

**ANNUAL  
CURRICULUM  
PLAN**

**CLASS : II**

**SESSION 2015-16**



# GOLAYA PROGRESSIVE PUBLIC SCHOOL

SESSION :2015-16

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APRIL(24)						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

MAY(13)						
Su	Mo	Tu	We	Th	Fr	Sa
31					1	2
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JUNE(0)						
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JULY(26)						
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AUGUST(23)						
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SEPTEMBER(24)						
Su	Mo	Tu	We	Th	Fr	Sa
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OCTOBER(19)						
Su	Mo	Tu	We	Th	Fr	Sa
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NOVEMBER(21)						
Su	Mo	Tu	We	Th	Fr	Sa
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29	30					

DECEMBER(26)						
Su	Mo	Tu	We	Th	Fr	Sa
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20	21	22	23	24	25	26
27	28	29	30	31		

JANUARY(16)						
Su	Mo	Tu	We	Th	Fr	Sa
31					1	2
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17	18	19	20	21	22	23
24	25	26	27	28	29	30

FEBRUARY(25)						
Su	Mo	Tu	We	Th	Fr	Sa
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14	15	16	17	18	19	20
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28	29					

MARCH(16)						
Su	Mo	Tu	We	Th	Fr	Sa
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6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

# List of Holidays

1.	Good Friday	03.04.15	Friday
2.	Dr. Ambedkar Jayanti	14.04.15	Tuesday
3.	Buddh Purnima	04.05.15	Monday
4.	Id –Ul- Fitr	18.07.15	Saturday
5.	Independence Day	15.08.15	Saturday
6.	Teej	17.08.15	Monday
7.	Raksha Bandhan	29.08.15	Saturday
8.	Janamashtami	05.09.15	Saturday
9.	Id-Ul-Zuha	24.09.15	Thursday
10.	Gandhi Jayanti	02.10.15	Friday
11.	Dussehra	22.10.15	Thursday
12.	Muharram	24.10.15	Saturday
13.	Karwa Chauth	30.10.15	Friday
14.	Haryana Day	01.11.15	Sunday
15.	Diwali	11.11.15	Wednesday
16.	Goverdhan Puja	12.11.15	Thursday
17.	Bhai Duj	13.11.15	Friday
18.	Guru Nanak Dev ji's Birthday	25.11.15	Wednesday
19.	Christmas Day	25.12.15	Friday
20.	Makar Sankranti	14.01.16	Wednesday
21.	Republic Day	26.01.16	Monday
22.	Maha Shivratri	07.03.16	Monday
23.	Holi	24.03.16	Thursday

## Note:

1. Summer Break : 17<sup>th</sup> May 2015 to 30<sup>th</sup> June 2015
2. Autumn Break : 18<sup>th</sup> October 2015 to 25<sup>th</sup> October 2015
3. Winter Break : 1<sup>st</sup> January 2016 to 10<sup>th</sup> January 2016

## Total Number of Working Days : 234

April : 24	Aug. : 23	Nov. : 21	Feb. : 25
May : 13	Sept. : 24	Dec. : 26	March : 16
July : 26	Oct. : 20	Jan. : 16	

## List of books

S.No.	Name of the Books	Author's Name
<b>ENGLISH</b>		
1	Grow with words -English Coursebook	Nomita Wilson(AUP)
2	English Worksheets	Amity University Press
3	English Grammar	Amity University Press
4	Cursive Strokes	Amity University Press
<b>HINDI</b>		
5	अमृत हिन्दी पाठमाला	डॉ शैलेश श्रीवास्तव
6	अभ्यास पुस्तिका	Amity University Press
<b>MATHS</b>		
7	Grow With Numbers	Madhu Singh Sirohi(AUP)
8	Mathematics - worksheets	Amity University Press
<b>EVS</b>		
9	My Vibrant Planet(Environment Studies Series)	Amity University Press
<b>VALUE EDUCATION</b>		
10	Live and Let Live(Life 's Mantra)	Shradha Anand
<b>COMPUTER</b>		
11	Viva dot Com (Computer Science and Information Technology)	Prof . Ashok Arora & Sarika Verma

# Broad objectives of learning at Primary Level

1. To acquire the important skills of listening, speaking, reading and writing.
2. To attain a basic competence in the use of the English language.
3. To develop and use specific vocabulary in different contexts.
4. To understand the social, cultural and natural environment around them based on observation and illustration.
5. To nurture curiosity and creativity in a variety of contexts.
6. To develop a scientific temperament.
7. To know the importance of natural resources and ways to conserve them.
8. To develop mathematical skills including mental and written problem solving skills.
9. To develop spatial understanding.
10. To appreciate the use of mathematics in our day to day life.
11. To use ICT as a tool of learning, gathering and storing information.
12. To develop healthy habits in areas related to health, hygiene, nutrition, safety and physical education.
13. To learn good values, gender equality and life skills.
14. To develop an interest and aptitude in visual and performing arts.
15. To develop and improve coordination, flexibility, agility, strength and fine motor skills.

# Competitions

<b>APRIL</b>	<b>MAY</b>	<b>JUNE</b>
<p data-bbox="220 409 424 533">English Handwriting Competition</p> <p data-bbox="220 629 424 752">Hindi Handwriting Competition</p>	<p data-bbox="676 409 919 488">Card Making (Mother's Day)</p> <p data-bbox="611 629 984 707">Show and Speak (Fruits and Vegetables)</p> <p data-bbox="671 1193 924 1227"><b>AUGUST</b></p> <p data-bbox="671 1328 924 1361">Drawing of Flag</p> <p data-bbox="667 1503 928 1581">Hindi Poem Recitation</p> <p data-bbox="699 1682 896 1805">Solo Dance Competition</p>	<p data-bbox="1155 1193 1398 1227"><b>SEPTEMBER</b></p> <p data-bbox="1150 1328 1402 1406">Card Making (Teacher's Day)</p> <p data-bbox="1142 1503 1410 1581">English Poem Recitation</p>

# Competitions

<b>OCTOBER</b>	<b>NOVEMBER</b>	<b>DECEMBER</b>
<p data-bbox="103 405 539 658">Beach Art (To paint small stones/ pebbles of different shapes/ with poster colours to make different water animals.)</p> <p data-bbox="220 797 424 875">Card Making (Diwali)</p>	<p data-bbox="695 405 900 528">English Handwriting Competition</p> <p data-bbox="695 577 900 701">Hindi Handwriting Competition</p> <p data-bbox="679 750 916 790">Clay Moulding</p> <p data-bbox="667 840 928 918">English Poem Recitation</p> <p data-bbox="616 1014 979 1093">Healthy Food Week (1<sup>st</sup> week of November)</p>	<p data-bbox="1142 450 1407 528">Hindi Poem Recitation</p> <p data-bbox="1169 622 1380 663">Paper Mache</p> <p data-bbox="145 1361 496 1440">Drawing Competition (Free Hand)</p> <p data-bbox="197 1534 443 1574">Collage Making</p>
<b>JANUARY</b>	<b>FEBRUARY</b>	<b>MARCH</b>
		<p data-bbox="1169 1361 1380 1402">Story Telling</p> <p data-bbox="1195 1496 1361 1619">English Poem Recitation</p>

## Distribution of syllabus of English (Class 2)

MONTH	COURSE BOOK - GROW WITH WORDS	ENGLISH GRAMMAR	ENGLISH WORKSHEETS	AUDIO-VISUAL EXPERIENCE/ACTIVITY
April/ May	Le. 1 The Stately Lady	Le. 1: Noun Again  Le. 2: Collective Nouns	W.S 1 : Articles  W.S 2 : Sentences  W.S 3 : Punctuation	Making of a paper Tulip flower  Images of Tulip flowers and gardens  Video on Noun and Articles
July	Le. 2 Chicky has a new friend  Le. 3 Fishing for the moon	Le. 3: Countable & Uncountable Nouns  Le. 4 : Know your Noun (Gender)	W.S 4 : Naming Words (Nouns)  W.S 5 : Pronoun	Role play ( Chicky has a new friend)  To make a box for keeping rough papers  Video on 'Friendship' and 'Each one teach one'  Video of the story - Reflection of moon scared the elephants
August	Le. 4 Good Neighbours  Le. 5 Benny's Little Brother	Le. 5 : More about Pronouns	W.S 6 : Word Building  W.S 7 : Singular / Plural  W.S 8 : Genders	Images of Neighbourhood and video on celebration with neighbours  Pasting pictures of Neighbourhood places  PPT on Pronouns
September	Le. 6 The Stone Soup  Le. 7 My Story (Part - I)	Le. 6 : Adjectives  Le. 7 : Past Tense	W.S 9 : Doing Words  W.S 10 : Tenses  W.S 11 : Present Tense	Making of a Mask  Video on 'How pencil is made' and 'Adjectives'  Poem Recitation



## Distribution of syllabus of English (Class 2)

MONTH	COURSE BOOK - GROW WITH WORDS	ENGLISH GRAMMAR	ENGLISH WORKSHEETS	AUDIO-VISUAL EXPERIENCE/ACTIVITY
<b>October</b>	Le. 8 My Story (Part II)	Le. 8 Present Tense Le. 9 Simple Future Tense	W.S 12 Crossword W.S 13 Correct Words W.S 14 Tense Work (Oral)	Video on 'How paper is made' To make sentences with the given words
<b>Novem- ber</b>	Le.9 Friends	Le. 10 Adverb Le. 11 Contractions	W.S 15 Prepositions W.S 16 Practice W.S 17 Magic 'e'	Video of a story on friendship Video on Nature and Conservation Poster Making (Conservation) Making of Herbarium (Collection of leaves )
<b>Dece- mber</b>	Le 10 When Tina borrowed a cycle	Le. 12 Preposition	W.S 18 Word Chop W.S 19 Describing words (Adjectives) W.S 20 Picture Puzzle	Video on Helping others and Preposition Poem Recitation Story Writing (The Teddy Bear Family)
<b>January</b>	Le. 11 Children at the zoo	Le. 13 Articles Le. 14 Conjunctions	W.S 21 Opposites W.S 22 Synonyms W.S 23 Words with two meanings W.S 24 Homophones	Video of animals in a zoo Video on 'To be kind to animals'
<b>February</b>	Le. 12 Lincoln's Beard	Le. 15 Sentences	W.S 25 Comprehension W.S 26 Revision	Poem Recitation Recipe Writing

W.S stands for Worksheet; Le. stands for Lessons.

