

# **Lesson Plan**

**Session 2025-2026**

**Evs class1**

**April 2025**

**Number of teaching days 19 Topic**

**Lesson 1 This is Me**

**Lesson 2 my Body**

**Number of days required to complete the topic 2 + 7+10=10**

**Lesson 1 This is Me**

**Learning outcomes**

**Knowledge objectives**

Students will be able to learn about their full name address contact number and date of birth

**Understanding objectives**

Student will be able to differentiate between their name and others name they will also understand what is written on there I cards

**Objective**

Student will understand the importance of knowing their contact number and addresses

**Skill objectives**

Student will be able to understand the situation in which they can use their contact number and address. They can also calculate their age with the help of contact number.

**Previous knowledge testing**

Student will be asked the following questions

What is your name?

How many parts are there in your name?

Where do you live?

## **Teaching aids**

Chalk, duster, board, chart, ID cards videos books

## **Pedagogical strategies**

The teacher will explain about the different part of the name, contact number address and date of birth. The teacher will show the various ID cards like school ID card pan card, Aadhar card etc.

## **Hands on Activity**

Experiential learning students will be asked to see the ID cards of their friends and parents and compare the information written on their ID cards with their or ID card.

## **Art integration**

Draw an ID card Android your name, class section address and contact number. Also paste your passport size photograph on the top right side.

## **Interdisciplinary linkages and infusion of life skill**

Students will be able to introduce themselves confidently. They will not panic if they are alone somewhere as they know their parents contact number and address.

## **Recapitulation**

Oral revision and drill will be done.

## **Resources using ICT ( information and communication technology)**

E-books, internet,PAN Card, Aadhar Card etc.

## **Assessment items**

To check the conceptual clarity, various types of assessments will be

done. Exercise in the workbook will be also be done.

### **Feedback and remedial teaching**

Student (slow learner) will be asked to see more ID card at home and remember their contact number and address.

### **Inclusive practices and food participation without discretion**

- Group activity
- Reading books
- Watch videos
- Models
- Charts
- Hands on learning
- Collaboration

### **Lesson 2 My body**

#### **Learning outcomes**

##### **Knowledge objectives**

Student will be able to learn about the different parts of their body and their functions.

##### **Understanding objective**

Student will be able to understand the place of all the body parts and their use.

##### **Application objectives**

Students will be able to understand the importance of each body part and how they function.

## **Skill objectives**

**Students will be able to understand the importance of all the body**

parts and how to take care of them.

## **Previous knowledge testing**

**Students will be asked the following questions name three main parts of the body which body part help us to see How can we keep our body clean Teaching aids**

Chalk duster board chart videos books.

## **Padagogical strategies**

The teacher will read the chapter and explain about the different body parts. The use and importance of each body part will be explained. The students will be told about the difference ways to keep our body clean.

## **Hands on learning experiential learning**

The student will be asked to identify the role of all various parts of our body.

## **Art integration**

Draw and label the different parts of our body. Also recite the poem about a body part.

## **Inter display linkages and infusion of life skills**

Student will be able to understand the importance of each body part and how they help us they will be able to differentiate the function of various body parts.

## **Recapitulation**

Oral revision and practice of reading will be done.

## **Resources using ICT information and communication technology**

Ebooks, workbook internet real life example

<https://youtube/sut8qoekbms>

### **Assessment items**

To check the conceptual clarity various types of assessment will be done exercise in the textbook and workbook will be done dictation test will be taken by reason assignment will be given.

### **Feedback and remedial teaching**

Students slow learner will be asked it was more videos and discuss about your body parts with their others.

### **Inclusive practices and food participation without discretion**

- Group activity
- Reading books
- Watch videos
- Models
- Charts
- Hands on learning
- Collaboration

### **May 2025**

### **Number of teaching is 21**

### **Lesson 3 Sense organs**

### **Lesson 4 My Family**

### **Number of days required to complete the topic 10 + 11 = 21**

### **Lesson 3 Sense Organ**

## **Learning outcomes**

### **Knowledge objectives**

Student will be able to learn about the sense organs in their body and their functions.

### **Understanding objective**

Student will be able to understand the place of all the sense organs and their use.

### **Application objectives**

Students will be able to understand the importance of sense organs and how they function.

### **Skill objectives**

Students will be able to understand the importance of sense organs and how to take care of them.

### **Previous knowledge testing**

Students will be asked the following questions 1. Name three main parts of the body.

2) Which body part help us to see?

3) Which body part helps us to hear?

### **Teaching aids**

Chalk duster board chart videos books.

### **Padagogical strategies**

The teacher will read the chapter and explain about the different sense organs. The use and importance of each sense organ will be explained. The students will be told about the difference ways to keep our body

clean.

### **Hands on learning experiential learning**

The student will be asked to identify the role of all various sense organs in our body.

### **Art integration**

Draw and label the sense organs. Also recite the poem about a body part.

### **Inter display linkages and infusion of life skills**

Student will be able to understand the importance of sense organs and how they help us they will be able to differentiate the function of various body parts.

### **Recapitulation**

Oral revision and practice of reading will be done.

### **Resources using ICT information and communication technology**

Ebooks, workbook internet real life example

<https://youtube/sut8qoekbms>

### **Assessment items**



To check the conceptual clarity various types of assessment will be done exercise in the textbook and workbook will be done dictation test will be taken by reason assignment will be given.

### **Feedback and remedial teaching**

Students slow learner will be asked it was more videos and discuss about your body parts with their others.

### **Inclusive practices and food participation without discretion**

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- Reading books
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- Models
- Charts
- Hands on learning
- Collaboration

## **Lesson 4 My family**

### **Learning outcomes**

#### **Knowledge objectives**

Student will be able to learn about their family and family members.

#### **Understanding objectives**

Student will be able to understand their relationship with the other family members.

#### **Application objectives**

Student will be able to understand the importance of each family members and how they help us.

