



JINDAL VIDYA MANDIR, JSW HILL SIDE TOWNSHIP

Syllabus Bifurcation: 2026-27

Subject: English

Class: I

Term: I & II

Sl No.	Month	WD	ID	No. of Periods	Chapter/Units	Learning Objectives	Activities	Assessment Methods	Portion for WT/PT/Term /AE
1	April	15	15	2	Bridge Course <b>Alphabets (capital and small letters)</b>	<ul style="list-style-type: none"> <li>➤ Recognize and name all capital (A–Z) and small letters (a–z)</li> <li>➤ Match each capital letter with its corresponding small letter</li> <li>➤ Identify the difference between capital and small letters</li> <li>➤ Write capital and small letters correctly with proper formation</li> </ul>	Give students letter cards Match capital with small letter (A–a, B–b)  Sorting Activity Provide mixed letters (cut-outs or worksheet) Students sort into: Capital letters	<b>Alphabet Sorting Game:</b> Separate capital and small letter cards <b>Letter Hunt:</b> Find letters in classroom labels/books <b>Hop Alphabet Game:</b> Step on letters and say capital/small	Weekly test 1 (17.4.26) Portion (Alphabets, Rhyming words, opposite words)
			4	<b>Articles (a, an)</b>	<ul style="list-style-type: none"> <li>➤ Understand the use of “a” and “an”</li> <li>➤ Identify when to use “a” (before consonant sounds)</li> <li>➤ Identify when to use “an” (before vowel sounds – a, e, i, o, u)</li> </ul>	<b>“Pick and Speak” Game</b> Student picks a picture card and says: <i>This is a/an _____</i>  <b>Rhyming Chain Game</b> One student says <i>cat</i>	<b>Object Game:</b> Show classroom objects → students say “a/an”  <b>Flashcard Activity:</b> Students pick card and say correct article  <b>Find &amp; Say Game:</b> Find objects in classroom and say “a pen / an eraser”  <b>Rhyming Ball Game:</b>		

				4	Rhyming words	<ul style="list-style-type: none"> <li>➤ Use “a” and “an” correctly in simple sentences</li> <li>➤ Understand what rhyming words are (words that sound the same at the end)</li> <li>➤ Identify rhyming words (e.g., <i>cat–bat, sun–fun</i>)</li> <li>➤ Recognize rhyming patterns in simple words</li> </ul>	<p>Next says <i>bat</i> Next says <i>hat</i></p> <p>“Say the Opposite” Game Teacher says: <i>big</i> → students say <i>small</i> Teacher says: <i>open</i> → students say <i>close</i></p>	<p>Teacher says word → students throw ball &amp; say rhyme</p> <p>Rhyming Train: Students form chain of rhyming words</p>	
				3	Opposite words	<ul style="list-style-type: none"> <li>➤ Understand that opposite words have different meanings</li> <li>➤ Identify common opposite pairs (e.g., <i>big–small, hot–cold</i>)</li> <li>➤ Match words with their opposites</li> </ul>	<p>Guessing Game Cover part of a picture Slowly reveal it Students guess the object Example: apple, dog, car Small letters</p>	<p>Opposite Action Game: Stand up / sit down Open / close Flashcard Game: Students match opposite cards</p>	
				2	Writing skills (Guess the picture and write its name)	<ul style="list-style-type: none"> <li>➤ Identify common objects from pictures</li> <li>➤ Recall and say the correct name of the object</li> <li>➤ Write simple words correctly (e.g., <i>cat, ball, apple</i>)</li> </ul>		<p>Picture Flash Game: Teacher shows image → students say &amp; spell word</p> <p>Memory Game: Hide picture cards → students guess</p>	

2	June	18	18	4	<p><b>Lesson no: 1 New Friends</b></p>	<ul style="list-style-type: none"> <li>➤ Greet others using simple expressions like “Hello” and “Hi”.</li> <li>➤ Introduce themselves using sentences like “My name is ___.”</li> <li>➤ Ask and answer simple questions such as “What’s your name?” and “How old are you?”</li> <li>➤ Understand the story and identify the two characters (Zibu and Zizo).</li> <li>➤ Recognize similarities and differences between people.</li> <li>➤ Use simple sentences to describe likes and dislikes.</li> <li>➤ Listen to and understand the poem.</li> <li>➤ Identify the main idea: grandparents can be fun, active, and loving.</li> <li>➤ Learn new words related to the poem (e.g., juggling, fruits, granny).</li> <li>➤ Express their thoughts about their own grandparents.</li> </ul>	<p><b>Role play</b> (Divide the class into two groups and enact the characters) <b>Pass the Ball Game</b> Play music and pass a ball. When music stops, the child holding the ball introduces themselves: .” “I like ___.”</p> <p><b>Role Play</b> Two students act as Zibu and Zizo: One stays quiet and pretends to draw (Zizo)</p> <p><b>Picture Identification</b> Show pictures (granny, fruits, balls) Ask: “What is granny juggling?”</p>	<p><b>Friend Circle Game:</b></p> <ul style="list-style-type: none"> <li>• Students say one nice thing about a friend</li> </ul> <p><b>Pair Activity:</b></p> <ul style="list-style-type: none"> <li>• Talk to partner and share about each other</li> </ul> <p><b>Role Play:</b></p> <ul style="list-style-type: none"> <li>• Meeting a new friend and greeting</li> </ul> <p><b>Role Play:</b></p> <ul style="list-style-type: none"> <li>• Act like Zibu and Zizo playing</li> </ul> <p><b>Pair Activity:</b></p> <ul style="list-style-type: none"> <li>• Work with a partner like the characters</li> </ul> <p><b>Friendship Game:</b></p> <ul style="list-style-type: none"> <li>• Say one good thing about your partner</li> </ul> <p><b>Action Activity:</b></p> <ul style="list-style-type: none"> <li>• Pretend to juggle (use soft balls/paper)</li> </ul> <p><b>Recitation with Actions</b></p> <p><b>Pair Activity:</b></p> <ul style="list-style-type: none"> <li>• Talk about your grandmother</li> </ul>	
				4	<p><b>Lesson no 2: Zibu and Zizo</b></p>				
				3	<p><b>Poem:1 My Juggling Granny</b></p>				

				3	Poem: 2 At School	<ul style="list-style-type: none"> <li>➤ Appreciate family members and their special qualities.</li> <li>➤ Relate the poem to their own school.</li> <li>➤ Experiences or feelings about learning and building friendship, having a positive relationship with teachers.</li> <li>➤ Awareness about the things used in school.</li> </ul>	<p>Visit different areas of the school (library, playground)  “My Favourite Place in School” speaking activity</p> <p>Write 5 things used in the classroom</p>	<p><b>Role Play:</b></p> <ul style="list-style-type: none"> <li>• Act as teacher and student</li> </ul> <p><b>Classroom Game:</b></p> <ul style="list-style-type: none"> <li>• Name things found in school</li> </ul> <p><b>Pair Activity:</b></p> <ul style="list-style-type: none"> <li>• Talk about your favourite subject</li> </ul>	
				4	Grammar-Nouns- Common Noun & Proper Noun	<ul style="list-style-type: none"> <li>➤ Appreciate the poem.</li> <li>➤ Identify common nouns and proper nouns</li> <li>➤ Differentiate between common nouns and proper nouns.</li> <li>➤ Use the common nouns and proper nouns in the sentences</li> <li>➤ Capitalize proper nouns correctly</li> </ul>	<p>Read the passage and underline the Proper and the Common Noun.</p> <p>Sorting the common nouns and proper with the classroom object.</p> <p>Write 5 sentences about your introduction.</p>	<p><b>Draw:</b></p> <ul style="list-style-type: none"> <li>• A common noun (dog)</li> <li>• A proper noun (Bruno the dog)</li> </ul> <p>Make a “My Name Chart”  Write and decorate own name</p>	

3	July	26	22	6	Revision for Cycle Test-1 (06.07.26 to 09.07.26)	<ul style="list-style-type: none"> <li>➤ Understand the story and identify the main character (Ollie).</li> <li>➤ Explain the idea of responsibility in simple words.</li> <li>➤ Recognize how to take care of a pet (feeding, walking, grooming).</li> <li>➤ Use imagination to talk about pretend situations.</li> </ul>	SEA-1 Paste 5 animals' picture which you can keep as pet.	<p>Role Play:</p> <ul style="list-style-type: none"> <li>• Act like Ollie playing with puppy</li> </ul> <p>Pretend Play Activity:</p> <ul style="list-style-type: none"> <li>• Students act with imaginary pets</li> </ul> <p>Pair Activity:</p> <ul style="list-style-type: none"> <li>• Talk about favourite pet</li> </ul>	Cycle Test -1 (06.07.26 to 09.07.26) Portion (Unseen passage, picture composition, Grammar- Nouns, Common nouns, proper nouns, Literature- L-1 &2, P -1)
				5	Nouns- Singular & Plural Nouns	<ul style="list-style-type: none"> <li>➤ Understand the concept of singular and plural nouns</li> <li>➤ Recognize and form regular plural nouns by adding -s or -es</li> <li>➤ Identify singular and plural nouns</li> <li>➤ Differentiate between singular and plural nouns</li> <li>➤ Use singular and plural nouns correctly in speech and writing</li> </ul>	Real object sorting (one to many)	<p>Draw:</p> <ul style="list-style-type: none"> <li>• one flower / many flowers</li> </ul> <p>Label pictures</p> <p>☑ Make a "Singular-Plural Chart"</p>	
				4	Gender (masculine & feminine)	<ul style="list-style-type: none"> <li>➤ Understanding the meaning of masculine(boy/male) and feminine (girl/female)</li> <li>➤ Identify masculine and feminine gender</li> <li>➤ Differentiate between masculine and feminine gender</li> </ul>	Match the masculine gender to its feminine gender	<p>Flashcard Game:</p> <ul style="list-style-type: none"> <li>• Show word → students say opposite gender</li> </ul> <p>Role Play:</p> <ul style="list-style-type: none"> <li>• Act as different family members</li> </ul>	

				3	Poem 3: Mr. Caterpillar	<ul style="list-style-type: none"> <li>➤ Match masculine and feminine pairs</li> <li>➤ Encourage students to enjoy the poem's playful tone and rhyme scheme.</li> <li>➤ Match the animals with their body action and sound</li> <li>➤ Understand the main idea of poem The life of a caterpillar and how it changes.</li> <li>➤ Appreciate nature and beauty of transformation in living things.</li> </ul>	Draw and Label caterpillar or butterfly. Label: "caterpillar" / "butt	<p>Class test</p> <p>Action Activity:</p> <ul style="list-style-type: none"> <li>• Crawl like a caterpillar</li> </ul> <p>Role Play:</p> <ul style="list-style-type: none"> <li>• Act like caterpillar eating leaves</li> </ul>	
4	August	20	16	4	Lesson no 4: My Red Bicycle	<ul style="list-style-type: none"> <li>➤ Identify the different mode of transport.</li> <li>➤ List out some common mode of transport.</li> <li>➤ Relate the story to their own life experience.</li> <li>➤ Describe the bicycle using colour and action words</li> <li>➤ Recognize adjectives in sentences</li> <li>➤ Uses of the adjectives to describe objects, people and animals</li> </ul>	<p>SEA-2 Paste your picture with your bicycle and write 3 sentences about it</p> <p>Search and find out different things in the classroom (like; shapes, colour, number) and write it the notebook.</p> <p>Pick and place 'a'/'an'. Placed two baskets with 'a'/'an'</p>	<p>Role Play:</p> <ul style="list-style-type: none"> <li>• Pretend to ride a bicycle</li> </ul> <p>Class Discussion:</p> <ul style="list-style-type: none"> <li>• Safety rules while riding</li> </ul> <p>Pair Activity:</p> <ul style="list-style-type: none"> <li>• Talk about favourite toy</li> </ul> <p>Show &amp; Tell Students bring an object and describe it using 2–3 adjectives. Example: "This is my soft, brown teddy."</p>	
				3	Grammar- Adjectives				

