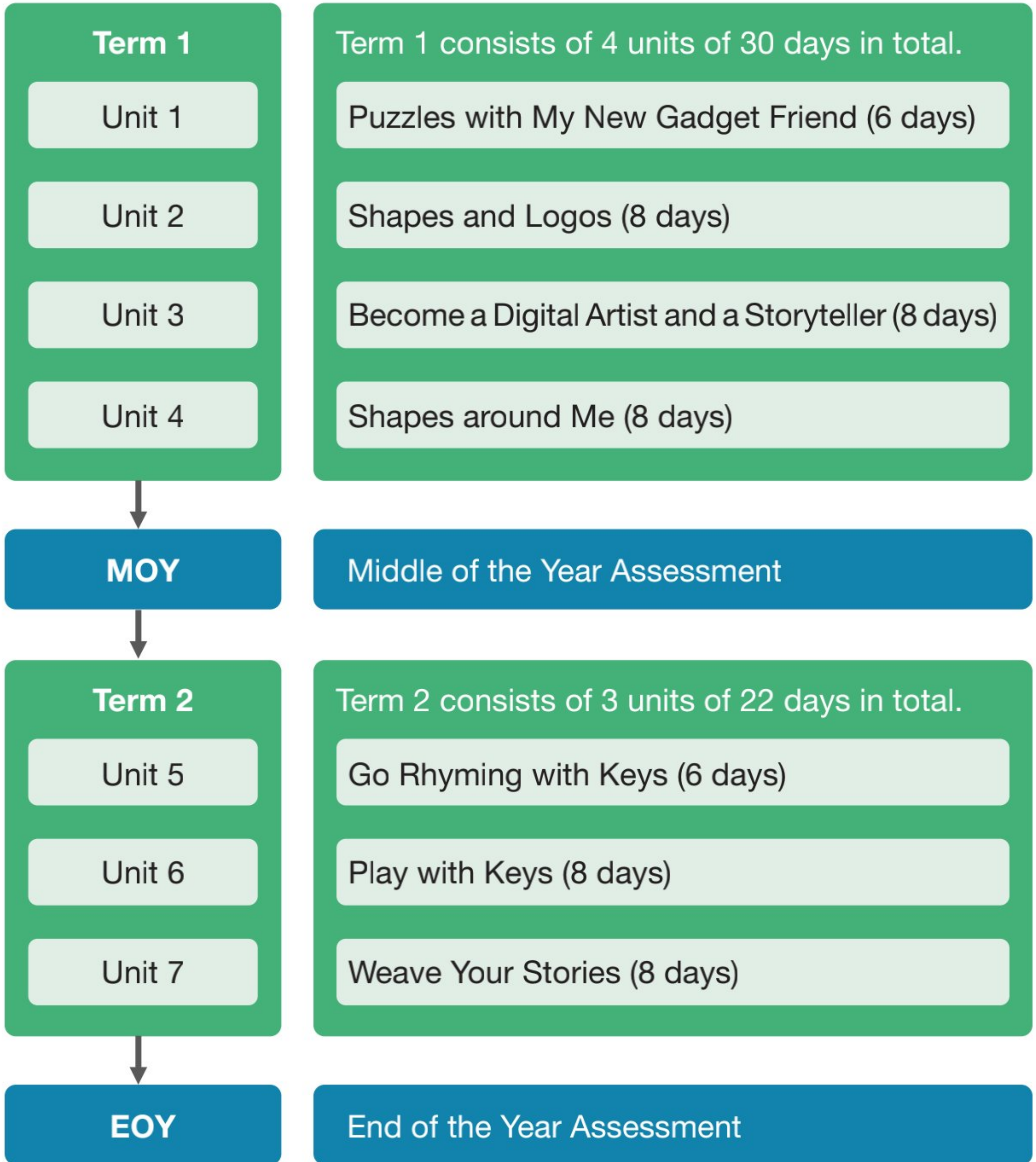


Learning Journey for the Year

Dear teachers, the table below summarises the learning journey you will cover with your students this year.



Detailed Syllabus for the Year

The roadmap given below lists the units covered in each term. Term 2 units will be visible on the tab after the completion of MOY.

PART 1	Unit Name	USE	THINK	BUILD	Unit No.
	Puzzles with My New Gadget Friend	GCompris	Observation Design Creativity	Use the drag-and-drop feature to create a square and other shapes with the help of tangrams.	1
	Shapes and Logos	Tux Paint	Design Creativity Observation Multimedia	Logo design — Design a logo using different shapes and colours.	2
	Become a Digital Artist and a Storyteller	Tux Paint	Observation Design Creativity	Create a multipage narrative story using simple visuals in Tux Paint.	3
	Shapes around Me	Tux Paint	Design Creativity Observation Visualisation	Create a scene of a traffic signal (using multiple objects, images, shapes, and colours).	4
PART 2	Unit Name	USE	THINK	BUILD	Unit No.
	Go Rhyming with Keys	Tux Typing/ Notepad	Observation Design Creativity Visualisation	Create your own rhyme (using alphabet keys).	5
	Play with Keys	Notepad	Creativity Visualisation	Create a restaurant menu card using number keys and alphabet keys.	6
	Weave Your Stories	Storybook Weaver	Observation Visualisation	Type your own story using Storybook Weaver.	7

The LEAD Method

3. Project—Based Learning: Students demonstrate skills such as abstraction, decomposition, visualisation, creativity, and problem-solving by building projects at the end of every unit.

Solving a Tangram Puzzle using GCompris
Unit 1



Create a Logo for the Superhero in Tux Paint
Unit 2




The Fox and the Crow Story in Tux Paint
Unit 3



Drawing a Traffic Signal in Tux Paint
Unit 4



Create Your Own Rhyme using Notepad
Unit 5




Restaurant Menu Card using Notepad
Unit 6



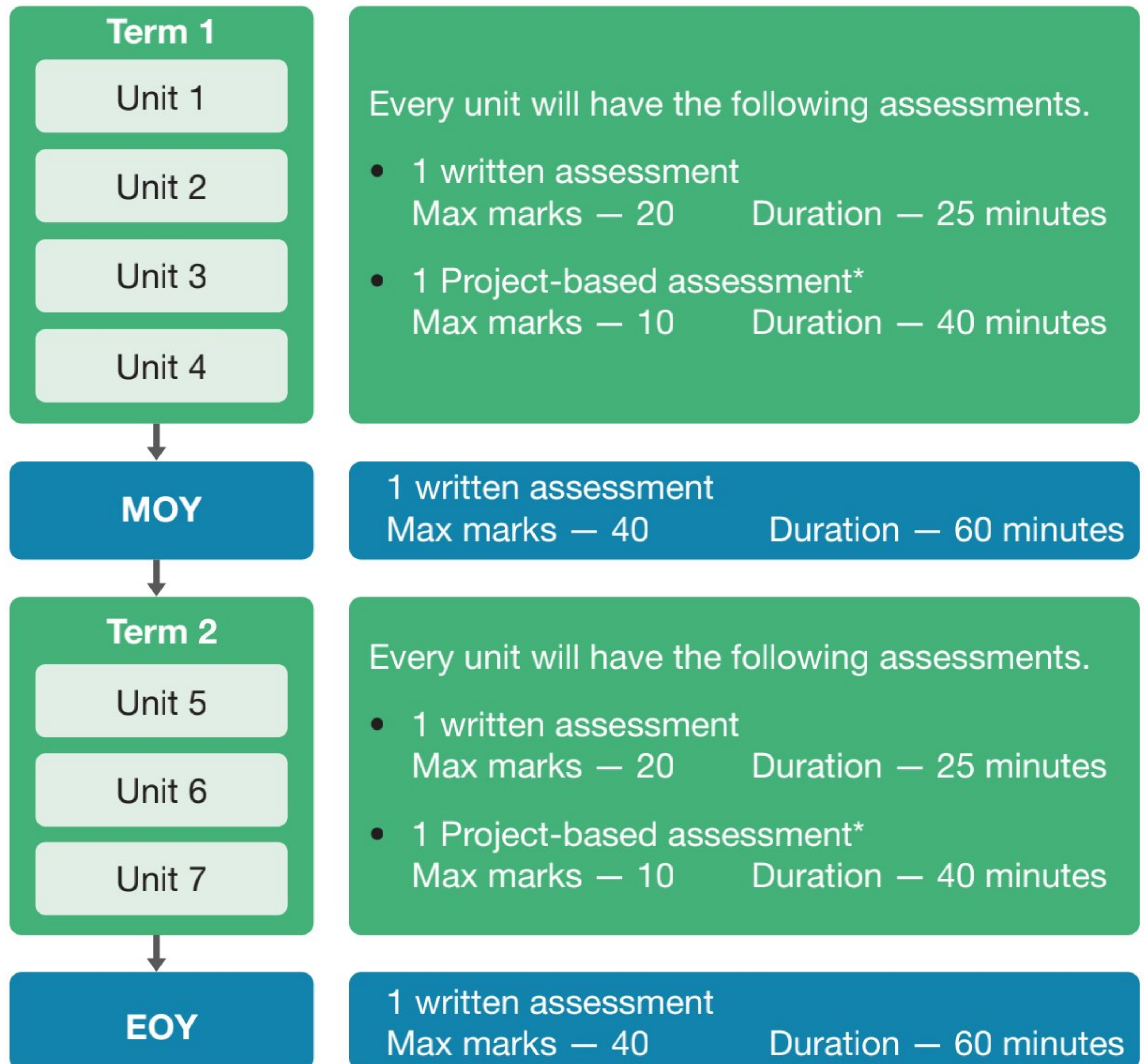
MENU	
STARTERS	MAIN COURSE
Spring roll ₹25	Lemon rice ₹85
Frankie ₹30	Butter naan ₹25
Chilli potato ₹60	Paratha ₹35
Garlic bread ₹40	Pizza ₹110
DESSERTS	DRINKS
Ice cream ₹55	Lemonade ₹55
Banana cake ₹65	Hot chocolate ₹85
Rajbhog ₹85	Milkshake ₹50
Choco pudding ₹60	

The Hair and the Tortoise story in Storybook Weaver
Unit 7



Assessment Structure for the Year

The objective of the assessments is to check if all students have understood the concepts and can apply their learning. Based on the assessment data, it is very important to do strong remedial before progressing forward. The CCS curriculum prescribes and provides the following assessments.