## **Skill objectives**

Student will be able to understand how they are related to each other and how all the family help each other.

## **Previous knowledge testing**

Student will be asked the following question

What is your family?

Who are our siblings what are your fathers parents called?

Who treats the sick people?

## **Teaching aids**

Chalk, duster, board, charts videos models lab, books.

## **Pedagogical strategies**

The teacher will explain about the different family members. The concept of family and family members will be discussed. The teacher will also explain about the different types of jobs that the family members do.

## **Hands on learning experiential learning –**

Students will be asked to identify the role of all their family members in different household activities. They will be asked to compare the jobs of all the family members.

## **Art Integration**

Draw and colour a thank you card for your parents to show your love to them.

### **Interdisciplinary linkage and infusion of life skills**

Students will be able to understand the importance of each family member and how they help each other. They will also understand how other people around us help us.

### **Recapitulation**

Exercise in the workbook will be done. Order revision will be given. Test will be given in the form of fill up true false one word answers.

### **Resources including ICT information and communication technology**

Ebooks book internet <https://youtube/p15rsmvtifq>

### **Assessment items**

To check the conceptual clarity, various type of assessment will be done. Exercise in the textbook and workbook will be done. Dictation test will be taken. Revision assignment will be given.

### **Feedback and remedial teaching**

Students slow learner will be asked to watch more videos related to the topic. They will be asked to read the chapter carefully and do practice of spelling.

### **Inclusive practices and food participation without discretion**

- Group activity
- Reading books
- Watch videos
- Models
- Charts
- Hands on learning
- Collaboration

**July2025**

**Number of teaching day 17**

**Topics**

**Lesson 5 Clothes we wear**

**Lesson 6 My Neighbourhood**

**Lesson 8 Festivals**

**Number of days required to complete the**

**Topic**

**Lesson 5 Clothes we wear**

**Learning –outcomes**

**Knowledge objective-**

Students will be able to know about the different types of clothes we wear.

**understanding objective-**

Students will be able to know the need of different types of clothes.

**Application objective-** students will be able to know the different clothes in different regions.

**Skill objective-**

Students will be able to know about how Tailor stitch our clothes.

**Previous knowledge**

**testing-**

Students will be asked-

1. What are wearing
- 2.Do all the clothes that we wear look and feel the same?
- 3.Which type of clothes do we wear in weddings?
- 4.Which type of clothes we wear sleeping time?

teaching aids- chalk,  
duster, books, board, videos

**Pedagogical strategies-**

The teacher will explain the students about the clothes that all the clothes we are wearing a different for the different occasions. we also we are close according to the seasons and regions where we live. we are having different types of clothes at the workplace post of we wear special clothes

on the special occasions.

### **Experiential learning**

The teacher will show students the things used by the tailor to stitch the clothes. The teacher will show measuring tape, sewing thread and will show the flash card of sewing machine.

### **Art integration**

Paste 5 types of different fabrics and write down the name of the fabric.

Resources including ICT- ebooks, internet, smart class, videos

### **Recapitulation-**

It will be done in the class. Oral discussion will be done.

### **Resources using ICT information and technology**

Ebooks, workbook, internet, real life examples.

<https://youtube//9G7KaAiHiOM>

feature=shared

### **Assessment items**

To check the conceptual clarity, various types of assessments will be done. Exercise in the workbook will be also be done. Dictation test will be given. The reason assignment will be given.

### **Feedback and remedial teaching**

Students slow learner will be asked to watch more videos and discuss about different types of clothes..

### **Inclusive practices and student participation without discretion**

- Group activity
- Reading books
- Watch videos
- Models
- Charts

- Hands on learning
- Collaboration
- Models
- Charts
- Hands on learning

Collaboration

## **Lesson 6 Neighbourhood**

### **Learning Outcomes**

#### **Knowledge Objectives**

Students will be able to learn about the neighbours and neighbourhood

#### **Understand objectives**

Students will be able to understand the places in the neighbourhood.

#### **Application objectives**

Student will be able to find out the ways that how can they keep their surroundings clean.

#### **Previous knowledge testing**

Students will be asked the following question

1. Name any one friend who lives near your house.
2. Name any place near your house.
3. Is there any park near your house?

### **Teaching Aids**

Chalk duster board chart videos books

### **Pedagogical strategies**

The teacher will explain about the concept of day and night she will also tell about the different activities that we do at different parts of the day morning afternoon evening

### **Hands on activity explanation learning**

Students will be asked to make a list of all the places which are near around their home. They will also be asked about the persons live near their house.

### **Art integration**

The student will be asked to draw any one place near their house in the their notebooks and colour them

### **Interdisciplinary Linkages and infusion of life skill**

Students become more aware about their neighbourhood.

### **Recapitulation**

Oral revision and drill will be done.

### **Resources using ICT information and technology**

Ebooks, workbook, internet,real life examples.

<https://youtube/OQXRVOG10ZA?>

### **Assessment items**

To check the conceptual clarity, various types of assessments will be done. Exercise in the workbook will be also be done. Dictation test will be given. The reason assignment will be given.

## **Feedback and remedial teaching**

Students slow learner will be asked it was more videos and discuss about your neighbourhood.

## **Inclusive practices and food participation without discretion**

- Group activity
- Reading books
- Watch videos
- Models
- Charts
- Hands on learning
- Collaboration

## **Lesson 8 Festivals**

- **LearningOutcome**
- **Knowledge Objectives**
- Students will be able to learn about the festivals.

## **Understand objectives**

Students will be able to understand about the festivals. They will also be able to understand that how do we celebrate festivals.

## **Application objectives**

Student will be able to list of the festivals and also be able to differentiate among the religious festivals and national festivals.

## **Skill objectives**

After reading this chapter students will able understand about the different types of festivals.



### **Previous knowledge testing**

Students will be asked the following question

1. Name any one festival.
2. Which is your favourite festival?
3. Name any religious festival.

### **Teaching aids**

Chalk duster board chart videos books

### **Pedagogical strategies**

The teacher will explain about the festivals that festivals are special days for us and will also explain about the different festivals and how do we celebrate these festivals.

