

ARMY PUBLIC SCHOOL									
VIDYA PRAVESH FOR SEAMLESS TRANSITION									
CLASS- I (Sub-Environmental Studies)									
Textbook- My Planet Buddies									
Month	UNIT/ LESSON	Domain & Curricular Goals (mapping with Foundational stage)	Competency & Learning Outcome	21st Century skills	Integrating AWES Initiatives	Interdisciplinary integration	Learning Space (Suggestive)	Assignments (Suggestive) (Observation, Checklist, Worksheets, Rubrics, Portfolios)	Pedagogies (Suggestive)
	About me	Domain -Physical development	Competencies:	Critical thinking	Experiential learning:	MATHS:	Classroom	Assessment :	Activity Based Learning
1st – 10th April 2025	Healthy food and Healthy habits	Domain -Physical development CURRICULAR GOALS CG-1 Children maintain good health and well being	C-1.1 Shows a liking for and understanding of nutritious food and does not waste food	Communication	Activity: Play games like "Healthy Food Tag" (children who are tagged must name a healthy food before running again).	Build your healthy plate(by drawing the healthy foods on the plate and counting it)	Assembly ground	Worksheet:	Inquiry Based Learning
	Poems, Reading and Phonological awareness	Domain -Physical development CURRICULAR GOALS CG-2 Children develop sharpness in sensorial perceptions	C-1.2 Practices basic self-care and hygiene	Problem solving	Inclusive education:	English: Story telling sessions (hygiene)	Playground	Sort healthy and unhealthy food	Experiential Learning
11- 18TH	Plants around us	Domain -Physical development CURRICULAR GOALS CG-3 Children develop a fit and flexible body	C-1.3 Keeps school/classroom hygienic and organized	Creative thinking	Activity: "Taste and Share" – Respect & Acceptance	Hindi: व्यायामकामहत्त्व – चित्रबनाकरप्रस्तुत करेंगे।	Small exercise mats, skipping ropes, balance beams, soft balls, hula hoops.	Checklist	Theme Based Learning

April 2025			Learning outcomes: 1.Express likes, dislikes, hobbies, and favourite things. 2.Recognize and identify healthy and unhealthy food. 3.Describe the importance of hygiene practices	Effective Communication	Value inculcation:	Arts :	Classroom	Quiz on healthy food and healthy eating habits.	Activity Based Learning
21st – 30th April 2025		Domain-Socio-Emotional and Ethical Development		Creative thinking	Respect for diversity	Bagless Day Activity: Poster making on Health awareness	Playground	Match the pictures with healthy habit with the pictures	Experiential Learning
		CURRICULAR GOALS CG-2 Children become effective communicator		Problem solving	Sharing & Kindness	English :	Activity area	Assessment : Reading with comprehension (worksheet)	Joyful learning
		CG-4 Children develop emotional intelligence, i. e., the ability to understand and manage their own emotions, and respond positively to social norms		Critical thinking	Responsibility	Show and tell activity	Poetry corner (students poem can be pasted)	Listening assessment	Play-based Learning – Storytelling, songs, and role-play about plants.
				Critical Thinking & Problem-Solving	Experiential learning:	Music: Singing poems	Nature walk/ Sensory park	Checklist	Experiential Learning – Hands-on activities like planting seeds and watering plants.
				Creativity & Innovation	Scavenger hunt (Rhyming words)	Art : Listen and draw	Indoor activities in classroom	Assessment :	Inquiry-based Learning
		Domain - Cognitive Development	Competencies:C-4.2 Recognises different emotions and makes deliberate efforts to regulate them appropriately	Communication & Collaboration	Value education:	Maths: Counting and patterns	Art and craft activity	Observation –	Activity based learning

		CG-3 Children become involved learners and connect with their immediate Environment	C-4.7 Understands and responds positively to different thoughts, preferences, and emotional needs of other children		Kindness & Empathy	Maths :		Nature walk	
		CG-7 Children make sense of the world around through observation and logical thinking	Learning outcomes: Recognize and produce rhyming words within poems Identify and read frequently occurring words and simple sentences, building.		Honesty & Integrity	Counting & Measurement		Checklist	
		Domain : Socio-Emotional and Ethical Development	Recognize and produce rhyming words within poems			Activity: Count flowers and fruits on a plant; compare different plant heights.			