माह	पाठ्यपुस्तक	व्याकरण/ अभ्यास पुस्तिका	गतिविधियाँ/वीडियो Activities
अप्रैल	पाठ 1 (माँ)	पाठ 1 (वर्ण माला) पाठ 2 (संयुक्ताक्षर) रचनात्मक कार्य	1 माँ के चित्र में रंग भरना । 2 माँ के बारे में दस वाक्य लिखना ।
मई	पाठ 2 (मेरा परिवार)	पाठ 3 (वर्तनी अभ्यास) रचनात्मक कार्य	1 अपने व अपने परिवार के बारे में दस वाक्य लिखना । 2 घर का चित्र बनाना व रंग भरना
जुलाई	पाठ 3 (चिड़िया का घोंसला) पाठ 4 (चिड़िया) पाठ 5 (गिनती 1 से 20 तक)	पाठ 4 (संज्ञा) पाठ 5 (वचन) रचनात्मक कार्य	1 पक्षियों के चित्र दिखाकर उनके नाम 2 चिड़िया का चित्र बनाकर उसमें रंग भरना । 3 वीडियो ( घोंसला बनना दिखाना )
अगस्त	पाठ 5 (गिनती 21 से 50 तक) पाठ 6 (पृथ्वी प्रार्थना) पाठ 7 (समुद्र और टिटिहरी)	पाठ 6 (विशेषण) पाठ 7 (क्रिया) रचनात्मक कार्य	1 प्राकृतिक दृश्य बनाकर उसमें रंग भरना 2 कविता वाचन 3 वीडियो ( धरती पर गाना )
सितंबर	पाठ 8 (देश हमारा) पाठ 9 (पढ़ने का शौक) पाठ 10 (महात्मा गांधी)	पाठ 8 (विलोम) पाठ 9 (पर्यायवाची शब्द) रचनात्मक कार्य	1 फुलवारी का चित्र देखकर उसमें रंग 2 अलग-अलग धर्मों के चित्र देखकर उनके नाम लिखना । 3 महात्मागांधी के चित्र में रंग भरना । 4 वीडियो ( कविता देश भक्ति ) 5 वीडियो ( गांधी जी की कहानी )
अक्तूबर	पाठ 11 (राखी का त्योहार) पाठ 12 (शेर और चूहा)	पाठ 10 (गिनती) रचनात्मक कार्य	1 राखी के त्योहार के विषय में पाँच पंक्तियाँ 2 राखी के चित्र में रंग भरना । 3 वीडियो ( पंचतंत्र की कहानी )
नवंबर	पाठ 13 (मेले में नेवले) पाठ 14 (भेड़िया आया)	पाठ 11 (सप्ताह के पाठ 12 (महीनों के रचनात्मक कार्य)	1 मेले के बारे में लिखना । 2 दीवाली पर कार्ड बनाना । 3 वीडियो ( पंचतंत्र की कहानी )
दिसंबर	पाठ 15 (बताओ तो जानें) पाठ 16 (लड़का श्रवण बहुत ही प्यारा) पाठ 17 (बाल दिवस)	रचनात्मक कार्य	1 वीडियो ( श्रवण की कहानी) 2 कविता वाचन
जनवरी	पाठ 18 (मैना मैदान में) पाठ 19 (जा, फिर से चूहा हो जा)	रचनात्मक कार्य	1 पक्षियों के चित्रों में रंग भरना । 2 वीडियो (चित्रों द्वारा पक्षियों की पहचान करना)
फरवरी	पाठ 20 (बया हमारी चिड़िया रानी) पाठ 21 (भाप की शक्ति) पाठ 22 (झंडा देश को शान है)	रचनात्मक कार्य	1 पेड़ के बारे में दस वाक्य लिखो । 2 झंडे का चित्र बनाकर रंग भरो । 3 वीडियो (झंडे की कहानी)

## Distribution of syllabus of Mathematics (Class 2)

Month	Course book(Grow With Numbers)	Worksheets	Audio -Visual Experience / Activities
April -May	<b>Ch-1 : Number And Numeration</b> 1.1 Counting 1.2 Number Names 1.3 Ascending, Descending order 1.4 Missing Numbers 1.5 Comparison of Numbers 1.6 After, before, between 1.7 Place Value(TO ,HTO) 1.8 Odd & Even Number 1.9 Skip Counting 1.10 Patterns	W.S 1 to 3 Counting W.S 4,5 Missing Number W.S 6 Number Names W.S 7 to 9 Ascending and Descending Order W.S 10 Comparison of Numbers W.S 11 to14 Place Value	1. Images on Ascending and Descending order 2. Video on Odd and Even Numbers 3. Video on Ascending and Descending order, Place Value and Comparison of numbers
July	<b>2. Addition</b> 2.1 Revision 2.2 Addition on a number line 2.3 Properties of addition 2.4 Addition of two digit and three digit numbers 2.5 Addition with carry over -(2 digit and 3- digit numbers) 2.6 Word Problems on addition	W.S 15 Addition W.S 16 Lets Go Fishing W.S 17 Addition (with carry over) W.S 18 Addition Problems	1. Video on addition 2. Activity based on addition
August	<b>Ch-3 : Subtraction</b> 3.1 Revision 3.2 Subtraction using the number line 3.3 Facts about subtraction 3.4 Subtraction of two- digit and three- digit numbers with and without borrowing 3.5 Relation between addition and subtraction 3.6 Number stories	W.S 19 Picture Subtraction W.S 20 Subtraction with Borrowing W.S 21 Subtraction Problems	1. Video on subtraction 2. Activity based on Subtraction

## Distribution of syllabus of Mathematics (Class 2)

September	<b>Ch-4 : Multiplication</b> 4.1 Introduction 4.2 Multiplication is repeated addition 4.3 Skip counting 4.4 Multiplication table (2 to 10) 4.5 Properties of multiplication 4.6 Multiplication of one digit numbers 4.7 Multiplication of two-digit and three-digit numbers with and without carryover 4.8 Number stories	W.S 22 Tables W.S 23 Multiplication W.S 24 Multiplication (Carry Over) W.S 25 Multiplication (2- digits) W.S 26 Multiplication(More Problems) W.S 27 Fun with Numbers	1. Video on Multiplication 2. Role play ( Shopping)
October	<b>Ch-5 : Division</b> 5.1 Introduction 5.2 Division as Repeated Subtraction 5.3 Facts about division 5.4 Relationship between multiplication and division 5.5 Long division method 5.6 Number stories	W.S 28 Division (Repeated Subtraction)	1. Video on Division Group Activity with marbles
November	<b>Ch-6 : Shapes</b> 6.1 Introduction 6.2 Revision of different kinds of Lines 6.3 Different types of Plane Figures 6.4 Different types of Solid Figures 6.5 Flat and Curved Surfaces 6.6 Faces, Edges and Vertices	W.S 29: Simple Shapes W.S 30: Solid Shapes W.S 31: Label Me	1. Video on plane and solid shapes 2. Activity based on solid shapes (Identification with objects of different shapes)

## Distribution of syllabus of Mathematics (Class 2)

Distribution of syllabus of Mathematics (Class 2)			
December	<p><b>Ch-7 : Measurement</b></p> <p>7.1 Introduction</p> <p>7.2 Non-standard units of measurement of length</p> <p>7.3 Standard units of measurement of length, weight and capacity</p> <p>7.4 Addition and Subtraction sums based on measurement of length, weight and capacity</p> <p>7.5 Number Stories</p>	<p>W.S 38 Measurement</p> <p>W.S 39 Using A Ruler</p> <p>W.S 40 Measurement of Length</p> <p>W.S 41,42 Measuring Weight</p> <p>W.S 43 Measuring Capacity</p>	<p>1.Activity (Write the suitable units for measuring different objects)</p>
January	<p><b>Ch-8 : Fractions</b></p> <p>8.1 Introduction</p> <p>8.2 Multiple Meanings of Fraction</p> <p><b>Ch-9 : Money</b></p> <p>9.1 Introduction</p> <p>9.2 Indian Money –Rupees and Coins</p> <p>9.3 Addition and Subtraction of Rupees and Paise</p> <p>9.4 Number Stories on Addition and Subtraction</p>	<p style="text-align: center;">—</p> <p style="text-align: center;">—</p> <p style="text-align: center;">—</p> <p>W.S 36 Money</p> <p>W.S 37 Lets Learn About Money</p>	<p>1. Video based on Fraction</p> <p>2. Activity based on fractions</p> <p>1. Indian Money</p> <p>Role Play (shopping)</p> <p>Activity (NUMISMATIC)</p>
February	<p><b>Ch-10 : Time</b></p> <p>10.1 Days of the week</p> <p>10.2 Months of a year</p> <p>10.3 Clock</p> <p><b>Ch-11 : Data Handling</b></p> <p>11.1 Introduction</p>	<p>W.S 32,33 Clock</p> <p>W.S 34 Days of the Week</p> <p>W.S 35 Days, Weeks and Months</p> <p style="text-align: center;">—</p> <p style="text-align: center;">—</p>	<p>1. Calender to assess time</p> <p>Drawing clock's face to show time</p>