### **Hands on activity explanation learning**

Students will be asked to make a list of all the festivals they celebrate with their family and will also speak some lines on their favourite festival.

### **Art integration**

The student will be asked to draw the scene of their favourite festival.

### **Interdisciplinary Linkages and infusion of life skill**

Students will become more vigilant about the celebration of festivals and will be able to celebrate with more enthusiasm. .

## **Recapitulation**

Oral revision and drill will be done.

## **Resources using ICT information and technology**

Ebooks, workbook, internet, real life examples.

<https://youtube/Wr-crkstygs>

## **Assessment items**

To check the conceptual clarity, various types of assessments will be done. Exercise in the workbook will be also be done. Dictation test will be given. The reason assignment will be given.

## **Feedback and remedial teaching**

Students slow learner will be asked it was more videos and discuss about festivals.

## **Inclusive practices and food participation without discretion**

- Group activity
- Reading books
- Watch videos
- Models
- Charts
- Hands on learning
- Collaborati

**August 2025**

**Number of teachings is 24**

**Topic lesson 7 Our Helping Hands**

**Lesson 9 Building Habits**

**Number of days required to complete the topic  $12 + 12 = 24$**

**Lesson 7 Our Helping Hands**

**Learning Outcome**

**Knowledge Objectives**

Students will be able to learn about the people who help us in our daily lives.

**Understanding objectives**

The students will be able to understand about the people who help us and also about their jobs.

**Application objectives**

The student will be able to find how should we behave with them.

**Skill objectives**

Students will be able to find that how important these people are in our life..

**Previous knowledge testing**

**Students will be asked the following question**

1. Who stitches our clothes?

2. Who treats you when you are sick?

3. Who teaches you in your school?

### **Teaching aids**

Chalk duster boat charts videos books models.

### **Pedagogical strategies**

The teacher will read the lesson and explain them the people who helps in our daily life.the teacher will also explain that all community helpers are important to us and we should respect and be polite to them.

### **Hands on Activity**

Student will be taken to the post office visit so that they will be able to know how do we get our letters and how many people are working behind this.

### **Interdiscillary linkedin in fusion of life skill**

Students will become more aware about the people who help us in many ways. They will also be able to know their work and will respect them

### **Recapitulation**

Oral Revision and reading practice of the chapter will be done.

### **Resources using ICT**

**Ebooks, workbooks, internet, plants**

<https://youtube/NEG5NnLg/no?>

### **Assessment items**

To check the conceptual clarity, various types of assessments will be done. Exercise in the workbook will be also be done. Dictation test will be given. The reason assignment will be given.

### **Feedback and remedial teaching**

Students slow learner will be asked it was more videos and discuss about the people and their work.

### **Inclusive practices and food participation without discretion**

- Group activity
- Reading books
- Watch videos
- Models
- Charts
- Hands on learning
- Collaboration

## **Lesson 9 Building Habits**

### **Learning outcomes**

#### **Knowledge objectives**

Student will be able to learn about the importance of good habits in our daily life.

#### **Understanding objectives**

Students will be able to understand the value of healthy habits in our life.

#### **Application objectives**

Students will be able to compare the good habits and bad habits.

#### **Skill Objectives**

Students will be able to adapt good and healthy habits in their daily life.

### **Previous knowledge testing**

Students will be asked the following questions

1. Do you wish your parents in the morning?
2. How do you help your freinds ?
3. How do you behave in the class?

### **Teaching Aids**

Chalk duster boat charts videos books models.

### **Pedagogical strategies**

the teacher will explain about the habits that doing an activity everyday or often forms a habit. Students will also told about healthy habits that keeps our body fit and prevents us from falling sick.They will be also told about various good and healthy habits.

### **Hands are learning experience learning**

The students will be asked to adapt good habits like taking bath daily, wash your hands before and after eating food. They will also be able to differenciate between good habits and bad habits in their daily life.

### **Art Integration**

Collect pictures of various food items. Make two coloumns in your scrapbook- healthy and unhealthy. Paste the pictures in the correct coloumn.

### **Linkages and in fusion of life skills**

Students will be able to differentiate between healthy habits and unhealthy habits. They will also become aware values of good habits.

## **Recapitulation**

Oral revision and reading practice will be done.

## **Resources using ICT information and technology**

Ebooks, workbook internet real life examples

<https://youtube/mbv63LZ2VAW?>

## **Assessment items**

To check the conceptual clarity, various types of assessments will be done. Exercise in the workbook will be also be done. Dictation test will be given. The reason assignment will be given.

## **Feedback and remedial teaching**

Students slow learner will be asked it was more videos and discuss about the healthy habits.

## **Inclusive practices and food participation without discretion**

- Group activity
- Reading books
- Watch videos
- Models
- Charts
- Hands on learning
- Collaboration





# **Lesson Plan**

**Session 2025-2026**

**Evs class1**

**April 2025**

**Number of teaching days 19 Topic**

**Lesson 1 This is Me**

**Lesson 2 my Body**

**Number of days required to complete the topic 2 + 7+10=10**

**Lesson 1 This is Me**

**Learning outcomes**

**Knowledge objectives**

Students will be able to learn about their full name address contact number and date of birth

**Understanding objectives**

Student will be able to differentiate between their name and others name they will also understand what is written on there I cards

**Objective**

Student will understand the importance of knowing their contact number and addresses

**Skill objectives**

Student will be able to understand the situation in which they can use their contact number and address. They can also calculate their age with the help of contact number.

**Previous knowledge testing**

Student will be asked the following questions

What is your name?

How many parts are there in your name?

Where do you live?

## **Teaching aids**

Chalk, duster, board, chart, ID cards videos books

## **Pedagogical strategies**

The teacher will explain about the different part of the name, contact number address and date of birth. The teacher will show the various ID cards like school ID card pan card, Aadhar card etc.

