



**GOVERNMENT OF TAMIL NADU**  
**TEACHERS RECRUITMENT BOARD**

**TAMILNADU TEACHER ELIGIBILITY TEST (TNET) – 2022**

In the Notification it is mentioned that the questions in the TNET Paper I will be based on the topics of the prescribed syllabus of the State for Classes I to V with their difficulty level as well as linkages up to the Secondary Stage. Now Teachers Recruitment Board releases the detailed syllabus for Paper I (Classes 1 – 5).

**Detailed Syllabus for Paper I (Classes 1 -5)**

Sl. No.	Content (All Compulsory)	Syllabus (Page No.)	MCQs	Marks	Medium
i.	<b>Child Development and Pedagogy</b> (relevant to the age group of 6 – 11 years)	1-3	30	30	*Tamil/English
ii.	Language-I <b>Tamil/ Telugu/ Malayalam/ Kannada/Urdu</b> (For Telugu, Malayalam, Kannada and Urdu the same pattern will be followed as Tamil)	4-16	30	30	
iii.	Language II – <b>English</b>	17-68	30	30	
iv.	Mathematics	69-87	30	30	*Tamil/English
v.	Environmental Studies	88-101	30	30	*Tamil/English
	<b>Total</b>		<b>150</b>	<b>150</b>	

**Chairman**

# **TAMILNADU TEACHER ELIGIBILITY TEST (TNTET) – 2022**

## **Syllabus for Paper I (Classes 1 - 5) (All Compulsory)**

### **I. Child Development and Pedagogy (Classes 1 - 5)**

Syllabus - (Relevant to Age Group 6 - 11)

#### **Part (A): Child Development**

##### **Unit-I: The Children's Profile at the Beginning of Primary Education—Physical and Cognitive.**

Trends in physical growth—Hormonal influences on physical growth—Development of neurons Symbolic thinking and limits of logic—Sensory motor stage-Pre operational stage-Language Development—Influence of home environment, attitude of family members on cognitive development of the child-Identity status and psychological well being.

##### **Unit-II: The Children's Profile at the Beginning of Primary Education—Social and Emotional.**

Self concept and Social Awareness—Sibling relationships—Peer relationship and play—Self awareness—Cultural influence on self-concept-corresponding stages of Erickson's Psycho-social development Emotional development in a Social context affection- sympathy-laughter-anger, sadness, fear-Parent-child relationship-Emotional well being emotion and health.

##### **Unit-III: Physical & Intellectual Development during Primary School Years (6 to 10 Years)**

Physical growth cycles-Body proportions-Muscles and fat-Capacity for attention and concentration-Selective attention-Memory strategies-processing speed and capacity-Thinking skills. Cognitive development. Concrete operational stage-Piaget's tasks-concept of intelligence as a mental ability. Development of mental/intellectual abilities. Intelligence tests-Creativity in primary school Children.

#### **Unit-IV: Social and Emotional Development during Primary School Years (6 to 10 Years)**

Meaning of social development-social expectations-Children's Friendships-factors in friendship and choices of companions social acceptance-the desire to belong-peer grouping-Effects of schooling on social, emotional, and cultural spheres-Pattern of emotional development-common emotional patterns-the role of maturation and-learning in emotional development how children develop likes and dislikes to subjects, teachers, school, other students-emotional balance impact of media on emotional development.

#### **Unit-V: Moral Development during Primary School Years (6 to 10 Years)**

Meaning of moral development-factors in moral training of children-Honesty-Generosity-Children's heroes and ideals-Meaning of discipline-essentials of discipline-media and their influences on moral development.

#### **Part (B): Learning.**

##### **Unit-I: Learning.**

Dynamic internal process-connecting old knowledge to new information-language learning-acquiring learning habits-learning to adapt to diverse situations in life-Nature of learning-learning through interactions.

##### **Unit-II: Types, levels and approaches to Learning.**

Types of learning-Learning Hierarchy-signal learning stimulus-response learning-Motor and verbal chain learning-Multiple discriminations concept learning-Learning rules and problem-solving. Learning Levels from imprint to intuition- examples of learning at different levels. Approaches-Behaviourist-cognitivist and constructivist.

##### **Unit-III: Concepts and constructs.**

Concepts and constructs-concept-formation-Use of materials activities, scheme pictures, real life experiences-construct mental representations of

external reality-connecting ideas generated by students due to exposure to peers, media and community-concept mapping.

#### **Unit-IV: Factors Contributing to Learning.**

Personal psychological, social, emotional factors and school related factors, Learning style; teaching strategies; media; technology;

1. Teaching Learning Process
2. Teacher's personality traits.

#### **Unit-V: Constructivist Approach to Learning.**

Learners construct knowledge for themselves-constructing meaning is learning-focus on the learner not on the lesson taught- Personal and social construction of meaning-Learning to Learn making meaning Learning, a social activity-ZPD.

#### **Unit-VI: Learning and Knowledge**

Active learner-Nurturing learners' active and creative activities children's voices and experiences-integrating their experiences with School Knowledge-Right to learn-Physical and emotional security for learning. Conceptual development-continuous process-All children capable of learning-important aspects of learning-various ways of learning-Cognitive readiness for learning-Learning in and outside the school-knowledge and understanding-recreating knowledge-manifesto for learning.

**II. Language - Tamil (Classes 1 - 5)**  
**(Telugu / Malayalam / Kannada / Urdu - Same pattern)**

**பாடத்திட்டம்**  
**தொடக்க வகுப்புகள் (1-5)**

திறன்	முதல் வகுப்பு	இரண்டாம் வகுப்பு	மூன்றாம் வகுப்பு	நான்காம் வகுப்பு	ஐந்தாம் வகுப்பு
1. கேட்டல்	<p>•அறிமுகமான சொற்களமைந்த, எளிய, ஓசை நயமிக்க பாடல்களைக் கவனத்துடன் கேட்டுப் புரிந்து கொள்ளுதல் / சுவைத்தல்.</p>	<p>•படங்கள்/ ஓவியங்கள் கதைப்படங்களை நுட்பமுடன் உற்று நோக்கல்/ சுவைத்தல். •எளிய, கேட்டறியாத சொற்களமைந்த பாடல்களைக் கவனத்துடன் கருத்தூன்றிக் கேட்டுப் புரிந்து கொள்ளுதல்.</p>	<p>•கேட்டறியாத, எளிய சொற்களமைந்த பாடல்களையும், கதைகளையும் கவனத்துடன் கருத்தூன்றிக் கேட்டுப் புரிந்து கொள்ளுதல். •அவற்றின் மீதான கருத்தினை/ நோக்கினை வெளிப்படுத்துதல்.</p>	<p>•ஓசைநயமும் கருத்தும் மிக்க பாடல்கள், புதிர்க் கதைகளைக் கேட்டுப்பரிந்து கொள்ளுதல். •எளிய உரைகளைக் கேட்டுப் புரிந்து கொள்ளுதல்</p>	<p>•விழிப்புணர்வுப் பாடல்கள், சிந்தனையைத் தூண்டும் கதைகளைக் கேட்டுப்பரிந்து கொள்ளுதல்.</p>
	<p>•எளிய படக்கதைகளைப் கவனத்துடன் பார்த்தும் சொல்லக் கேட்டும் புரிந்து கொள்ளுதல்/ சுவைத்தல்.</p>	<p>•எளிய சிந்தனையைத் தூண்டும் பாடல்கள், கதைகளைக் கவனத்துடன் கருத்தூன்றிக் கேட்டுப் புரிந்து கொள்ளுதல்.</p>	<p>•தம்மைச்சுற்றி நடைபெறும் உரையாடல்களையும் விவரிப்புகளையும் கேட்டுப் புரிந்து கொள்ளுதல்.</p>	<p>• சூழ்நிலையில் தாம் உற்றுக்கேட்ட பல்வேறு விவரங்களைப் புரிந்து கொண்டு வெளிப்படுத்துதல்.</p>	<p>•நாடகம், வசனங்கள் உரைகள் முதலியவற்றைக் கேட்டுப் புரிந்துகொள்ளுதல்.</p>
	<p>•எளிய கட்டளைகள், அறிவுரைகளைக் கேட்டுப் புரிந்து கொண்டு அதற்கேற்பச் செயல்படுதல் .</p>	<p>•வாய்மொழி வேண்டுகோள் களையும் அறிவுரைகளையும் கட்டளைகளையும் வினாக்களையும் கேட்டுப் புரிந்து கொள்ளுதல்/ எதிர்வினையாற்றுதல்.</p>	<p>•வாய்மொழியிலான வருணனைகள், புதிர்கள், சொல் விளையாட்டு விதிமுறைகள் ஆகியவற்றைக் கேட்டுப் புரிந்து கொள்ளுதல்.</p>	<p>•தொடர் வாய்மொழிக் கூற்றுகளையும் விடுகதைகளையும் கேட்டுப் புரிந்து கொள்ளுதல்.</p>	<p>•சொற்போர், கலந்துரையாடல் ஆகியவற்றைக் கேட்டுப்பரிந்து கொள்ளுதல்.</p>
	<p>•ஒத்த வயதினரின் உரையாடல்களையும் எளிய தகவல்களையும் கேட்டுப் புரிந்து கொள்ளுதல்.</p>	<p>•பிறர் பேசுவதைப் பொறுப்புடனும் கவனத்துடனும் கேட்டுப் புரிந்துகொள்ளுதல்.</p>	<p>•வானொலி தொலைக்காட்சி செய்திகளைக் கேட்டுப் புரிந்து கொள்ளுதல்.</p>	<p>•பிறர் கூறுவதைக் கவனமுடன் கேட்டல் / வினாக்கள் எழுப்புதல் அவற்றின் மீதான தங்கள் கருத்துகளை/எதிர் வினைகளை வெளிப்படுத்துதல்.</p>	<p>எளிய செயல்திட்டங்களைக் கேட்டுப் புரிந்து செயல்படுதல்.</p>