Note: *This is in line with NEP 2020's recommendations to include computational thinking and project-based assessments from early years.



Assessment Framework

Unit Assessments

The written unit assessments will have the following structure.

Type of Question	Marks	Questions	Total Marks
Fill in the blanks	1	4	4
Select (tick, circle, colour) one option	1	4	4
Match the following	1	4	4
Very short answer questions	1	2	2
Very short answer questions – Fill Go	1	2	2
Short answer questions	2	2	4
		18 questions	20 marks

MOY & EOY Assessments

MOY and EOY assessments will have the following structure.

Type of Question	Marks	Questions	Total Marks
Fill in the blanks	1	4	4
Select (tick, circle, colour) one option	1	4	4
Match the following	1	4	4
Very short answer questions	1	3	3
Very short answer questions – Fill Go	1	4	4
Short answer questions	2	4	8
Short answer questions – Order	2	2	4
Short answer questions – Coding	3	3	9
		28 questions	40 marks

Note:

- In MOY - 100% questions will be from Term 1 Units.
- In EOY - 100% questions will be from Term 2 Units.



Assessment Framework

Project Evaluation Rubric

Duration: 40 minutes

Total marks: 10

Strand/Score	2 - Excellent	1.5 - Needs Improvement	1 - Unsatisfactory
Understanding	Student was able to understand the objectives of the project	Student partially understood the objectives and what needs to be created.	Student did not understand most of what was expected from the project.
Design	Student was able to visualise and design elements of the project very well.	Student was able to visualise and design elements of the project to satisfactory levels.	Student was not able to design some of the elements of the project.
Logic	Student was able to apply logical thinking to be able to solve the problem or steps required to create the project.	Student was partially able to solve the problem or apply the steps required to create the project.	Student was unable to think logically or apply the steps required to create the project.
Output	The output was as per prescribed project description.	The output was partially achieved as per project description.	The output achieved was not as per project description.
Completion and Time Management	Student was able to complete the project in the assigned time	Student was able to complete 75% of the project in the assigned time	Student was able to complete 50% or lesser of the project in the assigned time.

Difficulty level of Questions

Difficulty level of questions in the assessments are categorised as per the table below:

	LOTS (Lower Order Thinking Skills)	MOTS (Middle Order Thinking Skills)	HOTS (Higher Order Thinking Skills)
Definition	Questions based on recalling knowledge	Questions based on applying skills in familiar scenarios	Questions based on applying skills in unfamiliar scenarios, analysing situations and building on top of what was taught in class.
Bloom's Level	• Remember	• Understand • Apply	Application (complex) • Evaluate • Analyse • Create

Note: ASMs (Term 1 / Term 2) • 30 (LOTS) • 50 (MOTS) • 20 (HOTS)
MOY / EOY • 30 (LOTS) • 50 (MOTS) • 20 (HOTS)

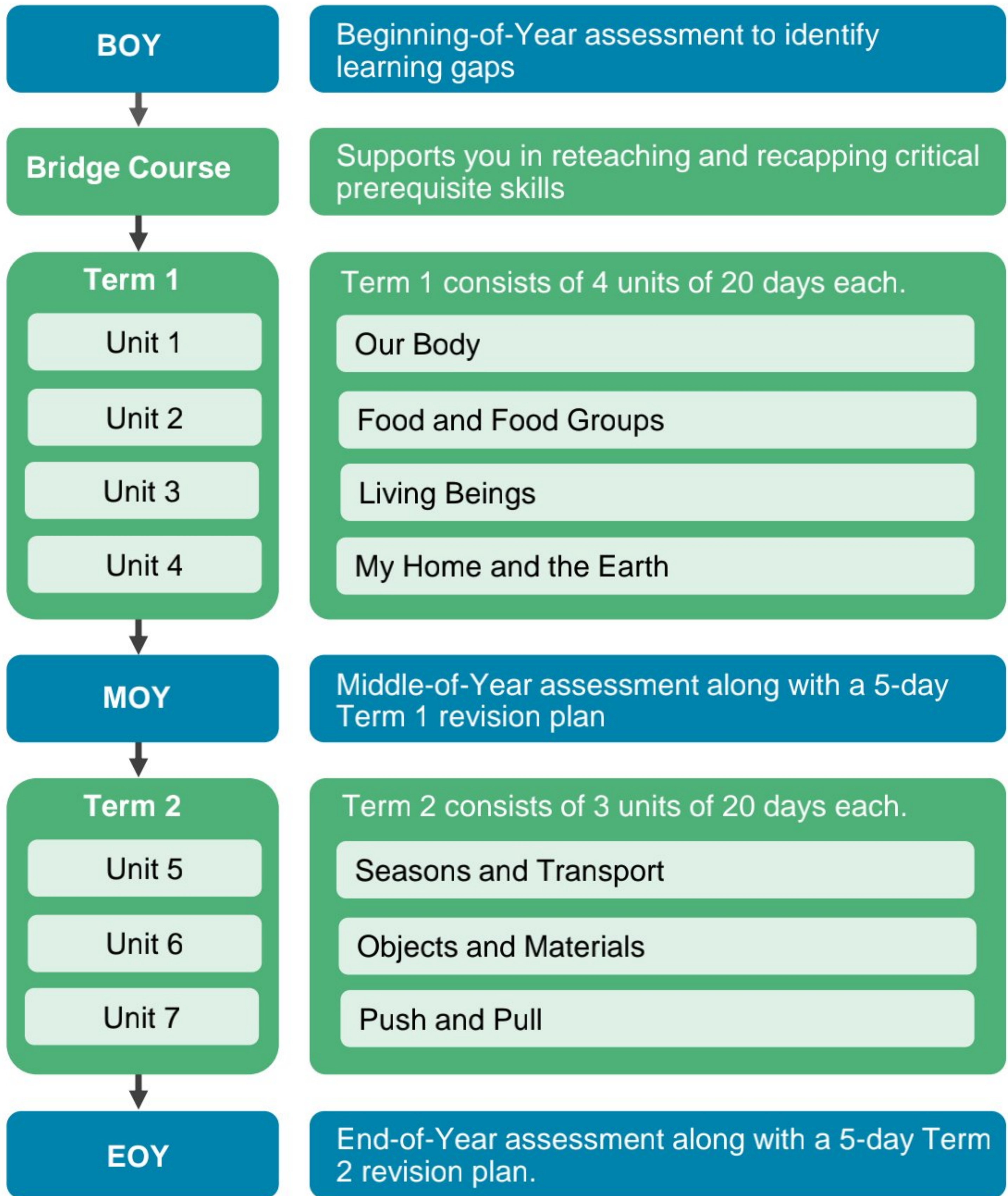


Class 1 – CCS

ALP

Learning Journey for the Year

Dear teachers, the table below summarises the learning journey you will cover with your students this year.



Detailed Syllabus for the Year

The roadmap given below lists the units covered in each term. Term 2 units will be visible on the tab after the completion of the MOY assessment.