## Distribution of syllabus of EVS (Class 2)

Month	Course book	Audio-visual experience/Activity
April May	L-1 I Am Special L-2 My Family	1. Video on "conversation in a class room". 2. Video on "Nuclear and Joint Family" 3. Making a Family tree.
July	L-3 My School L-4 My Body L-5 Food For Health	1. Video on External and Internal body parts 2. Video on good health and hygiene Activity: To list out different food items as energy giving food, body building food and protective food.
August	L-6 Our Neighbours L-7 People Who Help Us	1. Video on "Celebrating festivals with neighbours." 2. Images of "People Who Help Us" 3. Video on 'Being Thankful'.
September	L-8 Transport L-9 Plants:Nature's Precious Gift	1. Video on Transport System 2. Video on Plants and plant products 3. To make a collage based on means of transport
October	L-10 Wonderful World Of Animals	1. Video on animals ( Wild and Domestic) 2. To collect and paste the pictures of water animals.
November	L-11 Air, Water and Land L-12 The Solar System and Our Earth	1. Video on different Land forms 2. Video on Solar System. 3. Demonstration of formation of Day and Night.
December	L-13 Weather and Season	1. Video on 'seasons'. To make objects with paper mache
January	L- 14 Celebration	1. Video on Festivals Celebration (National and Religious) 2. Collage making based on different festivals
February	L-15 My Country	1. Video on 'Heritage of India' 2. Video on ' Patriotism'

## Distribution of syllabus of Computer (Class 2)

MONTH	COURSE BOOK (VIVA dot COM)	AUDIO-VISUAL EXPERIENCE/ACTIVITY
April/May	L 1 Know your computer	Role Play (Man and Computer)  Video based on different types of computer
July	L 2 Uses of Computer	Activity (collecting pictures of different places where computers are used)
August	L 3 Parts of a computer	Verbal Presentation (parts of a computer)  Activity based on identification of different parts of computer
September	L 4 Working of a computer	Activity based on IPO cycle (sharpening of a pencil)  Identification of various IPO devices
October	L 5 More about Keyboard	Activity based on Keyboard (write names and contact numbers)
November	L 6 Typing in word pad	Activity based on word pad (to create, open, save and close a file)
December	L 7 Computer Mouse	Group activity (working with a mouse holding, dragging, dropping etc)
January	L 8 MS Paint	Identification of various tools of MS Paint  To make a drawing with the help of various paint tools
February	Revision	Practice exercises

## Distribution of syllabus of Moral Education (Class 2)

<b>MONTH</b>	<b>COURSE BOOK</b>	<b>AUDIO-VISUAL EXPERIENCE/ACTIVITY</b>
<b>April/May</b>	Prayer and Yoga	Different images of yoga poses
<b>July</b>	let Us Share	Sharing games
<b>August</b>	On The Dining Table	PPT on table manners
<b>September</b>	I Am a Good Neighbour	Images of Neighbourhood and video on celebration with Neighbours
<b>October</b>	Keep Safe From Strangers	Video on 'Stranger Danger Children's song'
<b>November</b>	Be Kind to Animals	Video on 'To be Kind to Animals'
<b>December</b>	Am I Special	Picture pasting and writing few lines to describe theirselves in course book
<b>January</b>	Don't Waste Water	Video on Nature and Conservation
<b>February</b>	Say Thanks To Helper	Images of community helpers



## Other Subjects

### **Physical Education:**

Physical education will be carried out in allotted periods according to the CBSE 'PEC' cards.

### **Visual and Performing arts:**

Visual and performing arts are essential components of the school curriculum and all the students are encouraged to participate in various activities conducted throughout the year.

### **Value Education:**

Value education and life skills education will be taught in an integrated manner to the students of all classes.

### **General Knowledge :**

General knowledge will include current affairs, verbal, non-verbal and logical reasoning.

No book has been prescribed for G.K. Worksheets for G.K will be done in class.

## **Assessment:**

Students will be continuously assessed throughout the year .

Evaluation will be sent to the parents three times a year .

There will be no FA or SA for classes I and 2.

## Assessment Rubrics(Source: CBSE CCE Manual)

Testing Area/Skill/Competency	Sub-Skills	A*	A	B	C	D
	Handwriting (Cursive)	Is neat and legible. All letters and strokes are properly formed and transcription is error free.	Is neat and legible. Occasional inconsistency seen in formation of letters and strokes. Transcription is error free.	Is legible but often inconsistent with his strokes and letters. Transcription has occasional errors.	Is neither legible nor consistent. Transcription has a number of errors.	Writing is mainly incomprehensible and inaccurate.
	Grammar	Can write sentences accurately and uses simple punctuation marks appropriately.	Can write sentences accurately most of the time. Falts occasionally in the use of simple punctuation marks.	Cannot write sentences without quite a few errors. Sometimes falters in the use of punctuation marks.	Can write shorter pieces with some accuracy. Needs help very often.	Cannot write with accuracy. Needs a lot of help.
	Spelling	Can spell almost all words from the text correctly, can apply his phonetic knowledge to spell similar words.	Spells words from the text correctly with occasional errors. Can apply his phonetic knowledge to spell similar sounding words.	Makes a few mistakes while spelling words. Able to apply his phonetic knowledge sometimes to spell similar words.	Makes plenty of errors while spelling words. Cannot apply his phonetic knowledge to spell new words.	Makes a lot of spelling mistakes.
	Vocabulary	Has a good range of vocabulary. Always uses new words in writing.	Has a good range of vocabulary. Tries to use new words many times.	Sometimes makes use of new words.	Never uses new words. Knowledge is restricted to words taught before.	Vocabulary is poor.

Testing Area/Skill/Competency	Sub-Skills	A*	A	B	C	D
03. Speaking Skill	Conversation	Is fluent and spontaneous. Responds to situation appropriately and accurately.	Is fluent and spontaneous most of the time. Responds to the situation appropriately but fumbles for words occasionally.	Lacks spontaneity fluency and accuracy. Response time rather long. Needs prompting most of the time.	Can carry out a dialogue only at a very basic level.	Needs help most of the time.
	Recitation	Can recite a poem with proper speeds, expression and pronunciation.	Can recite a poem with proper speed and expression but makes occasional mistakes in pronunciation or forgets a word or so.	Can recite a poem with occasional prompting. Expression is not very strong and effective.	Can recite an entire poem with prompting most of the time. Lacks proper pronunciation and expression.	Can recite only very short and simple poems and that too with a lot of prompting.
04. Listening Skills	Comprehension	Can comprehend oral questions, instructions and stories/poems.	Comprehends oral questions, instructions, stories, and poems most of the time.	Has some difficulty in comprehending instructions, stories or poems. Needs guidance quite often.	Has difficulty in following instruction and stories, Needs simplification or translation most of the time.	Very slow to follow class instructions. Needs mother tongue translation all the time.

Aspects	Sub-Skills	A*	A	B	C	D
	Hand writing	Is neat and legible. All letters and strokes are consistent and joined correctly. Transcription is error free.	Is neat and legible. Occasional inconsistency seen in formation of letters and strokes. Transcription is error free.	Is legible but sometimes inconsistent with his strokes and letters. Transcription has occasional errors.	Handwriting is not very neat. Transcription has many errors.	Is neither legible nor consistent.
	Grammar	Can write sentences accurately	Can write sentences accurately most of the time.	Can write sentences with quite a few errors.	Can write sentences with a lot of mistakes.	Cannot write with accuracy. Need help very often.
	Spellings	Can spell all words correctly. Tries to spell new words.	Can correctly spell all the words most of the time. Falts occasionally.	Can correctly spell words but sometimes makes mistakes.	Makes a lot of spellings mistakes.	Cannot spell words properly. Has to be helped.
	Vocabulary	Has a rich vocabulary. Often uses new words and phrases in written and spoken forms.	Has a good range of vocabulary and phrases. Uses new words only most of the time.	Has a fair range of vocabulary. Uses new words sometimes.	Vocabulary is limited to only those words, which have been taught in class.	Has a poor stock of vocabulary.
03. Speaking Skill	Conversation	Is fluent and spontaneous. Responds to situations appropriately and accurately. Can narrate incidents/anecdotes and can participate in a discussion on a given topic with ease.	Is fluent and spontaneous most of the time. Responds to the situations appropriately but fumbles for words occasionally. Can narrate incidents/anecdotes and can participate in discussions with efforts.	Lacks spontaneity, fluency and accuracy sometimes. Response time rather long. Needs prompting most of the time.	Lacks spontaneity, fluency and accuracy.	Needs help most of the time.

Aspects	Sub-Skills	A*	A	B	C	D
	Recitation	Can recite a poem or a story with proper speed, diction, expression and tone.	Can recite a poem or a story with proper speed or expression but makes occasional mistakes in pronunciation or forgets at times.	Can recite a poem, or story with occasional prompting. Expression is not very strong and effective.	Cannot recite an entire poem or story without prompting. Pronunciation expression is not appropriate.	Recitation is poor. Lacks expression.
04. Listening Skills	Comprehension	Can comprehend oral questions, instructions, stories, poems.	Comprehends oral question, instructions, stories, and poems most of the time.	Has some difficulty in comprehending instructions, stories or poems. Needs guidance quite often.	Understands simple conversation in familiar situations. Needs simplification or translation most of the time.	Cannot understand instructions. Needs help all the time.
	Extra Reading	Can read short stories/poems for pleasure on ones' own with complete comprehension. Can form opinions and evaluate characters, and incidents.	Reads stories/poems for pleasure. Sometimes needs help in understanding the story. Can form opinions and evaluate characters and incidents.	Needs a lot of help with understanding of stories and poems. Can evaluate a character or a situation only sometimes.	Shows lack of interest in reading stories or poems. Needs a lot of prompting.	Not interested to read at all any extra material of ones' own.
	Activities/Project	Participates enthusiastically in activities/Projects.	Enthusiastically participates in activities/Projects most of the time.	Needs persuasion by the teacher for active participation.	Seldom participates in activities/projects assigned.	Does not participate at all.

