



Curricular Priorities



Grade I - English

Language Objectives	Description
Familiarity	<ul style="list-style-type: none"> ◆ Converts to build familiarity with the language primarily through spoken input in meaningful situations (teacher talk, listening to recorded material, etc.). ◆ To become visually familiar with text [word(s)], what it means, and to notice its components- letter (s) and the sound-values they stand for. ◆ To associate meaning with written/printed language.
Exposure	<ul style="list-style-type: none"> ◆ To provide and monitor exposure to and comprehension of spoken, and spoken-and written inputs (through mother tongue, signs, visuals, pictures, sketches, gestures, single word questions/answers).
Proficiency	<ul style="list-style-type: none"> ◆ To help learners build a working proficiency in the language, especially with regard to listening with understanding and basic oral production (words/phrases, fragments of utterances, formulaic expressions as communicative devices).
Recite sing and enact	<ul style="list-style-type: none"> ◆ To recite and sing poems, songs and rhymes and enact small plays/skits
Oral communication	<ul style="list-style-type: none"> ◆ To use drawing and painting as precursors to writing and relate these activities to oral communication.
Language Items	<p>At the primary level, knowledge of grammar is to be seen mainly as a process of discovering uses and functions of items through exposure to spoken and written inputs. It is recommended that we train the students with the following parts of grammar for better written and spoken skills.</p> <ul style="list-style-type: none"> ◆ is, am, are, has, have ◆ articles ◆ this, that, these, those (as determiners and empty subjects) ◆ prepositions
Learner Outcome	<ul style="list-style-type: none"> ◆ Talk about themselves, members of the family and the people in their surroundings. ◆ Follow simple instructions, requests and questions, and use formulaic expressions appropriately ◆ Enjoy doing tasks (including singing a rhyme or identifying a person, object or thing) in English ◆ Recognise whole words or chunks of language

Grade I - Mathematics

Main Theme	Topics under the theme
Data Handling	<ul style="list-style-type: none"> ◆ Collects, represents and interprets simple data such as measuring the arm length or circumference of the head using a paper strip.
Measurement	<p>Length</p> <ul style="list-style-type: none"> ◆ Distinguishes between near, far, thin, thick, longer/taller, shorter, high, low. ◆ Seriates objects by comparing their length. Measures short lengths in terms of non-uniform units (in the context of games e.g. 'Gilli Danda' and marbles games'). ◆ Estimates distance and length, and verifies using non-uniform units (e.g. hand span etc.) <p>Weight</p> <ul style="list-style-type: none"> ◆ Compares between heavy and light objects. <p>Time</p> <ul style="list-style-type: none"> ◆ Distinguishes between events occurring in time using terms -earlier and later.ü Gets the qualitative feel of long & short duration, of school days v/s holidays.ü Narrates the sequence of events in a day. <p>Money</p> <ul style="list-style-type: none"> ◆ Identifies common currency notes and coins. ◆ Puts together small amounts of money.
Shape & Space	<p>SHAPES & SPATIAL UNDERSTANDING</p> <ul style="list-style-type: none"> ◆ Develops and uses vocabulary of spatial relationship (Top, Bottom, On, Under, Inside, Outside, Above, Below, Near, Far, Before, After) SOLIDS AROUND US ◆ Collects objects from the surroundings having different sizes and shapes like pebbles, boxes, balls, cones, pipes, etc. ◆ Sorts, Classifies and describes the objects on the basis of shapes, and other observable properties. ◆ Observes and describes the way shapes affect movements like rolling and sliding. ◆ Sorts 2 - D shapes such as flat objects made of card etc.
Pattern & Function	<ul style="list-style-type: none"> ◆ Describes sequences of simple patterns found in shapes in the surroundings and in numbers, e.g. stamping activity using fingers and thumb. ◆ Completes a given sequence of simple patterns found in shapes in the surroundings and in numbers.
Number	<p>DEVELOPING A SENSE OF NUMBERNESS, COUNTING AND OPERATIONS OF NUMBERS 1 - 9 AND ZERO</p> <ul style="list-style-type: none"> ◆ Observes object and makes collections of objects. ◆ Arranges the collection of objects in order byo Matching andoOne to one correspondenceü Counts the number of objects in a collection. ◆ Makes collection of objects corresponding to a specific number. ◆ Recognises and speaks numbers from 1 to 9. ◆ Uses numbers from 1 to 9 in counting and comparison. (Real objects and repeated events like clapping to be used for counting) ◆ Reads and writes numerals from 1 to 9. ◆ Adds and subtracts using real objects and pictures. ◆ Adds and subtracts the numbers using symbols '+' and '-'. ◆ Approaches zero through the subtraction pattern (such as $3 - 1 = 2$, $3 - 2 = 1$, $3 - 3 = 0$). NUMBERS FROM (10 - 20)

