





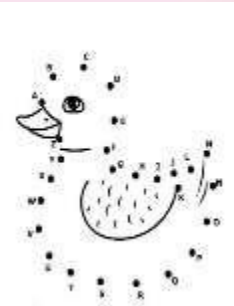

DELHI PUBLIC SCHOOL DEHRADUN



SYLLABUS BIFURCATION - SESSION 2026-27


CLASS: -I





SUBJECT: ENGLISH





MONTH	FORTNIGHT	TOPIC/CONTENT			INTEGRATED APPROACH	EXPERIENTIAL & BLENDED LEARNING
		LITERATURE	GRAMMAR	WRITING SKILLS		
APRIL	6 th -15 th April 1 st Fortnight (19 days)	Mridang - Unit1Poem - Two little Hands Communicate in English Chapter- The Little Bird 	Recap a)Recapitulation - PhonicSounds (Orals) b) The English alphabet c) Vowels and consonants	<ul style="list-style-type: none"> Complete the sentences by looking at the pictures.  <ul style="list-style-type: none"> Using the words from the picture complete the story. 	AI- Join the dots in alphabetical order and colour the picture.  MI- Musical ID- Songs & Rhymes and Hands-on Activities.	EL- :- Poem Recitation with actions Recite the poem together, encouraging students to perform actions corresponding to the words, such as clapping hands, pointing to eyes, or stamping feet.  EL - Dip the tips of your fingers in different poster colours. Make a fancy design below by pressing the


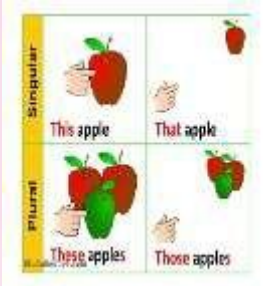

						<p>coloured fingers in the given.</p> <p>EL -Circle Time- Discuss with students different types of animals and their young ones.</p>  <p>BL- https://www.youtube.com/watch?v=R2frjzrC5Jg&pp=ygUNcGhvbnRlIHNVdW5kIA%3D%3D</p>
<p>16th - 30th April 2nd Fortnight</p>	<p>Communicate in English Chapter -How We Move</p> <p>Mridang – Greetings</p>	<p>a)The sentences- Simple sentences, Question sentences and Jumbled sentences</p> <p>b) Punctuation (Capital letter, full stop and Question mark?) Introduction of Exclamation</p>	<ul style="list-style-type: none"> • Match the picture with the word. • Make sentences with the picture words. • Tick the correct words to complete 	<p>AI- Colour the placard having a meaning full sentence</p> <p>MI- Linguistic ID-Flashcards use and pictures.</p>		<p>EL- Circle time- Discuss with students that animals move in different ways as some are big and some are small, some of them live on land, some on trees and some near water. Talk and discuss the ways animals move and ask students to imitate.</p> <p>-EL Role play- Divide the class into teams and ask kids to enact the role of</p>

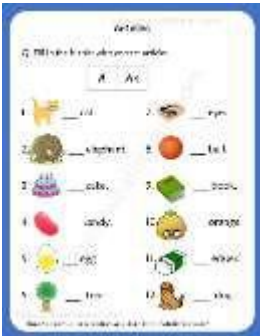

			<p>mark (!)</p> <p>Speaking skills – Picture talk pg 22 and 23.</p>	<p>the sentences.</p>		<p>Dippy duck, Rosy Rabbit, Mama Duck and Mama Rabbit. Ask them to speak the lines of these characters!!</p> <p>EL- Ask the children to greet others in their mother tongue. E.g. ‘Namaskar’, ‘Vanakkam’. Familiarise children with the phrases used for greetings in English.</p> <p>BL- https://youtu.be/NRoSRfTZAds?si=I0vUg1Ud8SSqifdu</p> <p>BL- https://youtu.be/KQT8uecb1C0?si=UDhN8P_3AxKdcwEx</p>
<p>MAY</p>	<p>1st -15th May 1st Fortnight (15 days)</p>	<p>Communicate in English Chapter Poem – The Fluffy Rabbit.</p>	<p>a) Nouns – Naming words -Common Noun - Proper Noun- Persons, Places, Objects c) One and many -Singular and plural(adding ‘s’ and ‘es’)</p>	<p>Complete the lines of the poem</p> <p>Match animals with their young ones.</p>	<p>AI- Find and colour the plural noun. MI- Musical ID- N/A</p>	<p>EL- -Circle time- Students will sit in circle and will discuss which animal will they like to have as a pet? How will they look after their pet?</p> <p>EL- Noun Game-Let the class be divided into small groups. Each group should be allotted one letter. Students should be asked to write as many common nouns as they can with that letter. The group that makes the largest number of words is the winner. All the words can be written on a large chart paper and put up on the wall. Children can also be asked to sketch</p>


SINGULAR	PLURAL
bird	birds
book	books
cat	cats
dog	dogs
pen	pens

						<p>some of the nouns.</p> <p>EL-Plural Relay Race</p> <p>Teacher will write singular nouns on a paper and divide students into teams.</p> <p>Each team will run and write the plural of a noun. The fastest team with the maximum correct plurals score will win.</p> <p>BL-https://youtu.be/6h3V-Tm_tNs</p>
<p>16th - 30th May 2nd Fortnight</p>				<p>Picture writing with clues.</p> <p>AI- N/A MI- Musical ID- Asking questions, encouraging participation.</p>		<p>EL- Recite the poem with correct intonation and voice modulation.</p> <p>BL- https://youtu.be/TVjVjCo8vX4</p>



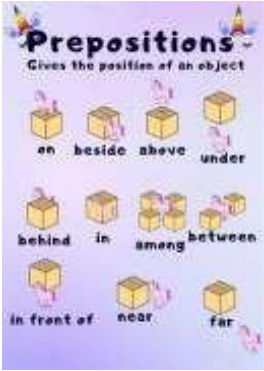

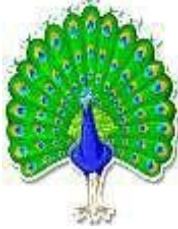


<p>JULY</p>	<p>1st – 15th July (22 days)</p>	<p>Communicate in English Chapter- We love you teacher!</p>  <p>Mridang-Poem – My Family!</p>	<p>Gender- Masculine and Feminine gender(He/She)</p> 	<ul style="list-style-type: none"> • Make sentences using the words from the box. • Color the clouds to match the words that go together. 	<p>AI- “Thank you card” making from all students using glitters,crayons, sequins and glue.</p>  <p>MI- Linguistic ID-Use of Flashcards and interactive videos.</p>	<p>EL- Match the Gender Pairs</p> <p>The teacher would make chits having names of different animals. Students would be asked to pick a chit and make the sound of the given animals. The other student will be asked to guess the animal and tell its opposite gender</p>  <p>BL- https://www.youtube.com/watch?v= OYPnFAQFcI&t=17s&pp=ygUUZ2VuZGVyICBjbGFzcyAxIGNic2U%3D</p>
	<p>16th – 30th July</p>	<p>LITERATURE</p> <p>Communicate in English Chapter- Aman is a Lion</p>	<p>LANGUAGE</p> <p>a) Pronoun - Use of (he,she,it,I,you,we, they)</p> <p>b) This/That/These/ Those</p>	<ul style="list-style-type: none"> • Composition- My Favorite toy. • Fill in the blanks to complete the sentence. • Write 	<p>AI- Mask making and colouring</p> <p>MI- Musical</p> <p>ID- Simple educational video.</p>	<p>EL-Students will make a mask of animal that they like with the help of paper plates and stationery</p> 

		<p>Mridang-The sparrow family</p>  <p>Picture taken at a school event with children in costumes." data-bbox="186 373 290 593"/></p>		<p>True/False</p> <ul style="list-style-type: none"> • Write three things that you do before going to school, that you do in school and what you do after coming back home. 		<p>items.</p> <p>EL-Fancy Dress- An Animal day will be celebrated where students will come dressed up as animal of their choice and speak 5 lines about that animal.</p>  <p>EL-Pronoun Song/Dance- Sing a fun song using pronouns: <i>"He is happy, she is kind, they are playing, we don't mind!"</i></p> <p>Students will dance and sing the pronoun song.</p> <p>BL- https://www.youtube.com/watch?v=OP9-kOCSqY8&pp=ygUQcHJvbm91biAgY2xhc3MgMQ%3D%3D</p>
<p>AUGUST</p>	<p>1st – 15th August (19 days)</p>	<p>LITERATURE</p> <p>Communicate in English-Poem- Wheels on the Bus.</p>	<p>LANGUAGE</p> <p>a)Articles-A/An Introduction of 'The'- heavenly bodies, Rivers, Newspaper, Holy</p>	<p>Composition –</p> <ul style="list-style-type: none"> • My Pet. • Comprehension • Match the 	<p>AI-Ask students to draw and colour 3 types of transport on a piece of paper.</p>	<p>EL- - Circle Time- Talk about different types of transport with students.</p> <p>EL-Complete the Story-Teacher will create a short, simple story and omit the articles ("a," "an," "the") from the text.</p>

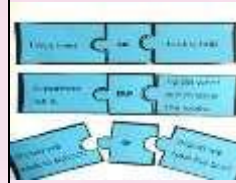
	<p>Mridang-Picture time – Life around us!!</p>	<p>books, Cities, Countries)</p>  <p>b)Doing Words- Verb +ing form</p>	<p>action with pictures.</p> <ul style="list-style-type: none"> • Circle three actions that each one can do. <p>Eg</p> <p>Baby – cry, crawl, laugh</p> <p>Bird- Fly, sing</p>	 <p>MI- Linguistic ID- Simple educational videos and Discuss the sound produced by different animals?Which animal’s sound you like the most?</p>	<p>Provide students with the story and a list of missing articles. Class will be divided in small groups, students will fill in the blanks with the appropriate articles. After completing the students will read aloud together the story to reinforce correct usage of articles.</p> <p>EL-Simon Says with Action Words</p> <p>Teacher will play "Simon Says" using action verbs. For example, "Simon says jump," "Simon says clap." This activity encourages students to connect verbs with actions.</p> <p>BL- https://www.youtube.com/watch?v=kdgclmvMv-8&pp=ygUcQVJ0aWNsZSB1c2Ugb2YgdGhlICAgY2xhc3MgMQ%3D%3D</p>
<p>16th – 30th August</p>	<p>LITERATURE</p> <p>Communicate in English Chapter-I Want the Moon</p> <p>Mridang- Poem- Five little</p>	<p>LANGUAGE</p> <ul style="list-style-type: none"> • Describing Words (Adjectives.) 	<ul style="list-style-type: none"> • Composition- My Best Friend • Look at the picture and 	<p>AI- Adjective Painting ✍ Give students a simple drawing (e.g., a tree, a house, a person). Ask them to colour based on adjectives: <i>a</i></p>	<p>EL- Circle time – Integration with EVS- Talk about ‘Moon’ the natural satellite of Earth.</p> <p>EL Adjective -Mystery Bags-Teacher will place various objects inside a opaque bags. Students will take turns selecting an object without looking into it</p>

		monkeys.	<div data-bbox="680 137 936 280" data-label="Section-Header"> <p>Adjectives (Describing Words)</p> </div> <ul style="list-style-type: none"> • Use of has/have/was/were 	answer the following questions.	<p><i>happy sun</i> (yellow), <i>a tall tree</i> (green), <i>a big house</i> (red). Let the students describe their picture using adjectives.</p> <p>MI- Linguistic ID- Answer the riddles. Pick the words from the picture. Find the adjectives from the given grid.</p>	and describe using adjectives. The rest of the class will guess the object based on the description.. This activity will enhance vocabulary and descriptive skills.
SEPTEMBER	1st - 15th September	REVISION	MID- TERM	MID- TERM	MID- TERM	
	15th- 30th September			Picture writing with word clues	<p>AI- N/A MI- N/A ID-N/A</p>	
						
OCTOBER	1st -15th October	Communicate in English	a) Asking questions b) Prepositions-	• Simple Picture with	AI- Poster making on Save	EL- Circle time- Discuss with students that Holi is played with water ,but water

BL-
https://www.youtube.com/watch?v=m_QkDFf-Hu8&pp=ygURYWWRqZWN0aXZlIGNsYXNzIDE%3D

<p>R</p>	<p>(16 days)</p>	<p>Chapter-Holi in the Jungle.</p>  <p>Mridang Chapter r-The Cap seller and the monkey</p> 	<p>in, on, under, near, behind, between</p> 	<p>word clues.</p>  <ul style="list-style-type: none"> • Tick the correct preposition. • Composition- Peacock 	<p>Water.</p>  <p>MI- Musical. ID- Look at the position of things in the picture and write them.</p>	<p>is precious. We should not throw water balloon to anyone. Encourage students to find ways to save water.</p> <p>EL-Preposition Scavenger Hunt Teacher will create a list of prepositions and ask students to find objects in the classroom that matches each description. For example, "Find something that is under the table," or "Find something that is beside the chair." This interactive activity reinforces the concept of prepositions through real-world examples.</p> <p>BL- https://www.youtube.com/watch?v=VK-kXkXTBc&t=33s&pp=vgUUcHJlcG9zaXRpb25zIGNsYXNzIDE%3D</p> <p>BI- https://www.youtube.com/watch?v=ACpMCzzHHYg&pp=ygUYXXNraW5nIHF1ZXN0aW9ucyBjbGFzcyAx</p>
	<p>16th – 30th October</p>	<p>LITERATURE Poem-My Magic Shell.</p> <p>Chapter – Let us Plant a tree.</p>	<p>LANGUAGE</p> <p>a) Conjunctions – Use of and / but</p>	<p>Write 5 lines on Tiger.</p> 	<p>AI- Using different coloured papers to join two sentences with a conjunction</p>	<p>EL- Garden Walk- Students will be encouraged to explore the garden and observe nature. This will help them to understand and appreciate the nature around.</p>

- Join the sentence using conjunctions and/but .
- Match the picture which can be joined by **and**
- Rhyming words.



MI- Linguistic
ID-Group activity.



ELCircle time- Discuss how animals lose their homes when trees are cut. Talk about tree planting festival called “Vanmahotsav’ and “Chipko Andolan”

EL-Conjunction Sentence Building

Provide students with a list of simple sentences and a set of conjunctions. Ask them to combine two sentences using an appropriate conjunction. For example, "I like apples." and "I like bananas." can be combined to "I like apples and bananas." This activity will help students to practice forming compound sentences

BL-

https://www.youtube.com/watch?v=vOIKBvDX_1k&t=46s&pp=ygUTY29uanVuY3Rpb24gY2xhc3MgMQ%3D%3D

NOVEMBER
(17 Days)

1st – 15th
November
(18 days)

LITERATURE

Chapter- Little Spider's First web.



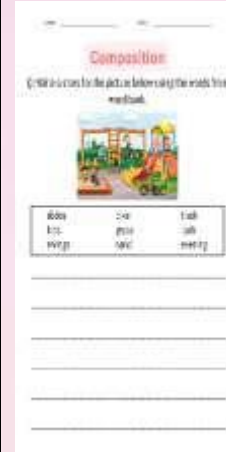
Mridang- Catch me if you can!!

LANGUAGE

- a) Compound words
- b) Homophones



Simple Picture with word clues



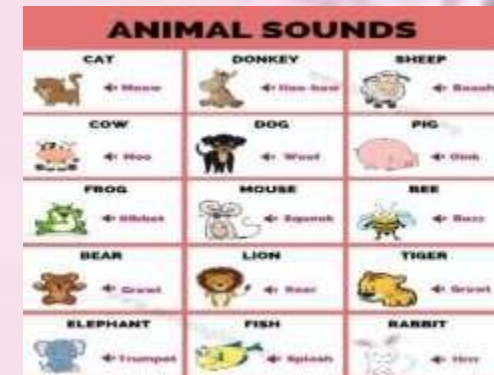
- Write one word answer.
- Match the words that go together.
- Eg paper- pencil
- Cup-saucer
- Lock- key
- Picture reading.

AI-- Craft Activity- Students will be asked to make a panda from paper plate.

MI- Bodily-Kinesthetic

ID- Educational videos

EL-Circle time- Talk about animals and their sounds.



Eg- Bee- Buzz Dog –Woof

Cow- Moo lion- roar

EL- Ask the children to prepare the picture cards.



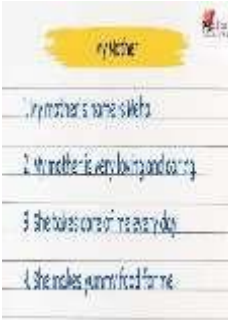


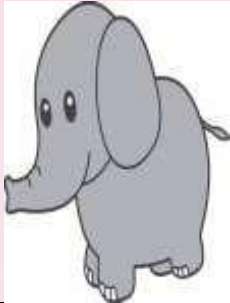



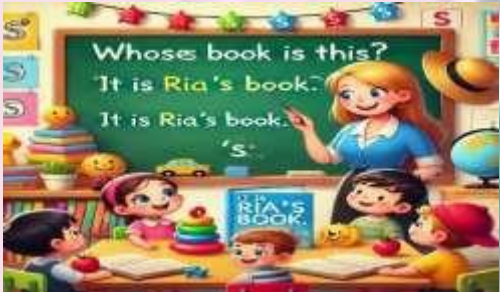
Eg: RAIN + BOW = RAINBOW


Combine the words and ask students to create a new word 'Rainbow'

BL-

https://www.youtube.com/watch?v=1l_fk4r3JbY&t=99s&pp=ygUXQ29tcG91bmQgd29yZHMgIGNsYXNzIDE%3D

	<p>16th – 30th November</p>	<p>LITERATURE</p> <p>Poem – My Garden</p>	<p>LANGUAGE</p> <p>a) Synonyms</p>  <p>b) Antonyms</p> 	<p>Composition-My Mother</p>  <ul style="list-style-type: none"> • Write the names of the flowers. 	<p>AI- AI-Draw insects, flowers and animals that you see around .</p> <p>MI- Musical</p> <p>ID-Spot the difference between two pictures.</p>	<p>EL- Walk in the garden-Take students for a walk in the garden where they will make a list of five things that they .</p> <p>EL-Lets Explore-</p> <p>Observe the insects, flowers, birds, animals and trees around .Draw, colour and explore</p> <p>EL-Synonym Matching Game:</p> <p>Teacher will write the list of words on the board and will ask students to write the synonyms on separate cards or on a piece of paper. Ask the students to match the word with its synonym. For example:</p> <ul style="list-style-type: none"> ○ Happy → Joyful ○ Big → Large Small → Tiny. <p>BL- https://www.youtube.com/watch?v=ll_fk4r3JbY&t=99s&pp=ygUXQ29tcG91bmQgd29yZHMgIGNsYXNzIDE%3D https://youtu.be/dVEU5RKrsP8?si=GqsrE61VQtm77HxO</p>
<p>DECEMBER</p>	<p>1st – 15th December (15 days)</p>	<p>LITERATURE</p> <p>Mridang-Poem</p>	<p>LANGUAGE</p> <p>Tenses(Simple present and past</p>	<p>WRITING SKILLS</p> <p>Comprehension</p>	<p>AI- "Time Travel Train" 🚂 Draw a train with three compartments: Past, Present, Future.</p>	<p>EL- - Recite the poem with correct intonation and voice modulation</p> <p>EL- Interactive Practice:</p>

	A Farm	tense)	Write 5 lines about An Elephant		MI- Intrapersonal ID-N/A	Teacher will ask students to make sentences and write them on the board. For example: <ul style="list-style-type: none"> ○ "I run" (Present) ○ "I ran" (Past) ○ "I will run" (Future) BL- https://www.youtube.com/watch?v=xePbH2sN_ZI&pp=ygUPdGVuc2VzICBjbGFzcyAx
16th – 30th December	LITERATURE Mridang- Ch-Animals and Birds	LANGUAGE <ul style="list-style-type: none"> • Apostrophe- possession 	WRITING SKILLS Composition- My family.	AI- Apostrophe Handprint Tree  Students will be asked to dip their hands in the paint and put hand impressipon them on paper to make a "tree." On each leaf or branch, write a possessive noun (<i>Mom's bag, Tom's ball, Teacher's book</i>).	EL-"Whose Is It?" Game    Bring objects (a toy, a book, a hat) and place them on a table. Ask, "Whose book is this?" and guide students to say, "It is Ria's book." Write the sentence on the board, highlighting the apostrophe + s ('s) . BL- https://www.youtube.com/watch?v=xUhfRnCFNsc&t=117s&pp=ygUUQVBPU1RST1BIWSAgIGNsYXNzIDE%3D	

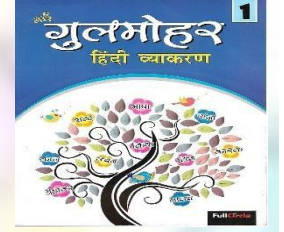
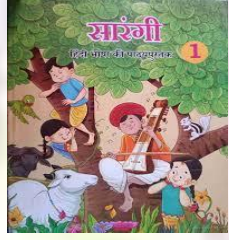
					 <p>MI- Linguistic ID-N/A</p>	
JANUARY	1st - 15th January (13 days)	<p>LITERATURE</p> <p>A visit to the Market.</p> <p>Revision</p>	<p>LANGUAGE</p> <p>Revision</p>	<p>WRITING SKILLS</p> <p>Picture writing</p>	<p>AI- Draw and colour the fruits and vegetables you like ?</p> <p>MI- Linguistic ID-N/A</p>	<p>EL- Sequencing the Sentences</p> <p>How a seed grows into a plant.</p> <p>BL- https://youtu.be/JSe_VUMvmjo?si=vXmvONB7818axpDk -</p>
	16th – 31 st January	<p>LITERATURE</p> <p>All topics to be revised according to revision schedule.</p>	<p>LANGUAGE</p> <p>All topics to be revised according to revision schedule.</p>	<p>WRITING SKILLS</p> <ul style="list-style-type: none"> • Pick the name of each picture to complete the story and then read it aloud. 	<p>AI- Draw the picture and write story .</p>	<p>EL-N/A</p> <p>BL- https://youtu.be/6feXTFpecHs?si=WgahLA5_2-Tm8Kci</p>

