

Grade I

മലയാളം

പഠനനേട്ടങ്ങൾ

അക്ഷരങ്ങൾ ,പദങ്ങൾ എന്നിവയുടെ ശബ്ദവും രൂപവും തിരിച്ചറിഞ്ഞു. എഴുതുന്നു.

വായിച്ച ഭാഗത്തുള്ള അക്ഷരങ്ങൾ, ചിഹ്നങ്ങൾ എന്നിവ കണ്ടെത്തുന്നു.

ശബ്ദ വ്യത്യാസം തിരിച്ചറിഞ്ഞ് വായിക്കുന്നു. എഴുതുന്നു.

ചിത്രങ്ങൾ നിരീക്ഷിച്ചും കാര്യങ്ങൾ കേട്ടും ആശയങ്ങൾ ഗ്രഹിക്കുന്നു.

പാട്ടുകളിലെ ഈണം, താളം എന്നിവ തിരിച്ചറിഞ്ഞ് ഒറ്റയ്ക്ക് സംഘമായും അവതരിപ്പിക്കുന്നു.

ശബ്ദവും രൂപവും പൊരുത്തപ്പെടുത്തി വാക്യങ്ങൾ, പദങ്ങൾ, അക്ഷരങ്ങൾ എന്നിവ തിരിച്ചറിഞ്ഞ് വായിക്കുന്നു.

ലഘു ചോദ്യങ്ങൾ ചോദിക്കുന്നു .

ചിത്രങ്ങൾ നിരീക്ഷിച്ച് കഥാപാത്രങ്ങൾ സംഭവങ്ങൾ എന്നിവയെക്കുറിച്ച് വിശദമാക്കുകയും ചോദ്യങ്ങൾ ചോദിക്കുകയും ഉത്തരങ്ങൾ പറയുകയും ചെയ്യുന്നു.

അക്ഷരങ്ങളുടെ വലിപ്പം ആകൃതി ആലേഖന ക്രമംഎന്നിവ തിരിച്ചറിഞ്ഞ് എഴുതുന്നു.

കവിത ഒറ്റയ്ക്ക് സംഘമായും ചൊല്ലി അവതരിപ്പിക്കുന്നു.കേട്ട് ആസ്വദിക്കുന്നു .

കേട്ടതും വായിച്ചതുമായ പാഠങ്ങളുടെ ചുരുക്കം വാചികമായി അവതരിപ്പിക്കുന്നു.

ചിഹ്നങ്ങൾ തിരിച്ചറിഞ്ഞ് എഴുതുകയും വായിക്കുകയും ചെയ്യുന്നു.

കട്ടിക്കവിതകൾ ഈണം താളഭാവം എന്നിവയോടെ ചൊല്ലി അവതരിപ്പിക്കുന്നു.

Grade I English

Listening and Speaking

Listening and Speaking are important skills at each stage as children get exposure to language use in various situations. They capture the correct pronunciation and the spoken idiom. They respond to classroom activities/tasks and can use language in their immediate environment.

Learning Outcomes:

Children will be able to:

- adopt classroom practices e.g., listening to others and taking turns speaking about the topics and texts for discussion;
- build on the conversation by responding to comments;
- recite simple poems with appropriate actions;
- comprehend a text: read aloud by asking and answering questions about key details;
- respond to simple questions based on stories;
- ask questions/make enquiries to clear confusion/ doubt;
- describe people, places and things as per their interpretation/context;
- express ideas and feelings clearly;
- use words and phrases acquired through conversation, reading and being read to, and responding to texts;
- produce complete sentences as appropriate to the task and situation;
- give and follow simple two-step directions.

Reading and Writing

Reading and writing skills need to be developed keeping in view the interest of children. They need to be provided with a variety of reading material and encouraged to write small sentences with an understanding.

Learning Outcomes:

Children will be able to:

- read with the help of pictures (print/tactile forms);
- engage in group and individual reading with an understanding and meaning;
- draw or add visual displays to descriptions wherever appropriate, to clarify ideas, thoughts, and feelings;
- identify who is telling the story at various points in the passage;
- read grade-appropriate text with fluency and pauses at the appropriate places;
- write (using print and tactile letters), words and sentences;
- begin a sentence with a capital letter and end it with a full stop;
- draw and write on a familiar topic (e.g. “my teacher”, “my surrounding”, etc.);
- narrate with the help of pictures and charts a single event or several linked events, in the order in which they occurred and describe a reaction to what happened;
- respond to questions and suggestions from peers and add details to improve writing as required;
- recall information from experiences/gather information from provided sources to answer a question;
- take dictation - three and four-letter words and small sentences;
- write stand-alone sentences of 8-10 lines on a given topic (e.g. “I love ice cream...”).