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2. பேசுதல்	<ul style="list-style-type: none"> <li>•தன் பெயர், குடும்பத்தினர் பெயர், ஊர்ப்பெயர், நண்பர்களின் பெயர்களைக் கூறுதல்.</li> </ul>	<ul style="list-style-type: none"> <li>•ஓசைநயமிக்க பாடல்களைத் தனியாகவும் குழுவாகவும் உரிய ஒலிப்புடன் பாடுதல்.</li> </ul>	<ul style="list-style-type: none"> <li>•அறிந்த, கேட்ட கதைகள், தகவல்களைக் கலவைத் தொடரில் பேசுதல்.</li> </ul>	<ul style="list-style-type: none"> <li>•தங்குதடையின்றி இயல்பாகத் தொடர்ந்து பேசுதல்.</li> <li>•எளிய வருணனைச் சொற்களைக் கலந்து பேசுதல்.</li> <li>•தெளிவாகப் பொருள் விளங்க ஒப்பித்தல்.</li> </ul>	<ul style="list-style-type: none"> <li>•பல்வேறு பாடல்களைப் பொருளுணர்ந்து பாடுதல்.</li> <li>•அறிந்த, எளிய தலைப்புகளில் இயல்பாகவும் சரளமாகவும் பேசுதல்.</li> </ul>
	<ul style="list-style-type: none"> <li>•எளிய, சந்தநயமுள்ள பாடல்களை உடல் அசைவுகளுடன் குழுவாகவும், தனியாகவும் பாடுதல்/ ஒப்பித்தல்.</li> <li>•பாடல், கதை, படக்கதை ஆகியவற்றை இனங்காணுதல்.</li> </ul>	<ul style="list-style-type: none"> <li>•படக் கதையைப் பார்த்து நிகழ்வைக் கூறுதல்.</li> <li>•செய்தி திரட்டும்பொருட்டு வினா எழுப்புதல்.</li> <li>•பார்த்த/ கேட்டவற்றைப் பற்றிப் பேசுதல்.</li> </ul>	<ul style="list-style-type: none"> <li>•பாடல்களை இசையுடன் உரிய உணர்ச்சியுடன் பாடுதல்.</li> <li>•கேட்டுணர்ந்த கதை, கதைப்பாடல்களின் தலைப்புகள், கதாமாந்தர்கள் பற்றி வினாக்கள் கேட்டல், கருத்தாடல் செய்து கருத்துகளை வெளிப்படுத்துதல்.</li> </ul>	<ul style="list-style-type: none"> <li>•கதைகள், பாடல்களைத் தங்கள் சொந்த நடையில், தாம் விரும்பும் தம் கருத்துகளையும் இணைத்துச் சொல்லுதல்.</li> <li>•விடுகதைகளுக்கு விடை கூறுதல்.</li> </ul>	<ul style="list-style-type: none"> <li>•கேட்ட, படித்த பகுதியின் மையக்கருத்தினைக் கூறுதல்.</li> <li>•கேட்ட, படித்த பல்வேறு இலக்கியங்கள்பற்றிப் பேசுதல், விவாதித்தல், பகுப்பாய்வு செய்தல்.</li> </ul>
	<ul style="list-style-type: none"> <li>•படத்தைப் பார்த்து அதுகுறித்து உரையாடுதல், கதை கூறுதல்.</li> <li>•விவரங்கள் அறிய வினா எழுப்புதல்.</li> <li>•கேட்டறிந்தவற்றைப் பேச்சில் வெளிப்படுத்துதல்.</li> </ul>	<ul style="list-style-type: none"> <li>•கேட்ட/ படித்த பாடல், கதைகளிலிருந்து கேட்கப்படும் எளிய வினாக்களுக்கு முழுமையான சொற்றொடரில் விடை கூறுதல்.</li> </ul>	<ul style="list-style-type: none"> <li>•தமக்கு அறிமுகமான, செய்திகளையும் விவரங்களையும் சரியான ஒலிப்புடனும், தங்கு தடையின்றியும் விவரித்துக் கூறுதல்.</li> </ul>	<ul style="list-style-type: none"> <li>•பல்வேறு படைப்புகளின் தலைப்புகள், சூழல், கதைமாந்தர்கள் குறித்துப் பேசுதல், தனிப்பட்ட கருத்துகளை வெளிப்படுத்துதல்.</li> </ul>	<ul style="list-style-type: none"> <li>•தன்னைச்சுற்றி நிகழும் பல்வேறு நிகழ்வுகளுக்கு எதிர்வினை புரிதல்.</li> <li>•சூழ்நிலைகளையும் நிகழ்வுகளையும் விவரித்தல்.</li> </ul>

திறன்	முதல் வகுப்பு	இரண்டாம் வகுப்பு	மூன்றாம் வகுப்பு	நான்காம் வகுப்பு	ஐந்தாம் வகுப்பு
	<ul style="list-style-type: none"> <li>•தம்முடைய எண்ணங்களையும் தேவைகளையும் பேச்சில் வெளிப்படுத்துதல்/ அனுபவங்களைப் பகிர்ந்து கொள்ளுதல்.</li> </ul>	<ul style="list-style-type: none"> <li>•சொற்கள், தொடர்களை முறையாகவும் சரியாகவும் ஒலித்தல்.</li> <li>•கேட்ட கதை, பாடல்களைத் தம் கற்பனையின் அடிப்படையில் கூறுதல்/ தனக்கான நடையில் பேசுதல்.</li> </ul>	<ul style="list-style-type: none"> <li>•கேட்கும்/ படிக்கும் கதை, கவிதை/ செய்திகள் ஆகியவற்றைப் புரிந்துகொண்டு தங்கள் கருத்துகளால் வளப்படுத்துதல்.</li> </ul>	<ul style="list-style-type: none"> <li>•எளிய வகுப்பறைக் கருத்தாடல், கலந்துரையாடலில் பங்கேற்றல்.</li> </ul>	<ul style="list-style-type: none"> <li>•படித்த, கேட்ட கருத்துகள் பற்றிக் கருத்தாடல் செய்யவும் வினாக்கள் எழுப்பவும் தம் கருத்துக்கு/ நோக்கத்திற்கு ஆதரவாகவும் விளக்கமளித்தல்.</li> </ul>
	<ul style="list-style-type: none"> <li>•ஒத்த வயதினருடன், ஆசிரியர்களுடன் தன்னைச் சுற்றியுள்ளவை பற்றி உரையாடுதல்.</li> </ul>	<ul style="list-style-type: none"> <li>•கேட்டவற்றுடன் தம் அனுபவங்களைத் தொடர்புபடுத்திப் பொருள் விளங்கும்வகையில் தெளிவாக வெளிப்படுத்துதல்/</li> <li>•வினா எழுப்புதல்.</li> </ul>	<ul style="list-style-type: none"> <li>•பண்புடன் உரையாடுதல்.</li> </ul>	<ul style="list-style-type: none"> <li>தேசிய மாநில அளவிலான, சமூக, உணர்வுபூர்வமான செய்திகளை இனங்கண்டு அவற்றின்மீது கருத்தாடல் செய்தல்.</li> </ul>	<ul style="list-style-type: none"> <li>•நாடகங்கள், சொற்போர் முதலான நிகழ்வுகளில் பங்கேற்றுப் பேசுதல்.</li> <li>•மொழியின் நுட்பமான கூறுகளை மனத்திற்கொண்டு தங்களுக்கேயுரிய மொழிநடையைக் கட்டமைத்தல்.</li> </ul>

திறன்	முதல் வகுப்பு	இரண்டாம் வகுப்பு	மூன்றாம் வகுப்பு	நான்காம் வகுப்பு	ஐந்தாம் வகுப்பு
3. படித்தல்	<p><b>படிப்பதற்கான ஆயத்தச் செயல்கள்</b></p> <p>•படங்களை நுட்பமாக உற்று நோக்குதல். அளவு, வண்ணம், வடிவம் ஆகியவற்றிற்கிடையே உள்ள ஒற்றுமை, வேற்றுமைகளை அறிதல்.</p>	<p>•தமிழ் மொழியின் அனைத்து எழுத்துகளின் ஒலிவடிவ, வரிவடிவத் தொடர்புகளை இனங்கண்டு முறையாக உச்சரித்தல்.</p>	<p>•தெளிவான ஒலிப்புடன் குறில் - நெடில், மயங்கொலிப் பிழைகளின்றிப் படித்தல்.</p>	<p>•சிறு சிறு உரைப்பகுதிகளை நிறுத்தக்குறிகளுக்கு ஏற்பப் படித்தல்.</p>	<p>•செய்தி, நிகழ்ச்சி அறிவிப்புகள், நிகழ்ச்சிநிரல், அழைப்பிதழ்கள், துண்டறிக்கை/ வெளியீடுகள் ஆகியவற்றைப் படித்துப் பொருளுணர்தல்.</p>
	<p>•படங்களை இடமிருந்து வலம் நோக்கிப் பார்த்துப் பெயர் சொல்லுதல்</p> <p>•அச்சிடப்பட்ட பகுதிகளை உற்று நோக்கி, அப்பகுதி வெளிப்படுத்தும் கருத்தை அனுமானம் செய்தல்.</p>	<p>•எளிய சொற்கள், சிறு சிறு தொடர்களை உரிய ஒலிப்புடன் உரக்கப் படித்தல்.</p>	<p>•எளிய தொடர்களைத் தங்குதடையின்றிப் படித்தல்.</p>	<p>•சிறு சிறு கதைகள், பாடல்களை உரிய ஒலிப்புடன் பொருள் விளங்கப் படித்தல்.</p>	<p>•கதை, உரையாடல், நாடகம், கடிதம் ஆகியவற்றை உரிய உணர்ச்சியுடனும், குரல் ஏற்றஇறக்கத்துடனும் பொருள் விளங்குமாறு படித்தல்.</p>



திறன்	முதல் வகுப்பு	இரண்டாம் வகுப்பு	மூன்றாம் வகுப்பு	நான்காம் வகுப்பு	ஐந்தாம் வகுப்பு
	<ul style="list-style-type: none"> <li>•தமிழ் எழுத்துகளை இனங்கண்டு (ஒலி வடிவ, வரி வடிவத் தொடர்புகளை அறிந்து) முறையான ஒலிப்புடன் படிக்க அறிதல். (உயிர் எழுத்துகள், மெய் எழுத்துகள், உயிர்மெய் எழுத்துகள், ஆய்த எழுத்து என்ற வரிசையில் எழுத்துகளுக்கிடையேயான ஒலி வடிவ, வரி வடிவத் தொடர்புகளை அறிதல்)</li> </ul>	<ul style="list-style-type: none"> <li>•வடமொழி ஒலிப்புகளுக்கிரிய, கிரந்த வரிவடிவங்களை அறிந்து படித்தல்.</li> </ul>	<ul style="list-style-type: none"> <li>•முற்றுப் புள்ளி, வினாக் குறி ஆகிய நிறுத்தக்குறியீடுகளை அறிந்து படித்தல்.</li> </ul>	<ul style="list-style-type: none"> <li>•படிக்கும் பகுதியில் இடம்பெறும் பழமொழிகள், மரபுச் சொற்களை அறிதல்.</li> </ul>	<ul style="list-style-type: none"> <li>•உரைப்பகுதிகளைப் படித்து அதிலிருந்து கேட்கப்படும் பல்வேறு வகையான வினாக்களுக்கு விடையளித்தல்.</li> </ul>
	<ul style="list-style-type: none"> <li>•எழுத்துகளைத் தனியாகவும் சொற்களிலும் அடையாளம் காணுதல்.</li> </ul>	<ul style="list-style-type: none"> <li>•எளிய சந்தப் பாடல்களை இசையுடன் பாடுதல்.</li> </ul>	<ul style="list-style-type: none"> <li>•மூன்று (அ) நான்கு தொடர்களைக் கொண்ட சிறுசிறு உரைப்பகுதிகளைப் படித்து வினாக்களுக்கு விடையளித்தல்.</li> </ul>	<ul style="list-style-type: none"> <li>•செய்தித்தாள்கள், சுவரொட்டிகள், அறிவிப்புகள், விளம்பரங்கள் ஆகியவற்றைப் படித்துப் புரிந்துகொள்ளுதல்.</li> </ul>	<ul style="list-style-type: none"> <li>•எளிய பட விளக்கங்கள், எண் விவர அறிவிப்புகள், வரைபடங்கள் ஆகியவற்றைப் படித்து, பொருள் உணர்தல்.</li> </ul>
	<ul style="list-style-type: none"> <li>• நான்கு எழுத்துகளுக்கு மிகாத சொற்களைச் சேர்த்துப் படித்தல்.</li> <li>•சிறு சிறு தொடர்களைப் படித்தல்.</li> </ul>	<ul style="list-style-type: none"> <li>•எளிமையான சிறுசிறு படக்கதைகளைப் / பாடல்களைப் படித்தல்.</li> </ul>	<ul style="list-style-type: none"> <li>•சூழல் சார்ந்து, புதிய சொற்களின் பொருள் புரிந்து படித்தல்.</li> </ul>	<ul style="list-style-type: none"> <li>•படித்து உணர்ந்தவற்றோடு தங்கள் அனுபவங்களையும் தொடர்புபடுத்துதல்.</li> </ul>	<ul style="list-style-type: none"> <li>•சொற்களின் பொருண்மையை அகரமுதலிகளில் கண்டறிதல்.</li> </ul>