FEBRUARY	REVISION FOR ANNUAL EXAM
March	ANNUAL EXAM

EXAM SYLLABUS

S.No	Term Division	Content
1	CT 1	<p>Mridang- Poem-Two little Hands Communicate in English Chapter- The little bird, How we move</p> <p>Grammar- The English alphabet, Vowels and consonants, The sentences, Punctuation (Capital letter, full stop and Question mark(?) and Exclamation!</p>
2	CT 2	<p>Communicate in English Chapter- We love you teacher! Poem – The Fluffy Rabbit Mridang –Greetings</p> <p>Grammar-Nouns – Naming words-Common Noun-Proper Noun- Persons, Places, Objects, One and many - Singular and plural(adding ‘s’ and ‘es’)</p>
3	Mid Term	<p>Communicate in English Chapter--Aman is a Lion ,The little bird, We love you teacher!</p> <p>Poem- Wheels on the Bus Mridang –My Family</p> <p>Grammar- The English alphabet, Vowels and consonants, The sentences, Punctuation (Capital letter, full stop and Question mark?), Nouns – Naming words-Common Noun, Proper Noun- Persons, Places, Objects, One and many -Singular and plural(adding ‘s’ and ‘es’), Gender- Masculine and Feminine gender, Pronoun - Use of (he,she,it,I,you,we, they), This/That/These/Those, Composition- My self, My Best friend, My Pet, My Favourite Toy,</p>
4	CT3	<p>Communicate in English Chapter -I Want the Moon and Holi in the Jungle,</p> <p>Mridang –Poem- Five little monkeys.</p> <p>Grammar- Articles-A/An, Doing Words-Verbs, Describing Words(Adjectives), Asking questions, Prepositions- in, on, under, near, behind, between, Simple Picture with word clues, Composition – My best Friend, Tiger</p>

5	CT4	<p>Communicate in English Chapter- My Magic Shell and Let us plant a tree.- Poem-. My Garden</p> <p>Mridang- Poem-. Butterflies</p> <p>Grammar- Conjunctions – Use of ‘and /but’, Compound words , Homophones, Synonyms, Antonyms, Composition - Peacock, My Mother, An Elephant , My Family, Comprehension, Simple Picture with wordclues.</p>
6	Final Term	<p>Communicate in English Chapter- How We Move, Aman is a Lion, I Want the Moon and Holi in the Jungle. Little Spider’s First web.</p> <p>Poem- The fluffy Rabbit, My magic Shell and Wheels of the bus,A Farm</p> <p>Grammar - The English alphabet, Vowels and consonants, The sentences, Punctuation (Capital letter, full stop and Question mark? Exclamation!) , Nouns – Naming words-Common Noun, Proper Noun- Persons, Places, Objects, One and many -Singular and plural(adding ‘s’ and ‘es’), Gender- Masculine and Feminine Gender, Pronoun - Use of (he, she,it,I,you,we, they), This/That/These/Those, Articles-A/An/The, Doing Words-Verbs, Describing Words(Adjectives), Asking questions, Prepositions- in, on, under, near, behind, between ,</p> <p>Conjunctions – Use of and/but, Compound words, Homophones, Synonyms, Antonyms, Apostrophe.</p> <p>Composition- Myself, My Best friend, My Pet, My Favourite Toy, My mother, My family, An Elephant, Simple Picture with word clues. Comprehension.</p>




कक्षा: I विषय - हिन्दी

माि	पाक्षक	प्रकरण		विषय िस्तु	समत्रित दृन्तिकोण	अनुभात्मक ँि ममश्रित मिक्षण	
		सादहत्य	व्याकरण	लेखन कौशल			
अप्रैल (19 Days)	1 st - 15 th अप्रैल		<p>पुनरािृति - (मात्राँ: आ 'ाा', इ 'बा', ई 'ा', उ 'ाु', ऊ 'ाू', ऋ, ए 'ाे', ऐ 'ा')</p> <p>;मौखक / ललखखि</p>	भाषा	<p>मात्रा के प्रकार (हारस्ि, िीर्घ, प्लुि)</p> <p>मात्रा के चिन्ह (अ, आ, इ, ई, उ, ऊ, ऋ, ए, ऐ, ओ, औ)</p> <p>मात्रा का उपयोग िाक्यों में</p> <p>मात्रा के अभ्यास के ललए ङिाहरण</p>	<p>मात्राओं के ब ि संबंध स्थावपि करना</p> <p>मात्राओं के विश्लेषण और व्याख्या के माध्यम से शलियों और िाक्यों के अघ को समझना</p> <p>मात्राओं के अभ्यास और अनुप्रयोग के माध्यम से भाषा कौशल में सुधार करना</p> <p>पाठ -1- भाषा</p>	<p>अनुभात्मक मिक्षण</p> <p>मात्रा के साथ शलि बनाना।</p> <p>मात्रा के साथ शलि बनाने का अभ्यास कराएं।</p> <p>मात्रा का पजल</p> <p>मात्रा के अक्षरों को पजल के रूप में बनाएं।</p> <p>छात्रों को पजल को हल करने के ललए प्रोत्सादहि करें।</p> <p>ममश्रित मिक्षण</p> <p>https://youtu.be/kUjVdrhkR7g?si=pfVjfw4z2wbH4F2G</p>



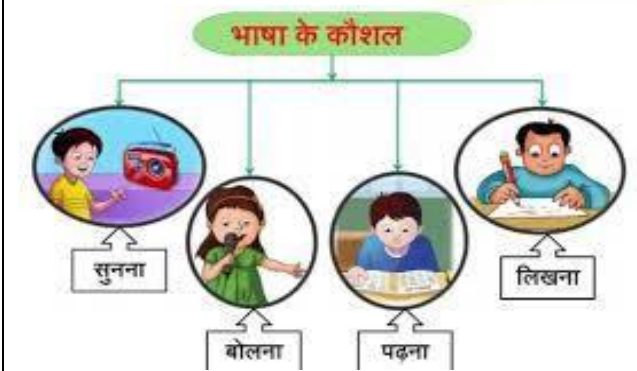


<p>16th- 30 अप्रैल</p>		<p>मात्राँ ओ 'ो', , औ 'ौ', अं 'ांां', अः ां ाः बारहखड़</p>	<p>िणघमा ला (स्ि) िणघमा ला (व्यंजन)</p>	<p>मात्रा की पररभाषा मात्रा के चिन्ह (ओ, औ अं, अः)</p>	<p>पाठ -2- िणणमाला (स्ि) पाठ -3- िणणमाला (व्यंजन) िणघ सबसे छोटी इकाई । स्िों की पहान । व्यंजन की पहान। िणघमाला की पररभाषा और महत्ि,</p>	<p>अनुभात्मक मिक्षण बारिखड़ी के अक्षरों का प्लैिकारण बनाना बारहखड़ के अक्षरों का प्लशकार्घ बनाने के ललए बच्िों को कागज़ और रंग िेें।</p>
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				<p>मात्रा का उपयोग िाक्यों में बारहखड़ के 12 स्िर और व्यंजन</p> <p>बारहखड़ के स्िर</p> <p>बारहखड़ के व्यंजन</p> <p>बारहखड़ का उपयोग</p> <p>बारहखड़ के अभ्यास के ललए ङिहरण</p> <p>िणघमाला की जानकारी</p> <p>मात्राओं की जानकारी</p>	<p>िणघमाला के अक्षरों की पहिन, िणघमाला के अक्षरों का उच्िरण।</p> 	<p>बच्िों को बारहखड़ के अक्षरों का फल शकार्घ बनाने के ललए प्रोत्सादहि करें। मेंइसके के माध्यम से बच्िे बारहखड़ के अक्षरों को समझने और उनका उपयोग करने में सक्षम होंगे।</p> <p>भाषा</p> <p>खेल और गततविश्रियाँ</p> <p>1. शलियों का खेल: बच्िों को शलियों का खेल खेलने के ललए कहें, जसे कक "मैं एक शलि सोििा हूँ और आप उस शलि को पहिनने की कोलशश करें"।</p> <p>2. िाक्यों का खेल: बच्िों को िाक्यों का खेल खेलने के ललए कहें, जसे कक "मैं एक िाक्य बनािा हूँ और आप उस िाक्य को पूरा करने की कोलशश करि हैं"।</p> <p>ममश्रित मिक्षण</p> <p>https://youtu.be/kfPHGoVg_YA?si=485QV-igIrgC1XsV</p> <p>https://youtu.be/h07cyF5PSJs?si=YUxuG8Ne-uE9KLkn</p>
मई (15 Days)	1-15 मई	म ना का पररार	मात्रा चिन्ह संयुक्ि व्यंजन	<p>मीना का पररार</p> <p>इस कहान से पिा िलिा ह पररार के साथ लमल-जुल</p>	<p>पाठ -4 मात्रा चिन्ह</p> <p>पाठ -5 संयुक्ि व्यंजन</p> <p>पाठ -6 आओ शलि बनाँ</p>	<p>अनुभात्मक मिक्षण</p> <p>गतविचध: - बच्िों को अपने पररार के सिस्ियों की िसिें दिखाएं।</p>




	<p>डिंडिा मामा रिूर के (कवििा)</p>  	<p>कर रहने मै ही खुश लमलि हैं। पररार के महत्ि के बारे में जानने का असर लमलि ह। पररार के सिस्ियों के ब ि संबंधों को समझने का असर लमलि ह। डिंडिा मामा रिूर के (कवििा) कल्पना और रिनात्मकिा को बढ़ािा लमलि ह। भाषा और कवििा की संुिरिा का अनुभि होिा ह।</p>	<p>बच्िों को मात्राएँ ाा), न्ा, ाी, ाु, ा, ाे, ाै, ाो, ा (ऐसे लसखाना बजसमें सुनना, बोलना, पढ़ना और मलखनाचारों क िल एक साथ जुड़े िों—।</p> 	<ul style="list-style-type: none"> - उन्हें प्रत्येक सिस्य का नाम और ररश्िा बिाने के ललए कहें। - बच्िों को अपने पररार के सिस्ियों के बारे में बिाने के ललए कहें। - उन्हें प्रत्येक सिस्य के बारे में कुछ विशेष बािेिं बिाने के ललए प्रोत्सादहि करें। - बच्िों को अपने पररार के सिस्ियों का िणघन करने के ललए प्रोत्सादहि करें। - डिंडिा का िेहरा बनाना - बच्िों को एक गोल आकार का कागज िेिं। - उन्हें डिंडिा का िेहरा बनाने के ललए प्रोत्सादहि करें। - िे डिंडिा की आँखें, नाक, मंुह आदि बना सकि हैं। - बच्िों को अपन डिंडिा की रोशन को सजाने के ललए प्रोत्सादहि करें। <p>लमचिि लशक्षण https://youtu.be/cy1I7C_9bx8?si=CdT7XpbfiDrzBU10 https://youtu.be/HV7q48ppyeg?si=9VPssDaTifhk-Div</p>
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SUMMER VACATION							
जन	जुलाई (22 Days)	1 st -15 जुलाई दादा- दादी रीना का हदन	दहंिी की चगनि ;1-10 अंकों और शलिों में	मै - अनुच्छेि	दादा- दादी इस कवििा का संिेश ह कक प्रेम और स्नेह ककस भ उम्र में महत्िपूणघ हैं। ग ि	हिंदी की श्रगनती -संज्ञा और चगनि का संबंध - बच्िों को लसखाएं कक चगनि का उपयोग िस्िुओं की संख्या को बिाने के ललए ककया जािा ह।	अनुभिात्मक मिक्षण दादा-दादी की यादों का कोलाज - बच्िों को एक बड़ा कागज िेिं। - उन्हें अपने िािा-िािी की यािों का कोलाज बनाने के ललए प्रोत्सादहि करें।

गुनगुनाना खुश का प्रतिक है

और मुस्कुराना प्यार का





	<p>(मौखिक लिखित)</p> 	<p>प्रिक ह, जो उनकी स्नेहपूर्ण भावनाओं को व्यक्त कर रहा है।</p> <p>रीना के दिनियाघ से पिता मिल रहा है कि यह एक अच्छी और बज्जमेदार बच्ची है। यह अपने परिवार और दोस्तों से प्यार कर रहा है और अपने किंवदंतियों को पूरा कर रहा है। हमें बज्जमेदार रहना सिखाइये और अपने किंवदंतियों का पालन करना सिखाइये।</p>	<p>- उन्हें संज्ञा और चगनि के बन्धु के संबंध को समझाएं। - उदाहरण: एक ककिब, दो ककिबें, न ककिबें आदि।</p> <p>चगनि के माध्यम से समस्या समाधान - बच्चों को चगनि के माध्यम से समस्या समाधान का अभ्यास कराएं। - उन्हें कितनी जिनकी समस्याओं को चगनि के माध्यम से हल करने के लिए प्रोत्साहित करें। - उदाहरण: यदि आपके पास ५ ककिबें हैं और आप २ ककिबें और खरीना चाहते हैं, तो आपके पास कुल ककिबें ककिबें होंगे ?</p> <p>मैं पर अनुच्छेद के लिए: व्यक्तिगत अनुभूतियों को जोड़ना</p> <p>- बच्चों को अपने व्यक्तिगत अनुभूतियों को अनुच्छेद में जोड़ने के लिए प्रोत्साहित करें। - उन्हें अपने परिवार, दोस्तों, और पसंदीला गतिविधियों के बारे में लिखने के लिए कहें।</p> <p>भावनाओं और विचारों को व्यक्त करना: - बच्चों को अपने भावनाओं और विचारों को अनुच्छेद में व्यक्त करने के</p>	<p>- कोलाज में लिखें, पत्र, और अन्य यांत्रिक विचारों को शामिल कर सकते हैं।</p> <p>श्रगती का मॉल - बच्चों को १ से १० विक के नंबरों का मॉल बनाने के लिए दें। - उन्हें मॉल में नंबरों के साथ-साथ चित्र भी बनाने के लिए कहें। - बच्चे मॉल को बनाने और उसे प्रिलशधि करने के लिए प्रोत्साहित करें।</p> <p>विण की ट्रेजर खिं - बच्चों को विणों की ट्रेजर हंट खेलने के लिए दें। - उन्हें विणों को पहिानने और उन्हें सही क्रम में रखने के लिए कहें। - बच्चे विणों को पहिानने और उन्हें सही क्रम में रखने के लिए प्रोत्साहित करें।</p> <p>ममश्रित मिक्षण https://youtu.be/DBDW3V6E5EA?si=SH33jmlI9bLM0gRe https://youtu.be/MuR4yZBweK8?si=1U6OA-DIK6TJZT2a https://youtu.be/Dzpc9NjMhjM?si=fwthUoRL9Ke7ug9D</p>
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दिल्ली पब्लिक स्कूल
के लिए प्रोत्साहित करें।



						<p>- उन्हें अपने अनुच्छेि में अपन पसंि, नापसंि, और अनुभिों के बारे में ललखने के ललए कहें।</p>	
<p>16th- 31 जुलाई</p>	<p>रान भ मुगाघ बोला कुकरू कंू (कविि ा) लमठाई</p>	<p>नाम िाले शलि (संज्ञा) नाम कसे कसे</p>		<p>रानी भी</p> <p>इस कहान का संिेश ह कक हर ि ज़ का समय आिा ह , और हमें थोर्ा इंिजार करना िादहए, िाकक हम सही समय पर सही काम कर सकें।</p> <p>ममठाई</p> <p>इस अध्याय के माध्यम से, बच्िेः . --बच्िों को कहान के रूप में विलभन्न जानिर्ों और म ठी िस्िुओं के नाम लसखािा ह।</p> <p>- लमठाई बनाने की प्रकक्रया के बारे में जानेंगे।</p> <p>- लमठाई के प्रति आकषघण और उसके महत्ि को समझेंगे।</p>	<p>पाठ- 9 - संज्ञा</p> <p>श्रचर्ों और िस्िुओं का उपयोग</p> <p>- बच्िों को संज्ञा लसखाने के ललए चिर्ों और िस्िुओं का उपयोग करें।</p> <p>- उन्हें िस्िुओं के नाम बिाएं और उनके चिर् दिखाएं।</p> <p>- उिाहरण: "यह एक ककिाब ह।"</p> <p>िास्िविक ज िन के उिाहरणों का उपयोग</p> <p>- बच्िों को संज्ञा लसखाने के ललए िास्िविक ज िन के उिाहरणों का उपयोग करें।</p> <p>- उन्हें अपने पररिार, िोस्िों, और आसपास के िािारिण के बारे में बाि करें।</p> <p>- उिाहरण: "मेरा नाम रोहन ह। मैं एक लड़का हूँ।"</p> 	<p>अनुभात्मक मिक्षण संज्ञा की किानी</p> <p>उद्िेश्य: बच्िों को संज्ञा के प्रकार का अभ्यास कहान के माध्यम से कराना।</p> <p>सामग् : कागज, पेंलसल। कक्रया: बच्िों से कहें कक िे एक छोटी स कहान बनाएंगे बजसमें व्यब्कि, स्थान और िस्िु का प्रयोग हो। उिाहरण के ललए: "राजू (व्यब्कि) स्कूल (स्थान) जा रहा था और उसके पास एक ककिाब (िस्िु) थ।" बच्िों को इन संज्ञा के प्रकारों के बारे में बिाएं और उन्हें अलग-अलग कहान बनाने के ललए प्रेररि करें।</p> <p>मुगाण बोला कुकरू कं (कविता)</p> <p>मुगाघ और उसके आिाज की नकल उद्िेश्य: कवििा में मुगे की आिाज को पहिनना और नकल करना।</p> <p>सामग् : कोई भ संग ि िाद्ययंत्र या बच्िों का उत्साह।</p> <p>कक्रया: कवििा पढ़ने के बाि बच्िों से कहें कक िे मुगे की िरह "कुकरू कू" की आिाज तनकालें। बच्िे मुगे की िरह आिाज तनकालकर हंस -खुश के साथ कवििा का आनंि लें। आप बच्िों को यह भ लसखा सकि हैं कक मुगाघ</p>	



							<p>लमचि लशक्षण</p> <p>https://youtu.be/MbFs8EOrVMc?si=iH10Ppb9NAS8ApvW</p> <p>https://youtu.be/q98xjNQytug?si=QPnkH-v31RwTZPnG</p> <p>https://youtu.be/SSYpblE1HE8?si=Mg9BNfIL4hVLQOD</p>
<p>अगस्त (19 Days)</p>	<p>1st -15 अगस्त</p>	<p>िन साथ िाह मेरे रोड़े कबरी झबरी बकरी (कवििा)</p>	<p>दिनों के नाम फ़लों के नाम सब्लजयों के नाम</p>	<p>मेरी प्यारी माँ (अनुच्छेि)</p>	<p>तीन साथी सभ ज ि एक-िसरे के ललए मििगार हो सकि हैं। हमें िसरों की मिि करन िादहए सबके साथ प्रेम और सहानुभूति के साथ रहना िादहए। इस अध्याय के माध्यम से, बच्िेः - िोस्ि के महत्ि को समझेंगे।</p>	<p>हदनों के नाम गाने के माध्यम से बच्िों के ललए संग ि एक अच्छा िरीका हो सकिा ह। एक छोटा सा गाना बनाकर दिन के नाम लसखाए जा सकि हैं: “रविार, सोमिार, मंगलिार, बुधिार, गुरुार, शुक्रिार, शतनिार।” इस गाने को गाकर बच्िों को दिन याि कराए जा सकि हैं। चित्रों का उपयोग</p>	<p>अनुभात्मक मिक्षण िाह मेरे रोड़े इस अध्याय के ललए कुछ प्रश्न और गतिविचधयाँ: - पशुओं के प्रति प्यार और िेखभाल के महत्ि को समझाएं। - अपने पालिू जानिर के बारे में एक कहान बनाएं। फ़लों ि सन्जियों के नाम फल और सलज का बाजार बच्िों को एक बाजार ज सा सेटअप बनिाकर उन्हें खरीिरी करने के ललए कहें। कक्षा के एक कोने में फल और सब्लजयों के नकली या िास्िविक डिाहरण रखें। बच्िे एक-िसरे से पूछें कक कौन सा फल और कौन स सलज उन्हें िादहए, और उनके नामों का उच्ारण करि हुए उन्हें खरीिें।</p>





	 	<p>- एक दूसरे की मित्रता करने और सहयोग करने के महत्त्व को समझेंगे।</p> <p>वाह मेरे घोड़े</p> <p>इस कविता में, सार घोड़े की लय और गति की प्रशंसा करिा ह। िह अपने घोड़े को न न िाल िलने के ललए कहिा ह। सार घोड़े से िने की िाल खाने और िने की िाल खाकर अपना जांू दिखाने के ललए भ कहिा ह।</p> <p>यह अध्याय प्रत्येक ज विि प्राण के प्रति प्रेम और सम्मान का महत्त्व लसखािा ह।</p> <p>फलों ि सन्जियों के नाम</p> <ol style="list-style-type: none"> 1. बच्ों को फलों और सब्जियों के नाम लसखाना। 2. बच्ों को फलों और 	<p>बच्ों के ललए चित्र दिखकर दिन के नामों को समझाना बहुि प्रभाि हो सकिा ह।</p> <p>उाहरण के ललए:</p> <p>रविार . सूरज का चित्र</p> <p>सोमिार . स्कूल की ककिाब और बग</p> <p>मंगलिार . खेल का चित्र</p> <p>बुधिार . पढ़ाई का चित्र</p> <p>गुरुार . व्यायाम या योग का चित्र</p> <p>इस िरह बच्ों को दृश्य माध्यम से दिन के नामों को याि करायल जा सकिा ह।</p> 	<p>बच्ों को िास्विक ज िन की गतिविचध से यह लसखाने में मजल आएगा।</p> <p>कबरी झबरी बकरी (कविता)</p> <p>कविा से जुड़े शलियों का अभ्यास (शलियों का खेल) गतिविचध का उद्ेश्य: कविा के शलियों से जुड़े नए शलियों को बच्ों को लसखाना।</p> <p>विचध:</p> <p>बच्ों को कविा के शलि जसे "कबरी", "झबरी", "बकरी" आदि का अभ्यास करिएं। कफर बच्ों से इन शलियों को जोड़ने के ललए कहें, जसे "कबरी" से कोई और नया शलि जोड़ें। यह गतिविचध बच्ों के शलि भंरार को बढ़ाने में मिि करेग और िे कविा के शलियों को अच्छे से समझ पाएंगे।</p> <p>दोस्ती बैर् बनाने की गततविशिः</p> <p>उिश्य:</p> <p>बच्ों को लमत्रिा का महत्त्व समझाना। बच्ों की रिनात्मकिा और मोटर ब्स्कल्स को बढ़ािा िेना। बच्ों को कलल और लशल्य के माध्यम से िोस्विक के बंधन को मजेार िरीके से व्यक्कि करने का मौकल िेना।</p>
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सब्लज्यों के बर्तन के अंदर
को समझाना।

यह गतिविधि बच्चों को न केवल रिनात्मिका
और सजाट के कौशल लसखाि ह, बल्क उन्हें
िोस्ि के