Grammar and Vocabulary in Context

Grammar and vocabulary are developed in context and in a phased manner. Children learn to use basic concepts which are reflected in their writing.

Learning Outcomes:

Children will be able to:

- make contextual use of naming, action, describing and position words with their opposites, as the case may be;
- get acquainted with the concepts of number (one and many) and gender (she/he);
- learn the use of 'a', 'an' and 'the';
- write all upper and lower case letters;
- use gender-neutral, common, proper and possessive nouns;
- use singular, plural nouns and opposites with matching verbs in basic sentences. (e.g. she hops/ we hop);
- use verbs in context to convey a sense of simple past, simple present and simple future;
- use frequently occurring adjectives, conjunctions, determiners, and prepositions;
- use capital letters for proper nouns (names of people, places, etc.);
- learn to use commas, full stops, question marks and exclamation marks appropriately;
- spell untaught words phonetically, drawing on phonetic awareness and spelling conventions;
- rearrange words in alphabetical order (first letter only, e.g. names of fruits, proper nouns, places, etc.);
- use vocabulary appropriate to their age level;
- spell: three and four-letter words.

कक्षा 1

हिन्दी

थीम 1: सुनना और बोलना

बच्चे अपने घर-परिवेश से जो भाषा लेकर विद्यालय आते हैं, धीरे- धीरे उसमें परिष्कार होता जाता है। कक्षा एक के बच्चों से अपेक्षा की जाती है कि वे परिचित संदर्भों में परस्पर वार्तालाप, कविता, कहानी आदि को ध्यानपूर्वक सुनकर समझ सकें तथा बेझिझक होकर अपनी बात स्पष्ट रूप से कह सकें।

अधिगम उपलब्धियाँ (Learning outcomes):

- अपने परिचित परिवेश के संदर्भ में सुनी गई बातों को समझ सकेंगे।
- विद्यालय में औपचारिक, अनौपचारिक स्थितियों में अपने सहपाठियों, अध्यापकों तथा अन्य सहायक कर्मियों बात समझते हुए सुनेंगे और समझ के साथ प्रतिक्रिया दे सकेंगे, अपनी तरफ से बात आगे बढ़ा सकेंगे।
- सरल भाषा में बोले गए निर्देशों, आदेशों को सुनकर, समझकर अनुसरण कर सकेंगे।
- अपने परिचित परिवेश के खेल गीत सुनकर उनका आनंद ले सकेंगे। स्वयं अकेले में, समूह में मिलकर, खेलते जाएँगे। अपरिचित खेल गीत सुनकर दोहरा सकेंगे।
- सरल तुकबंदी वाली कविताओं को आनंद लेते हुए सुन सकेंगे और समझेंगे। सुर, लय, प्रवाह आदि का ध्यान रखते हुए दोहरा सकेंगे।
- अध्यापक द्वारा सुनाई गई कहानियों और रोचक प्रसंगों को सुनकर समझेंगे और उस पर प्रश्न कर सकेंगे।
- सी०डी० / टेप आदि उपकरणों से सुनाई जा रही कविता, कहानी को सुन सकेंगे, दोहरा सकेंगे। प्रसंग अनुसार मु बना सकेंगे, अभिनय कर सकेंगे।
- प्रोत्साहित करने पर अपने परिचित परिवेश के बारे में बता सकेंगे।
- विद्यालय में दिन प्रतिदिन के कार्य-कलापों में भाग लेंगे और कार्यकलाप की प्रकृति अनुसार बातचीत सकेंगे।
- कहानी/कविता आदि से मिले शब्दों को अपनी भाषा में अपनी तरह से प्रयोग कर सकेंगे।
- परिचित अपरिचित शब्दों को तरह-तरह से बोलकर तथा तुक वाले शब्द बनाकर उनका आनंद ले सकेंगे।
- नए शब्दों को संदर्भ में समझते हुए अनुमान से उनका प्रयोग कर सकेंगे।
- प्रोत्साहन देने पर अपने अनुभव सुना सकेंगे।
- किसी बात, आदेश या निर्देश पर अपनी सहमति या असहमति प्रकट कर सकेंगे और छोटे-छोटे निर्देश दे सकेंगे।
- हिंदी की बहुप्रयुक्त ध्वनियों को सुनकर उनमें अंतर कर सकेंगे। ध्वनियों का सही उच्चारण कर सकेंगे।

थीम 2: पढ़ना एवं लिखना (पठन एवं लेखन कौशल)