## **Hands on Activity**

Experiential learning students will be asked to see the ID cards of their friends and parents and compare the information written on their ID cards with their or ID card.

## **Art integration**

Draw an ID card Android your name, class section address and contact number. Also paste your passport size photograph on the top right side.

## **Interdisciplinary linkages and infusion of life skill**

Students will be able to introduce themselves confidently. They will not panic if they are alone somewhere as they know their parents contact number and address.

## **Recapitulation**

Oral revision and drill will be done.

## **Resources using ICT ( information and communication technology)**

E-books, internet,PAN Card, Aadhar Card etc.

## **Assessment items**

To check the conceptual clarity, various types of assessments will be

done. Exercise in the workbook will be also be done.

### **Feedback and remedial teaching**

Student (slow learner) will be asked to see more ID card at home and remember their contact number and address.

### **Inclusive practices and food participation without discretion**

- Group activity
- Reading books
- Watch videos
- Models
- Charts
- Hands on learning
- Collaboration

## **Lesson 2 My body**

### **Learning outcomes**

#### **Knowledge objectives**

Student will be able to learn about the different parts of their body and their functions.

#### **Understanding objective**

Student will be able to understand the place of all the body parts and their use.

#### **Application objectives**

Students will be able to understand the importance of each body part and how they function.

## **Skill objectives**

**Students will be able to understand the importance of all the body**

parts and how to take care of them.

## **Previous knowledge testing**

**Students will be asked the following questions name three main parts of the body which body part help us to see How can we keep our body clean Teaching aids**

Chalk duster board chart videos books.

## **Padagogical strategies**

The teacher will read the chapter and explain about the different body parts. The use and importance of each body part will be explained. The students will be told about the difference ways to keep our body clean.

## **Hands on learning experiential learning**

The student will be asked to identify the role of all various parts of our body.

## **Art integration**

Draw and label the different parts of our body. Also recite the poem about a body part.

## **Inter display linkages and infusion of life skills**

Student will be able to understand the importance of each body part and how they help us they will be able to differentiate the function of various body parts.

## **Recapitulation**

Oral revision and practice of reading will be done.

## **Resources using ICT information and communication technology**

Ebooks, workbook internet real life example

<https://youtube/sut8qoekbms>

### **Assessment items**

To check the conceptual clarity various types of assessment will be done exercise in the textbook and workbook will be done dictation test will be taken by reason assignment will be given.

### **Feedback and remedial teaching**

Students slow learner will be asked it was more videos and discuss about your body parts with their others.

### **Inclusive practices and food participation without discretion**

- Group activity
- Reading books
- Watch videos
- Models
- Charts
- Hands on learning
- Collaboration

### **May 2025**

### **Number of teaching is 21**

### **Lesson 3 Sense organs**

### **Lesson 4 My Family**

### **Number of days required to complete the topic 10 + 11 = 21**

### **Lesson 3 Sense Organ**

## **Learning outcomes Knowledge**

### **objectives**

Student will be able to learn about the sense organs in their body and their functions.

### **Understanding objective**

Student will be able to understand the place of all the sense organs and their use.

### **Application objectives**

Students will be able to understand the importance of sense organs and how they function.

### **Skill objectives**

Students will be able to understand the importance of sense organs and how to take care of them.

### **Previous knowledge testing**

Students will be asked the following questions 1. Name three main parts of the body.

2) Which body part help us to see?

3) Which body part helps us to hear?

### **Teaching aids**





Chalk duster board chart videos books.

### **Padagogical strategies**

The teacher will read the chapter and explain about the different sense organs. The use and importance of each sense organ will be explained. The students will be told about the difference ways to keep our body clean.

### **Hands on learning experiential learning**

The student will be asked to identify the role of all various sense organs in our body.

### **Art integration**

Draw and label the sense organs. Also recite the poem about a body part.

### **Inter display linkages and infusion of life skills**

Student will be able to understand the importance of sense organs and how they help us they will be able to differentiate the function of various body parts.

### **Recapitulation**

Oral revision and practice of reading will be done.

### **Resources using ICT information and communication technology**

Ebooks, workbook internet real life example

<https://youtube/sut8qoekbms>

### **Assessment items**

To check the conceptual clarity various types of assessment will be done exercise in the textbook and workbook will be done dictation test will be taken by reason assignment will be given.

### **Feedback and remedial teaching**

Students slow learner will be asked it was more videos and discuss about your body parts with their others.

### **Inclusive practices and food participation without discretion**

- Group activity
- Reading books
- Watch videos
- Models
- Charts
- Hands on learning
- Collaboration

## **Lesson 4 My family**

### **Learning outcomes**

#### **Knowledge objectives**

Student will be able to learn about their family and family members.

#### **Understanding objectives**

Student will be able to understand their relationship with the other family members.

#### **Application objectives**

Student will be able to understand the importance of each family members and how they help us.

## **Skill objectives**

Student will be able to understand how they are related to each other and how all the family help each other.

## **Previous knowledge testing**

Student will be asked the following question

What is your family?

Who are our siblings what are your fathers parents called?

Who treats the sick people?

## **Teaching aids**

Chalk, duster, board, charts videos models lab, books.

## **Pedagogical strategies**

The teacher will explain about the different family members. The concept of family and family members will be discussed. The teacher will also explain about the different types of jobs that the family members do.

## **Hands on learning experiential learning –**

Students will be asked to identify the role of all their family members in different household activities. They will be asked to compare the jobs of all the family members.

## **Art Integration**

Draw and colour a thank you card for your parents to show your love to them.

### **Interdisciplinary linkage and infusion of life skills**

Students will be able to understand the importance of each family member and how they help each other. They will also understand how other people around us help us.

### **Recapitulation**

Exercise in the workbook will be done. Order revision will be given. Test will be given in the form of fill up true false one word answers.