				<p>3. बच्चों को फलों और सब्जियों के महत् को समझाना।</p> <p>4. बच्चों को फलों और सब्जियों के चित्रों को पहिानने में मिि करना।</p>		<p>महत् का एहसास भ कराि ह। िोस्ि का बैर् बच्चों के ललए एक प्यारा िरीका होगा अपन लमत्रि को एक स्थाय और संुिर यािगार के रूप में जोड़ने का।</p> <p>ममश्रित मिक्षण</p> <p>https://youtu.be/DbtIPF5trNM?si=TeAF_Ki75uKUW9xc</p> <p>https://youtu.be/LtUysCsSIZA?si=kl5xP0KtmlqoeBCQ</p> <p>https://youtu.be/lKodKMiF2YM?si=O7NN-LPHwDHv8cFf</p>
16 th - 30 अगस्त	खिरे में सांप पुनरािृ वि कायघ	लर्का - लर्की (स्त्र ललंग. पुब्लंग)	<p>खतरे में सांप</p> <p>इस अध्याय के माध्यम से, बच्चों:</p> <ul style="list-style-type: none"> - खिरे की ब्थति में ििुराई से काम लेने के महत् को समझेंगे। - जानिरीं के प्रति सहानुभूति और समझ को विकलसि करेंगे। . हर ककस की अपन क्षमि होि ह। एक ही सलाह हर 	<p>पाठ- 10 नाम िाले िज़द (पुरुष या स्त्री)</p> <p>बच्चों को स्त्र ललंग और पुललंग शलिों का अंिर समझाना।</p> <p>बच्चों को शलिों के प्रकार और उनके ललंग के बारे में लसखाना।</p> <p>बच्चों की भाषा कौशल और िािन क्षमि को बढ़ाना।</p> <p>किानी के माध्यम से समझाना</p>	<p>अनुभिात्मक मिक्षण</p> <p>खतरे में सांप</p> <p>इस अध्याय के ललए कुछ प्रश्न और गतिविचधयाँ:</p> <ul style="list-style-type: none"> - सांप खिरे में कसे पड़ गया? - सांप ने अपन जान कसे बिाई? - सांप के बारे में क्या जानना िाहि है? - एक सांप की कहान बनाएं जो खिरे में पड़ जािा ह। <p>लर्का - लर्की (स्त्रीमलंग. पुन्लंग)</p> <p>रचनात्मक लेखन</p> <p>आिश्यक सामग् :</p> <p>कागज और पेंलसल विचध:</p>	







					ककस के ललए काम नहीं कर सकि ।	कक्षा में एक सरल और रोिक कहान सुनाकर बच्िों को स्त्र ललंग और पुललंग के बारे में समझाया जा सकि ह। रंगों के नाम रंगों के नाम स खना बच्िों के संज्ञानात्मक, भाषाई और रिनात्मक विकास का एक महत्िपूणघ दहस्सा ह। इससे िे िस्िुओं में अंिर करना, उन्हें िगीकृि करना और अपने आसपास की िुतनया को बेहिर ढंग से समझना स खि हैं। रंगों के नाम से बच्िों में अिलोकन कौशल और स्मृति भ बढि ह।	बच्िों से कहें कक िे स्त्र ललंग और पुललंग के शलिों का उपयोग करके साधारण िाक्य ललखें। डिाहरण: “लड़का बग िे में खेल रहा ह।” “लड़की ककिाब पढ़ रही ह।” इस गतिविचध के िौरान बच्िे स्त्र ललंग और पुललंग के शलिों का सही उपयोग करेंगे। ममश्रित मिक्षण https://youtu.be/SNwDBAi3yi8?si=VKuiX2PBcdXmsimy https://youtu.be/kHEcLFkOlj0?si=iTh1fpYrjQemUkgb
मसतंबर	1 st 2 nd	अर्दणिावषणक परीक्षा					
अक्िबर (16 Days)	1 st - 15 th अक्िबर	आलू की सड़क झूलम झूली	एक/ अनेक (ििन) सब नामों के ललए (सिघनाम) पशुओं के नाम	मेरा विधालय- अनुच्छे ि	आल की सड़क हमें ककस भ काम को करने के ललए इिना उत्सादहि नहीं होना िादहए की हमें आस-पास होने िाली र्ाटनाओं का ध्यान न रहे।	पाठ-11- नाम िाले िजदों की संख्या - एक/ अनेक (िचन) ििन को समझाने के ललए िाटघ, फल शकार्घ, और दृश्य सामग् का उपयोग करें। जसे एक चित्र में एक लड़का (एकििन) और िूसरे में कई लड़के (बहुििन) दिखाए जाएं, बजससे ििन का अंिर	अनुभिात्मक मिक्षण एक/ अनेक (िचन) समूह गतिविचध : सामग् : ब्लप्स पर ललखे गए ििन के शलि। विचध: बच्िों को एक समूह में बांटें और उन्हें ब्लप्स िे, बजन पर एकििन और बहुििन शलि ललखे हों। बच्िों को लमलाकर यह ब्लप्स सही



			पक्षक्षर्यों के नाम		दिल्ली पब्लिक स्कूल बच्चों को आसान से समझ में आ सके। पाठ- 12- सिणनाम	िनि के अनुसार एक िाक्य में जोड़ने को कहें। उाहरण: "लड़की" (एकिनि), "लड़ककयाँ" (बहुिनि)।
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				<p>यह कविता उन सभी अलग-अलग खेलों के बारे में बताती है जिनमें बच्चे एक साथ खेल सकते हैं और बिपन का आनंद ले सकते हैं।</p>	<p>विचार और संवाद अभ्यास:</p> <p>बच्चों को संवाद करने के लिए कहें, जहाँ 'हैं' सिधनाम का प्रयोग करें। उदाहरण के लिए, "तुम क्या कर रहे हो?" और "मैं स्कूल जा रहा हूँ।"</p> <p>इस तरह के छोटे संवाद बच्चों को 'मैं', 'तुम', 'हैं', 'हम', 'हैं' जैसे सिधनाम समझने में मदद करेगा।</p> <p>पशुओं और पक्षियों के नाम</p> <p>पशु और पक्ष के बारे में जानकारी लेना :</p> <p>बच्चों को पशु और पक्षियों के नाम लिखाने के लिए, उनके बारे में थोड़ी जानकारी भेजें। जैसे "यह हाथ है, इसका लंबा सूँड़ होता है" या "यह मोर है, इसकी खूबसूरत पंख होती हैं।"</p>	<p>कफर विनि के अनुसार वाक्य बनाने के लिए कहें।</p> <p>ममश्रित शिक्षण</p> <p>https://youtu.be/IPXtitM-g3Y?si=wDlo85nJO05sM9-p</p> 
<p>16th - 30th अक्टूबर</p>	<p>भुट्टे फूली रोटी</p> 	<p>विशेषता बिना शिल्लिका (विशेषण) मदहनों के नाम</p>	<p>विश्वमेरा विधालय रू अनुच्छेद चित्र लेखन</p>	<p>भुट्टे</p> <p>इस पाठ में नाना के नाना बाजार गए और वहाँ से खूब सारे भुट्टे लाए। रं आकर उन्होंने नाना के लिए भुट्टे भुने। नाना ने ज भरकर भुट्टे खाए। नाना और नान</p>	<p>पाठ- 13- विशेषण</p> <p>विशेषण वाक्य तन्माणण : बच्चों को कुछ साधारण शिल्लिका, जैसे: "बड़ा", "छोटा", "सुंदर", "उठा", "जिज्ञ" आदि।</p> <p>बच्चों से कहें कि वे इन शिल्लिका का प्रयोग करके</p>	<p>अनुभवात्मक शिक्षण</p> <p>विशेषता बताने वाले जिज्ञ (विशेषण)</p> <p>रंग न विशेषण कार्डघस सामग्री: रंग न कार्डघस, रंग न पेंसिल विचध: बच्चों को रंग न कार्डघस दें और कहें कि वे उन पर विशेषण शिल्लिका लिखें, जैसे "सुंदर",</p>

				ने भ भुट्टे खाए। फली रोिी	दिल्ली पब्लिक स्कूल िाक्य बनाएं, जैसे "यह लड़का बड़ा ह", "यह लड़की सुंिरि ह", "यह पुस्िक छोटी ह"।	"बड़ा", "मोटा", "प्यारा" आदि। कफर उन कार्डघस को बच्िों से उठाकर िाक्य बनाने को कहें। उाहरण:
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इस कहान से हमें यह सखलमलि ह कक मेहनि और िूसरों की मिि से हम ककस भ काम को कर सकि हैं।

इस गतिविचध के द्ारा बच्िे िाक्य बनाने के िौरान विशेषण का उपयोग करना सखेंगे।

महीनों के नाम

महीनों के नाम लसखाने के बाि बच्िों से कुछ आसान सिल पूछें, जसे:

“ककस महीने में दिाली होि ह?”

“मई में ककस मौसम की शुरुआ होि ह?”

“अक्टूबर में ककस त्योहार की ियारी होि ह?”

हर महीने के बारे में बच्िों को मौसम, त्योहार और र्नाओं के बारे में भ समझाना िादहए िाकक बच्िों को महीनों के नाम याि करने में आसान हो।

श्रत्र लेखन

लेखन की ियारी:

बच्िों को पहले विषय के बारे में जानकारी िें,

िाकक िे उस पर अच्छे से विार कर सकें। उाहरण के ललए, यदि विषय “मेरा वप्रय खखलौना” ह, िो पहले बच्िों से उनके वप्रय खखलौने के बारे में बाि करें।

“यह फूल संुिर ह।”

“यह लड़का मोटा ह।”

इस गतिविचध से बच्िे विशेषण को अच्छे से समझेंगे और रंग न कार्डघस के माध्यम से इसे और भ रोिक िरीके से याि करेंगे।

महीनों के नाम

महीनों का िाटघ बनाना

सामग्: कागज, रंग न पेंलसल, महीनों के नाम विचध:

बच्िों को महीनों का िाटघ बनाने के ललए कहेँ बजसमें

िे महीनों के नाम और उससे जुड़ र्नाओं या मौसम के चित्र राल सकि हैं।

उाहरण: “जनिरी में सि होि ह”, “अगस्ि में बाररश होि ह”।

बच्िे इस िाटघ को कक्षा में लटका सकि हैं िाकक िे महीनों के नामों को बार-बार िेख सकें।

ममश्रित मिक्षण

<https://youtu.be/JYBHbHQAfRA?si=uuJcrh2Ui56eUeru>

<https://youtu.be/jo9V5GJWJI?si=hHAoT8twRdamx2bZ>

<https://youtu.be/04XoNxFuU9U?si=25ejemNmKi1G3Zcy>



						बच्चों को बिएं कक लेखन में क्या-क्या बािेंं शालमल करन िादहए। जसे - पररिय, विरिण, और तनष्कषघ।	https://youtu.be/Mub-0GVeqjU?si=v1SikgCOQ4g1LNcM
निंबर (18 Days)	1st-15th निंबर	मेला बरखा और मेर्ा	काम बिने िाले शलि (कक्रया) दहंी की चगनि - 11 . 20 (मौखखक ि ललखखि)	मेरे वपिा -अनुच्छेि	मेला मेला एक ऐसा स्थान ह जहाँ बच्िे बहुि ही आनंि ले सकि हैं। मेले में जाकर बच्िे नए-नए अनुभि प्राप्ि कर सकि हैं और अपने िोस्िों के साथ मस्ि कर सकि हैं। बरखा और मेर्ा इस कहान से हमें यह लशक्षा लमलि ह की साथ लमलकर एक-िूसरे के सहयोगसे कदठन िुनौि का भ सामना ककया जा शकि हैं।	पाठ- 14- क्रिया कहान के माध्यम से कक्रया लसखाना बच्िों को कहान के माध्यम से कक्रया लसखाना एक प्रभाि िरीका ह। िाहरण के ललए, एक छोटी स कहान बनाएं ब्जसमें विलभन्न कक्रयाओं का प्रयोग ककया गया हो: कहान का िाहरण: “एक बार की बाि ह, एक छोटा सा बच्िा िौड़िा हुआ स्कूल जा रहा था। रास्िे में िह गािा हुआ िला गया। रास्िे में उसने एक बबल्ली को िेखा जो सो रही थ। बच्िा उसे िेख कर हंसा और कफर िह अपन पढ़ाई में मगन हो गया।” इस कहान को पढ़ाने के बाि बच्िों से कहें कक िे उसमें से कक्रया पहिनें। जसे- “िौड़ना”, “गाना”, “सोना”, “मगन होना” आदि।	अनुभात्मक मिक्षण काम बताने िाले िज़द (क्रिया) कक्रया पहिानने का खेल: बच्िों को विलभन्न कक्रयाओं के चित्र िेंं और उनसे कहें कक िे उन चित्रों को िेखकर कक्रया पहिनें। जसे, एक चित्र में कोई िौड़ रहा हो, िो िे पहिान सकें कक यह कक्रया िौड़ना ह। बच्िों को मुद्राओं के खेल (पंउम ळंउम) में भ शालमल ककया जा सकि ह, ब्जसमें िे एक कक्रया को बबना बोले केिल इशारों से दिखाएं, और बाकी बच्िे िह कक्रया पहिनें। जसे - िौड़ना, सोना, गाना आदि। लमचिि लशक्षण https://youtu.be/kiUosmGQPE4?si=4wkyU7XY3eqyIMQ0 https://youtu.be/haSEpMrHDgk?si=eXe2YWn3m1TYa8mw https://youtu.be/zNzf1UO-3WY?si=6pA1qnsdYelaxkV9





<p>16th - 30 निंबर</p>	<p>होली जन्मदिन पर पेड़ लगाओ</p>	<p>उल्टे अक्ष विलोम शलि (विलोम शलि)</p>	<p>अपदठि गधांश</p>	<p>विलोम शलि इस कविता में होली के त्योहार का आनंद और उत्साह का वर्णन किया गया है। कविता के अनुसार, होली एक रंगों का त्योहार है, जहाँ से सभी लोग बहुत खुश से मनाते हैं। होली का त्योहार लोगों को एकजुट करेगा और उन्हें प्रेम और भाईचारे का संदेश देगा। जन्मदिन पर पेड़ लगाओ इस कविता में पेड़ों के महत्त्व पर प्रकाश डाला गया है। पेड़ हमारे जीवन के लिए बहुत जरूरी हैं। हमें ऑक्सिजन प्रदान करते हैं। पेड़ लगाने से</p>	<p>पाठ- 8 विलोम श्लोक श्रुतों का प्रयोग बच्चों को विलोम श्लोक लसखाने के लिए चित्रों का उपयोग करना बहुत प्रभावी होगा। उदाहरण के लिए पर: बड़ा और छोटा के श्रुत हदखाएं। ऊँचा और तनी के चित्र दिखाएं। इससे बच्चों को श्लोकों का सांख्यिक अर्थ समझने में मदद मिलेगी। अभ्यास के खेल बच्चों को विलोम श्लोकों को जोड़ने का खेल खेलाया जा सकता है। उदाहरण के लिए, कागज पर कुछ श्लोक लिखे जाएं और बच्चों को उनके विलोम श्लोक जोड़ने के लिए कहा जाए। समान और विपरीत श्लोक मिलाना: जैसे "सूरज - चाँद", "दिन - रात", "बड़ा - छोटा", "गमक - ठंडा" आदि। अपठित गीत</p>	<p>https://youtu.be/1L4jOhW5pGw?si=EAldETPbD1xFR242 अनुभवात्मक शिक्षण विलोम शलि होलिका के दिन पर लड़कियों का नाटक होली की पौराणिक कथा को बच्चों के बड़े छोटे नाटक के रूप में प्रस्तुत किया जा सकता है। उदाहरण: बच्चों को होलिका के दिन की कहानी सुनाएं और कथकलन उनका अभिनय करवाएं। कुछ बच्चे होलिका और कुछ बच्चे प्रह्लाद की भूमिका निभाएं। इस गतिविधि से बच्चे कहानी को अच्छे से समझ सकेंगे और उन्हें रंगों के त्योहार के पीछे का संदेश भी समझेंगे। विलोम श्लोकों का पेड़ बनाना सामग्री: कागज, रंग, पेंसिल या मार्कर कक्रिया: बच्चों से कहा जाए कि कागज पर एक पेड़ बनाएं। कथकलन पेड़ की शाखाओं पर कुछ विलोम श्लोकों को जोड़े लखें। उदाहरण: "उच् - तनक", "सूरज - चाँद", "बड़ा - छोटा", आदि। बच्चों को विलोम श्लोकों को पेड़ की शाखाओं में जोड़ने का काम दिया जाए।</p>
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					<p>कर सकि हैं और एक बेहिर भविष्य का तनमाघण कर सकि हैं।</p> <p>गद्यांश पढ़ने के बाि, बच्िों से उसके मुख्य बंबिुओं या विारों को पूछें।</p> <p>बच्िों को यह समझाने के ललए प्रेररि करें कक गद्यांश का मुख्य विार क्या था, और क्या संिश दिया गया ह।</p> <p>सरल िाक्यों में उन्हें संक्षेप में गद्यांश का अघ समझाने को कहें।</p> <p>बच्िों से गद्यांश के आधार पर सरल और स्पष्ट सिल पूछें। सिलों में उनके ध्यान को गद्यांश की जानकारी पर केंद्रि ककया जाए।</p>	<p>उद्िश्य: बच्िों के ललए यह एक रिनात्मक गतिविध होग, बजसमें िे विलोम शलिों को अच्छे से समझ सकेंगे।</p> <p>ममश्रित मिक्षण</p> <p>https://youtu.be/aHhG4dCeA-k?si=DiACDO7nmoV2wPn7</p> <p>https://youtu.be/nRj8hEJYt8o?si=sCkekpODDv2UO6Pu</p> <p>https://youtu.be/J82UdyMLyJU?si=7p4DbIlg9CagZ0-Oc</p>	
हदसंबर (15 Days)	1 st -15 हदसंबर	हिा ककिन प्यारी ह ये िुतनया	समानाथी शलि	अपदठि गधांश	<p>ििा</p> <p>इस कवििा में एक छोटी लड़की मुन्न के साथ हिा की शरारिों की कहान ह। कवििा की शुरुआि में, हिा ऊपर-न िे, िाँ-बाँ साँय-साँय कर बह रही ह। यह</p>	<p>पाठ- 7 समानाथी िज़द</p> <p>बच्िों के ललए समानाथी शलिों के अभ्यास के िौरान उन्हें तनमूललखखि कायघ कराए जा सकि हैं।</p> <p>चित्रों के माध्यम से: बच्िों को चित्र दिखाकर समानाथी शलिों की पहिान करिाई जाए। िाहरण के ललए, "खुश" और "आनंदिि" शलिों</p>	<p>अनुभात्मक मिक्षण</p> <p>ििा</p> <p>हिा से संग ि बनाना</p> <p>सामग् : बांसुरी, स टी</p> <p>कक्रया: बच्िों को स टी या बांसुरी जसे िाद्यंत्र दिए जाएं, बजससे हिा से संग ि उत्पन्न होिा ह। कफर उन्हें यह दिखाया जाए कक हिा से संग ि कसे बनिा ह।</p>





