# CURRICULUM
# GRADE-1



# *CURRICULUM*

## *OVERVIEW*

*Any good curriculum should meet the needs of the learner, both of the present and the future, in the context of the knowledge and skills requirement of the 21st century. A general and comprehensive school education will establish a strong platform and foundation not only for higher studies leading to a career, but also overall empowerment of the individual for a meaningful life.*

*The focus in our curriculum is not on the delivery and memorization of content but on the understanding of concept and the development of skills as appropriate to each subject domain specifically the 21st century skills i.e. four Cs, Collaboration, Critical thinking, Communication, Creativity. Critical thinking envisages a focus not on memorization and rote learning but on the Higher Order Thinking Skills i.e. understanding, application, analysis, synthesis, evaluation and creativity. Classroom practice will reflect this new focus. Collaboration and independent learning will become more important skills of an empowered learner rather than memorization.*

## *OBJECTIVES*

- *To promote the active involvement of children in a learning process that is imaginative and stimulating.*
- *To enable children to meet with self confidence and assurance and work independently and collaboratively.*
- *To explore concepts using tools of scientific inquiry and information.*
- *To set suitable learning challenges.*
- *To provide extensive learning experience.*
- *To overcome potential barriers to learning and assessment for individuals and groups of pupils.*
- *To respond to pupils diverse learning needs.*

## *POLICY STATEMENTS*

*Our mission is to enable **"learning for life"** in a safe environment which is inspirational , fun filled & nurtures inquisitive minds.*

*Teaching and learning is the core purpose of our school. The purpose of this booklet is to help parents understand what is expected of students in Grade-1 in the core subject areas of English, Hindi and Mathematics.*

*It provides a listing of skills & concepts to be taught in each Grade level. Suggestive list of tools is also provided to help your child learn at home. The curriculum incorporates new content and embraces new approaches and methodologies.*

# ENGLISH

***OVERVIEW***

*As English is the medium of instruction, development of competence in English enables the accelerated learning of other subjects also. The emphasis is on the development of fluency with the balance of all skills i.e. listening, speaking, reading, writing and also refining the student's ability to express himself by focusing on Higher Order Thinking Skills transacted through the medium of English.*

***OBJECTIVES OF TEACHING LANGUAGES***

***By the end of Grade 1 the students will be able to:***

- *Develop basic language skills through analysis, application and appreciation.*
- *Understand the meaning of grade appropriate prose, poetry and stories by reading and listening.*
- *Attain a basic competence in the use of English language.*
- *Develop and use specific vocabulary in different contexts.*
- *Develop an understanding of language as an instrument for basic interpersonal communication.*
- *Develop the skills required to listen with sustained concentration.*
- *Use punctuation marks to guide expression.*
- *Speak with reasonable fluency.*
- *Describe simple situations and events.*
- *Practice silent reading with comprehension of simple short passages.*
- *Write short sentences based on pictures.*

| *Month* | *Concept* | *Skills*<br>*The students will be able to:* |
|---|---|---|
| *April* | • *Phonics*<br>• *Reading and writing grade appropriate sight words*<br>• *Vowels and Consonants*<br>• *Self Introduction*<br>• *A poem*<br>• *Moral Stories* | • *Recognize the vowels and consonants and their sounds*<br>• *Learn correct pronunciation and spellings of sight words*<br>• *Listen to an introduction and talk about one self*<br>• *Enhance LSRW Skills* |
| *June* | • *Reading and writing frequently used/sight words* | • *Use a range of vocabulary in speaking including specific subject areas*<br>• *Enhance LSRW Skills* |
| *July* | • *Structures*<br>• *Functional Grammar*<br>• *Short stories*<br>• *Reading and Writing grade appropriate sentences*<br>• *Vocabulary*<br>• *Functional Grammar* | • *Use correct structures while speaking/writing*<br>• *Read short simple grade appropriate sentences*<br>• *Write short simple sentences using given words*<br>• *Tell animals and their sounds*<br>• *Tell animals and their babies*<br>• *Enhance LSRW Skills* |
| *August* | • *Structures*<br>• *Poems*<br>• *Reading and writing grade appropriate text*<br>• *Picture Reading*<br>• *Functional Grammar*<br>• *Short stories*<br>• *Vocabulary*<br>• *Functional Grammar* | • *Use correct structures while speaking/writing*<br>• *Make predictions during listening and tell what will happen next*<br>• *Ask and answer simple questions about the story*<br>• *Speak and write simple sentences about the given picture*<br>• *Identify the characters in the story* |