		CG-3 Children become involved learners and connect with their immediate Environment	Identify and read frequently occurring words and simple sentences, building.		Respect for others			Group discussion	
			Competencies: C-6.1 Shows care for and joy in engaging with all life forms C-7.1 Observes and understands different categories of objects, and relationships between them		Inclusive education:	English :Story telling(Any story – related to trees)		Role play	

			<p>Learning outcomes: Recognize and name common plants in their surroundings (e.g., trees, shrubs, herbs, creepers, and climbers). Identify basic parts of a plant (roots, stem, leaves, flowers, fruits, seeds). Understand that plants need sunlight, water, soil, and air to grow. Express why we should take care of plants and avoid harming them.</p>		<p>Planting seeds Nature Walk "Value education: Responsibility Care, Respect for nature , Gratitude" Experiential learning:</p>	<p>Hindi :आपके आस-पास पाए जाने वाले पौधों के नाम लिखिए एवं उनके चित्र बनाइए "Leaf and Flower Art (Collage making)"</p>		<p>Story telling "Worksheets: Match plants parts with their names Sort pictures of plants into categories: Trees, Shrubs, Creepers, Climbers."</p>	
	Community helpers	<p>Domain : Socio-Emotional and Ethical Development CURRICULAR GOALS CG-4 Children develop emotional intelligence, i. e., the ability to understand and manage their own emotions, and respond positively to social norms</p>	<p>Competencies:</p>	<p>Creativity & Innovation</p>	<p>Sorting games (Picture cards of helpers with their tools)</p>	<p>ENGLISH: Just A Minute activity(on the spot chit will be provided, children have to speak about the community helper and the services provided)</p>	<p>Community Helpers Corner in classrooms.</p>	<p>Speaking:</p>	<p>Hands on learning</p>
1st -7th May 2025			<p>C-4.1 Starts recognising 'self' as an individual belonging to a family and community</p>	<p>Communication & Collaboration</p>	<p>Value education: Respect and appreciation</p>	<p>MATHS: Patterns & Shapes: Identify shapes in objects used by community helpers (e.g., a police badge is a star, a traffic sign is a triangle).</p>	<p>Outdoor activities Gratitude Wall: Students write or draw "Thank You" notes for community helpers</p>	<p>My Favourite Community Helper (Rubrics)</p>	<p>Experiential & Real-Life Learning</p>

		<p>Domain : Socio-Emotional and Ethical Development</p> <p>CURRICULAR GOALS</p> <p>CG-5 Children develop a positive attitude towards productive work and service or 'Seva'</p>	<p>C-4.2 Recognises different emotions and makes deliberate efforts to regulate them appropriately</p>		<p>Responsibility</p> <p>Bagless day</p> <p>Activities: Make hats or tools of helpers (e.g., a paper chef's hat)</p>		<p>Observation: Observe 5 community helpers in your neighbourhood (e.g., postman, garbage collector, shopkeeper).</p>	<p>Play based learning Inquiry-Based Learning</p>
		<p>Domain : Socio-Emotional and Ethical Development</p> <p>CURRICULAR GOALS</p> <p>CG-6 Children develop a positive regard for the natural environment around them</p>	<p>C-4.6 Shows kindness and helpfulness to others (including animals, plants) when they are in need</p>		<p>Kindness</p> <p>Helping others</p> <p>HINDI: कविता गान (हमारे मददगार)</p>		<p><input type="checkbox"/> Choose one community helper and write 5-6 lines about them</p>	
			<p>Learning outcomes: Identify the different community helpers. Name the different community helpers in their surroundings. Explain the work done by the community helpers.</p>		<p>Activity: Gratitude card making (for helpers)</p>			

<p>July(10 Pds)</p>	<p>Ch-1 My Body</p>	<p>Domain: Physical Development CURRICULAR GOALS</p> <p>CG-1 Children develop habit that keep them healthy ans safe</p>	<p>Competency: C-1.2 Practices basic self-care and hygiene</p> <p>C-1.3 Keeps school/classroom hygienic and organised</p> <p>C-3.1 Shows coordination between sensorial perceptions and body movements in various activities</p> <p>Learning outcomes: LWIBAT</p> <ol style="list-style-type: none"> 1. Identify different parts of the body. 2. Explain the functions of parts of the body. 3. Recognizethe five senses (sight, hearing, smell, taste, and touch) and the body parts associated with them. 4.Demonstrate an understanding of how to take care of their bodies (e.g., washing hands, brushing teeth, eating healthy foods). 	<p>Critical thinking</p> <p>Problem solving</p> <p>Creative thinking</p> <p>Effective communication</p> <p>Collaboration</p>	<p>Experiential learning : Activity : "Guess the Body Part" Game</p> <p>Inclusive education: Self-Awareness, Empathy, Acceptance</p> <p>Sign Language Inclusion Value inculcation: Cleanliness, Gratitude, Self-care</p> <p>Gratitude activity: Thankful to the body parts Thank you, hands, for helping me write!