### **Resources including ICT information and communication technology**

Ebooks book internet <https://youtube/p15rsmvtifq>

### **Assessment items**

To check the conceptual clarity, various type of assessment will be done. Exercise in the textbook and workbook will be done. Dictation test will be taken. Revision assignment will be given.

### **Feedback and remedial teaching**

Students slow learner will be asked to watch more videos related to the topic. They will be asked to read the chapter carefully and do practice of spelling.

### **Inclusive practices and food participation without discretion**

- Group activity
- Reading books
- Watch videos
- Models
- Charts
- Hands on learning
- Collaboration

**July2025**

**Number of teaching day 17**

**Topics**

**Lesson 5 Clothes we wear**

**Lesson 6 My Neighbourhood**

**Lesson 8 Festivals**

**Number of days required to complete the**

**Topic**

**Lesson 5 Clothes we wear**

**Learning –outcomes**

**Knowledge objective-**

Students will be able to know about the different types of clothes we wear.

**understanding objective-**

Students will be able to know the need of different types of clothes.

**Application objective-** students will be able to know the different clothes in different regions.

**Skill objective-**

Students will be able to know about how Tailor stitch our clothes.

**Previous knowledge**

**testing-**

Students will be asked-

1. What are wearing
- 2.Do all the clothes that we wear look and feel the same?
- 3.Which type of clothes do we wear in weddings?
- 4.Which type of clothes we wear sleeping time?

teaching aids- chalk,  
duster, books, board, videos

**Pedagogical strategies-**

The teacher will explain the students about the clothes that all the clothes we are wearing a different for the different occasions. we also we are close according to the seasons and regions where we live. we are having different types of clothes at the workplace post of we wear special clothes

on the special occasions.

### **Experiential learning**

The teacher will show students the things used by the tailor to stitch the clothes. The teacher will show measuring tape, sewing thread and will show the flash card of sewing machine.

### **Art integration**

Paste 5 types of different fabrics and write down the name of the fabric.

Resources including ICT- ebooks, internet, smart class, videos

### **Recapitulation-**

It will be done in the class. Oral discussion will be done.

### **Resources using ICT information and technology**

Ebooks, workbook, internet, real life examples.

[https://youtube.com/watch?v=9G7KaAiHiOM](https://youtube.com/watch?v=9G7KaAiHiOM&feature=shared)

feature=shared

### **Assessment items**

To check the conceptual clarity, various types of assessments will be done. Exercise in the workbook will be also be done. Dictation test will be given. The reason assignment will be given.

### **Feedback and remedial teaching**

Students slow learner will be asked to watch more videos and discuss about different types of clothes..

### **Inclusive practices and student participation without discretion**

- Group activity
- Reading books
- Watch videos
- Models
- Charts

- Hands on learning
- Collaboration
- Models
- Charts
- Hands on learning

Collaboration

## **Lesson 6 Neighbourhood**

### **Learning Outcomeses**

#### **Knowledge Objectives**

Students will be able to learn about the neighbours and neighbourhood

#### **Understand objectives**

Students will be able to understand the places in the neighbourhood.

#### **Application objectives**

Student will be able to find out the ways that how can they keep their surroundings clean.

#### **Previous knowledge testing**

Students will be asked the following question

1. Name any one friend who lives near your house.
2. Name any place near your house.
3. Is there any park near your house?

### **Teaching Aids**

Chalk duster board chart videos books

### **Pedagogical strategies**

The teacher will explain about the concept of day and night she will also tell about the different activities that we do at different parts of the day morning afternoon evening

### **Hands on activity explanation learning**

Students will be asked to make a list of all the places which are near around their home. They will also be asked about the persons live near their house.

### **Art integration**

The student will be asked to draw any one place near their house in the their notebooks and colour them

### **Interdisciplinary Linkages and infusion of life skill**

Students become more aware about their neighbourhood.

### **Recapitulation**

Oral revision and drill will be done.

### **Resources using ICT information and technology**

Ebooks, workbook, internet,real life examples.

<https://youtube/OQXRVOG10ZA?>

### **Assessment items**

To check the conceptual clarity, various types of assessments will be done. Exercise in the workbook will be also be done. Dictation test will be given. The reason assignment will be given.



## **Feedback and remedial teaching**

Students slow learner will be asked it was more videos and discuss about your neighbourhood.

## **Inclusive practices and food participation without discretion**

- Group activity
- Reading books
- Watch videos
- Models
- Charts
- Hands on learning
- Collaboration

## **Lesson 8 Festivals**

- **Learning Outcome**
- **Knowledge Objectives**
- Students will be able to learn about the festivals.

## **Understand objectives**

Students will be able to understand about the festivals. They will also be able to understand that how do we celebrate festivals.

## **Application objectives**

Student will be able to list of the festivals and also be able to differentiate among the religious festivals and national festivals.

## **Skill objectives**

After reading this chapter students will able understand about the different types of festivals.

### **Previous knowledge testing**

Students will be asked the following question

1. Name any one festival.
2. Which is your favourite festival?
3. Name any religious festival.

### **Teaching aids**

Chalk duster board chart videos books

### **Pedagogical strategies**

The teacher will explain about the festivals that festivals are special days for us and will also explain about the different festivals and how do we celebrate these festivals.

### **Hands on activity explanation learning**

Students will be asked to make a list of all the festivals they celebrate with their family and will also speak some lines on their favourite festival.

### **Art integration**

The student will be asked to draw the scene of their favourite festival.

### **Interdisciplinary Linkages and infusion of life skill**

Students will become more vigilant about the celebration of festivals and will be able to celebrate with more enthusiasm. .

## **Recapitulation**

Oral revision and drill will be done.

## **Resources using ICT information and technology**

Ebooks, workbook, internet, real life examples.

<https://youtube/Wr-crkstygs>

## **Assessment items**

To check the conceptual clarity, various types of assessments will be done. Exercise in the workbook will be also be done. Dictation test will be given. The reason assignment will be given.