திறன்	முதல் வகுப்பு	இரண்டாம் வகுப்பு	மூன்றாம் வகுப்பு	நான்காம் வகுப்பு	ஐந்தாம் வகுப்பு
	<ul style="list-style-type: none"> <li>•குறில் - நெடில், மயங்கொலிப் பிழைகளின்றிப் படித்தல்.</li> <li>•ஒலிகள், சொற்கள் கொண்டு விளையாடி மகிழ்தல்.</li> </ul>	<ul style="list-style-type: none"> <li>•படிக்கும் பகுதியின் பொருளுணர்ந்து வினாக்களுக்கு விடையளித்தல்.</li> </ul>	<ul style="list-style-type: none"> <li>•படிக்கும் பகுதியில் இடம்பெறும் புதிய சொற்களைச் சூழல் அடிப்படையில் புரிந்துகொண்டு பிறகு அவற்றின் சரியான பொருளை அறிந்துகொள்ள முயலுதல்.</li> </ul>	<ul style="list-style-type: none"> <li>•உரைப்பகுதிகளைப் படித்து வினாக்களுக்கு விடையளித்தல்.</li> <li>•தாங்கள் விரும்பும் நூல்களைத் தெரிந்தெடுத்துப் படிக்க ஆர்வம் கொள்ளுதல்.</li> </ul>	<ul style="list-style-type: none"> <li>•செய்தித்தாள்கள், கதை நூல்கள் ஆகியவற்றைப் படித்தல்.</li> </ul>
	<ul style="list-style-type: none"> <li>• எளிய சிறுசிறு சொற்களடங்கிய படக்கதைகளைப் படித்தல்.</li> <li>•எழுதப்பட்ட/ அச்சடித்த சிறு பகுதியைப் படித்தல்.</li> </ul>	<ul style="list-style-type: none"> <li>•விரும்பும் நூல்களைத் தேடிப் படித்தல்.</li> <li>•படித்த பகுதியில் கேட்கப்படும் சிறு சிறு வினாக்களுக்கு விடையளித்தல்.</li> </ul>	<ul style="list-style-type: none"> <li>•படிக்கும் பகுதியில் இடம்பெறும் பெயர்ச் சொல், வினைச் சொல், பதிலிப் பெயர்ச்சொல் போன்ற நுட்பங்களைப் புரிந்துகொள்ள இயலுதல்.</li> </ul>	<ul style="list-style-type: none"> <li>•ஒரே பொருண்மையுள்ள பல்வேறு சொற்களுக்கு இடையிலான நுட்பமான வேறுபாடுகளை அறிந்து பயன்படுத்துதல்.</li> </ul>	<ul style="list-style-type: none"> <li>•பல்வேறு துறை சார்ந்த சொற்களைப் புரிந்துகொண்டு பொருத்தமான இடங்களில் பயன்படுத்துதல்.</li> </ul>
4. எழுதுதல்	<p><b>முன் ஆயத்தப் பயிற்சி</b></p> <ul style="list-style-type: none"> <li>•தன் விருப்பம்போல் கிறுக்குதல்.</li> <li>•நேர்க்கோடு, வளைகோடு, சாய்கோடுகளை வரைதல்</li> <li>•புள்ளிகளை இணைத்து நேர்க்கோடுகள், வளைகோடுகள் வரைதல்.</li> </ul>	<ul style="list-style-type: none"> <li>•படங்களைப் பார்த்துப் பெயர்கள், சிறுசிறு தொடர்கள் (தெளிவாகவும் வரிவடிவம் சிதையாமலும்) எழுதுதல்.</li> <li>• சொற்கள், சிறுசிறு தொடர்களைச் சொல்லக் கேட்டு எழுதுதல்.</li> </ul>	<ul style="list-style-type: none"> <li>•உரிய வடிவத்தில், முறையான இடைவெளியிட்டு எழுதுதல்.</li> </ul>	<ul style="list-style-type: none"> <li>•உரைப்பகுதியை உரிய நிறுத்தக்குறிகளுடன் எழுதுதல்.</li> </ul>	<ul style="list-style-type: none"> <li>•உரைநடை / துணைப்பாடங்களில் இடம்பெறும் இன்றியமையாச் சிக்கல்களை எழுத்துவடிவில் வெளிப்படுத்துதல்.</li> </ul>

திறன்	முதல் வகுப்பு	இரண்டாம் வகுப்பு	மூன்றாம் வகுப்பு	நான்காம் வகுப்பு	ஐந்தாம் வகுப்பு
	<ul style="list-style-type: none"> <li>•உயிர் எழுத்து, மெய் எழுத்து, உயிர்மெய் எழுத்து, ஆய்த எழுத்து இவற்றின் ஒலி வடிவ, வரி வடிவத் தொடர்பு அறிதல்.</li> <li>•சொல்லிக்கொண்டே வரியொற்றி எழுதுதல்.</li> </ul>	<ul style="list-style-type: none"> <li>•வடமொழி ஒலிப்புகளுக்கிரிய, கிரந்த வரிவடிவங்களை அறிந்து எழுதுதல்.</li> </ul>	<ul style="list-style-type: none"> <li>•செய்தி/ உரைப்பகுதி / கதை / இதழ் ஆகியவற்றைப் படித்துப் பொருள் உணர்ந்து , கருத்து தெரிவித்தல், கேட்கப்படும் வினாக்களுக்கு விடை எழுதுதல்.</li> </ul>	<ul style="list-style-type: none"> <li>•எளிய வருணனைச் சொற்களைப் பயன்படுத்திச் சிறுசிறு உரைப் பகுதிகளைத் தமக்கான நடையில் எழுதுதல்</li> <li>•பொருத்தமான நிறுத்தக் குறிகளைப் பயன்படுத்தி எழுதுதல்</li> </ul>	<ul style="list-style-type: none"> <li>•உரை/ உரைப்பகுதியைச் / சொல்லக் கேட்டு உரிய நிறுத்தக்குறிகளுடன் எழுதுதல்.</li> <li>-செய்யுள், பாடல்களை அடிபிறழாமல் எழுதுதல்.</li> </ul>
	<ul style="list-style-type: none"> <li>•சொற்களையும் சிறு சிறு தொடர்களையும் பார்த்து உச்சரித்துக்கொண்டே எழுதுதல்.</li> </ul>	<ul style="list-style-type: none"> <li>•எளிய பாடல், கதை, உரைப்பகுதியிலிருந்து கேட்கப்படும் வினாக்களுக்கு முழுமையான தொடர்களில் விடையளித்தல்.</li> </ul>	<ul style="list-style-type: none"> <li>•புதிர்கள், துணுக்குகளுக்கு விடை எழுதுதல்.</li> </ul>	<ul style="list-style-type: none"> <li>•திருக்குறள், செய்யுள் பகுதிகளை அடி பிறழாமல் எழுதுதல்.</li> </ul>	<ul style="list-style-type: none"> <li>•சுற்றுப்புறத்தில் நடக்கும் நிகழ்வுகளை உற்று நோக்கி, அவைசார்ந்த தமது கருத்துகளை எழுத்தில் பதிவு செய்தல்.</li> <li>-நாட்குறிப்பு எழுதுதல்</li> <li>-நிகழ்வுகளை விவரித்து எழுதுதல்.</li> </ul>

திறன்	முதல் வகுப்பு	இரண்டாம் வகுப்பு	மூன்றாம் வகுப்பு	நான்காம் வகுப்பு	ஐந்தாம் வகுப்பு
	<ul style="list-style-type: none"> <li>•இரண்டு அல்லது மூன்று எழுத்துச் சொற்களைச் சொல்லக் கேட்டு, குறில் - நெடில், மயங்கொலிப் பிழையின்றி எழுதுதல்.</li> </ul>	<ul style="list-style-type: none"> <li>•சிறு சிறு தொடர்களைத் தம்முடைய நடையில் எழுதுதல்</li> <li>•கேட்டவற்றை/ படித்தவற்றை / சிந்தித்து உணர்ந்தவற்றைப் படங்களாகவோ, சொற்களாகவோ, தொடர்களாகவோ வெளிப்படுத்துதல்.</li> </ul>	<ul style="list-style-type: none"> <li>•அறிந்த சொற்களைக் கொண்டு, தமக்கான நடையில், நிறுத்தக் குறியீடுகள், எளிய வருணனைச் சொற்களைப் பயன்படுத்திச் சிறுசிறு தொடர்கள் எழுதுதல்.</li> </ul>	<p><b>பல்வேறு நோக்கங்களுக்கேற்ப / தூழல்களுக்கேற்ப எழுதுதல்</b></p> <ul style="list-style-type: none"> <li>•உறவு முறைக் கடிதம் எழுதுதல்.</li> <li>•சிறுசிறு கட்டுரை எழுதுதல்.</li> <li>•புதிய பொருண்மைகளை உணர்ந்து தம் சொற்களில் (பேச்சில் / எழுத்தில்) பயன்படுத்துதல்.</li> <li>•கற்பனையாகக் கதை எழுதுதல்.</li> <li>•எழுதியவற்றைத் தாமே மதிப்பீடு செய்தல்.</li> </ul>	<ul style="list-style-type: none"> <li>• பல்வேறு தூழல்களுக்கேற்ப எழுதும்போது, மொழியின் இலக்கணக் கூறுகளைப் புரிந்துகொண்டு, பொருத்தமான சொற்கள், தொடர்கள், பழமொழிகள், நிறுத்தக் குறிகளைப் பயன்படுத்தி, கவனமாக எழுதுதல்.</li> <li>• கற்பனையின் அடிப்படையில் கதைகள், பாடல்கள், கவிதைகள், கடிதங்கள் எழுதுதல்.</li> <li>- விண்ணப்பக் கடிதம் எழுதுதல்.</li> <li>- குறிப்புச் சட்டகத்தைப் பயன்படுத்தி, கட்டுரை எழுதுதல்.</li> </ul>