</p>	<p>ENGLISH: Speaking activity (locate body part and tell the functions)</p> <p>MATHS: Measuring objects with non-standard units of measurement (hand span, cubit, foot span)</p> <p>ART AND CRAFT: Hand & Footprint Art</p> <p>Clay Modeling: Make eyes, ears, or hands using clay.</p>	<p>Classroom Activity</p> <p>Outdoor activity: "Simon Says" game for movement-based learning</p> <p>Sensory wall</p>	<p>Assignments: Match the part of body with their functions.</p> <p>Observations : Checklist</p> <p>MCQs : Quiz on body parts and functions</p> <p>Worksheets: Unscramble the letters and write the names of body parts.</p>	<p>Experiential learning</p> <p>Activity based learning</p> <p>Inquiry based learning</p> <p>Collaborative learning</p>
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<p>July(6-8 pds)</p>	<p>Ch-2 The Food We Eat</p>	<p>Domain: Physical development CURRICULAR GOALS CG-1 Children develop habits that keep them healthy and safe</p>	<p>Competency: C-1.1 Shows a liking for and understanding of nutritious food and does not waste food Learning outcomes: 1. Identify different types of food (e.g., fruits, vegetables, dairy, grains, proteins). 2. Describe the importance of food in helping us grow, stay strong, and be healthy. 3. Sort foods into healthy and unhealthy categories. 4. Recognize where food comes from (plants, animals, farms, grocery stores). 5. Understand the importance of eating a balanced meal.</p>	<p>Critical thinking Decision making Problem solving</p>	<p>Inclusive education: Visual learning Auditory learning Kinesthetic Learning Value inculcation: Healthy Living & Self-Care Environmental Awareness Sharing & Generosity</p>	<p>Games & Sports: Healthy vs. Unhealthy food game: Jump when you hear a healthy food, sit down when you hear an unhealthy food. Maths: Sorting: Group foods by color, shape, or category (fruits, vegetables, dairy, grains).</p>	<p>Classroom Activity room Playground Assembly area</p>	<p>Assignments: Drawing and Labelling Favourite Foods: Observation: Checklist (healthy and unhealthy food in tiffin) Worksheet:</p>	<p>Inquiry-Based Learning Play based learning Real-world connections Hands on learning</p>
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<p>July(6-8 pds)</p>	<p>Ch-3 The Clothes We Wear</p>	<p>Domain: Socio-Emotional and Ethical Development</p> <p>CURRICULAR GOALS CG-6-Children develop a positive regard for the natural environment around them</p> <p>CG-12 Children develop abilities and sensibilities in visual and performing arts and express their emotions through art in meaningful and joyful ways.</p>	<p>Competency:</p> <p>C-6.1 Shows care for and joy in engaging with all life forms</p> <p>C-12.5 Communicates and appreciates a variety of responses while creating and experiencing different forms of art, local culture, and heritage</p> <p>Learning outcome:</p> <ol style="list-style-type: none"> 1. Recognize and name different types of clothes. 2. Explain the importance of wearing clothes. 3. Identify common materials used in making clothes. 4. Identify uniforms worn by community helpers (police, doctors, fire-fighters). 	<p>Critical thinking</p> <p>Problem solving</p> <p>Decision making</p>	<p>Inclusive education:</p> <p>Empathy Collaboration Diverse participation Group Activity: Sorting Clothes by Seasons (Flash cards)</p> <p>Value inculcation: Cleanliness & Personal Hygiene</p> <p>Environmental Awareness & Responsibility</p> <p>Self-Confidence & Expression</p>	<p>ENGLISH: Describe favourite clothes using adjectives (soft, warm, colourful)</p> <p>Bagless Day Activity : Collage making using different pictures of clothes.</p>	<p>Classroom</p> <p>Assembly area</p> <p>Playground</p> <p>Activity room</p>	<p>Assignments:</p> <p>Concept map (Types of clothes with seasons)</p> <p>Quiz</p> <p>Worksheet:</p>	<p>Experiential learning</p> <p>Play based learning</p> <p>Hands on activities</p> <p>Visual learning</p>
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<p>August (8–10 pds)</p>	<p>Ch -4 Keeping Clean, Fit and Healthy</p>	<p>Domain: Physical Development CURRICULAR GOALS CG-1: Children develop habits that keep them healthy and safe. CG-3: Children develop a fit and flexible body.</p>	<p>Competency: C-1.2: Developing personal and social awareness about cleanliness and health. C-1.1: Shows a liking for and understanding of nutritious food and does not waste food. C-1.2: Practices basic self-care and hygiene. C-1.5: Shows awareness of safety in movements (walking, running, cycling) and acts appropriately. Learning Outcomes: Learner will be able to: 1. Identify ways to keep the body clean. 2. Understand the importance of nutritious food and exercise. 3. Demonstrate basic hygiene habits like hand washing, brushing teeth, and bathing.