बच्चों के विद्यालय आने का उद्देश्य पढ़ना और लिखना सीखना होता है। चित्रों की सहायता से बच्चे अनुमान लगा कर पढ़ना सीखते जाते हैं और भाषा की ध्वनियों/वर्णों और मात्राओं को पहचानने लगते हैं। लेखन का आरंभ बच्चों द्वारा 'कीरम काटी' या चित्र बनाने से ही हो जाता है और धीरे-धीरे वे परिवेश में प्रदर्शित लिखित सामग्री से वर्णों और मात्राओं को पहचान कर उनका अनुलेख तथा शब्द लिखने लगते हैं।

अधिगम उपलब्धियाँ (Learning outcomes):

- परिचित परिवेश से संबंधित चित्रों को ध्यान से देखकर उनका अपनी भाषा में वर्णन कर सकेंगे।
- चित्र पर आधारित प्रश्नों के उत्तर दे सकेंगे और स्वयं भी प्रश्न पूछ सकेंगे।
- चित्र को समझकर उसका कोई नाम (शीर्षक) दे सकेंगे और लिख सकेंगे (स्ववर्तनी)।
- बोली/ सुनी गई कविताओं के आधार पर चित्र बना सकेंगे।
- उस पर शब्द या एक-दो वाक्य लिख सकेंगे (स्ववर्तनी)।
- अपना व परिचितों का नाम देखकर लिख और पढ़ सकेंगे।
- अपने नाम में आए अक्षरों व वर्तनी की पहचान कर सकेंगे।
- बारह खड़ी के सभी वर्णों को पहचान सकेंगे।
- बारह खड़ी के आधार पर सरल व सार्थक शब्द बना सकेंगे (तीन अक्षर वाले)। 12
- अध्यापक द्वारा सुनाई, सिखाई और गवाई गई सरल तुकबंदियों और बाल कविताओं को गा सकेंगे और उनके रूप के प्रति पहचान बना सकेंगे।
- सरल तुकबंदियों और बाल कविताओं को अनुमान और पूर्व अनुभवों के आधार पर पढ़ सकेंगे।
- अध्यापक की मदद से दृश्य शब्दावली को पढ़ सकेंगे।
- दृश्य शब्दावली में सीखे, पढ़े गए शब्दों के आधार पर मौखिक रूप से वाक्य बना और लिख सकेंगे।
- वाक्य को पढ़ते और लिखते समय पूर्ण विराम के प्रयोग को समझ सकेंगे।
- कक्षा में सीखे गए शब्दों / वाक्यों को परिचित संदर्भों में मिलने वाली पठन सामग्री में पहचान सकेंगे, जैसे-हविज्ञापन, घर-कक्षा में टैंगे कैलेंडर-चार्ट आदि पर ।
- बोर्ड (श्यामपट्ट / सूचना पट्ट) आदि पर लिखी और लगी सामग्री को अनुमान और पूर्व अनुभवों के आधार पर पढ़ सकेंगे।
- लेखन में दो शब्दों के बीच की दूरी, अक्षरों की सुडौलता, शिरोरेखा, विराम-चिह्नों का ध्यान रख सकेंगे।

- सरल व परिचित शब्दों का श्रुतलेख लिख सकेंगे, जैसे- सड़क, सीढ़ी, ठेला, ढोलक, डलिया, बाण, नदी आदि

Grade 01

MATHEMATICS

Theme 1: Numbers

“Numbers’ enable children to classify, recite, count, compare and recognize numbers from 1 to 20. They learn to write numerals and number names from 1 to 99. Pre- number concepts like classification, seriation and one to one correspondence play an important role in their learning numbers, numeration and making numbers a part of their daily life activities. Children acquire an understanding about these at home too. However, reciting number names in an order and recognizing some numerals are the only tasks that some children can do with varying competence when they enter formal schooling. Thus, the Class I curriculum focuses on developing number sense through the contexts that children are in. The basics for addition and subtraction of single digit numbers are part of daily life experiences.

Learning Outcomes:

Children will be able to:

1. Work with numbers from 1 to 20.
 - a. Classify objects into groups based on some physical attributes like shape, size and other observable properties including rolling and sliding.
 - a. Recite number names and count objects up to 20, concretely, pictorially and symbolically.
 - b. Count objects using numbers 1 to 9.
2. Compare numbers up to 20. recognize numbers up to 99 and write numerals.
3. Develop the concept of zero.
4. Chapter 1 Numbers 1 - 20
5. Chapter 7 Numbers 21 -100

Theme 2: Number Operations

‘Number Operations’ as a theme enables children to learn the basic operations of addition and subtraction of numbers up to 99. Materials, pictures and stories of daily life contextual problems establish meaning in problem-solving situations. With these experiences children will develop their strategies to add/subtract double digit numbers using the place value (idea of tens and ones).