Main Theme	Topics under the theme
	<ul style="list-style-type: none"> ◆ Forms Number sequence from 10 to 20. Counts objects using these numbers. ◆ Groups objects into a group of 10s and single objects. ◆ Develops the vocabulary of group of 'tens' and 'ones'. ◆ Shows the group of tens and ones by drawing. ◆ Counts the number of tens and ones in a given number. ◆ Writes the numerals for eleven to nineteen. Writes numerals for ten and twenty. ◆ Compares numbers upto 20. ADDITION AND SUBTRACTION (UPTO 20) ◆ Adds and subtracts numbers upto 20. NUMBERS FROM 21 - 99 ◆ Writes numerals for Twenty-one to Ninety nine. ◆ Groups objects into tens and ones. ◆ Draws representation for groups of ten and ones. ◆ Groups a number orally into tens and ones.
MENTAL ARITHMETIC	<ul style="list-style-type: none"> ◆ Adds two single digit numbers mentally

Class I - Environmental Sciences

Main Theme	Topics under the theme
Family	<ul style="list-style-type: none"> ◆ Members of the family ◆ Dependence on family members
Nature around us	<ul style="list-style-type: none"> ◆ Day & Night ◆ Fire ◆ Plants ◆ Earth ◆ Animals ◆ Sky ◆ Birds ◆ Sun ◆ Air ◆ Moon ◆ Water ◆ Stars
Play & Learn	<ul style="list-style-type: none"> ◆ Different ways of learning ◆ Play inside and outside homes ◆ School as a centre for playing and learning ◆ Places where we can we play
Food	<ul style="list-style-type: none"> ◆ Healthy Eating habits ◆ Eating Etiquettes
Shelter	<ul style="list-style-type: none"> ◆ Houses as shelter ◆ Keeping the house clean ◆ Location and address
Water	<ul style="list-style-type: none"> ◆ Drinking water ◆ Clean water ◆ Water for plants and animals
Travel	<ul style="list-style-type: none"> ◆ Travel to different places within the city. ◆ Travel for sight-seeing and family occasions ◆ Modes of transport

Grade II - English

Language Objectives	Description
Familiarity	<ul style="list-style-type: none"> ◆ Converts to build familiarity with the language primarily through spoken input in meaningful situations (teacher talk, listening to recorded material, etc.). ◆ To become visually familiar with text [word(s)], what it means, and to notice its components- letter (s) and the sound-values they stand for. ◆ To associate meaning with written/printed language.
Exposure	<ul style="list-style-type: none"> ◆ To provide and monitor exposure to and comprehension of spoken, and spoken-and written inputs (through mother tongue, signs, visuals, pictures, sketches, gestures, single word questions/answers).
Proficiency	<ul style="list-style-type: none"> ◆ To help learners build a working proficiency in the language, especially with regard to listening with understanding and basic oral production (words/phrases, fragments of utterances, formulaic expressions as communicative devices).
Recite sing and enact	<ul style="list-style-type: none"> ◆ To recite and sing poems, songs and rhymes and enact small plays/skits
Oral communication	<ul style="list-style-type: none"> ◆ To use drawing and painting as precursors to writing and relate these activities to oral communication.
Language Items	<p>At the primary level, knowledge of grammar is to be seen mainly as a process of discovering uses and functions of items through exposure to spoken and written inputs. It is recommended that we train the students with the following parts of grammar for better written and spoken skills.</p> <ul style="list-style-type: none"> ◆ is, am, are, has, have ◆ articles ◆ question words ◆ prepositions
Learner Outcome	<ul style="list-style-type: none"> ◆ Talk about themselves, members of the family and the people in their surroundings. ◆ Follow simple instructions, requests and questions, and use formulaic expressions appropriately ◆ Enjoy doing tasks (including singing a rhyme or identifying a person, object or thing) in English ◆ Recognise whole words or chunks of language