</p>	<p>Critical Thinking & Problem-Solving: Understanding why cleanliness is important. Creativity: Creating hygiene routines using drawings, role plays, or storytelling. Communication: Discussing personal hygiene habits. Collaboration: Group activities on healthy habits.</p>	<p>Health & Well-being: Encouraging a healthy lifestyle through regular hygiene habits. Life Skills: Taking responsibility for personal cleanliness. Eco-consciousness: Using eco-friendly hygiene products (e.g., saving water while bathing).</p>	<p>Physical Education: Exercises and yoga for fitness. Language Development: Speaking about personal hygiene routines. Math: Counting daily hygiene activities (e.g., number of times teeth are brushed).</p>	<p>Classroom: Storytelling sessions, hygiene demonstration. Playground: Physical activities to promote fitness. Washroom area: Demonstrating hand washing techniques.</p>	<p>Observation: Monitoring daily hygiene habits. Checklist: Personal hygiene tracker for students. Worksheets: Matching good and bad hygiene habits. Rubrics: Assessing understanding of hygiene practices. Portfolios: Students create a "Healthy Me" booklet with drawings of their hygiene routine.</p>	<p>Storytelling: Narrating a story about a child who stays clean and healthy. Role Play: Acting out morning hygiene routines. Demonstration: Proper ways of hand washing and brushing teeth. Songs & Rhymes: Singing about cleanliness habits</p>
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<p>August (8–10 pds)</p>	<p>Ch -5 I Love My Family</p>	<p>Domain: Socio-Emotional and Ethical Development CURRICULAR GOALS CG-4: Children develop emotional intelligence, i. e., the ability to understand and manage their own emotions, and respond positively to social norms.</p> <p>CG-5: Children develop a positive attitude towards productive work and service or ‘Seva’.</p> <p>CG-6: Children develop a positive regard for the natural environment around them.</p>	<p>Competency: C-4.1: Develop an understanding of relationships and roles in a family.</p> <p>Learning Outcomes:</p> <p>Learner will be able to:</p> <ol style="list-style-type: none"> 1. Identify different types of families (nuclear, joint, extended). 2. Recognize the roles and responsibilities of family members. 3. Express love and gratitude towards family members. 4. Develop social skills like sharing, helping, and caring. 	<p>Critical Thinking: Understanding family structures and roles. Creativity: Drawing family trees or making greeting cards for family members.</p> <p>Communication: Talking about family members and their importance. Collaboration: Group discussions about family traditions and values.</p>	<p>Life Skills Education: Teaching respect, love, and responsibility within the family. Social Awareness: Understanding different types of families and accepting diversity. Value Education: Emphasizing care, gratitude, and teamwork in a family.</p>	<p>Language: Speaking about family members and writing short sentences about them.</p> <p>Math: Counting family members, making a simple family chart.</p> <p>Art & Craft: Drawing a family picture or creating a family album.</p> <p>Moral Science: Learning values like respect, sharing, and caring for elders.</p>	<p>Classroom: Storytelling and discussions about family roles. Home Connection: Encouraging students to interact with their family members. Activity Corner: Creating "My Family" posters or albums.</p>	<p>Observation: Noting how students describe and interact with family members. Checklist: Identifying different family types. Worksheets: Matching family members to their roles. Rubrics: Evaluating understanding of family relationships. Portfolios: Creating a "My Family Book" with pictures and descriptions.</p>	<p>Storytelling: Narrating a story about a loving family. Role Play: Acting as different family members. Art & Craft: Making a family tree or a greeting card for parents. Discussion: Talking about how family members help each other. Experiential Learning: Encouraging students to share how they help at home.</p>
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<p>August (8–10 pds)</p>	<p>Ch- 6 Home, Sweet Home</p>	<p>Domain:Socio-Emotional and Ethical Development. CURRICULAR GOALS</p> <p>CG-6 – Children develop a positive regard for the natural environment around them.</p>	<p>Competency: C-4.1. Recognizes the importance of shelter and different types of rooms C-5.1: Observes and acknowledges the contributions of people around them, including family members . C-5.2: Engages in small acts of help within the family and community, such as assisting in household chores.</p> <p>Learning Outcomes: The learner will be able to:</p> <ol style="list-style-type: none"> 1. Identify why a home is important. 2. Understand family roles in making a home a happy place. 3. Describe ways to keep the home clean and tidy. 	