				<p>मुन्न को छेड़ि ह और पेड़ पर िढ़ जाि ह। हिा मुन्न से कहि ह िह हाथ नहीं आँग और िूर उड़ जाएग। मुन्न हँसकर हिा से कहि ह कक िह उसे फुगो में पकड़ लेग।</p> <p>ककिन प्यारी ह ये िुतनया</p>	<p>का चित्र दिखाकर बच्िों से पूछा जाए कक इनमें क्या समानिा ह।</p> <p>समानाथी शलि लमलाना: बच्िों को एक सूि िी जाए बजसमें एक शलि और उसके समानाथी दिए जाएं, और उनसे उन शलियों को जोड़ने को कहा जाए।</p> <p>उिाहरण: अच्छा → उिम, संुि → रूपिान</p> 	<p>समानाथी िज़द</p> <p>समानाथी शलि लमलाने का खेल सामग्: कार्डघस या कागज की पट्टियाँ, बजन पर शलि ललखे हों।</p> <p>कक्रया: बच्िों को िो समूहों में बांटकर एक समूह को एक शलि दिया जाए (जसे "बड़ा") और िूसरे समूह को उस शलि का समानाथी शलि (जसे "विशाल") दिया जाए। कफर बच्िों से कहा जाए कक िेे सही समानाथी शलि जोड़ें।</p> <p>उिाहरण:</p> <p>बड़ा → विशाल अच्छा → उिम संुि → रूपिान</p> <p>उद्ेश्य: इससे बच्िे समानाथी शलियों को पहिानने में सक्षम होंगे और उनके अघ को भ समझ सकेंगे।</p> <p>ममश्रित मिक्षण</p> <p>https://youtu.be/iZ-duHLDrCk?si=ACL06XhRIGc9Lkip</p> <p>https://youtu.be/NDk3b_6JP_0?si=Kd7b6Wyx9KikSYs8</p>
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<p>16th - 25th हदसंबर</p>	<p>िां ि का बच्िा</p>	<p>पुनरािृवि कायघ</p>	<p>चित्र लेखन</p>	<p>चांद का बच्चा इस कवििा में एक बच्िा िाँि को िेखकर उसकी िुलना अपने साथ करिा ह। उसे लगाि ह कक िाँि बहुि छुटा</p>	<p>चित्र लेखन विषय से पररचय : सबसे पहले बच्िों को चित्र लेखन का उद्िेश्य और उसका महत्ि समझाया जाए। उाहरण के ललए, उन्हें बिाया जाए कक चित्र के माध्यम से हम अपन कल्पनाओं और वििारों को व्यक्ि कर सकि हैं।</p>	<p>अनुभात्मक लशक्षण चाँद िाँि का आकार और ब्स्थति सामग्: िाँि के विलभन्न आकारों (पूणघ िाँि, आंलशक िाँि, नि िाँि) के चित्र।</p>
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				<p>और पिला ह। िह सोििा ह कक िाँि भ एक बच्िा ह, ब्जसे अपने वपिा ने बाहर खेलने के ललए भेजा ह। िह अपन माँ से पूछिा ह कक कल क्पों उसने उसे अपना िाँि कहा था।</p>	<p>श्रचत्र बनाना : बच्िों को चित्र बनाने के ललए प्रेररि ककया जाए, ब्जसमें िेे अपन कल्पनाओं को कागज पर उकेर सकि हैं। बच्िे चित्र में िस्िुओं, जानिरों, या मनपसंि स्थानों का चित्र बना सकि हैं।</p> <p>िाक्य तनमाणि: चित्र बनाने के बाि बच्िों से कहा जाए कक िेे चित्र के बारे में कुछ िाक्य ललखें।</p> <p>समि कायणि: बच्िों को छोटे समूहों में बांटरु उन्हें एक ही विषय पर चित्र बनाने और ललखने के ललए प्रेररि ककया जाए।</p> <p>प्रस्तुतति: बच्िों से कहा जाए कक िेे अपन चित्र लेखन गतिविचध को कक्षा में प्रस्िुि करें। यह बच्िों को आत्मविश्िास प्रिन करिा ह और उनकी लेखन क्षमिा को बढािा ह।</p> <p>रिनात्मकिा और आलोिना: बच्िों को प्रोत्सादहि ककया जाए कक िेे अपन रिनात्मकिा को व्यक्ि करें। उन्हें अच्छे विारों के ललए सराहा जाए और जहां सुधार की आिश्यकिा हो, िहां सरल िरीके से मागघिशघन दिया जाए।</p>	<p>कक्रया: बच्िों को िाँि के विलभत्र आकार दिखाए जाएं और उनसे पूछा जाए कक िेे इनमें से कौन सा आकार िेेखि हैं और िह कब दिखाई िेेिा ह। पूणघ िाँि आंलशक िाँि नि िाँि ि उद्िेश्य: बच्िों को िाँि के आकार और उसकी ब्स्थति के बारे में समझाने के ललए यह गतिविचध की जा सकि ह। इससे बच्िों को िाँि के रूप और समय के बिलानि के बारे में जानकारी लमलेग।</p> <p>ममश्रित मिक्षण</p> <p>https://youtu.be/pzNI_4ZngQ0?si=jWbV8GGDgbRd2j05</p>
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<p>जनरी (13 Days)</p>	<p>1st - 15th जनरी</p>	<p>अक्षर गि (कवि ा)</p>	<p>पुनरािृवि कायघ</p>	<p>अपदठि गधांश</p>	<p>अक्षर गीत (कविता) इस अध्याय में दहंिी िणघमाला के अक्षरों को कवििा के रूप में प्रस्िुि</p>	<p>पुनरािृवि कयण पुनरािलोकन के िौरान बच्िे अपन कमजोररयों और कदठनाइयों पर ध्यान िे सकि हैं। कुछ विषय या विषयिस्िुएं बच्िों के ललए कदठन हो</p>	<p>पअनुभात्मक मिक्षण अक्षर गीत िणघमाला के बांसुरी खेल</p>
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				<p>ककया गया ह। कविा में अक्षरों के नाम और उनके उच्ारण के बारे में बियाया गया ह।</p> <p>इस अध्याय के माध्यम से, बच्ोः</p> <p>- दहंी िणघमाला के अक्षरों</p> <p>को पहानने और पढ़ने का अभ्यास करेंगे।</p>	<p>सकि हैं, और पुनरािलोकन में उन्हें उन कदठन पहलुओं पर अचधक ध्यान िेने का समय लमला ह।</p> <p>पुनरािलोकन के समय बच्ोः को उनकी वपछली पढ़ाई में ककस विषय के बारे में नई जानकारी लमल सकि ह या कुछ और बेहिर िरीके से समझ में आ सका ह।</p>	<p>सामग्ः कोई संग ि, बांसुरी की धितन या ककस अन्य िस्िु की आाज</p> <p>कक्रया: बच्ोः से कहा जाए कक जब एक विशेष अक्षर की धितन सुन जाए, िो िे उस अक्षर के बारे में एक शलि बोलें। िाहरण के ललए, "अ" की धितन सुनि ही बच्िे "अच्छा" बोल सकि हैं।</p> <p>उद्ेश्य: यह खेल बच्ोः को अक्षरों की धितनयों से पररचि करने के ललए एक मजेार िरीका ह, ब्जससे िे न लस्र्म्य अक्षर बल्क शलियों की भ पहान करेंगे।</p> <p>ममश्रित मिक्षण</p> <p>https://www.youtube.com/live/PFfcZwtlbQU?si=rsUjOnk1i0uWISMg</p>
16 th - 31 st जनिरी	पुनरािृवि कायघ	पुनरािृवि कायघ	पुनरािृवि कायघ	<p>पुनरािृवि कायघ</p> <p>बच्ोः को परीक्षा से पहले सभ विषयों का पुनरािलोकन कराना जरूरी होा ह िाकक उन्हें जो ज्ञान पहले से लमला हो, उसकी पुष्ट हो सके।</p>	<p>पुनरािृवि कायघ</p> <p>इससे बच्ोः को यह सुतनब्श्ि होा ह कक िे सभ महत्िपूणघ िथ्यों, शलियों, संख्याओं और विारों को सही िरीके से याि कर पा रहे हैं और उन्हें सही िरह से समझ पा रहे हैं।</p> <p>उद्ेश्य: बच्ोः को सही जानकारी को दढ़ करना और यह सुतनब्श्ि करना कक उनका ज्ञान सटीक ह, िाकक िे परीक्षा में बबना ककस भ्रम के उिर िे सके।</p>	



फ़रिरी		पुनरावि कयण एि िावषणक परीक्षा		
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माध्यम	विषय	विषय	विषय
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इकाई परीक्षा, अर्द्धावधि परीक्षा और अर्द्धावधि परीक्षा पाठ्यक्रम

TEST	SYLLABUS	DATE
प्रथम इकाई	व्याकरण: मात्राएँ, भाषा, णिघमाला (स्त्रि), णिघमाला (व्यंजन) सादहत्य: म ना का पररिार, िािा- िािी	DD.MM.YY
द्वितीय इकाई	व्याकरण: मात्राएँ, मात्रा चिन्ह, संयुक् ि व्यंजन, आओ शलि बनाएँ, दहंिी की चगनि (1 - 10) अंको और शलिों में, णिघ, मै-अनुच्छेि सादहत्य: रीना का दिन, रान भ, लमठाई	DD.MM.YY
अर्द्धावधि परीक्षा	व्याकरण: हमारी भाषा, भाषा के रूप, दहंिी की चगनि : 1 - 10- अंको और शलिों में, णिघ, नाम िाले शलि (संज्ञा) नाम क से क से, दिनों के नाम, फ़लों के नाम, सब्लजयों के नाम, मै-अनुच्छेि, मेरी प्यारी माँ- अनुच्छेि, लर्का - लर्की (स्त्र ललंग. पुब्ल्लंग) सादहत्य: ि न साथ , िाह मेरे र्ोड़े, खिरे में सांप, रीना का दिन, िािा- िािी मौखक: कविा - िंिा मामा िूर के, मुगाघ बोला कुकरू कंू, कबरी झबरी बकरी	DD.MM.YY
तृतीय इकाई	व्याकरण: एक/ अनेक (ििन), सब नामों के ललए (सिघनाम), पशुओं के नाम, पक्षकयों के नाम, मेरा विधालय- अनुच्छेि, विशेषि बिाने िाले शलि (विशेषण), चित्र लेखन, रंगों के नाम सादहत्य: आलू की सड़क, भुटे, फूली रोटी	DD.MM.YY



चतुर्थ इकाई	व्याकरण: मदहनों के नाम, काम बिने िाले शलि (कक्रया), दहंिी की चगनि - 11-20 अंको और शलिों में, मेरे वपिा-अनुच्छेि, अपदठि गधांश, चित्र लेखन सादहत्य: मेला, बरखा और मेर्ा, होली, जन्मदिन पर पेड़ लगाओ	DD.MM.YY
विषयक परीक्षा	व्याकरण: उल्टे अक्ष िाले शलि (विलोम शलि), समानाथी शलि, अपदठि गधांश, दहंिी की चगनि - 1-20 अंको और शलिों में, अनुच्छेि- मेरे वपिा, मेरा विधालय, अपदठि गधांश, मदहनों के नाम, काम बिने िाले शलि (कक्रया), एक/ अनेक (ििन), सब नामों के ललए (सिघनाम), पशुओं के नाम, पक्षक्षयों के नाम, विशेषिा बिाने िाले शलि (विशेषण), नाम िाले शलि (संज्ञा), भाषा के रूप, दिनों के नाम सादहत्य: हिा ककिन प्यारी ह, िुतनया, िांि का बच्िा, बरखा और मेर्ा, आलू की सड़क मौखक: कवििा- झूलम झूली, होली, अक्षर ग ि (कवििा) इमला के शलि	DD.MM.YY


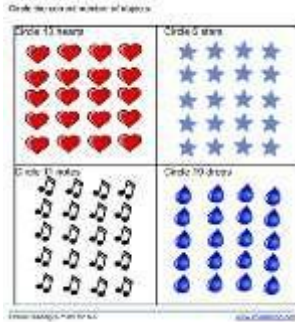

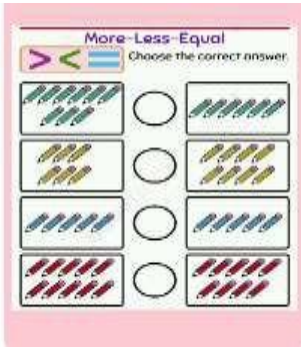


DELHI PUBLIC SCHOOL DEHRADUN

SYLLABUS BIFURCATION - SESSION 2026-27

to CLASS: **I** SUBJECT- **MATHEMATICS**





MONTH	FORTNIGHT	TOPIC	CONTENT	INTEGRATED APPROACH	EXPERIENTIAL & BLENDED LEARNING
APRIL (19)	6 th -15 th APRIL	Shapes and Space (Joyful mathematics) Numbers 	Distinguish between 'Near and Far' & 'Top and 'Bottom' Distinguish between Above Below, On and under Foundation of Numbers Counting 1-300 Missing numbers(1-300) Number names (1 to 50) Backward counting (50 to 1) What comes before, after and in between	AI -Art- To count and write numbers of the pictures related to the concept. MI -Dice game- While rolling the ball children will be asked to sing in rhythm and perform an action for each roll. ID - Indoor Sports	EL : Counting games  kids learn to count - forward, backward, by 1's, 2', 3s, 5's, and 10s. These worksheets will also give kids practice in writing and recognizing numbers and number words. BL : https://www.k5learning.com/free-math-worksheets/first-grade-1/number-charts
	16 th -30 APRIL	Numbers Addition Recap 	Counting 1 -300 -Comparison of two/ three digit numbers (>, <, =) (up to 300), Ascending order/ Descending order Addition Recap(two digit) Without carryover	AI -- To draw ascending and descending pyramid in increasing and decreasing order to understand the concept. MI - Problem solving and logical Thinking -Basic Patterns and Sequences Students learn to recognize patterns, such as alternating colors or numbers (e.g., red, blue, red, blue, etc.). ID - Science:	EL : 1. Comparision of numbers https://youtu.be/sZyWp_dSwdM 

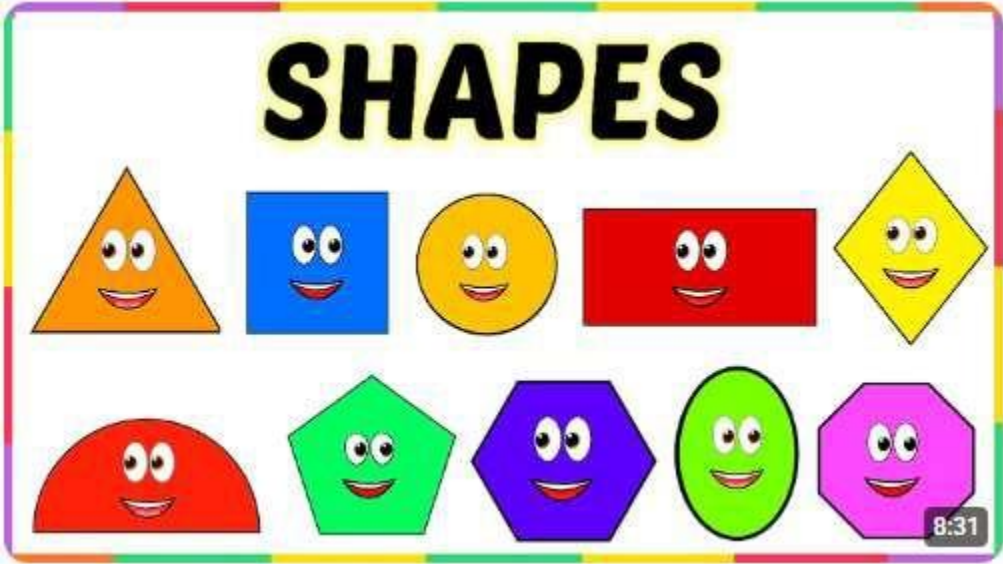







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SYLLABUS BIFURCATION - SESSION 2026-27

				<ul style="list-style-type: none"> Counting and Adding Objects: In science lessons, students can count and add objects like leaves, flowers, or even animals to understand basic concepts in nature. For example, adding up how many legs different animals have or how many seeds are in different types of fruits 	
MAY (15Days)	1 ^s -15 MAY	Numbers 	Read, count and write numbers (301-500) with related concepts Skip counting by 2 Table of 2	AI- Place Value with Base-Ten Blocks Art Activity: Students can create artwork using base-ten blocks, which represent tens, ones, and sometimes hundreds. Students could draw or build a picture (like a house, a car, or a tree) using base-ten blocks to show the place value of each digit. For example, to represent the number 23, they could draw two tens and three ones, showing that 2 represents tens and 3 represents ones.	EL-: Activity: "Skip Counting Hopscotch" 
	16-20 th MAY	Textbook- Learning composite Mathematics Addition	Backward counting (100-1) -Number names (51 - 80) Numerals 51-80 - Expanded Form and Compact Form -Addition (Double digit numbers with carryover) - Place value and Face value	MI-1. Backward Counting Relay Race Activity: Set up a relay race where students run to a point and back, counting backward as they go	BL- https://youtu.be/aTB-6KIYPg8?list=RDatB-6KIYPg8






		Shapes	-2D shapes Circle , semicircle, square , triangle, rectangle	ID- Sports	
JUNE	REVISION and Activities (if any class)				
JULY (22 Days)	1 st -15 JULY	Numbers 	-Read, count and write numbers (501-600) and related concepts Number names 81-100 Numerals 81-100 -Addition (Double digit with carryover) (TO) - Subtraction without borrow(TO)	AI- MI-3. Skip Counting Songs Activity: Create a skip counting song Use song based on skip counting by 2s, 5s, or 10s.Students could learn the skip counting pattern through the rhythm. ID- MUSIC	EL-: Addition with Physical Objects (Hands-On Learning) <ul style="list-style-type: none"> Objective: Make addition tangible and engaging using everyday objects. Materials: Small objects such as buttons, coins, blocks, or toys. Activity: Give students a set of objects, and ask them to physically combine two groups of items to practice addition. <ul style="list-style-type: none"> Example: "You have 3 red blocks and 2 blue blocks. How many blocks do you have in total?" Students will count the blocks after putting the two groups together.   BL- https://images.app.goo.gl/HUCrpdzypJn7poN8
	16 th -31 JULY	Numbers 	-Read, count and write numbers (601-700) and related concepts -Backward counting (100-1) -Table of 3 , 4 -Skip Counting by 3 and 4	AI- Create a kitchen garden in school to get fresh fruits vegetables and delicious herbs where children learn the skill of growing there own food. In each row there are four rows of carrots .students could learn the method of multiplication through simple data technique.	



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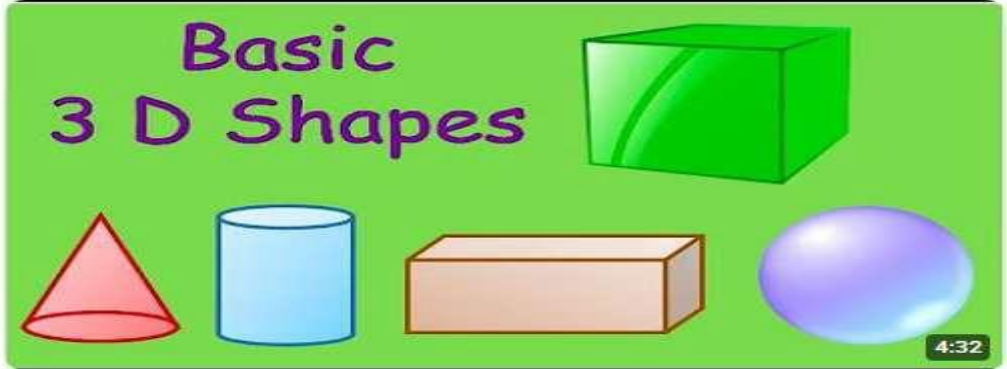
SYLLABUS BIFURCATION - SESSION 2026-27

		<p>Multiplication (X)</p> 	<p>-Number Names (101-120)</p> <p>Single digit multiplication(TO)</p>	<p>MI-Students will be asked to recite the poem related with tables</p> <p>ID- Science and Music</p>	<p>BL- https://youtu.be/U1c2jM7-XKo?si=hnuSFuGjv-ShDaZ4</p> <p>EL- Number Hunt (Exploration and Discovery) Activity: Hide number cards around the classroom or playground. Each card will have a number on it, and students must find the cards and write down the correct number name next to it.</p> <p>Multiplication Bingo </p> <p>3.</p> <ul style="list-style-type: none"> Activity: Create bingo cards with answers to multiplication problems (e.g., 2, 4, 6, 8, etc.). Call out multiplication questions (like "What's 2 x 3?") and let students mark the answers on their cards. <p>How it helps: It's a fun and competitive way for students to practice multiplication</p>
<p>AUG (19 Days)</p>	<p>1st -15 AUG</p>	<p>Numbers</p> 	<p>Counting (701-800) and related concepts</p> <p>Number names (121-150)</p> <p>Numerals 121-150</p> <p>Even and Odd numbers</p>	<p>AI- To teach even and odd numbers students will be asked to stand in pairs . If any student left without a partner will be tagged as an odd number and others will be as even numbers. Through this activity the topic of even and odd number will be introduced.</p> <p>MI-With the help an activity students will be asked to pop up balloons and later will be counted</p>	<p>EL-Even and Odd Number Sorting Activity</p> <p>Materials Needed:</p> <ul style="list-style-type: none"> A set of number cards (1-20 or higher, depending on your class level) Two containers or boxes labeled "Even" and "Odd" <p>Activity:</p> <ul style="list-style-type: none"> Hand out the number cards to the students. Ask the students to decide whether the number on their card is even or odd.



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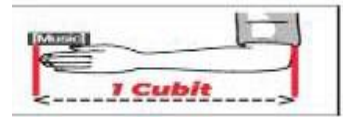



SYLLABUS BIFURCATION - SESSION 2026-27

		<p>Multiplication (X)</p> <p>Double digit multiplication(TO) With carryover</p> <p>Statement sums (Addition)</p>	<p>as how many balloons were popped by them.</p> <p>ID- Sports</p> <p>Statement sum with complete statements. (TO)</p>	<p>• They will then walk up to the containers and place their card in either the "Even" or "Odd" box, depending on the number.</p>  <p>BL-https://images.app.goo.gl/QS58XXNLqYFTawW49</p>	
	<p>16th -30 AUG</p>	<p>Numbers</p> <p>Addition/ Subtraction</p> <p>-3D Shapes</p>	<p>Table of 5</p> <p>-Skip counting by 5</p> <p>-Subtraction (double digit, with borrow) (TO)</p> <p>-Statement Sums (Addition)</p> <p>Cube</p> <p>Cuboid</p> <p>Cylinder</p> <p>Star</p>	<p>AI- Hands-on Exploration: physical 3D shapes like cubes, spheres, cones, cylinders, pyramids, etc. will be shown to them . Let students touch and explore them. This will help them associate the names with the shapes.</p> <p>MI- With blocks or modeling clay students will build their own 3D shapes. This hands-on activity helps students understand the spatial relationships between the faces, edges, and vertices of the shapes.</p> <p>ID- Art and craft</p>	<p>EL- Shape Art</p> <ul style="list-style-type: none"> Objective: Create pictures using 2D shapes.  <p>Activity: Provide students with various cut-out shapes and let them create pictures or designs. For example, they can create a house using squares and triangles, a face with circles, or a boat with rectangles. This activity reinforces their understanding of the shapes and helps with creativity.</p> <p>BL- https://images.app.goo.gl/ti94rLoBha5ovFtCA</p>
<p>SEPT (23)</p>	<p>1st</p> <p>2nd</p>	<p>MID- TERM EXAMINATION</p>			
<p>OCT (16 Days)</p>	<p>1st -15th OCT</p>	<p>Numbers (801 to 900)</p>	<p>-Counting 801-900 and related concepts</p>	<p>AI- Measurement will be explained with the help of simple classroom objects.</p> <p>EL- Measure Length with Handspans and Footspan</p>	



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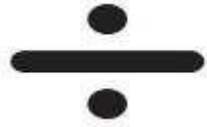

SYLLABUS BIFURCATION - SESSION 2026-27

 <p>Measurement</p> <p>Addition/Subtraction</p> 	<p>-Number names (151-170) Numerals 151-170 -Table of 6 -Skip counting by 6</p> <p>Length Weight Capacity</p> <p>-Hand span and foot span -By using objects Addition with carryover (HTO) -Mixed Operation -Number names 171-200 - Numerals 171-200 -Statement Sums with complete statement Subtraction (TO)</p>	<p>Students will be asked to see the difference between two things which is longer/shorter , heavy or light etc</p> <p>MI- Create a short story about characters who need to measure things around their house or school.</p> <ul style="list-style-type: none"> Example: "Tommy the Tiger is measuring his toy car, but it's too big for the ruler. He uses blocks to measure how long it is instead!" <p>ID- Storytelling</p>	<ul style="list-style-type: none"> Activity: Have students measure the length of various objects in the classroom (e.g., a table, a book, or a pencil) using their handspan. Students can line up their hands next to the object and count how many handspans it takes to cover the object Have students use their footspan to measure longer distances. For example, they could walk across the classroom or playground, counting how many footspans it takes to get from one side to the other   <p>BL- https://images.app.goo.gl/TC8XqemPAjAkVVEF7</p>
<p>16th -30th OCT</p> <p>Number</p> <p>Multiplication</p> <p>Calendar</p> 	<p>-Expanded form (1 - 900) -Compact form (1 - 900) -Multiplication of Double digit</p> <p>Days of the week</p> <p>Months of the year</p>	<p>AI- No of days in a week, , and Months of the year will be introduced and discussed.</p> <p>MI- Students will learn Days and Months with the help of rhyme and songs.</p> <p>ID- Music</p>	<p>EL- Birthday Chart</p> <ul style="list-style-type: none"> Objective: Reinforce months and days while learning about important events. Each student's birthday is written on a calendar. Students , and also practice finding other students' birthdays. 