Grade II - Mathematics

Main Theme	Topics under the theme
Data Handling	<ul style="list-style-type: none"> ◆ Collects data through measurement. ◆ Represents the data followed by discussion (e.g. heights of children). ◆ Collects and presents the data on birthdays. ◆ Draws inferences from the data at the appropriate level.
Measurement	<p>Length</p> <ul style="list-style-type: none"> ◆ Measures lengths & distances along short & long paths using uniform (non-standard) units, extends to longer lengths. <p>Weight</p> <ul style="list-style-type: none"> ◆ Compares two or more objects by their weight. ◆ Appreciates the need for a simple balance. ◆ Compares weights of given objects using simple balance. CAPACITY (VOLUME) ◆ Compares and orders containers in terms of internal volume (capacity). ◆ Orders given containers as per their capacities on the basis of perception & verifies by pouring out etc. <p>Time</p> <ul style="list-style-type: none"> ◆ Gets familiar with the days of the week and months of the year. ◆ Gets a feel for sequence of seasons (varying locally). ◆ Sequences the events occurring over longer periods in terms of dates/days. <p>Money</p> <ul style="list-style-type: none"> ◆ Identifies currency - notes and coins. ◆ Puts together amounts of money not exceeding Rs 50/-. ◆ Adds and subtracts small amounts of money mentally. ◆ Transacts an amount using 3-4 notes.
Shape & Space	<p>Shapes & Spatial Understanding 3-D and 2-D Shapes</p> <ul style="list-style-type: none"> ◆ Observes objects in the environment and gets a qualitative feel for their geometrical attributes. ◆ Identifies the basic 3-D shapes such as cuboid, cylinder, cone, sphere by their names. ◆ Traces the 2-D outlines of 3-D objects.ü Observes and identifies these 2-D shapes. ◆ Identifies 2-D shapes viz., rectangle, square, triangle, circle by their names. ◆ Describes intuitively the properties of these 2-D shapes. ◆ Identifies and makes straight lines by folding, straight edged objects, stretched strings and draws free hand and with a ruler. ◆ Draws horizontal, vertical and slant lines (free hand). ◆ Distinguishes between straight and curved lines. ◆ Identifies objects by observing their shadows.

Main Theme	Topics under the theme
Pattern & Function	<ul style="list-style-type: none"> ◆ Observes and extends patterns in sequence of shapes and numbers. ◆ Searches for patterns in different ways of splitting a number. ◆ Creates block patterns by stamping thumbprints, leaf prints, vegetable prints, etc. ◆ Creates patterns of regular shapes by stamping.
Number	<ul style="list-style-type: none"> ◆ Reads and writes numerals for numbers up to ninety-nine. ◆ Expands a number with respect to place values. ◆ Counts and regroups objects into tens and ones. ◆ Uses the concept of place value in the comparison of numbers. ◆ Counts in various ways:– Starting from any number.– Group counting etc. ◆ Arranges numbers upto hundred in ascending and descending order. ◆ Forms the greatest and the smallest two digit numbers with and without repetition of given digits. ◆ Indicates and identifies the position of an object in a line. <p data-bbox="487 1006 944 1037">ADDITION AND SUBTRACTION</p> <ul style="list-style-type: none"> ◆ Adds and subtracts two digit numbers by drawing representations of tens and ones without and with regrouping. ◆ Adds zero to a number and subtracts zero from a number. ◆ Observes the commutative property of addition through patterns. ◆ Solves addition, subtraction problems presented through pictures and verbal description. ◆ Describes orally the situations that correspond to the given addition and subtraction facts. ◆ Estimates the result of addition and subtraction and compares the result with another given number. <p data-bbox="487 1488 1281 1519">PREPARATION FOR MULTIPLICATION AND DIVISION</p> <ul style="list-style-type: none"> ◆ Discussion of situations involving repeated addition and situations involving equal sharing. ◆ Activities of making equal groups.
Mental Arithmetic	<ul style="list-style-type: none"> ◆ Adds and subtracts single digit numbers mentally. Adds and subtracts multiples of ten mentally

Grade II - Environmental Sciences

Main Theme	Topics under the theme
Family & Relationships	<ul style="list-style-type: none"> ◆ Family as a support system ◆ Family influences ◆ Respecting family members
Nature around us	<ul style="list-style-type: none"> ◆ Plants ◆ Animals ◆ Birds ◆ Air ◆ Water ◆ Fire ◆ Earth ◆ Sky ◆ Sun ◆ Moon ◆ Stars
Play & Learn	<ul style="list-style-type: none"> ◆ Different ways of learning ◆ Working time and leisure time ◆ Play inside and outside homes ◆ School as a centre for playing and learning ◆ Games we play
Food	<ul style="list-style-type: none"> ◆ Healthy Eating habits ◆ Eating Etiquettes
Shelter	<ul style="list-style-type: none"> ◆ Houses as shelter ◆ Keeping the house clean ◆ Pets and other animals ◆ Location and address
Water	<ul style="list-style-type: none"> ◆ Importance of water ◆ Water for my family ◆ Water for plants and animals
Travel	<ul style="list-style-type: none"> ◆ Travel to different places within the city. ◆ Travel for sight-seeing and family occasions ◆ Modes of transport