Learning Outcomes:

Children will be able to

1. Apply addition and subtraction of numbers from 1 to 20 in their daily lives.
2. Construct additional facts up to 9 by using concrete objects.
3. Subtract numbers using 1 to 9.
4. Solve day to day problems related to addition and subtraction of numbers up to 9.
5. Chapter 2 Addition

6. Chapter 3 Subtraction
7. Chapter 5 Addition 1 - 19
8. Chapter 6 Subtraction 1 - 19
9. Chapter 9 Addition and Subtraction 1 - 199

Theme 3: Geometry

'Geometry' focusses on the physical features of shapes in 2D and 3D. It enables children to classify, sort and describe various shapes on the basis of their observable features. The shapes that are in children's daily life form a strong basis for acquiring visualization skills.

Learning Outcomes:

Children will be able to:

1. Describe the physical features of various solids/shapes in their own language.
2. Describe names, and interpret relative positions in space and apply ideas about relative position.
3. Understand the connection of geometrical concepts with daily life.
4. Chapter 4 Shapes and Patterns

Theme 4: Measurement

Concepts of 'Measurement' begin with a general comparison: bigger cake, taller building, heavier bag, slower bicycle, longer room or cooler day. However, these characteristics of length, volume, speed and heat cannot be counted directly. They are continuous properties that can take on any value which must be measured. Children have a basic idea and understanding of this comparison when they enroll in class I. Initially classes must be devoted to further strengthen these ideas and a need to measure them.

Learning Outcomes:

Children will be able to

1. Estimate and measure short lengths using non uniform units like a finger, hand span, length of a forearm, footsteps.
2. Compare mass/weight using a scale.
3. Order various containers in terms of their capacity and volume.
4. Arrange events happening in a short/longer span of time.

Theme 5: Data Handling

In Class I, data handling will focus on being exploratory in nature and centered around children's first hand observations. Many childhood activities provide data that children can organize such as- information about birthdays, shirt/dress sizes, colour and types, favourite sweets and television shows, etc.

Learning Outcomes:

Children will be able to

1. Collect, record (using pictures/ numerals) and interpret simple information by looking at visuals.

Theme 6: Patterns

The theme 'Patterns' aims at familiarizing children with different types of patterns in their surroundings. They will also learn to extend patterns of numbers and shapes through observation. This will help them in acquiring the skill of generalization in higher classes.

Learning Outcomes:

Children will be able to

1. Observe, extend and create patterns of shapes and numbers. For example, the arrangement of shapes/ objects/numbers, etc. like 1, 3, 5,....., 2, 4, 6,.....
2. Chapter 4 Shapes and Patterns

Grade I

Environmental Studies

Theme 1: About Me

The theme "About Me" is aimed at providing information to and making children aware of themselves such as parts of the body and their functions, their belongings, hobbies, interests. It will also develop skills/ processes such as observation, creative expression, communication and verbal expression. The prime focus of this theme is on the child expressing her/his own ideas and learning social skills.

LEARNING OUTCOMES

Children will be able to

- share and verbally communicate their personal details, i.e. own name, name of parents'/siblings, address, birthday date, phone number, etc.; identify and name the parts of the body;
- distinguish between functions of different parts of the body (both sense organs and large parts);
- draw various parts of the body (large parts);
- share their hobbies, likes and dislikes and learn to appreciate those of others; identify the differences in the peer group - hair, eye colour, height, weight; solve (6-8 pieces) body puzzle problems independently; make choices about their belongings;
- identify their own and others' feelings (sad, angry, happy, surprised, excited);
- learn to develop control over emotions;
- demonstrate use of extended vocabulary related to the theme;
- engage in and learn to cooperate in small and large group activities.

Theme 2: Others in My World

LEARNING OUTCOMES

Children will be able to

The theme is expected to develop an understanding of others in the child's world, including family members, neighbours, friends and pets. The theme is also expected to focus on issues and concepts related to neighbourhood, indoor/outdoor games and the significance of celebrating festivals.

- name the family members verbally;
- identify and differentiate between a Joint and Nuclear Family;
- appreciate variation in family structure and discuss reasons for differences;
- identify and share information on festivals celebrated in the family;
- identify relationship with different family members, describe (name) the relationship;
- draw the family tree of close relatives (grandparents, parents, children);
- describe the family's role and responsibilities in his/ her own words;
- discuss and share personal experiences related to one's family;
- appreciate need for neighbours (society) and friends;
- appreciate how neighbours help one another in day-to-day life.