## **Feedback and remedial teaching**

Students slow learner will be asked it was more videos and discuss about festivals.

## **Inclusive practices and food participation without discretion**

- Group activity
- Reading books
- Watch videos
- Models
- Charts
- Hands on learning
- Collaborati

**August 2025**

**Number of teachings is 24**

**Topic lesson 7 Our Helping Hands**

**Lesson 9 Building Habits**

**Number of days required to complete the topic  $12 + 12 = 24$**

**Lesson 7 Our Helping Hands**

**Learning Outcome**

**Knowledge Objectives**

Students will be able to learn about the people who help us in our daily lives.

**Understanding objectives**

The students will be able to understand about the people who help us and also about their jobs.

**Application objectives**

The student will be able to find how should we behave with them.

**Skill objectives**

Students will be able to find that how important these people are in our life..

**Previous knowledge testing**

**Students will be asked the following question**

1. Who stitches our clothes?

2. Who treats you when you are sick?

3. Who teaches you in your school?

### **Teaching aids**

Chalk duster boat charts videos books models.

### **Pedagogical strategies**

The teacher will read the lesson and explain them the people who helps in our daily life.the teacher will also explain that all community helpers are important to us and we should respect and be polite to them.

### **Hands on Activity**

Student will be taken to the post office visit so that they will be able to know how do we get our letters and how many people are working behind this.

### **Interdiscillary linkedin in fusion of life skill**

Students will become more aware about the people who help us in many ways. They will also be able to know their work and will respect them

### **Recapitulation**

Oral Revision and reading practice of the chapter will be done.

### **Resources using ICT**

Ebooks, workbooks, internet, plants

<https://youtube/NEG5NnLg/no?>

### **Assessment items**

To check the conceptual clarity, various types of assessments will be done. Exercise in the workbook will be also be done. Dictation test will be given. The reason assignment will be given.

### **Feedback and remedial teaching**

Students slow learner will be asked it was more videos and discuss about the people and their work.

### **Inclusive practices and food participation without discretion**

- Group activity
- Reading books
- Watch videos
- Models
- Charts
- Hands on learning
- Collaboration

## **Lesson 9 Building Habits**

### **Learning outcomes**

#### **Knowledge objectives**

Student will be able to learn about the importance of good habits in our daily life.

#### **Understanding objectives**

Students will be able to understand the value of healthy habits in our life.

### **Application objectives**

Students will be able to compare the good habits and bad habits.

### **Skill Objectives**

Students will be able to adapt good and healthy habits in their daily life.

### **Previous knowledge testing**

Students will be asked the following questions

1. Do you wish your parents in the morning?
2. How do you help your freinds ?
3. How do you behave in the class?

### **Teaching Aids**

Chalk duster boat charts videos books models.

### **Pedagogical strategies**

the teacher will explain about the habits that doing an activity everyday or often forms a habit. Students will also told about healthy habits that keeps our body fit and prevents us from falling sick.They will be also told about various good and healthy habits.

### **Hands are learning experience learning**

The students will be asked to adapt good habits like taking bath daily, wash your hands before and after eating food. They will also be able to differenciate between good habits and bad habits in their daily life.

### **Art Integration**

Collect pictures of various food items. Make two columns in your scrapbook- healthy and unhealthy. Paste the pictures in the correct column.

### **Linkages and in fusion of life skills**

Students will be able to differentiate between healthy habits and unhealthy habits. They will also become aware values of good habits.

### **Recapitulation**

Oral revision and reading practice will be done.

### **Resources using ICT information and technology**

Ebooks, workbook internet real life examples

<https://youtube/mbv63LZ2VAW?>

### **Assessment items**

To check the conceptual clarity, various types of assessments will be done. Exercise in the workbook will be also be done. Dictation test will be given. The reason assignment will be given.

### **Feedback and remedial teaching**

Students slow learner will be asked it was more videos and discuss about the healthy habits.

### **Inclusive practices and food participation without discretion**

- Group activity
- Reading books
- Watch videos
- Models
- Charts
- Hands on learning
- Collaboration



# **OCTOBER2025**

**Number of teachings day 22**

**Lesson 10 Safety rules**

**Lesson 11 Air and Water**

**Number of days required to complete the topic 11:22**

## **Lesson 10 Safety Rules**

### **Learning Outcomes**

#### **Knowledge objectives**

Students will be able to know about the safety rules.They will also be able to know about that why should we follow safety rules.

#### **Understanding objectives**

Students will be able to understand the safety rules. They will also be able to that how can we be safe from danger and injuries.

#### **Application objectives**

Students will be Able to name tell the different safety rules that we can follow at home.

#### **Skill objective**

Students will be able to understand that which type of safety rules we can follow outside the home..

## **Previous knowledge testing**

Student will be asked the following question

- What is the meaning of safety?
- How can we be safe outside?
- Do you have first aid box at home?
- Name any one safety rule.

## **Teaching Aids**

Chalk duster book board chart videos books.

## **Pedagogical strategies**

The teacher will explain about that safety means to stay away from harm and danger. The teacher will also explain about the different safety rules we should follow at home. The teacher will also tell them about traffic lights.

## **Hands are learning experience learning**

The students will be asked to tell some safety rules they follow at home. They will categorize the safety rules we can follow at home and outside.

## **Art Integration**

Draw a traffic light by using waste cardboard.

## **Linkages and in fusion of life skills**

Students will be able to know the importance of safety rules in their daily lives.

## **Recapitulation**

Oral revision and reading practice will be done.

## **Resources using ICT information and technology**

Ebooks, workbook internet real life examples

<https://youtu.be/Rt1h0jcXgGA?feature=shared>

### **Assessment items**

To check the conceptual clarity, various types of assessments will be done. Exercise in the workbook will be also be done.

### **Feedback and remedial teaching**

Student (slow learner) will be asked to see more videos at home related to safety rules.