| *Month* | *Concept* | *Skills*<br>*The students will be able to:* |
|---|---|---|
| *August* | | • *Read simple short rhythmic poems with repetitive patterns*<br>• *Identify and create rhyming words*<br>• *Work in collaboration with others*<br>• *Read short sentences with correct pronunciation*<br>• *Complete the sentences using correct words*<br>• *Tell and write rhyming words*<br>• *Enhance LSRW Skills* |
| *September* | • *Short stories*<br>• *Poems*<br>• *Reading and writing simple short sentences*<br>• *Picture Description*<br>• *Functional Grammar*<br>• *Punctuation*<br>• *Vocabulary* | • *Make some simple inferences about characters' feelings and share it with others*<br>• *Offer solutions for problems in stories*<br>• *Read simple short sentences with correct pronunciation and fluency*<br>• *Write simple sentences using given words*<br>• *Use capital letters and full stops while writing*<br>• *Speak and write grade appropriate sentences describing the given picture*<br>• *Tell and write animal homes*<br>• *Tell and write opposite words*<br>• *Enhance LSRW Skills* |
| *October* | • *Stories*<br>• *Poems*<br>• *Reading and writing grade appropriate text*<br>• *Describing the given topic*<br>• *Vocabulary*<br>• *Functional Grammar* | • *Learn vocabulary related to the theme*<br>• *Discuss about main ideas /characters of the play*<br>• *Express ideas in complete sentences that make sense (may occasionally make errors in syntax or word choice)*<br>• *Write simple sentences based on the given topic*<br>• *Enhance LSRW Skills* |
| *November* | • *Prose*<br>• *Picture composition*<br>• *Reading and writing grade appropriate text*<br>• *Functional Grammar*<br>• *Vocabulary* | • *Ask and respond to questions*<br>• *Retell the story/narration in their own words*<br>• *Use of vocabulary related to specific subject areas (e.g.birthdayparty,picnic,school,garden etc.)*<br>• *Enhance LSRW Skills* |

| *Month* | *Concept* | *Skills*<br>*The students will be able to:* |
|---|---|---|
| *November* | | • *Read and demonstrate comprehension of grade appropriate literary texts (e.g.short stories, poems)*<br>• *Identify and tell main ideas or key information from visual connections between a picture and text (e.g. "What does the picture tell us about the story?" "What do the words tell us about the picture?")*<br>• *Write sentences based on given pictures*<br>• *Enhance LSRW Skills* |
| *December* | • *Poems*<br>• *Prose*<br>• *Picture composition*<br>• *Compositon writing*<br>• *Describing the given situation*<br>• *Vocabulary*<br>• *Functional Grammar* | • *Infer that it is good to take responsibility*<br>• *Learning new words*<br>• *Use basic 'text features' (e.g. titles, captions, illustrations) to explain information texts*<br>• *Describe a picture*<br>• *Write few lines about the given situation*<br>• *Retell key points through discussion, drawing or other representation*<br>• *Respond to questions related to the text and generate new questions*<br>• *Enhance LSRW Skills* |
| *January* | • *Prose*<br>• *Poems*<br>• *Moral story*<br>• *Complete the story with the help of pictures*<br>• *Picture Composition*<br>• *Paragraph Writing*<br>• *Vocabulary*<br>• *Functional Grammar* | • *Ask and answer questions*<br>• *Use conversational language, including an increasingly specific vocabulary to describe objects, events and feelings*<br>• *Use language and actions that demonstrate appropriate social behaviour to facilitate interaction (e.g. greetings, please, thank you, take turns as speaker and listener in conversation, avoid interrupting)*<br>• *Develop explanations about what they have read or viewed (e.g. "I think this story teaches us that…")*<br>• *Describe a picture*<br>• *Enhance LSRW Skills* |

| *Month* | *Concept* | *Skills*<br>*The students will be able to:* |
|---|---|---|
| *February* | • *Poems*<br>• *Prose*<br>• *Composition writing*<br>• *Vocabulary*<br>• *Functional Grammar* | • *Read poems with proper actions / rhythm*<br>• *Retell a story or experience in a logical sequence*<br>• *Complete a story in a meaningful sequence from pictures*<br>• *Enhance LSRW Skills* |