				3	Articles- 'a', 'an'	<ul style="list-style-type: none"> <li>➤ Differentiate between nouns and adjectives in a sentences</li> <li>➤ Create simple sentences using adjective</li> <li>➤ Recognize common adjectives.</li> <li>➤ Understand what articles are and their role in a sentence.</li> <li>➤ Identify the articles (a, an)</li> <li>➤ Choose the correct article to complete a sentence.</li> <li>➤ Use 'a' or 'an' before words that begin with a consonant sounds and vowel sound</li> <li>➤ Differentiate between a and an</li> <li>➤ Construct simple sentences using 'a' and 'an'</li> <li>➤ Describe a picture using complete sentences</li> </ul>	keep the appropriate nouns in each basket	<p>(Teacher shows a picture) Students write 2–3 sentences using a/an Example:</p> <ul style="list-style-type: none"> <li>• I see a tree.</li> <li>• I see an apple.</li> </ul> <p><b>Assessment focus:</b> Real-life application</p> <p>Class Discussion (Describe an object with colours, numbers, shape and size)</p> <p>Pass the Ball Game</p> <ul style="list-style-type: none"> <li>• Teacher says a word (e.g., "apple")</li> <li>• Student says: "an apple"</li> </ul> <p>Class Test</p>	Cycle Test-2 (25.08.26 to 07.09.26) (unseen passage & poem, picture composition, Gr-Noun, common nouns, proper nouns, singular plural, Gender, Adjectives, Articles, L -1 to 4, P- 1 to 3)
5	September	22	17	5	Lesson no 5: Hide and Sleep	<ul style="list-style-type: none"> <li>➤ Understand the story and identify characters (Ali, Amina, Grandpa).</li> </ul>	Sequencing Activity Arrange the events: Grandpa counts Children hide Grandpa sleeps	<p>Role Play (play Hide and seek)</p> <p>Make Sentences</p>	

				4	Lesson no 6: The Magic Tree	<ul style="list-style-type: none"> <li>➤ Retell the story in simple sentences.</li> <li>➤ Learn new vocabulary (furniture, cupboard, sofa, bed, snoring).</li> <li>➤ Identify actions like hiding and sleeping.</li> <li>➤ Appreciate family bonding and fun time with elders.</li> <li>➤ Read and understand a story where a little boy learns to use the magic words 'thank you' and 'please'</li> <li>➤ Appreciate and inculcate the quality of politeness</li> <li>➤ Understand the message or moral of the story</li> <li>➤ Describe the characters and the magic tree using adjectives.</li> <li>➤ Listen to and understand the poem.</li> <li>➤ Identify emotions like sadness (lost) and happiness (found).</li> <li>➤ Describe simple actions (bounce, roll, move).</li> </ul>	<p>Children find him</p> <p>SEA-1 Draw a magic tree and write the magical words (please, sorry and thank you) on the leaves. Dumb</p> <p>Find the Object Game Hide a small object in the classroom. Students search and say: "I found it!" Encourage careful observation.</p>	<p>Use these words: a) hide b) sleep</p> <p>Draw the animal hiding or sleeping and write 1–2 sentences about it.</p> <p>Dictation Draw a magic tree and write 2 sentences about it. Example:</p> <ul style="list-style-type: none"> <li>• This is a magic tree.</li> <li>• It gives me chocolates.</li> </ul> <p>Show &amp; Tell Students say 2–3 lines about their "magic tree wish".</p> <p>Role Play</p> <ul style="list-style-type: none"> <li>• One student pretends to lose something</li> <li>• Another helps to find it</li> </ul> <p>Draw something you lost and found. Write 1–2 sentences.</p>	
				3	Poem 4: Lost and Found				

				5	<b>Grammar- Verbs- (the simple present tense and the simple past tense forms)</b>	<ul style="list-style-type: none"> <li>➤ Share personal experiences of losing and finding things.</li> <li>➤ Develop observation skills by noticing where objects are.</li> <li>➤ Identify verbs in a sentence</li> <li>➤ Differentiate between past and present tense verbs</li> <li>➤ Use verbs correctly in sentences</li> <li>➤ Demonstrate action words through movement to reinforce learning.</li> </ul>	<p>Prepare cards with verbs (run, jump, eat, sleep). Students pick a card and say:</p> <ul style="list-style-type: none"> <li>• Present: "I run"</li> <li>• Past: "I ran"</li> </ul> <p>Ball Toss Game How to do:</p> <ul style="list-style-type: none"> <li>• Teacher says a verb: "play"</li> <li>• Toss ball to a student.</li> <li>• Student says: Present: "I play" Past: "I played"</li> </ul>	<p>Have you ever lost something? How did you feel?</p> <p>Action Game</p> <ul style="list-style-type: none"> <li>• Teacher says a verb (e.g., "jump")</li> <li>• Students act it in present and say past form ("jumped")</li> </ul> <p>Write 2 sentences about what you did yesterday. Example:</p> <ul style="list-style-type: none"> <li>• I played with my friends.</li> <li>• I watched TV.</li> </ul>	
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Sl No.	Month	W D	ID	No. of Periods	Chapter/Units	Learning Objectives	Activities	Assessment Methods	Portion for WT/PT/Term/AE
6	October	21	21	5  4	<b>Verbs- am, is, are (main verbs)</b>  <b>Adverbs (ending in 'ly')</b>	<ul style="list-style-type: none"> <li>➤ Recognizing common action words used in daily life.</li> <li>➤ Identify adverbs in sentences</li> <li>➤ Understand what an adverb is – a word that tells how, when</li> </ul>	<p>Think-Pair activity: Make a pair and ask each other questions. The student answering the questions should be able to use is, am, are in their sentence.</p> <p>Adverb Hunt-</p>	<p>Pass the Ball Game Teacher says a subject (e.g., "She") Student says: "She is ..."</p> <p>Write 2 sentences using "-ly" words: Example:</p>	<p>Weekly test 1 (09.10.26)</p> <p>Unseen passage, Picture composition L-5, P-4 Gr- Verbs</p>

				4	Writing skills (Picture composition)	<ul style="list-style-type: none"> <li>➤ or where an action happens.</li> <li>➤ Differentiate between verbs and adverbs.</li> <li>➤ Create simple sentences using adverbs</li> <li>➤ Complete the sentences using adverbs</li> <li>➤ Observe and interpret details in a picture</li> <li>➤ Understand and relate to emotions like excitement, waiting, and patience</li> <li>➤ Sequence the events of the story correctly</li> <li>➤ Develop appreciation for nature/weather and how it connects to daily life</li> <li>➤ Appreciate a child's eagerness to use a new object she/he has acquired.</li> <li>➤ Recognize the beauty of nature through the colours and imagery in the poem.</li> <li>➤ Appreciating the rainbow and colourful things in the world.</li> <li>➤ Express their feelings about rain bow or colourful things they love.</li> <li>➤ Respond to and appreciate the beauty of nature.</li> </ul>	<p>Underline the adverbs for the given paragraph</p> <p>Picture talk: Show a big picture(e.g.park) and ask guiding questions (What do you see? What are they doing?)</p> <p>Role play ( Assign various roles to the learners and ask them to enact)</p> <p>SEA-2 Draw and colour a rainbow and write the VIBGYOR colours</p>	<p>I walk slowly. She smiles happily.</p> <p>Students say 2–3 sentences about the picture. Imagine and Write What will happen next? Write 1–2 sentences</p> <p>Draw a raincoat and write 2 sentences. Example: This is my red raincoat. I wear it in the rain.</p> <p>Draw a rainbow and write 2 sentences. Example: I see a rainbow in the sky. It has many colours.</p>		
				4	Lesson no 7: The Red Raincoat					
				4	Poem 5: The Rainbow					

						Appreciate poetic imagery and rhythm			
7	November	19	18	4	Lesson no 8: The King Lion and Rabbit	<ul style="list-style-type: none"> <li>➤ Identify the conflict in the story, recognize the rabbit’s cleverness.</li> <li>➤ Express their thoughts about the characters-Who did they like and Why</li> <li>➤ Encourage students to think about times when they needed to be clever or resourceful to solve a problem</li> <li>➤ Recognize the the moral of the story “Cleverness is stronger than strength”</li> </ul>	Role play (Introduce the central characters: a rabbit and a lion)	<p>Draw the lion and rabbit and write 2 sentences. Example: The lion is strong. The rabbit is clever.</p> <p>Role Play One student act as lion One acts as rabbit They say 1–2 lines each</p>	
				5	Grammar- Pronouns (I, we, you, he, she, it, they)	<ul style="list-style-type: none"> <li>➤ Understand What a pronoun is a word that takes the place of noun.</li> <li>➤ Identify the personal pronouns.</li> <li>➤ Differentiate between nouns and pronouns</li> <li>➤ Recognize subject pronouns used at the beginning of sentences</li> <li>➤ Replacing nouns with pronouns in short sentence</li> </ul>	Pronoun swap game- Replace the nouns with correct pronoun	<p>Pronoun Game Teacher says a name (e.g., “Ravi”) Students say: “He” Teacher shows group → students say “They”</p>	
				5	Conjunctions (and, But)	<ul style="list-style-type: none"> <li>➤ Understand What a conjunction is a word that joins two or</li> </ul>	Draw and combine (Draw two things they	<p>Sentence Game Teacher says: “I like apples...”</p>	

				4	Prepositions (in, on, under)	<ul style="list-style-type: none"> <li>➤ more words or sentences.</li> <li>➤ Use 'and' to join similar ideas</li> <li>➤ Use 'but' to join contrast ideas.</li> <li>➤ Identify the conjunction (and, but)</li> <li>➤ Use the conjunctions to join two or more sentences</li> <li>➤ Understand preposition (that shows the position or place of something)</li> <li>➤ Identify basic preposition</li> <li>➤ Use prepositions correctly in speech and writing</li> <li>➤ Follow direction using preposition.</li> </ul>	or contrast and join with a conjunction)	<p>Student completes: "and bananas." Next: "I am small..." → "but strong."</p> <p>Class Discussion (Divide the class into two groups and give two ideas one is similar another is opposite. Give conjunction to make their own sent</p> <p>Draw and Write Draw: a ball on a table a cat under a chair Write 2 sentences.</p>	
8	December	25	21	6	Revision for Cycle Test-3 (07.12.26 to 10.12.26)	<ul style="list-style-type: none"> <li>➤ Identify the main topic or subject of the poem.</li> <li>➤ Understand simple poetic features.</li> <li>➤ Connect the poem to real life describe their</li> </ul>	Teddy bear position game (place the teddy bear in different position: in the box, on the chair, under the table)	Rhyme Time	Make Sentences
				4	Poem 6: My Big Fat Cat				

				5	Lesson no 9: The Gold Chain	<p>own pets or favourite animals.</p> <ul style="list-style-type: none"> <li>➤ Respond creatively through drawing, acting or writing about the cat's adventures</li> <li>➤ Appreciate poem about a pet and humor</li> <li>➤ Understand the story and identify the main characters (Raju and his wife).</li> <li>➤ Retell the story in simple sentences.</li> <li>➤ Recognize the moral: hard work is important and greed is harmful.</li> <li>➤ Identify basic emotions (happy, worried, excited, sad).</li> <li>➤ Develop speaking skills by sharing ideas about right and wrong.</li> <li>➤ Learn values like patience, honesty, and contentment.</li> </ul>	<p>Students say rhyming words like: cat – hat – bat Encourage rhythm and fun recitation</p> <p>Draw a gold chain and write 2 sentences. Example: This is a gold chain. It is very precious</p> <p>Treasure Box Game</p> <p>Keep a toy chain in a box. Students take turns opening it. Each student says: "This is a gold chain." "It is beautiful/valuable."</p>	<p>Use these words: a) cat b) fat</p> <p>Draw a big fat cat and write 2 sentences. Example: This is my big fat cat. It is very cute.</p> <p>Role Play One student loses the chain Another finds and returns it Students speak simple lines</p> <p>worksheet</p>	
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				6	<p><b>Grammar- Punctuations- Capital letters and Full stop</b></p>	<ul style="list-style-type: none"> <li>➤ Understand punctuation is and why it is important in writing.</li> <li>➤ Identify basic punctuation marks.</li> <li>➤ Recognize punctuation in sentences while reading.</li> <li>➤ Identify capital letters and full stops in sentences</li> <li>➤ Use capital letters and full stops in their own writing.</li> </ul>	<p>Draw and colour your favourite pet animal or bird.</p> <p>Role play (Assign various roles to the learners and ask them to enact)</p> <p>Punctuation Hopscotch (Match sentences to punctuation with movement)</p>	<p><b>Capital &amp; Stop Game</b> Teacher says a sentence incorrectly Students correct it aloud Example: "i am happy" → "I am happy."</p>	<p>Cycle Test-3 ( 07.12.26 to 10.12.26)(Unseen passage, picture composition, GR- Verbs, Adverbs, Pronouns, L-6,7 P-4,5)</p>
9	January	20	20	5	<p><b>Sentences (forming sentences using this, that, these, those)</b></p>	<ul style="list-style-type: none"> <li>➤ Understand the use of demonstrative words (this, that, these and those)</li> <li>➤ Differentiate between singular and plural usage</li> <li>➤ Identify the words 'this', 'that', 'these' and 'those' as demonstratives</li> </ul>	<p>Point and say(Point something near and say This is..../That is.../These/Those are.....)</p>	<p><b>Class Discussion</b> (Ask students use this, that, these, those for their class room conversation)</p>	<p>Weekly Test-9 (29.01.26) Unseen passage, L-8, Gr-Punctuation marks</p>
				5	<p><b>Writing skills (Story sequencing)</b></p>	<ul style="list-style-type: none"> <li>➤ Recognize the logical flow of events in a story</li> <li>➤ Identify the beginning, middle,</li> </ul>	<p>Picture puzzle Give 3-4 picture cards from a story and ask them to arrange the pictures in the correct order</p>		