<p>Critical Thinking & Problem-Solving: Understanding why people live in different kinds of houses. Creativity: Drawing their dream home.</p> <p>Communication: Talking about their home and family members. Collaboration: Working in groups to make a house model.</p>	<p>Civic Sense: Teaching responsibility for keeping homes and surroundings clean. Family Values & Relationships: Emphasizing respect and cooperation in the home. Eco-consciousness: Using sustainable materials in house construction (e.g., mud houses, bamboo houses).</p>	<p>Language: Speaking about their home and family.</p> <p>Math: Counting rooms, windows, and doors in their home.</p>	<p>Classroom: Storytelling and discussions on homes.</p> <p>Play Area: Building small house models with blocks.</p> <p>Outdoor: Observing different structures around the school.</p>	<p>Observation: Discussing how their homes are different from others.</p> <p>Checklist: Identifying household items and their uses. Worksheets: Matching different rooms to the items used. Rubrics: Evaluating their understanding of the importance of a home. Portfolios: Drawing and describing their own home.</p>	<p>Storytelling: Narrating a story about how our house protect us.</p> <p>Demonstration: Showing pictures or videos of different types of rooms. Art & Craft: Making house models using paper, sticks, or clay. Experiential Learning: Visiting a construction site or discussing houses with a local builder.</p>
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<p>August(6 pds)</p>	<p>Ch 7 My school</p>	<p>Domain Physical development Socio- Emotional and Ethnical development</p> <p>CURRICULAR GOALS CG - 1 Children develop habits that keep them healthy and safe.</p>	<p>Competency C- 4.5- Understands and response positively to social norms in the classroom and school C 1.3- Keeps school/ classroom hygienic and organised.</p> <p>Learning outcomes Learner will able to</p> <ol style="list-style-type: none"> 1. learn about their own school environment. 2.Purpose of coming to school. 3.learn about various areas of their school and their importance. 	<p>Critical thinking</p> <p>Decision making</p> <p>Life skills values.</p>	<p>Social Awareness: Understanding importance of cleanliness</p> <p>Organising Cleanliness drive.</p>	<p>Art integration: Bagless Day Activity: Draw your school. Make projects on classroom rules. Language and social studies.</p>	<p>Outdoors Visit your school premises. Observe different areas of the school. e. g playground, activity room library etc.</p>	<p>Observation Name few rooms of your school.</p> <p>Worksheet.</p>	<p>Experiential learning.</p>
<p>September (6 pds)</p>	<p>Ch 8 Let us celebrate</p>	<p>Domain Socio - Emotional and Ethnical development</p> <p>CURRICULAR GOALS CG -4 Children develop emotional intelligence.</p>	<p>Competency C-4.1- starts recognizing self as an individual belonging to a family and community C 4.3- Understands and respond positively to social norms in the classroom and school.</p> <p>Learning outcomes</p> <ol style="list-style-type: none"> 1.Learners will able to know about various festivals and how they are celebrated. 2. They learn about importance of national festivals. 3.They learn about some special days like birthdays and weddings. 	<p>Creative thinking</p> <p>Decision making</p> <p>Knowledge of India.</p>		<p>Art integration: Paste the pictures of various festivals.</p> <p>History: Why national festivals are celebrated and their significance.</p> <p>Maths: Calendar reading (dates of various festivals)</p>	<p>Outdoors Observe any festival. Write few lines about it.</p> <p>Indoors Paste pictures of various festivals you celebrated, foods you eat and clothes you wear.</p>	<p>Worksheet</p> <p>Rubrics: Assessing different types of festivals</p>	<p>Theme based learning- My favourite festival.</p> <p>Diwali card making.</p>

<p>September (6 pds)</p>	<p>Ch 9 Safety Habits</p>	<p>Domain</p> <p>Safety rules Physical development</p> <p>CURRICULAR GOALS CG -1 Children develop habits that keep them healthy and safe.</p>	<p>Competency</p> <p>C-1. 1- Development of healthy habits, hygiene, sanitation and awareness for self-protection. C 1.5 - shows awareness of safety in movements (walking, running, cycling)</p> <p>C 1.6- Understands unsafe situations and asks for help.</p> <p>Learning outcomes</p> <p>1.Students will learn about safety rules. 2. They will learn about safety rules at different places. 3.Students will understand about the importance of safety rules and dos and dont's at different places.</p>	<p>Critical thinking</p> <p>Decision making Life skills values</p>	<p>Showing various videos on maintaining traffic rules. Encouraging the students to maintain safety habits in school playground and outside the campus.</p>	<p>Social studies- Follow traffic rules and zebra crossing Bagless Day Activity: Mathematics- draw traffic signal and write it's shape. Role play How to cross traffic signal</p>	<p>Indoors Role play How to cross traffic signal</p>	<p>Drill sheets Oral quiz</p>	<p>Activity based learning</p> <p>Scrap book- pasting traffic light cutouts.</p>