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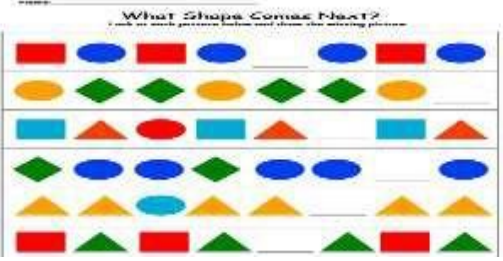


SYLLABUS BIFURCATION - SESSION 2026-27

					<p>BL- https://images.app.goo.gl/MTCgeLRAJBdKYoDS8</p> <p>EL- Clock Making Craft</p> <ul style="list-style-type: none"> • Objective: Teach students how to read a clock. • Materials: Paper plates, markers, scissors, and brads (for clock hands). • Instructions: Have the students create their own clocks by cutting out paper plates and drawing numbers from 1 to 12. Use a brad to attach two clock hands (hour and minute) so they can move.
<p>NOV (18 Days)</p>	<p>1st -15th NOV</p>	<p>Numbers</p> <p>Time</p> 	<p>-Counting 901-999 and related concepts</p> <p>-Number names (171-190)</p> <p>-Table of 7 , 8</p> <p>-Skip counting by 7 and 8</p> <p>(Seconds, minutes and hours, am and pm)</p> <p>-Clock reading</p> <p>-Draw hand</p> <p>-Show Time</p> <p>- Tell time e.g 2 o'clock / 2:00</p>	<p>AI- With the help of an analog clock the teacher will explain the difference between hour hand and minute hand. Additionally the teacher will explain the concept of o'clock , minutes, seconds , hours , am and pm.</p> <p>MI- Students will draw face of the clock and will show time in o'clock.</p> <p>ID- ART</p>	 <p>BL- https://youtu.be/j5taOie7jeQ</p>
	<p>16th -30 NOV</p>	<p>Numbers</p> <p>Division</p> 	<p>Counting continue till 999</p> <p>with related concepts</p> <p>Mixed operation</p> <p>Division of single digit</p>	<p>AI- The teacher will divide the class in 5 groups and each group will be asked to distribute 15 marbles equally among themselves. This practice exercise helps children visualize division and importance of equal parts.</p> <p>MI- Interactive Games:</p> <p>Use online tools or classroom games to make division more fun. For example, use manipulatives like blocks or even colored paper cutouts to divide into equal groups.</p> <p>ID- Sports</p>	<p>EL Division as Grouping</p> <ul style="list-style-type: none"> • Objective: Understand division as grouping items into equal sets. • Materials: Items like crayons, stickers, or coins. • Activity: <ul style="list-style-type: none"> ○ Give the students a set number of items (e.g., 12 crayons) and ask how many groups of 3 crayons they can make. ○ Students can physically count and group the items into equal sets. ○ Discuss the result: How many groups are there? How many items in each group? This activity helps students see that division is essentially finding out how many groups you can make. 



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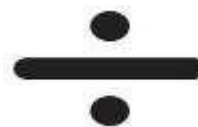

SYLLABUS BIFURCATION - SESSION 2026-27

<p>DEC (15 Days)</p>	<p>1st -15 DEC</p>	<p>Numbers</p>  <p>Patterns</p> 	<p>-Counting and related concepts (901-1000) -Table of 9 and 10 -Skip counting by 9 and 10 Patterns based on shapes, numbers, alphabets and figures</p>	<p>AI- To draw and complete the sequence of patterns based on shapes , alphabets or numbers.</p> <p>MI- Students will use movements or sounds to create patterns in the classroom. This adds an element of fun and physical activity to learning.</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Clap, Stomp, Clap, Stomp (Movement Pattern). • Snap, Tap, Snap, Tap (Sound Pattern). 	<p>BL- https://youtu.be/GqGL84sd1nc</p> <p>EL- Pattern Drawing</p> <p>Objective: Practice drawing and recognizing patterns. Materials: Paper, crayons, or markers. Activity:</p> <ul style="list-style-type: none"> • Provide students with a simple pattern to complete, such as circles, squares, and triangles. • Ask them to draw the next few shapes in the pattern. • Students can create their own patterns as well, such as alternating colors or shapes, and ask classmates to complete them.  <p>BLhttps://youtu.be/2Ryo_H3uLB4</p>
	<p>16th -31st DEC</p>	<p>Money</p> 	<p>Introducing currency sign, coins and rupees</p> <p>Mixed operation</p>	<p>AI- Give students real coins or play money and let them explore. Allow them to handle the coins and practice sorting them by type.</p> <p>MI- Students will draw coins and notes of different denominations and will write their value.</p> <p>ID- Art</p>	<p>EL- Store Play (Pretend Shop)</p> <p>Objective: Practice using money in real-life scenarios. Materials: Play money, toy items with price tags. Activity:</p> <ul style="list-style-type: none"> • Set up a pretend store in the classroom where students can "buy" and "sell" items. • Label toy items with price tags (e.g., 5 cents, 10 cents). • Students can take turns being the cashier or the shopper, using play money to buy items and give correct change.  <p>BL- https://youtu.be/PJuaR0drUKQ?si=YmkDpF73lLf6n2M</p>



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SYLLABUS BIFURCATION - SESSION 2026-27

JAN (17 Days)	1st -15th JAN	Data Handling  Tables	Representing simple data - Multiplication tables from 1 to 10. Dodging tables	<p>AI- Teacher will explain that "Data is information that we can collect and use to learn about something."</p> <p>MI- Students will track the weather condition for a week and record whether it is sunny , rainy , windy or cloudy.They will make a pictograph showing how many days were sunny , rainy , windy or cloudy.</p> <p>ID- Evs / Science</p>	<p>EL- Graphing Classroom Supplies</p> <p>Objective: Organize and analyze data. Materials: Classroom supplies (e.g., pencils, erasers, markers, crayons). Activity:</p> <ul style="list-style-type: none"> Have students count how many of each supply is in the classroom (e.g., how many red crayons, how many markers, etc.). Then, create a bar graph or pictograph to show how many of each item there are. Discuss the results, such as "Which supply do we have the most of?" or "Which supply do we have the least of?" <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p style="text-align: center;">Vegetables in Grandpa's Box</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">Onion</td> <td style="text-align: center;"></td> </tr> <tr> <td style="padding: 2px;">Beetroot</td> <td style="text-align: center;"></td> </tr> <tr> <td style="padding: 2px;">Squash</td> <td style="text-align: center;"></td> </tr> <tr> <td style="padding: 2px;">Cabbage</td> <td style="text-align: center;"></td> </tr> </table> <p>1. How many of each? <input type="checkbox"/> Onion <input type="checkbox"/> Squash <input type="checkbox"/> Beetroot <input type="checkbox"/> Cabbage</p> <p>2. Are there more cabbages or onions? _____</p> <p>3. Which vegetable counts to 3? _____</p> <p>4. What is the total number of vegetables in the box? _____</p> </div> <p>BL-https://youtu.be/vGltqHeBYGk</p>	Onion		Beetroot		Squash		Cabbage	
	Onion												
Beetroot													
Squash													
Cabbage													
16th -31st JAN	Division 	Recap of Division with single digit(only table of 2 and 3)	<p>AI- NA</p> <p>MI- NA</p> <p>ID- NA</p>	<p>EL- Division as Grouping</p> <p>Practice Sums:</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;">  </div> <p>BL-https://youtu.be/GqGL84sd1nc</p>									
FEB (23 Days)	1st 2nd	REVISION, Final Practical Exam & PROJECT WORK											
MAR (17)	1st 2nd	TERM EXAMINATION											



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SYLLABUS BIFURCATION - SESSION 2026-27

TEST	SYLLABUS	DATE
CT1	<ul style="list-style-type: none">• Numbers – counting 1-300• Backward counting 100-1• Number names 1-80• Numerals 1-80• , What comes before , after and in between? ,• Smallest and biggest number• Put the correct sign $>$, $<$ or $=$• Table of 2• Skip counting by 2's• Addition two digit without carryover.	DD.MM.YY
CT2	<ul style="list-style-type: none">• Numbers – Counting(1-700) and related concepts,• Number Names (1- 120)• Numerals 1-120 ,• Ascending order and Descending order,• Expanded and Compact form ,• Place value /Face value ,• Shapes 2D, Addition with carryover ,• Subtraction with borrow,• Table of 2 and 3 , Dodging tables , Skip counting by 2's and 3's	DD.MM.YY



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Mid Term	<ul style="list-style-type: none">• Shapes and Space• Numbers – Counting(1-800) and related concepts,• Even and odd numbers• Backward Counting (100-1),Number Names (1-170), Skip Counting (2 to 5), Tables (2 to 5• Addition(2 digit with carryover)• Subtraction(2 digit with borrow)• Shapes 2D and 3D• Statement sum with statement (Addition)	DD.MM.YY
CT3	<ul style="list-style-type: none">• Numbers – Counting(1-900) and related concepts,• Number Names (170-190),• Skip Counting by (5 ,6,7,)• Tables (5 ,6,7)• , Expanded and Compact Form• Days of the week• Months of the year• Multiplication• Addition/Subtraction (Statement sums)• Measurement• Calendar	DD.MM.YY
CT4	<ul style="list-style-type: none">• Counting 1-1000• What comes before ,after and in between?• Put the correct sign >,<or=• Number names (171-200)• Tables 8 , 9 and 10 , skip counting by 8's , 9's and 10's• Division• Patterns• Time ,• Money ,• Data Handling	DD.MM.YY
Final Term	<ul style="list-style-type: none">• Numbers – Counting(1-1000) and related concepts• Backward Counting 100-1)• Even and Odd numbers• Number Names / Numerals (1-200)• Tables 2-10• Skip counting by (tables 2 – 10)	DD.MM.YY



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| | <ul style="list-style-type: none">• Addition (with carryover)• Subtraction(with borrow)• Addition/Subtraction (Statement sums)• Shapes 2D• Shapes 3D• Expanded and Compact Form• Ascending order / Descending order• Measurement• Calendar• Multiplication of Double digit• Time• Division• Patterns• Money• Data Handling | |
|--|---|--|

NOTE-: Note: Following is the sample details to understand the **ABBREVIATIONS** used in **subject bifurcation** terms with the help of example:-

1. AI - Art Integration

Example: Teaching AI concepts through creative mediums like drawing, drama, or music.

- Students create **AI concept posters** (e.g., Neural Networks as a "Tree of Knowledge").
- Storytelling about an **AI assistant** helping in daily life.
- **Role-playing** AI and human interactions.

2. MI - Multiple Intelligences

Example: Designing AI lessons based on different types of intelligences.

- **Linguistic:** Writing a blog on AI ethics.
- **Logical-Mathematical:** Analyzing datasets to identify AI trends.
- **Bodily-Kinesthetic:** Acting out how an AI chatbot processes queries.
- **Musical:** Creating a song about AI terms.
- **Interpersonal:** Group discussions on AI's impact on society.

3. ID - Instructional Design

Example: Structuring AI modules for effective learning.

- Using **Bloom's Taxonomy** to plan AI lessons (e.g., understanding, applying, evaluating AI models).
- Designing **step-by-step AI curriculum** with assessments, hands-on projects, and feedback loops.
- Creating **interactive lesson plans** for AI ethics using real-world case studies.

4. EL - Experiential Learning

Example: Learning AI through hands-on experiences.



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- **Building a chatbot** using Python to understand Natural Language Processing (NLP).
- Conducting a **real-time AI survey** to analyze AI awareness in schools.
- **Simulating AI decision-making** with a game where students act as AI systems.

5. BL - Blended Learning



Example: Combining online and offline methods to teach AI.

- **Online AI coding tutorials** (e.g., Google Colab) + **classroom discussions**.
- **Virtual AI lab** experiments + **in-person AI model presentations**.
- Using **AI-powered learning platforms** (like Google AI Experiments) along with traditional teaching methods.



MONTH	FORTNIGHT	TOPIC	CONTENT	INTEGRATED APPROACH	EXPERIENTIAL & BLENDED LEARNING
APRIL (19)	6 st -15 th APRIL	About Myself My Body 	Favourite Colour Favourite Animal Favourite Food	AI- Make an emotions and feelings chart-When I am happy  When I am sad I cry  MI- Hands-On Exploration: Blind fold game.-It helps students to understand that we use sense organs to identify different things. ID- Things that we like and enjoy are called our favourite Encourage students to make friends irrespective of their gender, Body parts and their uses	EL- Concrete Experience (Hands-On Activity) Activity: Blind fold game- Blindfold students and ask them to identify different objects in the bag through touch, smell, taste ,or sound. The teacher guides the students whether to touch , smell . taste, or listen the object. BL- https://youtu.be/SUt8q0EKbms
	16 th -30 APRIL	Ch. 3: My family 	Importance of having a Family . Types of family -Big and Small.	AI- Show & Tell – My Family Each child speaks 2–3 lines: “My family has ___members.” “I love my family because ___.” This Builds confidence and speaking skills MI Teacher sings with actions: “This is my mother (hug gesture) This is my father (stand tall) This is my sister (smile) This is my brother (wave)...” ID- Differentiate between small and big family. Importance of having a family.	EL - Family Photo Sharing <ul style="list-style-type: none">• Ask students to bring a family photo• Let them introduce their family Personal connection with lesson BL- https://youtu.be/0_NPW2zybfU 







				Living together in a family.	
MAY (15 Days)	1st-15 MAY	Ch. 3: My home 	Need for a home. Different Rooms in a house. Keeping house clean.	AI- Paper House Model 🏠 Activity: Provide cut-out shapes of walls, roofs, and doors. Help students fold and glue them together to form a 3D paper house . Let them decorate it with colors and stickers. MI- Warm-Up: Sound Exploration Ask children to think about sounds at home: <ul style="list-style-type: none">• Door bell 🔔• Clock ticking 🕒• Water tap 💧• TV/music 🎵• Cooking sounds 🍳 ID- Identify different types of houses. Understand why people live in different houses. Recognize materials used to build houses. Express their understanding through art-integrated activities.	EL- Make groups of five students and prepare a chart named Our Dream home Now each student will select a room in the dream house and will draw pictures of things required to be kept in that room . 
JUNE	REVISION (if any class)				






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SYLLABUS BIFURCATION - SESSION 2026-27

<p>JULY (22 Days)</p>	<p>1st-15 JULY</p>	<p>Ch. 5 :My school Ch-6 Food We eat</p> 	<p>Rooms in a school. Helpers at school . Friends at school.</p> <p>Importance of food. Food from plants and animals. Meals of the day. Water Good Food Habits .</p> 	<p>AI- " Draw My School</p> <ul style="list-style-type: none"> • Students draw their school building • Color and label (classroom, playground) <p>MI- School Tour Activity-Take students around the school:</p> <ul style="list-style-type: none"> ○ Classroom ○ Playground ○ Library ○ Office • Ask: "What is this place?" <p>Real-life learning + movement</p> <p>ID- Various room in a school and their importance . Helpers in the school.</p>	<p>EL- Real-Life Role Play</p> <ul style="list-style-type: none"> • Set up a mini classroom scene • Students act as: <ul style="list-style-type: none"> ○ Teacher 📄 ○ Student ○ Principal • Use real objects like books, chalk <p>Learning through real situations</p> <p>EI- Real Food (Show & Touch)</p> <ul style="list-style-type: none"> • Bring real items: fruits, vegetables, roti, rice • Let students touch, see, and smell • Ask: <ul style="list-style-type: none"> ○ "Is it hard or soft?" ○ "Is it sweet or sour?" <p>Learning through senses (seeing, touching, smelling)</p> <p>BL- https://youtu.be/EyVXHHyOM3Q?si=DQUSIx8SdJeLON6q</p>
	<p>16th-31 JULY</p>	<p>Ch. 7 Clothes we wear</p>  <p>Ch. 8: Good habits and safety.</p>	<p>Types of clothes. Clothes on special occasion.</p>	<p>AI- Dress-Up Activity (Most Fun!)</p> <ul style="list-style-type: none"> • Bring simple items: cap, scarf, jacket, raincoat • Students wear according to situation: <ul style="list-style-type: none"> ○ Winter → jacket ○ Rainy → raincoat <p>Learning through real experience</p> <p>MI- Identify people from their uniform.</p> <p>ID- Identify the types of clothes that we wear during different seasons.</p> <p>Clothes worn on special occasion .</p> <p>People wearing uniform.</p>	<p>EL- Talk Time</p> <p>Students will be Asked</p> <ul style="list-style-type: none"> • "What clothes do you wear in summer?" • "Why do we wear clothes?" <p>BL- https://youtu.be/KPNieZuF8Aw</p> 

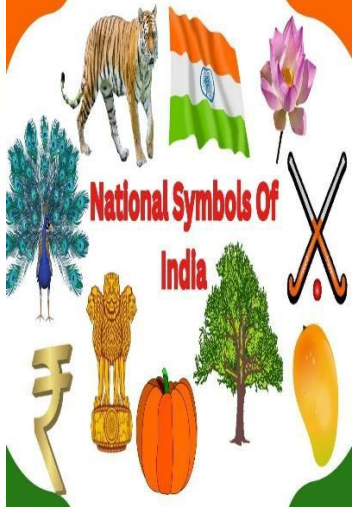


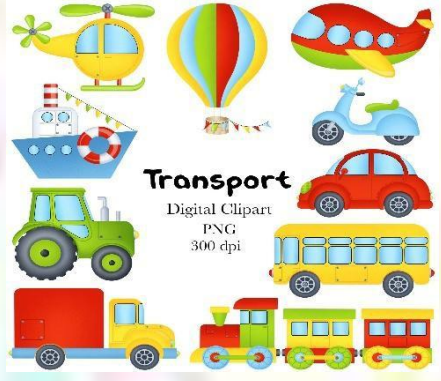


			<p>Staying clean. Safety at home, in school, and on the Road. Safe and Unsafe touch.</p>	<p>AI- Safe or Unsafe Game Place pictures in class: Playing on road ⊘ Crossing zebra crossing ◊ Students run and choose correct side</p> <p>MI- Traffic Light Activity Use red, yellow, green cards: Red → Stop Yellow → Slow Green → Go Students act accordingly</p> <p>ID- Identify safe and unsafe touch. Explain what is First aid Box. Identify things that are safe to play and things that are not.</p>	<p>EL- Bookmark -Healthy living Take a rectangular sheet write any one good habit like -Wash your hands before and after a meal”. Now make a small hole at the top and tie a ribbon at the hole. Use it as a bookmark.</p> <p>BL- https://youtu.be/Rt1h0jcXgGA</p>
<p>AUG (19 Days)</p>	<p>1st -15 AUG</p>	<p>Ch. 9 : My Neighbourhood</p> <p>Ch –10 People who help us</p> 	<p>Neighbourhood - School Market Hospital Post office Bank Police Station.</p> <p>Helpers-Teachers, policeman, Doctor ,nurse, Barber, plumber</p>	<p>AI- Role Play – Neighbourhood Helpers Students act as: Doctor 🩺 Shopkeeper 🛒 Postman 📮 Use props like stethoscope, money, letters</p> <p>MI- Bodily-Kinesthetic (Body Smart) Take students around nearby school area</p> <p>Show places like:</p> <ul style="list-style-type: none"> • Post office □ Hospital • Market Park <p>□ Ask: “What do we see here?”.</p> <p>ID- Identify places of neighbourhood.</p>	<p>EL- Draw Your Neighbourhood</p> <ul style="list-style-type: none"> • Students draw: <ul style="list-style-type: none"> ○ Home ○ School ○ Park • Then explain their drawing <p>BL- https://youtu.be/FceJTv26Fqs</p> 

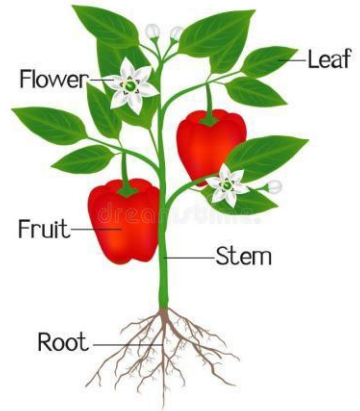



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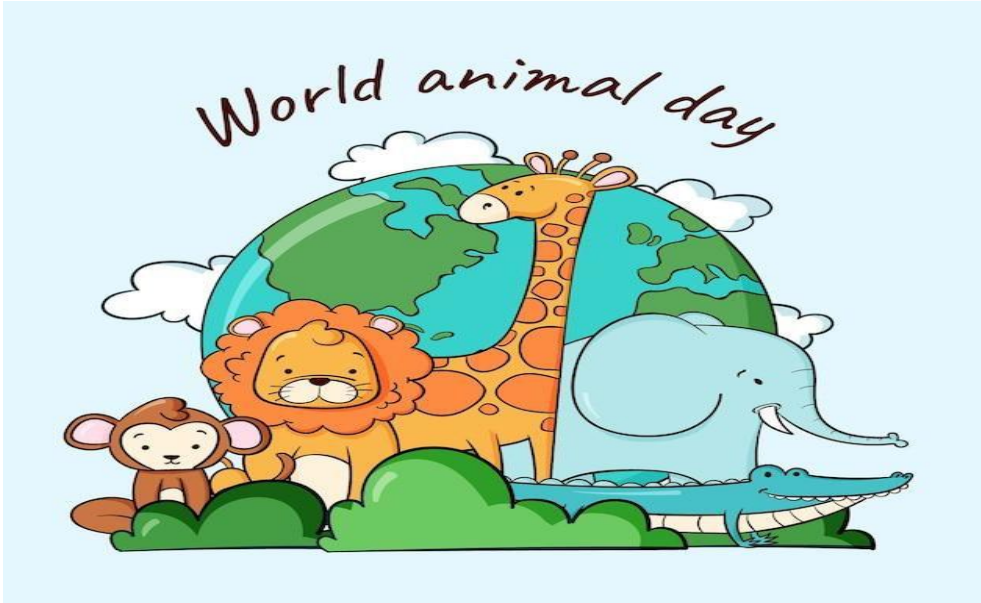
SYLLABUS BIFURCATION - SESSION 2026-27

				Match the things to the places they belong to. Knowing emergency numbers Never dial an emergency number for fun .	
	16 th -30 AUG	<p>Ch.11 Festivals we celebrate :</p> <p>Ch-12 Our Country</p>  <p>National symbol -national flag, States and union territories of India.</p>	<p>Diwali , Holi., Gurupurab, Christmas, Eid</p> <p>National symbol -national flag, States and union territories of India.</p>	<p>AI- Festival Dress-Up Activity Children come dressed in: Traditional clothes </p> <p>Each child says: “I am wearing this for ____ festival.”</p> <p>MI- Patriotic Song & Action Sing simple songs: “Vande Mataram” (short version) Add actions: <ul style="list-style-type: none"> standing straight waving flag </p> <p>ID-Respect for all festivals.</p> <p>National symbols -National Flag ,animal ,flower</p>	<p>EL Festival Craft Activity</p> <p>Students will make:</p> <ul style="list-style-type: none"> Diya (paper/clay) Christmas tree Rakhi thread <p>BL- https://youtu.be/omcGccw6c58</p> 
SEPT (05)	1 st 2 nd	MID- TERM EXAMINATION			
OCT (16 Days)	1 st -15th OCT	<p>Ch.13 : Travel and talk</p>  <p>Transport Digital Clipart PNG 300 dpi</p>	Land, Water, Air Transport	<p>AI- Traffic Light Craft </p> <p>Activity:Provide black paper strips and red, yellow, and green circles.Students paste them to make a traffic light.</p> <p>Teach them what each color means: Stop, Wait, Go!</p> <p>MI- Verbal-Linguistic Intelligence (Word Smart):</p> <p>Storytelling Session: Read a story about different modes of</p>	<p>EL DIY Transport Craft</p> <p>Materials: Recycled materials like boxes, paper plates, and straws.</p> <p>Task: Make models of cars, boats, or airplanes.</p> <p>Learning: Identifying parts of different vehicles and their unique features.</p> <p>BL- https://youtu.be/1Zcs1sEyZHs?si=dDZuYgyVXqmFck2A</p>