## *LIST OF SUGGESTIVE TOOLS FOR ENGLISH SKILLS*

| *LISTENING SKILL* | *SPEAKING SKILL* | *READING SKILL* | *WRITING SKILL* |
|---|---|---|---|
| • *Narration of a story*<br>• *Comprehension Tasks*<br>• *Memory Games and Interactive Activities*<br>• *Listen and follow directions to complete a task*<br>• *Listen and understand stories, events, others views and give opinions or answer questions*<br>• *Audio Materials likeDialogues, Songs and Rhymes* | • *Public Speaking*<br>• *Extempore*<br>• *Role Play*<br>• *Skit*<br>• *Group Discussion*<br>• *Story Completion/Telling*<br>• *Picture Description*<br>• *Language Games*<br>• *Sharing feelings and experiences with each other*<br>• *Talk Show* | • *Unseen Passage/Poem for Reading Comprehension*<br>• *Reading grade appropriate text*<br>• *Reading story books*<br>• *Reading words and other short phrases* | • *Picture Description*<br>• *Making sentences using the given words*<br>• *Describing objects / person / places*<br>• *Fill in the blanks*<br>• *Complete the story with the help of the picture/words/clues*<br>• *Worksheets*<br>• *Paragraph writing*<br>• *Opinion writing*<br>• *Writing prompts*<br>• *What happened next ?*<br>• *Dialogue Writing*<br>• *Feeling Envelope (Expressing Feelings)* |

# HINDI

**<u>प्रस्तावना</u>**

शिक्षार्थियों को राष्ट्रभाषा हिन्दी का अध्यापन शिक्षण के चार कौशलों–श्रवण, कथन, पठन–वाचन, लेखन के माध्यम से इस प्रकार करवाया जाएगा ताकि शिक्षार्थी भाषा अभिव्यक्ति एवं व्यावहारिक व्याकरणिक अभ्यास कर सकेंगे।

**हिंदी भाषा शिक्षण के सामान्य उद्देश्य–**

- ध्यान और धैर्य पूर्वक सुनकर समझना और उस पर अपनी प्रतिक्रिया व्यक्त करना।
- कही जा रही बातों को ध्यान से सुनना और सुनकर समझना।
- निर्देशों, अनुरोध, सूचना आदि को सुनकर उनके अनुसार कार्य करना।
- आत्मविश्वास और कुशलता से विषय वस्तु को अभिव्यक्ति करना।
- औपचारिक और अनौपचारिक परिस्थितियों में होने वाली चर्चा में भाग लेना और अपने विचार रखना।
- गीत, कहानी, कविता तथा अपने विचार प्रस्तुत करना।
- अपनी बात के समर्थन में तर्क तथा उदाहरण प्रस्तुत करना।
- अक्षर जोड़–जोड़ कर पढ़ने के बजाए समझकर पढ़ना।
- स्मार्ट बोर्ड पर लिखी और पुस्तक में छपी सामग्री को समझते हुए पढ़ना।
- पढ़ने की प्रक्रिया को दैनिक जीवन की आवश्यकताओं से जोड़ना।
- शब्दों और चित्राकारी द्वारा अभिव्यक्ति करना।
- स्तर के अनुरूप शब्दों का प्रयोग करते हुए कविता, कहानी, उत्तर, अनुभव आदि बोलना एवं लिखना।

