

**VIDYA PRATISHTHAN'S DR. CYRUS POONAWALLA SCHOOL (CBSE), BARAMATI**

**Sub: English**


**ANNUAL CURRICULUM PLANNING, 2025-26**

**Std : I**

<b>Sr. No.</b>	<b>Content/Topic</b>	<b>Month and working days</b>	<b>No. Of Periods Required</b>	<b>Learning Objectives</b>	<b>Expected Learning Outcomes</b>	<b>Activity</b>	<b>Methodology/ Teaching Aids</b>	<b>Assessment</b>
	<p><b><u>BRIDGE COURSE</u></b></p> <p>*Alphabet Tracing- Uppercase and lowercase Letters                      *Vowels and Consonants                      *One and Many                      *Reading skills-sight words                      *Listening skills-Letters and sounds                      *Doing Words                      *Picture description- Speaking activity</p>	April 20	15	<ul style="list-style-type: none"> <li>To enable students to identify the alphabets.</li> <li>*Identify the Vowels and Consonants and doing words.</li> </ul>	<ul style="list-style-type: none"> <li>Student will be able to recall alphabets, vowels and consonants.</li> </ul>	<ul style="list-style-type: none"> <li>Circle the odd one out from given letters.</li> </ul>	Inductive method,  Videos, greenboard	<ul style="list-style-type: none"> <li>Worksheet</li> </ul>
1	School Preparation Module – Get Ready			<ul style="list-style-type: none"> <li>To enable students to draw a picture of themselves, take a part in a game, solve puzzles.</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to choose a game, a food, a thing and an activity that they like</li> </ul>	<ul style="list-style-type: none"> <li>Colour the smiley if you do these actions.</li> </ul>	<ul style="list-style-type: none"> <li>Inductive method,</li> <li>Videos, greenboard, textbook</li> </ul>	<ul style="list-style-type: none"> <li>Worksheet</li> </ul>

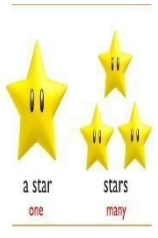
2	Everybody Has a Name (poem)		05	<ul style="list-style-type: none"> <li>To understand a poem based on the theme of about myself.</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to identify words that show feelings.</li> </ul>	<ul style="list-style-type: none"> <li>Making an 'I Can' flower</li> </ul>	<ul style="list-style-type: none"> <li>Poem recitation,</li> <li>Videos, greenboard, textbook</li> </ul>	<ul style="list-style-type: none"> <li>Question answers</li> </ul>
3.	Is There Anyone Like Me?	June 16	06	<ul style="list-style-type: none"> <li>To understand the main theme of the story – about myself.</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to read a picture story based on the same theme and about the way the human body words.</li> </ul>	<ul style="list-style-type: none"> <li>Colour the correct bubbles.</li> </ul>	<ul style="list-style-type: none"> <li>Inductive method,</li> <li>Videos, textbook</li> </ul>	<ul style="list-style-type: none"> <li>Worksheets</li> </ul>

4	*Family Ria's Family		06	<ul style="list-style-type: none"> <li>To understand the main theme - family.</li> </ul>	<ul style="list-style-type: none"> <li>To relate the lesson with real life.</li> </ul>	<ul style="list-style-type: none"> <li>*Draw and colour the picture of family.</li> <li>*Say 4-5 sentences about your</li> </ul>	<ul style="list-style-type: none"> <li>Reading the text,</li> <li>Textbook and videos</li> </ul>	<ul style="list-style-type: none"> <li>Contextual questions</li> </ul>
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						family.		
	<p>Grammar 1. Letters of the English Alphabet</p> <p>Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz</p>		04	<ul style="list-style-type: none"> <li>To arrange the words alphabetically.</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to arrange the words with alphabetical order.</li> </ul>	<ul style="list-style-type: none"> <li>Flash card</li> </ul>	<ul style="list-style-type: none"> <li>Inductive method</li> <li>Pictures , ICR, Blackboard, Flash cards</li> </ul>	<ul style="list-style-type: none"> <li>Worksheet</li> </ul>


	*Grammar 2. Naming Words		06	<ul style="list-style-type: none"> <li>To understand and identify naming words.</li> </ul>	<ul style="list-style-type: none"> <li>Student will be able to identify different types of naming words.</li> </ul>	<ul style="list-style-type: none"> <li>Solve the riddles using pictures as clues.</li> </ul>	<ul style="list-style-type: none"> <li>Induction method</li> <li>ICR, Textbook Blackboard</li> </ul>	<ul style="list-style-type: none"> <li>Worksheet</li> </ul>
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	*Grammar 3.Common and proper Naming Words	July 23	05	<p>To identify types of naming words.</p> <ul style="list-style-type: none"> <li>words.</li> </ul>	<ul style="list-style-type: none"> <li>To understand and identify types of naming words.</li> </ul>	<ul style="list-style-type: none"> <li>1. Matching the flash cards.</li> </ul>	<ul style="list-style-type: none"> <li>Inductive method</li> <li>ICR, Textbook Flash card</li> </ul>	<ul style="list-style-type: none"> <li>Circle the correct naming words.</li> </ul>
	*Grammar 4.One and Many		04					


				<ul style="list-style-type: none"> <li>To understand one and many.</li> </ul>	<ul style="list-style-type: none"> <li>1. Students will be able to identify one and many.</li> </ul>	<ul style="list-style-type: none"> <li>Counting of the things</li> </ul>	<ul style="list-style-type: none"> <li>Induction method</li> <li>ICR, Blackboard</li> </ul>	<ul style="list-style-type: none"> <li>Worksheet</li> </ul>
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	5.I , You ,He , She, It		04	<ul style="list-style-type: none"> <li>To understand the use of pronouns.</li> </ul>	<ul style="list-style-type: none"> <li>Student will be able to use proper pronoun to make the sentence s.</li> </ul>	<ul style="list-style-type: none"> <li>Matching the flashcards</li> </ul>	<ul style="list-style-type: none"> <li>Inductive method</li> <li>ICR Flash cards</li> </ul>	<ul style="list-style-type: none"> <li>Worksheets</li> </ul>
	First Periodic Test	-	-	-	-	-	-	-

	We,You, They	August 18	04	<p>To understand the uses of pronouns.</p> <ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>To identify the pronouns from the sentence.</li> </ul>	<ul style="list-style-type: none"> <li>Matching the flashcards</li> </ul>	<ul style="list-style-type: none"> <li>Inductive method</li> <li>Flashcards</li> <li>ICR Pictures</li> </ul>	<ul style="list-style-type: none"> <li>Worksheets</li> </ul>
	He -Group and She -group		05	<ul style="list-style-type: none"> <li>To understand and identify pronouns.</li> </ul>	<ul style="list-style-type: none"> <li>To understand difference between He-group and She group words.</li> </ul>	<ul style="list-style-type: none"> <li>Classify the words</li> </ul>	<ul style="list-style-type: none"> <li>Inductive method</li> <li>ICR Blackboard</li> </ul>	<ul style="list-style-type: none"> <li>Worksheets</li> </ul>


	Introducing Myself		02	<ul style="list-style-type: none"> <li>To understand about myself</li> </ul>	<ul style="list-style-type: none"> <li>To understand about myself</li> </ul>	<ul style="list-style-type: none"> <li>Speak about myself</li> </ul>	<ul style="list-style-type: none"> <li>ICR</li> </ul>	<ul style="list-style-type: none"> <li>Game</li> </ul>
5	Ducks on the Water 		05	<ul style="list-style-type: none"> <li>To understand poem about family.</li> </ul>	<ul style="list-style-type: none"> <li>To recite a poem with expression.</li> </ul>	<ul style="list-style-type: none"> <li>Join the dots and color the picture.</li> </ul>	<ul style="list-style-type: none"> <li>Poem recitation, Rhyming scheme</li> <li>ICR, Textbook</li> </ul>	<ul style="list-style-type: none"> <li>Question answers</li> </ul>