TERM 1

1

UNIT 1 — OUR BODY

- Parts of the Body
- Functions of Parts of the Body
- Keeping the Body Safe

2

UNIT 2 — FOOD AND FOOD GROUPS

- Need for Food
- Food Groups
- Balanced Diet

4

UNIT 4 — MY HOME AND THE EARTH

- My Home on Earth
- Public Places
- Earth — Our Home

3

UNIT 3 — LIVING BEINGS

- Classification — Living and Non-Living
- Animals and Plants as Living Beings
- Taking Care of Living Beings

TERM 2

5

UNIT 5 — SEASONS AND TRANSPORT

- Weather and Seasons
- Making Choices for Different Seasons
- Transport — Public and Private

6

UNIT 6 — OBJECTS AND MATERIALS

- Objects and Materials
- Features of Materials
- Uses of Different Materials

7

UNIT 7 — PUSH AND PULL

- Force
- Types of Movements
- Factors Affecting Motion

The important skills that students will develop this year are as follows:



THINKING SKILLS

- Solving real-world problems
- Creating new ideas
- Being curious
- Reflecting on their learning
- Learning from mistakes
- Thinking scientifically



COMMUNICATION SKILLS

- Communicating effectively
- Presenting ideas



COLLABORATION SKILLS

- Working with others
- Resolving conflicts

The LEAD Method

3. LBD: Learning by Doing is used in various ways to teach concepts.

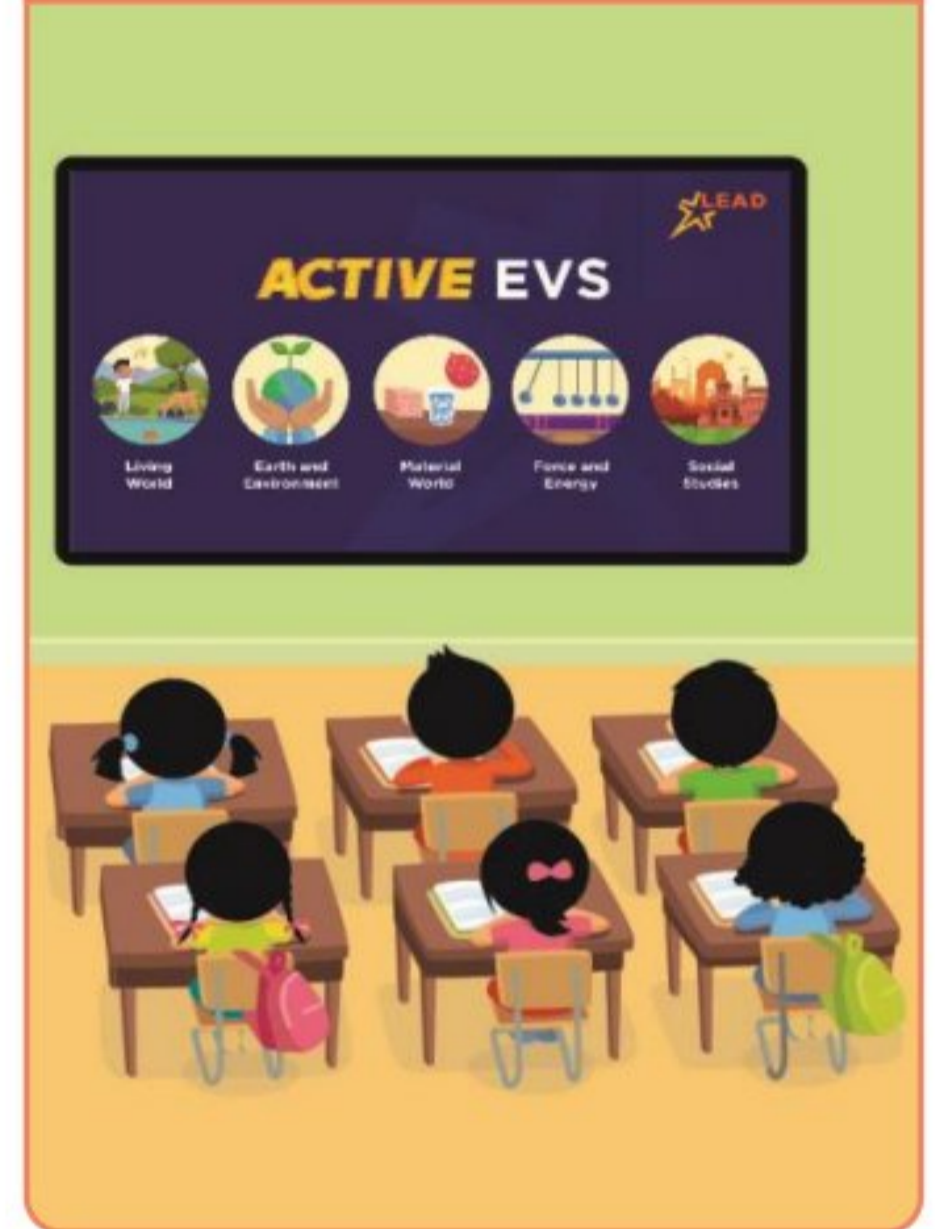
Activities and Experiments



Demonstrations



Videos



Models and Charts



Presentations

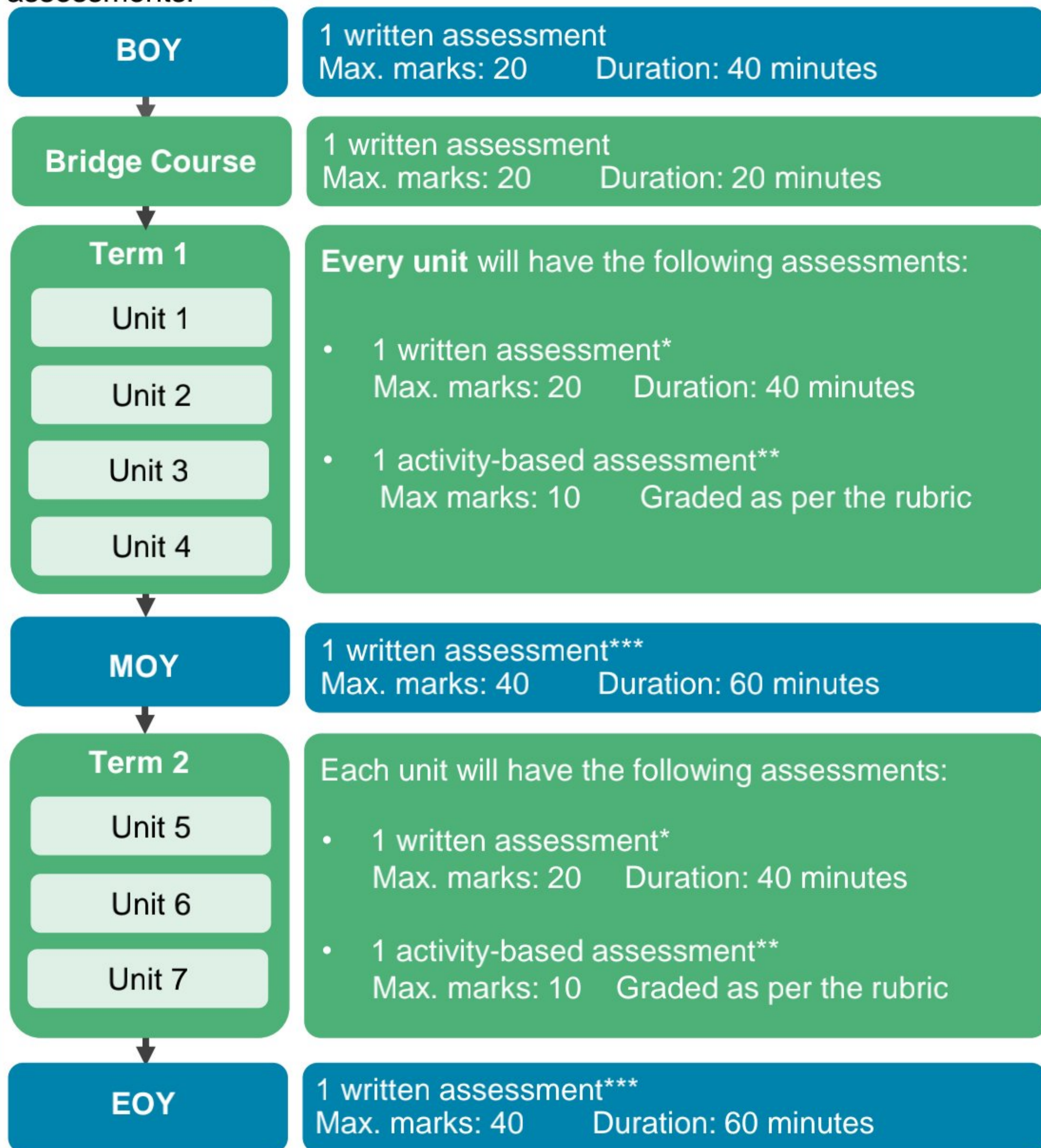


Role-Plays



Assessment Structure for the year

The objective of assessments is to check if all students have understood the concept and can apply their learning. Based on assessment data, it is very important to do conduct remedial classes using LEAD's remedial recommendations before progressing forward. LEAD prescribes the following assessments:



*This includes an oral assessment for 5 marks.

**This is aligned with NEP 2020's recommendations to include activity-based assessments in primary grades.

***This includes an oral assessment for 10 marks.

Assessment Framework

Unit Assessments

The written unit assessments have the following structure.

Type of Question	Marks	Number of Questions	Total Marks
Select type Questions	2	2	4
True / False	0.5	2	1
Match the following	2	1	2
Fill in the blanks	2	2	4
Short answer questions	2	2	4
Oral questions – Short	1	3	3
Oral questions – Long	2	1	2
		13 questions	20 marks

MOY & EOY Assessments

MOY and EOY assessments will have the following structure.