## पाठ्यक्रम

| क्रं. | माह | अवधारणा | कौशल<br>शिक्षार्थी निम्न दक्षता अर्जित कर पाएँगे: |
|---|---|---|---|
| 1. | अप्रैल | ♦ प्रार्थना<br>♦ वर्णमाला का पुनरावलोकन<br>♦ बिना मात्रा वाले शब्दों का पुनरावलोकन<br>♦ शब्द रचना<br>♦ कौशल–श्रवण, कथन, पठन, लेखन | • प्रार्थना का सस्वर पाठ<br>• स्वर, व्यंजन पहचानना<br>• वर्णमाला पढ़ना और लिखना<br>• बिना मात्रा वाले शब्द और वाक्य पढ़ना और लिखना<br>• दिए गए वर्णों से शब्द बनाना<br>• निर्देशों / अनुरोधों को सुनकर उनके अनुसार कार्य करना<br>• दिए गए विषय परवाक्य बोलना |
| 2. | जून | ♦ आ की मात्रा का पुनरावलोकन<br>♦ शिक्षाप्रद कहानी<br>♦ कौशल–श्रवण, कथन, पठन, लेखन | • आ की मात्रा का उचित प्रयोग<br>• आ की मात्रा वाले शब्द और वाक्य पढ़ना और लिखना<br>• कहानी सुनकर प्रश्नों के उत्तर देना |
| 3. | जुलाई | ♦ इ, ई की मात्रा<br>♦ कविताएँ<br>♦ जिज्ञासा प्रधान कहानी<br>♦ शब्द रचना<br>♦ वाक्य रचना<br>♦ कौशल–श्रवण, कथन, पठन, लेखन | • इ व ई की मात्रा का सही प्रयोग<br>• आ, इ, व ई की मात्रा वाले शब्द और वाक्य पढ़ना और लिखना<br>• कविता का सस्वर पाठ करना<br>• कहानी सुनकर उससे संबंधित प्रश्न पूछना व उत्तर देना<br>• वर्णो से शब्द बनाना व शब्द सीढ़ी पूर्ण करना<br>• दिए गए शब्दों से वाक्य बनाना |
| 4. | अगस्त | ♦ उ, ऊ की मात्रा<br>♦ कविताएँ<br>♦ मूल्य परक कहानी<br>♦ चित्र वर्णन<br>♦ वाक्य रचना<br>♦ अपठित गद्यांश<br>♦ कौशल–श्रवण, कथन, पठन, लेखन | • उ व ऊ की मात्रा का सही प्रयोग<br>• उ व ऊ की मात्रा वाले शब्द और वाक्य पढ़ना व लिखना<br>• कविता का सस्वर पा ठकरना<br>• कहानी सुनकर अपने विचार व्यक्त करना<br>• चित्र देखकर उसके बारे में बोलना व लिखना<br>• दिए गए शब्दों से वाक्य बनाना<br>• दिए गए गद्यांश को पढ़कर समझना और प्रश्नों के उत्तर बोलना / लिखना |
| 5. | सितम्बर | ♦ प्रार्थना<br>♦ ए, ऐ की मात्रा<br>♦ लघुकथा<br>♦ वाक्य रचना<br>♦ चित्र वर्णन<br>♦ अपठित गद्यांश<br>♦ कौशल–श्रवण, कथन, पठन, लेखन | • प्रार्थना का सस्वर पाठ<br>• ए, ऐ की मात्रा का सही प्रयोग<br>• ए, ऐ की मात्रा वाले शब्द और वाक्य पढ़ना व लिखना<br>• शब्द भंडार बढ़ाना<br>• दिए गए शब्दों से वाक्य बनाना<br>• चित्र देखकर वाक्य लिखना<br>• दिए गए गद्यांश को पढ़कर समझना और प्रश्नों के उत्तर बोलना / लिखना |
| 6. | अक्टूबर | ♦ ओ, औ की मात्रा<br>♦ लघुकथा<br>♦ समान लय वाले शब्द<br>♦ चित्र वर्णन<br>♦ फलोंकेनाम<br>♦ कौशल–श्रवण, कथन, पठन, लेखन | • ओ, औ की मात्रा का सही प्रयोग<br>• ओ, औ की मात्रा वाले शब्द और वाक्य पढ़ना व लिखना<br>• चित्र देखकर वाक्य लिखना<br>• शब्द भंडार बढ़ाना |