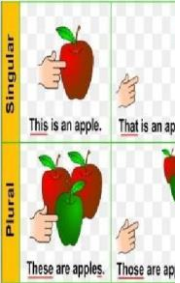
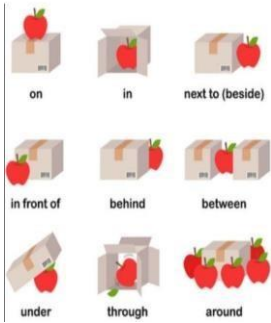
6		The True Friend	06	<ul style="list-style-type: none"> <li>To understand a poem about friendship.</li> </ul>	<ul style="list-style-type: none"> <li>Student will be able to understand the importance of friends in our life.</li> </ul>	<ul style="list-style-type: none"> <li>Make a thank you card for your friend.</li> </ul>	<ul style="list-style-type: none"> <li>Reading the text</li> <li>ICR Textbook</li> </ul>	<ul style="list-style-type: none"> <li>Complete the sentences about your best friend.</li> </ul>
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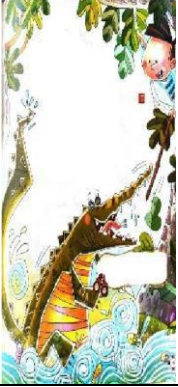
	<p>Doing Words</p> 		04	<ul style="list-style-type: none"> <li>To understand the action words in the sentences.</li> </ul>	<ul style="list-style-type: none"> <li>To identify the action words in the sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Describe the actions which these body parts can do.</li> </ul>	<ul style="list-style-type: none"> <li>Inductive method</li> <li>ICR Pictures</li> </ul>	<ul style="list-style-type: none"> <li>Worksheet</li> </ul>
	<p>*Grammar Is ,Am, Are</p>		03	<ul style="list-style-type: none"> <li>To identify verbs in the sentences.</li> </ul>	<ul style="list-style-type: none"> <li>To understand the use of Is ,Am,Are.</li> </ul>	<ul style="list-style-type: none"> <li>Read each pair of sentence and tick the correct sentence.</li> </ul>	<ul style="list-style-type: none"> <li>Inductive method and Deductive method</li> <li>Flash card ICR</li> </ul>	<ul style="list-style-type: none"> <li>Worksheet</li> </ul>



	<p>Is ,Am ,Are +verb +ing</p>		04	<ul style="list-style-type: none"> <li>To understand the use of verbs in present continuous tense.</li> </ul>	<ul style="list-style-type: none"> <li>To understand the structure of the sentence.</li> </ul>	<ul style="list-style-type: none"> <li>Tick the correct sentence and cross out the incorrect one.</li> </ul>	<ul style="list-style-type: none"> <li>Textbook ICR</li> </ul>	<p>Worksheet</p> <ul style="list-style-type: none"> <li></li> </ul>
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	Has, Have		05	<ul style="list-style-type: none"> <li>To understand the use of 'Has' and 'Have'.</li> </ul>	<ul style="list-style-type: none"> <li>To understand the use of Has and Have to show belonging</li> </ul>	<ul style="list-style-type: none"> <li>Create your own sentence</li> </ul>	<ul style="list-style-type: none"> <li>Inductive method</li> <li>ICR Flashcard</li> </ul>	<ul style="list-style-type: none"> <li>Worksheet</li> </ul>
	Picture Composition		03	<ul style="list-style-type: none"> <li>Understand and speak about picture</li> </ul>	<ul style="list-style-type: none"> <li>Understand and speak about picture</li> </ul>	<ul style="list-style-type: none"> <li>Speak about picture</li> </ul>	<ul style="list-style-type: none"> <li>ICR</li> </ul>	<ul style="list-style-type: none"> <li>Worksheet</li> </ul>
	Completing Sentences		03	Understand the sentence	<ul style="list-style-type: none"> <li>Understand the sentence</li> </ul>	<ul style="list-style-type: none"> <li>Make a sentence</li> </ul>	<ul style="list-style-type: none"> <li>ICR</li> </ul>	<ul style="list-style-type: none"> <li>Worksheet</li> </ul>
	Revision HALF YEARLY EXAMINATION	September 20	08					

7	<p>*Good Manners I can BE a Pal</p> 	October 19	05	<ul style="list-style-type: none"> <li>1.To understand a poem about good manners.</li> </ul>	<ul style="list-style-type: none"> <li>1. Student will be able to use 'Thank You' and 'Please' words.</li> </ul>	<ul style="list-style-type: none"> <li>Making chart of good manners.</li> </ul>	<ul style="list-style-type: none"> <li>Explanation of the theme Poem recitation</li> <li>ICR Pictures</li> </ul>	<ul style="list-style-type: none"> <li>Write thank you and please for the given sentence.</li> </ul>
	<p>*Grammar .A ,An ,The</p>		04	<ul style="list-style-type: none"> <li>To enable students to understand articles</li> </ul>	<ul style="list-style-type: none"> <li>To understand the proper use of articles in sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Sort out the word using articles.</li> </ul>	<p>ICR Textbook</p> <ul style="list-style-type: none"> <li></li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Worksheets</li> </ul>
	<p>Describing Words</p>	November 10	05	<ul style="list-style-type: none"> <li>To understand use of describing words in sentences.</li> </ul>	<ul style="list-style-type: none"> <li>To understand the use of adjectives.</li> </ul>	<ul style="list-style-type: none"> <li>Color the describing words</li> </ul>	<ul style="list-style-type: none"> <li>Flash card</li> <li>ICR</li> <li>Greenboard</li> </ul>	<ul style="list-style-type: none"> <li>Make your own sentence using given describing word.</li> </ul>

<p>This , That ,These ,Those</p> 		05	<ul style="list-style-type: none"> <li>To understand the uses of This ,That ,These ,Those in sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Student able to use This, That , These, Those in sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Correct word from the brackets.</li> </ul>	<ul style="list-style-type: none"> <li>ICR</li> <li>Textbook</li> <li>Greenboard</li> </ul>	<ul style="list-style-type: none"> <li>Worksheets</li> </ul>
<p>*Grammar In ,On, Under ,Over, Near.</p>		06	<ul style="list-style-type: none"> <li>1. To understand position words in sentences.</li> </ul>	<ul style="list-style-type: none"> <li>1. Student will be able to use prepositions in day to day communication.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the preposition for the given object.</li> </ul>	<ul style="list-style-type: none"> <li>ICR</li> <li>Textbook</li> </ul> 	<ul style="list-style-type: none"> <li>Underline the position word in given sentences</li> </ul>
<p>Writing a 'Thank you' Note</p>		02	<ul style="list-style-type: none"> <li>To understand thank you note.</li> </ul>	<ul style="list-style-type: none"> <li>To understand thank you note</li> </ul>	<ul style="list-style-type: none"> <li>Write the thank you note</li> </ul>	<ul style="list-style-type: none"> <li>Textbook</li> </ul>	<ul style="list-style-type: none"> <li>Make a thank you card</li> </ul>
<p>Describing Picture</p>		04	<ul style="list-style-type: none"> <li>To understand Describing Picture</li> </ul>	<ul style="list-style-type: none"> <li>To understand Describing Picture</li> </ul>	<ul style="list-style-type: none"> <li>Describing picture</li> </ul>	<ul style="list-style-type: none"> <li>ICR</li> <li>Textbook</li> </ul>	<ul style="list-style-type: none"> <li>Worksheets</li> </ul>

8	<p>*Animal World</p> <p>The Parrots and Flowers</p>	December 16	06	<ul style="list-style-type: none"> <li>To enable the student to understand animal sounds.</li> </ul>	<ul style="list-style-type: none"> <li>1.To identify different sounds of animals.</li> </ul>	<p>Sequencing of pictures.</p> <ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Reading of the text</li> <li>ICR Textbook</li> </ul>	<ul style="list-style-type: none"> <li>Worksheet</li> </ul> 
9	<p>*If You Should Meet a Crocodile</p> 		06	<ul style="list-style-type: none"> <li>1. To enable the students to understand about crocodile's body parts.</li> </ul>	<ul style="list-style-type: none"> <li>1.To identify the body parts of a crocodile.</li> </ul>	<ul style="list-style-type: none"> <li>Recite the poem with action</li> </ul>	<ul style="list-style-type: none"> <li>Explanation</li> <li>Discussion</li> <li>ICR Pictures</li> </ul>	<ul style="list-style-type: none"> <li>Rhyming words</li> </ul>
	<p>*Grammar</p> <p>The Sentence</p>		03	<ul style="list-style-type: none"> <li>1. To enable the student to construct sentences with the use of punctuations .</li> </ul>	<ul style="list-style-type: none"> <li>1. Student will be able to construct their own simple sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the sentences.</li> </ul>	<ul style="list-style-type: none"> <li>ICR</li> <li>Blackboard</li> </ul>	<ul style="list-style-type: none"> <li>Worksheet</li> </ul>