திறன்	முதல் வகுப்பு	இரண்டாம் வகுப்பு	மூன்றாம் வகுப்பு	நான்காம் வகுப்பு	ஐந்தாம் வகுப்பு
5. நடைமுறை இலக்கணம்	<ul style="list-style-type: none"> <li>ஒத்த ஓசையில் முடியும் சொற்களை இனங்காணல்.</li> </ul>	<ul style="list-style-type: none"> <li>ஒலி இயைபுச் சொற்களை உருவாக்குதல்</li> <li>ஒருமை, பன்மை விசுவகளைச் (கள், க்கள், ங்கள்) சேர்த்து எழுத அறிதல்</li> </ul>	<ul style="list-style-type: none"> <li>இன எழுத்துகளை அறிதல்</li> <li>வல்லினம், மெல்லினம், இடையினம் எழுத்துகளை அறிதல் (பெட்டிச்செய்தி)</li> <li>ஒருமை, பன்மை வேறுபாடு அறிதல் ( அது - அவை)</li> </ul>	<ul style="list-style-type: none"> <li>ஐம்பால் வகையறிதல் - (ஆண்பால், பெண்பால், பலர்பால், ஒன்றன்பால், பலவின்பால்).</li> <li>உரிய இணைப்புச் சொற்களைப் பொருத்தமான இடங்களில் சேர்த்து எழுதுதல். (ஆனால், எனவே...)</li> </ul>	<ul style="list-style-type: none"> <li>சொற்றொடர் அமைப்புமுறை (எழுவாய், செயப்படுபொருள், பயனிலை) அறிதல்.</li> </ul>
	<ul style="list-style-type: none"> <li>குறில் நெடில் எழுத்துகளின் ஒலியளவு வேறுபாடு (மாத்திரை) அறிந்து பயன் படுத்துதல்.</li> </ul>	<ul style="list-style-type: none"> <li>பெயர்ச்சொற்கள், பதிலிப் பெயர்ச் சொற்கள், வினைச் சொற்கள் அறிதல்.</li> </ul>	<ul style="list-style-type: none"> <li>இரு திணை அறிதல். (உயர்திணை, அஃறிணை)</li> </ul>	<ul style="list-style-type: none"> <li>காலம் அறிதல் (இறந்தகாலம், நிகழ்காலம், எதிர்காலம்)</li> <li>-எழுவாய், -பயனிலை அறிமுகம் <ul style="list-style-type: none"> <li>பெயர்ப்பயனிலை,</li> <li>வினைப் பயனிலை,</li> <li>வினாப் பயனிலை.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>மூவிடம் அறிதல் (தன்மை, முன்னிலை, படர்க்கை)</li> <li>உரிய இணைப்புச் சொற்களைப் பொருத்தமான இடங்களில் சேர்த்து எழுதுதல். (ஏனெனில், அப்படியானால், அப்படியில்லாவிட்டால்)</li> </ul>
6. கற்கக்கூடிய கற்றல்	<ul style="list-style-type: none"> <li>படத்தொகுப்பைப் பார்த்து உரையாடுதல்.</li> <li>கணினியில் சித்திரக் கதைகள், பாடல்கள் கேட்டு மகிழ்தல், திரும்பப் பாடுதல்.</li> </ul>	<ul style="list-style-type: none"> <li>படக் கதைகளைப் பார்த்தறிந்து / படித்தறிந்து கதை கூறுதல்.</li> <li>கணினியில் எளிய மொழி விளையாட்டுகளை விளையாடி மகிழ்தல்.</li> </ul>	<ul style="list-style-type: none"> <li>சிறுவர்களுக்கான படவிளக்க அகரமுதலியைப் பயன்படுத்துதல்.</li> <li>கணினியில் குழந்தைகளுக்கான புதிர்கள், மொழி விளையாட்டுகள் விளையாடி மகிழ்தல்.</li> </ul>	<ul style="list-style-type: none"> <li>குழந்தைகளுக்கான எளிய அகரமுதலிகளைப் பயன்படுத்த அறிதல்.</li> <li>கணினியில் உரைகள், வசனங்கள், முழுக்கத்தொடர்கள் கேட்டல்.</li> <li>தகவல்கள், சொற்பொருள் தேடி அறிதல்</li> </ul>	<ul style="list-style-type: none"> <li>எளிய அகரமுதலியைப் பயன்படுத்துதல்.</li> <li>செய்தித்தாள்கள், கதை நூல்கள் படித்தல்.</li> <li>கணினியைப் பயன்படுத்தி நாடகங்கள், சொற்போர், உரைகள், கேட்டல்.</li> </ul>
	<ul style="list-style-type: none"> <li>சிறுவர்களுக்கான கதை, படக்கதை, படத்தொகுப்பு நூல்களைப் பார்த்தும் படித்தும் மகிழ்தல்.</li> </ul>	<ul style="list-style-type: none"> <li>பெயர்ப் பலகைகள், சிறுவர்களுக்கான பெரியஎழுத்து சித்திரக் கதைகள் படித்தல்.</li> </ul>	<ul style="list-style-type: none"> <li>படக்கதைகளைத் தேடிப் படித்தல்</li> </ul>	<ul style="list-style-type: none"> <li>கதை நூல்கள் படித்தல்.</li> </ul>	<ul style="list-style-type: none"> <li>இணையத்தில் தேடிப் படித்தல்.</li> </ul>

திறன்	முதல் வகுப்பு	இரண்டாம் வகுப்பு	மூன்றாம் வகுப்பு	நான்காம் வகுப்பு	ஐந்தாம் வகுப்பு
7. சொற்களஞ்சியப் பெருக்கமும் சொல்லாட்சித் திறனும்	<p>கீழ்க்காணும் சொற்களைக் கேட்டும் படித்தும் அறிந்து, அவற்றைப் பேச்சிலும் எழுத்திலும் பயன்படுத்துதல்</p> <ul style="list-style-type: none"> <li>• விலங்குகளின் பெயர்கள்</li> <li>• பறவைகளின் பெயர்கள்</li> <li>• வாகனங்களின் பெயர்கள்</li> <li>• நிறங்களின் பெயர்கள்</li> <li>• சுவைகளின் பெயர்கள்</li> <li>• கிழமைகளின் பெயர்கள்</li> <li>• தமிழ் மாதங்களின் பெயர்கள்</li> <li>• எண்ணுப் பெயர்கள்</li> <li>• உறவுமுறைகளின் பெயர்கள்</li> <li>• திசைகளின் பெயர்கள்</li> <li>• வடிவங்களின் பெயர்கள்</li> </ul>	<p>கீழ்க்காணும் சொற்களைக் கற்றறிந்து பேச்சிலும் எழுத்திலும் பயன்படுத்துதல்</p> <ul style="list-style-type: none"> <li>• பெயர்ச் சொற்கள்</li> <li>• வினைச்சொற்கள்</li> <li>• எதிர்ச்சொற்கள்</li> <li>• இரட்டைச் சொற்கள் (பள பள, மடமட...)</li> <li>• எளிய வருணனைச் சொற்கள்</li> <li>• ஆங்கில மாதங்களின் பெயர்கள்</li> <li>• வீடு, பள்ளிகளிலுள்ள பொருள்களின் பெயர்கள்</li> <li>• குடும்ப உறுப்பினர் பெயர்கள்</li> <li>• காய்கள், பழங்களின் பெயர்கள்</li> <li>• தின்பண்டங்களின் பெயர்கள்</li> </ul>	<p>கீழ்க்காணும் சொற்களைக் கற்றறிந்து பேச்சிலும் எழுத்திலும் பயன்படுத்துதல்</p> <ul style="list-style-type: none"> <li>• உணவுப் பொருள்களின் பெயர்கள்</li> <li>• ஆடை வகைகளின் பெயர்கள்</li> <li>• அணிகலன்களின் பெயர்கள்</li> <li>• மரம், செடி, கொடிகளின் பெயர்கள்</li> <li>• பொது இடங்களின் பெயர்கள் (பள்ளி, வங்கி, பேருந்து நிலையம், மருத்துவ மனை...)</li> <li>• தன் ஊர், மாவட்டம், மாநிலம், நாடு ஆகியவற்றின் பெயர்கள்</li> <li>• இன்றியமையா ஆளுமைகளின் பெயர்கள் (நாட்டின் பிரதமர், குடியரசுத் தலைவர், முதலமைச்சர், ஆளுநர், கல்வி அமைச்சர்...)</li> <li>• பழமொழிகள்</li> <li>• மரபுத் தொடர்கள்</li> <li>• சொற்களஞ்சியப் பெருக்கத்திற்காகப் படித்தல்</li> <li>• சிறுவர்களுக்கான பெரிய எழுத்து படக்கதைகள்</li> </ul>	<p>கீழ்க்காணும் சொற்களைக் கற்றறிந்து பேச்சிலும் எழுத்திலும் பயன்படுத்துதல்</p> <ul style="list-style-type: none"> <li>• தொழிலாளர், தொழிசார் பெயர்கள்</li> <li>• சிறப்பு வாய்ந்த நகரங்கள், ஊர்களின் பெயர்கள்</li> <li>• இன்றியமையா இடங்களின் பெயர்கள் (இந்திய மாநிலங்கள், தமிழ்நாட்டின் மாவட்டங்கள்)</li> <li>• பழமொழிகள்</li> <li>• மரபுத் தொடர்கள்</li> <li>• கணினி இணையம் சார்ந்த கலைச்சொற்கள்</li> <li>• சொற்களஞ்சியப் பெருக்கத்திற்காகப் படித்தல்</li> <li>• சிறுவர்களுக்கான கதைகள், பாடல்கள்</li> </ul>	<p>கீழ்க்காணும் சொற்களைக் கற்றறிந்து பேச்சிலும் எழுத்திலும் பயன்படுத்துதல்</p> <ul style="list-style-type: none"> <li>• பழமொழிகள், மரபுத் தொடர்கள்</li> <li>• நேரிணை (உயர்ந்தோங்கிய) எதிரிணைச் (ஏற்ற இறக்கம்) சொற்களைப் பயன்படுத்துதல்</li> <li>• பிற நாடுகள், உலகத் தலைவர்கள், இன்றியமையா இடங்களின் பெயர்கள்</li> <li>• ஆங்கிலச் சொற்களுக்கு இணையான தமிழ்ச் சொற்கள்</li> <li>• பலதுறை சார்ந்த கலைச் சொற்கள்</li> <li>• அறிவியல் கலைச் சொற்கள்</li> <li>• சொற்களஞ்சியப் பெருக்கத்திற்காகப் படித்தல்</li> <li>• சிறுவர்களுக்கான இலக்கியங்கள்</li> </ul>