| क्रं. | माह | अवधारणा | कौशल<br>शिक्षार्थी निम्न दक्षता अर्जित कर पाएँगे: |
|---|---|---|---|
| 7 | नवम्बर | ♦ ऋ की मात्रा<br>♦ ऑ की ध्वनि<br>♦ अनुस्वार एवं अनुनासिक<br>♦ लघुकथा<br>♦ समान अर्थ वाले शब्द<br>♦ अपठित गद्यांश<br>♦ वाक्य रचना<br>♦ मात्राओं का अभ्यास<br>♦ कौशल–श्रवण, कथन, पठन, लेखन | • ऋ की मात्रा एवं अनुस्वार का सही प्रयोग<br>• ऋ की मात्रा वाले शब्द और वाक्य पढ़ना व लिखना<br>• ऑ की ध्वनि का सही प्रयोग<br>• अनुस्वार एवं अनुनासिक का सही प्रयोग<br>• अनुस्वार एवं अनुनासिक वाले शब्द और वाक्य पढ़ना व लिखना<br>• शब्द भंडार बढ़ाना<br>• दिए गए शब्दों के समान अर्थ वाले शब्द बोलना एवं लिखना<br>• दिए गए गद्यांश को पढ़कर समझना और प्रश्नों के उत्तर लिखना / बोलना<br>• दिए गए शब्दों से वाक्य बनाना |
| 8. | दिसंबर | ♦ र के रूप<br>♦ संयुक्त वर्ण<br>♦ वचन<br>♦ शब्द भंडार<br>♦ मात्राओं का अभ्यास<br>♦ उल्टे अर्थ वाले शब्द<br>♦ कहानी पूरी करना<br>♦ कौशल–श्रवण, कथन, पठन, लेखन | • प्रयोग (परिचय / पहचानना)<br>• संयुक्त वर्ण वाले शब्द और वाक्य पढ़ना और लिखना<br>• दिए गए शब्दों के एक व अनेक शब्द पहचानना, बोलना एवं लिखना<br>• शब्द भंडार बढ़ाना<br>• चित्र देखकर कहानी पूरी करना |
| 9. | जनवरी | ♦ अपठित पद्यांश<br>♦ लघुकथा<br>♦ स्त्रीलिंग, पुल्लिंग ज्ञान<br>♦ मात्राओं का अभ्यास<br>♦ गिनती<br>♦ नाम शब्द<br>♦ वर्णनात्मक कथन<br>♦ कौशल–श्रवण, कथन, पठन, लेखन | • दिए गए पद्यांश को पढ़कर समझना और प्रश्नों के उत्तर बोलना / लिखना<br>• कविता का सस्वर पाठ<br>• दिए गए चित्र का अपने शब्दोंमें वर्णन करना<br>• दिए गए विषय पर अनुच्छेद लिखना<br>• 1 से 10 गिनती बोलना, पढ़ना और लिखना<br>• नाम शब्द की पहचान कर सकेंगे व उनका उचित उपयोग कर सकेंगे<br>• शब्द भंडार बढ़ाना<br>• दी गई वस्तु, व्यक्ति अथवा परिस्थिति का अपने शब्दों में वर्णन करना। |
| 10. | फरवरी | ♦ अपठित पद्यांश<br>♦ अपनेअनुभवसुनाना<br>♦ बातचीत<br>♦ अनुच्छेदलेखन<br>♦ सर्वनाम<br>♦ कौशल–श्रवण, कथन, पठन, लेखन | • दिए गए पद्यांश को पढ़कर समझना और प्रश्नों के उत्तर बोलना / लिखना<br>• अपने विचार / अनुभव अभिव्यक्त करना और दूसरों के विचार सुनकर प्रतिक्रिया व्यक्त करना<br>• नाम शब्द के स्थान पर उचित सर्वनाम का प्रयोग कर सकेंगे<br>• किसी व्यक्ति / वस्तु / घटना का अपने शब्दों में वर्णन करना<br>• दिए गए विषय पर अनुच्छेद लिखना |

# (Suggestive Tools for Hindi)

- कहानीकथन
- परिचय लेना–देना
- चित्र वर्णन
- अपने अनुभव सुनाना
- बातचीत / वार्तालाप
- शुभकामना संदेश
- कक्षा में समूह चर्चा
- अंत्याक्षरी
- अभिनय प्रस्तुति
- पहेली / प्रश्नोत्तर
- शब्दरचना
- वाक्य रचना
- सारलेखन
- कहानी लेखन
- अनुच्छेद लेखन
- वर्णनात्मक कथन