<b>B. MATHEMATICS</b>					
	<b>A*</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
Concept	Understands the concepts well before proceeding to the higher ones.	Understands the concepts but is not clear in certain concepts.	Takes sometime to understands new concepts.	Understands the concepts but needs help most of the time.	Cannot understand the concepts.
Activity	Takes keen interest in various activities, which help him/her achieve goals easily.	Takes interest most of the time but needs to be more regular/ systematically / organized	Sometimes takes interest in mathematical activities	Takes interest in assigned activities only when prompted.	Very laid back and disinterested.
Tables	Has understood the concept of grouping the numbers and knows the tables by heart. Can also do dodge table.	Knows the tables but falters a little in dodge tables.	Knows the tables but makes mistakes in tables of higher number. Falters in dodge tables.	Has not understood the concept of tables. Makes mistakes.	Has not learnt the concept of tables. Cannot do dodge tables at all. Makes a lot of mistakes.
Mental ability	Takes immense delight in working with mathematical problems mentally	Good at calculating sums mentally but at times makes careless mistakes.	Can do mental calculations but falters occasionally.	Has weak concepts hence can solve sums mentally at a slow pace.	Very slow in solving sums mentally.

<b>B. ENVIRONMENTAL SCIENCE (CLASS I &amp; II)</b>					
	<b>A*</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
Environmental Sensitivity	Is keen, alert and observant; very much aware of the surroundings	Needs to be aware of the surroundings	Is quite aware but lacks enthusiasm	Lacks awareness; needs to be more keen and alert	Lacks awareness.
Activity / Project	Exhibits creativity and originality through cutting, pasting, drawing, collage-work, composing simple poems.	Makes an attempt with some help.	Can do cutting, pasting, drawing and collage work and shows creativity and originality at times.	Lacks originality and the ratio of teacher guidance increases in proportion to the child's approach and interest.	The teacher is a perpetual guide.
Group discussion	Has the spirit of enquiry and is assertive in placing ones' viewpoint.	Can ask simple questions but needs occasional prompting at times.	Can ask simple questions but with some prompting at times.	Cannot put forward his ideas, needs constant coaxing.	Does not take part in group discussions and is a silent spectator.



<b>ART/CRAFT (CLASS I TO V)</b>					
<b>ASPECTS</b>	<b>A*</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
Interest	Shows great enjoyment and aptitude for drawing and painting - recognizes the value of art.	Shows great enjoyment and aptitude for drawing and painting - recognizes the value of art most of the time	Enjoys drawing and painting. Shows imagination sometime	Prefers to be guided than using his own imagination	Prefers to reproduce what is seen. Needs repeated instruction.
Creativity	Has original drawing and innovativeness in the work. Shows more feeling and expressions in his/her work.	Has original drawing and innovativeness in the work, shows more feeling and expressions in his/her work most of the time.	Good at reproducing. Shows feelings and emotions.	Can communicate the ideas in terms of effect and appeal.	Lacks creativity and looks for ideas and instructions from the teachers.
Skill	Excellent development of skills and high performance	Excellent development of skills and high performance most of the time.	Skills development is good but performs occasionally	Very slow skill development	No skills.
<b>MUSIC/DANCE (CLASSES I TO V)</b>					
Interest	Always very keen to learn and follow given instructions	Very keen to learn and follow instructions most of the time.	Needs little drive to learn and start	Sometime shows interest	Does not show much interest.
Rhythm	Child has a good sense of rhythm and keeps pace with the beat.	Child has a good sense of rhythm and sometimes falters in keeping pace with the beat.	Sometimes loses pace with the beat.	Sometimes goes off the beat and cannot make it up.	Does not have the sense of rhythm.
Melody	Child has a good sense of tune	Child has a good sense of tune and goes off key occasionally	Child goes off key, sometimes can come back in tune.	Child has the sense of time but goes off key in higher octave	Child does not have much sense of music.

<b>PERSONALITY DEVELOPMENT</b>					
<b>ASPECTS</b>	<b>A*</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
Courteousness	Very careful about wishing, saying sorry, thank you and excuse me. Always stands up to give respect. Always speaks politely and uses good vocabulary never interrupts in between	Wishes others most of the time says sorry, thank you and excuse me stands up to give respect speaks politely never interrupts in between.	Many times wish others, (says sorry, thank you and excuse me). Some times interrupts: in between, speaks politely may times.	Sometimes avoids to wish, (says sorry, thank you and excuse me). Some times speaks politely interrupts in between.	Avoids wishing., (say sorry, thank you and excuse me) Aggressive and impolite
Confidence	Always very confident in carrying out various activities.	Very confident in carrying out various activities most of the time.	Confident in carrying out most of the activities.	Quite confident but needs to come up with his/her ideas.	Needs to develop confidence.
Care of belongings	Always respects the belongings and takes care.	Takes care of self as well as others property most of the time.	Most of the times takes care of belongings	Takes care but does not bother about others.	Careless about self as well as others property.
Neatness	Always wears proper and neat uniform. Vere careful about personal hygiene	Wears proper and neat uniform. Sometime nails/hair/teeth not clean	Wears proper and neat uniform most of the time.	Most of the times in improper uniform often not careful about hygiene	Often untidily dressed
Regularity and punctuality	Very particular about being regular and punctual to school/classroom. Always regular in doing and submitting assignments and projects.	Often particular about being regular and punctual to school/classroom often regular in doing and submitting assignments and projects.	Sometimes particular about being regular and punctual. Sometimes late in submitting assignments.	Sometimes irregular and not punctual to school/classroom. Sometimes late in submitting assignments and projects.	Irregular and sometimes late to school/classroom. Rarely submits assignments and projects in time.

PERSONALITY DEVELOPMENT					
ASPECTS	A*	A	B	C	D
Initiative	Always tries to do things independently. Always ready to participate in oral discussions/extra curricular activities	Most of the times tries to do things independently. Often ready to participate in oral discussions/extra curricular activities.	Often tries to do things independently. Often ready to participate in oral discussions/extra curricular activities.	Sometimes tries to do things independently . Sometimes ready to participate in oral discussions/extra curricular activities	Never does things independently. a voids participating in oral discussions/extra curricular activities.
Spirit of service	Always volunteers to participate in all activities for a social cause. Always ready to help others	Volunteers to participate in activities for a social cause most of the time. Often ready to help others.	Often volunteers to participate in activities for a social cause. Often helps others	Sometimes volunteers to participate in activities for a social cause. Sometimes helps others.	Rarely participates in activities for a social cause. Never bothers to help others.
Respect other's property	Always follows rules and regulations. Takes good care of property and consciously makes efforts to keep the environment clean.	Most of the time follows rules and regulations. Takes care of property and often makes efforts to keep the environment clean.	Often follows rules and regulations. Takes care of property and often makes efforts to keep the environment clean.	Sometimes follows rules and regulations. Does bother about others' property. Sometimes litters his/her surroundings	Does not follow rules and regulations. Is not sensitive about others' property. Often litters his/her surroundings.
Self control	Well disciplined in the classroom/ corridors/ staircase. Never misbehaves or fights in the playground/break. Emotionally a balanced child.	Disciplined in the classroom/corridors/stair case most of the time. Never misbehaves or fights in the playground/break.	Disciplined in the classroom/corridors/ staircase most of the time. Occasionally misbehaves or fights in the playground/break	Disciplined in the classroom but not in corridors/staircase. Often misbehaves or fights/bullies in the playground/break.	Indiscipline in the classroom/corridors/ staircase. Mostly misbehaves fights/ bullies in the playground/break.

## English

### At The End of Class II

- At the end of class II learners will be able to do the following: (Learning outcomes)
- Talk about themselves, members of the family and the people in their surroundings.
- Follow simple instructions, requests and questions, and use formulaic expressions appropriately.
- Enjoy doing tasks (including singing a rhyme or identifying a person, object or thing) in English.
- Recognize whole words or chunks of language. Recognize small and capital forms of English alphabet both in context and in isolation.
- Read simple words/short sentences with the help of pictures and understand them. Write simple words/phrases/short sentences.

#### ➤ Listening

##### ❖ Curricular Expectations

Understand simple English language spoken in their immediate environment. Enthusiasm to listen to English with understanding. Appreciate non verbal clues and respond through speaking / body language.

##### ❖ Pedagogic Processes

#### Clear lip movement for children with hearing impairment to lip read

- Familiarizing children with day to day spoken English (small sentences and phrases) in class, assembly, playground etc with peers/groups.
- Creating learning situations for using greetings and polite forms of expression. Using formulaic expressions such as 'Sit in a circle.' and helping children become familiar with these expressions and use them.
- Familiarizing children with the sound system of English through chunks of language such as "an apple" and connecting it with visuals/realia.
- Giving oral instructions for games/activities in simple English.
- Introducing content and devising tasks that encourage children to draw on diverse experiences and make connections with what is worthwhile and important to them.
- Encouraging children to watch English cartoons (Listening and speaking are developing in conjunction) and speak about it.
- Providing input via audio video/reading out from material and generating interest through pair and group work/role play. Facilitating pair/group work where children share their experiences.
- Providing learning situations such as role play to listen and communicate messages.
- Using picture clips, photos, singing, storytelling, effective questions, music etc. Narrating variety of stories from the textbook and beyond, helping children to talk about the main idea. Using a number of facial expressions, dramatizing and picturing stories.
- Asking questions based on the texts, using mother tongue and scaffolding, wherever necessary using role play.
- Reading aloud, action songs/poems, encouraging children to sing collectively (Listening and speaking are connected) using gestures.
- Giving dictation of a few simple sentences to enable children to listen and write. (Listening is linked with speaking/writing).
- Playing music (non verbal) and encouraging children to express themselves through speech action, dance, drama photographs, film clips, puppets, comics, displays and singing.
- Drawing attention to onomatopoeic sounds such as a tap tap, buzz, gr.r.r. etc.