திறன்	முதல் வகுப்பு	இரண்டாம் வகுப்பு	மூன்றாம் வகுப்பு	நான்காம் வகுப்பு	ஐந்தாம் வகுப்பு
8. படைப்புத் திறன்கள்	<ul style="list-style-type: none"> <li>•ஒத்த ஓசையுடைய சொற்களை உருவாக்குதல்</li> <li>•ஒருமையைப் பன்மையாகவும் பன்மையை ஒருமையாகவும் மாற்றுதல்</li> <li>•கொடுக்கப்பட்ட எழுத்துகளிலிருந்து சொற்களை உருவாக்குதல்</li> </ul>	<ul style="list-style-type: none"> <li>•முதல் எழுத்தை மாற்றி வேறு சொல் உருவாக்குதல்</li> <li>•குறிப்பிட்ட எழுத்தில் தொடங்கும் பல்வேறு சொற்களை எழுதுதல்</li> <li>• கொடுக்கப்பட்ட சொல்லிருந்து பல்வேறு சொற்களை உருவாக்குதல்</li> <li>•முதல் சொல்லின் இறுதி எழுத்தைக்கொண்டு அடுத்த சொல்லைத் தொடங்கி எழுதுதல்.</li> <li>•பாடலின் வரிகளைத் தொடர்ந்து பாடி முடித்தல் ( காகம் கா கா கிளி கீ கீ குயில் கூ கூ ..... )</li> <li>•கதையின் முடிவை விருப்பம் போல மாற்றிக் கூறுதல்</li> </ul>	<ul style="list-style-type: none"> <li>•சொல் விளையாட்டுகளில் பங்கேற்றல்</li> <li>•ஒரே சொல்லில் தொடங்கும், முடியும் பல்வேறு சொற்களை உருவாக்குதல்</li> <li>•கதையைத் தொடர்ந்து கூறி முடித்தல் ( ஒரே ஒரு ஊரிலே ஒரே ஒரு ..... )</li> </ul>	<ul style="list-style-type: none"> <li>•விளம்பரங்கள் உருவாக்குதல்</li> <li>•அறிவிப்புகள், நிகழ்ச்சி நிரல் உருவாக்குதல்</li> <li>•குறுந்தகவல்கள், நகைச்சுவைத் துணுக்குகள் உருவாக்குதல்</li> <li>•பாடலின் வரிகளை மாற்றிப் பாடுதல்</li> <li>•கற்பனைக் கடிதம் எழுதுதல்</li> </ul>	<ul style="list-style-type: none"> <li>•குறிப்புகளைக் கொண்டு கதைகளை உருவாக்குதல்</li> <li>•பாதிக்கதையைத் தொடர்ந்து மீதிக் கதையைக் கூறி முடித்தல்</li> <li>•பாடல் அடிகளை நீட்டிக் கொண்டே செல்லுதல்</li> <li>•நிகழ்ச்சியைச் செய்தியாக்குதல்</li> <li>•தலைப்புச் செய்தியை விரித்து எழுதுதல்</li> <li>•விளம்பரங்கள், அறிவிப்புகள், முழக்கத் தொடர்கள் உருவாக்குதல்</li> <li>•குறிப்பிட்ட தலைப்பில் கதை, கவிதை, உரை எழுதித் தயாரித்தல்/ படித்துக்காட்டல்</li> </ul>

திறன்	முதல் வகுப்பு	இரண்டாம் வகுப்பு	மூன்றாம் வகுப்பு	நான்காம் வகுப்பு	ஐந்தாம் வகுப்பு
9. விழுமியங்களை உணர்ந்து பின்பற்றும் திறன்	<ul style="list-style-type: none"> <li>• நேரந்தவறாமை</li> <li>• விதிகளைப் பின்பற்றுதல்</li> <li>• தூய்மை பேணுதல்</li> <li>• பொருள்களைப் பாதுகாத்தல்</li> </ul>	<ul style="list-style-type: none"> <li>• நேரந்தவறாமை</li> <li>• விதிகளைப் பின்பற்றுதல்</li> <li>• தூய்மை பேணுதல்</li> <li>• பொருள்களைப் பாதுகாத்தல்</li> <li>• பிறர்க்கு உதவுதல்</li> <li>• பிற உயிர்களிடத்தில் அன்பு காட்டுதல்</li> <li>• கூட்டுணர்வு</li> </ul>	<ul style="list-style-type: none"> <li>• நேரந்தவறாமை</li> <li>• விதிகளைப் பின்பற்றுதல்</li> <li>• தூய்மை பேணுதல்</li> <li>• பொருள்களைப் பாதுகாத்தல்</li> <li>• பிறர்க்கு உதவுதல்</li> <li>• பிற உயிர்களிடத்தில் அன்பு காட்டுதல்</li> <li>• கூட்டுணர்வு</li> <li>• நட்புணர்வு</li> <li>• உண்மை பேசுதல்</li> <li>• சேமிப்பு உணர்வு</li> </ul>	<ul style="list-style-type: none"> <li>• நேரந்தவறாமை</li> <li>• விதிகளைப் பின்பற்றுதல்</li> <li>• தூய்மை பேணுதல்</li> <li>• பொருள்களைப் பாதுகாத்தல்</li> <li>• பிறர்க்கு உதவுதல்</li> <li>• பிற உயிர்களிடத்தில் அன்பு காட்டுதல்</li> <li>• கூட்டுணர்வு</li> <li>• நட்புணர்வு</li> <li>• உண்மை பேசுதல்</li> <li>• சேமிப்பு உணர்வு</li> <li>• சிக்கனம்</li> <li>• நேர்மை</li> <li>• நன்றியுணர்வு</li> <li>• தன்னம்பிக்கை</li> </ul>	<ul style="list-style-type: none"> <li>• நேரந்தவறாமை</li> <li>• விதிகளைப் பின்பற்றுதல்</li> <li>• தூய்மை பேணுதல்</li> <li>• பொருள்களைப் பாதுகாத்தல்</li> <li>• பிறர்க்கு உதவுதல்</li> <li>• பிற உயிர்களிடத்தில் அன்பு காட்டுதல்</li> <li>• கூட்டுணர்வு</li> <li>• நட்புணர்வு</li> <li>• உண்மை பேசுதல்</li> <li>• சேமிப்பு உணர்வு</li> <li>• சிக்கனம்</li> <li>• நேர்மை</li> <li>• நன்றியுணர்வு</li> <li>• தன்னம்பிக்கை</li> <li>• ஒற்றுமை</li> <li>• விட்டுக் கொடுத்தல்</li> <li>• நாட்டுப்பற்று</li> <li>• விடாமுயற்சி</li> <li>• மொழிப்பற்று</li> <li>• உழைப்பு</li> <li>• அறிவியல் மனப்பான்மை</li> <li>• இயற்கையை நேசித்தல்</li> <li>• சகோதரத்துவம்</li> </ul>





### III. Language - II English (Classes 1 - 5)

#### Syllabus - English - Class - 1

Learners at this level may begin in at "silent stage" where they are unable to understand or produce English independently. They typically comprehend much better by listening than they are able to demonstrate by speaking and writing.

Learners have a basic level of vocabulary and ability to frame 2 or 3- word phrases or sentences that would enable them to talk about themselves, members of their family and the people in their surroundings. They follow simple instructions, requests and questions and respond by using appropriate words or phrases. They enjoy doing simple language activities/playing language games such as singing a rhyme or identifying a person, object or thing. They recognise longer two/three syllable words or chunks of language and develop basic decoding competency to read simple words/short sentences. While reading, they recognise small and capital forms of the alphabet both in context and in isolation and read for understanding with the help of pictures. They write simple words/phrases/short sentences.

<b>Competency /Skill</b>	<b>Objectives</b>	<b>Learning outcome</b>	<b>Classroom procedure</b>	<b>Evaluation</b>
<b>Listening – For Vocabulary building</b>	<ul style="list-style-type: none"> <li>Recognise names of common objects, people, animals and plants</li> </ul>	Can <ul style="list-style-type: none"> <li>recognise /identify things when named -names of objects, vegetables, fruits, animals, flowers, plants, basic parts of the body, things they use at home and school, games, birds, toys, vehicles match named objects to pictures or realia</li> </ul>	<ul style="list-style-type: none"> <li>Flash cards</li> <li>Matching spoken names to objects and pictures</li> <li>Using pictorial charts, real objects</li> <li>Using audio visual recordings and animations and other materials</li> </ul>	<ul style="list-style-type: none"> <li>When a name is spoken, can choose the right picture or object</li> <li>Can match spoken names to objects and pictures</li> <li>When a name is</li> </ul>