				10	Revision for Cycle Test -4	<p>and end of a simple story</p> <ul style="list-style-type: none"> <li>➤ Retell a story using sequence words.</li> </ul> <p>Arrange pictures or sentences to show the correct sequence of events</p>			
10	February	23	19		Revision for Cycle Test -4(04.02.27 to 08.03.27)				Cycle Test -4 (24.02.27) (unseen passage & poem, picture composition, story sequencing, Gr-Common nouns, Verbs, adverbs, pronouns, conjunction, Sentences, Punctuation, L - 6 to 9, P- 4 to 6)
11	March				Term -2 Exam				



JINDAL VIDYA MANDIR, JSW HILL SIDE TOWNSHIP

Syllabus Bifurcation: 2026-27

Subject: Kannada

Class:I

Term: I & II

SL No.	Month	WD	ID	No. of Periods	Chapter/Units	Learning Objectives	Activities	Assessment Methods	Portion for WT/PT/Term/AE
1	April	15	15	4+7+4=15	(ಸೇತುಬಂಧ) ಪಾಠ-5 ರೇಖಾಭ್ಯಾಸ ಪಾಠಗಳು(4)  ಪಾಠ-8ಪದ ಓದು ಅಕ್ಷರ ಕಲಿ(7)	1. ರೇಖೆಗಳ ಹೆಸರುಗಳನ್ನು ತಿಳಿಸುವುದು. 2. ರೇಖೆಗಳ ಮಹತ್ವದ ಬಗ್ಗೆ ಅರಿವು ಮೂಡಿಸುವುದು.  1. ವರ್ಣಮಾಲೆಯ ಅಕ್ಷರಗಳ ಸ್ಪಷ್ಟಲಿಚ್ಛಾರಣೆಯನ್ನು ಅರ್ಥೈಸುವುದು. 2. ವರ್ಣಮಾಲೆಯಲ್ಲಿನ ವಿಧಗಳ ಬಗ್ಗೆ ತಿಳಿಸುವುದು.  3. ವರ್ಣಮಾಲೆಯ ಅಕ್ಷರಗಳನ್ನು ಬಳಸಿ ಸರಳ ಪದಗಳನ್ನು ಬರೆಯುವ ಮತ್ತು ಓದುವ ಕೌಶಲ್ಯವನ್ನು ಬೆಳೆಸುವುದು.	ರೇಖೆಗಳ ನಕಲು ಬರೆಯುವ ಚಟುವಟಿಕೆ.  ಕೊಟ್ಟಿರುವ ಅಕ್ಷರಗಳನ್ನು ಬಳಸಿ ಸರಳ ಪದಗಳನ್ನು ಬರೆಯುವ ಚಟುವಟಿಕೆ. (M.A-1)  ವರ್ಣಮಾಲೆಯ ವಿಧಗಳನ್ನು ವಿಂಗಡಿಸಿ ಬರೆಯುವ ಚಟುವಟಿಕೆ.	ಅಭ್ಯಾಸ ಪತ್ರಿಕೆಗಳು  ಉಕ್ತಲೇಖನ  ಯೋಚಿಸು, ಹಂಚು ಮತ್ತು ಸಂತಸ ಕಲಿಕೆ	

					ವ್ಯಾಕರಣ- ವರ್ಣಮಾಲೆ, ವರ್ಣಮಾಲೆಯಲ್ಲಿನ ವಿಧಗಳು(4)	1. ವರ್ಣಮಾಲೆಯಲ್ಲಿನ ವಿಧಗಳ ಬಗ್ಗೆ ಅರ್ಥೈಸುವುದು.  2. ವರ್ಣಮಾಲೆಯಲ್ಲಿರುವ ಒಟ್ಟು ಅಕ್ಷರಗಳ ಬಗ್ಗೆ ತಿಳಿಸುವುದು.			
2	June	18	18	13+5=18	ಪಾಠ-10 ಗುಣಿತಾಕ್ಷರಗಳು(13)  ಪಾಠ 12 ಒತ್ತಕ್ಷರಗಳು(5)	1.ಗುಣಿತಾಕ್ಷರಗಳ ರಚನೆಯ ಬಗ್ಗೆ ತಿಳಿಸುವುದು. 2. ಗುಣಿತಾಕ್ಷರ ಚಿಹ್ನೆಗಳನ್ನು ಹೆಸರಿಸುವುದು. 3. ಗುಣಿತಾಕ್ಷರಗಳನ್ನು ಬರೆಯಲು ಮತ್ತು ಓದಲು ಪ್ರೋತ್ಸಾಹಿಸುವುದು. 4. ಗುಣಿತಾಕ್ಷರಗಳನ್ನು ಬಳಸಿ ಪದಗಳನ್ನು ಬರೆಯಲು ಉತ್ತೇಜಿಸುವುದು.  1.ವ್ಯಂಜನಗಳಿಗೆ ಒತ್ತುಗಳನ್ನು ಬರೆಯುವುದನ್ನು ಅರ್ಥೈಸುವುದು. 2. ಒತ್ತಕ್ಷರಗಳಲ್ಲಿನ ವಿಧಗಳನ್ನು ಹೆಸರಿಸುವುದು. 3. ಒತ್ತಕ್ಷರಗಳನ್ನು ವಿಂಗಡಿಸಿ ಬರೆಯಲು ಉತ್ತೇಜಿಸುವುದು.	ಕಾಗುಣಿತಾಕ್ಷರಗಳಿಗೆ ಬಣ್ಣ ಅಥವಾ ಕಾಳುಗಳನ್ನು ಅಂಟಿಸಿ, ಅಲಂಕರಿಸುವ ಚಟುವಟಿಕೆ.  ಒತ್ತಕ್ಷರ ಪದಗಳನ್ನು ವಿಂಗಡಿಸಿ ಬರೆಯುವ ಚಟುವಟಿಕೆ.(M.A-2)	ಘಟಕ ಪರೀಕ್ಷೆ  ಉಕ್ತಲೇಖನ	WT-2 (12/6/26) ಪಾಠ-8 ಪದ ಓದು-ಅಕ್ಷರ ಕಲಿ, ಒತ್ತಕ್ಷರಗಳು

					ಪಾಠ-1 ವಂದನೆ(8)	<p>1. ವಂದನೆ ಪದ್ಯದ ಪ್ರಾಮುಖ್ಯತೆಯನ್ನು ಅರ್ಥೈಸುವುದು.</p> <p>2. ಮಕ್ಕಳ ಬೆಳವಣಿಗೆಯಲ್ಲಿ ತಂದೆ ತಾಯಿಯರ ಪಾತ್ರವನ್ನು ವಿವರಿಸುವುದು.</p> <p>3. ದೇಶದ ಉನ್ನತಿಗೆ ರೈತ, ಗುರು, ವೈದ್ಯ ಮತ್ತು ಯೋಧರ ಮಹತ್ವದ ಬಗ್ಗೆ ಅರಿವು ಮೂಡಿಸುವುದು.</p>	<p>ನಿಮ್ಮ ಕುಟುಂಬದವರ ಭಾವಚಿತ್ರಗಳನ್ನು ಅಂಟಿಸಿ, ಹೆಸರಿಸುವ ಚಟುವಟಿಕೆ.</p> <p>(SEA-1)</p>	<p>ವಸ್ತುನಿಷ್ಠ ಪ್ರಶ್ನೆಗಳು</p>	<p>PT-1:- ಪಾಠ-8, ಪಾಠ-10, ಪಾಠ-12</p> <p>ವ್ಯಾಕರಣ-ವರ್ಣಮಾಲೆ, ಒತ್ತಕ್ಷರಗಳು, ಚಿತ್ರಗಳನ್ನು ಹೆಸರಿಸಿ, ಪಠ್ಯೇತರ ಗದ್ಯಭಾಗ</p>
3	July	26	22	8+8+6=22	ಪಾಠ-2 ಸಹಕಾರ(8)	<p>1. ಎಲ್ಲರೂ ಕೂಡಿ ಕಾರ್ಯ ಮಾಡಬೇಕೆಂಬುದರ ಬಗ್ಗೆ ಅರಿವು ಮೂಡಿಸುವುದು.</p> <p>2. ಪಕ್ಷಿಗಳ ನಡುವಿನ ಹೊಂದಾಣಿಕೆಯ ಬಗ್ಗೆ ತಿಳಿಸುವುದು.</p> <p>3. ಹಸಿದವರಿಗೆ ಅನ್ನ ನೀಡಬೇಕು ಎಂಬ ಮನೋಭಾವನೆಯನ್ನು ಬೆಳೆಸುವುದು.</p>	<p>ಮಕ್ಕಳಿಗೆ ಕಾಳುಗಳನ್ನು ಹಾಕಿ ಸಸಿಗಳನ್ನು ಬೆಳೆಸಲು ತಿಳಿಸುವ ಚಟುವಟಿಕೆ</p>	<p>ಘಂಕ ಪರೀಕ್ಷೆ</p>	
					ವ್ಯಾಕರಣ-ವಾರಗಳು (6)	<p>1. ವಾರದಲ್ಲಿನ ಏಳು ದಿನಗಳ ಹೆಸರುಗಳನ್ನು ತಿಳಿಸುವುದು.</p> <p>2. ವಾರದ ದಿನಗಳನ್ನು ಅನುಕ್ರಮವಾಗಿ ಬರೆಯಲು ಕಲಿಸುವುದು.</p>		<p>ಯೋಚಿಸು, ಹಂಚು ಮತ್ತು ಸಂತಸ ಕಲಿಕೆ</p>	

					<p>ಪಾರ-3 ಊಟದ ಆಟ(4)</p> <p>1.ಕನ್ನಡ ಅಂಕಿಗಳನ್ನು ಕಲಿಯಲು ಉತ್ತೇಜಿಸುವುದು.</p> <p>2. ಪದ್ಯದಲ್ಲಿರುವ ಪಾಪ ಪದಗಳನ್ನು ಗುರುತಿಸಲು ತಿಳಿಸುವುದು.</p> <p>3.ಆಟದ ಜೊತೆ ಪಾಠವನ್ನು ಕಲಿಯುವ ಬಗೆಯನ್ನು ಅರ್ಥೈಸುವುದು</p>	<p>ಪದ್ಯ ಓದಿ ಪಾಪ ಪದಗಳನ್ನು ಗುರುತಿಸಿ, ಬರೆಯುವ ಚಟುವಟಿಕೆ.(M.A-3)</p>	<p>ವಸ್ತುನಿಷ್ಠ ಪ್ರಶ್ನೆಗಳು</p>	
<b>4</b>	<b>August</b>	<b>20</b>	<b>16</b>	<b>4+6+6=16</b>	<p>ಪಾರ-4 ಹೂದೋಟ(6)</p> <p>1. ಹೂದೋಟದ ಪರಿಸರದ ಬಗ್ಗೆ ಅರ್ಥೈಸುವುದು.</p> <p>2. ವ್ಯಾಯಾಮ ಮತ್ತು ನಡದಾಟದ ಪ್ರಯೋಜನಗಳ ಬಗ್ಗೆ ಅರಿವು ಮೂಡಿಸುವುದು.</p> <p>3.ಪ್ರತಿದಿನ ವ್ಯಾಯಾಮ ಮಾಡಲು ಉತ್ತೇಜಿಸುವುದು.</p> <p>4. ವಿವಿಧ ಹೂಗಳ ಹೆಸರುಗಳನ್ನು ತಿಳಿಸುವುದು.</p>	<p>೫ ಹೂಗಳ ಚಿತ್ರಗಳನ್ನು ಬಿಡಿಸಿ/ಅಂಟಿಸಿ ಹೆಸರಿಸುವ ಚಟುವಟಿಕೆ.(SEA-2)</p>	<p>ತೆರೆದ ಪುಸ್ತಕ ಪರಿಶೀಲನೆ</p>	
					<p>ಪುನರಾವರ್ತನೆ (6)</p>			