	And		03	<ul style="list-style-type: none"> <li>1. To understand the use of 'And' in sentence.</li> </ul>	<ul style="list-style-type: none"> <li>Students will use and join sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Picture description</li> </ul>	<ul style="list-style-type: none"> <li>Flashcards</li> <li>Picture</li> <li>ICR</li> </ul>	<ul style="list-style-type: none"> <li>Join each pair of sentences with and</li> </ul>
10	Nature The Selfish Tree 	January 19	08	<ul style="list-style-type: none"> <li>To enable the students to understand about nature.</li> </ul>	<ul style="list-style-type: none"> <li>1. Students will be able to learn more about the seasons.</li> </ul>	<ul style="list-style-type: none"> <li>Plastic bottles planters</li> </ul>	<ul style="list-style-type: none"> <li>Reading of the text Explanation</li> <li>Flashcard Picture ICR</li> </ul>	<ul style="list-style-type: none"> <li>Multiple choice questions.</li> </ul>
11	*Open House 		06	<ul style="list-style-type: none"> <li>1. To understand a poem about nature.</li> </ul>	<ul style="list-style-type: none"> <li>1. Students will be able to learn about nature appreciation.</li> </ul>	<ul style="list-style-type: none"> <li>Making a tree with pictures of different animal living on it.</li> </ul>	<ul style="list-style-type: none"> <li>Poem recitation Rhyming scheme</li> <li>Flashcards of different houses of animals</li> </ul>	<ul style="list-style-type: none"> <li>Expressing views on pictures</li> </ul>
	*Grammar Word Power  Second Unit Test		06	<ul style="list-style-type: none"> <li>1. To enable the student to learn new words.</li> </ul>	<ul style="list-style-type: none"> <li>1. Students will be able to use new words.</li> </ul>	<ul style="list-style-type: none"> <li>Solve the cross word.</li> </ul>	<ul style="list-style-type: none"> <li>Textbook</li> <li>ICR</li> </ul>	<ul style="list-style-type: none"> <li>Worksheets</li> </ul>

	Grammar Reading Comprehension	February 19	04	<ul style="list-style-type: none"> <li>1. To enable the students to read the given stories with understanding.</li> </ul>	<ul style="list-style-type: none"> <li>1. Students will be able to read the stories with interest.</li> </ul>	<ul style="list-style-type: none"> <li>Reading of passage</li> </ul>	<ul style="list-style-type: none"> <li>Inductive and Deductive method</li> <li>Story book</li> </ul>	<ul style="list-style-type: none"> <li>Reading of stories</li> </ul>
	Grammar Composition		03	<ul style="list-style-type: none"> <li>To enable the students to describe the picture.</li> </ul>	<ul style="list-style-type: none"> <li>Student will learn about how to write 'Thank You' note</li> </ul>	<ul style="list-style-type: none"> <li>Thank You note</li> </ul>	<ul style="list-style-type: none"> <li>Pictures</li> <li>ICR</li> </ul>	<ul style="list-style-type: none"> <li>Picture composition</li> </ul>
	Rebus Story		02	<ul style="list-style-type: none"> <li>To understand Rebus Story</li> </ul>	<ul style="list-style-type: none"> <li>To understand Rebus Story</li> </ul>	<ul style="list-style-type: none"> <li>Reading a Story</li> </ul>	<ul style="list-style-type: none"> <li>ICR</li> </ul>	<ul style="list-style-type: none"> <li>Worksheet</li> </ul>
	Completing a Paragraph		03	<ul style="list-style-type: none"> <li>To understand completing a paragraph</li> </ul>	<ul style="list-style-type: none"> <li>To understand completing a paragraph</li> </ul>	<ul style="list-style-type: none"> <li>Complete the paragraph</li> </ul>	<ul style="list-style-type: none"> <li>ICR</li> </ul>	<ul style="list-style-type: none"> <li>Worksheet</li> </ul>

	Creative Writing		03	• To understand creative Writing	• To understand creative Writing	• Write in good handwriting	• ICR	• Notebook
	Revision		10					
	SECOND TERMINAL EXAMINATION	March 08						

IA-Shital B.

IB-Sonal Y.

IC-Ankita P.

ID-Geeta D.

Subject Teachers

Moderator

Principal

विद्या प्रतिष्ठानचे,

डॉ.सायरस पूनावाला स्कूल (सी . बी .एस .ई ) बारामती

वार्षिक नियोजन शैक्षणिक वर्ष - २०२६-२०२७

		इयत्त- पहिली				विषय: मराठी			
अ.क्र	महिना	शीर्षक	शैक्षणिक उद्देश	शैक्षणिक साहित्य / पद्धती	उपक्रम	मूल्ये / कौशल्ये	तासिका	कामाचे दिवस	समवाय
१	एप्रिल	पुनरावलोकन, कृतीपत्रिका	पुनरावलोकन	पुस्तक		लेखन कौशल्य	०५	२०	सामाजिक जीवन भाषा अभ्यास
		१ अक्षर ओळख स्वर व्यंजन	वाचन व लेखन कौशल्य विकसित करणे.	पुस्तक, स्पष्टीकरण पद्धती	-	वाचन व लेखन कौशल्य	०१		भाषा अभ्यास
		२. रेषा गिरवा.		पुस्तक, चर्चा पद्धत		लेखन कौशल्य	०१		गणित, चित्रकला
		३.माझा परिचय	स्वतः विषयी माहिती सांगता येण. स्वतःचा परिचय सांगता येणे.	पुस्तक, कृतीयुक्त सहभाग	तुमचा परिचय लिहा व पूर्ण करा..	संभाषण व लेखन कौशल्य	०१		
		४. पाऊस आला गाणे	गाणे तालासुरात गायन करणे व साभिनय सादर करणे.	कृतीयुक्त सहभाग	क्राफ्ट पेपर पासून होडी तयार करणे.	श्रवण व भाषण कौशल्य	०१		भाषाभ्यास निसर्ग संपदा
		५	निरीक्षण कौशल्य व कल्पनाशक्तीचा विकास करणे.	पुस्तक स्पष्टीकरण , कथन पद्धती	ससा आणि कासव गोष्ट कथन करा.	श्रवण व भाषण कौशल्य	०१		परिसर अभ्यास

		मांजर आणि माकड चित्रकथा							
2	मे								
3.	जून	६.अ ते अ :	वाचन व लेखन कौशल्य विकसित करणे.	पुस्तक, वाचन, लेखन कौशल्य, स्पष्टीकरण पद्धत	.अ ते अ : स्वरांपासून सुरु होणारी चित्रे काढा.	वाचन व लेखन कौशल्य	०५	१६	भाषाभ्यास
		७ चांदोबा गाणे	कवितेचे सहअभिनया सह तालासुरात गायन करणे .	पुस्तक, कृतीयुक्त सहभाग	चांदोमामा या कवितेचे सादरीकरण करा.	श्रवण व भाषण कौशल्य	०१		भाषाभ्यास परिसर अभ्यास
		८. रिकाम्या जागा भरा. अ ते अ:	वाचन व लेखन कौशल्य विकसित करणे.	पुस्तक , स्पष्टीकरण पद्धत	रिकाम्या जागी येणारे स्वर पूर्ण करा व चित्रात रंग भरा.	वाचन,लेखन कौशल्य	०१		भाषा अभ्यास, चित्रकला
		९. रेखांकित अक्षर शोधा.	वाचन व लेखन कौशल्य विकसित करणे.	पुस्तक स्पष्टीकरण पद्धती	-	वाचन ,लेखन कौशल्य	०१		भाषा अभ्यास
4	जुलै	१० चित्र व नाव जोड्या जुळवा.	वाचन कौशल्य विकसित करणे.	पुस्तक ,स्पष्टीकरण पद्धती	अक्षर व त्याच्यापासून सुरु होणाऱ्या शब्दांची जोडी जुळवा..	वाचन कौशल्य	०२	२३	भाषा अभ्यास ,चित्रकला
		सराव प्रथम घटक चाचणी					०३		