## ❖ Learning Indicators (Progression)

### ▪ Listening

- Listens to English words and sentences used in class/school, and responds in home language/ English. E.g. neighbourhood, school, market, play ground, etc. and e.g. let us sing the song together. Draw a picture of a house and colour it etc.
- Understands simple greetings and polite forms of expression in English/home language/facial expression / body language. e.g. Please give me your book. Can you give me a piece of chalk? etc. (simple 5-6 sentences).
- Understands different sounds of English language through repetition and indicating. e.g. Singing songs with actions, looking at the pictures/visuals and singing with the teachers.
- Follows rules of games/activities. e.g. Today we will play Hop Scotch. This is how we play.
- Showing interest in listening to experiences of her peers and others in English & home language. E.g. Suman went to her grandmother's place. She is very happy. Suman tells about her experiences.
- Listens to new words and points/indicates objects and persons e.g. Telling a story and identifying characters.
- Follows the story and is able to respond to simple comprehension questions in it. (Listening & Speaking in conjunction) in Home language/ sign language/ English.
- Responds to questions asked on textual material/ narrated stories in English/ home language. e.g. After listening to a poem/story/narrative respond in one/two words.
- Draws with interest after listening to the input. e.g. Draw the flower and colour it.
- Enjoys rhyme and rhythm of poems and sings aloud.
- Enjoys poems and songs played with music. e.g. Ding-dong ,Ding-dong All the bells are ringing . .

### ➤ Speaking

#### ❖ Curricular Expectations

Able to speak English along with home language. Able to ask questions. Able to recite/ poems, say dialogues, phrases from stories/ plays, etc.

#### ❖ Pedagogic Processes

- Encouraging lip reading to understand words even without sound.
- Creating learning situations to introduce themselves to a new student/another teacher/ a visitor/principal.
- Familiarizing children with new vocabulary as per their context and making them speak.
- Using pictures, objects, realia, models and wall displays at eye level, large prints and signs.
- Providing input/ encouraging for participation in class, morning assembly programmes.
- Providing situations/ pictures/images/artifacts to help children speak about them in pair/groups.
- Creating learning situations via-drama, storytelling, group work, role-play/mock-telephonic conversations/conversations between and among family members/ connecting it with the characters from lessons.
- Creating learning situations to speak about hobbies, games, food etc.
- Giving a prompt to help children speak "You know, I read a story which goes like this..." "Once my brother played a prank on me ..."
- Based on the reading of the text, children are encouraged to speak. e.g. comprehension, connecting to previous knowledge.
- Varying the input as per the special needs of the child with hearing impairment.
- Connecting learning to the real world and encouraging them to ask questions such as: *Why can't we play now?*



- Encouraging children to imagine and speak about characters and situations using prompts or pictures to help children create stories.
- Encouraging children to raise queries & ask questions through various modalities like visual, auditory and kinesthetic.
- Providing poems (from textbooks and other sources chosen by the teacher/ children from children's magazines/ children's section in newspapers).
- *All the bells are ringing. . . there?*  
10 Providing stories/plays (from textbooks and beyond the textbook).

### ❖ **Learning Indicators (Progression)**

#### ▪ **Speaking**

- Introduces herself in simple sentences in English and home language/sign language. e.g. My name is Rajat. I study in class II. I am seven year old.
- Uses words as per context. e.g. Looks at the pictures/visuals and tells the words related to that context such as duck, elephant, tiger etc.
- Speaks about situations/pictures/images in English and home language. e.g. The rabbit is running. The tortoise is slow.
- Engages in conversation in English and home language with friends, teachers, and family using simple sentences and responses. E.g. This bird can fly. It can fly.
- Narrates her personal experiences/anecdotes stories she has read or heard in English/home languages/sign language.
- Makes requests, uses greetings and polite forms of expression. e.g. Can I go and play.
- Expresses her likes and dislikes. e.g. I do not want to eat 'puree' and 'subzi'. I want to eat rice.
- Narrates stories (imaginary/dreams/actual situations. etc.) e.g. Elephant walks like this...
- Asks questions about things around her. e.g. What is in your bag?
- Asks questions based on the text/beyond the text/ out of curiosity/while engaging in conversation.
- Recites rhymes/poems /songs in groups and individually and through acting out. e.g. Brush, brush, brush your teeth, brush them every day. . .
- Says phrases/dialogues from stories/plays.
- e.g. Play in the park,
- Have a bath
- Comb your hair.

➤ **Reading** They recognize some words in English and make some attempts to read unknown words using initial sounds. They mostly rely on illustrations and teacher support to establish meaning in a text and may not understand everything that they read. While they continue to use early decoding skills, they are not yet able to predict from language context alone because of their yet developing English proficiency. Gradually they can follow and read short, simple texts along with the teacher and in class as shared reading activities.

#### ❖ **Curricular Expectations**

- Understand the main idea, locate details in the text (seen and unseen).
- Able to ask questions.
- Understands the form and functions of grammar in context.
- **Pedagogic Processes**
- Providing visuals/pointing to illustrations in texts to encourage children to read. Familiarizes children with both small and capital letters of the alphabet.
- Facilitating comprehension through various texts/movement/actions.

- Facilitating children to locate details, sequence of ideas and events/identifying main idea through various types of comprehension questions.
- Facilitating children to relate ideas of the text with personal experience through questions and interaction.
- Introducing stories to facilitate comprehension. Listening to poems, showing understanding through tone, volume and action.
- Introducing different kinds of texts such as descriptions, stories, folktales and poems. Providing beyond the text materials such as advertisements, notices, etc.
- Facilitating reading of children's magazines and children's section of newspapers and enriching the reading habits through exposure to school library, reading corner.
- Introducing titles of books, movies, etc. Encouraging children to raise questions based on their reading.
- Drawing attention towards use of grammar in context and explaining it such as nouns, adjectives etc. *e.g. red rose.*
- Drawing attention to the use of punctuation through a variety of texts such as use of capital and small case, comma, full stop.

#### ❖ **Learning Indicators (Progression)**

##### ▪ **Reading**

- Reads simple words/sentences with the help of pictures. *e.g. Big house, small house, happy child etc .e.g. This is a big tree.*
- Differentiate between small and capital letters in print and braille.
- Reads small texts with comprehension.
- Understands main idea, details and the sequence of ideas and events and draws conclusions based on reading with teacher *.e.g. After reading a story about balloons, is able to narrate her experience on buying and playing with a balloon.*
- Relate ideas with her personal experiences.
- Connects with real life, including home language/sign language. *e.g. I also have chicks.*
- Asks questions based on the reading or out of curiosity *.e.g. What happened to all the animals in the end?*

##### ➤ **Writing**

They develop the ability to use some basic conventions of writing in English. They write texts using sentence structures based on oral structures and very simple repetitive texts. By the end of class III, they are beginning to write their own very short, simple texts. They write with less need for teacher transcription. Their attempts at spelling depend on sounds. Children begin with one word to phrases to sentences across class levels.

❖ **Curricular Expectations** Able to write short, simple texts.

##### ❖ **Pedagogic Processes**

- Facilitating children to form letters and spacing properly.
- Familiarising children with words from the text and immediate surroundings.
- Drawing attention to the use of capital letters and punctuation marks such as full stop, comma, question mark etc. Giving dictation of sentences/short paragraphs (listening and writing are developed in conjunction).
- Providing texts (seen & unseen) and encouraging writing answers to comprehension questions.
- Providing verbal/visual clues to develop words/ sentence/ paragraphs.
- Encouraging children to write on self, family, pets and home etc. **(Giving extra time for children writing in Braille).**

- Providing examples of writing through a variety of examples.
- Providing examples of words/phrases (linkers) to indicate sequence, such as 'and' 'but' etc.
- Providing examples of written texts to familiarize with grammar in context.
- Familiarizing children with rhyming words, creating rhythm through a poem.
- Providing a variety of contexts such as going for a picnic, a fair etc. and helping them develop new vocabulary.

#### ➤ **Learning Indicators (Progression)**

##### • **Writing**

- Draws as per the context. e.g. Match the words with the pictures. Trace the path of the lady bird.
- Uses proper spacing between letters, words and sentences.
- Forms letters of right shape and size.
- Write familiar words, phrases simple, sentences in Braille or print.
- Writes rhyming words. e.g. Book – hook, cry-dry, ring-sing.
- Contributes for the school magazine(drawing with caption etc.)

#### ➤ **Concern for Immediate Environment**

- **Curricular Expectations** Develop concern for immediate environment (both physical and social) through observation, which leads to development of language skills in an integrated manner.

##### • **Pedagogic Processes**

- Providing opportunities to appreciate nature and drawing attention to its beauty and diversity and providing related vocabulary.
- Providing texts/film clips/ pictures/ posters/ models (seen/unseen) related to environment such as poems, stories, etc. thus developing **listening and reading**. e.g. *This is a beautiful flower*.
- Providing input & encouraging expression in the form of short dialogue, paragraph, poem or song. Providing a variety of inputs on diversity all around (nature and society) (different leaves, pictures of animals, landscapes, realia etc.) and encouraging peer grouping.
- Providing situations to ask questions through topics related to concern for the immediate environment such as throwing garbage in bin, not tearing paper etc.
- Providing audio – video input such as posters, children's films, cartoons, displays, music, songs etc. for facilitating expression, role play, etc.
- Drawing attention towards diversity of language, dress, food, festivals etc. and providing new/related vocabulary. Providing texts (seen/unseen) and sensitizing the children towards gender equality and diversity among learners such as girls and boys going to school, all children going/learning/playing at school, including differently-abled, and introducing new/related words.

#### ❖ **Concern for Immediate Environment**

##### ❖ **Curricular Expectations**

- Develop concern for immediate environment (both physical and social) through observation, which leads to development of language skills in an integrated manner.

##### ❖ **Pedagogic Processes**

- Providing opportunities to appreciate nature and drawing attention to its beauty and diversity and providing related vocabulary.
- Providing texts/ film clips/ pictures/ posters/ models (seen/unseen) related to environment such as poems, stories, etc. thus developing listening and reading. e.g. *This is a beautiful flower*.
- Providing input & encouraging expression in the form of short dialogue, paragraph, poem or song.
- Providing a variety of inputs on diversity all around (nature and society) (different leaves, pictures of animals, landscapes, realia etc.) and encouraging peer grouping.