<p><b>Listening for comprehension and communication</b></p>	<ul style="list-style-type: none"> <li>Recognise names of colours, numbers and times of day</li> <li>Recognise when one's name is called, recognises names of teachers and classmates when they are called out</li> <li>Understands simple instructions like 'sit down' 'stand up', 'open your book.'</li> <li>Understand simple classroom language and short, simple 2/3 word sentences for basic interactions.</li> </ul>	<ul style="list-style-type: none"> <li>match names and word</li> <li>identify colours</li> <li>match colour to object/picture</li> <li>match the time of the day with corresponding spoken word</li> <li>identify a number name and match it with a figure or the count of objects</li> </ul> <p>Can</p> <ul style="list-style-type: none"> <li>Identify people/point to people when their names are called out</li> <li>understand and carry out simple directions and classroom instructions like 'open your book', 'join the dots'.</li> <li>understand very simple questions and responses about basic everyday activities and events. For e.g shared experience during circle time</li> </ul> <p>Can</p> <ul style="list-style-type: none"> <li>Can listen attentively, taking turns to speak</li> <li>follow words of songs and</li> </ul>	<ul style="list-style-type: none"> <li>Using audio visual content, colours, paints.</li> <li>Using number rhymes and matching physical action, loud counting games,</li> <li>Charts, pictures, flash cards</li> <li>Pictures, texts with stories or information</li> <li>Attendance and roll call, classroom instructions, playing games like Simon says, etc</li> <li>Activities like picture talk or conversation about immediate concerns/ Circle Time for simple conversation or sharing ideas and experiences</li> <li>Games, tasks using audio-visual media or teacher talk</li> <li>Activities like classroom games requiring physical or simple verbal responses</li> </ul>	<p>spoken, can choose the right picture or object</p> <ul style="list-style-type: none"> <li>Can match spoken names to objects and pictures</li> <li>When shown two colours (or shapes), can pick out the colour (Shape) that is being named</li> <li>Can identify a number name that is called out and match it with a figure or the count of objects</li> <li>Picks out the correct picture to match the object, animal etc.</li> <li>Points to the correct object/ person etc. in a composite picture</li> <li>Points to and says name of objects, animals, etc. in a picture</li> <li>Understands and responds to</li> </ul>
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<p><b>Listening for phonemic awareness</b></p>	<ul style="list-style-type: none"> <li>• Listen to others and take turns to speak in class</li> <li>• Listen attentively and enjoy age-appropriate poems, songs and simple stories with easy to follow plots and dialogue.</li> <li>• Initially hear and recognize letter names</li> <li>• Hear and recognize letter sounds</li> </ul>	<p>poems</p> <ul style="list-style-type: none"> <li>• understand sequence of events in a story</li> <li>• make meaning through understanding key words/ frequently occurring/ repeated words in stories</li> <li>• Can recognize the names of the letters of the alphabet</li> </ul> <p>Can</p> <ul style="list-style-type: none"> <li>• recognize and distinguish the sounds (phonemes-consonant sounds, and short vowel sounds) of English</li> <li>• identify sounds at the beginning, middle and end of short words</li> <li>• identify rhyming words</li> </ul>	<ul style="list-style-type: none"> <li>• Poems, songs and stories (action songs, chain stories, choral lines in poems and stories) appropriate to age and interest by teacher as well as through audio-visual media for learner to repeat with actions.</li> <li>• Age-appropriate stories with audio-visuals/ puppets or other aids highlighting key words /very frequently occurring words and phrases</li> <li>• Listening and speaking activities based on the stories</li> <li>• Learners sing the alphabet song</li> <li>• Identify the beginning sounds of names of objects in picture cards</li> <li>• Recognize rhyming</li> </ul>	<p>instructions during Circle Time conversation</p> <ul style="list-style-type: none"> <li>• Understands and responds appropriately to classroom talk and activities</li> <li>• Responds to stories and enjoys poems</li> <li>• Choral and individual repetition of the poems or songs taught in class</li> <li>• Repeat a few lines of stories especially frequently occurring chunks or phrases</li> <li>• Responds to stories and poems by drawing</li> <li>• Identify characters and sequence of a story.</li> <li>• Enact or role play sections of story</li> </ul>
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			<p>words</p> <ul style="list-style-type: none"> <li>• Clap for their own names and identify the sounds</li> <li>• Activities like oral games, clapping games, songs and rhymes to build phonological awareness</li> <li>• Alphabet games; songs and rhymes; audio-visual animations</li> </ul>	<ul style="list-style-type: none"> <li>• Names the letters of the alphabet individually</li> <li>• Sounds the letters of the alphabet</li> <li>• Matches cards</li> <li>• Claps for rhymes</li> </ul>
<p><b>Speaking – Imitation and Repetition</b></p>	<ul style="list-style-type: none"> <li>• Recognizes pauses between words and sentences in poetry and stories when recited</li> <li>• Recognizes pauses between words and sentences and speaks with appropriate intonation.</li> <li>• Use simple phrases or expressions to talk about immediate environment or for interaction and in response to stories</li> <li>• Take turns speaking and</li> </ul>	<p>Can</p> <ul style="list-style-type: none"> <li>• repeat sentences with appropriate pauses</li> <li>• recite rhymes and poems</li> </ul> <p>Can</p> <ul style="list-style-type: none"> <li>• greet and respond to greetings and use polite forms of expression</li> <li>• identify and call most of their classmates by name; refer to their teachers by their names; know the name of their school, their class and section</li> <li>• use the golden words ('please', 'excuse me', 'thank you' and 'sorry')</li> </ul>	<ul style="list-style-type: none"> <li>• Role plays or games requiring the use of polite expressions like making and responding to requests</li> <li>• Conversation activities like circle time about people and activities and events at home and school or expressing simple feelings like likes and dislikes or ability (can and cannot, do and do not etc.)</li> <li>• Conversation activities and games for turn taking</li> </ul>	<ul style="list-style-type: none"> <li>• Says a sentence on own likes or ability</li> <li>• Answers simple questions on self, home, food, school etc. with 3 or 4 word sentences e.g. I like oranges.</li> <li>• I can read a book. Please, give me that book.</li> </ul>
<p><b>Speaking to communicate</b></p>				



<p><b>Speaking – Phonemic awareness</b></p>		<ul style="list-style-type: none"> <li>• sound the beginning and ending sounds in words</li> <li>• give rhyming words</li> </ul>		<ul style="list-style-type: none"> <li>• Responds to chart or flash cards with the correct sound.</li> </ul>
<p><b>Reading Print awareness, alphabetic principle and phonics</b></p>	<ul style="list-style-type: none"> <li>• Has basic understanding of print (spacing, directionality, etc.)</li> <li>• Understands the purpose of print, that it conveys meaning</li> <li>• Recognizes the alphabet</li> <li>• Correlates letter names, with the written letters, both upper case and lowercase</li> <li>• Correlates letter sounds with the written letter (grapheme)</li> <li>• Uses basic reading strategies like fusing/blending sounds, phonics, sight words to decode</li> <li>• Reads simple short texts with</li> </ul>	<p>Can</p> <ul style="list-style-type: none"> <li>• hold book properly follow text on page</li> </ul> <p>Can</p> <ul style="list-style-type: none"> <li>• identify letters connect sounds with appropriate letter of the alphabet</li> <li>• recognizes letter sounds and connects with written letters</li> <li>• recognize and read beginning or ending letters of words</li> <li>• decode simple 3 letter CVC words using basic phonics</li> <li>• recognize and read CVC word families and short rhyming words</li> <li>• read sight words appropriate for grade level</li> <li>• read common word lists</li> </ul>	<ul style="list-style-type: none"> <li>• Books in class to demonstrate reading for reading along</li> <li>• Teacher models reading</li> <li>• Basic oral phonic activities and games based on stories rhymes and poems to recognize and manipulate sounds and syllables</li> <li>• Games and drills: to recognize and read sight words to decode simple words in class English text</li> </ul>	<ul style="list-style-type: none"> <li>• Holds book correctly and reads</li> <li>• Identifies beginning sound of objects etc. in textbook or flash cards</li> <li>• Fill in missing letters in 3 letter CVC words</li> <li>• Gives rhyming words as part of games</li> </ul>

<p style="text-align: center;"><b>Reading for Comprehension</b></p>	<p>understanding</p>	<p>(names of vegetables, animals, fruits, things, vehicles) as sight words</p> <ul style="list-style-type: none"> <li>• <i>understand and use time words</i></li> <li>• <i>understand and use the calendar to speak of the concept of time</i></li> </ul> <p>Can</p> <ul style="list-style-type: none"> <li>• follow story on the page in the textbook</li> <li>• read and comprehend grade level text using knowledge of phonics and sight words.</li> <li>• use visual cues to make meaning</li> <li>• can recount the sequence of plot or action in the story</li> <li>• can identify characters by names and actions</li> </ul>	<ul style="list-style-type: none"> <li>• Activities based on the class text to support comprehension of information/ story and to work out the meaning of words and sentences from context</li> </ul>	<ul style="list-style-type: none"> <li>• Tasks like matching, sequencing, drawing, discussing, enacting</li> </ul>
<p style="text-align: center;"><b>Writing</b></p>	<ul style="list-style-type: none"> <li>• Scribbles and draws as a first step to writing</li> <li>• Develops fine motor skills and hand eye coordination through colouring pictures, drawing, pattern writing, tracing and other activities as part of pre writing skills</li> </ul>	<ul style="list-style-type: none"> <li>• Can write patterns</li> <li>• Can write the letters of the alphabet (uppercase and lowercase)</li> <li>• Can colour within the lines</li> <li>• Can create drawings to convey a message or tell a story.</li> </ul>	<ul style="list-style-type: none"> <li>• Pattern writing/ drawing to develop prewriting skills</li> <li>• Writing letters</li> <li>• Colouring pictures</li> </ul>	<ul style="list-style-type: none"> <li>• Writing and copying letters and words</li> <li>• Colouring pictures</li> </ul>



	<ul style="list-style-type: none"> <li>• Writes both uppercase and lowercase letters.</li> <li>• Copies three and letter words from the board or a book.</li> <li>• Writes familiar words and sentences from class text or other inputs</li> <li>• Writes letters and words</li> </ul>	<ul style="list-style-type: none"> <li>• Can copy words</li> <li>• Can write some words independently</li> <li>• Can write alphabet and familiar words</li> </ul>	<p>making letters out of playdough and clay.</p> <ul style="list-style-type: none"> <li>• Copying words</li> <li>• Writing words and simple sentences about self</li> <li>• Creative dictation activities/</li> <li>• Writing own words to complete sentences</li> <li>• Drawing pictures and writing independent sentences as titles or text</li> </ul>	<ul style="list-style-type: none"> <li>• Completes words with letters</li> <li>• Completes sentences with words</li> <li>• Draws and write a word or sentence about a person, animal, object or activity</li> <li>• Writes one or two 2-word sentences independently</li> <li>• May use invented spelling</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>• Build vocabulary of simple, frequently used words</li> <li>• Comprehends, uses in speech and can read names of colours, numbers, days of the week, months, times of day, objects encountered in every day life, names of things in nature etc and Words related to Maths and EVS concepts</li> </ul>	<p>Can</p> <ul style="list-style-type: none"> <li>• Identify and name common people/ objects/ animals/ birds/ plants and simple actions in pictures</li> <li>• talk about self and others on topics connected to the immediate environment using appropriate words</li> <li>• describe in basic terms (give physical descriptions like size, colour of objects, places, people, actions</li> </ul>	<ul style="list-style-type: none"> <li>• Oral games and activities like I spy as well as charts, cards and audio-visual material</li> <li>• Games and activities to practice targeted vocabulary</li> <li>• Worksheets for meaningful context-based practice</li> <li>• Oral practice for verbalizing ideas and recounting experience</li> </ul>	<ul style="list-style-type: none"> <li>• Names objects in a composite picture</li> <li>• Describes activity in a picture</li> <li>• Respond to flashcard based activities to recognise and read basic vocabulary</li> </ul>

<p><b>Grammar</b></p>	<ul style="list-style-type: none"> <li>• Uses common verbs, <b>common nouns</b>; adjectives; location prepositions (e.g. in on at below); simple conjunctions (e.g. and and or); determiners: a, an, this that these those personal pronouns: I, you, he, she, they; in speech</li> <li>• <b>Uses</b> for simple communication and tasks in class</li> <li>• verb tenses such as present and simple past of ‘be’ and other frequently used verbs, present progressive of commonly used verbs in spoken language simple grammatical constructions (e.g. commands, some wh-questions, statements)</li> <li>• common social and instructional patterns or</li> </ul>	<p>Can</p> <ul style="list-style-type: none"> <li>• listen and comprehend meaning accurately in simple instructions, conversation, or stories.</li> <li>• give short oral responses to questions, requests or basic information</li> <li>• identify, name and describe objects, places, people, actions with basic vocabulary and structures.</li> <li>• respond to and give simple commands/ requests -Sit down, May I have, please give me</li> <li>• respond to and ask simple wh-questions</li> <li>• talk about self and others on topics connected to the immediate environment</li> <li>• speak to convey own ideas or information in phrases</li> </ul>	<ul style="list-style-type: none"> <li>• Games and activities to practice targeted grammar structures</li> <li>• Worksheets for meaningful structure based practice</li> <li>• Oral practice for verbalizing ideas in correct sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Enacts or participates in role-plays based on stories heard or read</li> <li>• Looks at pictures/ realia to describe -objects, places, people -actions <ul style="list-style-type: none"> <li>• Participates in games or activities to give simple commands/ requests</li> </ul> </li> </ul> <p>(Sit down, May I have, please give me)</p> <ul style="list-style-type: none"> <li>• Asks and answers simple wh-questions</li> <li>• Talk about self and others or on topics connected to the immediate environment during</li> </ul>
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	<p>forms like greetings, thanking, apologizing, requesting</p> <ul style="list-style-type: none"> <li>• <b>While learners will be able to use the above items in productive skills, they are not expected to display formal knowledge of terminology or rules.</b></li> </ul>	<p>or short sentences.</p>		<p>circle time or other activities</p> <ul style="list-style-type: none"> <li>• Completes worksheet or writing tasks based on text or other classroom inputs</li> </ul>
<b>Extended reading</b>	<ul style="list-style-type: none"> <li>• Reads of own free will regularly, choosing books with interest and appeal from the school or class library</li> <li>• Reads independently or listens to picture books with simple text and profuse illustrations to inculcate the habit of reading</li> <li>• Develops positive reading attitudes and general knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Looks at books with interest and attempts to read</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher/ school provide suitable and well-chosen books in classroom or school library</li> <li>• Teacher/ school provides suitable picture books of appropriate length for group / whole class and independent reading</li> </ul>	

## Syllabus - English - Class - 2

Learners are able to use phrases and very simple sentences to respond in English. Learners listen and respond appropriately to stories and poems, sing songs and recite poems with enjoyment. They understand simple instructions, requests and questions and respond using appropriate words or phrases. They talk about themselves and their immediate environment, and express their feelings in simple language. They recognize larger chunks of language from poems and stories and use English in their personal, social and academic interactions. They read for understanding by using basic decoding skills and reading grade - appropriate sight words. They read understand and enjoy grade appropriate picture books. They copy and transcribe letters, spell and write 2-3 syllable words and may construct simple, patterned sentences independently.