		११. माऊची पिल्लं कविता	कवितेचे तालासुरात गायन करणे , साभिनय सादर करणे.	पुस्तक कृतीयुक्त सहभाग	पाच पाळीव प्राण्यांची चित्रे चिटकवा.	श्रवण व भाषण कौशल्य सृजनशीलता	०२		परिसर अभ्यास, भाषा अभ्यास
		१२. क ते ठ अक्षर लेखन व वाचन	वाचन व लेखन कौशल्य विकसित करणे.	पुस्तक ,स्पष्टीकरण पद्धती	चित्र ओळखून त्याचे पहिले अक्षर लिहा.	वाचन , लेखन कौशल्य	०४		भाषा अभ्यास
०५	ऑगस्ट	१३. गाडी आली गाणे	गाणे तालासुरात गायन करणे व साभिनय सादर करणे.	पुस्तक ,कृतीयुक्त सहभाग	झुक झुक आगीनगाडी कविता सादर करणे.	श्रवण व भाषण कौशल्य	०१	१८	परिसर अभ्यास ,भाषा अभ्यास
		१४. माझे खेळ	निरीक्षण क्षमता विकसित करणे खेळांविषयी आवड निर्माण करणे..	पुस्तक ,चर्चा पद्धती	बैठे खेळ व मैदानी खेळ यांविषयी चर्चा करणे.	सृजनशीलता ,संभाषण कौशल्य	०१		शारीरिक शिक्षण
		१५. चित्रात काय?	निरीक्षण क्षमता ,कल्पनाशक्तीचा विकास करणे.	पुस्तक, चर्चा पद्धती	-	निरीक्षण, भाषण कौशल्य	०१		परिसर अभ्यास भाषा अभ्यास
		१६. रिकाम्या जागा भरा.	वाचन व लेखन कौशल्य विकसित करणे.	पुस्तक स्पष्टीकरण पद्धती	चित्रासाठीचा शब्द चौकटीत लिहा.	वाचन व लेखन कौशल्य	०२		भाषा अभ्यास
		१७. रेखांकित अक्षर शोधा.	वाचन व निरीक्षण क्षमता विकसित करणे.	पुस्तक स्पष्टीकरण पद्धती	अक्षर पहा व चित्र काढा.	वाचन कौशल्य व निरीक्षण कौशल्य	०१		भाषा अभ्यास
		१८. उ ते भ	वाचन व लेखन कौशल्य विकसित करणे.	पुस्तक स्पष्टीकरण पद्धती	-	वाचन व लेखन कौशल्य	०२		भाषा अभ्यास
		१९. रिकाम्या जागा भरा.	वाचन व लेखन कौशल्य विकसित करणे.	पुस्तक स्पष्टीकरण पद्धती	-	वाचन व लेखन कौशल्य	०१		भाषा अभ्यास



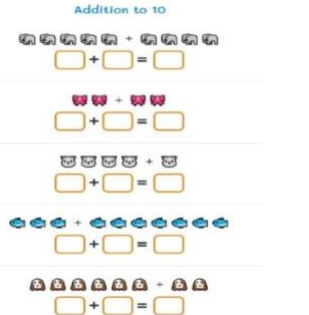
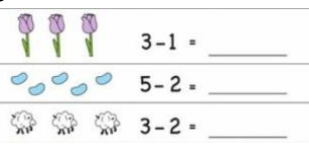
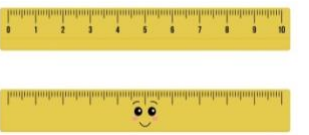

१०	डिसेंबर	२८. भाज्या आणि फुले	विद्यार्थ्यांना चित्र पाहून भाज्यांची व फुलांची नावे ओळखता येतात.	पुस्तक ,चार्ट ,स्पष्टीकरण पद्धती	भाज्या व फुलांची चित्रे चिटकवा व नावे लिहा.	निरीक्षण कौशल्य वाचन व लेखन कौशल्य निसर्ग संपदा	०१	१६	परिसर अभ्यास
		२९. वाहने	विद्यार्थ्यांना चित्रांवरून वाहनांची नावे ओळखता येणे व माहिती सांगता येणे.	पुस्तक ,चार्ट	रस्त्यावर चालणारी पाण्यात चालणारी व हवेत उडणाऱ्या वाहनांचे वर्गीकरण करा..	निरीक्षण कौशल्य वाचन व लेखन कौशल्य, सर्जनशीलता	०१		परिसर अभ्यास
		३० रंगांची ओळख	विद्यार्थ्यांना रंग ओळखता येणे.	पुस्तक, वस्तू	रंग ओळखून त्या वस्तूचे चित्र काढा.	निरीक्षण कौशल्य, सर्जनशीलता	०२		चित्रकला ,परिसर अभ्यास
	सराव द्वितीय घटक चाचणी						०४		
	जानेवारी	३१ दिवाळी चित्रकथा	विद्यार्थ्यांचे निरीक्षण क्षमता व वैचारिक पातळीचा विकास करणे.	पुस्तक चर्चा पद्धत स्पष्टीकरण पद्धती	तुम्ही दिवाळी कशी साजरी करतात ते चार वाक्यात सांगा व शुभेच्छा कार्ड तयार करा.	निरीक्षण कौशल्य सर्जनशीलता	०२		चित्रकला, भाषा अभ्यास परिसर अभ्यास
		३२ चतुर टोपी विक्या	निरीक्षण कौशल्य व कथन कौशल्य विकसित करणे.	पुस्तक ,कथाकथन पद्धत	चतुर टोपी विक्या ही गोष्ट सादर करा.	कथन कौशल्य ,सर्जनशीलता	०२	१९	भाषा अभ्यास,परिसर अभ्यास


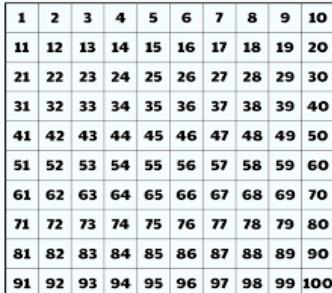
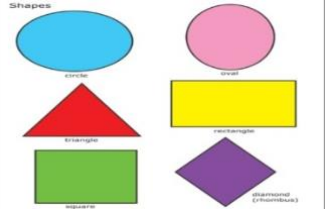
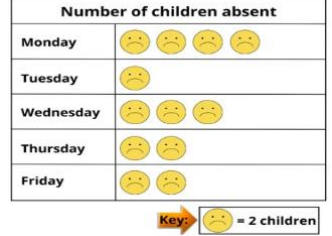


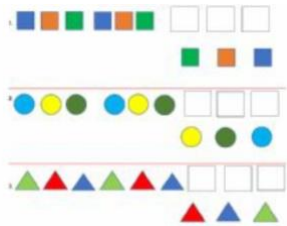
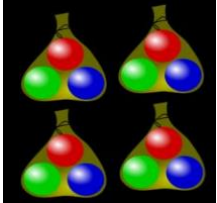
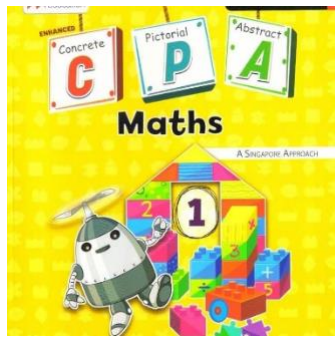
१२	मार्च	सराव द्वितीय सत्र					०४	०८	
		द्वितीय सत्र परीक्षा							
		विषय शिक्षक							
		ज्योती जगदाळे							
		अंजाबापू गावडे							
		किरण सरक				प्राचार्या			