Type of Question	Marks	Number of Questions	Total Marks
Select type Questions	2	3	6
True / False	0.5	4	2
Match the following	2	2	4
Fill in the blanks	2	5	10
Short answer questions	2	4	8
Oral questions – Short	1	6	6
Oral questions – Long	2	2	4
		26 questions	40 marks

Assessment Framework

Spiralling in Assessments

- In the MOY assessment — 100% of the questions will be from Term 1 units.
- In the EOY assessment — 85% of the questions will be from Term 2 units and 15% will be from Term 1 units.
- In Unit Assessments — The Unit 1 assessment has no spiralling. In the Unit 2 assessment, 90% of the questions will be from the unit and 10% will be from previous unit. In every subsequent unit assessment, 85% of the questions will be from the unit and 15% will be from the previous two units. This is to help students practise concepts and be better prepared for the MOY and EOY assessments.

Difficulty Level of Questions

The difficulty levels of the questions in the assessments are based on board guidelines. All questions are categorised as per the table below:

	LOTS (Lower Order Thinking Skills)	MOTS (Middle Order Thinking Skills)	HOTS (Higher Order Thinking Skills)
Definition	Questions based on recalling knowledge	Questions based on applying skills in familiar scenarios	Questions based on applying skills in unfamiliar scenarios, analysing situations, and building on top of what was taught in class
Bloom's Level	Remember	Understand	Application (complex) Evaluate Analyse Create

In line with board guidelines, LEAD assessments follow the structure explained below.

Unit 1 — 60% LOTS : 30% MOTS : 10% HOTS

Unit 2 — 50% LOTS : 40% MOTS : 10% HOTS

Unit 3 — 40% LOTS : 50% MOTS : 10% HOTS

Unit 4 — 30% LOTS : 50% MOTS : 20% HOTS

MOY — 30% LOTS : 50% MOTS : 20% HOTS

Units 5, 6, and 7 — 30% LOTS : 50% MOTS : 20% HOTS

EOY — 30% LOTS : 50% MOTS : 20% HOTS

We gradually increase the level of difficulty for students in Term 1.

अधिगम वार्षिक योजना

नीचे दी गई तालिका, उस सीखने की यात्रा को सारांशित करती है जिसे आप इस वर्ष अपने विद्यार्थियों के साथ पूरा करेंगे।

Bridge Course

महत्वपूर्ण पूर्व-अपेक्षित कौशलों का दोहराव करवाने और पुनः तैयार करने में आपकी सहायता करता है।

सत्र-1

इकाई-1

इकाई-2

इकाई-3

इकाई-4

सत्र-1 में 16-16 दिन 4 इकाई है।

मेरा परिचय

मेरा परिवार

मेरा घर

मेरे मित्र

MOY

अर्धवार्षिक प्रश्नपत्र (MOY) सत्र 1 के पाठ्यक्रम के दोहराव की 5 दिनों की शिक्षण योजना के साथ संलग्न किया गया है।

सत्र-2

इकाई-5

इकाई-6

इकाई-7

सत्र-1 में 16-16 दिन 3 इकाई है।

मेरे आस-पास

मेरी दिनचर्या

मेरी अच्छी आदतें

EOY

वार्षिक प्रश्न- पत्र (EOY) पाठ्यक्रम दोहराव की 5 दिनों की शिक्षण- योजना के साथ संलग्न किया गया है।

नोट- अभी आप सत्र-1 देख सकते हैं और MOY के पूरा होने के बाद ही आप सत्र 2 तक पहुँच सकते हैं।

विस्तृत वार्षिक पाठ्यक्रम

नीचे दिया गया रोडमैप प्रत्येक अवधि में शामिल इकाइयों को सूचीबद्ध करता है। सत्र 2 की इकाइयाँ MOY के पूरा होने के बाद टैब पर दिखाई देंगी।



सत्र 1

1

2

इकाई-1 मेरा परिचय

- दो, तीन, चार वर्णों वाले शब्दों का पठन और लेखन
- सरल अमात्रिक शब्दों से बने वाक्य पढ़ना
- परिचित/अपरिचित शब्दों का अभ्यास
- अपना परिचय देना।
- शरीर के अंगों और आवाजों के नाम वाले शब्द
- मेरा परिचय (चित्र-चर्चा), मेरा शरीर (कविता), मेरी पसंद (कहानी)

इकाई-2 मेरा परिवार

- 'अ' से 'ऋ' तक स्वरों की मात्राओं और नियमों का परिचय
- रु और रू वाले शब्द
- पारिवारिक संबंधों के नाम वाले शब्द
- लिंग शब्दों का परिचय
- सबका साथ (कहानी), मृदु वाणी (कविता)

4

3

इकाई-4 मेरे मित्र

- अनुस्वार, चंद्रबिंदु और विसर्ग मात्रा और नियम पशु-पक्षियों के नाम वाले शब्द
- बारहखड़ी
- हिंदी की गिनती वाले शब्द
- मेरे मित्र (चित्रकथा), मेरी सेहत के साथी (कविता)

इकाई-3 मेरा घर

- 'ए' से 'औ' तक स्वरों की मात्राओं और नियमों का परिचय
- घर के अलग-अलग भागों एक नाम वाले शब्द
- विलोम शब्दों का परिचय
- चित्र देखकर कहानी बनाना
- घर के भाग (चित्रकथा), घर के काम (चित्रकथा), घर (कविता)

सत्र 2

5

6

इकाई-5 मेरे आस-पास

- स, श और ष व्यंजन वाले शब्दों को पठन और लेखन
- आस-पास के वातावरण और प्रकृति के बारे में जानना।
- पात्र-परिचय समझना
- आसपास के स्थानों और प्रकृति में मौजूद चीजों के नाम वाले शब्द
- नाम वाले शब्द, समान अर्थ वाले शब्द
- हमारे आस-पास (चित्रकथा), जल-थल-नभ (कविता)
- चित्र-वर्णन

इकाई-6 मेरी दिनचर्या

- 'र' के विभिन्न रूपों का परिचय
- दिनचर्या की समझ
- अनेक शब्दों के लिए एक शब्द
- काम वाले शब्द
- कहानी पठन
- सूरज की दिनचर्या (चित्रकथा), हर एक काम बड़ा होता है (कविता), टिक-टिक घड़ी (कविता)

7

इकाई-7 मेरी अच्छी आदतें

- स्वरों और व्यंजनों को मिलाकर शब्द निर्माण
- बारहखड़ी
- मात्राओं वाले शब्दों का पठन और लेखन
- संयुक्त व्यंजन, द्वित्व व्यंजन और संयुक्ताक्षर वाले शब्द
- कहानी/कविता का मुख्य विचार समझना
- सप्ताह के दिनों के नाम और महीनों के नाम
- विशेष शब्दों और एक-अनेक शब्दों का परिचय
- वाक्य रचना
- मीठे बोल (कविता), अच्छी आदतें (चित्रकथा)

वार्षिक मूल्यांकन योजना

मूल्यांकन का उद्देश्य यह जाँचना है कि क्या सभी विद्यार्थियों में विषय की समझ विकसित हो चुकी है और क्या वे उस समझ का प्रयोग अपने जीवन में कर सकते हैं? मूल्यांकन के विवरण के आधार पर, आगे बढ़ने से पहले 'लीड' के उपचारात्मक सुझावों का उपयोग करके प्रगति करना बहुत महत्वपूर्ण है। 'लीड' निम्नलिखित मूल्यांकन निर्धारित करता है—



* कक्षा 1 में 10 अंकों का मौखिक मूल्यांकन शामिल है।

* यह NEP 2020 की प्राथमिक कक्षाओं में गतिविधि-आधारित मूल्यांकन को शामिल करने के प्रस्ताव के अनुरूप है।

मूल्यांकन का प्रारूप

इकाई मूल्यांकन

लिखित इकाई मूल्यांकन में निम्नलिखित संरचना होती है-

प्रश्नों के प्रकार	अंक	प्रश्न	कुल अंक
बहुविकल्पीय प्रश्न	3	1	3
शब्द पूरा करना	3	1	3
मिलान करना	3	1	3
रिक्त स्थान की पूर्ति	3	1	3
लघूत्तरीय प्रश्न	3	1	3
मौखिक प्रश्न	5	1	5
		6 प्रश्न	20 अंक

MOY & EOY मूल्यांकन

MOY और EOY मूल्यांकन की संरचना निम्नलिखित है-

प्रश्नों के प्रकार	अंक	प्रश्न	कुल अंक
बहुविकल्पीय प्रश्न	5	1	5
शब्द पूरा करना	5	1	5
मिलान करना	3	1	3
सही शब्द का चुनाव	3	1	3
सही-गलत	5	1	5
एक शब्द में उत्तर	5	1	5
लघूत्तरीय प्रश्न	4	1	4
मौखिक प्रश्न	5	1	5
मौखिक प्रश्न	5	1	5
		9 प्रश्न	40 अंक

