ Draws/ represents straight lines in various orientations (vertical, horizontal, slant). <p>Part of Lo's</p> <ul style="list-style-type: none"> • Handling different objects that are long and round and that can roll and slide. • Can learn about different shapes of objects by playing games. 	<ul style="list-style-type: none"> ❖ Observe and describe shapes of different objects ❖ Similarities and differences among their properties i.e., physical features. ❖ Objects and shapes having edges, corners, faces. ❖ Things that can roll and slide. ❖ Comparison of tallest and shortest things. ❖ Attributes of identifying 2-D and 3-D figures ❖ Critical thinking 	<ul style="list-style-type: none"> ➤ Guessing game to know different objects and their shapes. ➤ Show things to students which can roll and slide. ➤ Handling different object which can roll and slide. ➤ Making post card Stronger stand. ➤ Recitation of poem what is long, what is round. ➤ Making a tree with the help of paper.
Week 4 to Week 5	Counting in Groups	<p>MAT208 Counting in groups and Skip counting by 2's, 3's & 5's</p> <p>Part of Lo's</p> <ul style="list-style-type: none"> • Can learn arranging things in pairs. • Can learn to count the numbers in groups. 	<ul style="list-style-type: none"> ❖ Look and guess the number of things. ❖ Arranging things in groups. ❖ Keeping things in pairs. ❖ Activities for use of ordinal numbers. ❖ Problem Solving ❖ Critical thinking 	<ul style="list-style-type: none"> ➤ Arranging things in groups. ➤ Keeping things in pairs. ➤ Joining dots in order. ➤ Standing in groups in 2,3,5 through a game. ➤ Guess which is more or less. ➤ Knowing about ordinal numbers. ➤ Children standing in lines & give instructions in such a way that second child will clap your hands, third child will pull your nose.
Week 6 to Week 7	How much can you carry	<p>MAT204 compares objects as heavier/lighter than using simple balance.</p> <p>Part of Lo's</p> <ul style="list-style-type: none"> • To know about heavier and lighter things. • To make unequal things equal by estimation. 	<ul style="list-style-type: none"> ❖ To get Knowledge about heavier and lighter things. ❖ Get knowledge from story of the clever donkey and his heavy sack (story). ❖ To learn the reason behind the working sea-saw ❖ Identifying the problem ❖ Analyze ❖ logical reasoning developed 	<ul style="list-style-type: none"> ➤ Experiments to show salt and sugar dissolve in water but wool, cotton absorb water. ➤ Playing in the sea saw or use of balance to demonstrate heavier or lighter. ➤ Use of balance to measure things. ➤ Handling units of measuring things. ➤ Colour the one which is lighter.

Week 8 to Week 9	Counting in Tens	<p>MAT208 Counting in groups and Skip counting by 2's, 3's, 5's & 10's.</p> <p>Part of Lo's</p> <ul style="list-style-type: none"> • Can be able to arrange things in tens. • Learn to make flower garlands out of beads in tens. • Concept of tens ones. 	<ul style="list-style-type: none"> ❖ Counting of numbers in tens. ❖ Make groups of things in tens. ❖ Different arrangement of 10 Bindi. ❖ Make bundles of 10 with the help of materials such as sticks or beads. ❖ Develop Oral name of number. ❖ Problem solving skill developed ❖ Develop critical thinking 	<ul style="list-style-type: none"> ➤ Collect objects like flowers beads, Bindi stories. ➤ Count the number with the help of abacus. ➤ Threading the beads in tens. ➤ Arrange 10 Bindis in different designs. ➤ Write number in ones and tens.
Week 10	Tens and Ones	<p>MAT209</p> <ul style="list-style-type: none"> ❖ Understand the value of ones, tens and how many ones make up a ten, how many tens make up a hundred, etc. ❖ Be able to comprehend what the place values of a given number represent. ❖ Understand how expanded form relates to the formation of a number with base ten blocks. <p>Part of Lo's</p> <ul style="list-style-type: none"> • Concept of Tens and ones using 10-rupee notes and 1-rupee coins. • Writing numbers in Tens and ones e.g., $25 = 10 + 10 + 1 + 1 + 1 + 1 + 1$ = 2 tens and 5 ones. • Reading of Price tags Rs 25 = Rs 10 + Rs 10 + Re1 + Re 1 + Re 1 + Re 1 + Re1. • Adding of 10-rupee notes and 1-rupee coins to make different denominations. 	<ul style="list-style-type: none"> ❖ Student will be able to write numbers in tens and ones. i.e., $25 = 2$ Tens and 5 Ones. ❖ Students will know about place values up to tens. ❖ Students will be able to add different combinations of denominations of Rs 10 notes and Re 1 coin. ❖ Develops problem solving skills 	<ul style="list-style-type: none"> ➤ Using 10-rupee notes and 1-rupee coins and grouping them into tens and ones. ➤ Activity of making garland using 10 flowers or twenty flowers. ➤ Counting's in tens and ones using triangular and square cards. ➤ Dividing the class into groups of tens.
Week 11 to Week 12	Patterns	<p>MAT206 sequences the events occurring according to their duration in terms of hours/days.</p> <p>For example, does a child remain in school for a longer period than at home?</p> <p>Part of Lo's</p>	<ul style="list-style-type: none"> ❖ Making of design. ❖ Recognises the basic unit of generating patterns. ❖ Complete the patterns by understanding and observing the patterns. ❖ Develop problem solving skills 	<ul style="list-style-type: none"> ➤ Shapes, numbers Bindi, alphabets can be arranged in different patterns. ➤ Drawing gate grill patterns window, grill pattern of school & class room.

		<ul style="list-style-type: none"> • Identify simple Symmetrical patterns. • To able to draw various patterns. • To know patterns through colours, shapes. • To know about the number patterns, alphabet patterns. • To identify patterns in his or her surroundings. • To recognise the basic unit of generating patterns. 	<ul style="list-style-type: none"> ❖ Develop logical reasoning ❖ Develop critical thinking 	<ul style="list-style-type: none"> ➤ Drawing patterns for saree, dress, curtains, pillow, bedsheet. ➤ Making patterns with match stick complete the pattern with colour.
Week 13 & 14	Footprints	<p>MAT203 Estimates and measures length/distances and capacities of containers using uniform non-standard units like a rod/pencil, cup/ spoon/bucket etc.</p> <p>Part of Lo's</p> <ul style="list-style-type: none"> • Tracing of objects of different shapes. • Know the footprints of animals and human beings. 	<ul style="list-style-type: none"> ❖ Footprints of different animals. ❖ Comparison of Footprints of different animals. ❖ Objects of different shapes. ❖ Problem solving skills ❖ Creativity and innovation 	<ul style="list-style-type: none"> ➤ Matching animals with their footprints. ➤ Draw your footprints and your friend's footprints on the floor and compare which is smaller. ➤ Trace and guess the objects traced. ➤ Draw the missing things in the given pictures. ➤ Trace the objects of different shapes. ➤ Make a group of objects of similar shapes.
Week 15 To Week 16	Jugs and Mugs	<p>MAT210 Children learn that capacity describes how much a container could hold. They compare different containers and describe which has the greatest capacity and which has the smallest capacity.</p> <p>Part of Lo's</p> <ul style="list-style-type: none"> • Liquid to be measured in different shapes of containers. • fill water in different shapes of containers which holds more water & which contains less. 	<ul style="list-style-type: none"> ❖ Concept of measurement and Volume. ❖ Capacity of different contains. ❖ Compare the volume of different vessels used by the children. ❖ Collaboration ❖ Judgement and hence develop critical thinking 	<ul style="list-style-type: none"> ➤ Carry out experiments in groups to perform measurements. Discussion of key vocabulary, results and conclusions. ➤ Lemon drink Activity Tell the learners to make and enjoy lemon drink contained in different containers having different capacities. ➤ Role play activity <ul style="list-style-type: none"> • Narrating the story of thirsty crow. • Collection of different containers/vessels used in day-to-day life.
Week 17	My Funday	<p>MAT205 identifies the days of the week and months of the year.</p> <p>Part of Lo's</p> <ul style="list-style-type: none"> • Learner should be able.to write the days of a week and the months of year. • Understanding the concept of before and after of days and months. 	<ul style="list-style-type: none"> ❖ Days of the week. ❖ Concept of before and after in using a calendar. ❖ Concept of yesterday, today and tomorrow. ❖ Reading of class timetable 	<ul style="list-style-type: none"> ➤ Poems on days of a week and months of a year. ➤ Reading of class Time Table ➤ Using fist (Close hand activity) to remember the long and short months (starting with January the long months sit on the knuckles while short months are in the spaces between.) ➤ Reading of Calendar