- Shows and expresses concern for environment **In English and home language)/sign language**. *e.g. Throw peals in the bin.*
- Shows eagerness to learn together. *e.g. Reading from a big book together.*
  - **Concern for Immediate Environment**
  - ❖ **Curricular Expectations**
  - Develop concern for immediate environment (both physical and social) through observation, which leads to development of language skills in an integrated manner.
  - ❖ **Pedagogic Processes**
  - Providing opportunities to appreciate nature and drawing attention to its beauty and diversity and providing related vocabulary.
  - Providing texts/ film clips/ pictures/ posters/ models (seen/unseen) related to environment such as poems, stories, etc. thus developing listening and reading. *e.g. This is a beautiful flower.*
  - Providing input & encouraging expression in the form of short dialogue, paragraph, poem or song.
  - Providing a variety of inputs on diversity all around (nature and society) (different leaves, pictures of animals, landscapes, realia etc.) and encouraging peer grouping.
  - Providing situations to ask questions through topics related to concern for the immediate environment such as throwing garbage in bin, not tearing paper etc.
  - Providing audio – video input such as posters, children’s films, cartoons, displays, music, songs etc. for facilitating expression, role play, etc.
  - Drawing attention towards diversity of language, dress, food, festivals etc. and providing new/related vocabulary.
  - Providing texts (seen/unseen) and sensitizing the children towards gender equality and diversity among learners such as girls and boys going to school, all children going/learning/playing at school, including differently-abled, and introducing new/related works.
  - ❖ **Learning Indicators (Progression)**
  - Concern for Immediate Environment
  - Observes nature and responds through verbal and non - verbal expression body language, speech, drawing and writing/ signs) in English/Home.
  - Understands the ideas in poem/story on the nature/environment *e.g. ‘A big wind is blowing. Look, leaves are flying.*
  - Shows and expresses concern for environment **In English and home language)/sign language**. *e.g. Throw peals in the bin.*
  - Shows eagerness to learn together. *e.g. Reading from a big book together.*

- Providing situations to ask questions through topics related to concern for the immediate environment such as throwing garbage in bin, not tearing paper etc.
- Providing audio – video input such as posters, children’s films, cartoons, displays, music, songs etc. for facilitating expression, role play, etc.
- Drawing attention towards diversity of language, dress, food, festivals etc. and providing new/related vocabulary.
- Providing texts (seen/unseen) and sensitizing the children towards gender equality and diversity among learners such as girls and boys going to school, all children going/learning/playing at school, including differently-abled, and introducing new/related works.

❖ **Learning Indicators (Progression)**

➤ **Concern for Immediate Environment**

- Observes nature and responds through verbal and non - verbal expression body language, speech, drawing and writing/ signs) in English/Home.
- Understands the ideas in poem/story on the nature/environment e.g. ‘A big wind is blowing. Look, *leaves are flying*.
- Shows and expresses concern for environment **In English and home language)/sign language**. e.g. *Throw peals in the bin*.
- Shows eagerness to learn together. e.g. *Reading from a big book together*.

➤ **Concern for Immediate Environment**

❖ **Curricular Expectations**

- Develop concern for immediate environment (both physical and social) through observation, which leads to development of language skills in an integrated manner.

❖ **Pedagogic Processes**

- Providing opportunities to appreciate nature and drawing attention to its beauty and diversity and providing related vocabulary.
- Providing texts/ film clips/ pictures/ posters/ models (seen/unseen) related to environment such as poems, stories, etc. thus developing listening and reading. e.g. This is a beautiful flower.
- Providing input & encouraging expression in the form of short dialogue, paragraph, poem or song.
- Providing a variety of inputs on diversity all around (nature and society) (different leaves, pictures of animals, landscapes, realia etc.) and encouraging peer grouping.
- Providing situations to ask questions through topics related to concern for the immediate environment such as throwing garbage in bin, not tearing paper etc.
- Providing audio – video input such as posters, children’s films, cartoons, displays, music, songs etc. for facilitating expression, role play, etc.
- Drawing attention towards diversity of language, dress, food, festivals etc. and providing new/related vocabulary.
- Providing texts (seen/unseen) and sensitizing the children towards gender equality and diversity among learners such as girls and boys going to school, all children going/learning/playing at school, including differently-abled, and introducing new/related works.

❖ **Learning Indicators (Progression)**

▪ **Concern for Immediate Environment**

- Observes nature and responds through verbal and non - verbal expression body language, speech, drawing and writing/ signs) in English/Home.
- Understands the ideas in poem/story on the nature/environment e.g. ‘A big wind is blowing. Look, *leaves are flying*.

## भाषा - हिंदी ( कक्षा 2 )

### पाठ्यक्रम संबंधी अपेक्षाएँ

#### सुनना और बोलना

- दूसरों की बातों/आवाज़ों को ध्यान से सुनना।
- अपनी बात कहने की कोशिश करना (बोलकर/ इशारों/ 'साइन लैंग्वेज'/चित्र बनाकर)।
- दूसरों की बात समझकर अपने शब्दों में कहने की कोशिश करना।
- छोटी कहानी, कविता आदि को ध्यान से सुनना।
- छोटी कहानी, कविता आदि को हावभाव के साथ सुनाना।

#### पढ़ना और लिखना

- चित्र देखकर अनुमान लगाते हुए पढ़ना।
- लिखित और मुद्रित सामग्री को पढ़ना।
- पढ़ी गई बातों को समझकर अपने शब्दों में कहने और लिखने की कोशिश करना।
- विभिन्न स्रोतों (रीडिंग कॉर्नर, पोस्टर, दवाइयों के रैपर, होडिंग, बाल पत्रिकाएँ, साइन लैंग्वेज) से अपनी पसंद की सामग्री ढूँढ़
- अपनी बात को लिखकर कहना।
- अपनी कल्पना से छोटी कहानी, कविता आदि लिखने की कोशिश करना।

#### परिवेशीय सजगता

- आसपास की प्रकृति (पेड़-पौधे, मौसम, घरेलू पशु- पक्षी आदि) को देखना और अपनी राय बनाना।
- घर की भाषा और हिंदी के बीच संबंध बनाने की कोशिश करना।

#### सीखने के तरीके तथा माहौल

#### सभी बच्चों के समावेश ( inclusion ) को ध्यान में रखकर

- अपनी भाषा में बातचीत करने की आज़ादी और अवसर हों, जैसे- समूह में एक-दूसरे के बारे
- अपनी बात कहने (भाषिक और सांकेतिक माध्यम से) के लिए प्रोत्साहित हों।
- अपनी भाषा गढ़ने (नए शब्द बनाने )और उनका इस्तेमाल करने के अवसर हों,
- छोटी कहानियाँ, कविताएँ अथवा /बाल साहित्य, स्तरानुसार सामग्री, साइनबोर्ड, होडिंग, अखबारों की कतरनें पर चर्चा करने के मौके हों।

- सक्रिय होकर काम करने के लिए स्तरानुसार ऑडियो-वीडियो सामग्री के उपयोग के अवसर हों।
- हिंदी में सुनाई गई छोटी कविता, कहानी आदि पर अपनी भाषा में सवाल पूछने के अवसर हों।
- हिंदी में सुनी गई छोटी कविता, कहानी आदि को अपने तरीके और अपनी भाषा में सुनाने के अवसर हो।
- विभिन्न प्रकार की सामग्री (रीडिंग कॉर्नर की किताबें, पोस्टर, दवाइयों के रैपर, होडिंग, बाल पत्रिकाएँ, साइन लैंग्वेज) पढ़ने के अवसर हों।
- स्तरानुसार रोचक बाल साहित्य, बाल पत्रिकाएँ, अखबार, ऑडियो-वीडियो सामग्री उपलब्ध हो।
- पढ़ी गई रचनाओं पर अपनी भाषा में बात करने, अपनी राय देने, सवाल करने की आज़ादी हो।
- अपना परिवार, स्कूल, मोहल्ला, खेल का मैदान, गाँव का चौपाल जैसे विषयों तथा अपने अनुभवों पर लिखकर एक-दूसरे से बाँटने के अवसर हों।
- अपनी बात को अपने अंदाज़ में लिखकर अभिव्यक्त करने की स्वतंत्रता हो।
- एक-दूसरे की लिखी हुई रचनाओं को सुनने, पढ़ने और उस पर अपनी राय देने, उसमें अपनी बात को जोड़ने, बढ़ाने और अलग-अलग ढंग से बार-बार लिखने के अवसर हों।
- बच्चों द्वारा अपनी वर्तनी गढ़ने की प्रवृत्ति को भाषा सीखने की प्रक्रिया का हिस्सा समझा जाए।
- अपनी बात को सृजनात्मक तरीके से अभिव्यक्त करने की आज़ादी हो।
- आस-पास होने वाली गतिविधियों/घटने वाली घटनाओं (जैसे- मेरे घर की छत से सूरज क्यों नहीं दिखता? , सामने के पेड़ पर बैठने वाली चिड़िया कहाँ चली गई ?) को लेकर सवाल करने के अवसर पर बच्चों से बातचीत या चर्चा करने के अवसर उपलब्ध हों।
- कक्षा में अपने साथियों की बोलियों पर गौर करने के अवसर, जैसे - आम, रोटी, तोता आदि शब्दों को अपनी-अपनी बोली गतिविधि शब्दों की लेन-देन/आपसदारी की गतिविधि के रूप में की जा सकती है।
- पाठ्य-पुस्तक और उससे इतर सामग्री में आए प्राकृतिक, सामाजिक एवं अन्य संवेदनशील मुद्दों को समझने और उन पर चर्चा करने के अवसर उपलब्ध हों।

### सुनना और बोलना

दूसरों की बातों को सुनकर अपनी प्रतिक्रिया व्यक्त करती/करता है। उदाहरण के लिए रोज़मर्रा की घर, खान-पान, खेलकूद, स्कूल साथियों की बातें, जैसे- मेरी मम्मी भी मेरे लिए नया लंच बॉक्स लाई, मेरे घर भी कबूतर ने बच्चे दिए आदि। अपनी भाषा में अपने परिवार और परिवेश की बात को कहता है।