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<p>October (7 Pds)</p>	<p>Unit 10 My Neighbourhood</p>	<p>Domain : Socio-Emotional and Ethical Development CURRICULAR GOALS CG-7 Children make sense of the world around through observation and logical thinking.</p> <p>CG -5 Children develop a positive attitude towards productive work and service or 'Seva'.</p> <p>CG -10 Children develop fluency and writing in</p>	<p>C 7.1 Observes and understand different categories of objects and relationship between them.</p> <p>C 2.2 Develops visual memory for symbols and representation.</p> <p>Learning outcome Learners will be able to 1. Identify the tools and services in our neighbourhood.</p>	<p>Research</p> <p>Problem Solving Why neighbourhood is important?</p> <p>Decision Making</p>	<p>Experiential Learning</p> <p>Performing Art (Role play)</p> <p>Technological Integration</p>	<p>Art- Drawing and colouring</p> <p>Maths – Counting of numbers</p>	<p>Formal space</p> <p>Informal space (Trip to neighbourhood)</p>	<p>Observation</p> <p>List out things that you have seen in a hospital.</p> <p>Worksheet</p>	<p>Experiential Learning (Trip to neighbourhood and visit of school)</p>
<p>October (7 Pds)</p>	<p>Ch- 11 People at work</p>	<p>Domain : Socio-Emotional and Ethical Development CURRICULAR GOALS CG -4 Children develop emotional intelligence, i.e, the ability to understand and manage their own emotions, and respond positively to social norms.</p> <p>CG – 5 Children develop a positive attitude towards productive work and service or 'Seva'.</p> <p>CG- 12 Children develop abilities and sensibilities in visual and performing arts and express their emotions.</p>	<p>C - 4.6 Shows kindness and helpfulness to others when they are in need.</p> <p>C -5.1 Demonstrates willingness and participation in age-appropriate physical work towards helping others.</p> <p>Learning outcome LWBAT</p> <p>1. Learn importance of helping others 2. Respect towards every work</p>	<p>Life skills and Value</p> <p>Experiential Learning</p> <p>Collabration (Group activity on work done by helpers)</p>	<p>Performing Art (will be able to perform a small act on the work done by different helpers)</p> <p>Environmental awareness</p>	<p>English – Converse fluently and can hold a meaningful conversation.</p> <p>Bagless Day Activity :perform a small act on the work done by different helpers)</p>	<p>Formal space</p> <p>Informal space</p>	<p>Portfolio</p> <p>Draw any 5 tools used by different helpers.</p> <p>Worksheet</p>	<p>Role play</p>

<p>November(7 pds)</p>	<p>Ch 12 The world of plants</p>	<p>Domain : Socio-Emotional and Ethical Development Aesthetic and cultural Development CURRICULAR GOALS CG -6 Children develop a positive regards for the natural environment around them.</p> <p>CG-7 Children make sense of the world around through observation and logical thinking.</p> <p>CG- 12 Children develop abilities and sensibilities in visual and performing arts and express their emotions through art in meaningful and joyful ways.</p>	<p>C 2.1 Differentiates between shapes, colours, and their shades.</p> <p>C 7.1 Observes and understand different categories of objects and relationship between them.</p> <p>C 13.3 Observation, wonder, curiosity, and exploration. Learning outcome LWBAT</p> <p>1. Identify different types of plants and its part.</p> <p>2. Importance of plants</p>	<p>Experiential Learning</p> <p>Decision Making</p> <p>Conceptual learning (Will able to identify and tell the importance of each parts)</p>	<p>Art integrated (draw parts of a plant)</p> <p>Experiential Learning (Understanding how to take care of a plant)</p> <p>Environmental awareness (Importance of plantation)</p>	<p>Maths – Identify different shapes of leaves</p> <p>English Speaking about different parts of plants and describe them in short sentences.</p>	<p>Formal space Class room</p> <p>Informal space (Garden)</p>	<p>Checklist Collect different types of leaves and segregate them on the basis of shapes.</p> <p>Worksheet</p>	<p>Experiential Learning (visit to school garden)</p>