मूल्यांकन का प्रारूप

मूल्यांकन में स्पाइरलिंग

- MOY में - 100% प्रश्न सत्र 1 इकाइयों से होंगे।
- EOY में - 75 % प्रश्न सत्र 2 की इकाइयों से होंगे, और 25% प्रश्न सत्र 1 की इकाइयों से होंगे।
- इकाई मूल्यांकन में - 85% प्रश्न इकाई से और 15% प्रश्न पिछली यूनिट से होंगे। यह छात्रों को सभी अवधारणाओं के पूर्ण अभ्यास हेतु और MOY और EOY के लिए बेहतर तरीके से तैयार होने में मदद करने के लिए है।

प्रश्नों की कठिनाई का स्तर

मूल्यांकन में प्रश्नों की कठिनाई का स्तर बोर्ड द्वारा दिए गए दिशानिर्देशों पर आधारित हैं। सभी प्रश्नों को नीचे दी गई तालिका के अनुसार वर्गीकृत किया गया है-

	LOTS (Lower Order Thinking Skills)	MOTS (Middle Order Thinking Skills)	HOTS (Higher Order Thinking Skills)
परिभाषा	स्मरण ज्ञान पर आधारित प्रश्न	परिचित परिस्थितियों में कौशल लागू करने पर आधारित प्रश्न	अपरिचित परिस्थितियों में कौशल लागू करने, स्थितियों को विश्लेषण करने और कक्षा में जो पढ़ाया गया था, उस ज्ञान का अपने जीवन से जुड़ाव करने पर आधारित प्रश्न।
ब्लूम स्तर	स्मरण करना	समझना प्रयोग/लागू करना (सरल)	प्रयोग/लागू करना (जटिल) मूल्यांकन करना विश्लेषण सृजन करना

बोर्ड के दिशानिर्देशों के अनुसार, 'लीड' के मूल्यांकन के प्रारूप की विस्तृत जानकारी इस प्रकार है-

इकाई 1 - 60% LOTS : 30% MOTS : 10% HOTS

इकाई 2 - 60% LOTS : 30% MOTS : 10% HOTS

इकाई 3 - 60% LOTS : 30% MOTS : 10% HOTS

इकाई 4 - 60% LOTS : 30% MOTS : 10% HOTS

MOY - 50% LOTS : 40% MOTS : 10% HOTS

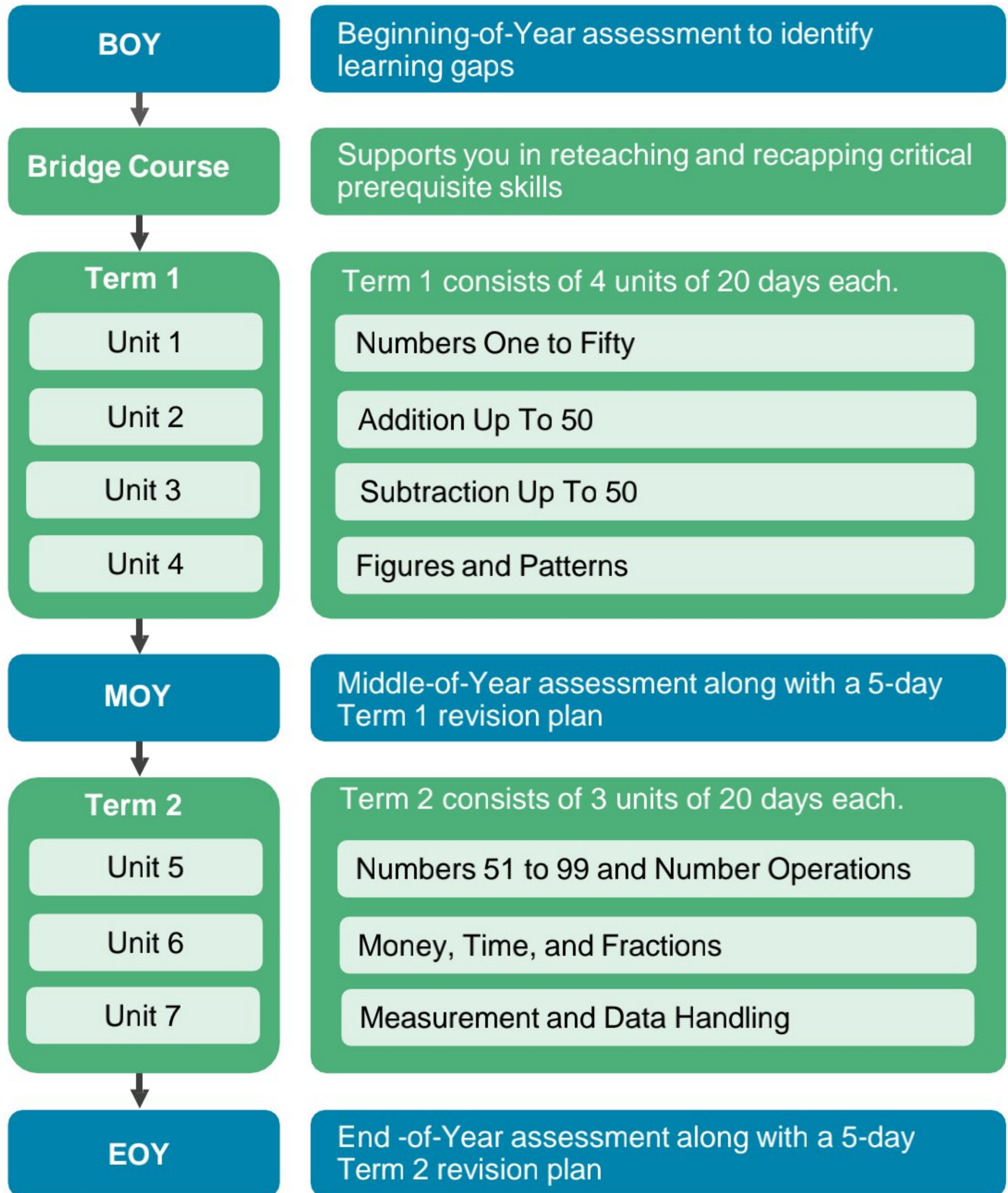
इकाई 5, 6, 7 - 50% LOTS : 40% MOTS : 10% HOTS

EOY - 50% LOTS : 40% MOTS : 10% HOTS

हम सत्र 1 में विद्यार्थियों के लिए कठिनाई का स्तर धीरे-धीरे बढ़ाते हैं।

Learning Journey for the Year

Dear teachers, the table below summarises the learning journey you will cover with your students this year.



Detailed Syllabus for the Year

The roadmap given below lists the units covered in each term. Term 2 units will be visible on the tab after the completion of the MOY assessment.



TERM 1

1

UNIT 1 – NUMBERS ONE TO FIFTY

- Count, read, and write numbers 1-50
- Identify the place value of digits in a number
- Compare and order numbers

2

UNIT 2 – ADDITION UP TO 50

- Addition on the number line
- Addition facts up to 10
- 2-digit addition without regrouping

4

UNIT 4 – FIGURES AND PATTERNS

- Identify and draw different types of lines
- Identify and name flat and solid shapes
- Identify and draw simple repeated patterns

3

UNIT 3 – SUBTRACTION UP TO 50

- Subtraction on the number line
- Subtraction using addition facts
- 2-digit subtraction without regrouping

TERM 2

5

UNIT 5 – NUMBERS 51 TO 99 AND NUMBER OPERATIONS

- Numbers 51–100 with place values
- Addition and subtraction of 2-digit numbers
- Introduction to multiplication

6

UNIT 6 – MONEY, TIME, AND FRACTIONS

- Identify currency and its use in real life
- Read time to the hour on an analogue clock
- Identify whole, half, and quarter

7

UNIT 7 – MEASUREMENT & DATA HANDLING

- Measure using non-standard units
- Collect data
- Represent data using pictographs

The important skills that students will develop this year are as follows:



THINKING SKILLS

- Solving real-world problems
- Creating new ideas
- Being curious
- Reflecting on their learning
- Learning from mistakes



COMMUNICATION SKILLS

- Communicating effectively
- Presenting ideas
- Using information
- Using different media



COLLABORATION SKILLS

- Working with others
- Appreciating others' ideas
- Resolving conflicts
- Connecting to their community
- Connecting to the nation

The LEAD Method

3. CPA: The Concrete-Pictorial-Abstract method helps students understand Math meaningfully.



Concrete



Students use physical objects to model and solve Math problems.



Pictorial



Students use drawings of physical objects to model and solve Math problems.