Grade III - English

Language Objectives	Description
Literacy	<ul style="list-style-type: none"> ◆ To provide print-rich environment to relate oracy with literacy.
Learners' readiness	<ul style="list-style-type: none"> ◆ To build on learners' readiness for reading and writingü To use appropriate spoken and written language in meaningful contexts/situations
Learners' conceptualisation	<ul style="list-style-type: none"> ◆ To promote learners' conceptualisation of printed texts in terms of headings, paragraphs and horizontal lines.
Learners' vocabulary	<ul style="list-style-type: none"> ◆ To enrich learners' vocabulary mainly through telling, retelling and reading aloud of stories/ folktales in English
Oral communication	<ul style="list-style-type: none"> ◆ To give them an opportunity to listen to sounds/sound techniques and appreciate the rhythm and music of rhymes/sounds
Familiarity	<ul style="list-style-type: none"> ◆ To familiarize learners with the basic process of writing.
Language Items	<p>At the primary level, knowledge of grammar is to be seen mainly as a process of discovering uses and functions of items through exposure to spoken and written inputs. It is recommended that we train the students with the following parts of grammar for better written and spoken skills.</p> <ul style="list-style-type: none"> ◆ Nouns, Pronouns, Adjectives, Adverbs ◆ Tense forms (simple present, present continuous and simple past) ◆ Articles ◆ and, or, but ◆ Punctuation marks (full stop, comma, question mark) ◆ Prepositions
Learner Outcome	<ul style="list-style-type: none"> ◆ Narrate his/her experiences and incidents. ◆ Exchange his/her ideas with the peers. ◆ Carry out a brief conversation involving seeking/giving information. ◆ Enjoy reading a story, poem, a short write-up, a notice, poster etc. ◆ Take dictation of simple sentences and to practise copy writing from the blackboard and textbook and to use common punctuation marks ◆ Write a short description of a person, thing or place – prepare a notice, or write a message for someone ◆ Write a short composition based on pictures ◆ Take part in group activity, role play and dramatisation

Grade III - Mathematics

Main Theme	Topics under the theme
Data Handling	<ul style="list-style-type: none"> ◆ Records data using tally marks. ◆ Collects data and represents in terms of pictograph choosing appropriate scale and unit for display through pictographs. ◆ Draws conclusions from the data by discussing with the teacher.
Measurement	<p>Length</p> <ul style="list-style-type: none"> ◆ Appreciates the need for a standard unit. ◆ Measures length using appropriate standard units of length by choosing between centimetres and metres. ◆ Estimates the length of given object in standard units and verifies by measuring. ◆ Uses a ruler ◆ Relates centimetre. and metre. <p>Weight</p> <ul style="list-style-type: none"> ◆ Weighs objects using non standard Units. ◆ Appreciates the conservation of weight. <p>Volume</p> <ul style="list-style-type: none"> ◆ Measures and compares the capacity of different containers in terms of non-standard units. ◆ Appreciates the conservation of volume. <p>Time</p> <ul style="list-style-type: none"> ◆ Reads a calendar to find a particular day and date. ◆ Reads the time correct to the hour. ◆ Sequences the events chronologically. <p>Money</p> <ul style="list-style-type: none"> ◆ Converts Rupee to Paise using play money. ◆ Adds and subtracts amounts using column addition, and subtraction without regrouping. ◆ Makes rate charts and bills.
Shape & Space	<p>Shapes & Spatial Understanding</p> <ul style="list-style-type: none"> ◆ Creates shapes through paper folding, paper cutting. ◆ Identifies 2-D shapes ◆ Describes the various 2-D shapes by counting their sides, corners and diagonals. ◆ Makes shapes on the dot-grid using straight lines and curves. ◆ Creates shapes using tangram pieces. ◆ Matches the properties of two 2-D shapes by observing their sides and corners (vertices). ◆ Tiles a given region using a tile of a given shape. ◆ Distinguishes between shapes that tile and that do not tile.