		<ul style="list-style-type: none"> • Students should be able to read a calendar. • Students should be able to read the class Time table 	<ul style="list-style-type: none"> ❖ Months of the year Reading a calendar. ❖ Reading ❖ Understanding 	
		<p>MAT202</p> <ul style="list-style-type: none"> ❖ Describes basic 3D and 2D shapes with their observable characteristics ❖ Identifies basic 3D-shapes such as cuboids, cylinder, cone and sphere by their names ❖ Distinguishes between straight and curved lines ❖ Draws/ represents straight lines in various orientations (vertical, horizontal, slant) <p>Part of Lo's</p> <ul style="list-style-type: none"> • Should be able to draw and recognize curved and straight lines, standing, sleeping and slanting lines. • Should be able to draw different types of pictures with the help of dancing lines and joining dots. 	<ul style="list-style-type: none"> ❖ Concept of Standing, Slanting and Sleeping lines. ❖ Concept of straight and curved lines. ❖ Making designs with dots. ❖ Stick drawing. 	<ul style="list-style-type: none"> ➤ Draw straight and curved lines, sleeping, slanting and standing lines. ➤ Forming letters of English alphabet and numbers with the help of match sticks. ➤ Stick drawing.
Week 19to Week 20	Add our Points	<p>MAT201 Solves simple daily life problems/situations based on addition of two-digit numbers.</p> <p>Part of Lo's</p> <ul style="list-style-type: none"> • Will be able to write numbers from 1 – 100. • Will be able to add two 2-digit numbers. • Will be able to add 3 single digits numbers. 	<ul style="list-style-type: none"> ❖ Numbers 1 -100. ❖ Addition of two 2-digit numbers. ❖ Addition of 3 single digit numbers. 	<ul style="list-style-type: none"> ➤ Snake and Ladder game to learn addition. ➤ Ludo to learn addition of numbers mentally. ➤ Adding of 3 single digit numbers mentally. <ul style="list-style-type: none"> i) $4 + 3 + 5 = \dots\dots\dots$ ii) $8 + 1 + 3 = \dots\dots\dots$
Week 21 to Week 22	Give and take	<p>MAT201</p> <ul style="list-style-type: none"> ❖ Works with two-digit numbers ❖ Reads and writes numerals for numbers up to 99 ❖ Uses place value in writing and comparing two-digit numbers. 	<ul style="list-style-type: none"> ❖ Developing the concrete experience of making groups of tens using materials like beads, pebbles, buttons, match sticks etc. ❖ Adding and subtracting in groups of tens and ones. 	<ul style="list-style-type: none"> ➤ Use of objects like beads, ice cream sticks for addition and subtraction. ➤ Role Play Activity A mock shop may be arranged in the class and stress on word problems on addition and subtraction to be given.

		<ul style="list-style-type: none"> ❖ Forms the greatest and smallest two-digit numbers (with and without repetition of given digits) ❖ Solves simple daily life problems /situations based on addition of two-digit numbers ❖ Solves daily life situations based on subtraction of two-digit numbers ❖ Represents an amount up to Rs. 100 using 3-4 notes and coins (of same/ different denominations of play money. <p>Part of Lo's</p> <ul style="list-style-type: none"> • Can understand meaning of giving(-) and taking(+) can easily add and subtract 2 digit numbers. • Can understand different signs '+' and '-' • Solves simple word problems. • Student will be able to prepare a bill. 		<ul style="list-style-type: none"> ➤ Prepare a bill of the items you purchase from your school canteen.
Week 23 to Week 24	The Longest Step	<p>MAT203 Estimates and measures length /distances and capacities of containers using uniform non-standard units like a rod/pencil.</p> <p>Part of Lo's</p> <ul style="list-style-type: none"> • Learn to measure different lengths using fingers, hand spans and footsteps. • Developing the sense of estimation. 	<ul style="list-style-type: none"> ❖ Measuring length using nonstandard units. i.e., fingers, hand spans and footsteps. 	<ul style="list-style-type: none"> ➤ Measuring things inside the classroom using fingers, hand spans and Footsteps. e.g., find the distance between the door and the window of your classroom. ➤ Find the distance between the blackboard and the place where you are sitting. ➤ Running Activity.
Week 25 to Week 26	Birds come Birds Go	<p>MAT201</p> <ul style="list-style-type: none"> ❖ Works with two-digit numbers – reads and writes numerals for numbers up to 99 ❖ Uses place value in writing and comparing two-digit numbers. ❖ Forms the greatest and smallest two-digit numbers (with and without repetition of given digits) 	<ul style="list-style-type: none"> ❖ Addition and Subtraction of 2 two-digit numbers using token cards. ❖ Know how to keep an account of the expenditure of a month. ❖ Word problems (related to daily life)- addition and subtraction ❖ Making different combinations to get a desired sum or difference. 	<ul style="list-style-type: none"> ➤ Poems on birds. ➤ Telling why some birds migrate? ➤ Word problems on addition and subtraction. ➤ Maintaining diary of expenditure for the month.

		<ul style="list-style-type: none"> ❖ Solves simple daily life problems/ situations based on addition of two-digit numbers ❖ Solves daily life situations based on subtraction of two-digit numbers. <p>Part of Lo's</p> <ul style="list-style-type: none"> • how to add and subtract two-digit numbers. • how to carry while addition. • how to borrow while subtraction. 														
Week 27 to Week 28	How many Ponytails	<p>MAT207 draws inference based on the data collected such as the number of vehicles used in Raju's house is more than that in Rishita's.</p> <p>Part of Lo's</p> <ul style="list-style-type: none"> • Will learn how to collect data and represent it in tabular form. 	<ul style="list-style-type: none"> ❖ Collecting data (information) in small groups and filling the information in tables and attempt to answer the find out questions. <p>(DATA HANDLING)</p>	<ul style="list-style-type: none"> ➤ Various activities involving collecting data and answering questions based on it. ➤ Collect data from your class/ friends and complete the table: <table border="1" data-bbox="1348 609 1961 894"> <thead> <tr> <th data-bbox="1348 609 1680 686">Flavour</th> <th data-bbox="1680 609 1961 686">No. of Children liking Ice- Cream</th> </tr> </thead> <tbody> <tr> <td data-bbox="1348 686 1680 724">Chocolate</td> <td data-bbox="1680 686 1961 724"></td> </tr> <tr> <td data-bbox="1348 724 1680 764">Strawberry</td> <td data-bbox="1680 724 1961 764"></td> </tr> <tr> <td data-bbox="1348 764 1680 805">Vanilla</td> <td data-bbox="1680 764 1961 805"></td> </tr> <tr> <td data-bbox="1348 805 1680 846">Mango</td> <td data-bbox="1680 805 1961 846"></td> </tr> <tr> <td data-bbox="1348 846 1680 894">Butter scotch</td> <td data-bbox="1680 846 1961 894"></td> </tr> </tbody> </table> <p>Similarly, we can frame many tables like favourite colours, fruits etc.</p>	Flavour	No. of Children liking Ice- Cream	Chocolate		Strawberry		Vanilla		Mango		Butter scotch	
Flavour	No. of Children liking Ice- Cream															
Chocolate																
Strawberry																
Vanilla																
Mango																
Butter scotch																



Hindi

समय अवधि:-	विषय/ उपविषय:-	सीखने के परिणाम	योग्यता/ क्षमता	सुझाव गतिविधि
सप्ताह 1 से सप्ताह 2	पाठ 1, मेरी माँ पर पांच वाक्य, अ से इ की मात्रा के शब्द	<ul style="list-style-type: none"> मात्राओं की सुदृढ़ता होती है । हिंदी में अपनी बात कहने और बातचीत करने में सक्षम होंगे। 	<ul style="list-style-type: none"> मात्राओं का प्रयोग सीखेंगे। शब्द भंडार में वृद्धि होगी। एक जैसे उच्चारण वाले शब्दों में अंतर करना आएगा । 	<ul style="list-style-type: none"> अध्यापक बच्चों के छोटे छोटे समूह बनाकर बातचीत कौशल का विकास करवाएंगे । श्याम श्वेत पट का प्रयोग करते हुए मात्राओं का ज्ञान करव
सप्ताह 3 से सप्ताह 5	पाठ 2 और पाठ 3, मेरे पिता पर 5 वाक्य लिखो, ई से ऊ, मात्रा	<ul style="list-style-type: none"> मात्राओं की गहराई से ज्ञान होगा। देखी,कही-सुनी ,बातों को कहानी,कविता आदि को ध्यान से सुनकर ज्ञान ग्रहण करेंगे । 	<ul style="list-style-type: none"> भाषा समृद्ध होगी । मात्राओं का उच्चारण तथा लेखन शुद्ध होगा । 	<ul style="list-style-type: none"> अध्यापक प्ले कार्ड के द्वारा मात्राओं को सिखाएगा । श्याम /श्वेत पट के द्वारा मात्राओं का उचित तथा शुद्ध प्रयोग का ज्ञान करवाए ।
सप्ताह 6 से सप्ताह 10	पाठ 4 और पाठ 5, ऋ से ऐ मात्रा के शब्द, जम्मू शहर पर 5 वाक्य	<ul style="list-style-type: none"> चित्र के सूक्ष्म और प्रत्येक पहलुओं पर बारीकी से अवलोकन करते हैं । चित्रों को देखकर अनुमान लगाते हैं । अक्षर ध्वनि संबंध का इस्तेमाल आता है । 	<ul style="list-style-type: none"> स्मरण शक्ति का विकास होगा शब्द भंडार में वृद्धि होगी । मात्राओं का प्रयोग करना आएगा । 	<ul style="list-style-type: none"> गतिविधि के माध्यम से कविता और कहानी का आदर्श वाचन एवं अनुकरण वाचन करवाएं । बच्चों से शब्द तथा वाक्यों का उच्चारण करवाया जाए । पाठ के आधार पर शिक्षण सहायक सामग्री का प्रयोग करें ।