Theme 3: My Needs – Food We Eat

The theme 'food' is introduced in the early grades with the expectation of focusing on the need and importance of food for living beings. The theme food discusses various issues and concerns related to food items. The theme is also expected to develop some core skills among children i.e. observation,

discussion skills appreciating diversity in food. The various life skills i.e. self-awareness, respect, would also be inculcated from this theme

LEARNING OUTCOMES

Children will be able to

- name and discuss about food items eaten at home;
- identify food items eaten in raw/cooked form and give examples of each;
- cite examples of food items got from plants;
- cite examples of food items got from animals;
- enlist food items cooked during festivals;
- give reasons why food of the young ones is different from that of adults;
- develop sensitivity towards food not be wasted;
- distinguish between food items obtained from plants and animals;
- demonstrate healthy eating habits
- appreciate the diversity in food items in different families;

Theme 4: My Need- Shelter

The theme 'Shelter' is expected to develop an understanding of the variety seen in shelters /houses and the reasons for the diversity as well as need for cleanliness of houses in the surroundings. The theme would also develop the core skills of creative expression, discussion and description.,

LEARNING OUTCOMES

Children will be able to

- describe (own words) their own house and name the different areas in the house;
- distinguish between various kinds of houses seen in the surroundings;
- discuss and give reasons (own words) for the need for a house; cleanliness of house;
- develop creative expression i.e., decorating the house, writing songs, and poem;
- involve in hands-on activities, i.e. making a house, dustbin, Rangoli and decorating material for houses.

Theme 5: My Needs – Clothing

The theme 'Clothing' aims at developing an understanding of its need for human beings. The theme would discuss the kind of textures of clothes worn by people. The emphasis would also be on cleanliness and care of clothes/dresses.

LEARNING OUTCOMES

Children will be able to

- need and importance of clothing for human beings.
- share and name various kinds of clothes/dresses worn by them and their family members;
identify the kinds of clothes/ dresses worn by them and their family members;
differentiate the different kind of dresses worn in different seasons/ festivals / on other occasions;
- appreciate the importance of clothes in daily life.

Theme 6: Keeping Oneself Clean, Safe and Healthy

The theme is expected to provide information on and develop an awareness on the issues and concerns related to cleanliness and health. The theme will focus on how to keep oneself healthy, recreational ways at home/neighbourhood, safety at home and in public places. It would help to develop skills related to self-awareness and self-protection.

LEARNING OUTCOMES

Children will be able to

- demonstrate personal hygiene of body and clothes;
- demonstrate healthy habits and safety in school/home/playground;
- list out reasons for maintaining a healthy body;
- show awareness of self-protection;
- differentiate between good and bad touch by persons at home, relatives in the neighbourhood / public places, school;
- demonstrate awareness and need for clean surroundings;
- participate in recreational activities (games, play);
- discuss personal problems with family members;
- demonstrate simple exercises/ **asanas** for keeping the body healthy.

Theme 7: Plants

The theme 'Plants' aims at developing an understanding on simple concepts related to plants, variation in plants and uses of plants for human beings. Through this theme the skills expected to be developed are those of observation, discrimination, appreciation along with sensitivity towards care and concern for plants and the environment.

LEARNING OUTCOMES

Children will be able to

- know about plants and the main parts of a plant;
- identify and name various plants seen in the surroundings;
- distinguish between plants that grow in water and on land;
- cite examples of some medicinal plants used at home;
- draw and label the main parts of plants;
- appreciate the uses of plant products;
- develop sensitivity towards care and protection of plants.

Theme 8: Animals

The theme 'Animals' is expected to develop awareness and an understanding of the concepts related to animals. It also aims at developing care and compassion for animals. The theme would also help to develop skills such as observation, classification, care and concern for animals and appreciation of beauty. The expectation of this theme is to acquaint children about different kinds of animals not to classify animals into sub categories/groups.

LEARNING OUTCOMES

Children will be able to

- recognize and name the animals/birds seen in the surroundings;
- identify and name the main body parts of animals;
- identify and differentiate between pet, domestic and wild animals by citing examples;
- list common animals and birds that live in water, land and in air;
- recognize the sounds made by some common animals and birds and mimic them;
- draw pictures of pet and wild animals and label their main body parts;
- sing/recite songs/poems on animals and birds;
- show concern and compassion for animals and birds;
- appreciate the variation and beauty in animals and birds.

Theme 9: The World around Me (Sun, Moon, Sky and Stars)

The theme 'World Around Me' is aimed to develop awareness about the sun, moon, stars and children's own ideas about these heavenly bodies. Simple information on these heavenly bodies would be provided in an interesting manner.

LEARNING OUTCOMES

Children will be able to

- identify the heavenly bodies seen in the morning and at night in the sky;
- discuss about the heavenly bodies (sun, moon and stars) in their own words;
- draw pictures of the sun, moon and stars and colour them;
- discuss and differentiate between sunny, cloudy, winter, summer and rainy days' experiences in their own words;
- describe and differentiate between summer, winter and rainy days' experiences.