# MATHEMATICS

***OVERVIEW***

*In Mathematics understanding of concepts becomes an essential prerequisite in the development of the skills in Math. Teachers ensure that students understand the concepts before they provide real life related exercises to develop Math skills. Daily practice in solving Math problems is provided within the school time table in Grades 1 to 2 and as homework for Grades 3 to 8.*

***OBJECTIVES OF TEACHING MATHEMATICS***

***By the end of Grade 1 the students will be able to:***

- *Understand the use of numbers and quantities related to their daily life.*
- *Read and write numbers using place value.*
- *Use the vocabulary related to basic operations and symbols to describe and record sentences.*
- *Use specific operations to solve problems.*
- *Solve mathematical problems or puzzles, recognize and explain patterns and relationships.*
- *Estimate, measure, weight and compare objects by choosing and using suitable standard/nonstandard units and measuring instruments and appreciating the use of standard units in our daily life.*
- *Acquire mathematical concepts and skills for everyday use and continuous learning.*
- *Acquire speed and accuracy for solving mathematical problems.*
- *Solve mathematical problems of their daily life.*
- *Make and describe plane shapes and patterns.*

| Month | Content | Skill<br>The students will be able to: |
|---|---|---|
| April | • Pre number concepts(Revision)<br>• Comparison of objects<br>• Use of vocabulary related to comparison<br>• Forward counting till 100<br>• Backward counting from 100 to 1<br>• Table of 2 | • Compare objects by observing and use vocabulary of comparison<br>• Read and write numbers up to 100<br>• Count and write forward and backward numbers up to 100 |
| June | • Numbers and number names<br>• Concept of zero<br>• Comparison of 1-digit number using signs of comparison.>,< or =<br>• Before,after and between numbers<br>• Cardinal and ordinal numbers<br>• Table of 3 | • Read and write numbers names.<br>• Compare 1- digit number using <,> or = sign<br>• Differentiate between cardinal and ordinal numbers |
| July | • Addition and subtraction of single digit number<br>• Use of Sign (+,-)<br>• Solving problems using concrete objects/pictures<br>• Horizontal and vertical addition and subtraction<br>• Number combinations up to 10<br>• Addition and Subtraction facts<br>• Add by counting forward and backward<br>• Word problems<br>• Table of 4 | • Solve addition and subtraction problems of single digit with single digit numbers<br>• Use properties of addition and subtraction for solving problems<br>• Solve story sums |
| August | • Concept of tens and ones<br>• Numbers and their names<br>• Comparison of numbers using signs of comparison >,< or =<br>• Before,after and between numbers<br>• Ascending and Descending order<br>• Missing Numbers<br>• Table of 5 | • Identify and tell the place/face value of digits of the given 2- digit numbers<br>• Count objects easily by making groups of tens and ones<br>• Read and write number and number names<br>• Compare given numbers<br>• Recall and write before-after and between numbers<br>• Arrange the numbers in ascending and descending order |
| September | • Addition of 2-digit numbers without regrouping<br>• Adding 3 numbers<br>• Subtracting 2-digit numbers without regrouping<br>• Word problems<br>• Table of 6 | • Solve 2-digit addition problems<br>• Use addition for calculations in daily life<br>• Add 2 or more than two numbers<br>• Solve 2 digit subtraction problems<br>• Using subtraction facts to solve problems in daily life<br>• Solve story sums |