<p>सप्ताह 11 से सप्ताह 15</p>	<p>पाठ 6 और पाठ 7, मेरा मित्र निबंध पर आठ वाक्य, लिंग बदलों की परिभाषा तथा 10 शब्दों का ज्ञान, ऐ</p>	<ul style="list-style-type: none"> परिचित/ अपरिचित लिखित सामग्री में रुचि दिखाते हैं और अर्थ की खोज करने की कोशिश करते हैं । कविता आदि को पढ़कर ,बोल कर उस पर बातचीत करते हैं । 	<ul style="list-style-type: none"> तर्क शक्ति का विकास होता है । सुर-लय-ताल के साथ कविता गायन शैली से परिचित होते हैं । लिंग भेद कर सकेंगे । 	<ul style="list-style-type: none"> शिक्षण सहायक सामग्री के माध्यम से कविता का लयात्मक पठन करेंगे । कठिन शब्दों का अर्थ तथा शब्द श्याम श्वेत पर लिखेंगे ।
<p>सप्ताह 16 से सप्ताह 20</p>	<p>पाठ 8 और पाठ 9 ,विसर्ग का उच्चारण,अं से अः मात्रा के शब्द</p>	<ul style="list-style-type: none"> चित्रों के सूक्ष्म अवलोकन की क्षमता उत्पन्न होंगी । कल्पना शक्ति का विकास होगा । अपने स्तर और पसंद के अनुसार कहानी में आए पक्षियों और वृक्षों की पहचान होगी । अपनी पसंद के वाग-यंत्र बजाना सीख सकते हैं । 	<ul style="list-style-type: none"> बच्चों के ज्ञान में वृद्धि होगी। शब्द भंडार समृद्ध होगा । प्रकृति से जुड़ेंगे । विभिन्न यंत्रों की पहचान कर सकते हैं । 	<ul style="list-style-type: none"> चित्रों की मदद से कहानी का आदर्श वाचन तथा अनुकरण करवाया जाए । पाठ में आए विभिन्न कठिन शब्दों को अर्थ सहित श्याम पट पर लिखा जाए ।
<p>सप्ताह 21 से सप्ताह 24</p>	<p>पाठ 10 और पाठ 12, तवी नदी पर पांच वाक्य लिखे</p>	<ul style="list-style-type: none"> अपने शहर को जानने लगेंगे । शहर के विषय में रुचि बढ़ेगी । नए नए शब्दों को पहचान लेंगे अपने स्तर और पसंद के अनुसार कहानी कविता आदि पढ़ कर अपनी प्रतिक्रिया व्यक्त करते हैं । 	<ul style="list-style-type: none"> अपने शहर के प्रति प्यार में वृद्धि होगी । शहर को जानने की ललक पैदा होगी । 	<ul style="list-style-type: none"> जम्मू शहर का चित्र दिखाकर शहर की जानकारी दी जाए । जम्मू से जुड़े ऐतिहासिक तथ्यों का ज्ञान दिया जाए। कविता का लयात्मक आदर्श वाचन किया जाए और बच्चों से अनुकरण वाचन करवाया जाए ।

सप्ताह 25 से सप्ताह 28	पाठ 13 और पाठ 15	<ul style="list-style-type: none"> • विविध उद्देश्यों के लिए अपनी भाषा का इस्तेमाल करते हुए बातचीत करते हैं। • देखी सुनी बातों, कहानी कविता आदि के बारे में बातचीत करते हैं और उनकी प्रतिक्रिया व्यक्त करते हैं। 	<ul style="list-style-type: none"> • बच्चों की कल्पना शक्ति बढ़ेगी। • शब्द भंडार में वृद्धि होगी। • शब्दों का विभिन्न प्रयोग करना सीखेंगे। 	<ul style="list-style-type: none"> • चित्रों के माध्यम से पाठकों पढ़ाया जाएगा। • अध्यापक आदर्श वाचन के द्वारा पाठ को पढ़ाएंगे। • कठिन शब्दों के अर्थ श्याम पट पर लिखे जाएं। • अध्यापक बच्चों की कल्पनाशक्ति और अनुमान शक्ति को बढ़ावा दें और उन्हें वाक्य बनाने के लिए कहें।
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Dogri

समां अवधि (हफ्तेंच)	बिंशे/ उपबिंशे	सिक्खनें दे परिणाम	योग्यता	गतिविधियें लेई सुझास
पेहला हफ्ता	'अ' ध्वनि/'अ' स्वर आहले व्यंजनें दे शब्द	'अ' ध्वनि दा ज्ञान, अक्खरें गी जोड़ने दी समझ	शब्दें च प्रयुक्त व्यंजनें च 'अ' स्वर पनशानने दी योग्यता,'अ' स्वर आहले व्यंजने गी जोड़ियै दऊं-अक्खरी ते त्रै-अक्खरी शब्द बनाने दी योग्यता दा विकास	<ul style="list-style-type: none"> ➤ 'अ' ध्वनि गी जानने लेई एक्क अक्खर कन्ने दूए अक्खर गी जोड़ियै शब्द बनाना सखाया जाई सकदा ऐ, ➤ 'अ' स्वर आहले कोई त्रै व्यंजन देइयै विद्यार्थियें गी उनेंगी जोड़ियै शब्द बोलने ते लिखने लेई उत्साहित कित्ता जाई सकदा ऐ ➤ त्रै-अक्खरी शब्दें दे निक्के-निक्के रोचक वाक्य, खास करियै जेहड़े बच्चे दे जीवन ते वातावरण कन्ने जुड़े दे होन, सनाए ते लखाए जाई सकदे न ➤ किश शब्द बोलियै विद्यार्थियें गी उंदे च इस्तेमाल होए दे 'अ' स्वर गी पनशानने लेई आखेआ जाई सकदा ऐ