Grade 01

COMPUTER STUDIES

Topic 1: Computer - A Machine

A Computer is a machine made by humans that carries out computations and functions according to inputs/instructions given. Computers provide the opportunity to perform different functions like playing games/music, ticket reservation etc. Children develop an awareness on the art of computing as they learn about the different types of computers like desktop, laptop, etc. and their functions

Learning Outcomes:

Children will be able to:

1. Relate that a machine made by humans.
2. Infer that a computer is a machine.
3. Differentiate between a desktop and a laptop.
4. List objects in their surroundings.
5. Classify objects into natural things and man-made things

Topic 2: Uses of a Computer

Computers have multiple uses and have become an integral part of our daily lives. Computers can be used for various purposes such as- source of information, playing games, listening to music, preparing presentations and documents, storing data etc.

Learning Outcomes:

Children will be able to:

1. Identify places where computers are used.
2. List the various uses of computers in daily life.

Topic 3: Parts of a Computer

The main parts of a computer are the monitor, keyboard, mouse and central processing unit (CPU) that function together to perform a task. The keyboard/mouse is used for data input, CPU to process the data and monitor to display the output. Additional devices like printer, scanner, microphone, speaker etc. are used for specific purposes.

Learning Outcomes:

1. Recognise and identify the main parts of a computer.
2. Describe the functions of the main parts of a computer.

3. List additional devices of the computer.
4. Illustrate the inter -connectivity of different parts of a computer.

Topic 4: Using Computers - Do's and Don'ts

A computer operates on electricity hence it entails certain safety precautions that must be undertaken to develop an awareness among children on the Do's and Don'ts while operating computers.

Learning Outcomes:

Children will be able to:

1. Maintain correct posture/ distance while using a computer.
2. Show ways of taking care of computers.
3. Practise safety rules while using a computer.
4. Develop habits of sharing computer resources.

Topic 5: Computer Mouse

A computer mouse is a pointing device used to input data. There are two buttons namely the left and right buttons and a scroll wheel. A mouse pad must be used for a smooth functioning of a mouse.

Learning Outcomes:

Children will be able to:

1. Identify the buttons and the scroll wheel on a mouse.
2. Perform appropriate actions using the left/right buttons and scroll wheel.
3. Recognise the need for a mouse pad while using a mouse.

Topic 6: Computer Keyboard

A computer keyboard is an input device that consists of alphanumeric, numbers and special keys. It is primarily used to enter text.

Learning Outcomes:

Children will be able to:

1. Identify and locate alphanumeric and arrow keys on a keyboard.
2. Demonstrate the uses of different keys.

Topic 7: Storage Devices

A storage device is a hardware that is used to store data and other information either temporarily or permanently.

Learning Outcomes:

Children will be able to:

1. Describe data in simple terms.
2. Identify storage devices and their usage.

ARTS EDUCATION

Theme 1: Form : CLASSES 01 - 03

The theme “Form’ is aimed at developing an understanding of line, shape and size of objects. The prime focus of this theme is to observe and identify lines and shapes in nature and in man-made objects from the immediate surroundings. Understanding of sizes such as: small, big, tall, huge, tiny etc., and creation of different forms with 2-D and 3-D materials. The process of identification of forms enhances skills, such as; observation, exploration, concentration and creative expression. Learning from this theme will be utilised for facilitating learning of language, EVS and Maths.

Learning Outcomes:

Children will be able to:

1. Identify and name different shapes of household objects, furniture items, buildings, plants and trees, etc..
2. Draw and paint different shapes of different sizes on paper.
3. Make shapes of different sizes with clay.
4. Identify and draw lines namely. straight, curved, smooth, crooked, vertical and horizontal etc..
5. Share and communicate (verbally and in writing) the details, i.e. name of the shape, size and line of objects.
6. Make images of objects, animals, trees, etc., using lines and shapes.
7. Identify the differences in sizes of objects, trees, buildings, etc., and create 2-D representation.
8. Demonstrate use of extended vocabulary related to the theme.
9. Apply the experience of forms (in line, shape and size) with mathematics.
10. Engage and learn to observe and explore immediate surroundings for the joy of knowing.

Theme 2: Colour | CLASSES 01 - 03

The theme “colour’ is aimed at developing an understanding of different colours on the one hand and developing aesthetic sensibility on the other. The prime focus of this theme is to observe and identify colours in nature and in man-made objects. Understanding relationship of certain colours with plants, flowers, fruits and nature. For example, leaf green, sea blue & sky blue, bottle green, lemon yellow etc. Creation of different shades by mixing of two different colours. For example; mixing of red and yellow in equal quantity will create orange colour. The process of identification and understanding of colours enhances skills, such as; observation, exploration, experimentation and artistic expression. Learning from this theme will be utilised for facilitating learning of language and EVS.