5	Sep	22	17	9+8=17	<p>ಪಾಲ-6 ಬೇಸಿಗೆರಜೆಯಲಿ(9)</p> <p>ವ್ಯಾಕರಣ- ಪ್ರಾಸಪದಗಳು, ಕನ್ನಡಅಂಕಿಗಳು (೧- ೫೦)(8)</p>	<p>1. ಹಳ್ಳಿಯ ವಾತಾವರಣದ ಬಗ್ಗೆ ತಿಳಿಸುವುದು.</p> <p>2. ರೈತನ ಪರಿಶ್ರಮದ ಬಗ್ಗೆ ಅರಿವು ಮೂಡಿಸುವುದು.</p> <p>3.ಬೇಸಿಗೆ ರಜೆಯಲ್ಲಿ ಮಾಡುವ ಕಾರ್ಯಗಳನ್ನು ಚರ್ಚಿಸುವುದು.</p> <p>4. ರೈತರು ದೇಶಕ್ಕೆ ಅನ್ನದಾತ ಎಂಬುದನ್ನು ಅರ್ಥೈಸುವುದು.</p> <p>1. ಪ್ರಾಸ ಪದದ ಅರ್ಥವನ್ನು ತಿಳಿಸುವುದು.</p> <p>2. ಸುಲಭವಾಗಿ ಪ್ರಾಸಪದಗಳನ್ನು ಗುರುತಿಸುವ ವಿಧಾನವನ್ನು ಅರ್ಥೈಸುವುದು.</p>	<p>ನಿಮ್ಮ ಬೇಸಿಗೆ ರಜೆಯ ಚಟುವಟಿಕೆಗಳನ್ನು ಪಟ್ಟಿ ಮಾಡುವ ಚಟುವಟಿಕೆ.</p>	<p>ಫಲಕ ಪರಿಶೀಲನೆ</p> <p>ಯೋಚಿಸು, ಹಂಚು ಮತ್ತು ಸಂತಸ ಕಲಿಕೆ</p>	<p>Term-1:- ಪಾಲ-1, ಪಾಲ-2, ಪಾಲ-3, ಪಾಲ-4, ಪಾಲ-8, ಪಾಲ-10, ಪಾಲ-12 ವ್ಯಾಕರಣ- ವರ್ಣಮಾಲೆ, ಒತ್ತಕ್ಷರಗಳು, ಪ್ರಾಸಪದಗಳು, ವಾರಗಳು ಚಿತ್ರಗಳನ್ನು ಹೆಸರಿಸಿ, ಪಠ್ಯ ಮತ್ತು ಪಠ್ಯೇತರ ಗದ್ಯಭಾಗ</p>
Sl No.	Month	WD	ID	No. of Periods	Chapter/Units	Learning Objectives	Activities	Assessment Methods	Portion for WT/PT/Term/AE
6	Oct	21	21	8+8+5=21	<p>ಪಾಲ-7ಕೋತಿ ಮತ್ತು ಅಳಿಲು(8)</p> <p>ಪಾಲ 9 ಚಂದಿರನೇತಕ ಓಡುವನಮ್ಮ(8)</p>	<p>1. ಜೋಕಾಲಿ ಆಟದ ಅನುಭವವದ ಬಗ್ಗೆ ಆಲಿಸುವುದು.</p> <p>2. ಕೋತಿ ಮತ್ತು ಅಳಿಲಿನ ಬಗ್ಗೆ ಪರಿಚಯಿಸುವುದು.</p> <p>1. ಆಕಾಶದಲ್ಲಿರುವ ವಸ್ತುಗಳನ್ನು ಗುರುತಿಸಿ, ಹೆಸರಿಸಲು ಪ್ರೇರೇಪಿಸುವುದು.</p>	<p>ಕೋತಿ ಮತ್ತು ಅಳಿಲಿನ ಚಿತ್ರಗಳನ್ನು ಬಿಡಿಸಿ, ಹೆಸರಿಸುವ ಚಟುವಟಿಕೆ. (M.A-1)</p> <p>ನೀವು ಆಕಾಶದಲ್ಲಿ ಕಾಣುವುದನ್ನು ಚಿತ್ರ ಸಮೇತ ಹೆಸರಿಸುವ ಚಟುವಟಿಕೆ. (SEA-1)</p>	<p>ರಸಪ್ರಶ್ನೆ,</p> <p>ಉಕ್ತಲೇಖನ</p>	<p>WT-2 (16/10/26) ಪಾಲ 6 ಬೇಸಿಗೆರಜೆಯಲಿ, ಪಾಲ-7 ಕೋತಿ ಮತ್ತು ಅಳಿಲು</p>

					<p>ವ್ಯಾಕರಣ- ವಚನಗಳು, ಕನ್ನಡ ಅಂಕಿಗಳು ಅಕ್ಷರದಲ್ಲಿ ಬರೆಯುವುದು(೧-೨೦)(5)</p>	<p>2. ಚಂದಿರನ ಬಗ್ಗೆ ಇರುವ ಊಹೆಗಳನ್ನು ಅರ್ಥೈಸುವುದು. 3. ಪದ್ಯದಲ್ಲಿರುವ ಪ್ರಾಸ ಪದಗಳನ್ನು ಗುರುತಿಸಿ, ಬರೆಯಲು ತಿಳಿಸುವುದು.</p> <p>1. ವಚನಗಳ ಅರ್ಥವನ್ನು ತಿಳಿಸುವುದು. 2. ವಚನಗಳಲ್ಲಿನ ೨ ವಿಧಗಳನ್ನು ಉದಾಹರಣೆ ಸಹಿತ ಅರ್ಥೈಸುವುದು</p>				<p>ಯೋಚಿಸು,ಹಂಚು ಮತ್ತು ಸಂತಸ ಕಲಿಕೆ</p>
<b>7</b>	<b>Nov</b>	<b>19</b>	<b>18</b>	<b>7+6+5=18</b>	<p>ಪಾಠ-11 ವಿವೇಕಾನಂದರ ಜನುಮ ದಿನ(7)</p> <p>ಪಾಠ-13 ಅಬ್ಬಾಸ್ ಹಣ್ಣಿನ ಅಂಗಡಿ(6)</p>	<p>1.ವಿಶೇಷ ದಿನಾಂಕಗಳ ಬಗ್ಗೆ ಅರಿವು ಮೂಡಿಸುವುದು. 2. ಸ್ವಾಮಿ ವಿವೇಕಾನಂದರ ಭಾವಚಿತ್ರವನ್ನು ಗುರುತಿಸಿ, ಹೆಸರಿಸುವುದು. 3. ವಿವೇಕಾನಂದರ ಬಗ್ಗೆ ಕಿರುಪರಿಚಯ ಮಾಡಿಸುವುದು.</p> <p>1.ವಿವಿಧ ರೀತಿಯ ಹಣ್ಣುಗಳನ್ನು ಗುರುತಿಸಿ, ಹೆಸರಿಸುವುದು. 2. ವ್ಯಾಪಾರ ಮಾಡುವುದರ ಮೂಲ ಕಲ್ಪನೆಯ ಬಗ್ಗೆ ಅರಿವು ಮೂಡಿಸುವುದು.</p>	<p>ವಿವೇಕಾನಂದರ ಭಾವಚಿತ್ರವನ್ನು ಅಂಟಿಸಿ, ಅವರ ಬಗ್ಗೆ 5 ವಾಕ್ಯಗಳನ್ನು ಬರೆಯುವ ಚಟುವಟಿಕೆ.</p> <p>ಯಾವುದಾದರೂ ಐದು ಹಣ್ಣುಗಳ ಚಿತ್ರಗಳನ್ನು ಅಂಟಿಸಿ/ಬಿಡಿಸಿ ಹೆಸರಿಸುವ ಚಟುವಟಿಕೆ.(SEA-2)</p>	<p>ವಸ್ತುನಿಷ್ಠ ಪ್ರಶ್ನೆಗಳು</p> <p>ತೆರೆದ ಪುಸ್ತಕ ಪರೀಕ್ಷೆ</p>		

					<p>3.ವಸ್ತುಗಳನ್ನು ಖರೀದಿಸುವಾಗ ತೆಗೆದುಕೊಳ್ಳಬೇಕಾದ ಮುನ್ನೆಚ್ಚರಿಕೆಗಳನ್ನು ತಿಳಿಸುವುದು.</p> <p>4. ಸರಿಯಾದ ಕ್ರಮದಲ್ಲಿ ವ್ಯಾಪಾರ ಮಾಡಲು ಪ್ರೇರೇಪಿಸುವುದು.</p>				
				ಪಾಠ-14 ಮೊಲದ ಮರಿ(5)	<p>1.ಮೊಲದ ಮರಿ ಪೆದ್ದವನ್ನು ರಾಗವಾಗಿ ಹಾಡಲು ಉತ್ತೇಜಿಸುವುದು.</p> <p>2. ಮೊಲದ ದೇಹ ರಚನೆ ಹಾಗೂ ಆಹಾರದ ಬಗ್ಗೆ ತಿಳಿಸುವುದು.</p> <p>3.ಸಾಕು ಪ್ರಾಣಿಗಳ ಮೇಲೆ ಕಾಳಜಿ ವಹಿಸುವುದರ ಬಗ್ಗೆ ಅರಿವು ಮೂಡಿಸುವುದು.</p>	ಮೊಲದ ಚಿತ್ರ ಬಿಡಿಸಿ, ಬಣ್ಣ ತುಂಬಿ ಮತ್ತು ಕಿರುಲೇಖನ ಬರೆಯುವ ಚಟುವಟಿಕೆ.	ಉಕ್ಕಲೇಖನ		
8	Dec	25	21	8+8+5=21	ಪಾಠ-15 ಶಂಕರಪ್ಪನ ಮನೆ(8)	<p>1. ಅತಿಥಿ ಸತ್ಕಾರದ ಬಗ್ಗೆ ತಿಳಿಸುವುದು.</p> <p>2. ಗೃಹಪ್ರವೇಶದ ಅರ್ಥವನ್ನು ಮನವರಿಕೆ ಮಾಡಿಸುವುದು.</p> <p>3. ಸಂಬಂಧಿಕರೊಡನೆ ಆತ್ಮೀಯತೆಯಿಂದ ವರ್ತಿಸಲು ತಿಳಿಸುವುದು.</p>	ನೀವು ನಿಮ್ಮ ಸಂಬಂಧಿಕರೊಂದಿಗೆ ಇರುವ ಚಿತ್ರವನ್ನು ಅಂಟಿಸಿ, ಅವರನ್ನು ಹೆಸರಿಸುವ ಚಟುವಟಿಕೆ.(M.A-2)	ತೆರೆದ ಪುಸ್ತಕ ಪರಿಶೀಲನೆ	PT-2:- ಪಾಠ-6, ಪಾಠ-7, ಪಾಠ-9, ಪಾಠ-11, ಪಾಠ- 13, ಪಾಠ-14 ವ್ಯಾಕರಣ- ಪ್ರಾಸ ಪದಗಳು, , ವಚನಗಳು, ಕನ್ನಡ ಅಂಕಿಗಳು ಅಕ್ಷರದಲ್ಲಿ(೧- ೨೦), ಕಿರುಲೇಖನ, ಚಿತ್ರಗಳನ್ನು ಹೆಸರಿಸಿ, ಪಠ್ಯ ಮತ್ತು ಪಠ್ಯೇತರ ಗದ್ಯಭಾಗ

					<p>ಪಾಲ-16 ಕೈ ತೋಳೆಯಬೇಕು(8)</p>	<p>1. ಸ್ವಚ್ಛತೆಯ ಮಹತ್ವದ ಬಗ್ಗೆ ಅರಿವು ಮೂಡಿಸುವುದು. 2. ಆರೋಗ್ಯಕರ ಪದ್ಧತಿಗಳನ್ನು ಅನುಸರಿಸಲು ಉತ್ತೇಜಿಸುವುದು. 3. ಪ್ರತಿದಿನ ಸ್ವಚ್ಛಗೊಳಿಸಬೇಕಾದ ದೇಹದ ಭಾಗಗಳನ್ನು ಹೆಸರಿಸುವುದು.</p>	<p>ಆರೋಗ್ಯಕರ ಅಭ್ಯಾಸಗಳು ಮತ್ತು ದೇಹದ ಭಾಗಗಳನ್ನು ಚಿತ್ರ ಸಮೇತ ಹೆಸರಿಸುವ ಚಟುವಟಿಕೆ. (M.A-3)</p> <p>ಜಲಚರ ಪ್ರಾಣಿಗಳ ಚಿತ್ರಗಳನ್ನು ಅಂಟಿಸಿ, ಹೆಸರಿಸುವ ಚಟುವಟಿಕೆ(MA)</p>	<p>ಘಂಕ ಪರೀಕ್ಷೆ.</p>	
9	Jan	20	20	<p>5+4+5+6=20</p>	<p>ವ್ಯಾಕರಣ- ಲಿಂಗಗಳು,(6)</p> <p>ಕನ್ನಡ ಅಂಕಿಗಳು(೧-೧೦೦)(4)</p> <p>ಪಠ್ಯೇತರ ಗದ್ಯಭಾಗ (5)</p>	<p>1. ಲಿಂಗಗಳಲ್ಲಿನ ವಿಧಗಳನ್ನು ತಿಳಿಸುವುದು. 2. ಲಿಂಗಗಳನ್ನು ಬೇರ್ಪಡಿಸಿ, ಬರೆಯಲು ತಿಳಿಸುವುದು.</p> <p>೧-೧೦೦ವರೆಗಿನ ಕನ್ನಡ ಅಂಕಿಗಳ ಮೇಲೆ ಹಿಡಿತ ಸಾಧಿಸಲು ತಿಳಿಸುವುದು.</p> <p>ಕನ್ನಡ ಅಂಕಿಗಳನ್ನು ತಮ್ಮ ದೈನಂದಿನ ವ್ಯವಹಾರದಲ್ಲಿ ಬಳಸಲು ಪ್ರೇರೇಪಿಸುವುದು.</p> <p>ಅಪರಿಚಿತ ಗದ್ಯವನ್ನು ನಿರರ್ಗಳವಾಗಿ ಓದುವ ಸಾಮರ್ಥ್ಯ ಬೆಳೆಸಿಕೊಳ್ಳಲು ತಿಳಿಸುವುದು.</p> <p>ಪ್ರಶ್ನೆಗಳಿಗೆ ಪಠ್ಯದಲ್ಲೇ ಇರುವ ಉತ್ತರಗಳನ್ನು ನಿಖರವಾಗಿ ಗುರುತಿಸಲು ಅರಿಯುವುದು.</p>		<p>ವಸ್ತುನಿಷ್ಠ ಪ್ರಶ್ನೆಗಳು</p>	