<p>दूआ हपला</p>	<p>‘आ’ ध्वनि/दऊं ते त्रै अकखरी शब्द</p>	<p>‘आ’ ध्वनि दा ज्ञान, अकखरें गी जोड़ने दी समझ</p>	<p>शब्दें च प्रयुक्त व्यंजनें च ‘आ’ स्वर पनशानने दी योग्यता, ‘आ’ स्वर आहले व्यंजने गी जोड़ियै दऊं-अकखरी ते त्रै-अकखरी शब्द बनाने दी योग्यता दा विकास</p>	<ul style="list-style-type: none"> ➤ ‘आ’ ध्वनि गी जानने लेई एक्क अकखर कन्ने दूए अकखर गी जोड़ियै शब्द बनाना सखाया जाई सकदा ऐ, ➤ ‘आ’ स्वर आहला कोई व्यंजन कन्ने कोई होर एक्क जां दऊं व्यंजन देइयै विद्यार्थियें गी उनेंगी जोड़ियै शब्द बोलने ते लिखने लेई उत्साहित कित्ता जाई सकदा ऐ ➤ ‘आ’ ध्वनि दे व्यंजन कन्ने दऊं होर अकखर जोड़ियै त्रै-अकखरी शब्दें दे निक्के-निक्के रोचक वाक्य, खास करियै जेहड़े बच्चे दे जीवन ते वातावरण कन्ने जुड़े दे होन, सनाए ते लखाए जाई सकदे न ➤ किश शब्द बोलियै विद्यार्थियें गी उंदे च इस्तेमाल होए दे ‘आ’ स्वर गी पनशाननै लेई आखेआ जाई सकदा ऐ
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3-4 हपता	'इ' ते 'ई' ध्वनि/ दऊं ते त्रै अक्खरी शब्द	'इ' ते 'ई' ध्वनि दा ज्ञान, अक्खरें गी जोड़ने दी समझ	शब्दें च प्रयुक्त व्यंजनें च 'इ' ते 'ई' स्वर पनशानने दी योग्यता, 'इ' ते 'ई' स्वर आहले व्यंजने गी जोड़ियै दऊं-अक्खरी ते त्रै-अक्खरी शब्द बनाने दी योग्यता दा विकास	<ul style="list-style-type: none"> ➤ 'इ' ते 'ई' ध्वनि गी जानने लेई एक्क अक्खर कन्ने दूए अक्खर गी जोड़ियै शब्द बनाना सखाया जाई सकदा ऐ, ➤ 'इ' ते 'ई' स्वर आहले एक्क व्यंजन कन्ने कोई दऊं होर व्यंजन देइयै विद्यार्थियें गी उनेंगी जोड़ियै शब्द बोलने ते लिखने लेई उत्साहित कित्ता जाई सकदा ऐ ➤ 'इ' ते 'ई' दे प्रयोग आहले व्यंजन कन्ने कोई होर दो अक्खर मलाइयै शब्द बनाई ते निकके-निकके रोचक वाक्य, खास करियै जेहड़े बच्चे दे जीवन ते वातावरण कन्ने जुड़े दे होन, सनाए ते लखाए जाई सकदे न ➤ किश शब्द बोलियै विद्यार्थियें गी उंदे च इस्तेमाल होए दे 'इ' ते 'ई' स्वरें गी पनशानने लेई आखेआ जाई सकदा ऐ
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5-6 हपत्ता	‘उ’ ते ‘ऊ’ ध्वनि/ दऊं ते त्रै अकखरी शब्द	‘उ’ ते ‘ऊ’ ध्वनि दा ज्ञान, अकखरें गी जोड़ने दी समझ	शब्दें च प्रयुक्त व्यंजनें च ‘उ’ ते ‘ऊ’ स्वर पनशानने दी योग्यता, ‘उ’ ते ‘ऊ’ स्वर आहले व्यंजने गी जोड़ियै दऊं-अकखरी ते त्रै-अकखरी शब्द बनाने दी योग्यता दा विकास	<ul style="list-style-type: none"> ➤ ‘उ’ ते ‘ऊ’ ध्वनि गी जानने लेई एक्क अकखर कन्ने दूए अकखर गी जोड़ियै शब्द बनाना सखाया जाई सकदा ऐ, ➤ ‘उ’ ते ‘ऊ’ स्वर आहले कुसै व्यंजन कन्ने कोई त्रै होर व्यंजन देइयै विद्यार्थियें गी उनेंगी जोड़ियै शब्द बोलने ते लिखने लेई उत्साहित किता जाई सकदा ऐ ➤ ‘उ’ ते ‘ऊ’ दे प्रयोग आहले एक्क व्यंजन कन्ने दऊं अकखर होर जोड़ियै त्रै-अकखरी शब्दें दे निक्के-निक्के रोचक वाक्य, खास करियै जेहड़े बच्चे दे जीवन ते वातावरण कन्ने जुड़े दे होन, सनाए ते लखाए जाई सकदे न ➤ किश शब्द बोलियै विद्यार्थियें गी उंदे च इस्तेमाल होए दे ‘उ’ ते ‘ऊ’स्वरें गी पनशानने लेई आखेआ जाई सकदा ऐ
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7-8 हफ्ता	'ए' ते 'ऐ' ध्वनि/ दऊं ते त्रै अक्खरी शब्द	'ए' ते 'ऐ' ध्वनि दा ज्ञान, 'ए' ते 'ऐ' दे प्रयोग तेअक्खरें गी जोड़ने दी समझ	शब्दें च प्रयुक्त व्यंजनें च 'ए' ते 'ऐ' स्वर पनशानने दी योग्यता, 'ए' ते 'ऐ' स्वर आहले व्यंजने गी जोड़ियै दऊं-अक्खरी ते त्रै-अक्खरी शब्द बनाने दी योग्यता दा विकास	<ul style="list-style-type: none"> ➤ 'ए' ते 'ऐ' ध्वनि गी जानने लेई एकक अक्खर कन्ने दूए अक्खर गी जोड़ियै शब्द बनाना सखाया जाई सकदा ऐ, ➤ 'ए' ते 'ऐ' स्वर आहले कुसै व्यंजन कन्ने कोई दो होर व्यंजन देइयै विद्यार्थियें गी उनेंगी जोड़ियै शब्द बोलने ते लिखने लेई उत्साहित कित्ता जाई सकदा ऐ ➤ 'ए' ते 'ऐ' दे प्रयोग आहले एकक-एकक व्यंजन कन्ने होर एकक जां दऊं अक्खर जोड़ियै त्रै-अक्खरी शब्दें दे निकके-निकके रोचक वाक्य, खास करियै जेहड़े बच्चे दे जीवन ते वातावरण कन्ने जुड़े दे होन, सनाए ते लखाए जाई सकदे न ➤ किश शब्द बोलियै विद्यार्थियें गी उंदे च इस्तेमाल होए दे 'ए' ते 'ऐ'स्वरें गी पनशानने लेई आखेआ जाई सकदा ऐ
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9-10 हफ्ता	‘ओ’ ते ‘औ’ ध्वनि/ दऊं ते त्रै अकखरी शब्द	‘ओ’ ते ‘औ’ ध्वनि दा ज्ञान, ‘ओ’ ते ‘औ’ दे प्रयोग तेअकखरें गी जोड़ने दी समझ	शब्दें च प्रयुक्त व्यंजनें च ‘ओ’ ते ‘औ’ स्वर पनशानने दी योग्यता, ‘ओ’ ते ‘औ’ स्वर आहले व्यंजने गी जोड़ियै दऊं-अकखरी ते त्रै-अकखरी शब्द बनाने दी योग्यता दा विकास	<ul style="list-style-type: none"> ➤ ‘ओ’ ते ‘औ’ ध्वनि गी जानने लेई एक्क अकखर कन्ने दूए अकखर गी जोड़ियै शब्द बनाना सखाया जाई सकदा ऐ, ➤ ‘ओ’ ते ‘औ’ स्वर आहले एक्क-एक्क व्यंजन कन्ने दऊं कोई होर व्यंजन देइयै विद्यार्थियें गी उनेंगी जोड़ियै शब्द बोलने ते लिखने लेई उत्साहित कित्ता जाई सकदा ऐ ➤ ‘ओ’ ते ‘औ’ दे प्रयोग आहले त्रै-अकखरी शब्दें दे निकके-निकके रोचक वाक्य, खास करियै जेहड़े बच्चे दे जीवन ते वातावरण कन्ने जुड़े दे होन, सनाए ते लखाए जाई सकदे न ➤ किश शब्द बोलियै विद्यार्थियें गी उंदे च इस्तेमाल होए दे ‘ओ’ ते ‘औ’स्वरें गी पनशानने लेई आखेआ जाई सकदा ऐ
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<p style="text-align: center;">आरमां हपता</p>	<p>‘अं’ ध्वनि/दऊं ते त्रै अकखरी शब्द</p>	<p>‘अं’ ध्वनि दा ज्ञान, शब्दें च ‘अं’ दी बिंदी दे प्रयोग दी समझ</p>	<p>‘अं’ दी बिंदी दा उच्चारण ते प्रयोग समझने दी योग्यता, ‘अं’ स्वर आहले व्यंजने गी जोड़ियै दऊं-अकखरी ते त्रै-अकखरी शब्द बनाने दी योग्यता दा विकास</p>	<ul style="list-style-type: none"> ➤ ‘अं’ ध्वनि गी जानने लेई दऊं अकखरें च ‘अं’ दी बिंदी गी लाड़ियै शब्द बनाना सखाया जाई सकदा ऐ, ➤ ‘अं’ स्वर आहला कोई एकक व्यंजन देइयै विद्यार्थियें गी ओहदे कन्ने जोड़ियै शब्द बोलने ते लिखने लेई उत्साहित कित्ता जाई सकदा ऐ ➤ त्रै-अकखरी शब्दें दे निक्के-निक्के रोचक वाक्य, खास करियै जेहड़े बच्चे दे जीवन ते वातावरण कन्ने जुड़े दे होन, सनाए ते लखाए जाई सकदे न जिंदे च ‘अं’ दी बिंदी दा इस्तेमाल होऐ ➤ किश शब्द बोलियै विद्यार्थियें गी उंदे च इस्तेमाल होए दे ‘अं’स्वरें गी पनशाननै लेई आखेआ जाई सकदा ऐ
<p style="text-align: center;">बारहवां हपता</p>	<p>कविता/हाथी आया हाथी आया</p>	<p>हाथी दे बारे च जानकारी ते शब्दें गी लयबद्धता कन्ने पढ़ने दा हुनर</p>	<p>प्रवाह च वाक्य/पंक्तियां पढ़ने दा कौशल, तुक आहले शब्दें दी समझ</p>	<ul style="list-style-type: none"> ➤ हाथी दे बारे च बाद्धू जानकारी दिती जाई सकदी ऐ, जियां ओहदा पसंदीदा खाना, ओहदे रंग, ओहदा अकार, जंगल च ओहदे जीनै दे तरीके, दूए जानवरें कन्ने ओहदी तुलना आदि। ➤ विद्यार्थियें गी दुत्त व्यंजनें दे प्रयोग, ‘ढ’ ते ‘ड’ दे उच्चारण दा फर्क सखाया जाई सकदा ऐ ➤ विद्यार्थियें गी तुक आहले शब्दें बारे जानकारी दिंदे होई कविता च प्रयुक्त होए दे तुकांत शब्दें कन्ने होर शब्द बी सनाए जाई सकदे न, जियां, आया, जमाया, ढाया, लाया, स्हाया, गाया आदि