- चित्रों और रचनाओं पर अनुमान लगाते हुए अपनी प्रतिक्रिया व्यक्त करती/करता है। जैसे- घोंसले में चिड़िया के बच्चे के अकेले हैं। चिड़िया ज़रूर दाना लाने गई होगी।
- हिंदी में सुनी गई बातों को अपनी भाषा में कहता/कहती है।

- अपने आस-पास नज़र आने वाली प्रिंट सामग्री पर ध्यान देकर उस पर सवाल करते हैं। जैसे-इस पत्ते का रंग लाल क्यों है।
- सुनी अथवा पढ़ी रचनाओं की विषय-वस्तु, घटनाओं, चित्रों और पात्रों, आदि के बारे में बातचीत करती/करता है। जैसे- भालू ने खेती फुटबॉल कहानी में जब भालू के बच्चे ने किक लगाई तो बड़ा मज़ा आया।
- अपने मन से कहानी/कविता आदि बनाने का प्रयास करता/करती है। जैसे- आज परी के पापा आए, साथ में वो गुब्बारे लाए।
- कहानी, कविता अथवा अन्य सामग्री को अपनी तरह से अपनी भाषा में कहते हैं।

## पढ़ना और लिखना

- रचनाओं को आनंद लेकर पढ़ती/पढ़ता है।
- चित्र और संदर्भ के आधार पर अर्थ का अनुमान लगाती/लगाता है। जैसे- अब वह लड़की ज़रूर फिर से स्कूल जाना शुरू करेगी।
- अपनी पाठ्य-पुस्तक से इतर सामग्री (पोस्टर, बाल पत्रिका, होडिंग्स आदि) को पढ़कर समझती/समझता है।
- देखी/पढ़ी लिखी सामग्री पर बातचीत करता/करती है। जैसे- ऊँट चला भई ऊँट चला कविता खूब अच्छी है। ऊँट का चित्र भी देखो कितना सुंदर है।
- पुस्तक कोना/पुस्तकालय से अपनी पसंद की किताबों को स्वयं चुनकर पढ़ती/पढ़ता है।
- पढ़ी गई कविता या कहानी के बारे में पूछे गए प्रश्नों का मौखिक जवाब देते हैं।
- अपनी कल्पना से कहानी, कविता, पत्र आदि लिखते हैं, कविता, कहानी को आगे बढ़ाने की कोशिश करते हैं।
- अपनी बात/कविता/कहानी को सृजनात्मक तरीके से लिखता है।



## Mathematics

Conceptual Area <b>SHAPES AND SPATIAL UNDERSTANDING</b>	Pedagogical Processes	Learning Indicators
	Conduct plays and games with children on identification and classification of shapes around them like round that role, slide that are sliding etc.	<ul style="list-style-type: none"> <li>• Displays understanding of 3 D shapes around her in terms of their physical properties</li> </ul>
Classifies shapes on the basis of their properties .		
Sorts, classifies and describes 2 D and 3 D shapes	<ul style="list-style-type: none"> <li>• Discussing various shapes ( 2 D and 3 D) available in the surroundings of the child and their characteristics by involving children in identification of the specific characteristics of every shape.</li> <li>• Conducting individual and group activities on sorting things from a given collection of objects (from NCERT mathematics kit, if available in the school or taking things from the child's vicinity). The sorting can be done on the basis of observable properties like color, shapes or size, taking one at a time.</li> <li>• Drawing child's attention towards various similarities and differences in two and three dimensional shapes while they are sorting and classifying them. This will help them in associating various shapes with names like squares, rectangles, triangles, cube, cuboids, cone, cylinder, sphere etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Shows understanding by naming 2 D shapes like square, rectangle, triangle and circle and also discovers their observable properties.</li> <li>• Indicates understanding of 2 D shapes on the basis of number of sides, corners and diagonals, straight and curved edges etc.</li> <li>• Demonstrates shapes like book, glass, bottle, chalk box, ball as 3 D shapes and gradually attempts to associate them with standard names like cuboids, sphere, cone, cylinder</li> <li>• Explores observable properties of 3 D shapes like flat and curved surface, edges, corners etc.</li> <li>• Groups objects on the basis of shapes (cones, cylinder, cubes, balls etc.) and other observable properties.</li> <li>• Demonstrates her ability to differentiate between 2 D shapes (like square, rectangle etc.) and 3 D shapes (cone, cylinder, sphere etc.)</li> </ul>
Understands the concept of straight and curved lines	<ul style="list-style-type: none"> <li>• Child sees lot of straight lines in their surrounding. Conduct group activities to classify lines as sleeping ( horizontal) , slanting ( oblique) and standing ( vertical) lines. Child actually draws such lines in their drawings</li> <li>• Giving idea of straightness and curvedness from the objects like edge of a tumbler, edge of a</li> </ul>	<ul style="list-style-type: none"> <li>• Classifies lines as slanting, sleeping and standing</li> <li>• Cites different examples to show the understanding of difference between straight and curved lines</li> <li>• Make free hand drawing of horizontal, vertical and slant lines.</li> </ul>

Conceptual Area	Pedagogical Processes	Learning Indicators
	<p>book/notebook, table etc.</p> <ul style="list-style-type: none"> <li>• Conducting activities involving children in drawing straight and non straight lines by tracing the edge on paper.</li> <li>• Engaging children in making sceneries, pictures and drawings, focusing on shapes made up of straight and curved lines</li> </ul>	
<p><b>NUMBERS AND NUMBER OPERATIONS</b></p> <p>Counts, Recognizes, Reads and writes numerals for numbers up to 99</p>	<ul style="list-style-type: none"> <li>• Involving children in reading numbers written on a number chart and other places in and outside classroom</li> <li>• Activities and games aimed at associating a spoken or written number with appropriate number of objects, drawn from a collection may be organized in groups of tens and ones</li> <li>• Organise group activities to compare number of objects in two collections by one-to-one correspondence. Children should be encouraged to find their own ways of comparing two numbers e.g. using the sequential order of numbers, number of tens and ones in them etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Attempts to read and write any given number (up to 99) and associate a given collection (arranged in tens and ones) with a number and vice-versa.</li> <li>• Demonstrates strategies of comparing two numbers e.g. matching one to one, using sequential order of numbers, using size of a number etc.</li> </ul>
<p>Understands place and face value of digits in a number.</p> <p>Understands zero as a place</p>	<ul style="list-style-type: none"> <li>• Engaging child in activities of counting large number of objects from her surroundings. Encourage them to make equal groups while counting. After building an adequate understanding of grouping</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciates the place value system as a system of grouping objects while counting</li> <li>• Describes her understanding about value of digits in a</li> </ul>

Conceptual Area	Pedagogical Processes	Learning Indicators
<p>holder and as a number</p> <p>Recognizes patterns in numbers and shapes</p>	<p>objects in tens and ones, involve them in writing the number.</p> <ul style="list-style-type: none"> <li>• Conducting group activities in the class so that children are involved in breaking a number in tens and ones like in 17 the digit 1 shows 10 so <math>17=10+7</math>; 20 has two tens and the no units.</li> </ul>	<p>given number.</p> <ul style="list-style-type: none"> <li>• Devises ways of writing a number when a group (tens or ones) is missing.</li> <li>• Answers question like what happens when a number is subtracted from itself? When some items are consumed one after the other, how many are left when last is also consumed?</li> <li>• Child attempts to show that zero is the number representing absence of some item in a group.</li> <li>• Writes a number in expanded form in her own ways like 53 can be <math>50+3</math> or <math>3+50</math> or <math>40+10+3</math> etc.</li> </ul>
<p>Adds and subtracts two digit numbers (with and without regrouping)</p>	<ul style="list-style-type: none"> <li>• Engaging child in exploring the situations where addition and subtraction of numbers is required like, combining two groups, enlarging a given group by adding some more items etc.</li> <li>• There are a lot of situations in child's daily life where addition of numbers is happens. Involve them in activities and problem solving on addition and subtraction of numbers</li> <li>• Conduct discussion with children so that they</li> </ul>	<ul style="list-style-type: none"> <li>• Devises her own ways to add two 2-digit numbers. Later on uses algorithms for addition of numbers</li> <li>• Develops her strategies to add and/or subtract a numbers from a two digit number.</li> <li>• Uses different algorithms to add and subtract numbers</li> <li>• Adds and subtracts two digit numbers in daily life situations</li> </ul>

Conceptual Area	Pedagogical Processes	Learning Indicators
	<p>explore their own ways of addition and subtraction and should be able to develop their algorithms. Avoid unnecessary emphasis on mechanical application of standard algorithms for these operations.</p> <ul style="list-style-type: none"> <li>• Creating situations where children can use alternative algorithms to find sum and difference.</li> <li>•</li> </ul>	
<p>Solves problems involving Addition and Subtractions of two digit numbers</p>	<ul style="list-style-type: none"> <li>• Involve children in reading given problems and discussing what is given, what is to be found. Let children work out their strategies to find the unknown from the known.</li> <li>• Creating situations where addition and/or subtraction of two digit numbers is involved in solving a problem.</li> <li>• Organising selling buying situation in classroom where lot of addition and subtraction of money is involved.</li> <li>• Encouraging children to use alternative strategies for finding total and balance without using pen and paper. <ul style="list-style-type: none"> <li>• Encourage children to develop questions/problems on addition and subtraction of two digit numbers. Game can be played within groups of children where in</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Analyses and describes a problem involving addition and/or subtraction in terms of mathematical terms and finds the given and unknown data.</li> <li>• Finds the strategies to reach unknown from the known</li> <li>• Solves problems using addition and/or subtraction with and without regrouping.</li> <li>• Uses estimation in verification of sum and difference of two digit numbers</li> <li>• Poses meaningful problems and solves them.</li> </ul>