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<p>November (7 pds)</p>	<p>Ch13 The Animal World</p>	<p>Domain : Socio-Emotional and Ethical Development Aesthetic and cultural Development CURRICULAR GOALS CG -6 Children develop a positive regards for the natural environment around them.</p> <p>CG-7 Children make sense of the world around through observation and logical thinking.</p> <p>CG- 12 Children develop abilities and sensibilities in visual and performing arts and express their emotions through art in meaningful and joyful ways.</p>	<p>C 2.3 Differentiates sounds and sound patterns by their pitch, volume, and tempo.</p> <p>C 13.3 Observation, wonder, curiosity, and exploration.</p> <p>C 6.1 Shows care for and joy in engaging with all life forms.</p> <p>Learning Outcomes: Learner will be able to 1. Identify different animals, birds and reptiles. 2. Importance of animals in our life</p>	<p>Experiential Learning (visit to a zoo/ nature park)</p> <p>Decision Making</p> <p>Conceptual learning</p>	<p>Art integrated (mask making)</p> <p>Experiential Learning (visit to a zoo)</p> <p>Environmental awareness</p>	<p>English – Identification of animals, birds and reptiles.</p> <p>Bagless Day Activity : Mask making</p>	<p>Formal space Class room</p> <p>Informal space (zoo/ Nature park)</p>	<p>Portfolio Make animal mask and express in 5 lines.</p> <p>Worksheet</p>	<p>Story Telling using animal puppets</p> <p>Skit on saving animals.</p>
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December(7 pds)	Ch 14 Animals our friend	<p>Domain : Socio-Emotional and Ethical Development Aesthetic and cultural Development</p> <p>CURRICULAR GOALS</p> <p>CG -6 Children develop a positive regards for the natural environment around them.</p> <p>CG-7 Children make sense of the world around through observation and logical thinking.</p> <p>CG- 12 Children develop abilities and sensibilities in visual and performing arts and express their emotions through art in meaningful and joyful ways.</p>	<p>C - 4.6 Shows kindness and helpfulness to others when they are in need.</p> <p>C 6.1 Shows care for and joy in engaging with all life forms.</p> <p>C 13.3 Observation, wonder, curiosity, and exploration.</p> <p>Learning Outcomes: Learner will be able to 1.Understand and respect different life forms 2.Importance of animals in our life.</p>	<p>Experiential Learning</p> <p>Decision Making</p> <p>Conceptual learning</p>	<p>Environmental awareness</p> <p>Art integrated</p> <p>Experiential Learning</p>	<p>English – Identification of sounds of different animal and birds.</p> <p>Art</p> <p>Draw and colouring Bagless day activity Role play Wear a mask of any animal and make sound of that animal</p>	<p>Formal space Classroom</p> <p>Informal space (cattle farm)</p>	<p>Portfolio Draw any 5 things we get from animals.</p> <p>Worksheet</p>	<p>Experiential Learning</p> <p>Role play (sound of animals)</p>
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<p>December(8-9 pds)</p>	<p>Ch15 AIR</p>	<p>Domain: Cognitive Development: CURRICULAR GOALS CG-3 Children become involved learner and connect with their immediate Environment. CG-7 Understand the composition and properties of air. Recognize the importance of air for living organisms. Explore the concept of air pollution and its effects.</p>	<p>Competencies: C 7.1 Students will identify the components of air and their significance. Learning Outcomes: Learner will be able to 1. Understand how air supports life. 2. Understand causes and effects of air pollution.</p>	<p>Creative Thinking – Drawing or crafting activities to show how air moves (e.g., flying kites, blowing balloons). Communication – Describing how air helps us breathe, move objects, and create weather changes. Experiential Learning – Observing how air feels (wind blowing, breathing in and out).</p>	<p>Incorporate experiential learning through experiments demonstrating air properties. Role Play Activity: Promote leadership by assigning group roles during activities.</p>	<p>Art & Craft Activity:Poster making on air composition and properties. Environmental Studies: Discussing air pollution and conservation. Health Education: Understanding the impact of air quality on health.</p>	<p>Classroom Activity: Classroom for theoretical discussions Outdoor Activity: Outdoor spaces for observing air-related phenomena.</p>	<p>Worksheets on air composition. Color the Things That Need Air Images of a fish, a bird, a balloon, a car, a tree, and a rock. Color only the things that need air to live or function. Draw things that show moving air, such as a windmill, a waving flag, or a boy blowing bubbles.</p>	<p>Inquiry-Based Learning: Encourage questions about air and its properties. Project-Based Learning: Investigate local air quality and propose improvement measures. Storytelling: Share narratives on the importance of clean air.</p>