<p style="text-align: center;">तेरहवां हफ्ता</p>	<p>कविता / आई बसाखी</p>	<p>बसाखी दे मेले बारे जानकारी ते शब्दें गी लयबद्धता कन्ने पढ़ने दा हुनर</p>	<p>प्रवाह च वाक्य/पंक्तियां पढ़ने दा कौशल, तुक आहले शब्दें दी समझ, मेलें बारे जानकारी</p>	<ul style="list-style-type: none"> ➤ विद्यार्थियें गी बसाखी दे कन्ने-कन्ने डुग्गर दे होर ध्यारें ते मेले-मसांदे बारे जानकारी ते इनेंगी मनाने पिच्छें दे कारणें बारे जानकारी दिती जाई सकदी ऐ, ➤ विद्यार्थियें च अपने संगीत दे प्रति रुझास बनाइयें दे डुग्गर दे बाद्य यंत्रें कन्ने उंदी पनशान कराई जाई सकदी ऐ, जियां मुरली, ढोल, छैने, चिमटा, खड़ताल, छुनकने, कैहल आदि ➤ विद्यार्थियें गी तुक आहले शब्दें बारे जानकारी दिंदे होई कविता च प्रयुक्त होए दे तुकांत शब्दें कन्ने होर शब्द बी सनाए जाई सकदे न, जियां जाना, बजाना, खाना, लाना, गाना, ढाना, ताना, आदि
<p style="text-align: center;">चौदहवां हफ्ता</p>	<p>पशु-पक्खरुएं दियां बाजां</p>	<p>प्रकृति कन्ने जुड़ाव बधना, किश खास पैँछियें दे बारे च बाद्धू जानकारी होना</p>	<p>अपने आले-दुआले दे पशु-पक्खरुएं प्रति उत्सुकता, उंदे बारे च होर जानकारी कट्ठी करने दी चाहत</p>	<ul style="list-style-type: none"> ➤ इस पाठ च प्रयुक्त होए दे संयुक्त शब्दें दे बारे च समझांदे होई होर संयुक्त शब्दें दे उदाहरण दिते जाई सकदे न ➤ अनुस्वार दी बाद्धू जानकारी दिती जाई सकदी ऐ ➤ तकनीक दा सहारा लेइयें बी (मोबाइल आदि) पाठ आहली बाजें गी बच्चें गी सनाया जाई सकदा ऐ ➤ पाठ च प्रयुक्त कुसै बी पक्खरू दा नां लेइयें सारें बच्चें गी इक्कै सुरै च ओहदी बाज कड्डनै गी आखेआ जाई सकदा ऐ, जेहदे कन्ने बच्चें दी रुचि बड़ी बधी सकदी ऐ

पंद्रहवां हफ्ता	मेरा परिचे	अपने ते अपनी चीजें बारे च सनानै दा कौशल	अपनी ते दूएँ दी चीजें दी जानकारी	<ul style="list-style-type: none"> ➤ विद्यार्थियें गी अपने बारे च होर बी गल्लां सनानै लेई उत्साहित कित्ता जाई सकदा ऐ ➤ विद्यार्थियें गी अपनी ते दूएँ दी चीजें बारे जानकारी दिंदे होई अपनी चीजें बारे जिम्मेदारी नभानै लेई उत्साहित कित्ता जाई सकदा ऐ
सोलहवां हफ्ता	बाल कहानी / चिड़ीमार ते पैंछी	कहानी सनानै दी कला, चिड़ियें ते चिड़ियें गी पकड़ने आहलं बारै जानकारी	पात्रें गी समझने ते भेद करने दी योग्यता, कहानी दे तार जोड़ने दी योग्यता	<ul style="list-style-type: none"> ➤ विद्यार्थियें गी चिड़ियां पकड़ने दे बक्ख-बक्ख तरीकें दी जानकारी दिंदे होई कन्नो-कन्नी उंदी स्वतंत्रता दी लोड़ बारे बी समझाया जाई सकदा ऐ ➤ एके दी ताकत बारे समझांदे होई उनेंगी मिली-जुलियै सारे कम्म करनै लेई प्रेरित कित्ता जाई सकदा ऐ
17-18 हफ्ता	शरीर दे अंग	अपने शरीर दे अंगें दी जानकारी	शरीर दे अवयवें गी बक्ख- बक्ख समझने दी योग्यता	<ul style="list-style-type: none"> ➤ अध्यापक कुसै एकक अंग दा नां लेऐ ते विद्यार्थियें गी अपनी औंगल उस अंग पर रखनै गी आखै, इयां विद्यार्थी बड़े तौले अपने बक्खरे-बक्खरे अंगें बारे समझी ते चेतै करी लेंगन, ते इयां कलास दा वातावरण बी बड़ा रोचक होई जाग ➤ विद्यार्थियें गी पंजें ज्ञानेंद्रियें दी जानकारी देने लेई ए तरीका अपनाया जाई सकदा ऐ: ➤ असेंगी सुगंध कुत्थें मसूस हौंदी ऐ? ➤ अस सुनने केहदे कन्ने आं? आदि

उन्नीवां हफता	रंग ते उंदे नां	रंगें दी पनशान ते एक्क रंग शा दूए रंग गी बक्खरा दिक्खनै दी समझ, लेखन ते पठन	रंग पनशाननै दी योग्यता	<p>➤ विद्यार्थियें गी रंगें दी शैल जानकारी देनै परेंत किश खास-खास चीजें दे नां लेंदे होई विद्यार्थियें गी उंदा रंग बोलनै लेई आखैआ जाई सकदा ऐ, जियां,</p> <ul style="list-style-type: none"> • अध्यापक: रात • विद्यार्थी: काली • अध्यापक: टमाटर • विद्यार्थी: सूहा • अध्यापक: अंबर • विद्यार्थी: नीला • आदि
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20-21 हफ्ता	दिनै दे बेल्ले, हफ्ते दे सत्त दिन	दिनै दे बेल्लें दी जानकारी ते हफ्ते दे सत्तें दिनै दी जानकारी, लेखन ते पठन	दिनै दे हर बेल्ले गी जाननै दी योग्यता ते हफ्ते दे सत्तें दिनै गी लिखने-पढ़ने दी योग्यता	<ul style="list-style-type: none"> ➤ विद्यार्थियें कन्ने संवाद दे माध्यम कन्ने दिनै दे बेल्लें बारे जानकारी पक्की करोआई जाई सकदी ऐ, जिया, • अध्यापक: अस जागने कुसले आं? • विद्यार्थी: बडलै • अध्यापक: अस सौन्ने कुसले आं? • विद्यार्थी: रातीं • आदि ➤ हफ्ते दे सत्तें दिनै गी गाड़यै बी सखाया जाई सकदा ऐ ➤ कलंडर दा इस्तेमाल कित्ता जाई सकदा ऐ ➤ हफ्ते दे दिनै दा एक्क आकर्षक चार्ट बनाइयै बी विद्यार्थियें गी दस्सेआ जाई सकदा ऐ ते विद्यार्थियें गी बी चार्ट बनानै लेई उत्साहित कित्ता जाई सकदा ऐ
22-24 हफ्ता	बरे दे बारां म्हीने ते मौसमें दे नां	मौसमें दे स्हाबें म्हीने दी जानकारी, ईस्वी सन् ते विक्रमी संवत् दे फर्क दी जानकारी	म्हीने दे नां ते मौसमें दी समझ	<ul style="list-style-type: none"> ➤ विद्यार्थियें दे जनमदिन ते जनम म्हीना पुच्छियै उनेंगी म्हीने दा ज्ञान देइयै म्हीने दे नां चेतें रखनै च रुचि बधाई जाई सकदी ऐ ➤ म्हीने हत्थें पर गिनियें चेतें रखने दा तरीका बी समझाया जाई सकदा ऐ ➤ खूबसूरत चार्ट बनाइयै ते विद्यार्थियें गी बी चार्ट बनानै लेई उत्साहित करियै उनेंगी म्हीने ते मौसमे गी चेतें रखने च मदद मिली सकदी ऐ

25-27 हफ्ता	गिनती/ कुंजा शा सौ तकर	कुंजा थमां सौ तकर दी गिनती शब्दें च लिखना ते बोलना	कुंजा थमां सौ तकर लेखन दी समझ, लेखन ते उच्चारण दी समझ	<ul style="list-style-type: none"> ➤ विद्यार्थी गी पैहली जमातें च सिक्खी दी गिनती गी चेता करांदे होई अगगें पढ़ाने दी शुरुआत करनी चाहिदी, बक्खरी-बक्खरी चीजें गी गिनने दा ढंग सखांदे होई गिनती लिखना ते बोलना सखाना ➤ नाहठ, न्हतर, नासी, नानुएँ, नडिनुएँ च विद्यार्थियें गी अकसर टपले लगदे न, इसलेईं इनेंगी खास ढंगे कन्ने समझाना चाहिदा
ठाइमां हफ्ता	चंगियां गल्लां	पंक्तिर्यें गी लयबद्धता कन्ने पढ़ने दा हुनर, रोजमर्रा च अमल करने आहली नैतिकताएं दी समझ	कविता पढ़ने दा कौशल	<ul style="list-style-type: none"> ➤ विद्यार्थियें गी पारिवारिक संरचना दे बारे च समझांदे होई निक्के-बड्डें दे महत्त्व बारे समझाया जाई सकदा ऐ ➤ कविता पैहलें पढ़िये ते भी जबानी कलासै च सनाने लेई उत्साहित कित्ता जाई सकदा ऐ ➤ कविता च दिती दी नैतिक शिक्षा दे कन्ने-कन्ने किश होर गल्लां बी समझाइयां जाई सकदियां न



Urdu

تعلیمی کیلنڈر

تیاری کے مرحلے جماعت دوئم (7 تا 8 سال)

تقسیم نصاب و میقات: ہفتہ 1 ماہ ہفتہ 5

عنوانات: حروف تہجی اور حروف تہجی کی چھوٹی اشکال، اعراب، جوڑ توڑ کا اختصار (دوہرانہ) مصوتوں کی بھاری حروف سے دوستی
مصمتے کی جانکاری (ا و ی ے) ا و ی ے بھا بھو بھی بھے پھا پھو پھی پھے