Class - I

Sub- Mathematics

Sr.No	Content/ Topic	Month and Working days	No. of periods for Teaching	Learning Objectives	Expected Learning Outcomes.	Activity	Teaching Aids	Assessment	21 <sup>st</sup> Century Skills
1	Bridge course	April (11)	11						
	*Numbers			1) To know Numbers and Number names 1 to 100 2) To know Missing Numbers	Students will be able to tell number names up to 20	Identifying Missing Numbers from Flash Cards	Black Board Flash Cards	Work Sheet	Initiative and self-direction
	*Comparing- Quantities and Positions			1) To know More than and Less than 2) To understand concept equal to 3) To know Left , Right, Before, After, Between	Students will be able to compare numbers	Recognition of Positions using real object	ICR Black Board Some real Object	Fill in the Blanks	Critical Thinking
	* Addition			1) To add with fingers, count	Students a will be ble to add numbers	Add using pebbles	ICR Black Board	Add the following	Problem Solving
2	Ch.No-1 Addition within 10 	April / june(15)	15	1) To add numbers by counting forward 2) To add numbers 1 to 9 using number strip and number bond 3) To understand adding zero, One and addition facts 4) To add numbers vertically and horizontally 5) To add 1-digit 3 number	1) Students understood the addition facts 2) Students can add numbers vertically and horizontally	1) Addition on number strip 2) Adding beads for understanding number bonds 3)Using ice-cream sticks to add	ICR Beads Ice-cream sticks	Add the Following	Problem Solving
3	Ch.No-2 Subtraction within 10 	June/ July (17)	17	1) Counting backward to subtract 2) To subtract zero, one and same number from a number 3) To understand subtraction fact 4) To subtract vertically 5) To create interest to solve simple word problem	1) Students know the subtraction fact 2) Students can solve word problems	1) Subtraction on number strips 2) Group activity for subtraction	ICR Number strips Blocks Black board	Solve the word problems	Problem Solving
4	Ch.No-9 Measurement 	July / August (21)	20	1) To measure the length using non-standard units. 2) To compare weight, Capacity and length of different objects.	1) Students know different measuring measures and their importance.	1) Using weighing balance to find weights of different objects. 2) Comparing the capacities of different containers.	ICR Weighing Balance Containers of different capacities	Periodic 1 <sup>st</sup>	Information Literacy
5	Ch.No-4 Numbers Up To 20 	August (13)	12	1) To know concept of zero 2) To show the 2 digit numbers on Abacus 3) To identify smaller and larger numbers	1) Students understood concept of zero 2) Students can differentiate and arrange numbers in ascending and descending order	1) Identification of smaller and bigger numbers using blocks 2) Tens and Ones activity 3) Increasing and decreasing orders of numbers using flash cards	ICR Abacus Blocks Basket with Fruits Flash Cards	Arrange the numbers in ascending and descending orders	Experiential Learning

6	Ch.No-5 Addition and Subtraction within 20 	September (10)	9	1) To add 1-digit number to get 2-digit numbers 2) To subtract the numbers 3) To count forward to add 4) To count backward to subtract	1) Students can add and subtract 2-digit numbers by counting forward and backward method respectively.	1) String the beads activity for addition and subtraction using different colours	ICR Beads	Add and Subtract the following	Experiential Learning
7	Ch.No-6 Numbers Up To 40 	September (10)	11	1) To identify numbers up to 40 2) To count and write numbers up to 40 3) To compare numbers using <, >, = 4) To form 2-digit numbers using given digits	1) Students can compare numbers 2) Students are able to form 2-digit numbers from given digit	1) Forming 2-digit numbers using flash cards 2) Show 2-digit numbers on Abacus	ICR Abacus Beads	The Half yearly exam	Creativity
8	Ch.No-7 Numbers Up To 100 	October (10))	10	1) To count and write the numbers up to 100. 2) To know the numbers of tens in 1 Hundred.	1) Students know the numbers and number names up to 100	1) Using abacus, Tens and ones activity. 2) Card games. 3) Matching numbers to the number names.	ICR Abacus Flash cards	Worksheet	Creativity
9	Ch.No-8 Addition and Subtraction up to 100 	October/November(12)	13	1) To add 2 digit number and one digit number. 2) To add 2 digit number with and without regrouping. 3) Regrouping tens and ones. 4) To subtract 2 digit numbers with and without regrouping.	1) Students can add and subtract numbers with and without regrouping.	1) Addition of tens and ones using stringing the beads	ICR Black board Ice-cream sticks	Add the following	Collaboration
10	Ch.No-3 Shapes 	November (07)	07	1) To identify different types of shapes 2) To identify straight and curved lines 3) To know solid shapes 4) To understand rolling and sliding objects	1) Students can identify different shapes 2) Students understand concept of rolling and sliding objects	1) Matching the shapes to the real things 2) Rolling and sliding activity	ICR Different Sized shapes	Worksheet	Integrated Learning
11	Ch.No-10 Time and Money 	December (12)	11	1) To read and write time shown in the clock. 2) To know the days of the week, months of the year. 3) To identify the different denominations of coins and notes.	1) Students know to read and write time. 2) Students know the days of week and months of the year. 3) Students know and identify the currency.	1) Understanding time by adjusting the hands on an old clock. 2) To make model of clock. 3) Shopping activity.	ICR Clock Calendar Dummy currency notes and coins.	Count how many times each day of the week is repeated in the given month.	Art Integrated Activity Experiential Learning
12	Ch.No-11 Data Handling 	December (4)/January (10)	12	1) To collect and count the objects. 2) To make groups of objects.	1) Students can classify the objects according to groups.	1) To collect the same things together.	ICR Number of real objects. Charts	Work sheet	Information Literacy

13	<p>Ch.No-12 Patterns</p> 	January(9)	10	<p>1) To observe and complete the patterns 2) To complete patterns in numbers</p>	1) Students know the patterns in numbers and shapes.	1) Create the pattern using paper strip	ICR Different shapes	Periodc test 2	Integrated Learning
14	<p>Ch.No-13 Introduction to Multiplication</p> 	February(10) )	9	1) To understand about repeated addition and its equivalent multiplication facts.	1) Students understood the concept of multiplication and its facts.	1) To build multiplication tables.	ICR Black board Charts	Work sheet	Creativity
15	<p>Revision</p> 	February(9) march(8)	16	1) To revise the full syllabus for exam.	1) Students know all the concepts.	1) Understand and solve the questions and sums.	Text book	The Annual exam	

I A- Mrs. Sonali N.

I B- Mrs.Monali J.

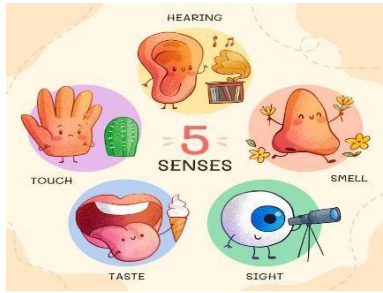
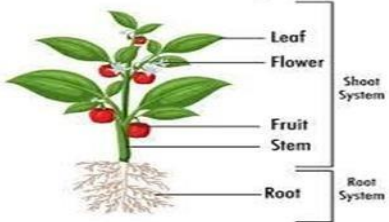


I C-Mrs. Chaitali C.