Learning Outcomes:

Children will be able to:

1. Identify and name different colors of household objects, furniture items, flowers, vegetables, fruits, plants and trees.
2. Paint directly on paper with liquid (water based) colors.

3. Draw images (dry colors) of their liking from the immediate surroundings and color them in appropriate colors.
4. Create new colors/shades by mixing primary colors.
5. Demonstrate use of extended vocabulary related to the theme.
6. Link the experience and understanding of colors with learning of language and EVS.
7. Engage and learn to observe and explore immediate surroundings for the joy of knowing different hues and colors.
8. Feel better emotionally/internally after experiencing colors of their choice.
9. Appreciate beauty in nature and in human-made objects.

Theme 3: Texture | CLASSES 01 - 03

The theme “Texture’ is aimed at developing an understanding of different textures and surfaces. The prime focus of this theme is to observe, identify and create textures. Understanding the relationship of certain textures with plants, trees, flowers, fruits, furs, feathers, wool, sand, fabric, etc. For example, fur is soft, sand is rough, bark of a tree is rough and thick, etc. Creation of different textures and surfaces by using mix mediums and materials. For example; sand painting, impression of bark on clay slab etc. Experiences with different textures can sharpen the sense of touch among children. The process of identification, understanding and creation of texture enhances skills, such as; observation, imagination, experimentation and artistic expression. Learning from this theme will be utilised for facilitating learning of language and EVS.

Learning Outcomes:

Children will be able to:

1. Identify and name different textures and surfaces of household objects, flowers, vegetables, fruits, plants & trees, animals, fabric, wool, sponge etc..
2. Create new textures by mixing and pasting, different mediums and materials.
3. Demonstrate use of extended vocabulary related to the theme.
4. Link the experiences and understanding of textures with learning of language and EVS.
5. Engage and learn to observe and explore immediate surroundings for the joy of knowing different surfaces and textures.
6. Feel better emotionally after experiencing the touch of different textures of their liking.
7. Appreciate beauty and the variety of surfaces in nature.

Theme 4: Composition | CLASSES 01 - 03

The theme “composition’, particularly in visual arts (painting, printing, graphic design, sculpture, installation, etc.) is meant for the placement or arrangement of visual elements and organisation of the space (2-D and 3-D both) in a suitable manner. The prime focus of the theme is on artistic placement of colours and forms, painting of landscapes/ seascapes, composition based on seasons, sports, parks, situations, arranging patterns, making designs, installation of 3-D objects, etc. In the visual arts, composition is often used interchangeably with various terms such as design, visual ordering or formal structure, depending on the context. The process of visualizing and making composition enhances skills, such as; observation, imagination, experimentation, communication and artistic expression. The prime focus of this theme is to observe and find out compositions in nature, and in human-made structures. It will also promote understanding the relationship of one object with another, of form with the colours, of objects with the overall theme and visual impact of the work of art. For example, in a composition of the 'Rainy Day', the form of

clouds, the lines of falling rain drops, colours supporting mood of the weather and finally the visual impact of the composition, all are interrelated and interdependent. Learning from this theme will be utilised for facilitating learning of Languages, EVS and Mathematics.

Learning Outcomes:

Children will be able to:

1. Identify different compositions of their liking from the immediate surroundings.
2. Arrange different shapes, objects, images on paper (2 D space) and on ground/slab/corner (3D spaces).
3. Draw / paint compositions on themes, such as. myself, my family, my school, the park where I play.
4. Demonstrate use of extended vocabulary related to the theme.
5. Link the experience and understanding of composition with learning of language, maths and EVS.
6. Engage and learn to observe and explore immediate surroundings for the joy of knowing different compositions.
7. Feel better emotionally/internally after communicating and expressing through their arrangement of visual images.
8. Appreciate beauty in nature and in man-made objects around them.

Theme 5: Tools and Techniques | CLASSES 01 - 03

The theme “Tools and Techniques’ is aimed at developing an understanding of different tools and techniques used for experiencing visual arts. The process of knowing and working with tools and techniques enhances skills, such as; observation, experimentation, problem solving and free expression. The prime focus of this theme is to identify, experiment and understand the appropriate use of different tools, materials and techniques used for expressing through the visual arts. It will promote understanding the relationship of tools and materials with that of techniques. For example, soft brushes for water based colours, poster colours for block printing, inks and water colours for blow painting, poster colours for hand painting and finger painting, etc.