مجازہ سرگرمی	مہارت	آموزشی ماحاصل	تدریسی طریقہ کار و مشق
تصویری کارڈ کا استعمال ”حروف ڈھونڈو“ مصوتے اور مصمتے کو الگ الگ کرو	حروف کی شناخت اور مشق اور صحیح تلفظ کے ساتھ بولنے اور لکھنے کی مشق کریں گے اور بچے حروف میں فرق واضح کرنا سیکھ پائیں گے	مصوتے اور مصمتے کی مکمل جانکاری حاصل ہوگی۔ بچوں سے بھاری حروف بنوانے اور بار بار دہرائیں گے۔ بچوں کو حروف اور بھاری حروف میں فرق واضح کرنا آجائے۔ مثلاً ف اور پھ ٹ اور ٹھ ب اور بھ	معلم مصوتوں کی جانکاری دے گا اور بھاری حروف سے ان کی دوستی کرائے گا۔ مصوتے ا و ی ے بھا بھو بھی بھے جھا جھو جھی جھے بھاری حروف/ دو چشمی حروف

تعلیمی کیلنڈر

تیاری کے مرحلے جماعت دوئم (7 تا 8 سال)

تقسیم نصاب و میقات: ہفتہ 6 تا ہفتہ 10

عنوانات: شرارتی حروف کی جانکاری ا د ڈ ر ژ ز ث و تصویر دیکھ کر نام لکھنا تصویر دیکھ کر جملہ بنانا

مجزوہ سرگرمی	مہارت	آموزشی ماحاصل	تدریسی طریقہ کار و مشق
گروپ سرگرمی میں حصہ لیں۔ تصویر دیکھ کر سوچ کر جملے بول سکیں اور مشق کر سکیں	بچے نئے نئے الفاظ پڑھنا، لکھنا اور بولنا سیکھ سکتے ہیں۔ نئے نئے چھوٹے جملے بنا سکیں گے۔ حروف کو ملاتے وقت کم از کم غلطی کے امکانات ہوں	پڑھتے وقت اردو کی تمام آوازوں کو صحیح طریقے سے ادا کرتے ہیں۔ شرارتی حروف کو بار بار دہرائیں گے اور بنا سکیں گے تصاویر کو دیکھ کر الفاظ بنانا تصاویر کو دیکھ کر جملے بنانا	معلم شرارتی حروف ا د ڈ ر ژ ز ث و کی جانکاری دیں گے کہ یہ حروف اس لئے شرارتی ہیں کہ یہ اپنے آگے کسی کو ملنے نہیں دیتے البتہ اپنے پچھلے حروف کے ساتھ مل سکتے ہیں۔ معلم بچوں کو تصویر دکھائے گا اور مشق بھی کروائے گا۔ تصویر دیکھ کر بچے نام لکھیں گے اور جملے بنا سکیں گے

تعلیمی کیلنڈر

تیاری کے مرحلے جماعت دوئم (7 تا 8 سال)

تقسیم نصاب و میقات: ہفتہ 11 تا ہفتہ 17

عنوانات: گنتی 1 سے 50 پھر 50 سے 100 تک ہندسے اور حروف لکھنا، اور پڑھنا دنوں اور مہینوں کے نام

مجازہ سرگرمی	مہارت	آموزشی ماحاصل	تدریسی طریقہ کار و مشق
گروپ سرگرمی "ایک موٹا ہاتھی" ایک اور گروپ سرگرمی جس میں چارٹ، ماچس کی ڈبی کا استعمال کر کے لفظ اور ہندسوں کی شناخت کروانے میں آسانی ہو سکے	بچے لفظوں کے ساتھ ساتھ ہندسوں کی بھی مہارت حاصل کر پائیں۔ بچے اپنی مرضی سے کچھ دنوں اور مہینوں کے نام پڑھ اور لکھ سکیں	بچہ ہندسے بھی سیکھ پائے گا اور حروف بھی پڑھ اور لکھ سکے۔ آہستہ آہستہ دنوں اور مہینوں کے نام کی مشق کروائی جائے	معلم فلپش کارڈ پر ہندسہ اور لفظ کی جانکاری دے گا اور با آواز بلند خود بھی پڑھے گا اور بچوں سے بھی پڑھوائے گا

تعلیمی کیلنڈر

تیاری کے مرحلے جماعت دوم (7 تا 8 سال)

تقسیم نصاب و میقات: ہفتہ 18 تا ہفتہ 22
عنوانات: واحد، جمع، مذکر، مونث تضاد

مجازہ سرگرمی	مہارت	آموزشی ماحاصل	تدریسی طریقہ کار و مشق
گروپ سرگرمی سے گنتی اور جنس کی جانکاری دیں	بچے جنس میں تفریق کر سکتے ہیں ایک اور ایک سے زیادہ کی جانکاری حاصل کر سکتے ہیں	معلم گنتی اور جنس کے لحاظ سے بچوں کو جانکاری فراہم کرے گا۔ گنتی کے لحاظ سے واحد۔ جمع جنس کے لحاظ سے مذکر۔ مونث الفاظ کی ضد کی جانکاری بھی فراہم کرائیں	معلم بچوں کو ٹھوس چیزوں کی مدد سے واحد اور جمع سمجھائیں گے۔ جنس کے لحاظ سے بچوں کو مذکر اور مونث کی جانکاری دیں اور پھر الفاظ کے ضد، ابتداء میں رنگوں کی مدد سے پہچان کروائیں۔ مثلاً کالا، سفید



Punjabi

ਪਾਠਕ੍ਰਮ ਵੇਰਵਾ ਸ਼੍ਰੇਣੀ - ਦੂਜੀ (Class- 2nd.)

ਕ੍ਰਮ ਸੰਖਿਆ Sr.No.	ਸਮਾਂ Time	ਵਿਸ਼ਾ Content	ਸਿਖਣ ਦੇ ਨਤੀਜੇ Learning outcome.	ਯੋਗਤਾ Competancy	ਸੁਝਾਈ ਗਈ ਸਿਖਿਆ ਸ਼ਾਸਤਰੀ ਪ੍ਰਕਿਰਿਆ Suggestive activities
1.	1-6 ਹਫ਼ਤੇ	ਅਰਦਾਸ (ਕਵਿਤਾ)	ਅਧਿਆਤਮਕ ਤੇ ਧਾਰਮਿਕ ਮੁੱਲਾਂ ਦਾ ਗਿਆਨ ਹੋਣਾ	ਸਮਾਜਿਕ ਗੁਣਾਂ ਦੇ ਗਿਆਨ ਦਾ ਬੋਧ ਹੋਣਾ	ਜਬਾਨੀ ਕਵਿਤਾ ਨੂੰ ਯਾਦ ਕੀਤਾ ਜਾਏ ।
ਗਰਮੀਆਂ ਦੀ ਛੁੱਟੀਆਂ					
2.	12-14 ਹਫ਼ਤੇ	ਸ਼ੇਰ ਤੇ ਚੂਹੀ (ਕਹਾਣੀ) ਜੰਮੂ ਸ਼ਹਿਰ (ਲੇਖ)	ਪੜ੍ਹਨ ਤੇ ਲਿਖਣ ਦਾ ਯੋਗ ਹੋਣਾ । ਆਲੇ-ਦੁਆਲੇ ਦੇ ਵਾਤਾਵਰਣ ਦਾ ਗਿਆਨ ।	ਨੈਤਿਕ ਮੁੱਲਾਂ ਦੀ ਜਾਣਕਾਰੀ । ਵੱਖ-ਵੱਖ ਥਾਵਾਂ ਦਾ ਭੇਦ ਹੋਣਾ ।	ਨਾਟਕ ਦੇ ਰੂਪ ਵਿੱਚ ਭੂਮਿਕਾ ਨਿਭਾਉਣਾ । ਚਾਰਟ ਦੀ ਮਦਦ ਨਾਲ ਤਸਵੀਰਾਂ ਦਾ ਗਿਆਨ ਕਰਵਾਉਣਾ ।
3.	15-18 ਹਫ਼ਤੇ	ਸ੍ਰੀ ਗੁਰੂ ਨਾਨਕ ਦੇਵ ਜੀ (ਜੀਵਨੀ) ਬਾਲਾਂ ਲਈ ਸਿੱਖਿਆ (ਕਵਿਤਾ) ਸੈਂ ਤੇ ਚਿੜੀ (ਕਵਿਤਾ)	ਅਧਿਆਤਮਕ ਤੇ ਧਾਰਮਿਕ ਗਿਆਨ । ਬੱਚਿਆਂ ਨੂੰ ਚੰਗੀਆਂ ਆਦਤਾਂ ਦਾ ਗਿਆਨ ਹੋਣਾ । ਕੁਦਰਤ ਦੇ ਬਣਾਏ ਜੀਵਾਂ ਨਾਲ ਪਿਆਰ ਦਾ ਗਿਆਨ ।	ਧਰਮ ਨਾਲ ਜੁੜ ਸਕਣਾ ਚੰਗੀ ਸਖਸ਼ਿਅਤ ਦੇ ਗੁਣਾਂ ਦਾ ਗਿਆਨ ਕੁਦਰਤ ਨਾਲ ਪਿਆਰ ਦੀ ਭਾਵਨਾ ਦਾ ਵਿਕਾਸ ਹੋ ।	ਵੱਖ-ਵੱਖ ਤਸਵੀਰਾਂ ਰਾਹੀਂ ਗਿਆਨ ਦੇਣਾ । ਵੱਖ - ਵੱਖ ਚੀਜ਼ਾਂ ਦਾ ਪ੍ਰਯੋਗ ਜਮਾਤ ਵਿੱਚ ਕਰਾ ਕੇ ਚੰਗੀ ਸਿਹਤ ਦਾ ਧਿਆਨ ਰੱਖਣ ਵਾਲੇ ਗੁਣਾਂ ਦਾ ਵਿਕਾਸ ਕਰਨਾ ।
4.	19-22 ਹਫ਼ਤੇ	ਕਰ ਭਲਾ ਹੋ ਭਲਾ (ਕਹਾਣੀ)	ਨੈਤਿਕ ਮੁੱਲਾਂ ਦਾ ਗਿਆਨ ਹੋ ।	ਵਿਦਿਆਰਥੀਆਂ ਵਿੱਚ ਨੈਤਿਕ ਗੁਣਾਂ ਦਾ ਵਿਕਾਸ ਤੇ ਸਮਾਜ ਦੇ ਅਨੁਕੂਲ ਬਣਨਾ ।	ਤਸਵੀਰਾਂ ਦੀ ਸਹਾਇਤਾ ਨਾਲ, ਫਲੈਸ਼ ਕਾਰਡ ਦਾ ਇਸਤੇਮਾਲ ਕਰ ਕੇ ਅਤੇ ਨਾਟਕ ਰੂਪੀ ਭੂਮਿਕਾਵਾਂ