					ಪುನರಾವರ್ತನೆ (ಅಭ್ಯಾಸ ಹಾಳೆಗಳು)(6)				
<b>10</b>	<b>Feb</b>	<b>23</b>	<b>19</b>		ಪುನರಾವರ್ತನೆ (ಅಭ್ಯಾಸ ಹಾಳೆಗಳು)				<p>WT-20 (5/2/27)ಪಾಠ-15 ಶಂಕರಪ್ಪನ ಮನೆ, ಪಾಠ- 16 ಕೈ ತೊಳೆಯಬೇಕು</p> <p>Term-2:- ಪಾಠ-6, ಪಾಠ- 7, ಪಾಠ-9, ಪಾಠ-11, ಪಾಠ-13, ಪಾಠ-13 ಪಾಠ- 14 ಪಾಠ-15, ಪಾಠ-16, ಪಾಠ-17 ವ್ಯಾಕರಣ- ಪ್ರಾಸ ಪದಗಳು, ವಚನಗಳು, ಲಿಂಗಗಳು, ಕಿರುಲೇಖನ, ಚಿತ್ರಗಳನ್ನು ಹೆಸರಿಸಿ, ಪಠ್ಯ ಮತ್ತು ಪಠ್ಯೇತರ ಗದ್ಯಭಾಗ</p>

**Subject Teacher**

**Subject I/C**

**VP**

**Principal**



JINDAL VIDYA MANDIR, JSW HILL SIDE TOWNSHIP

Syllabus Bifurcation: 2026-27

Subject: Hindi II Language

Term: I

Class: I

Sl No.	Month	WD	ID	No. of Periods	Chapter/Units	Learning Objectives	Activities	Assessment Methods	Portion for WT/PT/Term/AE
1	April	15	15	5+5+5	Bridge course				
					(वर्णमाला बिना मात्रा वाले शब्द और आ (पाठ--दावत), चित्रों से शब्दों का, शब्दों का उच्चारण" मात्रा के सही शब्दों का मिलान) इ, मात्राएं(पाठ--सितार बजा ई की मात्राएं(पाठ--गीता और वाणी	उच्चारण के साथ पठन क्षमता का विकास।	छोटी इ से शुरू होने वाले शब्दों का उच्चारण करते हुए उसके चित्र बनाना	मौखिक मूल्यांकन	
2	June	18	18	7+7+4	उ, ऊ (गुड़िया की चुनरी, तरबूज का रस) ऋ, ए, (पाठ--गुटरू कबूतर, मकड़ी रानी) ऐ (मात्राएं(पाठ--शेर की दहाड़) पाठ--मैना उड़ गई,	फल और सब्जी खाने का महत्व जानेगे। मकड़ी रानी से म्हणत से काम करने और कानी भी हार न मानने का हनर सीखेंगे।	कपड़े या कागज से गुड़िया बनाओ	शेर की कहानी मौखिक उल्लेखन	(2 WT / 12th June) मात्रा के सही शब्दों का मिलान, बिना मात्रा वाले दो अक्षर के शब्द, तीन अक्षर के शब्द, चार अक्षर के शब्द।

3	July	22	22	7+8 +7	ओ,औ. (तोता और मोर लौकी की बेल) "शरीर के अंगों के नाम"	तोता और मोर की दोस्ती की कहानी को जानेंगे, शरीर के अंगों के नाम को हिंदी में जानेंगे	शरीर के अंगों को दर्शाते हुए एक चित्र बनाओ	श्रुतलेख	Revision 5 days  PT -1- 6/07/26 to 10/07/26(40 Marks) ( मात्रा अ से ऊ तक )
					अनुस्वार (संचित की पतंग )	अनुस्वार जैसे शब्दों की पहचान करना सीखेंगे।			
					मात्रा लगाकर शब्द दोबारा लिखना				
					श्रुतलेख				
4	Aug.	20	16	6+4 +6	पुनरावर्तन 6 डेज  विसर्ग, अनुनासिक (मेले की सैर )	मेले की सैर के द्वार छात्र अपने-अ पने जीवन के अनुभव को इस पाठ से मूल्यांकि त करेंगे	छात्रों ने अपने आस पास कोई मेला देखा होगा तो अपने अनुभव साझा करेंगे	मेले में क्या क्या देखा उन चीजों के नाम लिखो	Term-I (23/08/26 to 07/09/26) (40 Marks) (अ से औ तक )

JINDAL VIDYA MANDIR, JSW HILL SIDE TOWNSHIP

Syllabus Bifurcation: 2026-27

Subject: Hindi II Language

Term: II

Class: I

Sl No.	Month	W D	I D	No. of Periods	Chapter/Units	Learning Objectives	Activities	Assessment Methods	Portion for WT/PT/Term/AE
	Sep.	22	17	6+6+5	संयुक्ताक्षर, रंगों के नाम, दो व्यंजन साथ-साथ, ध्वनियों के चिन्ह, आओ गिनें, श्रुतलेख, चित्र वर्णन	रंगों के नाम को जानेंगे और अपने आस-पास कितने रंग दिख रहे हैं उनके बारे में अपने अध्यापक के साथ कक्षा में चर्चा करेंगे। दो व्यंजन साथ-साथ शब्दों का उच्चारण सीखेंगे	इन्द्रधनुष बनाओ गिनती को चित्रों के द्वारा दर्शाओ	श्रुतलेख	

1	Oct.	21	2 1	7+7 +7	<p>फलों व सब्जियों के नाम</p> <p>र के बहुत सारे रूप, चित्र सहित नाम लिखना</p>	<p>छात्र फल और सब्जियों के नाम जान कर उसका उच्चारण करने और अपने जीवन में उन शब्दों का इस्तेमाल करना सीखेंगे।</p>	<p>फल और सब्जिओं से जुड़ा अंक खेल कक्षा मियन खेला ,खेल खेल में छात्रों ने फलों के अंग्रेजी नाम को हिंदी में जाना ।</p>	<p>पढ़ना समझना लेखन</p>	<p>(11th WT / 16 October)</p> <p>शरीर के अंगों के नाम, रंगों के नाम, शब्द रचना, दो व्यंजन साथ-साथ</p>
					<p>दो व्यंजन साथ-साथ श्रुतलेख</p>	<p>दो व्यंजन साथ-साथ के बारे में जानेगे।</p>	<p>दो व्यंजन साथ-साथ से जुड़े शब्दों के चित्र बनाए गए।</p>	<p>शब्दकोश</p>	
2	Nov.	19	1 8	6+6 +6	<p>पढ़ने की बारी, सप्ताह के दिनों के नाम, वचन, लिंग बदलो</p>	<p>पाठ का वाचन और दिनों के नाम की जानकारी लेंगे।</p>	<p>शब्द सीढ़ी बनाई</p>	<p>शब्द सीढ़ी से जुड़ा हुआ एक खेल कक्षा में खेला गया।</p>	
					<p>मैं किसी को नहीं मारूंगा, वाक्यरचना, नाम वाले शब्द</p>	<p>छात्र पाठ का वाचन करते हुए जानवरों के प्रति स्वेदन शीलता रखेंगे। छात्र पाठ के</p>	<p>जंगल से जीडी हुई कहने छात्रों को सुनाई गई</p>	<p>जंगल का एक चित्र बनाओ</p>	

					मेट्रो की सैर	द्वारा संचार साधनों के बारे में जानेगे ।				
3	Dec.	25	2 1	7+7 +7	Revision (7) डॉक्टर जिराफ, श्रुतलेख	छात्रों को दिनों का ज्ञान होगा, अपने स्वास्थ्य की देखभाल करना जानेंगे।	नाटक कथा के द्वारा पाठ का वर्णन।	अपने मनपसंद फल या सब्जी का चित्र बना कर रंग भरो।		PT - 2 07/12/26 to 11/12/26 (40 Marks) ( रंगों के नाम, शब्द रचना, शब्द सिद्धी , फलों व सब्जियों के नाम, ओ, औ (तोता और मोर , लौकी की बेल ) अनुस्वार (संचित की पतंग )
	Jan.	20	2 1		कैसे लगते भालू राम, कविता पठन  इन्हें भी जानो, श्रुतलेख , व्याकरण वाटिका	पाठ का पठन , कविता की लय को जानेगे ।  फल सब्जियाँ स्वस्थ रहने के लिए जरूरी है	छात्रों ने उनकी मनपसंद की कविता का उच्चारण किया  मनपसंद फल के छत्र बना कर नाम लिखें	कविता के अनुभव से भालू राम का चित्र बनाओ  अपने मनपसंद फल के बारे में 4 वाक्य लिखो		
	Feb	23	2 0							(20th WT / 5th Feb)(दो व्यंजन साथ-साथ, सप्ताह के दिनों के नाम, वचन बदलो, वाक्यरचना)  Revision/ Term-II (40 marks) ( अपठित गद्यांश , पठित गद्यांश , व्याकरण ( वचन बदलो . लिंग बदलो , एक नाम और , विलोम शब्द , दिनों के नाम

						शब्द सीढ़ी ,चित्र वर्णन ,वाक्य रचना ,पाठ प्रश्न उत्तर (मैं किसी को नहीं मारूंगा,मेट्रो की सैर, डॉक्टर जिराफ)	
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Subject: Mathematics

Grade-1

Term: 1

Sl No.	Month	WD	ID	No. of Periods	Chapter/Units	Learning Objectives	Activities	Assessment Methods	Portion for WT/PT/Term/AE
1	April	15	15	15	Bridge Course	<ul style="list-style-type: none"> <li>*Recite numbers from 1 to 20</li> <li>*Identify and match numbers with their number names (1–10) correctly.</li> <li>*Understand the concept of zero (0)</li> <li>*Recognize and classify numbers into tens and ones</li> <li>*Determine before, after, and between numbers (1–20)</li> <li>*Arrange numbers in ascending and descending order (1–20).</li> <li>*Compare numbers using concepts like greater than, less than, and equal to.</li> </ul>	<p>The teacher tells a story of a hungry alligator that eats the bigger number. Using ice cream sticks as the alligator's mouth, students compare numbers—the open side faces the larger number (<math>&gt;</math>, <math>&lt;</math>), and equal numbers are shown with parallel sticks (=).</p>	<ul style="list-style-type: none"> <li>• Worksheets</li> </ul>	
2	June	18	18	18	Chapter-1: Numbers up to 20.	<ul style="list-style-type: none"> <li>• Reinforce the ability to count 1 to 20.</li> <li>• To demonstrate object correspondence with no's.</li> <li>• To emphasis on ordering of no's 1 to 20.</li> <li>• To identify greater and smaller numbers.</li> <li>• To count, order and compare no's 1 to 20.</li> <li>• To represent no's using an abacus.</li> <li>• To identify the place value.</li> </ul>	<ul style="list-style-type: none"> <li>*Pick a Card and Collect Marbles</li> <li>*Bundle Sticks and Write Tens and Ones</li> </ul>	<ul style="list-style-type: none"> <li>• Class Test</li> <li>• SEA</li> <li>• Worksheets</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Weekly Test (19/06/2026)</b></li> <li>• Numbers upto 20</li> <li>• Number counting</li> <li>• Ordering numbers</li> <li>• Comparison</li> <li>• Abacus</li> </ul>