Abstract

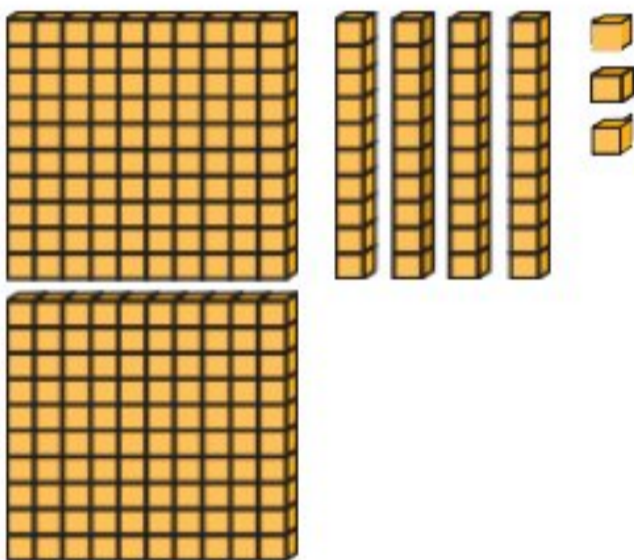
$$5 + 3 = 8$$



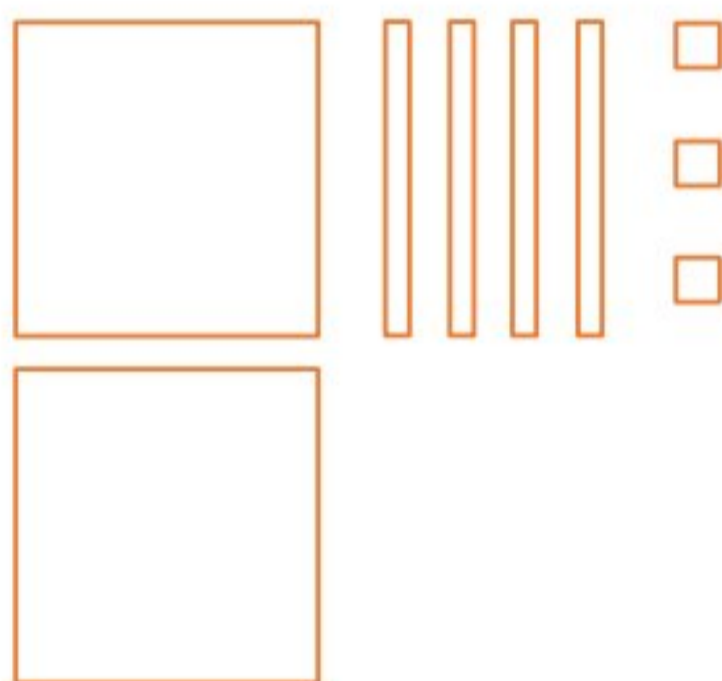
Students use symbols to represent drawings and to solve Math problems.



Concrete



Pictorial

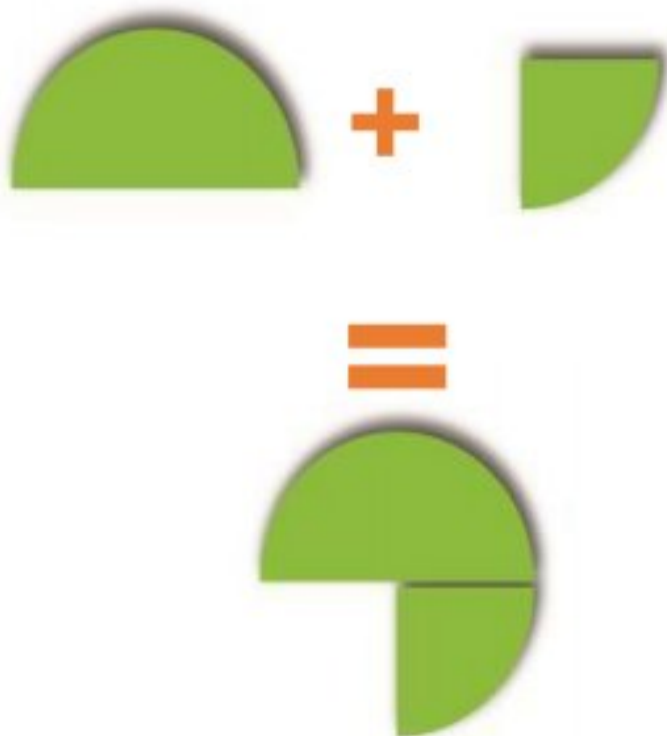


Abstract

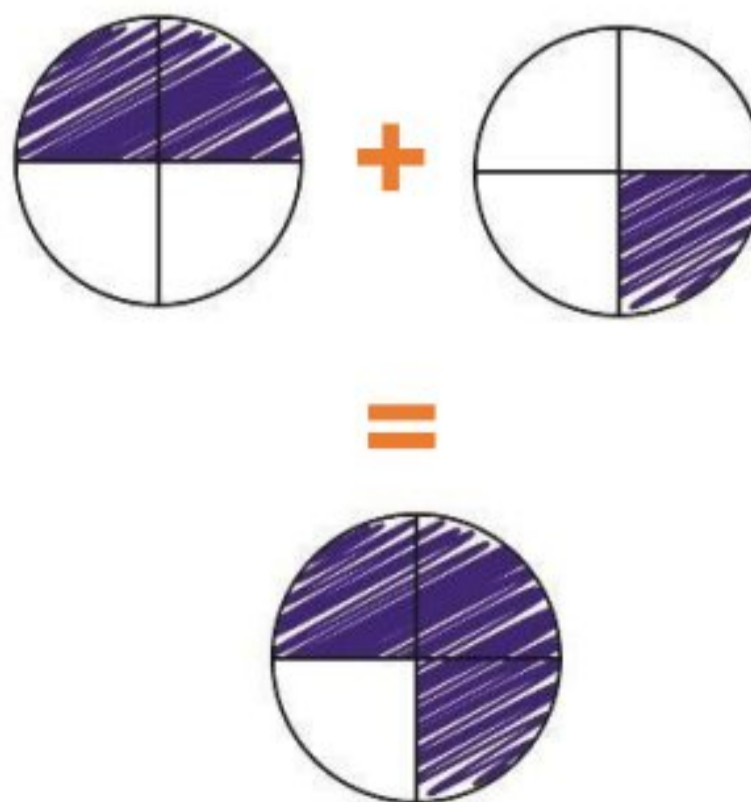
$$200 + 40 + 3 = 243$$



Concrete



Pictorial

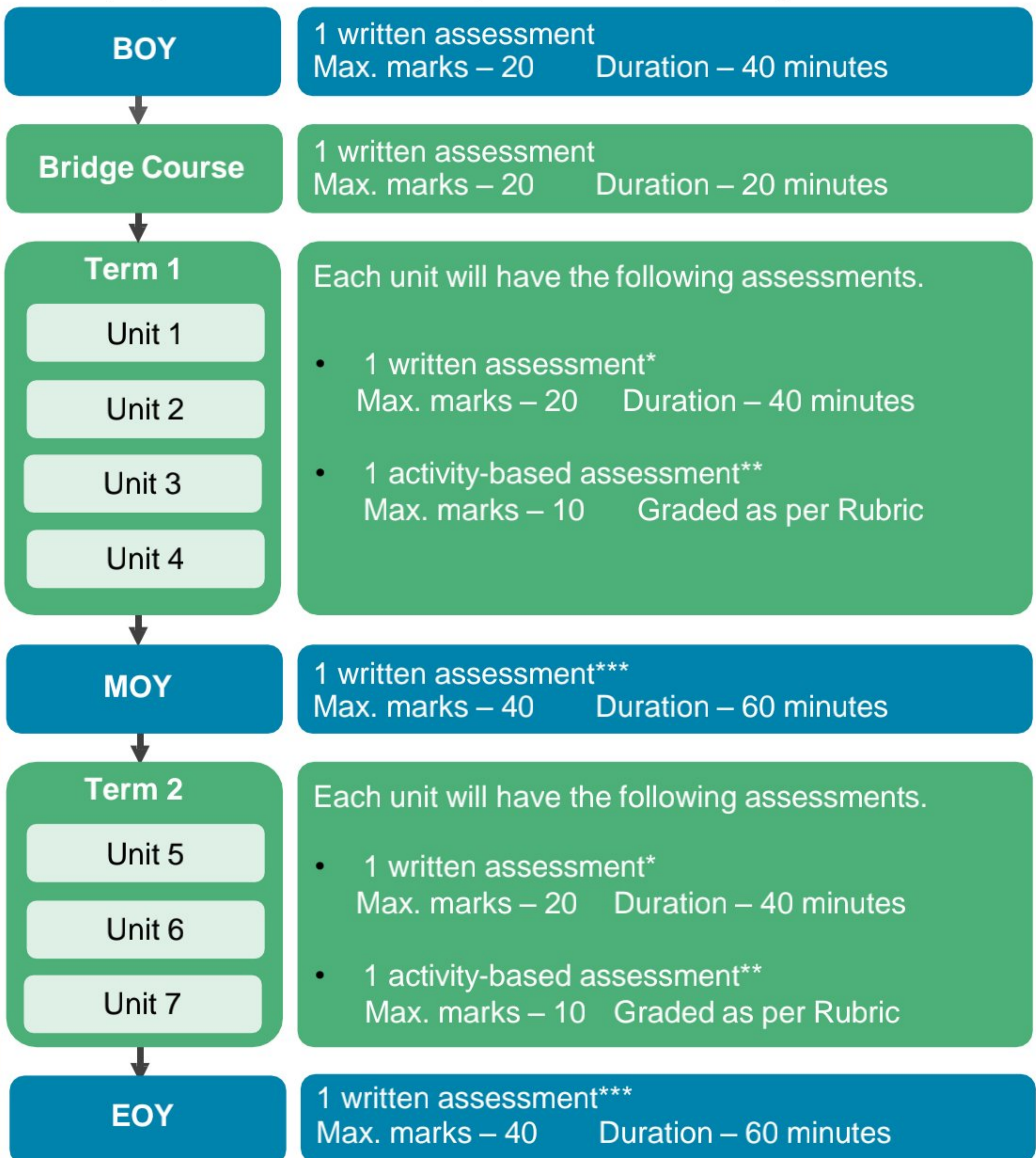


Abstract

$$\frac{1}{2} + \frac{1}{4} = \frac{3}{4}$$

Assessment Structure for the Year

The objective of assessments is to check if all students have understood the concept and can apply their learning. Based on assessment data, it is very important to do strong remedials using LEAD remedial recommendation before progressing forward. LEAD prescribes the following assessments:



* This includes an oral assessment for 5 marks.