				<p>transportation and their roles in the environment. Encourage students to discuss and share their thoughts.</p> <p>Transportation Vocabulary: Introduce new words related to transportation and have students use them in sentences or short stories.</p> <p>ID- Identify different modes of transport (land, water, air). Understand the importance of transport in daily life.</p> <p>Recognize the impact of transport on the environment.</p>	
<p>16th-30th OCT</p>	<p>Ch. 10: Plants around us</p>		<p>Parts of a plant Types of plants Uses of plants</p>	<p>AI- "Dress Up with Plants" Craft</p> <p>Activity: Students will create accessories using dried leaves, flowers, or cotton to show how plants give us fiber (cotton, jute).</p> <p>MI- Logical-Mathematical (Number Smart)</p> <p>Sorting Game: Group items (fruits, wood, herbs) by plant use.</p> <p>ID- Identify different uses of plants (food, medicine, shelter, clothing, oxygen). Recognize plant-based products in daily life. Appreciate the importance of plants for people and animals.</p>	<p>EL; Leaf imprint Collect some leaves fallen on the ground .Put one leaf on the table upside down Place a paper on it . Now Rub a crayon to get its imprint . This paper can be used to make a greeting Card.</p> <p>BL- https://youtu.be/GPIu22UPBE</p> 






<p>NOV (18 Days)</p>	<p>1st -15th NOV</p>	<p>Ch. 15: Animal world</p>	<p>Types of animals . Pet animals Wild animals Birds Insects Water animals</p>	<p>AI- "Dress Up with Plants" Craft</p> <p>Activity: Students will create accessories using dried leaves, flowers, or cotton to show how plants give us fiber (cotton, jute).</p> <p>MI- Logical-Mathematical (Number Smart)</p> <p>Sorting Game: Group items (fruits, wood, herbs) by plant use.</p> <p>ID- Identify different uses of plants (food, medicine, shelter, clothing, oxygen). Recognize plant-based products in daily life. Appreciate the importance of plants for people and animals.</p> <p>AI-Handprint Animal Art</p> <p>Activity: Use handprints to create animal shapes like fish, birds, or butterflies with paint.</p> <p>MI- Linguistic (Word Smart)</p> <p>Storytime: "<i>The Lion and the Mouse</i>" (Aesop's Fable).</p> <p>Activity: Discuss how animals help each other.</p> <p>ID- Identify various types of animals (wild, domestic, water, land, air).</p>	<p>EL- Animal Moves (Kinesthetic & Creative)</p> <p>Act out animal movements (e.g., hop like a kangaroo, slither like a snake).</p> <p>BL- https://youtu.be/xyHagfDgvmw?si=OYRJfqrLJePUI1xV</p> 
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			<p>Recognize basic animal characteristics and needs.</p> <p>Understand animals that live on land and in Water.</p>	
<p>16th -30 NOV</p>	<p>Ch. 16: Air and water</p> 	<p>Composition and properties of air Uses of Air Keeping the air clean Uses of Water Water for Plants and animals .</p>	<p>AI- Balloon Blowing & Racing</p>  <p>Activity:</p> <p>Give each child a balloon and ask them to blow it up.</p> <p>Release the air and see how the balloon moves.</p> <p>Teach them that air can push things!</p> <p>MI- Logical-Mathematical Intelligence (Logic Smart)</p> <p>Do a simple experiment: Blow up balloons and predict which will fly farther when released.Count how many breaths it takes to fill a balloon.Discuss how air helps things move.</p> <p>ID-Recognize that air is all around us, even though we can't see it. Identify water in different forms (solid, liquid, gas). Describe why water is important for people, plants, and animals.</p>	<p>EL- Air Takes Up Space Recognize that air is all around us, even though we can't see it.</p> <p>Identify some properties of air (e.g., air takes up space, has weight, and can move things).</p> <p>Understand why air is essential for living things.</p> <p>BL- https://youtu.be/mIo_sU2oPYw?si=S5-Fa2fCarNdj0Lp</p> <p>EL- Learning Through Inquiry</p> <p>What Dissolves in Water? Give kids salt, sugar, sand, and oil to test. Discuss why some substances dissolve while others don't.</p> <p>Where Does Water Come From? Use a globe or map to show lakes, rivers, and oceans. Then, talk about how rain, snow, and groundwater supply fresh water.</p> <p>BL- https://youtu.be/oMw-PV-alkM?si=JfdG7C9cazF6luxA</p> 



<p>DEC (15 Days)</p>	<p>1st -15 DEC</p>	<p>Ch. 17:Weather</p> 	<p>Types of Weather- Sunny ,Hot , Cold Cloudy , Windy and Rainy Day</p>	<p>AI- Weather Observation Activity Help students observe and describe today’s weather using simple words and drawings. Look Outside: Ask students to look out the window or go to the school ground and observe the weather.</p> <p>MI- Logical-Mathematical (Number Smart) Track the daily weather for a week with simple charts. Sort seasonal clothing items into the correct categories.</p> <p>ID- Identify different types of weather (sunny, rainy, cloudy, windy, snowy). Describe the four seasons (spring, summer, fall, winter) and their characteristics. Understand the relationship between weather and activities/appropriate clothing. Use basic weather vocabulary to describe daily weather conditions.</p>	<p>EL- Weather Charting: Create a daily weather chart with symbols for sunny, rainy, cloudy, windy, and snowy. Let students take turns being the "Weather Reporter."</p> <p>BL- https://youtu.be/Nptzw5ToBlk?si=KhWjNiRE7m3jr39X</p>
	<p>16th -31st DEC</p>	<p>Ch. 14:The Earth and the Sky</p> 	<p>Earth , Water , Land Sky ,Sun , Stars ,Moon</p>	<p>AI- Cotton Ball Moon Craft Activity:Give students a cutout of the Moon. They paste cotton balls to make it fluffy and crater-like surface. Discuss why the Moon looks different every night (phases of the Moon).</p> <p>MI- Bodily-Kinesthetic Intelligence (Body Smart):</p>	<p>EL- 🌍 Celebrate Earth day on 22April in you school . Plant a Sapling Activity How to do:</p> <ul style="list-style-type: none"> • Each child plants a small sapling or seeds in a pot. • They water it and give it a name. <p>Moon Phases with Oreos 🍪 Use Oreo cookies to show the different moon phases by scraping off the cream. Name each phase: New Moon, Crescent, Quarter, Gibbous, and Full Moon.</p>



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				<p>Role-Playing Activities: Organize a classroom simulation where students act out the orbits of the Earth and Moon, helping them physically grasp the concepts of rotation and revolution.</p> <p>Movement Games: Incorporate games that involve mimicking the Sun's path across the sky or the Moon's orbit, combining learning with physical activity</p> <p>ID- Pictures/videos of the Sun and Moon.</p> <p>Use a flashlight (Sun) and a ball (Moon) to demonstrate day and night</p>	<p>BL- https://youtu.be/wVt75SsrFMU?si=1m0QGA9WngGzEjan</p>
	1 st -15 th JAN	REVISION	REVISION	REVISION	REVISION
	16 th - 31 st JAN	REVISION	REVISION	REVISION	REVISION
FEB (13 Days)	1 st 2 nd	REVISION, Final Practical Exam & PROJECT WORK			
MAR (17)	1 st 2 nd	TERM EXAMINATION			

Cycle Test and Term Exams Syllabus Details

TEST	SYLLABUS	DATE
CT1	Ch-1, 2	DD.MM.YY
CT2	Ch-3, 4 ,5	DD.MM.YY
Mid Term	Ch- 3, 4 , 5 ,6 , 7	DD.MM.YY
CT3	Ch- 8 , 9 , 10	DD.MM.YY
CT4	Ch- 11 , 12 ,13	DD.MM.YY



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Final Term

Ch- 3 , 9, 14 , 15 , 16 , 17,18

DD.MM.YY

NOTE:- Note: Following is the sample details to understand the **ABBREVIATIONS** used in **subject bifurcation** terms with the help of example:-

1. **AI - Art Integration**

2. **MI - Multiple Intelligences**

- Linguistic
- Logical-Mathematical
- Bodily- Kinesthetic
- Musical
- Interpersonal

3. **ID - Instructional Design**

4. **EL - Experiential Learning**

5. **BL - Blended Learning**



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SYLLABUS BIFURCATION - SESSION 2026-27

CLASS: **I** SUBJECT-**COMPUTER SCIENCE**



MONTH	FORTNIGHT	TOPIC	CONTENT	INTEGRATED APPROACH	EXPERIENTIAL & BLENDED LEARNING
APRIL (19)	6th -15 th APRIL	Ch. 1: AI, My Friend	AI Friend, Artificial Intelligence, AI Friends in Real Life (Smart Speakers, You Tube, Google Maps, Face Lock, Robot Toy)	AI- Draw your AI Friend in your notebook. Write 2-3 simple lines: <ul style="list-style-type: none"> • My AI friend name is _____. • It helps me _____. • It can _____. MI- Verbal Linguistic and Spatial ID- ENGLISH & ART	EL- One child acts as an AI Friend and the other gives simple commands: <ul style="list-style-type: none"> • “Clap your hands” • “Jump” • “Say hello” The “AI Friend” follows instructions exactly. BL- https://www.youtube.com/watch?v=8k9a-EOatFg
	16 th -30 APRIL	Ch. 2: AI and Smart Machines	Smart Machines (Smartphones, Smart TV, Self-Driving Cars, Smart Watch, Smart Board, Computer- A Smart Machine)	AI- Children will draw any smart machine they use (mobile, TV, watch, etc.) in their notebook. Write 1-2 simple lines: <ul style="list-style-type: none"> • This is a _____. • It helps me _____. MI- Verbal-Linguistic and Interpersonal ID- ENGLISH, ART and EVS	EL- Smart Classroom Experience Teacher will show Smart Board / Computer in class Explanation will also be given by the teacher: <ul style="list-style-type: none"> • “It helps us learn with videos and pictures” BL- https://www.youtube.com/watch?v=x6-OqZll_OI
MAY (15 Days)	1 st -20 th MAY	Ch. 3: Fun with AI Games	AI in Games (Features of AI in Games), Matching Games, Pattern and Sorting Games, Popular AI Games (Shadow Art, Ocean Game, CodeMonkey Jr.)	AI- “Speed Sorting Race” Activity: Students will be given mixed objects (blocks, shapes) and Children sort quickly into groups. MI- Mathematical, Kinesthetic and Spatial ID- MATHS, EVS & PHYSICAL EDUCATION	EL- Shadow Art Game Activity: Show shadows of objects/animals Children guess or match with the correct picture BL- https://www.youtube.com/watch?v=sX1eHEvYwTo
JUNE					
JULY (22 Days)	1 st -15 JULY	Ch. 4: Parts of a Computer	Parts of a Computer	AI- Children will draw a computer and label its parts:	EL- Show and Touch



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			(Monitor, CPU, Keyboard, Mouse)	<ul style="list-style-type: none"> • Monitor • CPU • Keyboard • Mouse <p>MI- Spatial, Kinesthetic and Logical</p> <p>ID- ART & EVS</p>	<p>Activity: Teacher shows real computer parts or pictures. Children touch/point and say names:</p> <ul style="list-style-type: none"> • “This is a keyboard” <p>BL- https://www.youtube.com/watch?v=W8awQkc7Go</p>
	16 th -31 JULY	Ch. 4: Parts of a Computer (Cont..)	Revision Through Practice Quick Recall of all the Parts (Monitor, CPU, Keyboard and Mouse)	<p>AI- Colour the parts of the computer using the given colour codes (Book Pg. No. 36)</p> <p>MI- Kinesthetic, Spatial and Interpersonal</p> <p>ID- EVS & ART</p>	<p>EL- Children will visit computer lab and learn about the uses of each part and how to use them as well.</p> <p>BL- https://www.youtube.com/watch?v=wh3w7DVT8CI</p>
AUG (19 Days)	1 st -15 AUG	Ch. 5: Working with a Keyboard	Keyboard, Types of Keys (Alphabet keys, Number keys, Spacebar, Enter key, Arrow keys, Backspace key, Delete key)	<p>AI- Draw all the types of keys in the notebook, label and colour them</p> <p>MI- Spatial, Kinesthetic and Logical</p> <p>ID- ENGLISH, ART & MATHS</p>	<p>EL- Children will be taken to the lab and they will be identifying and use all the types of keys that they have learnt in the class.</p> <p>BL- https://www.youtube.com/watch?v=yhoSBFkIHm</p>
	16 th -30 AUG	Ch. 5: Working with a Keyboard (Cont..)	<p>Revision through Practice</p> <ul style="list-style-type: none"> • Identify keys • Use keys correctly • Understand functions through action 	<p>AI- Look at the Keyboard and fill in the missing keys in the given picture (Book Pg. No. 45)</p> <p>MI- Spatial and Logical</p> <p>ID- MATHS & ENGLISH</p>	<p>EL- Real Keyboard Practice</p> <p>Children will be asked to open Notepad with the help of teacher and-</p> <ul style="list-style-type: none"> • Type their name and simple 3-letter words • Press enter • Then, typing short sentences <p>BL- https://www.youtube.com/watch?v=xqveO9OTsF0</p>
SEPT		MID- TERM EXAMINATION			
OCT (16 Days)	1 st -15th OCT	Ch. 6: Working with a Mouse	Computer Mouse, Mouse Pad, Mouse Pointer, Mouse Buttons, Holding the Mouse	<p>AI- Draw and Label: Children draw a computer mouse and label: Mouse Left Button Right Button</p> <p>MI- Spatial, Kinesthetic and Logical</p>	<p>EL- Hold the Mouse Correctly:</p> <p>Teacher will demonstrate the children and they will also practice-</p> <ul style="list-style-type: none"> • Keep hand on mouse • Index finger on left button <p>BL- https://www.youtube.com/watch?v=MXLJEdfQGA4</p>



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				<p>ID- ENGLISH & ART</p> <p>AI- Action Practice</p> <p>Teacher says:</p> <ul style="list-style-type: none"> • “Left-click” → children tap once • “Double-click” → tap twice • “Right-click” → tap with other hand • “Drag” → move hand while holding <p>MI- Verbal Linguistic, Kinesthetic, Spatial and Logical</p>	
	16 th -30 th OCT	Ch. 6: Working with a Mouse (Cont...)	Mouse Actions (Left-click, Right-click, Double-click and Drag and Drop)	<p>AI- Action Practice</p> <p>Teacher says:</p> <ul style="list-style-type: none"> • “Left-click” → children tap once • “Double-click” → tap twice • “Right-click” → tap with other hand • “Drag” → move hand while holding <p>MI- Verbal Linguistic, Kinesthetic, Spatial and Logical</p>	<p>EL- Real Mouse Practice</p> <p>Children will:</p> <ul style="list-style-type: none"> • Left-click to select • Double-click to open • Right-click (basic awareness) <p>BL- https://www.youtube.com/watch?v=5_xMmVtd9c4</p>
NOV (18 Days)	1 st -15 th NOV	Ch. 7: Introduction to Paint	Starting Paint, Parts of the Paint Window	<p>AI- Identify the Parts</p> <p>Teacher shows Paint window and asks:</p> <ul style="list-style-type: none"> • “Where do we draw?” → Drawing Area • “Where are colours?” → Colour Box • “Where are tools?” → Tool Box <p>MI- Intrapersonal, Spatial and Linguistic</p>	<p>EL- Open Paint (Step-by-Step)</p> <p>Teacher guides:</p> <ul style="list-style-type: none"> • Click Start → Open Paint <p>Children will be following the steps.</p> <p>BL- https://www.youtube.com/watch?v=Obmtp671g9A</p>
	16 th -30 NOV	Ch. 7: Introduction to Paint (Cont...)	Tools in Paint (Pencil tool, Eraser tool, Brushes tool, Shapes tool, Fill with Color tool), Saving a Drawing	<p>ID- ENGLISH & ART</p> <p>AI- Tool Time Drawing</p> <p>Children use different tools to draw:</p> <ul style="list-style-type: none"> • Pencil → simple lines • Brush → colouring • Shapes → circle/square • Fill → colour inside 	<p>EL- Draw a Smiley Face in Paint, Draw a Fish in Paint (Book Pg. No. 61)</p> <p>BL- https://www.youtube.com/watch?v=qLYJeN7vR1s</p>



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				<p>MI- Spatial, Kinesthetic and Creative</p> <p>ID- MATHS & ART</p>	
DEC (15 Days)	1 st -15 DEC	Ch. 8: Introduction to ScratchJr	ScratchJr, Starting ScratchJr, Components of the ScratchJr Window	<p>AI- Identify the Parts</p> <p>Teacher will show the screen and children will be identifying the parts:</p> <ul style="list-style-type: none"> ● Stage → where character moves ● Character → who moves ● Blocks → give commands <p>MI- Spatial, Linguistic and Logical</p> <p>ID- ART, ENGLISH & EVS</p>	<p>EL- Open ScratchJr</p> <p>Teacher will help the children and students will also practice:</p> <ul style="list-style-type: none"> ● Tap ScratchJr ● Open new project <p>BL- https://www.youtube.com/watch?v=5ZJCxQIDm1Y</p>
	16 th -31 st DEC	Ch. 8: Introduction to ScratchJr (Cont...)	Making the Character Move, Adding a Character, Deleting a Character, Adding a Background	<p>AI- Children will be asked to add two characters on the stage and also add a background to make an animated scene.</p> <p>MI- Spatial, Kinesthetic, Logical & Creative</p> <p>ID- ART & EVS</p>	<p>EL- Story Creation</p> <p>Children will be creating a simple story:</p> <ul style="list-style-type: none"> ● Cat in park ● Fish in sea <p>And Say 1 line about it.</p> <p>BL- https://www.youtube.com/watch?v=xVrFL1eB5oU</p>
JAN (13 Days)	REVISION, Final Practical Exam & PROJECT WORK				
FEB	Final Term Exams				

Cycle Test and Term Exams Syllabus Details

TEST	SYLLABUS	DATE
CT1	Ch-1 & 2	DD.MM.YY
CT2	Ch-3 & 4	DD.MM.YY



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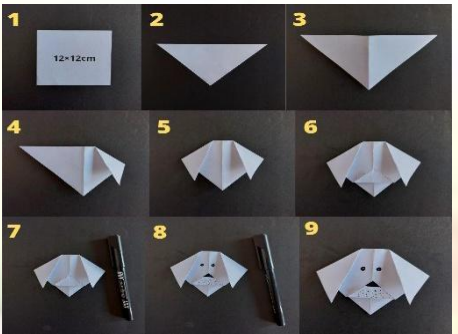
Mid Term	Ch-1,2,3, 4 & 5	DD.MM.YY
CT3	Ch-6	DD.MM.YY
CT4	Ch-7	DD.MM.YY
Final Term	Ch-1,2,3,4,5,6 & 7 (Theory), Ch-7 & 8 (Practical)	DD.MM.YY



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SYLLABUS BIFURCATION - SESSION 2026-27





CLASS: I -ART

MONTH	FORTNIGHT	TOPIC	CONTENT	INTEGRATED APPROACH	EXPERIENTIAL & BLENDED LEARNING
APRIL (18)	1 st -15 th APRIL	<ul style="list-style-type: none"> Curves and Shapes 	<ul style="list-style-type: none"> Line Art Fun Shapes- Semi circle 	<ul style="list-style-type: none"> To introduce basic geometric shapes and their applications in art. 	<p>Line Art Fun 🎨</p> <ul style="list-style-type: none"> Draw different types of lines (straight, zigzag, wavy, curly, dotted). Let kids trace and color them. Create a "Line Art Garden" by making flowers using different types of lines. <ul style="list-style-type: none"> Exploring Curves through Nature-. Paper Plate Semi-Circle Art Give students a paper plate and ask them to cut it in half to create two semi-circles. Let them decorate the semi-circle as a rainbow, watermelon, or a smiling face. 
	16 th -30 APRIL	<ul style="list-style-type: none"> Elements of Art Origami 	<ul style="list-style-type: none"> Color Mixing Fun  <ul style="list-style-type: none"> Origami Dog Face 	<ul style="list-style-type: none"> Teach young learners how primary colors mix to create new colors through a fun, hands-on activity! Origami is a fun and simple way to improve children's fine motor skills, creativity, and patience. 	<ul style="list-style-type: none"> Primary-colored paint- Introduction to Colours Show students Red, Blue and Yellow paint. Explain that these are primary colours and cannot be made by mixing other colours. Experiment with Mixing Let students take two primary colours and mix them to discover a new colour! Red + Blue = Purple Blue + Yellow = Green Red + Yellow = Orange <p>Origami Dog Face 🐶</p> <ol style="list-style-type: none"> Take a square paper and fold it into a triangle. Fold the two top corners down to make floppy ears. Draw eyes, nose, and mouth with a marker.



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SYLLABUS BIFURCATION - SESSION 2026-27

<p>MAY (16 Days)</p>	<p>1st-15 MAY</p>	<ul style="list-style-type: none"> Experiment with string art painting 	<ul style="list-style-type: none"> Star 	<ul style="list-style-type: none"> String art is a fun and easy craft for young learners that helps develop fine motor skills, creativity, and hand-eye coordination! 	<ul style="list-style-type: none"> Link to Real-World Art It focuses on engaging the students through sensory, hands-on activities, creativity, and reflection 1. Simple Yarn Painting <ol style="list-style-type: none"> Draw a simple shape (heart, star, flower) on the paper. Apply glue along the outline. Stick the yarn on the glue to create a string outline picture! Let it dry and display the artwork.
<p>JUNE</p> <p>REVISION and Activities</p> <p>(if any class)</p>					
<p>JULY (23 Days)</p>	<p>1st-15 JULY</p>	<ul style="list-style-type: none"> Self portrait  <ul style="list-style-type: none"> Pebble painting 	<ul style="list-style-type: none"> Imagination of Tiny Wonders Stone Artistry- Lady bird stone painting 	<ul style="list-style-type: none"> It allows students to engage in artistic expression, but also integrates learning from Environmental Studies (EVS), social-emotional development, and language skills. This approach helps students understand their own identity, self-awareness, and the environment around them, fostering a connection between the individual and real world. 	<ul style="list-style-type: none"> Students make the activity hands-on, engaging, and accessible. It will also be encouraging creativity and self-expression. Silly Self-Portrait – Draw yourself as a cartoon, superhero, or animal! Animals • – Make a ladybug, fish, or turtle using bright colors and patterns. Student will be encouraged to paint on a smooth surface and encourage students to get creative.
	<p>16th-31 JULY</p>	<ul style="list-style-type: none"> Hand Print 	<p> Handprint Butterflies</p>	<ul style="list-style-type: none"> To connect the activity with Social Science concepts such as animals, transportation, communities and nature. 	<ul style="list-style-type: none"> Students will feel the texture of the paper plate, students explore their own designs, trying different techniques as they go, such as experimenting with layering colors, cutting, or folding. Hand Print Butterflies -Trace hands on paper and cut them out. Use a rectangle for the butterfly's body. Glue handprints as wings and decorate!