3	July	26	22	11	Chapter-2: Addition upto 20.	<ul style="list-style-type: none"> <li>Know the meaning of addition.</li> <li>To add different objects together to find out the total number of objects.</li> <li>To explain the addition situations.</li> <li>To create addition story problems.</li> </ul>	<ul style="list-style-type: none"> <li>*Make addition facts for the given number.</li> <li>*Flower petal addition activity.</li> </ul>	<ul style="list-style-type: none"> <li>Class Test</li> <li>SEA</li> <li>Worksheets</li> </ul>	<p><b>PT-1 Portion: (25/06/26) to (06/07/26)</b></p> <ul style="list-style-type: none"> <li>Numbers upto 20</li> <li>Addition upto 20 (Till My Practice Time 4)</li> </ul>
				11	Chapter-3: Subtraction upto 20	<ul style="list-style-type: none"> <li>Understand the operation of subtraction as 'take away', 'difference' and 'how many more to make' and use the vocabulary.</li> <li>To use - and = signs to record calculation in a number sentence.</li> <li>To create story problems on subtraction.</li> <li>To understand the properties of subtraction.</li> </ul>	<ul style="list-style-type: none"> <li>*Properties of subtraction (Subtracting zero and 1 from a number).</li> <li>*Find the difference. Use the colour code to colour the picture.</li> </ul>	<ul style="list-style-type: none"> <li>Class Test</li> <li>SEA</li> <li>Worksheets</li> </ul>	
4	August	20	16	5	Chapter - 4 : Numbers upto 50	<ul style="list-style-type: none"> <li>Recognize numbers from 1 to 50.</li> <li>To identify and recognize number names to the numbers being represented.</li> <li>To know the place value of 2-digit numbers as tens and ones.</li> <li>To compare numbers and find which is more or less or equal to.</li> <li>To count forward and backward.</li> <li>To compare a set of numbers and order them from the greatest to the smallest and from the smallest to the greatest.</li> </ul>	<ul style="list-style-type: none"> <li>*Represent numbers using tens and ones upto 50.</li> </ul>	<ul style="list-style-type: none"> <li>Class Test</li> <li>SEA</li> <li>Worksheets</li> </ul>	<p><b>Term-1 Portion: (25/08/26 to 07/09/26)</b></p> <p>1-Numbers upto 20 2-Addition upto 20 3-Subtraction upto 20 4-Numbers upto 50 5-Addition and subtraction upto 50 (Till my practice time 2 adding one digit number to a two digit number].</p>
				5	Chapter-5: Addition and subtraction up to 50	<ul style="list-style-type: none"> <li>Know the meaning of addition.</li> <li>To add and subtract 2-digit numbers without regrouping.</li> <li>To add and subtract using number strips.</li> <li>To create addition and subtraction story problems and solve problems.</li> </ul>	<ul style="list-style-type: none"> <li>*Adding two 1-digit numbers to get a 2-digit numbers.</li> <li>*Adding a 1-digit number with a 2-digit number.</li> </ul>	<ul style="list-style-type: none"> <li>Class Test</li> <li>MA</li> <li>Worksheets</li> </ul>	

							MA 1: Solve the Puzzle.		
				6	Revision Term I Exam	<ul style="list-style-type: none"> <li>Recall key topics from the year.</li> <li>Solve questions with better accuracy and speed.</li> </ul>		<ul style="list-style-type: none"> <li>Class Test</li> <li>Worksheets</li> </ul>	

**Term-I Examination**

**Term-II**

Sl No.	Month	WD	ID	No. of Periods	Chapter/Units	Learning Objectives	Activities	Assessment Methods	Portion for WT/PT/Term/AE
5	September	22	17	8	Chapter-6 Shapes	<ul style="list-style-type: none"> <li>Recognize the plane and shapes and name them.</li> <li>To manipulate, draw, construct and represent plane shapes.</li> <li>To describe the properties of shapes.</li> <li>To sort out the same shapes and shapes of the same size.</li> <li>To understand the meaning of rolling and sliding in shapes.</li> <li>To draw and identify straight and curved lines.</li> </ul>	<ul style="list-style-type: none"> <li>Properties of plane shapes and introduction of solid shapes.</li> <li>Draw a figure using all the plane shapes</li> </ul>	<ul style="list-style-type: none"> <li>Class Test</li> <li>SEA</li> <li>Worksheets</li> </ul>	
				7	Chaper:7 Patterns	<ul style="list-style-type: none"> <li>To create one's own patterns.</li> <li>To identify and extend pattern.</li> <li>To find out the missing part of a pattern.</li> <li>To identify number patterns and predict what should come next in a pattern.</li> </ul>	<ul style="list-style-type: none"> <li>Make any shape/number pattern.</li> <li>Complete the given number patterns. Tables 1 to 2</li> </ul>	<ul style="list-style-type: none"> <li>Class Test</li> <li>SEA</li> <li>Worksheets</li> </ul>	
6	October	19	18	10	Chapter 8- Measurement	<ul style="list-style-type: none"> <li>Understand that objects have measurable properties.</li> <li>Recognize the need for standard units of measurement.</li> <li>Demonstrate how non-standard units can be used for measurement.</li> <li>Understand the importance of using uniform measuring tools.</li> </ul>	<ul style="list-style-type: none"> <li>Measurement of weight and capacity.</li> <li>Identify and match the pictures of standard unit of measurements to their correct names.</li> </ul>	<ul style="list-style-type: none"> <li>Class Test</li> <li>SEA</li> <li>Worksheets</li> </ul>	<ul style="list-style-type: none"> <li>Weekly Test ( 23/10/26)</li> <li>Shapes</li> <li>Patterns</li> <li>Measurement</li> </ul>

				8	Chapter 9 - Numbers up to 100	<ul style="list-style-type: none"> <li>Recognize numbers and number names from 51 to 100.</li> <li>Understand place value (hundreds, tens, and ones).</li> <li>Identify numbers that come before, after, and between.</li> <li>Count forward and backward up to 100.</li> <li>Compare and order numbers up to 100.</li> </ul>	<p>*Addition and subtraction using tens and ones.</p> <p>*Solve the following sums. Match the answer with the given in the box. You will find a famous sports game.</p>	<ul style="list-style-type: none"> <li>Class Test</li> <li>SEA</li> <li>Worksheets</li> </ul>	
7	November			10	Chapter 10-Addition and Subtraction up to 100	<ul style="list-style-type: none"> <li>Perform addition and subtraction up to 100.</li> <li>Add and subtract two-digit numbers (up to 99) without regrouping.</li> <li>Use number strips for addition and subtraction.</li> <li>Solve addition and subtraction story problems.</li> </ul>	<p>*Addition and subtraction using tens and ones.</p> <p>*Solve the following sums. Match the answer with the given in the box. You will find a famous sports game.</p>	<ul style="list-style-type: none"> <li>Class Test</li> <li>SEA</li> <li>Worksheets</li> </ul>	
		25	21	11	Chapter 11- Multiplication	<ul style="list-style-type: none"> <li>Recognize equal groups of objects.</li> <li>Understand multiplication as repeated addition.</li> <li>Write simple multiplication number sentences.</li> </ul>	<p>*Concept of repeated addition.</p> <p>*Multiplication through the use of sticks.</p>	<ul style="list-style-type: none"> <li>Class Test</li> <li>SEA</li> <li>Worksheets</li> </ul>	
8	December			7	Chapter 12- Time	<ul style="list-style-type: none"> <li>Tell and write time to the hour using analog and digital clocks.</li> <li>Identify and write the days of the week in the correct order.</li> <li>Identify and write the months of the year in the correct order.</li> </ul>	<p>*Demonstration about clock's function.</p> <p>*Make a model of clock and show time to the nearest hour.</p>	<ul style="list-style-type: none"> <li>Class Test</li> <li>SEA</li> <li>Worksheets</li> </ul>	
		20	20	7	Chapter 13-Money	<ul style="list-style-type: none"> <li>Identify Indian currency notes and coins.</li> <li>Recognize the value of currency notes and coins.</li> <li>Describe the features of coins and currency notes.</li> </ul>	<p>*Demonstration about Indian coins and notes.</p> <p>*Collect the wrappers, paste</p>	<ul style="list-style-type: none"> <li>Class Test</li> <li>SEA</li> <li>Worksheets</li> </ul>	<p>PT-2 Portion: (07/12/26 to 10/12/26)</p> <p>Shapes, Patterns, Measurement, - Numbers up to 100,</p>

						<ul style="list-style-type: none"> <li>Count money accurately.</li> <li>Exchange money using different denominations.</li> </ul>	them, and write down the price of each item on its respective wrapper.		Addition and Subtraction up to 100
			6	Chapter 14- Data handling	<ul style="list-style-type: none"> <li>Sort objects into groups.</li> <li>Count objects and represent data.</li> <li>Answer questions based on the given information.</li> </ul>	<ul style="list-style-type: none"> <li>Collect data about birth dates of your family member and friends and prepare a list.</li> </ul> <p>*Sort, count and write the number of shapes of each type.</p>	<ul style="list-style-type: none"> <li>Class Test</li> <li>MA</li> <li>Worksheets</li> </ul>		
9	January			10	Tables 3-5	<ul style="list-style-type: none"> <li>Recite tables of 3, 4, and 5 correctly.</li> <li>Identify patterns in the tables.</li> <li>Understand multiplication as repeated addition.</li> <li>Use objects or pictures to show multiplication.</li> </ul>		<ul style="list-style-type: none"> <li>Class Test</li> <li>Worksheets</li> </ul>	
		23	19	9	Revision for Term II exam	<ul style="list-style-type: none"> <li>Recall key topics from the year.</li> <li>Solve questions with better accuracy and speed.</li> </ul>			
10	February	19	19	12	Revision for Term II exam			<ul style="list-style-type: none"> <li>Class Test</li> </ul>	<b>Term-2 Portion:</b> <b>(24/02/27 to 08/03/27)</b> 1-Measurement 2-Numbers up to 100 3-Addition and subtraction upto 100 4- Multiplication 5-Time 6-Money 7-Data Handling
11	March				II Term Exam				



**JINDAL VIDYA MANDIR, JSW HILL SIDE TOWNSHIP**  
**Syllabus Bifurcation: 2026-27**

**Subject: EVS**

**Term: I**

**Class: I**

Sl No.	Month	WD	ID	No. of Periods	Chapter/Units	Learning Objectives	Activities	Assessment Methods	Portion for WT/PT/Term/AE
1	April	15	15	15	Bridge Course Myself and Family My school, good habits Cleanliness and hygiene	1.Develop awareness about their environment and responsibilities. 2.Practice healthy and hygienic habits daily. 3.Show improved social behavior and discipline.	Create a simple family tree using pictures or drawings. They explain the roles of each member.	Oral Test	
2	June	18	18	3	Ch-1 About Myself	1. Introduce themselves with basic information (name, age, family, favourites) 2. Identify and express personal likes / dislikes. 3. List out the information given in the ID card. 4. Appreciate the importance of ID Cards.	Draw or make an ID card for yourself.	Quiz	
				3	Ch-2 My Body	1. Identify and name basic body parts and sense organs. 2. Take care of their body parts.	<b>SEA-1: Make a poster on sense organs and how to take care of them.</b>	Labelling diagram of the body parts.	
				3	Ch-3 Good Habits	1. Identify good habits. 2. Follow good eating habits, keeping themselves clean and staying fit.	Discussion: Good habits and hygiene	Oral Test	<b>Weekly Test-4 (27.06.26) Portion- Ch-1&amp; Ch-2</b>
				4	Ch-4 Being Safe	1.Follow safety rules at home, in school, on the road and traffic lights rules. 2. Identify safe and unsafe situations.	Draw traffic lights.	Quiz	
				5		Revision for PT-1			
3	July	26	22	4	Ch-5 My Family	1. Identify different types of families. 2. Name members of their family. 3. Appreciate the role of each family member and the importance of family.	Activity: Make a family tree.	Labeling diagram of the family members.	
				4	Ch-6 My Neighbourhood	1. Identify places and purpose of places in a neighbourhood- Market, park, hospital, post office, school, police station 2.Appreciate the importance of keeping the neighborhood clean and safe.	Neighbourhood alphabet hunt	Write any five neighbourhood places.	
				4	Ch-7 My School	1. Recognize and name different places of a school. 2.Importance of school. 3. Identify people who help us in school.	Write three things that you like about your school	Quiz	<b>Cycle -I Portion (Ch-1 to Ch-3) 6.7.26 to 9.7.26</b>