					ਨਾਲ ਕਹਾਣੀ ਦੀ ਸਿੱਖਿਆ ਦਾ ਗਿਆਨ ।
5.	23-28 ਹਫ਼ਤੇ	ਗੜ੍ਹਮ (ਕਹਾਣੀ) ਸੁੰਦਰ ਬਾਲ (ਕਵਿਤਾ) ਸ਼ਕਤੀਸ਼ਾਲੀ ਕੌਣ (ਕਹਾਣੀ)	ਪੜ੍ਹਨਾ ਤੇ ਲਿਖਣਾ ਗਿਆਨ ਕਵਿਤਾ ਨੂੰ ਜਬਾਨੀ ਯਾਦ ਕਰਵਾਉਣਾ । ਕੁਦਰਤੀ ਵਾਤਾਵਰਨ ਸੰਬੰਧਿਤ ਗਿਆਨ ਹੋਣਾ ।	ਸਮਾਜਿਕ ਗੁਣਾ ਦਾ ਵਿਕਾਸ ਹੋਣਾ, ਨਿੱਕੀ ਕਹਾਣੀ ਰਾਹੀਂ ਨੈਤਿਕ ਮੁੱਲਾਂ ਦਾ ਵਿਕਾਸ ਹੋ ।	ਕਵਿਤਾ ਨੂੰ ਲੈਅ ਬੱਧ ਤਕੀਕੇ ਨਾਲ ਜਮਾਤ ਵਿੱਚ ਜਬਾਨੀ ਯਾਦ ਕਰਵਾਉਣਾ ਤਸਵੀਰਾਂ,ਫਲੈਸ਼ ਕਾਰਡ ਰਾਹੀਂ ਕਹਾਣੀ ਦੀ ਸਮਝ ਕਰਵਾਉਣਾ ।



Kashmiri

بکیز کرنے آمہ درسی علمہ (Pedagogical Process)	نتیجہ تر (Learning Outcome)
* سربن ہم جماعتن سہ کتہ باسہ کرنک موقعہ دین تہ من آزادی دی۔	KMR201 - پینز راے چہ ظاہر کران تہ زانکاری حاصل کرنے باپتہ چہ سوالہ پزٹھان۔
* پیسہن رشتہ دارن، گر کبن بائرن تہ ہمساین سہ خود اعمتادی سان کتہ باتہ کرنے باپتہ وصلہ افزائی	KMR202 - دلپن / نظمہن ہندین کردارن متعلق چہ پسندیا ناپسند آسن ظاہر کران۔
کری۔	KMR203 - ہم آواز لفظن ہنہ جو رچہ بناوان۔
* مارنگ اسمبلی دوران، دوستن سہ دلپل بوزنگ تہ بوزناونگ ماحول تہ پیسہ پسند تہ ناپسند باونگ	KMR204 - شکلو ذریعہ ہاونہ آمہ دلپل چہ لفظن منہ لبکھان۔
موقعہ دین۔	KMR205 - پاس آندی پگھو موجود چیزن (جاناوارن، گلبن، باعن) متعلق چہ مختصر جملہ
* شکلو وچھتہ تہ متعلق آسن واجنہ دلپل ہند اندازہ لگاونگ موقعہ دین۔	لبکھان۔
* صحیح پامھی پرنگ موقعہ تہ آزادی دی۔	KMR206 - ذائی اٹھارہ باپتہ چہ ساہ جملہ لبکھان۔
* وچھنک تہ بوزنگ چیز، تھرہری طور تہ ٹی وی یس پیٹھ شربن ہندی پروگرام وچھنک تہ پرنگ موقعہ تہ	KMR207 - نظمہن تہ دلپن چہ ذائی بجزبن سہ دوران۔
آزادی دی۔	KMR208 - بدیکبن وہن انگن ہندی ماوچہ لبکھان۔
* سکولہ طرفہ سائس گرہنک پروگرام بناون۔	KMR209 - بحرس / لوچرس، رگس یا وزس متعلق مسلن لوکٹ، بوڈ، ووژل، گلانی، لوٹ، گوب
* ونہ آسن والی تہ ہم آواز لفظن (مسلمن جان، مان، شان بیتیر) ہند املا۔	وغا چہ استعمال کران۔
	KMR210 - دہن میون ہندی ماوچہ لبکھان۔

نمبر شمار	وق	موضوع / عنوان	پہنچن تر / جڑ پنچن تر	کلیدی جڑ	تجویز کرنہ آمرندہ پسی عمل
1	1 پیج 6	صفحہ (1-6)	KMR202 - ڈیلن / نظم ہندن کردارن مسعلق چھ پسندیا ما پسند آسن طاہر کران۔ KMR203 - ہم آواز لفظن ہنہ: جو رچھ بناوان۔	* مولیہ اچھرن تہ حرفن ہنہ: زن۔	مولیہ اچھرن ہنہ: زن دئی۔ زن، ے حرفن ہنہ: زن۔ گوڈکی ژور صدائے اچھ ورماوئی۔ کاسر لیکھس کن لوجہ دین۔ کناہیہ ہنہ: س آعازس مشردرج "ووسادن ہنہ: حاطر لوٹ" چھ ووسادس لازمی پزن۔
2	7 پیج 12	صفحہ (7-10)	KMR201 - پیز راے چھ ظاہر کران تہ زانکاری حاصل کرنہ بلہ چھ سوالہ پزٹھان۔ KMR205 - پاس آندی پچھی موجود چیزن (جاناوارن، کلبن، باعن) مسعلق چھ مختصر جملہ لبکھان۔	* ناو پنچناوئی * سکھن ہنہ: مدتہ ستری ڈیل وئی۔	گوڈکی صدائے اچھ لفظن مشورتاوئی۔ کناہیہ ہنہ: سبق پرناوئی۔ پانہن جاناوارن تہ میون ہنہ: ماو پچھ پنچناوئی۔ سکھن ہنہ: مدتہ پچھ جملہ ونہ ماوئی۔
3	13 پیج 18	صفحہ (11-18)	KMR204 - سکو ڈریعہ ہاونہ آمر ڈیل چھ لفظن مشرت لبکھان۔ KMR206 - ذائی اٹھارہ بلہ چھ سادہ جملہ لبکھان۔	* لیکھس پیٹھ زیاد زور دین	آ، آ، آ، ای آواز وراونہ۔ لوہکی لوہکی جملہ بناوئی۔ لیکھس پیٹھ زیاد زور دین۔ یمن صحن ہنہ: سبق پرماوئی۔ آواز بوڈس پیٹھ ورتاوتھ شری پرماونہ باہہ سار کرنی۔

<p>ا، آواز و رمانہ۔ کینہہ آوازِ جملن مشور مانوہ۔ یمن صحن پیٹھ سبق پور پامھر پراوڑی۔ لیکھس پیٹھ زیاد لوجہ دین۔ جسمہ کبن مان ہندی ماو پچھناوڑی تہ ونہ ماوڑی۔ کاٹھہ کاسر باٹھ بچہ گیواوڑی۔</p>	<p>* جسمیکبن مان ہندی ماو</p>	<p>KMR207- نظمیں تہ دلپن چھ ڈالی بجزن سہ جوران۔ KMR208- بدیکبن وین انگن ہندی ماوچھ لبکھان۔</p>	<p>صفحہ (19-27)</p>	<p>19 پیٹھ 24: صحنہ</p>	<p>4</p>
<p>دوہن ہندی ماو پراوڑی۔ پانژن پوسن تہ سبزی یمن ہندی ماو لبکھس۔ سبق پراوڑی تہ یمن ہندی دلپہ یاد سھاوہ۔ اکہ پیٹھ دین مام گزند لیکھناوڑی۔ کتھ باتھ پچھناوڑی۔ کاسر وطمی ترانہ زبانی یاد کراوڑی۔</p>	<p>* وطنی ترانہ یاد کراوڑی</p>	<p>KMR209- بجرس ر لوچرس، رگس یا وزلس مسعلق مسلن لوکٹ، بوڈ، ووژل، گلانی، لوت، گوب و غا پچھ اسدعمال کران۔ KMR210- دین میون ہندی ماوچھ لبکھان۔</p>	<p>صفحہ (28-36)</p>	<p>25 پیٹھ 30: صحنہ</p>	<p>5</p>

Suggestive Calendar of Activities

S.No	Date	Event	Suggested Activity
1.	March 8 th , 2023	International Women's Day	Organising skits, Group discussions highlighting the role of women.
2.	March 21 st , 2023	Arbor Day (Navroz)- Plantation Day	Celebration of Plantation week wherein students are involved in various activities highlighting the importance of plantation. Plants like Chinars, Deodars to be planted in the premises of the school.
3.	March 22 nd , 2023	World Water Day	Organising Awareness drives, Debates, Painting Competition on the theme of conservation of Water Resources
4.	April 2 nd , 2023	World Autism Awareness Day	Organising debates and discussion about Autism.
5.	April 7 th , 2023	World Health Day	Health & Hygiene Camps to be organised in collaboration with NRHM & nearest Primary Health Centre's, Community Awareness programmes, Street Theatre will be some of the suggestive activities.
6.	May 6 th , 2023	World Mathematics Day	Class-wise Competition among students in developing mathematical models that make it interesting to learn.
7.	May 8 th , 2023	Red Cross Day	Inculcate the habit of Social Service among students, Awareness regarding First-Aid in the Morning Assembly.