Main Theme	Topics under the theme
	<ul style="list-style-type: none"> ◆ Intuitive idea of a map. Reads simple maps (not necessarily scaled) ◆ Draws some 3D-objects.
Pattern & Function	<ul style="list-style-type: none"> ◆ Identifies simple symmetrical shapes and patterns. ◆ Makes patterns and designs from straight lines and other geometrical shapes. ◆ Identifies patterns in the numerals for odd and even numbers and in adding odd and even numbers. ◆ Partitions a number in different ways. ◆ Identifies patterns in his surroundings ◆ Identifies patterns in multiplication with, and dividing by 10s.
Number	<p>Number Sequence Upto 1000</p> <ul style="list-style-type: none"> ◆ Reads and writes 3-digit numbers. ◆ Expands a number w.r.t. place values. ◆ Counts in different ways – starting from any number. ◆ Compares numbers. ◆ Forms greatest and smallest numbers using given digits. <p>Addition And Subtraction</p> <ul style="list-style-type: none"> ◆ Adds and subtracts numbers by writing them vertically in the following two cases: <ul style="list-style-type: none"> o without regrouping. o with regrouping. ◆ Uses the place value in standard algorithm of addition and subtraction. ◆ Solves addition and subtraction problems in different situations presented through pictures and stories. ◆ Frames problems for addition and subtraction facts. ◆ Estimates the sum of, and difference between, two given numbers. <p>Multiplication</p> <ul style="list-style-type: none"> ◆ Explains the meaning of multiplication (as repeated addition). ◆ Identifies the sign of multiplication. ◆ Constructs the multiplication tables of 2, 3, 4, 5 and 10 ◆ Uses multiplication facts in situations. ◆ Multiplies two digit numbers using standard algorithm and Lattice multiplication algorithm. <p>Division</p> <ul style="list-style-type: none"> ◆ Explains the meaning of division from context of equal grouping and sharing. ◆ Relates division with multiplication. ◆ Completes division facts: <ul style="list-style-type: none"> o by grouping o by using multiplication tables.
MENTAL ARITHMETIC	<ul style="list-style-type: none"> ◆ Adds and subtracts single digit numbers and two digit numbers mentally. ◆ Doubles two digit numbers mentally (result not exceeding two digits).

Grade III - Environmental Sciences

Main Theme	Topics under the theme
Family & Relationships	<ul style="list-style-type: none"> ◆ Concept of a family ◆ Family as a support system ◆ Family influences ◆ Similarities between relations ◆ Hereditary features ◆ Sensitivity to the old and physically challenged
	<p>Plants</p> <ul style="list-style-type: none"> ◆ Plants around us ◆ Leaves in our lives
	<p>Animals</p> <ul style="list-style-type: none"> ◆ Small and big animals ◆ Insects and flyers ◆ Birds: living places, eating habits, feathers and sounds.
Work and Play	<ul style="list-style-type: none"> ◆ Different occupations ◆ Working time and leisure time ◆ Work inside and outside homes ◆ Working children ◆ Importance of going to school ◆ Games we play
Food	<ul style="list-style-type: none"> ◆ Food from plants and animals: basic ideas about various plants used as food; food from animals ◆ Cooking ◆ Eating habits ◆ Food of domestic and wild animals
Shelter	<ul style="list-style-type: none"> ◆ Houses as need for shelter and need for living together ◆ Decorating and cleaning our shelter ◆ Need for shelter to protect from heat, cold, rain and other problems ◆ Need to share housework ◆ Pets and other animals ◆ Mapping neighborhood: representation in two dimensions. Directions
Water	<ul style="list-style-type: none"> ◆ Local sources of water ◆ Uses of water ◆ Water for my family ◆ Water for plants and animals ◆ Water scarcity, wastage and recycling, water harvesting ◆ Measurement of water in terms of non-standard units such as buckets, pots etc.

Main Theme	Topics under the theme
	<ul style="list-style-type: none">◆ Estimates of quantities used for different domestic activities◆ Safe handling of water◆ Containers made of different shapes and materials to store water for different purposes.◆ Conceptual development of conservation of volumeCultural expressions about water/rain/rivers;Observations related to rain and response of plants and animals.
Travel	<ul style="list-style-type: none">◆ Travel to different social spaces- forest, village, city.◆ Travel for migration, sight-seeing, family occasions◆ Modes of transport◆ Short and long distance travel◆ Different kinds of workers associated with travel-railway station, bus stand and airport◆ Different means of communication- letter,mail,calls,msgs etc.
Thing we Make & Do	<ul style="list-style-type: none">◆ Pottery◆ Textiles

PHYSICAL EDUCATION FOR MANUAL

Overview

Physical education (PE) provides children with learning opportunities through the medium of movement and contributes to their overall development by helping them to lead full, active and healthy lives. The Physical Education Curriculum provides a balanced range of activities for children and encourages schools to adopt a flexible approach in planning for PE.