				5	Ch-8 People Who Help Us	1. Identify different community helpers and describe their roles in our daily lives. 2. Show respect and appreciation for helpers.	Make a list of the names of the people who help you in daily activities.	Quiz	
				5	Ch-9 Festivals and Celebrations	Identify and name festivals celebrated in India.	Draw your favourite festival and write three sentences about it.	HOTS: Why should we celebrate a festival?	
4	August	20	16	4	Ch-10 Plants Around Us	1. Identify different parts of the plant. 2. Identify and differentiate different types of plants. 3. Describe the uses of plants.	SEA 2: Draw and label different parts of a plant.	Class test (pen/paper test)	
				4	Ch-11 Animals Around Us	1. Identify different types of animals. 2. Show kindness towards animals.	Make an animal mask	Quiz	Cycle-II (Ch 1 to Ch 10) 25.8.26 to 7.9.26
				8		Term-1 Revision and Examination			
5	Sept			7		Term-1 Examinations			

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Principal



**JINDAL VIDYA MANDIR, JSW HILL SIDE TOWNSHIP**  
**Syllabus Bifurcation: 2026-27**

**Subject: EVS**

**Term: II**

**Class: I**

Sl No.	Month	WD	ID	No. of Periods	Chapter/Units	Learning Objectives	Activities	Assessment Methods	Portion for WT/PT/Term/AE
5	Sept	22	17	10	Ch- 12 Food We Eat	1. Identify different types of meals. 2. Describe different sources of food. 3. Follow good eating habits.	Make a sandwich using healthy items.	List out any four good food habits.	
6	Oct	21	21	10	Ch-13 Houses We Live In	1. Identify different types of houses, types of roofs and rooms in a house. 2. Compare the different types of houses. 3. Take care of house.	<b>SEA-1: Draw the different types of houses.</b>	Quiz	<b>Weekly Test-13 (30.10.26)</b> <b>Portion- Ch-11,12,13</b>
				11	Ch-14 Clothes We Wear.	1. Identify different types of clothes. 2. Importance of uniform.	Activity: Draw any two woollen clothes and cotton clothes.	Class test (pen/paper test)	
7	Nov	19	18	6	Ch-15 Air	1. Recognize the properties of air. 2. Identify some uses of air in daily life.	Nature walk	Write any three uses of air.	
				6	Ch- 16 Water	1. Identify different sources of water. 2. Recognize uses of water in daily life.	<b>SEA-2: Draw sources of water.</b>	Class test (pen/paper test)	
				6	Ch-17 Means of Transport	1. Name different means of transport. 2. Identify land, air and water transport.	Draw your favourite vehicle	Quiz	
8	Dec	25	21	10	Ch-18 Communication	1. Identify different means of communication. 2. Recognize old and modern ways of communication.	Telephone game	Write about your favourite mode of communication.	<b>Cycle-III Portion (Ch-11 to Ch- 15) 7.12.26 to 10.12.26</b>
				11	Ch -19 The Earth and the Sky	1. Identify different forms of landforms. 2. Identify what we see in the sky (sun, moon, stars, clouds)		List out the planets of the solar system.	
9	Jan	20	20	5	Ch - 20 Weather	1. Identify types of weather (sunny, rainy, cloudy, windy, snowy) 2. Describe weather condition.	Draw sunny days, rainy days and windy days.	Write about your favourite weather in three sentences.	
				15	Revision for Term II			Quiz, Class test (pen/paper test)	
10	Feb	23	19		Revision			Quiz, Class test (pen/paper test)	<b>Cycle-IV (Ch 11 to Ch 20) 24.2.27 to 8.3.27</b>
11	March				Term II Exam				

Sub Tr

HOD

VP

Principal



## JINDAL VIDYA MANDIR, JSW HILL SIDE TOWNSHIP

Syllabus Bifurcation: 2025-26

Subject: Kannada (III Language)

Class: I

Term: I & II

Sl No.	Month	WD	ID	No. of Periods	Chapter/Units	Learning Objectives	Activities	Assessment Methods	Portion for WT/PT/Term/AE
1	April	13	6	2+2+2	ರೇಖಾಭಾಷ್ಯ	ರೇಖಾ ವಿನ್ಯಾಸಗಳನ್ನು ತಿಳಿಸುವುದು..	ರೇಖೆಗಳನ್ನು ನಕಲು ಮಾಡಿ ಬರೆಯುವ ಚಟುವಟಿಕೆ	ನಲಿ-ಕಲಿ ಪದ್ದತಿ	
2	June	20	10	3+3+4	ಪಾಠ 2 ಸ್ವರಗಳು { ಅ to ಔ} ಯೋಗವಾಹಗಳು ಅಂ ಅ: ಪಾಠ 4 ಚುಕ್ಕೆ ಸೇರಿಸಿ ಬಣ್ಣ ತುಂಬಿರಿ	ಕನ್ನಡ ಅಕ್ಷರಗಳ ಜ್ಞಾನವನ್ನು ಪಡೆಯುವುದು. ಅಕ್ಷರಗಳ ಹಿಂದಿನ ಅಕ್ಷರಗಳನ್ನು ಗುರುತಿಸಲು ತಿಳಿಸುವುದು	ಚಿತ್ರಗಳನ್ನು ಮೊದಲ ಅಕ್ಷರ ಮೊಂದಿಗೆ ಹೊಂದಿಸಿ ಬರೆಯುವ ಚಟುವಟಿಕೆ	ಮಕ್ಕಳ ಬರವಣಿಗೆ ಕೌಶಲ್ಯ ಹಾಗೂ ಚಿತ್ರಗಳ ಮೊದಲ ಅಕ್ಷರವನ್ನು ಗುರುತಿಸುವುದು. (ತೆರೆದ ಪುಸ್ತಕ ಪರಿಚ್ಛೇದ)	
3	July	25	12	5+5+2	ಪಾಠ 3 ವ್ಯಂಜನಗಳು ಕ to ಣ	ಮಕ್ಕಳು ಅಕ್ಷರಗಳನ್ನು ಅನುಕ್ರಮವಾಗಿ ಜೋಡಿಸಲು ತಿಳಿಯುವರು. ಎರಡು ಮೂರು ಅಕ್ಷರಗಳ ಸರಳ ಪದಗಳನ್ನು ಬರೆಯುವರು.	ಪ್ರಾಣಿಗಳು ಹಾಗೂ ಅವುಗಳ ಬಾಲವನ್ನು ಗುರುತಿಸುವ ಚಟುವಟಿಕೆ.	ಉಕ್ತಲೇಖನ ಸರಳ ಪದಗಳು. ತರಗತಿ ಪರಿಚ್ಛೇದ	weekly Test-5 (17/7/26) Portion- ಸ್ವರಗಳು ಯೋಗವಾಹಗಳು
4	August	20	10	3+3+4	ವ್ಯಂಜನಗಳು ತ to ನ ಕನ್ನಡ ಅಂಕಿಗಳು 1 ರಿಂದ 10	ಅಕ್ಷರಗಳನ್ನು ಬರೆಯಲು ತಿಳಿಸುವುದು. ಅಕ್ಷರಗಳ ಹಿಂದಿನ ಮುಂದಿನ ಮಧ್ಯದ ಅಕ್ಷರಗಳನ್ನು ಗುರುತಿಸುವುದು.	ಕನ್ನಡ ಅಂಕಿಗಳನ್ನು ಚಿತ್ರಗಳ ಮೂಲಕ ಎಣಿಸಿ ಬರೆಯುವ ಚಟುವಟಿಕೆ	ಹೂಗಳ ಬಣ್ಣಗಳನ್ನು ಗುರುತಿಸುವ ತೆರೆದ ಪುಸ್ತಕ ಪರಿಚ್ಛೇದ	
5	Sep	20	10		ಪುನರಾವರ್ತನೆ	ಪುನರಾವರ್ತನೆ			Term 1 exam ವರ್ಣಮಾಲೆ ಕನ್ನಡ ಅಂಕಿಗಳು 1 ರಿಂದ 10
6	Oct	19	9	3+3+3	ಪಾಠ 3 ವ್ಯಂಜನಗಳು (ಪ to ಳ)	ಚಿತ್ರಗಳೊಂದಿಗೆ ವ್ಯಂಜನಾಕ್ಷರಗಳ	ವ್ಯಂಜನಾಕ್ಷರಗಳನ್ನು ಉಪಯೋಗಿಸಿ	ಕೊಟ್ಟಿರುವ ಅಕ್ಷರಗಳ	





# JINDAL VIDYA MANDIR, JSW HILL SIDE TOWNSHIP

Syllabus Bifurcation: 2026-27

**Subject: IT**

**Class: I**

**Term: I**

Sl No.	Month	W D	ID	No. of Periods	Chapter/Units	Learning Objectives	Activities	Assessment Methods	Portion for WT/PT/Term	
1	April	13	4	4	Bridge course: Identifying the parts of computer	To revised the basics of computer		worksheet		
2	June	20	6	6	1.Machines Around Us	Showing the parts of computer, identification of computer parts	Draw your favourite machine and describe its function oral	Identifying and define about the smart machines Labeling the parts of computer		
3	July	20	8	8	2.Uses of a Smart Machine:Computer	Fields where the computer can be used.	Story telling about smart machines	List the different uses of computer.	WT:6 on 16/7/26 Portion 1.Machines Around Us	
4	Aug.	20	6	6	3.Parts of a Computer	Computer is essential part of our life that they learn.	Labeling the diagram	Basic computer tasks	WT:13 on 13/8/26 Ch2.Uses of a Smart Machine: Computer	
5	Sep.	20	6		Revision					
						Term-1	Chapter 1—3			



## JINDAL VIDYA MANDIR, JSW HILL SIDE TOWNSHIP

Syllabus Bifurcation: 2026-27

**Subject: IT**

**Class: I**

**Term: II**

Sl No.	Month	W D	I D	No. of Periods	Chapter/Units	Learning Objectives	Activities	Assessment Methods	Portion for WT/PT/Term
1	Oct.	19	6	6	4.Computer Keyboard	They will identify key with keys names on keyboard Learn to draw beautiful drawing with their imagination.	Give them keyboard drawing and ask to label the different keys.	Type their name or simple words.	
2	Nov.	22	6	6	5.Fun With Magic Mouse	Will develop hand-eye coordination through mouse activities.	User simple drawing to create with the mouse	Worksheet	WT 6 On 21/11/26 4.Computer Keyboard
3	Dec.	26	8	8	6.Play Time with Tux	improve their fine motor skills using digital tools.	Free hand drawings.	creativity and originality.	
	Jan.	22	6						
	Feb	22	8			13 WT (6/2/26) <b>5.Fun With Magic Mouse</b> Term-2 Chapter 4,5,6			



# JINDAL VIDYA MANDIR, JSW HILLSIDE TOWNSHIP

## Syllabus Bifurcation: 2026-27

Subject: Art

Class: I

Term: I

Sl No.	Month	WD	ID	No. of Periods	Chapter/Units	Learning Objectives	Activities	Assessment Methods	Portion for WT/PT/Term/AE
1	April	15	15	4	1. Jumbo Hippo	*Through tracing and drawing, children enhance their hand-eye coordination and pencil control, which are foundational for writing skills.	Provide children with pre-cut shapes or templates to assemble a hippo.	Rubrics can provide a structured evaluation framework.	
					2. Fruity Superheroes	Children will understand the health benefits of various fruits, recognizing them as essential components of a balanced diet.	Utilize materials like paper, fabric, and recycled items to create fruit superhero masks or costumes.	Collect children's drawings, stories, or crafts related to their fruit superheroes.	(HW)
					3. Golden Giraffe	Focusing on the giraffe's distinct features, such as its long neck and patterned spots, enhances children's observational abilities.	Encourage children to create a giraffe collage using materials like fabric scraps, buttons, and magazine cutouts. This activity promotes sensory exploration and fine motor skills.	Observe children during the drawing activity to assess their engagement, creativity, and understanding of giraffe anatomy.	
2	June	24	28	6	4. Apple Tree	Drawing and coloring apple trees help children enhance their hand-eye coordination and dexterity.	Children use their fingertips dipped in red, green, or yellow paint to create apples on a pre-drawn tree template. This activity enhances fine motor skills and introduces color recognition	Inclusion of tree components (trunk, branches, leaves, apples) ☑ Use of appropriate colors ☑ Ability to follow instructions ☑ Creativity and originality	
					5. Mango Drawing (In	Recognizing the mango as a fruit and understanding its	Begin with an oval shape to represent the	Collect and review the mango	(HW)