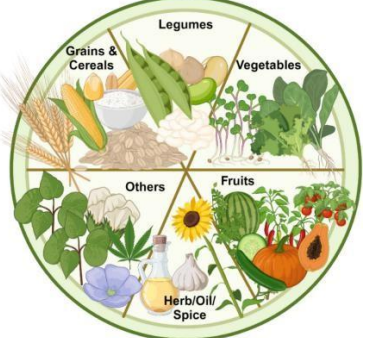
**Subject Teacher**



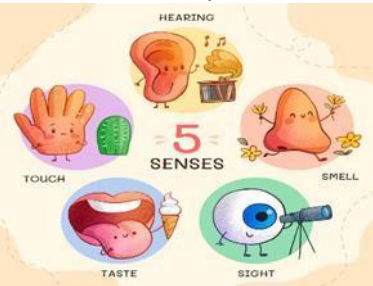



**Moderator**


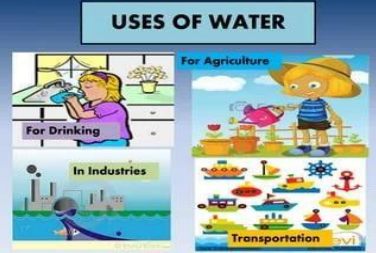

**Principal**

**Vidya Pratishthan's**  
**Dr. Cyrus Poonawalla School (CBSE)**  
**Annual Curriculum Planning (ACP) 2026-27**

Sub- EVS									
Sr. No	Content/ Topic	Month	No. of Teaching Periods	Learning Objectives	Expected Learning Outcome.	Activity	Teaching Aids	Assessment	21 <sup>st</sup> Century Skills
1.	<b>Bridge course</b>	April	05						
a)	<ul style="list-style-type: none"> <li>○ Our Body</li> </ul> 	April	01	<ul style="list-style-type: none"> <li>-To know the different sense organs of our body.</li> <li>- To show co-ordination between sensorial perceptions and body movements in various activities.</li> </ul>	<ul style="list-style-type: none"> <li>- Students will be able to develop the discrimination in the smell, sense and touch</li> </ul>	<ul style="list-style-type: none"> <li>- Do the exercise of inhalation and exhalation</li> <li>- Singing rhyme</li> </ul>	<ul style="list-style-type: none"> <li>- ICR</li> <li>- Stethoscope</li> <li>- Story</li> </ul>	Draw a diagram of all 5 sense organs	Creativity and Exploration
b)	<ul style="list-style-type: none"> <li>○ Parts of a Plant</li> </ul> 	April	01	<ul style="list-style-type: none"> <li>-To observe and describes diversity among plants in their immediate environment.</li> </ul>	<ul style="list-style-type: none"> <li>-Students will be able to tell the characteristics &amp; functions of parts of a plant.</li> </ul>	<ul style="list-style-type: none"> <li>- Collecting the different parts of plant and explaining their functions.</li> </ul>	<ul style="list-style-type: none"> <li>- Specimens of plant</li> </ul>	Draw a diagram of parts of plant. Colour it and label it.	Scientific temper Art integration
c)	<ul style="list-style-type: none"> <li>○ Living things and Non-Living things</li> </ul> 	April	01	<ul style="list-style-type: none"> <li>- Observes and understands cause and effect relationships in nature by forming simple hypotheses and uses observations to explain their hypotheses</li> <li>- To differentiate between Living and Non-living things</li> </ul>	<ul style="list-style-type: none"> <li>- Students will able to show care for and joy in engaging with each life form</li> <li>- Students will be able to observe, understand and differentiate between the categories of objects and the relationship between them.</li> </ul>	Differentiate between the Living and Non-living things	Materials and objects which are Living and non-living	<ul style="list-style-type: none"> <li>- Write examples 10 living and non-living things</li> </ul>	Creativity and Critical thinking Problem solving
d)	<ul style="list-style-type: none"> <li>○ Safe and Sound</li> </ul> 	April	01	<ul style="list-style-type: none"> <li>-To describe the basic needs and protection of human beings</li> <li>- To discuss that how to prepare for emergency situations and ask for help.</li> </ul>	<ul style="list-style-type: none"> <li>- Students will be able to follow all the safety rules</li> <li>-Students will be able to perform first aid procedure on the person in need</li> </ul>	<ul style="list-style-type: none"> <li>- Playing game of safe and non-safe/Red light Green light</li> </ul>	<ul style="list-style-type: none"> <li>- Flashcards of different colours</li> </ul>	<ul style="list-style-type: none"> <li>- Draw and colour the traffic signals and what the different colours says.</li> </ul>	Problem solving and Critical thinking Self-awareness
		(Worksheet)	(01)						

2.	<p>Ch. No-1 Our Surroundings</p> 	April	07	<ul style="list-style-type: none"> <li>- To observe understands different categories of objects and the relationships between them.</li> <li>- Observes and understands cause and effect relationships in nature by forming simple hypotheses &amp; uses observations to explain their hypotheses.</li> </ul>	<ul style="list-style-type: none"> <li>-Students will be able to starts recognizing 'self' as an individual belonging to a family and community</li> <li>-Students will be able to Shows care for and joy in engaging with all life forms.</li> </ul>	<ul style="list-style-type: none"> <li>- Telling Story</li> <li>- Asking the things, we find in our surroundings</li> </ul>	<ul style="list-style-type: none"> <li>- ICR</li> <li>- Charts</li> <li>- Story</li> </ul>	<ul style="list-style-type: none"> <li>- Observe and write 10 places you find on the way to school.</li> </ul>	Information literacy, observation, and critical thinking
3.	<p>Ch. No-2 Living things and Non-Living Things</p> 	April	08	<ul style="list-style-type: none"> <li>- Observes and understands cause and effect relationships in nature by forming simple hypotheses and uses observations to explain their hypotheses</li> <li>- To differentiate between Living and Non-living things</li> </ul>	<ul style="list-style-type: none"> <li>- Students will able to show care for and joy in engaging with each life form</li> <li>- Students will be able to observe, understand and differentiate between the categories of objects and the relationship between them.</li> </ul>	<ul style="list-style-type: none"> <li>-Differentiate between the Living and Non-living things</li> </ul>	<ul style="list-style-type: none"> <li>Materials and objects which are Living and non-living</li> </ul>	<ul style="list-style-type: none"> <li>Write examples 10 living and non-living things</li> </ul>	Creativity and Critical thinking Problem solving
4.	<p>Ch. No-3 Food from Plant</p> 	June	08	<ul style="list-style-type: none"> <li>-To Shows a liking for and understanding of nutritious food and does not waste food</li> <li>- To understand the importance of food.</li> </ul>	<ul style="list-style-type: none"> <li>- Students will be able to tell about the importance of plants and the food we get from them.</li> </ul>	<ul style="list-style-type: none"> <li>- List the food we get from the plants.</li> </ul>	<ul style="list-style-type: none"> <li>- Food items</li> <li>- Charts</li> </ul>	<ul style="list-style-type: none"> <li>- Make a chart of food you get from plants.</li> </ul>	Problem solving and Critical thinking Self-awareness
5.	<p>Ch. No-4 Plant World</p> 	June	08	<ul style="list-style-type: none"> <li>- To observe and describe cultural diversity according to the nature and environment.</li> <li>- To observe and identify the natural and social components in their immediate environment.</li> <li>- To observe the diversity among Plants.</li> <li>- To identify the needs of plants and how they can be supported.</li> </ul>	<ul style="list-style-type: none"> <li>-Students will be able to tell the meaning of habit and habitat of plants.</li> <li>- Students will be able to tell the importance of adaptation in plants.</li> </ul>	<ul style="list-style-type: none"> <li>- Observation of plants in biodiversity park.</li> <li>- Draw and colour different types of plants.</li> </ul>	<ul style="list-style-type: none"> <li>- ICR</li> <li>- Chart</li> <li>- Plant Specimens</li> </ul>	<ul style="list-style-type: none"> <li>- Observe the plants and draw them as well as colour them.</li> </ul>	Initiative, self-awareness, Problem solving, scientific temper
6.	<p>Ch. No. 5 Parts of Plant</p> <p><b>Parts of a plant</b></p> 	July	08	<ul style="list-style-type: none"> <li>-To observe and describes diversity among plants in their immediate environment.</li> </ul>	<ul style="list-style-type: none"> <li>-Students will be able to tell the characteristics &amp; functions of parts of a plant.</li> </ul>	<ul style="list-style-type: none"> <li>- Collecting the different parts of plant and explaining their functions.</li> </ul>	<ul style="list-style-type: none"> <li>- Specimens of plant</li> </ul>	<ul style="list-style-type: none"> <li>Draw a diagram of parts of plant. Colour it and label it.</li> <li>*Periodic Test I</li> </ul>	Scientific temper Art integration
7.	<p>Ch. No-6 Animal World</p> 	July	07	<ul style="list-style-type: none"> <li>- To observe and identify the natural and social components in their immediate environment.</li> <li>- To observe the diversity among animals.</li> <li>- To observe and understands different categories of objects and the relationships between them.</li> </ul>	<ul style="list-style-type: none"> <li>-Students will be able to shows care for and joy in engaging with all life forms</li> <li>- Students will be able to tell the uses of animals</li> </ul>	<ul style="list-style-type: none"> <li>- Telling story</li> <li>- Watching short film</li> </ul>	<ul style="list-style-type: none"> <li>- ICR</li> <li>- Chart</li> <li>- Animal Toys</li> </ul>	<ul style="list-style-type: none"> <li>- Observe the plants and draw them as well as colour them.</li> </ul>	Initiative, self-awareness, Problem solving, scientific temper