### **Inclusive practices and food participation without discretion**

- Group activity
- Reading books
- Watch videos
- Models
- Charts
- Hands on learning
- Collaboration

## **Lesson 11 Air and Water**

### **Learning outcomes**

#### **Knowledge objectives**

Student will be able to learn about the use and importance of water and air in our daily life.

#### **Understanding objectives**

Students will be able to understand the value of water and air and the ways in which we should use water carefully.

### **Application objectives**

Students will be able to compare the availability of water now and in all times. They also learn that we should not waste water.

### **Skill Objectives**

Students will be able to use water in a proper way without much wastage and also know the uses of air in our life.

### **Previous model testing**

Students will be asked the following questions

- 1 Name one natural source of water name one artificial source of water?
- 2 How animals get water ?
4. What are the uses of air?

### **Teaching aids**

Pedagogical strategies the teacher will explain about water and air and its uses. The various source of water natural and man made or also discuss. Students will also told about the availability of water now and then pictures of various sources of water will be shown to the students. Students will also be told the importance of air in our life and its uses.

### **Hands are learning experience learning**

The students will be asked to identify the various sources of water in an around their houses. They will categories them as natural or man made source of water.They will also be asked about the uses of air.

## **Art Integration**

A poem related to rain the main source of water will be recycled in the class to make the children more active children will be also be asked to know to draw some sources of water.

## **Linkages and in fusion of life skills**

Students will be able to differentiate between natural and man made sources of water. They will also become aware about the usage of water and its value.

## **Recapitulation**

Oral revision and reading practice will be done.

## **Resources using ICT information and technology**

Ebooks, workbook internet real life examples

<https://youtube/tkrc8feo>

## **Assessment items**

To check the conceptual clarity, various types of assessments will be done. Exercise in the workbook will be also be done.

## **Feedback and remedial teaching**

Student (slow learner) will be asked to see more videos at home related to air and water.

## **Inclusive practices and food participation without discretion**

- Group activity
- Reading books
- Watch videos

- Models
- Charts
- Hands on learning
- Collaboration

**NOVEMBER 2025**

**Lesson 12 Transport**

**Lesson 13 Plants Around Us**

**Number of days required to complete the topics: 19**

## **L-12 Transport**

### **Learning Outcomes**

#### **Knowledge objectives**

The students will be able to know about the ways we travel and when was the first wheel made.

#### **Understanding objectives**

The students will be able to differentiate between the different types of transport.

#### **Application objectives**

The students will be able to know about the uses of vehicles.

#### **Skill objective**

The students will be able to draw different vehicles.

#### **Previous knowledge testing**

Students will be asked the following questions.

- Do you know how we started using the wheel?
- What was the first vehicle we have used?
- What material was earlier used to make wheels?
- Name any one use of vehicle.

### **Teaching Aids**

Chalk duster book board chart videos books.

### **Pedagogical strategies**

First of all teachers tell that early human first started using the wheel as a Potter will. Teacher will also tell them that we use different types of vehicles according to the distance .Teacher will also tell them about the different modes of transport.

### **Hand on activity (Experiential Learning)**

After reading and understanding the chapter students will be able to differentiate two, three ,four wheeler. They will be able to recognize the different modes of transport.

### **Art integration**

Make a water boat using straw, plastic wrap and tape. Take water in a tub and float this water boat

### **Interdisciplinary linkage and infusion of life skill**

Student students will be able to understand the importance of wheel and take care of their cycle and parents vehicles like car etc.

### **Recapitulation**

Oral Revision and reading practice of the chapter will be done.

### **Resources using ICT**

Ebooks, workbooks, internet, real life examples

[https://youtu.be/biX7NNxw\\_w8?feature=shared](https://youtu.be/biX7NNxw_w8?feature=shared)

### **Assessment items**

To check the conceptual clarity, various types of assessments will be done. Exercise in the workbook will be also be done. Dictation test will be given. The reason assignment will be given.

### **Feedback and remedial teaching**

Students slow learner will be asked it was more videos and do more reading practice.

### **Inclusive practices and full participation without discrimination**

- Group activity
- Reading books
- Watch videos
- Models
- Charts
- Hands on learning
- Collaboration



# **Lesson 13 Plants Around Us**

## **Learning Outcomes**

### **Knowledge objectives**

The students will be able to know about the plants and the importance of plants in our life.

### **Understanding objectives**

The students will be able to differentiate among different types of plants.

### **Application objectives**

The students will be able to know that what do we get from plants.

### **Skill objective**

The students will be able to draw different parts of the plants.

### **Previous knowledge testing**

Students will be asked the following questions.

- Do you know from where do we get vegetables ?
- Which is your favourite fruit?
- Which is your favourite flower ?
- Name any two plants.

## **Teaching Aids**

Chalk duster book board chart videos books.

## **Pedagogical strategies**

First of all teacher will tell them about different types of plants and trees around us.. Teacher will also tell them about the different parts of the plants..Teacher will also tell them about all the things we get from the plant and uses of plants.

## **Hand on activity (Experiential Learning)**

After reading and understanding the chapter students will be able to differentiate between plants and trees.. They will be able to recognize the different parts of the plants.

## **Art integration**

Collect a freshly fallen leaf. Place it on a coloured paper and trace it. Draw the lines on the leaf as seen on a real leaf. With the help of an adult, cut the picture of the leaf. Attach a string to the leaf cutout to make a leaf bookmark.

## **Interdisciplinary linkage and infusion of life skill**

Students will be able to know about the importance of plants in our life and also why it is important to grow plants.

## **Recapitulation**

Oral Revision and reading practice of the chapter will be done.

## **Resources using ICT**

Ebooks, workbooks, internet, real life examples

<https://youtu.be/HwIAB84J1vY?feature=shared>

## **Assessment items**

To check the conceptual clarity, various types of assessments will be done. Exercise in the workbook will be also be done. Dictation test will be given. The reason assignment will be given.

### **Feedback and remedial teaching**

Students slow learner will be asked it was more videos and do more reading practice.