Suggestive Calendar of Activities

S.No	Date	Event	Suggested Activity
8.	May 31 st , 2023	World Anti-Tobacco Day	Students to be engaged in Anti- TobaccoAwareness Campaign.
9.	June 5 th , 2023	World Environment Day	Seminars, debates in collaboration WithDepartment of Environment. Painting competitions, poster writing competitions, Rallies etc will be some of the suggestive activities.
10.	June 26 th , 2023	Anti-Drug Abuse Day	Seminars, debates in collaboration with Drug de-addiction centers. Drawing & Painting completion highlighting theevil caused by drug abuse.
11.	August 21 st , 2023	Peace & Non-Violence Day	Debates & Seminars, Group Discussions.Peace is directly proportional to development.
12.	August 29 th , 2023	National Sports Day	Importance of sports in physical / mentalfitness. How sports help to inculcate team- sprit. Awareness about various types of sports & Games.
13.	September 5 th , 2023	Teacher's Day	Celebration of Teachers Day at various levels.Essay Writing / debate highlighting the role ofTeachers
14.	September 7 th , 2023	Kashmir against Flood Day	Commemorating Floods and the courageous response of people. Group Discussions on causes & preventive measures of floods
15.	October 2 nd -8 th , 2023	Wildlife Week	Awareness about importance of conservation ofWildlife with special reference to our local Fauna.

Suggestive Calendar of Activities

S.No	Date	Event	Suggested Activity
16.	November 14 th , 2023	Children's Day	Celebrations to reiterate the importance of being a child.
17.	November 20 th - 25 th , 2023	School Based Assessment Activities Week	Focus on Self-Assessment, Peer Assessment and Group Assessment
18.	December 3 rd , 2023	International Disability Day	Celebrating this special day for the Especially abled classmates to inculcate feeling of empathy and togetherness.
19.	December 22 nd 2023	National Mathematics Day	Competitions (like Quizzes, Sketches of Indian Mathematician, Debates, Seminar, Models making etc. organize for Students.

Schools may organise activities mentioned above and some other Local/National/International events/festivals as they deem fit for holistic development of the students. Organising such events help students to learn about the world around them as they grow up in order to become well-informed citizens. It enhances students' knowledge about the significance of these days/events and helps to inculcate high morals, values and character in our students, thereby nurturing their communication and interpersonal skills.

Examination, Assessment and Evaluation Scheme

Stage/Class	Duration	Scheme of Examination
<p>Foundational Stage: 5 years :</p> <p>School Based Assessment (SBA) shall be conducted by respective HOI's: All children are expected to have achieved subject-specific learning outcomes/competencies & foundational reading skills as per NIPUN Bharat guidelines:</p>		
Aganwadi/ Pre-school/Balvatika	3 Years	<ul style="list-style-type: none"> a. Recognizes letters and corresponding sounds. b. Reads simple words comprising of at least 2 to 3 alphabets. c. Recognizes and reads numerals up to 10. d. Arranges numbers/objects/shapes/occurrence of events in a sequence.
Grade 1st	1 Years	<ul style="list-style-type: none"> a. Reads small sentences consisting of at least 4-5 simple words in an age-appropriate unknown text. b. Read and write numbers up to 99. c. Perform simple addition and subtraction.
Grade 2nd	1 Years	<ul style="list-style-type: none"> a. Read with meaning 45-60 words per minute. b. Read and write numbers up to 999. c. Subtract numbers up to 99.
<p>Assessment at Foundational Stage:</p> <ol style="list-style-type: none"> 1. Assessment is vital, to track children's progress in a continuous and comprehensive manner using multiple techniques of assessment. Assessment during the foundational learning can be broadly categorized into two major areas, namely: <ol style="list-style-type: none"> a. School Based Assessment (SBA) at the foundational stage should be stress- free and largely through qualitative observation based on performance of the child in a multitude of experiences and activities and tools and techniques should be used as envisaged in exemplars prescribed by NCERT/SCERT in SBA document. b. Large-scale standardized assessment large scale assessment data at the UT, National or the International level focuses on the „System“ and describes the educational health of the nation, UT or district. 2. Further Assessment at Foundational Stage aims at early identification of learning gaps at each foundational stage i.e., at FYL-1, FYL-2, FYL-3, FYL-4, & FYL-5 including children with special needs so that there can be possibilities of early intervention through referral to specialists. Teachers are required to use different techniques assess the Children with following major objectives: <ol style="list-style-type: none"> a. Identify the child's strengths, needs, interests and preferences. b. Potentiate child's performance and scaffold it through interventions. c. Collaborate to solve issues and areas of concerns. d. Contribute to early identification of learning gaps and learning difficulties. 3. Teachers are required to identify the learning gaps and focus should be on the attainment of Learning Outcomes and competencies as envisaged in the NIPUN/FLN Guidelines, which is broadly conceptualized as a child's ability to read basic texts and solve basic maths problems & all children are expected to achieve grade-wise subject-specific learning outcomes viz; 		
<p>A child's progress should be assessed based on linguistic reading and writing.</p>		
<p>1. Reading</p>	<p>Children should be able to read simple words, multiple words, stressed words, sentences and paragraphs.</p>	

2. Fluently Reading	A child's reading level is determined by testing how many words a child can read in one minute. Fluency is defined as being able to read 60 words per minute internationally. Keeping this in mind we can apply it to our languages and determine the level of children. For example, those who can read 20 words per minute in class 1, 25 words in class 2, 30 words in class 3, can be identified as fluent readers.
3. Writing	Children should be able to write words, sentences and paragraphs on their own without mistakes. For example, 1st class children are simple words, multiple words, 2 nd class children are stressed words. As mentioned above, if you can write 4 out of 5 words without mistakes, you should be considered proficient in writing.

The progress of the children in reading, fluent reading and writing skills should be tested once a month. The illustration. Child's Progress Report Table is as under:

Student Name	Reading	Fluently Reading	Writing
Mohan	✓	✓	✓
Salman	✓	✓	✓
Reshma	✓	✓	X
David	✓	X	X
Total	4	3	2

***Criteria Points for evaluation Formative/Summative Assessment:**

Object		Marks	Procedure
I	Formative Assessment	30	Level of preparation & Progress of the child has to be evaluated by subject teacher by conducting (I-VI) Tests/ Sessional throughout the year as per School Based Assessment. (@ 5 marks per Sessional)
II	Co-curricular Component	20	Detailed description of activities with criteria points is <u>appended*</u>
III	Summative Assessment	50	External Year End Assessment tool/Question Paper shall be of 50 Marks.
Total (I+II+III)		100	Qualifying criteria will be as per the prescribed examination norms/guidelines. However, student is required to qualify with 33% marks in each assessment (FA/CC/SA).

***Description of Criteria Points for Co-Curricular activities:**

Object / Activity		Criteria Points
Foundational Stage: (Aganwari/ Pre-school/ Balvatika, class 1st & class 2nd)		
1	Physical Activities/Health & Hygiene.	5
2	Participation in School Activities: i. Recitation ii. Art & Craft iii. Role Playing iv. Painting v. Group songs etc.	10
3	i. Attendance (>75% upto 85%) (1 Marks) ii. Attendance (>85% upto 100%) (2 Marks) iii. Parent participation (2 Marks)	5

Government of Jammu & Kashmir

This syllabus has been designed in order to provide students a broad and balanced understanding of subjects to enable them to communicate effectively, analyze information, take informed decisions, construct their worldview in alignment with constitutional values and move ahead in the direction of becoming productive citizens. The focus of current syllabus is on the development of 21st century skills in settings where each student feels independent, safe and comfortable with their learning. To achieve this aim, it is extremely important that children acquire adequate knowledge and skills in other core areas like Health and Physical Education, Life Skills, Values Education, Art Education, Work Education and other Co-Scholastic areas. The syllabus will help teachers as well as students to plan accordingly for achieving the desired learning competencies.

FOUNDATIONAL STAGE

State Council of Educational Research & Training