Handling of different tools and techniques. For example; Use of soft but flat brushes (of bigger number) for broader strokes, Round brushes for drawing lines of varied thickness, dry colours (pencils, wax crayons, pastels etc.) for drawing images, filling colours mainly on paper, glue for fixing of paper cuttings and collage making, slab method and coil method for clay modelling etc. Experience with different tools and techniques can sharpen their common sense and make them a confident user.

Learning Outcomes:

Children will be able to:

1. Identify and name different tools and techniques, such as. round brushes, flat brushes, scissors, roller/rolling pin, drawing, painting, printing, clay modeling, spray painting, origami, construction, paper craft, etc..
2. Create artwork using age appropriate tools.
3. Practice different techniques, such as. hand painting, thumb painting, blow painting, block printing, tearing pasting, paper folding, construction of small toys with wool, cotton and balloon, clay modeling with coil, slab and pressing and pinching, etc..
4. Demonstrate use of extended vocabulary related to the theme.

5. Link the experience and understanding of tools and techniques with learning of other subjects.
6. Engage and learn to explore immediate surroundings for the joy of knowing and creating with different tools, materials and techniques.
7. Feel better emotionally after learning to control and use different tools and techniques.
8. Appreciate beauty and a variety of methods and materials of visual expression.

Theme 6: Art Vocabulary (Visual Arts) | CLASSES 01 - 03

The theme “Art Vocabulary” is aimed at learning and using appropriate names and terms related to art techniques, to hues and shades of colours, to tools and accessories used, to different mediums and materials and to the art appreciation. The prime focus of this theme is to know, to remember, and to use art related vocabulary appropriately. For example, block printing is done with the blocks, block printing is a technique which is used to take same kind of impression again and again. Soft paint brushes are used for doing water based colours, flat brushes (of bigger number) are used for broader strokes whereas round brushes are used for drawing lines of varied thickness, slab method and coil method are techniques of making 3-D objects with potter's clay, etc. Knowledge and experience of art vocabulary helps in better learning of the subject on one hand and effective communication on the other. The process of knowing and using appropriate vocabulary will enhance the communication skills of the learner.

Learning Outcomes:

Children will be able to

1. Identify and name different tools and techniques, such as. round brushes, flat brushes, scissors, roller/rolling pin, drawing, painting, printing, clay modeling, spray painting, origami, construction, paper craft.
2. Differentiate between painting and printing, soft and hard brushes, between coil technique and slab technique.
3. Narrate art experiences using appropriate vocabulary.
4. Practice different techniques, such as. hand painting, thumb painting, blow painting, block printing, tearing pasting, paper folding, construction of small toys with wool, cotton and balloon, clay modeling with coil, slab and pressing and pinching etc., with clear understanding of the art techniques and name of the materials to be used for that.
5. Demonstrate use of extended vocabulary related to the theme.
6. Link the knowledge of art vocabulary with learning of other subjects.
7. Appreciate beauty and variety of artistic expression using appropriate vocabulary.

Theme 7: Responding to the Artifacts and Nature | CLASSES 01 - 03

The theme “Responding to the Artefacts and Nature” is aimed at knowing, understanding and appreciating the beauty of nature and the artefacts. The process of responding to the artefacts and nature will enhance the skills of; observation, exploration, critical analysis and creative expression. The prime focus of this theme is to make children aware and sensitive towards beauty and value of natural, as well as human-made objects. The process of appreciation will sensitize their eye for aesthetics and will develop an attitude for accepting and appreciating different aspects of objects and situations.

For example; (i) block printing done by 'A' can be beautiful because it has nice pattern, (ii) printing done by 'B' can also be beautiful as it has been done with contrast colours, (iii) Printing done by 'C' can also be considered beautiful as all impressions taken are sharp and clear. Similarly, in nature;

beauty of the trees, of the flowers, of shape and colour of leaves, of the butterflies, of the birds and their nests, of sky in different colours, etc.

Learning Outcomes:

Children will be able to:

1. Identify the objects, scenes and situations of their liking in the immediate surroundings.
2. Appreciate the aesthetics of art work done in class.
3. Appreciate nature and natural objects. such as trees, plants, flowers, animals, lakes, sea beaches, rivers, mountains, clouds, wind, rain, sun and moon, sky, parks, butterflies etc..
4. Respond to the different kinds of artifacts.
5. Narrate their experiences of the art museum, by describing artifacts seen.
6. Demonstrate the use of extended vocabulary related to the theme.
7. Link the knowledge of appreciating and responding to nature and the artifacts with learning of other subjects.
8. Appreciate beauty and variety in nature and of artifacts.