8.	Ch. No. 7 Born Free – Wild Animals 	August	08	<ul style="list-style-type: none"> <li>- To observe and identify the natural and social components in their immediate environment.</li> <li>- To observe the diversity among animals.</li> <li>- To identify the needs of animals and how they can be supported.</li> </ul>	<ul style="list-style-type: none"> <li>-Students will be able to tell the meaning of habit and habitat of animals.</li> <li>- Students will be able to tell the different characteristics of animals.</li> </ul>	<ul style="list-style-type: none"> <li>- collect the different images of birds, insects and fish. Paste them in the notebook and tell about their habitats.</li> <li>- Magic box activity.</li> </ul>	<ul style="list-style-type: none"> <li>- ICR</li> <li>- Chart</li> <li>- Toys</li> <li>- Magic box</li> </ul>	Paste the pictures of types of animals, their houses and write their names.	Critical thinking, Scientific temper, Problem solving
9.	Ch. No. 8 Birds, Insects and Fish 	August	10	<ul style="list-style-type: none"> <li>-To know about the reproduction in the animals.</li> <li>- To observe and identify the natural and social components in their immediate environment.</li> <li>- To observe the diversity among animals.</li> <li>- To identify the needs of animals and how they can be supported.</li> </ul>	<ul style="list-style-type: none"> <li>- Students will be able to tell different characteristics of birds, fish and insects.</li> </ul>	<ul style="list-style-type: none"> <li>- Sorting the animals</li> <li>- Watching short film</li> </ul>	<ul style="list-style-type: none"> <li>-ICR</li> <li>- Charts</li> <li>-Animal toys</li> </ul>	Worksheet and Quiz	Critical thinking, Problem solving observation
	Revision	September				-		*Half Yearly Examination	
10.	Ch. no. 9 Our Body 	September	12	<ul style="list-style-type: none"> <li>-To know the different sense organs of our body.</li> <li>- To show co-ordination between sensorial perceptions and body movements in various activities.</li> </ul>	<ul style="list-style-type: none"> <li>- Students will be able to develop the discrimination in the smell, sense and touch.</li> <li>- Students will be able to recall the functions of sense organs.</li> </ul>	<ul style="list-style-type: none"> <li>- Do the exercise of inhalation and exhalation</li> <li>- Singing rhyme</li> </ul>	<ul style="list-style-type: none"> <li>- ICR</li> <li>- Flashcards and Specimens</li> <li>- Story</li> </ul>	Draw a diagram of all 5 sense organs	Creativity, Self-awareness and Exploration
11.	Ch. No 10- Things Our Body Needs <b>PERSONAL HYGIENE THINGS</b> 	October	10	<ul style="list-style-type: none"> <li>- To show co-ordination between sensorial perceptions and body movements in various activities</li> <li>- To create self-awareness about self.</li> </ul>	<ul style="list-style-type: none"> <li>- Students will be able to tell a liking for and understanding of nutritious food and does not waste food</li> <li>- Students will be able to Show balance, coordination, and flexibility in various physical activities</li> </ul>	<ul style="list-style-type: none"> <li>- Identifying the different forms of energy by applying it with the help of force and work.</li> </ul>	<ul style="list-style-type: none"> <li>-ICR.</li> <li>- charts</li> <li>-Hygiene products</li> </ul>	Worksheet and quiz	Critical Thinking Awareness and problem solving
12.	Ch. No. 11- Healthy Habits 	October	09	<ul style="list-style-type: none"> <li>-To show a liking for and understanding of nutritious food and does not waste food</li> <li>- To recognize different emotions and makes deliberate efforts to regulate them appropriately</li> </ul>	<ul style="list-style-type: none"> <li>-Students will be able to practices basic self-care and hygiene</li> <li>- Students will be able to keep school and classroom hygienic and organized.</li> </ul>	<ul style="list-style-type: none"> <li>- Watching short film</li> <li>- Telling story</li> <li>-Performing yoga</li> </ul>	<ul style="list-style-type: none"> <li>-ICR.</li> <li>- Charts.</li> </ul>	List out the different healthy habits.	Productivity, Awareness Problem solving Media literacy
13	Ch. No. 12 Safe and Sound 	November	10	<ul style="list-style-type: none"> <li>-To describe the basic needs and protection of human beings</li> <li>- To discuss that how to prepare for emergency situations.</li> </ul>	<ul style="list-style-type: none"> <li>- Students will be able to follow all the safety rules</li> <li>- Students will be able to tell about unsafe situations and ask for help.</li> </ul>	<ul style="list-style-type: none"> <li>- Playing game of safe and non-safe/Red light Green light</li> </ul>	<ul style="list-style-type: none"> <li>- Flashcards of different colours</li> </ul>	Draw and colour the traffic signals and what the different colours says.	Problem solving and Critical thinking And Self-awareness

14.	Ch. No-13 Season, Clothes and Houses 	December	10	- To observe and understand cause and effect relationships in nature by forming simple hypotheses and uses observations to explain their hypotheses.	- Students will be able to observe, wonder, curiosity, and exploration: Observes minute details of objects, wonders, and explores using various senses, tinkers with objects, asks questions.	- Write about your favourite season - Draw an umbrella & colour it.	- ICR - Charts - Story telling	- Draw and colour different types of clothes you wear in the summer, winter & monsoon season.	Art integration Observation Self-awareness
15.	Ch. No-14 Air and Water 	January	10	- To observe and understand cause and effect relationships in nature by forming simple hypotheses and uses observations to explain their hypotheses	- Students will be able to observe, wonder, curiosity, and exploration: Observes minute details of objects, wonders, and explores using various senses, tinkers with objects, asks questions	- Laboratory activity.	- Chart - ICR	- Worksheet and quiz competition  *Periodic Test II	Problem solving and Critical thinking And Self-awareness
16.	Ch. No-15 Sun, Moon and Stars 	February	10	- To observe and understand cause and effect relationships in nature by forming simple hypotheses and uses observations to explain their hypotheses - To understand about the natural phenomenon.	- Students will be able to list the characteristics about sun, moon, and stars. - Students will be able to draw the diagram of sun, moon and stars	- Telling story - Singing rhyme	- ICR - Projectors - Charts	- Draw the diagram of Moon, Sun, and Stars	Observation, Information literacy Art Integration
17.	Revision	February And March	09  08	- To revise and study all the chapters.	- Students will prepare and study for the examination.	- Worksheets - Quiz competition	- Textbook - ICR	*Second Terminal Examination	Scientific temper Discussion & Observation

• **Subject Teachers-**

- Mrs. Bhoopali J.
- Mrs. Priya k.
- Mrs. Pratiksha S.





**Moderator**


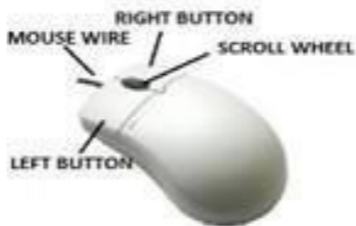

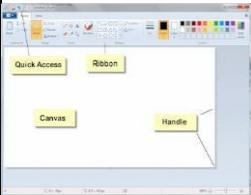


**Principal**

**VIDYA PRATISHTHAN'S**  
**DR. CYRUS POONAWALLA SCHOOL (CBSE)**  
**ANNUAL CURRICULUM PLANNING 2026 – 27**

**Sub-Computer Studies**

**Std.-I**

Sr. No .	Topic	Month & No of days	No. of Periods	Learning Objectives	Expected Learning outcomes	Activity	Teaching Aids	Assessment
1	Computer: A Machine 	April (20) June (16)	(12)	<ul style="list-style-type: none"> <li>❖ To enable the students to know the types of things, machines and computer is a machine.</li> <li>❖ To enable the students to know the types of computer.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Students can identify natural things and human made things.</li> <li>❖ Students can understand computer is smart machine</li> <li>❖ Students can identify the types of computer.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Show different things on ICR and ask students to identify natural thing and human made thing.</li> <li><input type="checkbox"/> Show types of computer on ICR.</li> </ul> 	<input type="checkbox"/> Demonstration will be shown on the ICR.	<ul style="list-style-type: none"> <li>❖ Objectives type questions</li> <li>❖ Name the natural things and human made things and types of computer. (Page no. 07)</li> </ul>
2	Parts of a Computer 	(July 23)	(12)	<ul style="list-style-type: none"> <li><input type="checkbox"/> To enable the students to know the parts of a computer and other devices which can be connected to the computer.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Show parts of the computer and Ask the students to identify main parts and others parts of computer.</li> </ul> 	<ul style="list-style-type: none"> <li><input type="checkbox"/> shown each part in video and see its functioning on ICR.</li> </ul>	<input type="checkbox"/> Show functioning of the computer parts on the ICR.	<ul style="list-style-type: none"> <li>❖ Objectives type questions</li> <li>❖ Can you name the different parts of the computer? (Page no. 14)</li> </ul>