Physical Education Curriculum

The Physical Education Curriculum includes strands:

- ◆ Games
- ◆ Dance
- ◆ Music (Vocal, Key board)
- ◆ Skating
- ◆ Aquatics
- ◆ Yoga
- ◆ Aerobics & Gymnastics
- ◆ Art & Craft
- ◆ Athletics

The Athletics strand incorporates a range of activities including running, jumping and throwing. These activities provide children with individual challenges and motivate them to participate in more formalized approaches to athletics in later stages of physical development.

Dance in the Physical Education Curriculum encourages children to improve body management skills, to understand movement, to work with others and to develop creativity and imagination.

Gymnastics focuses on body actions such as jumping, turning, swinging and balancing. This strand is also concerned with the control and management of body movements in increasingly challenging situations.

Involving children in games enables them to appreciate and enjoy games both as participants and as spectators.

The aquatics programme involves not only teaching children how to swim but promoting children's enjoyment of water-based activities also. The curriculum stresses the importance of play in the development of competence in the water.

Yoga

Introduction

Physical education provides children with learning opportunities through the medium of movement and contributes to their overall development by helping them to lead full, active and healthy lives.

The physical education curriculum

Physical education is distinguished from other curricular areas by its primary focus on the body and on physical experience and is an integral part of the educational process, without which the education of the child is incomplete. Through a diverse range of experience providing regular, challenging physical activity, the balanced and harmonious development and general well-being of the child is fostered.

Physical education meets the physical needs of the child and needs for movement experiences, challenges and play. It develops a desire for daily physical activity and encourages constructive use of free time and participation in physical activities in adult life. To fulfill these needs, physical education is built on the principles of variety and diversity, not of specialization.

Grade - 1

Term – I Will be learning the balancing skills with the skates, will be learning coordination and ball skills, class lessons in games skills and team work will be learning the basics fitness exercises of gymnastics aerobics.

Term – II Weekly specialist music lesson singing, will be developing the team work concepts through team games and coordination skills. Body movements learning the basic for different rhythms and start composing the movements for a specified music as groups. End of the class performance at the term.

Term – III Playing minor team games. Learning the body fitness exercises through yoga class and also concentration exercises and learning the basic gymnastics. By the end of the term we aim to have all children entering the swimming pool confidently and learning a few basic strokes to move freely in the water.

Grade – 2

Term – I Develop and practice a range of ball handling skills, kicking skills and striking skills and carrying skills. Explore and create movement at different levels using different path ways and forming different shapes and an appropriate range of dynamics in movement. Create and perform simple dances with teachers guidance. Teaching the children a sense of tempo pitch, duration and repeating simple clapping rhythms and tapping out a beat using body parts and learning, learning songs the basic gymnastic exercise and formations through physical exercises.

Term – II Developing the ball throwing skills into a small target, receiving skills without allowing the ball to touch the ground. Enhance health related fitness through Yoga exercises that helps to promote a healthy life style. Learning the skills of water safety, Hygiene, entry to and exit from the water, and stroke development identifying qualities of a balance through gymnastic exercises.

Term – III Minor group games which develop the team work and apply simple rules to games. Developing the balancing skills, and stepping and walking and stopping skills. Draw and paint with increasing attention, paint from observation. Developing the stretching skills through gymnastic exercises.

Grade – 3

Term – I Develop personal competence in the games skills of sending, receiving and traveling using an equipment. Link skills to produce a short wequence of movement by linking two basic movement actions of gymnastics. Maintain and enhance health related fitness through yoga aasanaas. Hygiene, water safety, entry to and exit from the ater and stroke development.

Term – II Basic skills of skating like slipping, walking, stopping and turnings. Making drawings with the lines, shapes patterns. Concentrating on keenly observed action in figure drawing and painting. Minor group games and applying simple rules to games and play simple playground games. Basic gymnastic exercises and physical fitness exercises.

Term – III Usage of the body as a means of expressing and communication, composing and performing 3 to 4 dances with the help of the teachers. Teaching the children a sense of tempo, pitch duration and simple clapping rhythms and tapping and and different ways of ways of making sounds, with drums etc. and introduction of different musical instrument sounds and basic skills of music key board playing.