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SYLLABUS BIFURCATION - SESSION 2026-27

<p>AUG (18 Days)</p>	<p>1st -15 AUG</p>	<ul style="list-style-type: none"> • Tri-Color Fun 	<ul style="list-style-type: none"> • Independence day drawing and craft 	<ul style="list-style-type: none"> • Independence Day is a great opportunity for young children to express patriotism through art and crafts! 	<p>Independence Day Badge</p> <ul style="list-style-type: none"> • Cut a circle and decorate it with the flag colours. • Write “Proud to be Indian” and attach a pin to wear! 	 <p>safety</p>
	<p>16th -30 AUG</p>	<ul style="list-style-type: none"> • Rakhi Craft Fiesta 	<ul style="list-style-type: none"> • Rakhi Decoration Activity 	<ul style="list-style-type: none"> • Rakhi-making is a fun and creative activity that helps children celebrate Raksha Bandhan while improving their fine motor skills and creativity! 	<ul style="list-style-type: none"> • Student will learn the significance of Rakhi and explore different traditional and modern designs and also get the chance to craft their own Rakhi keeping the cultural insights in mind. <p>Paper Flower Rakhi</p> <ul style="list-style-type: none"> • Cut out a small flower shape from coloured paper. • Stick it on a round base and attach a thread. • Decorate with glitter and stickers! • 	
<p>SEPT (05)</p>	<p>1st 2nd</p>	<p>MID- TERM EXAMINATION</p>				
<p>OCT (16 Days)</p>	<p>1st -15th OCT</p>	<ul style="list-style-type: none"> • The Power of Poster • Rolling Hills and Mountain Thrills 	<ul style="list-style-type: none"> • Gandhi Glasses Paper Craft • The beauty of land 	<p>Gandhi Jayanti (October 2nd) is a great time for young children to learn about Mahatma Gandhi through creative art and craft activities.</p> <p>Sun & Clouds – Draw a rising sun behind the mountains and add clouds.</p> 	<ul style="list-style-type: none"> • Cut out round glasses from paper or pipe cleaners. • Kids can wear them for a fun Gandhi look! • Making Activity – Gandhi Jayanti 	<ul style="list-style-type: none"> • Students will understand what serenity is and how nature plays a role in creating peaceful environments and also involve actively, exploration, and reflection in a fun and engaging way.
	<p>16th -30th OCT</p>	<ul style="list-style-type: none"> • Crafting for Victory 	<ul style="list-style-type: none"> • Ravan Craft - Ramayana character puppets. 	<ul style="list-style-type: none"> • Dussehra is a great time for young children to learn about the victory of good over evil. • Ramayana character puppets using paper and 	<ul style="list-style-type: none"> • The focus would be on hands-on learning that encourages creativity while introducing them to the cultural significance of Dussehra. 	



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SYLLABUS BIFURCATION - SESSION 2026-27





				straws. Act out a small Ramayana story in class!!	
NOV (17 Days)	1 st -15 th NOV	<ul style="list-style-type: none"> • Light of Diwali 	<ul style="list-style-type: none"> • Diya Coloring 	<ul style="list-style-type: none"> • Diya (Lamp) Drawing • Draw and colour a beautiful diya (lamp) with flames. • Decorate it with dots and patterns! 	<ul style="list-style-type: none"> • Understanding the significance of the festival and learning basic concepts of art, patterns, and cultural traditions. • Students will design and make their own Diwali cards, using a combination of art, culture, and math (patterns and symmetry).
	16 th -30 NOV	<ul style="list-style-type: none"> • Clay Modelling 	<ul style="list-style-type: none"> • Shaping small objects like flowers, animals, and diyas 	<ul style="list-style-type: none"> • Clay modeling is a fun and hands-on activity for students that helps improve their creativity and motor skills! 	<ul style="list-style-type: none"> • Shapes like flower/ animals/ diyas
		<ul style="list-style-type: none"> • Draw and colour 	<ul style="list-style-type: none"> • Vegetable - Pumpkin. 		<ul style="list-style-type: none"> • Vegetables Drawing can be a fun and creative way to help students learn about healthy eating, art techniques, and the importance of nutrition.





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SYLLABUS BIFURCATION - SESSION 2026-27

DEC (17 Days)	1 st -15 DEC	<ul style="list-style-type: none"> • Winter Wonderland 	<ul style="list-style-type: none"> • Paper craft • Fingerprint Flowers 	<ul style="list-style-type: none"> • Paper craft and fingerprint Encourages kids to experiment with colours and patterns. • Improves hand-eye coordination and finger control. • Introduces the concept of flowers, colors, and nature. 	<ul style="list-style-type: none"> • Creating a Paper Plate Santa is a hands-on, creative activity that helps children develop fine motor skills, understand the concept of winter and snow, and foster creativity. • Paper plate Santa • Cut a red paper triangle for Santa's hat. • Glue cotton on the edge for fluffy trim and a pompom. • Draw Santa's face on the plate and add a cotton beard! • Finger print flowers  <p>Make a circle of fingerprints in bright colors for flower petals. Add a yellow fingerprint in the center and draw a stem with leaves.</p>
	16 th -31 st DEC	<ul style="list-style-type: none"> • Sparkling Fir Fun 	<ul style="list-style-type: none"> • Christmas tree 	<ul style="list-style-type: none"> • Integrates arts, holiday traditions, and fine motor skills development, all while encouraging imagination. 	<ul style="list-style-type: none"> • Students will be encouraged to reflect on their creative process and the meaning of the Christmas by sharing, and self-expression through a fun and interactive activity. <p>Paper Tearing Christmas Tree</p> <ul style="list-style-type: none"> • Materials: Green paper, glue, colored paper for decorations • Steps: Let kids tear green paper into small pieces and glue them into a tree shape on another paper. Add torn pieces of red and yellow for ornaments.
JAN (14 Days)	1 st -15 th JAN		WINTER	BREAK	
	16 th -31 st JAN	<ul style="list-style-type: none"> • Icy Inspirations • Wings and Whiskers Art 	<ul style="list-style-type: none"> • Vegetable Printing • Crab 	<ul style="list-style-type: none"> • The activity enhances Creativity & Imagination <ul style="list-style-type: none"> • Kids explore different shapes and textures of vegetables. <p>The goal is to engage students in hands-on learning, allowing them to explore both the scientific and artistic aspects of crab.</p>	<ul style="list-style-type: none"> • Vegetable Printing <ol style="list-style-type: none"> 1. Cut the vegetables in half or different shapes (e.g., slice a potato in half, cut okra crosswise). 2. Dip in paint and press onto paper to create prints. 3. Experiment with colours and patterns—e.g., okra makes a flower shape, a potato can be carved into different designs. <ul style="list-style-type: none"> • Create art like trees, flowers, or abstract patterns • Students will develop an understanding of the natural world through art.



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SYLLABUS BIFURCATION - SESSION 2026-27

FEB (23 Days)	1 st	REVISION, Final Practical Exam & PROJECT WORK			
	2 nd				
MAR (17)	1 st	TERM EXAMINATION			
	2 nd				

Cycle Test and Term Exams Syllabus Details

TEST	SYLLABUS	DATE
CT1	Ch-1,2	DD.MM.YY
CT2	Ch-3,4	DD.MM.YY
Mid Term	Ch-1,2,3,4,5	DD.MM.YY
CT3	Ch-3,4	DD.MM.YY
CT4	Ch-3,4	DD.MM.YY
Final Term	Ch-1,2,3,4,5,6,7,8	DD.MM.YY

NOTE-: Note: Following is the sample details to understand the **ABBREVIATIONS** used in **subject bifurcation** terms with the help of example:-

1. AI - Art Integration

Example: Teaching AI concepts through creative mediums like drawing, drama, or music.

- Students create **AI concept posters** (e.g., Neural Networks as a "Tree of Knowledge").
- Storytelling about an **AI assistant** helping in daily life.
- **Role-playing** AI and human interactions.

2. MI - Multiple Intelligences

Example: Designing AI lessons based on different types of intelligences.

- **Linguistic:** Writing a blog on AI ethics.
- **Logical-Mathematical:** Analyzing datasets to identify AI trends.
- **Bodily-Kinesthetic:** Acting out how an AI chatbot processes queries.



- **Musical:** Creating a song about AI terms.
- **Interpersonal:** Group discussions on AI's impact on society.

3. ID - Instructional Design

Example: Structuring AI modules for effective learning.

- Using **Bloom's Taxonomy** to plan AI lessons (e.g., understanding, applying, evaluating AI models).
- Designing **step-by-step AI curriculum** with assessments, hands-on projects, and feedback loops.
- Creating **interactive lesson plans** for AI ethics using real-world case studies.

4. EL - Experiential Learning

Example: Learning AI through hands-on experiences.

- **Building a chatbot** using Python to understand Natural Language Processing (NLP).
- Conducting a **real-time AI survey** to analyze AI awareness in schools.
- **Simulating AI decision-making** with a game where students act as AI systems.



5. BL - Blended Learning


Example: Combining online and offline methods to teach AI.




- **Online AI coding tutorials** (e.g., Google Colab) + **classroom discussions**.
- **Virtual AI lab** experiments + **in-person AI model presentations**.
- Using **AI-powered learning platforms** (like Google AI Experiments) along with traditional teaching methods.




CLASS: 1st




SUBJECT-Physical Education

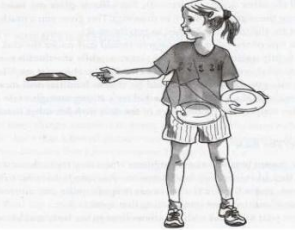



MONTH	FORTNIGHT	TOPIC	CONTENT	INTEGRATED APPROACH	EXPERIENTIAL & BLENDED LEARNING
APRIL (19)	1 st -15 th APRIL	<ul style="list-style-type: none"> Throw ball Happy Wheels Ride 	<p>Catch ball</p> <p>Skating</p>	<p>Throwball involves blending various aspects of the sport, such as technique, strategy, team dynamics, and physical conditioning, to ensure holistic development and effective play and Technical Skill Development.</p>  <p>Skating training follows an integrated approach where children learn through active participation. It mainly develops physical skills like balance, coordination, and body control. Children also learn basic concepts like direction, speed, and position. It improves language skills as they follow instructions and learn new action words. The activity builds confidence, discipline, and teamwork among children. Overall, it supports holistic development in a fun and engaging way.</p>	<ul style="list-style-type: none"> The match begins with a throw-in instead of a serve. The objective is to throw the ball into the opponent's court. The receiving team must catch the ball with both hands without dropping it and throw it back within 3 seconds. Players are not allowed to dribble while holding the ball. The ball must be caught cleanly without rebounding off the body or ground. Points are awarded when the player throws the ball to the opponent's goal post. The game is played in best-of-three sets, with each set typically going up to 15 or 25 points <p>Experiential learning by practicing skating and gaining real-life experience. They improve balance and coordination by learning through doing. Mistakes and practice help them build confidence and skills.</p> <p>Blended learning combines teacher demonstration with actual skating practice. Visual aids or videos can be used along with physical training. This makes learning more engaging, effective, and enjoyable for children.</p> 


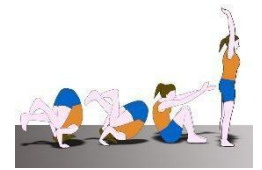
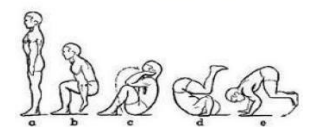

	16 th -30 APRIL	<ul style="list-style-type: none"> • Fitness fun 	Circuit Training	<p>It focuses on engaging young learners through movement, play, and creativity, while subtly incorporating fitness and physical development like:</p> <p>Physical Fitness Motor Skills Development Cognitive and Social Skills Emotional Growth.</p> 	<p>Fitness Fun is an exciting and energetic game designed to promote physical activity, coordination, and overall fitness in a fun and engaging way.</p> <ol style="list-style-type: none"> 1. Setup: <ul style="list-style-type: none"> ○ Create a designated play area with space for movement. ○ Prepare a list of fitness challenges (e.g., jumping jacks, running in place, hopping on one foot). 2. Instructions: <ul style="list-style-type: none"> ○ The game leader calls out a fitness move (e.g., "Do 10 jumping jacks!" or "Hop like a bunny!"). ○ Players must quickly perform the action while staying within their space.
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		<ul style="list-style-type: none"> Hula hoop pass 	Circle Link	<p>Hula Hoop Pass combines various disciplines like physical education, teamwork, communication, mathematics, strategy, and problem-solving. This holistic approach helps participants not only improve their coordination and physical ability but also develop essential teamwork skills and understand the interconnectedness of multiple learning areas.</p> 	<p>The Hula Hoop Pass is a lively and cooperative group activity where participants work together to pass a hula hoop around a circle without breaking handholds. This game promotes teamwork, coordination, and communication, making it ideal for team-building exercises, parties, or classroom activities.</p> <ol style="list-style-type: none"> Form a Circle: Gather participants and have them stand in a circle, holding hands. Introduce the Hula Hoop: Place a hula hoop over the joined hands of two adjacent players, allowing it to hang on their arms. Objective: Without letting go of each other's hands, the group must pass the hula hoop around the entire circle, returning it to the starting point. Passing the Hoop: Players will need to step, twist, and wriggle through the hula hoop to pass it along, ensuring continuous movement without breaking the chain of hands. Challenge: Encourage the group to complete the circuit as quickly as possible. For added fun, time each round and challenge the group to beat their previous records.
MAY (15 Days)	1 st -15 MAY	<ul style="list-style-type: none"> Parachute play Happy Wheels Rider 	<p>Floating Circle</p> <p>Skating</p>	<p>Through parachute play, learners can experience the benefits of working together, improving their coordination, and understanding important concepts in a hands-on, interactive way.</p>  <p>Skating training follows an integrated approach where children learn through active participation. It mainly develops physical skills like balance, coordination, and body control. Children also learn basic concepts like direction, speed, and position. It improves language skills as they follow instructions and learn new action words. The activity builds confidence, discipline, and teamwork among children. Overall, it supports holistic development in a fun and engaging way</p>	<p>Parachute Play is an exciting and cooperative game that involves a large, lightweight fabric parachute. It promotes teamwork, coordination, and physical movement in a fun way.</p> <ol style="list-style-type: none"> Setup: <ul style="list-style-type: none"> A large parachute is placed in the center Players stand around it, each holding the edges with both hands. Instructions: <ul style="list-style-type: none"> The leader gives different commands, and players work together to move the parachute in various ways. Basic movements include lifting, lowering, shaking, and waving the parachute to create different effects . <ol style="list-style-type: none"> Divide the class into teams of 4-5 students. Mark a start and finish line. Each team member takes turns running to a cone (or a marked point), performing an animal movement, and then tagging the next player. Animal Moves for Each Round: <ul style="list-style-type: none"> Frog Jump 🐸 – Hop like a frog to the cone and back. Bear Crawl 🐻 – Walk on hands and feet like a bear. Bunny Hop 🐰 – Jump forward with feet together like a bunny. Crab Walk 🦀 – Walk sideways on hands and feet like a crab. The first team to finish wins! 

		<ul style="list-style-type: none"> Aerobics 	Fit Fusion	<p>Aerobics combines physical, mental, and theoretical components to create a comprehensive approach that enhances both individual and group performance. Aerobics, which involves continuous, rhythmic physical activity designed to improve cardiovascular health, stamina, and overall fitness, can benefit from the integration of subjects like health science, psychology, music.</p> 	<p>Aerobics focuses on learning through doing. It emphasizes active participation, reflection, and hands-on experiences to enhance understanding and skills in aerobic exercises. Experiential learning allows participants to engage with aerobic routines and gain a deeper understanding of the physical, psychological, and social benefits of aerobic activity. Here's how experiential learning can be applied to aerobics:</p> <ol style="list-style-type: none"> Active Participation in Aerobic Workouts Physical Engagement in Various Aerobic Styles Mind body connection
AUG (19 Days)	1 st -15 AUG	<ul style="list-style-type: none"> Throw the ring Hurdle race 	<p>Circle Throw</p> <p>Speed Hurdles</p>	<p>The game focus on engaging students through movement, play, and creativity, while subtly incorporating fitness and physical development like Shapes and Geometry, counting and number recognition.</p>  <p>The goal of this activity is to have students participate in a fun hurdle race, while learning about basic science concepts such as force, motion, gravity, energy, and friction as they complete the race course.</p> 	<p>It involves hands-on learning, where individuals engage directly in the activity, reflect on their experience, and refine their techniques based on real-time feedback. This process emphasizes learning by doing, rather than through theoretical instruction alone.</p> <p>Incorporating Body Movement and Coordination</p> <ul style="list-style-type: none"> Focus on Technique: Teach learners the importance of their body movement when throwing the ring, such as using their whole body (not just the arm) to generate force and improve accuracy. Perform drills that focus on body coordination and balance, like synchronized movements or throwing in different stances. Footwork Drills: Combine footwork with the throw to emphasize the coordination between upper and lower body. Drills that focus on pivoting, shifting weight, or step-by-step movements can strengthen both throwing ability and overall body control. <p>A hurdle race is a fun running race where kids have to jump over small obstacles, called hurdles, placed on the track. The goal is to run as fast as possible while carefully jumping over each hurdle without knocking it down.</p> <ul style="list-style-type: none"> Kids line up at the starting point. When the whistle blows, they run and jump over the hurdles. They must clear all the hurdles and reach the finish line as fast as they can. The first one to cross the finish line wins!

<p>OCT (16 Days)</p>	<p>1st-15th OCT</p>	<ul style="list-style-type: none"> • Three legged race • Balancing fun 	<p>Double Trouble Race</p> <p>Balance Master</p>	<p>By blending the concepts of science (balance, forces, speed, and teamwork), the students can experience the interdisciplinary nature of learning while having fun in the three-legged race.</p>  <p>A Balancing Fun Game can help the students to understand basic scientific principles like force, gravity, and motion while having fun and developing physical skills.</p> 	<p>Three-legged race focuses on learning through active participation, reflection, and hands-on practice. The idea is that by physically engaging in the activity, participants will gain a deeper understanding of the skills, strategies, and challenges involved.</p> <ol style="list-style-type: none"> 1. Active Participation and Skill Development 2. Physical Awareness and Body Coordination 3. Experimenting with Different Approaches <p>A Hula Hoop Balance Race is an engaging activity that combines fun and physical coordination, making it ideal for children and group events. In this race, participants balance a hula hoop while navigating a course, aiming to reach the finish line without dropping the hoop.</p> <p>Define the Balancing Method:</p> <ul style="list-style-type: none"> • Participants can balance the hula hoop on different body parts, such as: <ul style="list-style-type: none"> ○ Waist: Keeping the hoop spinning around the waist. ○ Hand: Holding the hoop upright on an open palm. ○ Head: Placing the hoop flat on top of the head
	<p>16th-30th OCT</p>	<ul style="list-style-type: none"> • Mass drill • Frisbee throw 	<p>Team Drill</p> <p>Frisbee Flick</p>	<p>By combining counting, patterns, time, measurement with muscle movement, force, balance, and energy (Science), students will see the connection between their physical world and the subjects they are learning about</p>  <p>Using Frisbee throw, students can apply their understanding of geometric shapes, measurement, symmetry, and motion in a fun and practical way. They'll see how math is used to measure distances and angles while using art to explore motion and design, making learning both interactive and enjoyable.</p>	<p>A mass drill is a coordinated physical activity involving a large group of participants performing synchronized movements or exercises.</p> <p>In addition to their physical benefits, mass drills serve as a means of teaching and perfecting specific skills or procedures through repeated practice. This method aligns with behavioural educational techniques, where students engage in the same activities repeatedly until mastery is achieved.</p> <p>Throwing a Frisbee, or flying disc, is a skill that combines proper grip, stance, and technique to achieve accurate and consistent throws. Frisbee Throw involves hands-on activities that allow students to actively engage with the process of throwing a frisbee, learning through direct experience. This approach emphasizes learning by doing, reflection, and applying theoretical knowledge in real-life situations. Here's how we can structure experiential learning activities for frisbee throwing:</p> <ol style="list-style-type: none"> 1. Introduction and Demonstration 2. Skill Practice with Feedback 3. Target Practice 4. Distance and Speed Challenge 5. Team Frisbee Game

					
NOV (18 Days)	1 st -15 th NOV	<ul style="list-style-type: none"> Ball between the knees 	Knee Ball Challenge	<p>By Ball Between the Knees game, students not only learn about measurement, angles, and data but also explore the scientific principles of balance, forces, and motion.</p>  <p>By Jump Rope Game, students not only enhance their understanding of academic concepts but also develop critical thinking, coordination, and creativity.</p> 	<p>This activity focuses on developing balance, coordination, and muscle control.</p> <p>1. Introduction to the Activity</p> <ul style="list-style-type: none"> Objective: Introduce the concept and goal of balancing a ball between the knees. Activity: Start by explaining the purpose of the exercise — to develop balance and coordination while also engaging the core, legs, and knees. Demonstrate the proper technique: <ul style="list-style-type: none"> Place the ball between your knees, and squeeze the ball gently with the knees to create stability. Stand upright with feet shoulder-width apart, and maintain a straight posture. Start by balancing the ball while standing still. <p>1. Introduction and Goal Setting</p> <ul style="list-style-type: none"> Objective: Introduce the activity and set personal goals for students. <p>2. Initial Practice – Individual Skill Development</p> <ul style="list-style-type: none"> Objective: Let students practice basic jump rope skills and develop familiarity with the activity. <p>3. Partner or Group Activities</p> <ul style="list-style-type: none"> Objective: Enhance skills through peer interaction and create an opportunity for teamwork.
	16 th -30 NOV	<ul style="list-style-type: none"> Aerobics 	Fit Fusion	<p>Aerobics combines physical, mental, and theoretical components to create a comprehensive approach that enhances both individual and group performance. Aerobics, which involves continuous, rhythmic</p> 	<p>Aerobics focuses on learning through doing. It emphasizes active participation, reflection, and hands-on experiences to enhance understanding and skills in aerobic exercises. Experiential learning allows participants to engage with aerobic routines and gain a deeper understanding of the physical, psychological, and social benefits of aerobic activity. Here's how experiential learning can be applied to aerobics:</p> <ul style="list-style-type: none"> Active Participation in Aerobic Workouts Physical Engagement in Various Aerobic Styles Mind body connection