Area/ Skills	Competency/objective	Learning outcome	Content / classroom procedure	Evaluation
<p style="text-align: center;"><b>Listening to enjoy</b></p>	<p>Understand age and grade level words</p> <p>Enjoy listening to, understand and responds to stories, folktales and poems</p>	<p>Can</p> <ul style="list-style-type: none"> <li>• follow and learn the words of songs or poems</li> <li>• respond to songs and poems in various ways (clapping/ keeping time/ drawing, actions)</li> <li>• follow simple stories with repetitive refrains</li> </ul> <p>Can</p>	<p>Traditional and modern, culturally appropriate songs and short poems that are easy to understand and follow</p> <p>Simple picture books, stories, animations</p> <p>Stories told using props like puppets</p>	<p>Sings songs and recites poems chorally or individually.</p> <p>Can complete lines of poems or songs as given or with own rhyming words</p> <p>Can retell all or parts of stories</p> <p>Can take part in enactments with a few</p>

<p><b>Listening to communicate</b></p>	<p>Understand simple spoken language.</p> <p>Listen carefully to others and wait for turn to speak</p>	<ul style="list-style-type: none"> <li>• understand and respond to polite expressions and appropriate greetings.</li> <li>• understand requests, questions and instructions for simple games or classroom activities and responds with appropriate words or phrases</li> <li>• follow two-step simple instructions</li> <li>• follow instructions and draw</li> <li>• wait for turn, pay attention to others during classroom activities and respond appropriately</li> <li>• make meaning through understanding key words/ frequently occurring/ repeated words in conversations, narratives or</li> </ul>	<p>Instructions for games/ word games to play in class. Games on word order with questions and answers.</p> <p>Giving questions for answers and other tasks based on a story or the text</p> <p>Suitable audio-visual materials for listening to short bits of conversation or information.</p> <p>Question and answer poems</p> <p>Circle time and other conversation activities</p>	<p>words of dialogue</p> <p>Follows instructions to play games</p> <p>Oral games. like spotting the correct question</p> <p>Question tasks based on poems like ‘What is pink?’</p> <p>Asks and answers peers questions about them, events or a story.</p>
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<p><b>Listening to comprehend</b></p>	<p>Understands and follows simple stories told or read aloud</p>	<p>descriptions</p> <p>Can</p> <ul style="list-style-type: none"> <li>• follow simple stories told or read aloud</li> <li>• recall events/plot in stories and identify characters.</li> <li>• understand the feelings and motivation of characters</li> </ul> <p>Can</p> <ul style="list-style-type: none"> <li>• recognize and distinguish the</li> </ul>	<p>Story telling sessions on audio visual media or oral sessions, readaloud sessions of age appropriate books</p> <p>Recalling from memory characters and sequence of plot, identifying main idea of the text, identifying details like names of characters, place, time of action, main action etc</p>	
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<p><b>Listening for Phonological Awareness</b></p>	<p>Hear and recognise letter sounds</p>	<p>sounds (phonemes- consonant blends, vowel digraphs, and long vowel sounds) of English</p> <ul style="list-style-type: none"> <li>• identify sounds (blends and digraphs) at the beginning, middle and end of short words</li> <li>• identify rhyming words</li> </ul>	<p>Draws character and scenes based on comprehension</p> <p>Use word wall, word cards, flash cards and aural content to build phonemic awareness and correspondence of written and spoken word (graphemes and phonemes)</p>	
<p><b>Reading- Phonological awareness</b></p>	<p>Developing knowledge of phonics to include longer vowel sounds and consonant blends</p> <p>-Increased vocabulary of simple, frequently used and sight words appropriate to class and age</p>	<p>Can</p> <ul style="list-style-type: none"> <li>• decode one/two syllable words using phonic knowledge</li> <li>• connect sounds with blends of vowels or consonants appropriate for level</li> <li>• read beginning or ending syllables</li> <li>• recognize and read rhyming words</li> <li>• read sight words appropriate for level</li> <li>• guess new words while</li> </ul>	<p>Basic oral phonic activities and games based on stories, rhymes and poems to recognize and manipulate sounds and syllables.</p> <p>Games and drills</p> <p>-to recognize and read sight words</p> <p>-to decode level-appropriate words (one/two syllables) to</p>	<p>Reads aloud in groups or individually</p>

<p><b>Reading comprehension</b></p>	<p>Notices the progression of text on the page</p> <p>Understands the link between illustrations and text</p> <p>Understands the link between title and story</p> <p>Reads very simple text with understanding, initially with help and then independently using knowledge of phonics and sight words</p>	<p>reading</p> <ul style="list-style-type: none"> <li>• read without substituting or skipping words</li> <li>• read with expression</li> </ul> <p>Can</p> <ul style="list-style-type: none"> <li>• follow text on page as teacher reads</li> <li>• connect pictures with the text being read</li> <li>• read with the teacher, pausing at appropriate places</li> </ul> <p>Can</p> <ul style="list-style-type: none"> <li>• read and comprehend grade level text using knowledge of phonics and sight words.</li> <li>• use visual cues and pictures to make meaning</li> <li>• comprehend main idea and details such as plot elements, background and context and characters in stories</li> <li>• comprehend main idea and developing details in poetry</li> </ul>	<p>comfortably read the English text</p> <p>Books in class to demonstrate reading</p> <p>Teacher models reading</p> <p>Students read aloud</p> <p>Story cards for sequencing, drawing sequenced scene from story</p>	<p>Arranges pictures/ sentences in sequence based on the story.</p> <p>Enacts parts of the story as role-plays</p> <p>Understands and responds appropriately to classroom talk and activities</p> <p>-wh questions based on the story</p>
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		<ul style="list-style-type: none"> <li>• comprehend the sequence of events in a story</li> <li>• comprehend the role and motivation of characters</li> <li>• answer 'why' questions based on the story</li> <li>• read with enjoyment stories and respond to humour, suspense etc. in the story</li> <li>• <b><i>understand the concept of time and use a calendar</i></b></li> </ul>	<p>Activities based on the class text to support and scaffold comprehension of information/ story and to work out the meaning of words and sentences from context</p> <p>Stories /folktales told by teacher or through audio-visual means</p> <p>Sequencing activities</p> <p>Simple discussion on characters with 'Why' questions</p> <p>Role-play; enactments etc. Take active part in classroom activities with enjoyment.</p>	
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<p><b>Speaking</b></p> <p><b>To communicate</b></p>	<p>Use simple phrases or expressions to talk about immediate environment or for interaction and in response to stories</p> <p>Uses appropriate expressions to interact or talk about immediate environment</p> <p>Develops control over simple sentences</p> <p>Develop control over simple sentences</p> <p>Develop increased vocabulary of basic frequently used words</p> <p>Uses familiar words appropriately in different contexts</p>	<p>Can</p> <ul style="list-style-type: none"> <li>• use polite forms of expression for greeting, thanking, apologizing</li> <li>• ask for help or make requests</li> <li>• give two-step directions in clear simple sentences</li> <li>• talk about current and past activities in class in two or three sentences</li> <li>• respond to simple statements/ questions using descriptive sentences</li> <li>• <b>Speak about feelings</b></li> <li>• take turns while participating in classroom talk/responding to questions</li> <li>• talk about home, school or known environments in one or two sentences</li> <li>• ask and answer simple questions like what is your</li> </ul>	<p>Oral games and activities as well as charts, cards and audio-visual material</p> <p>Word games and quizzes</p> <p>Sing-along songs, poems and stories told by teacher or through audio-visual media</p> <p>Conversation activities like circle time</p> <p>-about people and activities and events at home and school</p> <p>describing using simple, single adjectives like</p>	<p>Names objects in a composite picture</p> <p>Talks a few sentences about experience at home and school</p> <p>Describes activity in a picture</p> <p>Role plays or plays games about the home and school and stories told or read in class</p> <p>Says 2 or 3 sentences on own likes or ability</p> <p>Answers simple questions on self, home, food, school etc. in sentences giving some detail. E.g. I wore a red dress yesterday</p> <p>My friend is tall and thin.</p> <p>She can run fast.</p>
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<p><b>Speaking to enjoy</b></p>	<p>Sing songs and repeat poems with enjoyment</p> <p>Enjoys singing or reciting or telling stories in English</p>	<p>name</p> <ul style="list-style-type: none"> <li>• respond with words or phrases and simple sentences to simple direct questions about stories</li> <li>• engage in conversation partially in English</li> <li>• narrate personal experiences in English</li> <li>• ask questions about things around them</li> <li>• talk about activities using appropriate verbs</li> </ul> <p>Can sing or recite poems and songs using correct rhythms and rhymes.</p> <p>retell stories, recite poems or sing songs in class</p>	<p>colour, size etc.</p> <p>-expressing simple feelings like likes and dislikes or ability (can and cannot, do and do not etc.)</p> <p>Conversation activities and games for turn taking</p> <p>Games for listening and responding to peers.</p> <p>Sing along and read along activities using poems and songs on audio visual media and</p>	<p>Listens politely and without interruption to others while speaking</p> <p>Takes turns during circle time and classroom activities</p>
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<p><b>Speaking/Sounding words for phonemic awareness</b></p>		<p>Can reproduce the sound patterns of English letters and words</p>	<p>texts.</p> <p>Activities for singing by oneself, performing action songs and poems,</p> <p>Doing action when a song is sung or singing when the action is performed by others</p>	
<p><b>Writing</b></p>	<p>Developing handwriting with correct formation of letters</p> <p>Writes with speed and fluency</p> <p>Writes sentences spacing out words and using capital letters and full stops.</p> <p>Makes patterned sentences</p>	<p>Can</p> <ul style="list-style-type: none"> <li>• form letters using the right order and sequence of strokes and connectors</li> <li>• develop good handwriting by practising measured gaps between words</li> <li>• copy words and sentences.</li> <li>• write sentences properly set out on the page.</li> </ul>	<p>Writing captions for pictures.</p> <p>Writing single-sentence text for pictures</p> <p>Writing words and simple sentences about self</p> <p>Writing own words to complete sentences</p> <p>Drawing pictures and writing independent</p>	<p>Writing and copying sentences</p> <p>Completes words with letters</p> <p>Completes sentences with words</p> <p>Draws and write a word or sentence about a person, animal, object or activity</p> <p>Writes one or two 2-word sentences</p>