3.	<p>Handling a Mouse</p> 	<p>November (10) December (16)</p>	(14)	<ul style="list-style-type: none"> <li>To enable the students to know the parts of a mouse. How to hold the mouse, left click, right click, double click, dragging and scrolling.</li> </ul>	<ul style="list-style-type: none"> <li>Students can understand the different mouse actions</li> </ul>	<ul style="list-style-type: none"> <li>Draw picture of a mouse and label its parts.</li> </ul> 	<ul style="list-style-type: none"> <li>Show mouse on the ICR and explain the parts of the mouse.</li> </ul>	<ul style="list-style-type: none"> <li>Objectives type questions</li> <li>Colour and label mouse diagram. (Page no.16)</li> </ul>
4.	<p>Using the Keyboard</p> 	<p>October (19)</p>	(12)	<ul style="list-style-type: none"> <li>To enable the students to know the different keys present on the keyboard.</li> </ul>	<ul style="list-style-type: none"> <li>Students can understand the function of each key on keyboard.</li> <li>Students can understand the use of keyboard for different applications</li> </ul>	<ul style="list-style-type: none"> <li>Ask the students to colour different types of keys with different colours.</li> <li>Give a worksheet with a picture of a keyboard and ask the students to label its different keys.</li> </ul>	<ul style="list-style-type: none"> <li>Show a keyboard on the ICR and explain the different keys.</li> </ul>	<ul style="list-style-type: none"> <li>Objectives type questions (Page no.23)</li> </ul>
5	<p>Working in MS Paint</p> 	<p>Aug (18) Sept (20)</p>	(10)	<ul style="list-style-type: none"> <li>To enable the students to study how to use different tools and working with colour groups.</li> </ul>	<ul style="list-style-type: none"> <li>Students can draw shapes and colour it.</li> </ul>	<ul style="list-style-type: none"> <li>Open MS Paint and draw different shapes and fill colours of your choice.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstration will be shown on the ICR.</li> </ul>	<ul style="list-style-type: none"> <li>Objectives type questions</li> <li>Write the names of tools. (Page no. 42)</li> </ul>
6	<p>More on Scratch Jr</p> 	<p>December (16) January (19)</p>	(14)	<ul style="list-style-type: none"> <li>To enable the students to study the components of Scratch Jr. Window, adding text, adding new character, Moving a Sprite and Saving project in Sprite</li> </ul>	<ul style="list-style-type: none"> <li>To enable the students to study the components of Scratch, select sprite, background, moving a sprite and save project.</li> </ul>	<ul style="list-style-type: none"> <li>Draw sprite in scratch</li> </ul> 	<ul style="list-style-type: none"> <li>Demonstration will be shown on the ICR</li> </ul>	<ul style="list-style-type: none"> <li>Objectives type questions</li> <li>Create the given scene using scratchJr. (page no.53)</li> </ul>

Subject Teacher  
Mrs. Supriya Ankush  
Mrs. Punam Sapkal.

Moderator

Principal



# VIDYA PRATISHTHAN'S DR. CYRUS POONAWALLA SCHOOL (CBSE) BARAMATI

**SUB - Drawing**

**ANNUAL CURRICULUM PLANNING 2026– 27**

**STD - I**

Sr. No.	Topic	Month & Working days	No. of days for Teaching	Learning Objectives	Expected Learning outcomes	Activity	Teaching Aids	Assessment
1.	<b>Drawing</b> Type of lines	April (20)	02	<ul style="list-style-type: none"> <li>Students need to know the different type of lines in real life things as well as in different drawings.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Students will try to draw sleeping, standing, curved, zigzag lines.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Draw columns on the paper (in the drawing book) and draw the different type of lines as demonstrated.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Demonstration will be shown with chalks on the board.</li> <li>❖ Teacher may show a demonstration in student's book with a pencil and colours.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Complete the Assessment.</li> </ul>
2.	Type of Colours – Primary Colours		02	<ul style="list-style-type: none"> <li>Information about Primary colours.</li> <li>Students need to know the correct way of colouring a picture.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Students will recognize all type of lines.</li> <li>❖ Students will know the information of Primary colours.</li> <li>❖ Students will try to colour a picture slowly with concentration.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Draw a circle on the paper (in the drawing book) and draw the colour wheel of Primary colours and colour it.</li> </ul>		
3.	Type of shapes	June (16)	02	<ul style="list-style-type: none"> <li>Students need to know the different type of shapes in real life as well as in different drawings.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Students will try to draw geometrical, natural and manmade shapes.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Draw the different type of shapes on the paper (in the drawing book).</li> </ul>	<ul style="list-style-type: none"> <li>❖ Demonstration will be shown with chalks on the board.</li> <li>❖ Teacher may show a demonstration in student's book with a pencil and colours.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Complete the Assessment.</li> </ul>
4.	Ball		02	<ul style="list-style-type: none"> <li>Students need to know how to draw and colour the ball.</li> </ul>	<ul style="list-style-type: none"> <li>❖ They will recognize all type of shapes.</li> <li>❖ Students will try to draw and colour a ball.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Draw and colour the ball on the paper (in the drawing book).</li> </ul>		
5.	Kite	July (23)	02	<ul style="list-style-type: none"> <li>Students need to know how to draw and colour the kite.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Students will try to draw and colour the kite.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Draw and colour the kite on the paper (in the drawing book).</li> </ul>	<ul style="list-style-type: none"> <li>❖ Demonstration will be shown with chalks on the board.</li> <li>❖ Teacher may show a demonstration in student's book with a pencil and colours.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Complete the Assessment.</li> </ul>
6.	Animal	August (18)	02	<ul style="list-style-type: none"> <li>Students need to know how to draw and colour an animal and the Indian flag.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Students will try to draw and colour an animal and the Indian flag.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Draw and colour an animal and the Indian flag on the paper (in the drawing book).</li> </ul>	<ul style="list-style-type: none"> <li>❖ Demonstration will be shown with chalks on the board.</li> <li>❖ Teacher may show a demonstration in student's book with a pencil and colours.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Complete the Assessment.</li> </ul>
7.	Indian flag	02						
8.	Umbrella	October (19)	02	<ul style="list-style-type: none"> <li>Students need to know how to draw and colour an umbrella and the cake.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Students will try to draw and colour an umbrella and the cake.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Draw and colour an umbrella and the cake on the paper (in the drawing book).</li> </ul>	<ul style="list-style-type: none"> <li>❖ Demonstration will be shown with chalks on the board.</li> <li>❖ Teacher may show a demonstration in student's book with a pencil and colours.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Complete the Assessment.</li> </ul>
9.	Cake	02						

10.	Ice-cream	November (10)	02	<ul style="list-style-type: none"> <li>Students need to know how to draw and colour an ice-cream.</li> </ul>	❖ Students will try to draw and colour an ice-cream.	❖ Draw and colour an ice-cream on the paper (in the drawing book).	<ul style="list-style-type: none"> <li>❖ Demonstration will be shown with chalks on the board.</li> <li>❖ Teacher may show a demonstration in student's book with a pencil and colours.</li> </ul>	❖ Complete the Assessment.
11.	Watermelon	December (16)	03	<ul style="list-style-type: none"> <li>Students need to know how to draw and colour the watermelon.</li> </ul>	❖ Students will try to draw and colour the watermelon.	❖ Draw and colour the watermelon on the paper (in the drawing book).	<ul style="list-style-type: none"> <li>❖ Demonstration will be shown with chalks on the board.</li> <li>❖ Teacher may show a demonstration in student's book with a pencil and colours.</li> </ul>	❖ Complete the Assessment
12.	Temple	January (19)	03	<ul style="list-style-type: none"> <li>Students need to know how to draw and colour the temple.</li> <li>Students will observe the different temples around them.</li> </ul>	❖ Students will try to draw and colour the temple.	❖ Draw and colour the temple on the paper (in the drawing book).	<ul style="list-style-type: none"> <li>❖ Demonstration will be shown with chalks on the board.</li> <li>❖ Teacher may show a demonstration in student's book with a pencil and colours.</li> </ul>	❖ Complete the Assessment
13.	Object - Bucket	February (19)	03	<ul style="list-style-type: none"> <li>Students need to know how to draw and colour the bucket.</li> </ul>	❖ Students will try to draw and colour the bucket.	❖ Draw and colour the bucket on the paper (in the drawing book).	<ul style="list-style-type: none"> <li>❖ Demonstration will be shown with chalks on the board.</li> <li>❖ Teacher may show a demonstration in student's book with a pencil and colours.</li> </ul>	❖ Complete the Assessment

**Subject Teacher**

**Moderator**

**Principal**