		<ul style="list-style-type: none"> Strike the ball 	<p>Power Hit</p>	<p>physical activity designed to improve cardiovascular health, stamina, and overall fitness, can benefit from the integration of subjects like health science, psychology, music.</p> <p>By incorporating concepts like distance, force, speed, angles, and energy transfer in this game, students not only practice critical mathematical and scientific skills but also engage in active learning.</p> 	<p>Introduction to the Activity</p> <ul style="list-style-type: none"> Objective: Set the stage for the experiential learning process, introducing the activity and key concepts. Activity: Briefly explain the importance of striking the ball in different sports (e.g., soccer, baseball, or cricket). Highlight the skills involved in controlling, directing, and powerfully striking the ball.
DEC (15 Days)	1 st -15 DEC	<ul style="list-style-type: none"> Roll your body 	<p>Rolling Fun</p>	<p>In this game, by experimenting with different forces, angles, and speeds, students deepen their understanding of key scientific concepts like force, motion, and energy transfer, while simultaneously applying mathematical principles such as measurement, speed, and geometry.</p>  <p>Backwards Roll</p> 	<p>Performing forward and backward rolls are fundamental gymnastics skills that enhance body awareness, coordination, and flexibility.</p> <p>Forward Roll: A forward roll involves a full-body rotation forward, starting and ending in a standing position.</p> <p>Backward Roll: A backward roll entails rolling backward from a standing position and returning to standing position.</p>
	16 th -31 st DEC	<ul style="list-style-type: none"> Hurdle crawl 	<p>Hurdle Adventure</p>	<p>The Hurdle Crawl Game serves as an</p> 	<p>The "hurdle crawl" is a dynamic exercise that combines elements of hurdling and crawling to enhance agility, flexibility, and coordination. This movement is particularly beneficial for athletes seeking to improve their hip mobility and overall functional strength.</p>

				<p>excellent way to bring Math and Science concepts into an active and practical context. By measuring distances and times, calculating speed, and experimenting with different body angles, students practice essential mathematical concepts such as measurement, geometry, and data analysis.</p>	
JAN (13 Days)	1 st -15 th JAN	<ul style="list-style-type: none"> Soccer(dribbling) 	Ball Control Challenge	<p>Through measuring distances, calculating speed, and observing the effects of friction and force, students gain a better understanding of the mathematical and scientific principles that govern motion and energy.</p> 	<p>Dribbling in football refers to the skill of controlling the ball on the field using one's feet, enabling a player to navigate through opponents, create scoring opportunities, and maintain possession. This fundamental technique is essential for advancing the ball and plays a pivotal role in a team's offensive strategy.</p>
	16 th -31 st JAN	<ul style="list-style-type: none"> Soccer(passing) Soccer(shooting) 	<p>Pass and Play</p> <p>Target Shoot</p>	<p>From the application of science such as friction, and biomechanics, soccer passing provides a hands-on opportunity to witness and understand the principles of physics, motion, and human coordination.</p>  <p>By integrating scientific concepts like energy transfer, air resistance, and</p> 	<p>In football, passing is a fundamental skill that involves transferring the ball from one player to another, facilitating team coordination and advancing play toward the opponent's goal. Effective passing maintains possession, creates scoring opportunities, and disrupts defensive structures.</p> <p>Shooting in football is the action of kicking the ball toward the goal to score points for your team. It's an exciting and essential part of the game that requires practice and proper technique.</p>

				biomechanics into the game, students not only improve their soccer skills but also gain a better understanding of how physical forces, energy, and motion work in real life.	
FEB (23 Days)	1 st	REVISION			
	2 nd				
MAR (17)	1 st	TERM EXAMINATION			
	2 nd				






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SYLLABUS BIFURCATION - SESSION 2026-2027


CLASS: **IST**

SUBJECT - **MUSIC**

MONTH	FORTNIGHT	TOPIC	CONTENT	INTEGRATED APPROACH	EXPERIENTIAL & BLENDED LEARNING
APRIL (19 Days)	1 st -15 th APRIL	Introduction to Sounds & Instruments Devotional Song	<ul style="list-style-type: none"> Introducing various voices & sounds of different instruments and making them identify the sound <p>Class : ukg</p> <ul style="list-style-type: none"> BABY SHARK CHANDA MAMA DOOR KE Water melon BIRTHDAY SONG 	<p>MI- Interpersonal Intelligence</p> <p>ID- science</p>  	<p>EL- Sounds of Birds, animals, musical instruments</p> 
	16 th -30 APRIL	Introduction Raag	<ul style="list-style-type: none"> Introduction of Swar, Taal, Lay, Raag and 5 Alankars <p>Class : ukg</p>	<p>MI- Verbal-Linguistic Intelligence</p> <p>ID- Mathematics</p>	<p>EL- Identify seven swar from the octave.</p>



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SYLLABUS BIFURCATION - SESSION 2026-2027
CLASS: 1ST SUBJECT - MUSIC

		2nd Fortnight	<ul style="list-style-type: none"> Revision of the same song. 		
MAY (21 Days)	1st-15 MAY	Vocal Scales	<p>Class : ukg</p> <ul style="list-style-type: none"> Revision of Exercise and teaching them scales in ascending and descending order <p>Class : ukg</p> <ul style="list-style-type: none"> HATHI RAJA KHA CHAL IF YOU HAPPY 	<p>MI- Verbal-Linguistic Intelligence</p> <p>ID- science</p>	<p>EL- Write seven note in music .</p> <p>Listening to recorded pieces by classical maestros</p>  <p>Sa sa , Re re , Ga ga.....</p> <p>Sa sasa , Re rere , Ga gaga.....</p> <p>BL- https://youtu.be/SrDTSB5bVS4</p>
JUNE	REVISION and Activities				



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CLASS: **1ST**

SUBJECT - **MUSIC**

<p>JULY (22 Days)</p>	<p>1st-15 JULY</p>	<p>Rhymes</p>	<ul style="list-style-type: none"> Teaching them various beats and their names <p>Class : ukg</p> <ul style="list-style-type: none"> Revision of Exercise and teaching them scales in ascending and descending order <p>Class : ukg</p> <ul style="list-style-type: none"> GODS LOVE .BE CAREFUL LITTLE EYES OLD MACDONALD ANGOOTHE NE KHA 	<p>MI- Intrapersonal Intelligence</p> <p>ID- Mathematics</p>	<p>EL- There are many types of alankars, including alankars in music and alankars in language</p> 
	<p>16th-31 JULY</p>		<ul style="list-style-type: none"> Teaching them the basic of different musical instruments <p>Class : ukg</p> <ul style="list-style-type: none"> ITS A SMALL WORLD 		<p>Learning their sounds, names of their parts etc.</p>
<p>AUG (19 Days)</p>	<p>1st-15 AUG</p>	<p>Independence Day</p>	<ul style="list-style-type: none"> Teaching them National Anthem 	<p>MI- Interpersonal Intelligence</p> <p>ID- science</p>	<p>EL- सारे गा मा, रे गा मा पा, गा मा पा धा, मा पा धा नि, पा धा नि सा</p>

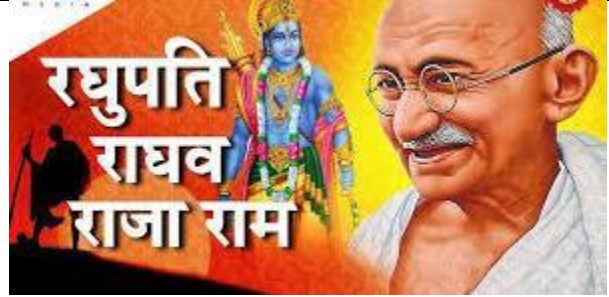


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 CLASS: **1ST** SUBJECT - **MUSIC**

		Patriotic song	Class : ukg <ul style="list-style-type: none"> • NANHE MUNNE . • SAINIK HUM • Hum Chote Chote Bache h • WE SHALL OVER COME 		<p>सानि धा पा, नि धा पा मा, धा पा मा गा, पा मा गा रे, मा गा रे सा</p>  <p>BL- https://youtu.be/r-ldWnBOigM</p>
	16th -31st AUG		Class : 1 <ul style="list-style-type: none"> • Revision of the same song. 		
SEPT (Exam)	1st 2nd	MID- TERM EXAMINATION			
OCT (16 Days)	1st -15th OCT	Different moods of songs	Class : 1 <ul style="list-style-type: none"> • Ram Dhun 	MI- Verbal-Linguistic Intelligence ID- science	EL- Info on Raaga Yaman "BANDISH" introduction of Teentaal.



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 SYLLABUS BIFURCATION - SESSION 2026-2027
 CLASS: **1ST** SUBJECT - **MUSIC**

					 <p>BL- https://youtu.be/1HDOI7_L-uA</p>
	16 th -31 st OCT	Vocal exercise	Class : 1 <ul style="list-style-type: none"> Giving them different vocal exercise which would improve their vocal range 	MI- Bodily Kinesthetic Visual Spatial ID- Science	EL- सारे गा, रे गा मा, गा मा पा सा नि धा, नि धा पा, धा पा मा
NOV (18 Days)	1 st -15 th NOV	Diwali Song	Class : 1 <ul style="list-style-type: none"> Ayi h Diwali Mere Tumhare sabke liye Happy Diwali 	MI- Verbal-Linguistic Intelligence ID- science	EL- सारे गा मा पा धा नि, रे गा मा पा धा नि सा सा नि धा पा मा गा रे, नि धा पा मा गा रे सा 


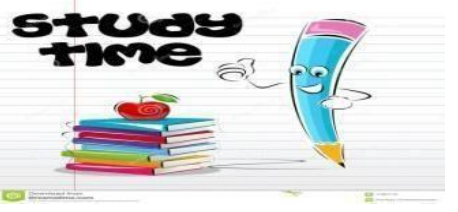


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CLASS: 1ST SUBJECT - MUSIC

					BL - https://youtu.be/Q1k3Qt3ovd4
	16 th -30 th NOV	Alankar	<p>Class : ukg</p> <ul style="list-style-type: none"> JUMP AROUND BOOGIE WOGGIE WHEEL OF THE BUS 	<p>MI- Interpersonal Bodily-Kinesthetic</p> <p>ID-Science</p>	To sing Alankar in tritaal.
DEC (21 Days)	1 st -15 DEC	Christmas Carol	<ul style="list-style-type: none"> Teaching them a new Christmas Carol with Music <p>Class : ukg</p> <ul style="list-style-type: none"> JINGLE BELLS Joy to the world 	<p>MI- Interpersonal Intelligence</p> <p>ID-Science</p> <p>ID- Art</p> <p>ID-Mathematics</p>	<p>BL- https://youtu.be/NsX3tYbai1Q</p> <p>BL - https://youtu.be/nEH7_2c644Q</p>
	16 th -31 st DEC	Christmas Carol	<p>Class : ukg</p> <ul style="list-style-type: none"> Revision of the same song. 		
JAN (13 Days)	1 st -15 th JAN	Patriotic song	<ul style="list-style-type: none"> Teach patriotic song <p>Class : ukg</p> <ul style="list-style-type: none"> Hum chote chote bache hai INDIAWE LOVE YOU 	<p>MI- Interpersonal Intelligence</p> <p>ID-Science</p>	BL- https://youtu.be/9OJpQMb9S0A






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 SYLLABUS BIFURCATION - SESSION 2026-2027
 CLASS: **1ST** SUBJECT - **MUSIC**

	16 th -31 st JAN	Patriotic song	<p>Class : ukg</p> <ul style="list-style-type: none"> Revision of the same song. 	<p>MI- Interpersonal Intelligence</p> <p>ID- Science</p> <p>ID- Art</p>	<p>BL- https://youtu.be/_6BTs3Zjmg0</p>
FEB (19 Days)	1 st 2 nd	<p>REVISION, Final Practical Exam</p>			
		 			
MAR (13 Days)	1 st 2 nd	<p>TERM EXAMINATION</p>			

CLASS: 1st SUBJECT-DANCE




MONTH	FORTNIGHT	TOPIC	CONTENT	INTEGRATED APPROACH	EXPERIENTIAL & BLENDED LEARNING
APRIL (19)	1 st -15 th APRIL	Introduction of dance	Western Dance basic steps leg and hand movement	AI- <input type="checkbox"/> Visual Art (Props: Dance costumes, backdrops, stage props, human body pose diagrams) <input type="checkbox"/> Music (Props: Music instruments, metronome for rhythm exercises) MI- <input type="checkbox"/> Musical Intelligence <input type="checkbox"/> Interpersonal Intelligence ID- <input type="checkbox"/> Physical Education <input type="checkbox"/> History <input type="checkbox"/> Health	  EL- BL- https://youtu.be/eg-3ybiL6UI?si=v174r3Izjq1CZgkM
	16 th -30 APRIL	Introduction of dance	Western Dance basic steps leg and hand movement	AI- Theater/Drama (Props: Costumes, stage props for dance performances) MI: <input type="checkbox"/> Spatial Intelligence <input type="checkbox"/> Logical-Mathematical Intelligence ID- <input type="checkbox"/> Music <input type="checkbox"/> Physical Education	 EL BL-
MAY (15 Days)	1 st -15 MAY	Western free style basic dance	Free style (western) Basic dance steps	AI- <input type="checkbox"/> Visual Art (Props: costumes, stage props, dance performance backdrops) <input type="checkbox"/> Music ((Props: Music instruments, metronome for rhythm exercises) MI- <input type="checkbox"/> Bodily-Kinesthetic Intelligence <input type="checkbox"/> Musical Intelligence ID- <input type="checkbox"/> Music <input type="checkbox"/> Physical Education	 EL- BL- https://youtu.be/DUsj9SQYS1Y?si=ztcg4wc2o0-9dhMQ

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	2 Fortnight	Western free style basic dance	Free style (western) Basic dance steps	<p>AI- <input type="checkbox"/> Visual Art (Props: Dance costumes, backdrops, stage props, human body pose diagrams)</p> <p>MI- <input type="checkbox"/> Interpersonal Intelligence</p> <p><input type="checkbox"/> Spatial Intelligence</p> <p>ID- <input type="checkbox"/> History</p> <p><input type="checkbox"/> Dance</p>	
JUNE					
JULY (22 Days)	1st-15 JULY	introduction of jazz	(jazz) basic dance step with formation	<p>AI- <input type="checkbox"/> Visual Art (Props: Dance costumes, backdrops, stage props, human body pose diagrams)</p> <p>MI- <input type="checkbox"/> <input type="checkbox"/> Spatial Intelligence</p> <p><input type="checkbox"/> Logical-Mathematical Intelligence</p> <p>ID- <input type="checkbox"/> Music</p> <p><input type="checkbox"/> Physical Education</p>	 <p>BL- https://youtu.be/4WulKpTFOns?si=nLyKrqQcsU1cky7u</p>
	16th-31 JULY	introduction of jazz	(jazz) basic dance step with formation	<p>AI- <input type="checkbox"/> Visual Art (Props: Dance costumes, backdrops, stage props, human body pose diagrams)</p> <p>MI- <input type="checkbox"/> Interpersonal Intelligence</p> <p><input type="checkbox"/> Spatial Intelligence</p> <p>ID- <input type="checkbox"/> History</p> <p><input type="checkbox"/> Dance</p>	<p>EL-</p> <p>BL-</p> 

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<p>AUG (19 Days)</p>	<p>1st -15 AUG</p>	<p>introduction of theme based dance. (petriotic)</p>	<p>free style dance steps with props</p>	<p>AI- <input type="checkbox"/> Visual Art (Props: National flags, thematic costumes, stage backdrops symbolizing patriotism)</p> <p><input type="checkbox"/> Music (Props: Patriotic songs, drums, or other instruments to enhance the theme)</p> <p>MI- <input type="checkbox"/> Bodily-Kinesthetic Intelligence</p> <p><input type="checkbox"/> Musical Intelligence</p> <p>ID- <input type="checkbox"/> Music</p> <p><input type="checkbox"/> Physical Education</p>	<p>EL-</p>  <p>BL- https://youtu.be/s4SqqQxQ1-w?si=q4x3UyROsD6fABM7</p>
	<p>16th -30 AUG</p>	<p>introduction of theme based dance. (petriotic)</p>	<p>free style dance steps with props</p>	<p>AI- Theater/Drama (Props: Hand-held items such as flags or symbolic objects that represent national pride)</p> <p>MI- <input type="checkbox"/> Interpersonal Intelligence</p> <p><input type="checkbox"/> Spatial Intelligence</p> <p>ID- <input type="checkbox"/> History</p> <p><input type="checkbox"/> Dance</p>	<p>EL-</p>  <p>BL- https://youtu.be/s4SqqQxQ1-w?si=q4x3UyROsD6fABM7</p>
<p>SEPT (23)</p>	<p>1st 2nd</p>	<p>MID- TERM EXAMINATION</p>			
<p>OCT (16 Days)</p>	<p>1st -15th OCT</p>	<p>Folk Dance (rajasthani)</p>	<p>Kalbeliya basic dance steps</p>	<p>AI- <input type="checkbox"/> Visual Art (Props: Traditional Rajasthani costumes, jewelry, stage props such as colorful cloths or mirrors)</p> <p><input type="checkbox"/> Music (Props: Traditional instruments like dholak, sarangi, or khartal for rhythmic accompaniment)</p> <p>MI- Bodily-Kinesthetic Intelligence</p> <p>ID- <input type="checkbox"/> Music</p> <p><input type="checkbox"/> Physical Education</p>	<p>EL-</p>  <p>BL- https://youtu.be/hF3NYeX68H0?si=iFZbJHJgDGDyknEA</p>

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SYLLABUS BIFURCATION - SESSION 2026-27

	16 th -30 th OCT	Folk Dance (rajasthani)	Kalbeliya basic dance steps	<p>AI- Theater/Drama (Props: Hand gestures or items like scarves used for dance storytelling)</p> <p>MI- <input type="checkbox"/> Musical Intelligence</p> <p><input type="checkbox"/> Spatial Intelligence</p> <p>ID- <input type="checkbox"/> History</p> <p><input type="checkbox"/> Dance</p>	<p>EL-</p> <p>BL- https://youtu.be/hF3NYeX68H0?si=iFZbJHJgDGDvknEA</p>
NOV (19 Days)	1 st -15 th NOV	introduction of folk dance (Kashmir)	Dogri dance steps	<p>AI- <input type="checkbox"/> Visual Art (Props: Traditional Kashmiri costumes, shawls, and colorful stage props)</p> <p><input type="checkbox"/> Music (Props: Traditional Kashmiri instruments like rabab, santoor, or dhol)</p> <p>MI- <input type="checkbox"/> Bodily-Kinesthetic Intelligence</p> <p><input type="checkbox"/> Musical Intelligence</p> <p>ID- <input type="checkbox"/> Music</p> <p><input type="checkbox"/> Physical Education</p>	<p>EL-</p> <p>BL- https://youtu.be/enet0gL42u0?si=i-O16qoTIHurtmgZ</p>
	16 th -30 NOV	introduction of folk dance (Kashmir)	Dogri dance steps	<p>AI- Theater/Drama (Props: Hand gestures, symbolic items like sticks or scarves for storytelling)</p> <p>MI- Spatial Intelligence</p> <p>ID- <input type="checkbox"/> History</p> <p><input type="checkbox"/> Dance</p>	<p>EL-</p> <p>BL- https://youtu.be/enet0gL42u0?si=i-O16qoTIHurtmgZ</p>




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<p>DEC (15 Days)</p>	<p>1st -15 DEC</p>	<p>Western (Christmas dance)</p>	<p>western dance steps (hip hop)</p>	<p>AI- <input type="checkbox"/> Visual Art (Props: Christmas-themed costumes, festive backdrops, lights, and stage props)</p> <p><input type="checkbox"/> Music (Props: Hip-hop music tracks, Christmas remixes, speakers for sound)</p> <p>MI- <input type="checkbox"/> Bodily-Kinesthetic Intelligence</p> <p><input type="checkbox"/> Musical Intelligence</p> <p>ID- <input type="checkbox"/> Music</p> <p><input type="checkbox"/> Physical Education</p>	<p>EL-</p>  <p>BL- https://youtu.be/n5uIahQw9sw?si=3-R218Z-RMIwDwA5</p>
	<p>16th -31st DEC</p>	<p>Western (Christmas dance)</p>	<p>western dance steps (hip hop)</p>	<p>AI- Theater/Drama (Props: Props like hats, scarves, or other festive items for adding flair to the dance)</p> <p>MI- Spatial Intelligence</p> <p>ID- <input type="checkbox"/> History</p> <p><input type="checkbox"/> Dance</p>	<p>EL-</p>  <p>BL- https://youtu.be/n5uIahQw9sw?si=3-R218Z-RMIwDwA5</p>
<p>JAN (13 Days)</p>	<p>1st -15th JAN</p>	<p>theme based patriotic dance</p>	<p>free style theme basic dance steps</p>	<p>AI- <input type="checkbox"/> Visual Art (Props: National flags, thematic costumes, stage backdrops symbolizing patriotism)</p> <p><input type="checkbox"/> Music (Props: Patriotic music tracks, drums, or other instruments for rhythm)</p> <p>MI- <input type="checkbox"/> Interpersonal Intelligence</p> <p><input type="checkbox"/> Spatial Intelligence</p> <p>ID- <input type="checkbox"/> Music</p> <p><input type="checkbox"/> Physical Education</p>	<p>EL-</p>  <p>BL- https://youtu.be/CicFmrXNuIE?si=TOTY2GzRw9gBsSje</p>

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	16th -31st JAN	theme based patriotic dance	free style theme basic dance steps	<p>AI- Theater/Drama (Props: Symbolic items like flags, candles, or other objects representing national pride)</p> <p>MI- <input type="checkbox"/> Bodily-Kinesthetic Intelligence</p> <p><input type="checkbox"/> Musical Intelligence</p> <p>ID- <input type="checkbox"/> History</p> <p><input type="checkbox"/> Dance</p>	 <p>EL-</p> <p>BL- https://youtu.be/CicFmrXNuIE?si=TOTY2GzRw9gBsSje</p>
FEB	1st	TERM EXAMINATION			
	2nd				
MAR	1st	TERM EXAMINATION			
	2nd				

Cycle Test and Term Exams Syllabus Details