**This is aligned with NEP 2020's recommendations to include activity-based assessments in primary grades.

***This includes an oral assessment for 10 marks.

Assessment Framework

Unit Assessments

The written unit assessments have the following structure.

Types of Question	Marks	Number of Questions	Total Marks
Select type questions	1	3	3
Fill in the blanks	1	2	2
Match the following	2	1	2
Short answer questions	2	4	8
Oral questions – Short	1	3	3
Oral questions – Long	2	1	2
		14 questions	20 marks

MOY & EOY Assessments

MOY and EOY assessments will have the following structure.

Types of Question	Marks	Number of Questions	Total Marks
Select type questions	1	6	6
Fill in the blanks	1	4	4
Match the following	2	1	2
Short answer questions	2	9	18
Oral questions – Short	1	6	6
Oral questions – Long	2	2	4
		28 questions	40 marks

Assessment Framework

Spiralling in Assessments

- In the MOY assessment – 100% of the questions will be from Term 1 Units.
- In the EOY assessment – 85% of the questions will be from Term 2 Units, and 15% will be from Term 1 Units.
- In Unit Assessments – The Unit 1 assessment has no spiralling. In the Unit 2 assessment, 90% of the questions will be from the unit and 10% will be from previous unit. In every subsequent unit assessment, 85% of the questions will be from the unit and 15% will be from the previous two units. This is to help students practise concepts and be better prepared for the MOY and EOY assessments.

Difficulty Level of Questions

The difficulty levels of the questions in the assessments are based on board guidelines. All questions are categorised as per the table below:

	LOTS (Lower Order Thinking Skills)	MOTS (Middle Order Thinking Skills)	HOTS (Higher Order Thinking Skills)
Definition	Questions based on recalling knowledge	Questions based on applying skills in familiar scenarios	Questions based on applying skills in unfamiliar scenarios, analysing situations, and building on top of what was taught in class
Bloom's Level	Remember	Understand Application (simple)	Application (complex) Evaluate Analyse Create

In line with board guidelines, LEAD assessments follow the structure explained below:

Unit 1 - 60% LOTS : 30% MOTS : 10% HOTS

Unit 2 - 50% LOTS : 40% MOTS : 10% HOTS

Unit 3 - 40% LOTS : 50% MOTS : 10% HOTS

Unit 4 - 30% LOTS : 50% MOTS : 20% HOTS

MOY - 30% LOTS : 50% MOTS : 20% HOTS

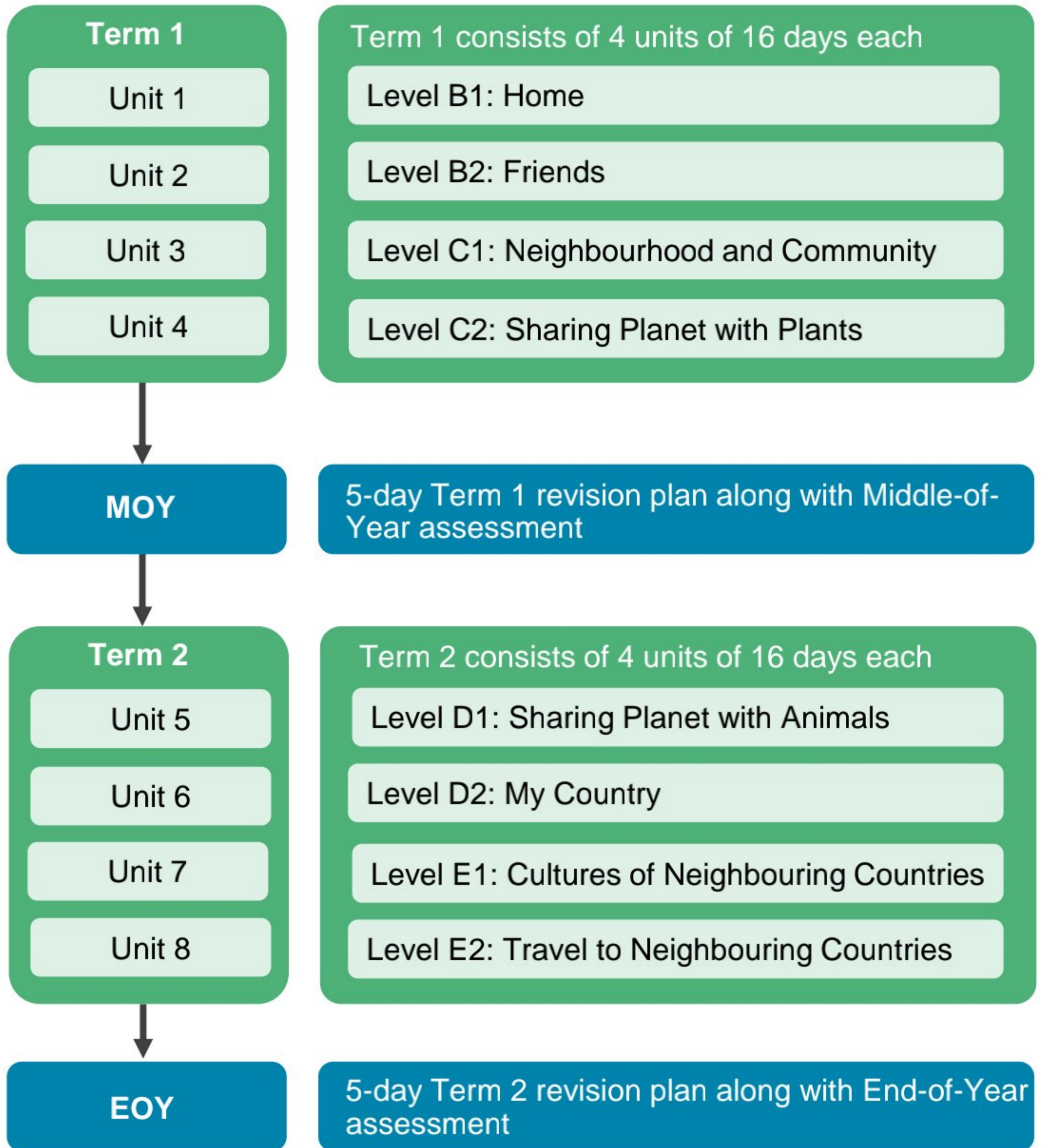
Units 5, 6, and 7 - 30% LOTS : 50% MOTS : 20% HOTS

EOY - 30% LOTS : 50% MOTS : 20% HOTS

We slowly increase the level of difficulty for students in Term 1.

Learning Journey for the Year

Dear teachers, the table below summarises the learning journey you will cover with your students this year.



Detailed Syllabus for the Year

The units covered in each term during the academic year is listed below. Term 2 units will be visible on the tab after the completion of MOY.