### **Inclusive practices and full participation without discrimination**

- Group activity
- Reading books
- Watch videos
- Models
- Charts
- Hands on learning

Collaboration

**December 2025**

## **Lesson 14 Animals Around Us**

**Number of days required to complete the topics: 19**

### **1. Learning Outcomes**

### **Knowledge objectives**

Student will be able to know the different kinds of animals around us. They will also be able to understand their habits.

### **Standing objectives**

Student will be able to differentiate between wild animal and domestic animals day animals and night animals, their size, size of their tails and how they move from one place to another.

### **Application objectives**

Student will be able to categorise the animals that they see around them as wild farm pet or night.

### **Skill objectives**

Students will be able to understand why the animals have different size and shapes why they live at different places etc.

### **Previous knowledge testing**

Student will be asked the following question name any two pet animals name of farm animals where can we find wild animal name any two wild animals.

### **Teaching aids**

Chalk duster book board chart videos books.

### **Pedagogical strategies**

The teacher will explain about the different kinds of animals places they live in their size and habit. The teacher will explain about day animals and night animals.

### **Hands on activity**

Student will be asked to see the various animals around them and find the difference among them. They will also be told to see their colour size and shape.

### **Art integration**

Draw the pictures of four domestic animals wild animals day animals night animals and colour them.

### **Interdisciplinary linkages and infusion of life skill**

Student will be asked to be kind towards the animals and understand about their habits and behaviour.

### **Recapitulation**

Oral Revision and reading practice of the chapter will be done.

### **Resources using ICT**

Ebooks, workbooks, internet, real life examples

<https://youtu.be/39G0wYrE2Vc?feature=shared>

### **Assessment items**

To check the conceptual clarity, various types of assessments will be done. Exercise in the workbook will be also be done. Dictation test will be given. The reason assignment will be given.

### **Feedback and remedial teaching**

Students slow learner will be asked to watch more videos and do more reading practice.

### **Inclusive practices and full participation without discrimination**

- Group activity
- Reading books
- Watch videos

- Models
- Charts
- Hands on learning
- Collaboration

**January 2025**

**Number of teaching days = 19**

## **Lesson 15 The Earth**

### **Learning Outcomes**

#### **Knowledge objectives**

The students will be able to know about our wonderful earth and why the earth is called the blue planet.

#### **Understanding objective**

Students will be able to understand that what is sky and what is the colour of sky during the day and night.

#### **Application objectives**

Student will be able to differentiate between sky and the land.

#### **Skill objective**

Student will be able to know about water and the animals and plants live in water.

#### **Previous knowledge testing**

Student will be asked the following question

- What is the colour of sky during the day?
- Name some animals live on the land
- Name some things that you see in the night sky.

### **Teaching Aids**

Chalk duster book board chart videos books.

### **Pedagogical strategies**

The teacher will explain about the earth that the earth is our home and it is made up of land and water. The earth is called the blue planet. The students will be taught about the sky, land, and water. The students will also be told about the forest and the animals in plants live in water.

### **Hand on activity (Experiential Learning)**

After reading and understanding this chapter student will be able to differentiate among the sky land in water.

### **Art integration**

**Make a model to show the rotation of the earth around the sun. use circular cardboard, discs, or paper plates of different sizes to show the sun, the moon and the earth.**

### **Interdisciplinary linkage and infusion of life skill**

Student will understand the importance of land and water.

### **Recapitulation**

Oral Revision and reading practice of the chapter will be done.

### **Resources using ICT**

Ebooks, workbooks, internet, real life examples

<https://youtu.be/DoXAi3KbPW0?feature=shared>

### **Assessment items**

To check the conceptual clarity, various types of assessments will be done. Exercise in the workbook will be also be done. Dictation test



will be given. The reason assignment will be given.

### **Feedback and remedial teaching**

Students slow learner will be asked it was more videos and do more reading practice.

### **Inclusive practices and full participation without discrimination**

- Group activity
- Reading books
- Watch videos
- Models
- Charts
- Hands on learning
- Collaboration

### **February 2025**

**Number of teaching days = 19**

### **Topic**

### **L-16 Weather and Seasons**

**Number of days required to complete the topics: 19**

### **Learning Outcomes**

#### **Knowledge objectives**

The student will be able to know about the meaning of weather climate and season. They know about different four seasons.

### **Understanding objectives**

The students will be able to differentiate between weather , climate and season.

### **Application objectives**

The students will be able to take care and different season.

### **Skill objective**

The students will be able to draw different things the students related to different season.

### **Previous knowledge testing**

### **Teaching Aids**

Chalk duster book board chart videos books.

### **Pedagogical strategies**

First of all teacher it will explain the meaning of feather that it changes with in a few hours. The meaning of climate the weather present for a long time at a place is called the climate and in last about seasons the main season are the are of 5 types summer rainy autumn winter and spring.

### **Hand on activity (Experiential Learning)**

After reading and explanation of chapter student will be able to know what to eat where entering in different season

### **Art integration**

Draw or paste two things related to summer monsoon autumn winter and spring.

### **Interdisciplinary linkage and infusion of life skill**

Student will be able to understand the importance of different clothes and food item in different season, also the importance of water in summer and warm close in winter umbrellas and raincoat in rainy season.

### **Recapitulation**

Oral Revision and reading practice of the chapter will be done.

### **Resources using ICT**

Ebooks, workbooks, internet, real life examples

### **Assessment items**

To check the conceptual clarity, various types of assessments will be done. Exercise in the workbook will be also be done. Dictation test will be given. The reason assignment will be given.

### **Feedback and remedial teaching**

Students slow learner will be asked it was more videos and do more reading practice.

### **Inclusive practices and full participation without discrimination**

- Group activity
- Reading books
- Watch videos
- Models
- Charts
- Hands on learning
- Collaboration

























**FEBRUARY 2024**

**REVISION OF ALL SYLLABUS**