<p>January(8-9 pds)</p>	<p>Ch 16 We need water</p>	<p>Domain: Socio-Emotional and Ethical Development Curricular Goals: CG-1 Children understand the importance of water for life.</p>	<p>Competency C-7.1 Students will describe the significance of water for humans, animals, and plants .C-1.1:Identify sources of water and its uses. C- 1.5 :Shows awareness about the ways to conserve water and prevent pollution Learning Outcomes: Learner will be able to 1. Recognize different water sources and their role in daily life. 2. Understand the impact of water pollution and conservation methods.</p>	<p>Communication – Expressing ideas on why water is important for life. Experiential Learning – Observing how water is used at home and school. Problem-Solving – Identifying water wastage and brainstorming ways to reduce it.</p>	<p>Health & Well Being: Encourage water conservation initiatives in school. Life Skills: Organize hands-on activities to show water purification techniques.</p>	<p>EVS: Study of water cycles and purification. Mapping water sources and rainfall patterns. Moral Science: Understanding the role of communities in water conservation.</p>	<p>Classroom: Classroom discussions with visual demonstrations. Outdoor Activity: Outdoor learning activities at nearby water sources</p>	<p>Observation checklists on water use at home. Worksheets on water sources. Identify Natural & Man-Made Sources A worksheet with images of a waterfall, ocean, rain vs. a tap, handpump, and water tank.</p>	<p>Inquiry-Based Learning: Encourage exploration of water-related topics. Storytelling: Share real-life stories of water conservation efforts.</p>

<p>January(8-9 pds)</p>	<p>Ch17 How is Weather</p>	<p>Domain Cognitive Development Curricular Goals: CG-3 Children become involved learner and connect with their immediate Environment. CG-7 Children make sense of the different weather conditions and their impact on daily life.</p>	<p>Competencies: C4.1 Develop an understanding of weather and describe its components (temperature, wind, precipitation, etc.). Learning Outcomes: Learner will be able to : 1.Recognize different types of weather conditions and their characteristics. 2. Explain how weather affects human activities and the environment.</p>	<p>Problem Solving – Understanding how weather affects daily life (e.g., what to wear, what activities to do). Scientific Temper – Learning about weather changes, seasons, and the water cycle. Critical Thinking – Identifying and analyzing different types of weather.</p>	<p>Life Skills: Encourage students to observe and record daily weather changes. Introduce basic meteorological tools and their functions.</p>	<p>Environmental Science: Study of atmospheric conditions and weather patterns. Mathematics: Analyzing temperature and rainfall data. Bagless day activity - Model on different types of weather</p>	<p>Classroom Activity Classroom for theoretical discussions and weather chart preparation. Outdoor observations of weather elements like clouds, wind, and temperature.</p>	<p>Worksheet Draw a line to match each weather word to the correct picture. Matching, Colouring, and sorting activities to help students learn about different weather conditions in a fun way.</p>	<p>Hands-on Activities: Use thermometers and wind vanes to measure temperature and wind direction. Storytelling: Share folk tales and real-life stories about extreme weather events.</p>
<p>February(8-9 pds)</p>	<p>Ch - 18 Up in the Sky</p>	<p>Domain: Socio- Emotional and Ethical Development CURRICULAR GOALS CG-6 Children develop a positive regard for the natural changes from day to night.</p>	<p>Competency C 7.1 Recognize and describe different celestial bodies. C5.1-Observe celestial objects in sky and their significance. Learning Outcomes: Learner will be able to : 1.Understand the role of the sun in providing light and heat. 2.Explain the changing positions of the sun, moon, and stars.</p>	<p>Critical Thinking – Observing and analyzing objects in the sky (sun, moon, stars, clouds, etc.). Creative Thinking – Drawing and imagining different sky scenes (day and night sky, rainbows, etc.). Collaboration – Group activities like storytelling about the sky and sharing observations.</p>	<p>Encourage students to observe the night sky and record their findings. Introduce basic astronomy concepts through storytelling and interactive media.</p>	<p>Mathematics: Count the objects in solar system and celestial bodies. Art & Craft: Earth's rotation affects day and night. English: Show and Tell Activity on celestial objects Bagless Day Activity : Color the sky blue for daytime and black for nighttime. Draw the sun in the day sky and the moon & stars in the night sky</p>	<p>Classroom discussions using visual aids. Outdoor sky observation sessions during the day and night.</p>	<p>Encourage students to observe the sky during the day. Worksheet Match the word with correct picture. Color the sky blue for daytime and black for nighttime. Draw the sun in the day sky and the moon & stars in the night sky.</p>	<p>Inquiry-Based Learning: Encourage students to ask questions about space. Project-Based Learning: Research and present findings on celestial objects. Storytelling: Share myths and folk tales about stars and planets.</p>