| *Month* | *Content* | *Skill*<br>*The students will be able to:* |
|---|---|---|
| *October* | • *Time and Money*<br>• *Parts of a day*<br>• *Days and months in order*<br>• *Recognise Indian Currency*<br>• *Relate different denomination of money*<br>• *Add and subtract amounts of money*<br>• *Solve problems based on money*<br>• *Table of 7* | • *Read time and calendar*<br>• *Introduction to Indian currency.* |
| *November* | • *Measurement*<br>• *Understanding non standard units of measurement*<br>• *Measuring length with different body parts/objects*<br>• *Measurement of weight and capacity*<br>• *Straight and curved lines*<br>• *Plane shapes*<br>• *Introduction to 3- D shapes*<br>• *Table of 8* | • *Compare/measure length,weight and capacity by using non standard units like pace, handspan, cubit etc.*<br>• *Recognize straight and curved lines*<br>• *Draw plane shapes*<br>• *Tell properties of plane shapes* |
| *December* | • *Patterns in shapes and numbers*<br>• *Forward and Backward counting till 200*<br>• *Table of 9* | • *Identify and complete patterns*<br>• *Identify and distinguish between different shapes and patterns in their surroundings*<br>• *Read and write numbers up to 200*<br>• *Count forward and backward up to 200* |
| *January* | • *Before ,after and between numbers till 200*<br>• *Introduction to Multiplication*<br>• *Multiplication as repeated addition*<br>• *Table of 10* | • *Recall and write before-after and between numbers*<br>• *Show multiplication as repeated addition*<br>• *Solve single digit multiplication problems using multiplication facts* |
| *February* | • *Data Handling*<br>• *Revision of tables till 10* | • *Collect, record and analyze data* |

## *LIST OF SUGGESTIVE TOOLS FOR MATHEMATICS*

- *Activities using concrete objects*
- *Mathematical Games*
- *Quiz*
- *Data Collection*
- *Group Activities*
- *Flash cards*
- *Audio/video material*
- *Paper - pencil Test*
- *School based Project (group / individual)*
- *Model of clock/shapes etc.*

# UNDERSTANDING OUR WORLD

*OVERVIEW -*

*Today we are in an age of explosion of information. In this context memorization of content in science is futile exercise. The scientific skills i.e., the skills of observation, inquiry, recording, investigation, analysis, hypothesis and drawing conclusions etc. are the key scientific skills that can be extrapolated to the study of other subjects.*

*Social Science helps the students to understand the complex integration of social institutions and phenomena and to trace how civilization and social institutions have developed. This enables them to become proactive citizens and empowered individuals who have a deeper understanding of their own complex environment as they have evolved through centuries, not just of their local environment but also of the world.*

*Social Science is a subject with an element of subjectivity and the student's own appraisal and evaluation as well as his response to the aspects of the subject are keys factor in constructing his own knowledge.*

***OBJECTIVES OF TEACHING UOW***

***By the end of Grade 1 the students will be able to-***

- *Develop understanding of social life in their own family and communities.*
- *Understand and investigate how social institutions came into being.*
- *Learn and describe various aspects- geography, history and culture of their country.*
- *Use of skills of scientific inquiry- observation, recording etc.*
- *Learn about the environment and how to preserve it.*
- *Develop a sensitivity to environment issues.*
- *Develop an understanding of phenomena to suggest ideas and make predictions.*
- *Acquire habits of healthy and hygienic living.*

| *MONTH* | *Concepts* | *Skills*<br>*The students will be able to:-* |
|---|---|---|
| *April* | *My Body* | ➢ *Label different body parts on a given picture*<br>➢ *Tell the names of different body parts* |
| *June* | *Plants Around Us* | ➢ *Label different parts of plants*<br>➢ *List things a plant needs to grow*<br>➢ *Make a list of things he/she get from plants* |
| *July* | *Means of Communication and Means of Transport* | ➢ *Name different means of communication*<br>➢ *Name different means of transport* |
| *August* | *Food and Eating Habits*<br>*Good manners*<br>*Healthy Habits* | ➢ *Importance of eating healthy food and healthy eating habits*<br>➢ *Differentiate between junk food and healthy food*<br>➢ *Discuss the importance of hygienic habits*<br>➢ *Discuss how we can keep our surroundings clean* |
| *September* | *Clothes We Wear* | ➢ *Describe different clothes for different seasons*<br>➢ *Decide which type of clothes they should wear in different seasons* |
| *October* | *Festivals and Celebrations* | ➢ *Name different festivals of India*<br>➢ *Discuss the importance of celebrating together* |
| *November* | *Air and Water* | ➢ *Explain about the importance of air and water for life*<br>➢ *Analyse the sources of water*<br>➢ *Explain properties of air*<br>➢ *Discuss and prioritize the importance of conservation practices* |
| *December* | *Our Helpers* | ➢ *Tell about different community helpers*<br>➢ *Discuss how different services are provided to us* |
| *January* | *Habitats* | ➢ *Tell about different types of habitates like forest,ocean and deserts*<br>➢ *Discuss how different creatures survive in different habitats* |
| *February* | *Solar System* | ➢ *Tell about the solar system (planets, moon sun etc.)*<br>➢ *Discuss the importance of sun* |