3	July	22	22	8	Book)	characteristics, such as color, shape, and texture.	mango's body. Add a short stem at the top and a leaf extending from it.	drawings over time to track progress in artistic skills, comprehension of the mango's structure, and creativity.	
					6. Turtle Parrot	Students will combine distinct physical features of turtles and parrots to create a unique "hybrid" creature focusing on texture and symmetry.	Students will sketch a turtle's shell as the base and add parrot-like wings, feathers, and a beak using vibrant oil pastels or colored pencils.	The teacher will evaluate the artwork based on the successful integration of both animal textures - specifically smooth or patterned shells and soft, layered feathers.	
					7. Vibrant Patterns	"Students will demonstrate understanding of pattern and color theory by designing a vibrant drawing that uses repetition and contrast to create visual interest."	Teach how to create patterns using repeated shapes and bright colors. Let children design borders, blocks, or full pages of repeating patterns.	Observe the control in coloring, outlining, and how carefully the patterns are drawn or painted.	(HW)
					8. Holiday Fun	Students will express personal experiences and festive themes by creating vibrant compositions that use color and symbols to convey a "holiday" atmosphere	Students will design a multi-media postcard or greeting card featuring a specific holiday memory or a dream vacation destination using oil pastels and decorative paper.	The teacher will evaluate the artwork based on the student's ability to fill the space effectively and include at least three distinct visual elements related to their chosen theme.	
					9. Flower Drawing (In Book)	Students will analyze the anatomical structure of various flowers to represent petals, stems, and leaves with proportional accuracy in their sketchbooks.	Students will use pencils and colored markers to draw a detailed garden scene in their art books, focusing on layering shapes to create depth.	The teacher will review the sketchbooks to ensure the student has captured the unique shapes of different flower species while maintaining a clean and organized layout.	(HW)
					10. Shape	Students will apply their	Students will cut various	The teacher will assess	

					Scene	knowledge of geometric and organic shapes to construct a cohesive landscape or city-scene scene.	shapes from colored paper and layer them to build a complex visual environment, such as a mountain range or a bustling street.	the final composition based on the creative use of overlapping shapes to create depth and the overall neatness of the arrangement.	
					11. Color Magic	Students will explore color theory by mixing primary colors to create secondary and tertiary hues, demonstrating an understanding of the color wheel.	Students will use red, yellow, and blue paints to "magically" discover new colors and paint a vibrant rainbow landscape using their custom mixes.	The teacher will check for the successful creation of green, orange, and purple within the artwork and verify that colors are applied without excessive muddying.	(HW)
4	August	16	16	6	12. Clever Orangutan	Students will apply observational drawing techniques to capture the specific textures and facial features of an orangutan.	Students will use oil pastels or textured pencils to recreate an orangutan portrait, focusing on the layering of long, orange fur and expressive eyes.	The teacher will check for the inclusion of distinct fur textures and the correct placement of facial features to reflect a realistic likeness.	
					13. Vegetable Drawing (In Book)	Students will analyze the organic shapes and textures of various vegetables to recreate them accurately in their sketchbooks using observational drawing techniques.	Students will observe real vegetables placed on their desks and use pencils to sketch the outlines, adding fine lines or dots to represent specific surface textures like bumps or ridges.	The teacher will review the sketchbooks to ensure the drawings reflect the actual proportions and unique physical characteristics of the vegetables provided.	
					14. Enchanting Butterfly	Students will apply the principle of symmetry to create a vibrant butterfly design that mirrors shapes and colors across a central axis.	Students will use the "blottograph" or folding technique with wet paint to produce perfectly symmetrical wing patterns before adding detailed antennae and body features.	The teacher will verify that the patterns and colors on both wings are identical in placement and scale to demonstrate an understanding of bilateral symmetry.	(HW)
					15. Number Coloring	Students will apply mathematical precision to art by using a color key to reveal a hidden complex	Students will solve basic arithmetic problems within a grid to determine which color corresponds to each numbered section of the	The teacher will check for accuracy in color placement and the neatness of stay-within-the-lines	


						image based on numerical values.	drawing.	execution to ensure the intended image is clear.	
5	September	17	17		Term I Examination				

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 <p><b>Jindal Vidya Mandir</b> JSW Hill Side Township</p>	<b>JINDAL VIDYA MANDIR, JSW HILLSIDE TOWNSHIP</b> <b>Syllabus Bifurcation: 2026-27</b>							
	<b>Subject: Art</b>					<b>Term: II</b>		

Sl No.	Month	WD	ID	No. of Periods	Chapter/Units	Learning Objectives	Activities	Assessment Methods	Portion for WT/PT/Term/AE
6	October	21	21	6	16. Hop Hop goes the Frog	Students will apply color blending and layering techniques to create a vibrant, textured depiction of a frog in its natural habitat.	Students will use oil pastels or watercolors to draw a frog mid-jump, focusing on using contrasting colors to make the frog stand out from the green lily pads.	The teacher will check for the successful use of at least two blended colors within the frog's body and the clear depiction of a background environment.	
					17. Roaring Tiger	Students will apply line and texture techniques to capture the expressive facial features and striped patterns of a roaring tiger.	Students will use oil pastels or charcoal to sketch a large-scale tiger head, focusing on the wide-open mouth and the direction of the fur.	The teacher will check if the student used varied line weights to represent fur and accurately placed the facial features to convey a sense of action.	(HW)
					18. Drawing In Book (Giraffe)	Students will apply basic anatomical proportions and	Students will use a series of oval and	The teacher will check for the	

7						vertical symmetry to draw a realistic giraffe within a defined page space.	rectangular guide shapes to construct the neck and body of a giraffe before adding characteristic spots and features.	successful inclusion of a long neck, specific spot patterns, and the correct placement of limbs according to the reference.	
					19.Happy Teddy	Students will apply basic geometric shapes and curved lines to create a symmetrical "Happy Teddy" character with expressive features.	Students will follow a guided drawing process to sketch a teddy bear and then use warm colors to shade its fur and clothing.	The teacher will check for the successful use of overlapping shapes and the inclusion of a clear, joyful facial expression in the final drawing.	(HW)
					20.Cauliflower Forest	Students will use organic textures to create a sense of depth and perspective within a conceptual forest landscape.	Students will dip cauliflower florets into shades of green and brown paint to stamp realistic, bushy tree textures across their paper.	The teacher will check for a variety of overlapping stamped textures that successfully fill the page and represent a dense forest environment.	
	November	18	18	6	21. Frilly Hedgehog	Students will develop fine motor skills and texture awareness by using repetitive lines or paper-layering techniques to create a "frilly" 3D effect.	Students will cut and fold paper strips into loops or zig-zags to glue onto a hedgehog template, building up dense, colorful layers of texture.	The teacher will check if the student successfully layered materials to cover the hedgehog's body while maintaining a distinct "frilled" appearance.	
					22. Melodic Xylophone	Students will explore the relationship between sound and color by translating a short musical melody into a rhythmic, multicolored visual pattern.	Students will listen to a live xylophone scale and paint vertical bars of varying heights and colors to represent the pitch and duration of each note.	The teacher will review the final piece to see if the visual rhythm of the bars consistently reflects the tempo and tone of the musical piece played.	(HW)
					23. Drawing (Coconut Tree)	Students will learn to use basic lines and shapes to	Students will follow a guided demonstration	The teacher will check for the	

8						construct the form of a coconut tree, focusing on the curved trunk and radiating fronds.	to draw a tall trunk using two curved lines and add long, pointy leaves sprouting from the top.	inclusion of essential parts, such as the trunk, leaves, and round coconuts, in the student's final drawing.	
					24.Space Travel	Students will explore the concept of space by drawing a rocket ship traveling through a starry sky using basic shapes.	Students will use oil pastels and dark construction paper to create a vibrant space scene featuring planets, stars, and a spacecraft.	The teacher will observe if the student successfully included a primary vessel (rocket) and at least two different celestial bodies (like a moon or stars) in their work.	(HW)
					25.Bird Drawing (Parrot)	Students will identify basic geometric shapes within a parrot's body and use them to construct a complete bird drawing.	Students will follow a guided demonstration to draw a parrot starting with a large oval for the body and a small circle for the head.	The teacher will check if the student successfully combined multiple shapes to form a recognizable parrot figure with a beak and tail.	
	December	21	21	6		Students will use simple geometric shapes and primary colors to create a recognizable representation of a honeybee.	Students will paint yellow ovals and add black stripes and blue teardrop wings using sponges or brushes to construct their bees.	The teacher will check if the student successfully included the essential body parts, such as the head, striped body, and wings.	
					27. Mona Lisa Painting	Students will identify the famous "Mona Lisa" by Leonardo da Vinci and describe the subject's unique facial expression and pose.	Students will practice drawing their own "mysterious smile" portrait using crayons, focusing on placing the eyes and mouth in the center of the face.	The teacher will check if students can name the painting and point out the subject's smile and hands during a brief class discussion.	(HW)
					28. Rainy Day	Students will explore color mixing and texture by using watercolors to depict the	Students will use crayons to draw "invisible" rain droplets	The teacher will check if the student successfully used	

9						atmosphere of a rainy day.	(wax resist) and then paint over them with blue and purple watercolor washes to reveal the storm.	the wax-resist technique to create the visual effect of falling rain across the entire paper.	
					29. One – eyed Monster	Students will develop fine motor skills and creativity by using shapes and textures to design a unique one-eyed creature.	Students will glue a single large googly eye onto paper and draw a whimsical monster body around it using vibrant oil pastels or markers.	The teacher will check for the inclusion of one central eye and the use of at least two different colors or patterns on the monster's body.	(HW)
					30. Nature In Drawing Book	Students will observe and draw basic organic shapes found in nature, such as leaves, flowers, and suns, using simple lines.	Students will go on a brief nature walk or look out the window to sketch three different natural objects directly into their drawing books using crayons.	The teacher will check for the inclusion of varied colors and the successful identification of natural shapes in the students' drawing books.	
	January	20	20	8	31. Modern Art	Understand that art can represent feelings and ideas rather than just looking "real."	Cutting squares, rectangles, and circles out of primary-colored paper to create a "Mondrian-style" grid.	Observing if the student can distinguish between a primary color and a secondary color during the activity.	
					32. Desine In Drawing Book	Develop control over drawing tools to create purposeful marks and lines.	Using fingers, sponges, or erasers dipped in paint to create a rhythmic border design.	Checking for steady hand movements and the ability to follow a simple pattern.	(HW)
					33. Rangoli Designs	Identify and repeat simple geometric shapes and dots to create a symmetrical design.	Using a grid of 3x3 or 4x4 dots, students connect points to form squares, triangles, and petals.	Monitoring the student's ability to maintain the pattern's rhythm and symmetry during the process.	
					34. Craft Boat Making	Develop hand-eye coordination through precise folding, cutting, and pasting.	Constructing a small raft using "found" materials like corks, sponge scraps, or popsicle	Does the boat stand upright? If using waterproof materials, does it	(HW)

10	February	19	19	6			sticks.	float in a tray of water?	
					35. Animal Art	Identify and use basic geometric shapes (circles, ovals, triangles) to build animal bodies.	Using pre-cut paper shapes to assemble an animal, focusing on how a large oval becomes a body and a small circle a head.	Informally checking if students can point out the shapes they used in their drawing.	
					36. Candy Seahorse	Identify and combine basic geometric shapes (circles, ovals, and "S" curves) to form a seahorse.	Guide students to draw a large "S" shape for the body, adding a snout and a curled tail.	Verify if the student successfully included a head, body, and curled tail.	
					37. Bright Diwali	Develop control through tearing, pasting, and coloring within defined shapes.	Tearing vibrant colored paper to fill a pre-drawn diya shape, adding a "flame" made of glitter or yellow felt.	Can the student identify the primary colors and shapes used in their artwork?	(HW)
					38. Fire Crackers	Use various line types (curved, zigzag, radiating) to represent the movement of light.	Drop liquid paint onto paper and use a straw to blow it outward in different directions to create a "burst" effect.	Checking if the student used the entire space of the paper to show "explosions."	
					39. Mosaic Easter Eggs	Develop hand-eye coordination through tearing and pasting small paper fragments.	Students tear colorful construction paper into small, irregular "tiles" to understand texture and size.	Observing if the student successfully stayed within the lines of the egg template.	(HW)
					40. Craft Making Flower Making	Identify and use basic geometric shapes (circles, ovals, triangles) to construct a floral form.	Cutting strips of colored paper, looping them, and gluing them around a central circle to create a 3D effect.	Tracking the student's ability to follow a 3-step sequence (cut, fold, paste).	
					41. We are One	Understand the concept of individual uniqueness while recognizing shared human qualities.	Each student decorates a paper person silhouette representing themselves; these are then linked together to form a classroom-wide chain.	Monitoring how well students share materials and communicate during group projects.	(HW)
					42. Paper Hat	Identify how a flat rectangular sheet transforms into a 3D conical or triangular shape.	Guided step-by-step folding of a newspaper or large chart paper into	Checking if the folds are sharp and the edges are	

						a classic bicorn or party hat.	aligned correctly.	
					43. Craff Making (Nature)	Identify and describe different textures, shapes, and colors found in natural materials.	Placing paper over leaves or bark and rubbing with crayons to reveal hidden patterns and textures.	Observing engagement during the collection and assembly process.ss
<b>11</b>	<b>March</b>				<b>Term I Examination</b>			

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