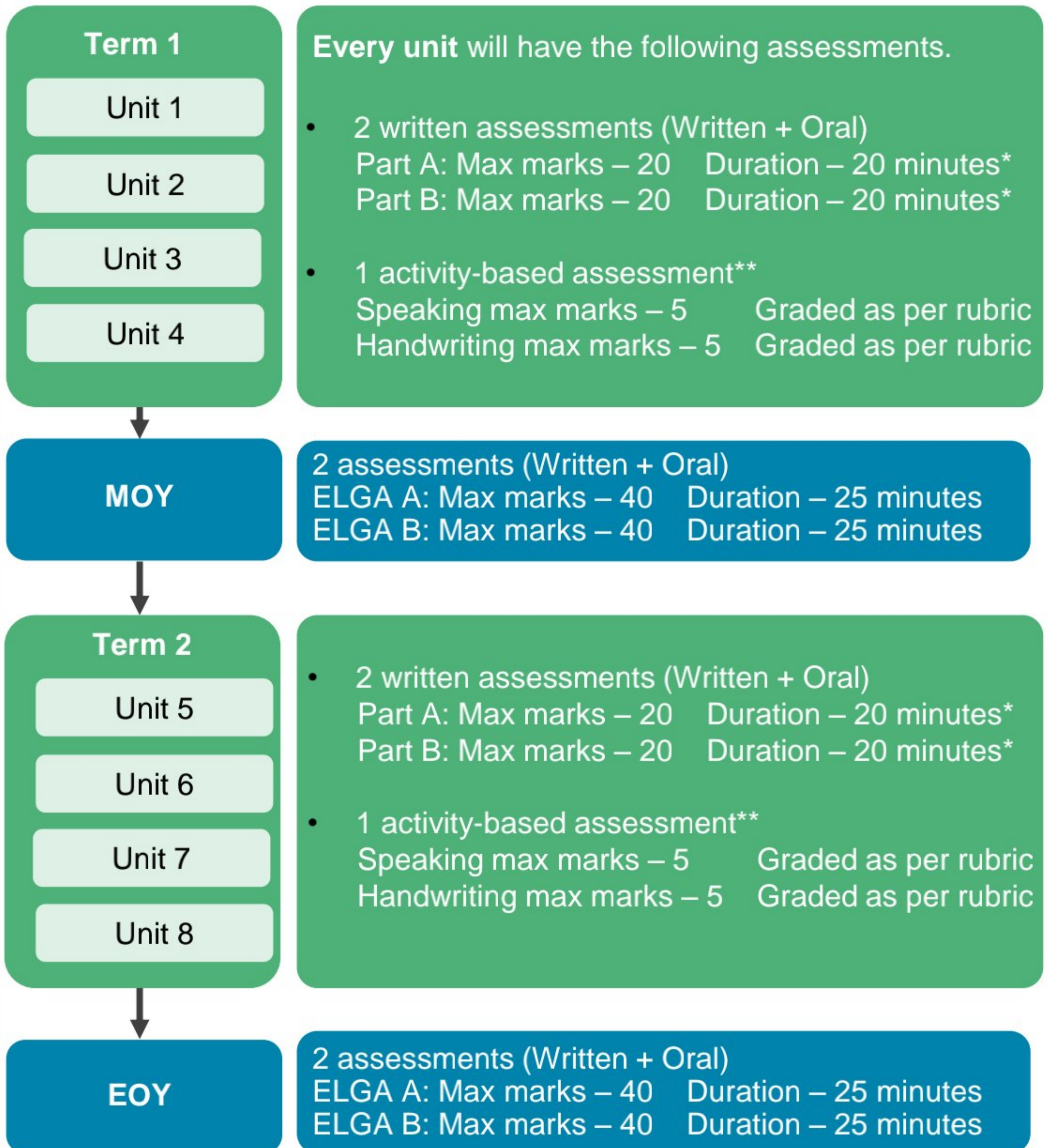
TERM 1	Unit 1 Level B1	Unit 2 Level B2	Unit 3 Level C1	Unit 4 Level C2
 PHONICS	<ul style="list-style-type: none"> Beginning sounds of words Blend sounds to read words 		<ul style="list-style-type: none"> Read words with different beginning sounds. Blend sounds to read 3-letter words. 	
 WHOLE WORDS	<ul style="list-style-type: none"> Read 25 new high-frequency words 		<ul style="list-style-type: none"> Read 38 new high-frequency words 	
 READING AND LISTENING COMPREHENSION	<ul style="list-style-type: none"> Read simple stories Make text-to-self connections Sequence the order of a story Answer factual questions. 		<ul style="list-style-type: none"> Read stories with new words Answer and ask questions about a story Setting and retell the events of a story. 	
 GRAMMAR		-	<ul style="list-style-type: none"> Identify and list naming words (nouns) — singular, plural, common, and proper. 	
 WRITING AND SPEAKING EXPRESSION	<ul style="list-style-type: none"> Write lower-case letters Draw and label to express Speak simple sentences. 		<ul style="list-style-type: none"> Write letters without tracing lines. Draw and label to express. Explain using short sentences. 	
 GENERAL AWARENESS	<ul style="list-style-type: none"> Develop awareness about home and friends. Learn to help everyone around them. 		<ul style="list-style-type: none"> Learn about their community and sharing the planet with plants. Learn about sharing, caring, and saving plants. 	
 THINKING SKILLS	<ul style="list-style-type: none"> Reflect on their learning 		<ul style="list-style-type: none"> Develop new ideas around know new concepts. Reflect on their learning. 	
 COMMUNICATION SKILLS	<ul style="list-style-type: none"> Communicate ideas and thoughts effectively. Present about self in class. 		<ul style="list-style-type: none"> Communicate ideas and thoughts effectively. Present information to an audience. 	
 COLLABORATION SKILLS	<ul style="list-style-type: none"> Work with others to complete a task. 		<ul style="list-style-type: none"> Collaborate with others to resolve conflicts. 	

Detailed Syllabus for the Year

TERM 2	Unit 5 Level D1	Unit 6 Level D2	Unit 7 Level E1	Unit 8 Level E2
 PHONICS	<ul style="list-style-type: none"> Blend sounds to read 3-letter words. Read words from different word families. 		<ul style="list-style-type: none"> Blend sounds to read 3-letter words. Read words from different word families. 	
 WHOLE WORDS	<ul style="list-style-type: none"> Read 31 new high-frequency words 		<ul style="list-style-type: none"> Read 50 new high-frequency words 	
 READING AND LISTENING COMPREHENSION	<ul style="list-style-type: none"> Sequence the events of a story. Identify the theme of a text. Identify characters and their actions. Use clues to guess the meanings of new words. 		<ul style="list-style-type: none"> Explain the main idea with details. Make inferences from a story. Make predictions about a story. Draw conclusions based on the events in a text. 	
 GRAMMAR	<ul style="list-style-type: none"> Classify words as nouns or verbs. Identify and use adverbs. Use prepositions in sentences. 		<ul style="list-style-type: none"> Use different types of determiners. Construct a variety of sentences. 	
 WRITING AND SPEAKING EXPRESSION	<ul style="list-style-type: none"> Write 2–3 sentences. Use a set of sentence structures. Narrate stories. 		<ul style="list-style-type: none"> Write 2–3 sentences. Use pictures to write the main idea. Comprehend pictures to tell a story. 	
 GENERAL AWARENESS	<ul style="list-style-type: none"> Learn about sharing the planet with animals and taking care of them. Learn about India and its diversity. 		<ul style="list-style-type: none"> Learn about the culture, language, and sports of neighbouring countries. 	
 THINKING SKILLS	<ul style="list-style-type: none"> Reflect on their learning 		<ul style="list-style-type: none"> Ask questions showing curiosity about new ideas and experiences. Reflect on their learning. 	
 COMMUNICATION SKILLS	<ul style="list-style-type: none"> Communicate ideas and thoughts effectively. Present information to an audience. 		<ul style="list-style-type: none"> Communicate ideas and thoughts effectively. Present information to an audience. 	
 COLLABORATION SKILLS	<ul style="list-style-type: none"> Work with others to complete a task. 		<ul style="list-style-type: none"> Work with others to complete a task. 	

Assessment Structure for the year

The objective of assessments is to check if all students have understood the concept and can apply their learning. Based on assessment data, it is very important to do strong remedials using LEAD remedial recommendation before progressing forward. LEAD prescribes the following assessments:



* Unit 7 and 8 duration will be 40 minutes.

**This is aligned with NEP 2020's recommendations to include activity-based assessments in primary grades.

Assessment Framework

Unit Assessments

Units 1 to 6 written assessments have the following structure.

PART A		PART B	
Vocabulary and Writing		Reading Comprehension and Drawing/Grammar	
Phonics and Whole words	10 marks	Reading Comprehension*	8 marks
Writing	5 marks	Drawing/Grammar	7 marks
Oral		Oral	
Phonics, Whole words and Identification	5 marks	Reading Comprehension	5 marks
Total	20 marks	Total	20 marks

Unit 7 and 8 written assessments have the following structure.

PART A		PART B	
Vocabulary and Writing		Reading Comprehension and Grammar	
Phonics and Whole words	10 marks	Reading Comprehension*	8 marks
Writing	5 marks	Grammar	7 marks
Oral		Oral	
Phonics	5 marks	Whole Words	5 marks
Total	20 marks	Total	20 marks

*The text in the reading comprehension section will be an unseen passage covering vocabulary from the units which students have already learnt. This is to ensure that we are testing students on their ability to read and understand independently. Since ELGA is a skill-based program, by design we do not ask questions from the texts in the book.

Assessment Framework

MOY & EOY Assessments

MOY and EOY assessments will have the following structure.

ELGA A		ELGA B	
Vocabulary and Writing		Reading Comprehension and Drawing/Grammar	
Phonics and Whole words	8 marks	Reading Comprehension*	10 marks
Writing	12 marks	Drawing/Grammar	10 marks
Oral	20 marks	Oral	20 marks
Total	40 marks	Total	40 marks

*The text in the reading comprehension section will be an unseen passage covering vocabulary from the units which students have already learnt. This is to ensure that we are testing students on their ability to read and understand independently. Since ELGA is a skill-based program, by design we do not ask questions from the texts in the book.

Spiraling in Assessments

- In MOY – 100% questions will be from Term 1 Units.
- In EOY – 75% questions will be from Term 2 Units, and 25% will be from Term 1 Units.
- In Unit Assessments – In units 2, 4, 6 and 8, 90% of the questions will be from the unit and 10% questions will be from the previous unit, that is, unit 1, 3, 5 and 7. This is to help students practise concepts and be better prepared for MOY and EOY.
- Difficulty level of questions in the assessments are based on Board guidelines.