Conceptual Area	Pedagogical Processes	Learning Indicators
	<p>one group designs questions and the other group solves the questions/ problems.</p>	
<p>Multiplies two numbers</p> <p>Understands concept of division</p> <p>Applies multiplication and/or division to solve conceptual (daily life) problems</p>	<ul style="list-style-type: none"> <li>• Creating situations and context where a number is to be added repeatedly like there are five rows and in each row six children are seating ; 2 cookies to be given to each of 7 friends, etc.</li> <li>• Activities to write multiplication facts (times tables) by repeated addition and later on by observing patterns</li> <li>• Activities to explore ways of multiplying two digit numbers. Avoid telling the standard algorithm at the first instance. Children may devise their ways of multiplying first the tens and then units or other creative ways.</li> <li>• Solving large problems on multiplication to master different algorithms and strategies.</li> <li>• Creating situations of equal sharing/grouping of objects and exploring ways of describing it in mathematical way.</li> <li>• Involving children in discovering their own ways to solve a problem involving division of two digit numbers</li> </ul>	<ul style="list-style-type: none"> <li>• Shows difficulty in expressing repeated addition and appreciates the use of multiplication for repeated addition</li> <li>• Explores the multiplication facts of 2,3,4 and 5 by different ways like repeated addition, skip counting, identifying, and continuing pattern ....</li> <li>• Develops different algorithms to multiply two digit numbers</li> <li>• Explores ways of equal grouping /sharing/ distribution</li> <li>• Understands division as another way of equal grouping /sharing /distribution</li> <li>• Performs division of a single digit/ double digit number by one digit number by grouping / using multiplication tables</li> </ul>

Conceptual Area	Pedagogical Processes	Learning Indicators
<p><b>Money</b></p> <p>Identifies currency notes and coins</p> <p>Puts together amounts of money not exceeding Rs. 50</p> <p>Adds and subtract small amount of money mentally</p> <p>Transacts an amount using 3-4 notes</p>	<ul style="list-style-type: none"> <li>• Using child’s vocabulary and understanding about money from home and out of school experiences initiate discussion on they transact money to purchase things</li> <li>• Involving children in groups and/or individually to make play currency notes of different denominations. A set of such actual notes can be shown to them for the activities.</li> <li>• Creating simple selling and buying situations in classroom and let children play with their play money.</li> <li>• Providing small hints to solve situations of transacting money and finding balances</li> <li>• Encouraging children to make estimates of how much money required, what will left etc. and then to actually verify their estimates. Discussions may be held within and across the groups to find out the ways to refine their estimates.</li> <li>• Encouraging children to be critical observers of money transactions while they accompany parents and others for shopping.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates use of numbers in identifying and making currency notes of different denominations</li> <li>• Appreciates the use of money in day-to-day buying and selling situations</li> <li>• Attempts to make small amounts of money by using 3-4 notes of different denominations in different ways</li> <li>• Describe ways to find balance amount out of a given amount after the purchase of about 50 rupees</li> <li>• Estimates/approximates the money required and money obtained in balance in simple buying situations.</li> </ul>
<p><b>Measurement: Length</b></p> <p>Measures lengths and distances</p>	<ul style="list-style-type: none"> <li>• Organising discussions among children to showcase their understanding about measuring various things including lengths and distances and other quantities</li> </ul>	<ul style="list-style-type: none"> <li>• Describes and justifies length and distances of common objects in her own language</li> <li>• Attempts to resolve conflicts on lengths/distances by</li> </ul>

Conceptual Area	Pedagogical Processes	Learning Indicators
<p>Relates centimeters and meters</p>	<ul style="list-style-type: none"> <li>• Providing hints during discussions so that children can appreciate that a unit is required for measuring anything.</li> <li>• Creating situations when children get opportunities to measure in their own ways and resolve conflicts, if any, aroused due to use of non uniform units.</li> <li>• Involving children in devising various units that can remove the confusion and be used by all in a particular context.</li> <li>• Encouraging children to make out their meaning about the standard units of measurement they have in their vocabulary like a liter of water, kilogram, meter, kilometer etc.</li> </ul>	<ul style="list-style-type: none"> <li>using body parts like hand span etc.(non standard units).</li> <li>• Devises ways of making uniform units for measuring length/distances.</li> <li>• Uses her vocabulary to appreciate meter as a standard (uniform) unit of length.</li> <li>• Demonstrates ways of measuring smaller distances using a meter scale</li> <li>• Appreciates the division of one meter into centimeters to measure relatively smaller lengths</li> </ul>
<p><b>Mass</b></p> <p>Weighs objects using non-standard units</p> <p>Appreciates need for standard unit of measuring marks</p>	<ul style="list-style-type: none"> <li>• Conducting activities within classroom so that children get opportunity to compare the amount of liquid two or more containers have and then arranges these containers in ascending or descending orders of their capacities.</li> </ul>	<ul style="list-style-type: none"> <li>• Describes ways of comparing and quantifying mass(es) of common objects</li> <li>• Designs and uses simple balance to compare weights of common objects</li> <li>• Uses non-standard units like small stones and other such objects available in child’s vicinity to measure mass/weight of small objects.</li> <li>• Understands that objects with different shapes and sizes may have same weights.</li> </ul>

Conceptual Area	Pedagogical Processes	Learning Indicators
<p><b>Volume</b></p> <p>Measures and compares the capacity of different containers using non-standard units</p>		<ul style="list-style-type: none"> <li>• Estimates capacities of different containers and tries to order them as per their capacities</li> <li>• Shows the ability to compare the capacities of different containers in terms of non-standard units (like mugs, spoons etc.)</li> </ul>
<p><b>Time</b></p> <p>Gets familiar with the days of the week and months of the year</p> <p>Gets a feel for sequence of seasons varying locally.</p> <p>Sequences the events occurring over longer periods in terms of dates/days</p>	<ul style="list-style-type: none"> <li>• Organising discussions and short stories on the vocabulary children have about days in a week and names of months</li> <li>• Creating situations where children are encouraged to describe their experiences in terms of daily routine activities like from waking up in morning till sleeping in the night.</li> <li>• Encourage children to tell the time elapsed, time required to complete a task etc. in terms of their own units like number of claps,</li> </ul>	<ul style="list-style-type: none"> <li>• Attempts to narrate the activities of a day in sequence, distinguishing time of events using her own vocabulary for earlier and later</li> <li>• Shows the understanding of shorter and longer duration of different activities performed or to be performed</li> <li>• Uses her experiences and talk of the people around him to express sequence of seasons in her own situation/environment</li> </ul>



Conceptual Area	Pedagogical Processes	Learning Indicators
<p><b>Data Handling</b></p> <p>Collects, represents and interprets simple data</p>	<ul style="list-style-type: none"> <li>• Organising activities and providing opportunities to record information in numbers and to draw inferences or make decisions out of it. For example, in organizing a New Year party, how many pieces of different types would be required for class decoration?</li> <li>• Involving children in discussion to highlight the importance of recording of information</li> <li>• Creating situations such that child uses her ways to record and present the information in a meaningful manner.</li> <li>• Giving opportunities to children for exploring ways of recording and presenting data and draw inferences from the data.</li> </ul>	<ul style="list-style-type: none"> <li>• Attempts to record information in her own ways like number of different types of fruits required the picnic day</li> <li>• Participates in discussions with others to draw inferences from the recorded information</li> <li>• Devises ways to present the recorded information in such a way that its interpretation can be made simpler</li> </ul>
<p><b>Patterns</b></p> <p>Observes and extends patterns in sequence of shapes and numbers</p> <p>Identifies patterns</p> <p>Creates simple patterns by stamping, thumbprints, leaf prints etc.</p>	<ul style="list-style-type: none"> <li>• In all learning of mathematics recognition and extension of patterns is essentially required and used. However, children come across with many interesting patterns in daily life experiences. These are required to be recorded and interpreted.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies simple patterns right from school activities to home like pattern in coming to school to going back, patterns in numbers and shapes, patters in tiles and designs, etc.</li> </ul>

# Important instructions for parents

## Parents may please note

1. Please do not leave your child in the school half an hour before the start of the school and half an hour after the closure of the school.
2. Do not send the tiffin of the child through any unknown person. It will not be accepted.
3. Do not send any unknown person to meet or fetch your child from the school.
4. Please deposit the quarterly fees by local cheque only by 10<sup>th</sup> of April, July, October and January positively. After that late fee fine of Re.1 per day will be charged and for dishonored cheques a penalty of Rs. 500 with the late fee fine will be charged. In case the cheque is dishonoured, fee with penalty and late fee fine shall be accepted with D.Draft only.
5. Please ensure that your child comes to school in time. Late comers will be sent back.
6. Please keep the information about address, especially the telephone numbers always updated in the school records. It helps the school in contacting you in case of emergency or other requirement.

## अभिभावक कृपया ध्यान दें

1. स्कूल में अपना पता तथा टेलीफोन नम्बर हमेशा सही - सही लिखवा कर रखें। जिससे कि एमरजेंसी में आपसे बिना विलम्ब के संपर्क साधा जा सके।
2. अपने बच्चे को आधा घंटा पहले तथा आधा घंटा बाद तक स्कूल में न छोड़ें।
3. अपने बच्चे का टिफिन अज्ञान व्यक्ति के हाथ से न भेजें। वह नहीं लिया जाएगा।
4. अपने बच्चे को ले जाने के लिए अज्ञान व्यक्ति को न भेजें। उसके साथ बच्चा नहीं भेजा जाएगा।
5. कृपया बच्चे की फीस **लोकल चेक** से अप्रैल, जुलाई, अक्टूबर तथा जनवरी की दस तारीख तक जमा करवा दें। उसके बाद 1 रू प्रतिदिन फाइन लगेगा। **अगर आपका चेक बैंक से किसी कारण से वापिस आता है तो 500 रू पेनल्टी तथा लेट फी फाइन लगेगा एवं फीस, केवल ड्राफ्ट द्वारा ही ली जाएगी। दूसरी बार चेक नहीं लिया जाएगा।**
6. देर से आने वाले बच्चों को वापिस भेज दिया जाएगा।

अभिभावक के हस्ताक्षर