## *LIST OF SUGGESTIVE TOOLS FOR Understanding Our Wotld*

- *Observations*
- *Oral questions*
- *Practical activities*
- *Role play*
- *Stories to assess the values, attitudes and habits*
- *Group discussion*
- *Quiz*
- *MCQs*

# COMPUTERS

*OVERVIEW -*

*In this age of Information technology, computers are being used in almost every aspect of human existence. The students will use Information Technology as a tool for learning.*

***OBJECTIVES OF TEACHING COMPUTER***

***By the end of Grade 1 the students will be able to:***

- *Develop understanding and skills in the use of common software platforms.*
- *Create awareness and ethics related to usage of technology.*
- *Identify the basic components of hardware and how to use it.*
- *Learn to use computers to draw and write, to create, open and close documents and save them.*

## *COMPUTERS*

| ***Month*** | ***Concept*** | ***Skills*** *The students will be able to:* | ***Activity*** |
|---|---|---|---|
| *April* | ***Know Your Computer*** | • *Know about different types of machines*<br>• *Identify the parts of Computer*<br>  ○ *Monitor*<br>  ○ *Keyboard*<br>  ○ *Mouse*<br>  ○ *Speakers*<br>  ○ *Printer* | • *To spot the differences between two devices* |
| *June* | ***Starting and Shutting Down a Computer*** | • *Learn about :-*<br>  ○ *Steps to 'Start ' a computer*<br>  ○ *Steps to 'Shut down' a computer*<br>  ○ *Do's and Don'ts while using a computer* | • *How to start computer*<br>• *How to shut down computer*<br>• *Opening and closing of any application* |
| *July* | ***Fun with Paint*** | • *Learn about the tools of paint brush :-*<br>  ○ *Pencil tool*<br>  ○ *Eraser tool*<br>  ○ *Oval tool*<br>  ○ *Rectangle tool* | • *Draw a house using Rectangle tool, Line tool and colour it*<br>• *Write your name in the drawing area using pencil tool with colour of your choice* |
| *August* | ***Paint Drawing Tools*** | • *Use some more tools:-*<br>  ○ *Line tool*<br>  ○ *Fill with colour tool*<br>  ○ *Oval tool* | • *To draw and colour the given picture in Paint* |
| *September* | ***More on Paint*** | • *Explore tools like :-*<br>  ○ *Airbrush tool*<br>  ○ *Select tool*<br>  ○ *Ellipse tool* | • *Draw smiley face using oval tool* |
| *October* | ***Advanced Paint*** | • *Understand :-*<br>  ○ *Parts of tabs*<br>  ○ *Cut, copy and paste options for a given picture.* | • *To draw and copy the butterfly on the drawing area* |

| *Month* | *Concept* | *Skills*<br>*The students will be able to:* | *Activity* |
|---|---|---|---|
| *November* | ***Tux Paint*** | • *Acquaint themselves with :-*<br>○ *Tux Paint window*<br>○ *Common tools used in Tux Paint* | *To create images in Tux Paint based on given instruction* |
| *December* | ***Introduction to Word Processing*** | • *Work on a file :-*<br>○ *Open an application*<br>○ *Close an application*<br>○ *Save any document* | *Opening and closing of Word Processing file*<br>*Creating and saving a file* |
| *January* | ***Beautify the text*** | • *Format (edit ) the text:-*<br>○ *Font size*<br>○ *Font color*<br>○ *Font style* | *Write 5 to 10 lines about* ***'My School'*** *using various formatting tools* |
| *February* | ***Graphics For Newsletter*** | • *Apply the use of :-*<br>○ *Text highlight colour*<br>○ *Caps lock* | *Write five good points on* ***'My Best Friend'*** *using the graphics learned.* |