	<p>Makes original sentences with given words</p> <p>Writes simple words and simple sentences to convey information, story or ideas</p>	<ul style="list-style-type: none"> <li>• write with speed and fluency</li> <li>• write some words independently.</li> <li>• write some basic sentences independently.</li> <li>• convey simple information through a combination of simple sentences</li> <li>• make a list of words</li> <li>• make rhyming words</li> </ul>	<p>sentences as titles or text</p> <p>Writing a few sentences conveying information or story</p>	<p>independently</p> <p>May use invented spelling</p>
<b>Grammar</b>	<p><b>Uses</b></p> <ul style="list-style-type: none"> <li>• verb tenses such as past tense (some</li> </ul>	<p><b>Can</b></p> <ul style="list-style-type: none"> <li>• describe objects, places, people (using simple present/ adjectives)</li> </ul>	<p>Games and activities to practice targeted grammar structures</p>	<p>Chooses correct sentence from a choice of two</p>

	<p>irregular), past progressive, simple future (will, going to) in basic short sentence patterns</p> <ul style="list-style-type: none"> <li>• Frequently occurring <b>nouns</b>, prepositions, adjectives, adverbs, pronouns, determiners and conjunction articles a, an the</li> </ul> <p>While learners are expected to use the above items in speaking or writing, they are not expected to display formal knowledge of terminology or rules</p>	<ul style="list-style-type: none"> <li>• actions (using simple verbs, common adverbs)</li> <li>• respond to and give simple commands/ requests</li> <li>• Sit down, May I have, please give me</li> <li>• respond to and ask yes/ no questions and wh-questions with the correct word order</li> </ul>	<p>Worksheets for meaningful structure based practice</p> <p>Oral practice for verbalizing ideas in correct sentences</p>	<p>Completes sentences with own words</p> <p>Punctuates with full stop or question mark</p>
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<p><b>Vocabulary</b></p>	<p>- Increased vocabulary of common, frequently used semantic words and sight words appropriate to class and age</p> <p>Added words in the domains mentioned in class 1</p> <p>Words connected with Math and EVS concepts</p> <p>Plays basic vocabulary games (like jumbles, word searches, crosswords) to express knowledge of words</p> <p>Demonstrates understanding that some words are used to express specific situations or in specific contexts or domains.</p>	<p>Can</p> <p>identify and name common people/ objects/ animals/ birds/ plants in pictures or simple texts</p> <ul style="list-style-type: none"> <li>• talk about activities using appropriate verbs</li> <li>• use terms learnt in other subjects or vice versa.</li> </ul> <ul style="list-style-type: none"> <li>• solve crosswords, wordsearches, jumbles</li> </ul> <ul style="list-style-type: none"> <li>• sort and classify words based on themes and categories.</li> </ul>	<p>Oral games and activities as well as charts, cards and audio-visual material</p> <p>Word games and quizzes</p>	<p>Names objects in a composite picture</p> <p>Says a few sentences about experiences at home and school</p> <p>Describes activity in a picture</p>
<p><b>Literary appreciation</b></p>	<p>Reads of own free will regularly, choosing books with interest and appeal</p>	<p>Can</p> <ul style="list-style-type: none"> <li>• comprehend text with the</li> </ul>	<p>Teacher/ school provide suitable and well-chosen books in</p>	<p>Eager to read books and talk about them</p>

	<p>from the school or class library</p> <p>Reads with help or listens to picture books with simple text and profuse illustrations to inculcate the habit of reading</p>	<p>help of pictures</p> <ul style="list-style-type: none"> <li>• understand the organisation of a story.</li> <li>• Develops positive reading attitudes and increased general knowledge</li> <li>• read with help and using knowledge of sight words and phonics</li> <li>• comprehend slightly longer text</li> <li>• Develops positive reading attitudes and increased general knowledge</li> </ul>	<p>classroom or school library</p> <p>Teacher/ school provides suitable picture books of appropriate length for group / whole class and independent reading</p>	<p>Role-plays</p> <p>Enactments</p> <p>Drawing to respond</p>
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## Syllabus - English - Class - 3

Learners are able to communicate basic and familiar ideas with simple sentences. They can understand and are able to engage in simple discussions of lesson content.

Learners will be able to mimic the stress and intonation patterns in words and sentences. They listen to and understand stories and poems. They can understand simple information or instructions given in class.

They express opinions and feelings and describe experiences and events in their everyday lives in simple sentences. They interact confidently and appropriately while seeking information pertaining to their immediate needs in class or outside. They speak and write with greater accuracy showing a grasp of basic sentence structure.

They use phonic skills to read aloud and pronounce longer words with complex vowel sounds and consonant blends. They identify and pronounce longer words by sight. They become more familiar with the conventions of a printed text and read short illustrated, informational texts for understanding. They develop an interest in reading short stories in familiar contexts, poems etc. for pleasure. They recognise alphabetical order and consult a simple picture dictionary. They attempt reading silently for understanding.

They gain knowledge of the basic conventions of writing; take dictation of simple sentences and copy a text from the blackboard and textbook. They can write short paragraphs of two or three connected sentences on familiar topics containing previously taught vocabulary and sentence structures, based on a visual input. They frame simple questions using appropriate sentence pattern/s

Competency Area/ Skills	Objective	Learning outcome	Content / classroom procedure	Evaluation
<b>Listening</b>	Become more familiar with the sound patterns in English and can understand spoken English when spoken slowly and clearly  Enjoy listening to and	Can <ul style="list-style-type: none"> <li>• mimic or repeat the language heard especially while repeating songs and poems</li> <li>• respond to songs</li> </ul>	Hear simple English songs, with a focus on everyday conversational language, and learn to sing them  Simple picture books,	Sings songs reproducing the words and tones fairly accurately  Can complete lines of poems or songs as given or with own rhyming

<p><b>Listening Comprehension</b></p>	<p>understand stories, folktales and poems</p> <p>Listens to and comprehends stories, texts and other inputs</p> <p>Waits for turn to speak and listens carefully to others before responding.</p>	<p>and poems in various ways (clapping/ <b>keeping time</b>/ drawing, actions)</p> <p>Can understand and follow stories, instructions and conversations by</p> <ul style="list-style-type: none"> <li>• Drawing on previous knowledge</li> <li>• Asking questions to clarify meaning and checking their understanding</li> <li>• Discussing the key elements of story or text</li> <li>• listen with enjoyment to stories and respond to humour, suspense etc. in the story</li> </ul>	<p>stories, animations</p> <p>Stories told using props like puppets</p> <p>Instructions for games/ word games to play in class. Games on word order with questions and answers.</p> <p>Stories with a focus on questions and answers</p> <p>Suitable audio-visual materials for listening to short bits of conversation or information.</p> <p>Stories /folktales told by teacher or through audio-visual means</p> <p>Discussion, role-plays, sequencing activities on</p>	<p>words</p> <p>Can retell all or parts of stories</p> <p>Can take part in enactments with a few words of dialogue</p> <p>Follows instructions to play games</p> <p>Oral games like spotting the correct question</p> <p>Asks and answers peers' questions about themselves, events or a story.</p> <p>Giving questions for answers and other tasks based on a story or the text</p> <p>Arranges pictures/ sentences in sequence based on the story.</p> <p>Enacts parts of the story</p>
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		<p>Can understand and recall</p> <ul style="list-style-type: none"> <li>• the sequence of main events in a story</li> <li>• the role and motivation of characters.</li> <li>• link direct events and cause and effect</li> </ul>	<p>theme, story being used in class.</p>	<p>as role-plays</p> <p>Understands and responds appropriately to classroom talk and activities</p>
<p><b>Speaking</b></p>	<p>Follow and reproduce the sound patterns of English</p> <p>Uses appropriate expressions about immediate environment and social interaction with some degree of detail</p> <p>Develops control over simple sentences.</p>	<p>Can</p> <ul style="list-style-type: none"> <li>• sing songs and recite poems</li> <li>• follow refrains in stories or songs</li> </ul> <p>Can</p> <ul style="list-style-type: none"> <li>• describe people places animals and objects giving 3 or 4 details</li> <li>• talk about activities using verbs in the past or present as appropriate</li> </ul>	<p>Oral games and activities using charts, cards and audio-visual material</p> <p>Word games and quizzes</p> <p>Show and tell using objects or pictures</p> <p>Conversation activities like circle time about people, activities and events at home and school</p> <p>Describing, using simple, single adjectives like</p>	<p>Names objects in a composite picture</p> <p>Says a few sentences about experiences at home and school</p> <p>Describes actions or happenings in a picture</p> <p>Role plays or plays games</p> <p>About the home and school and stories told or read in class</p> <p>Says 2 or 3 sentences on</p>

	<p>Enjoys speaking, reciting or telling stories in English</p>	<ul style="list-style-type: none"> <li>• use polite forms of expression for greeting, thanking, apologizing</li> <li>• ask for help or make requests</li> <li>• give two-step directions in clear simple sentences</li> <li>• talk about current and past activities in class in two or three sentences</li> <li>• respond to simple questions using descriptive sentences</li> <li>• interact in a conversation of two or three turns or speak continuous senses</li> </ul>	<p>colour, shape size etc.</p> <p>Expressing simple feelings like likes and dislikes or ability (can and cannot, do and do not etc.)</p>	<p>own likes or ability</p> <p>Answers simple questions on self, home, food, school etc. in sentences giving some detail. E.g. I wore a red dress yesterday</p> <p>My friend is tall and thin.</p> <p>She can run fast.</p> <p>Listens politely and without interruption to others while speaking</p>
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<p><b>Reading</b></p>	<p>Developing knowledge of phonics to include longer vowel sounds and complex consonant blends</p> <p>Begin to use reading strategies to decode unfamiliar words</p>	<p>Can</p> <ul style="list-style-type: none"> <li>• skim through a lesson to find out what it is about - by looking at visuals, title of lesson and making predictions</li> <li>• read comprehend grade level text using knowledge of phonics and sight words</li> <li>• decode longer words using phonic knowledge</li> <li>• recognise different spelling patterns for vowel sounds.</li> <li>• read sight words appropriate for level</li> <li>• read aloud, pausing at appropriate places</li> </ul>	<p>Spelling and phonic activities and games based on stories, rhymes and poems to recognize and read longer words.</p> <p>Games, songs and drills</p> <ul style="list-style-type: none"> <li>• to recognize and read sight words</li> <li>• to decode level-appropriate words to comfortably read the English text</li> </ul> <p>Standardized word lists and levelled readers to practice decoding</p>	<p>Reads aloud in groups or individually</p> <p>Practices sight words through activities and songs</p> <p>Reads stories silently and retells them in class</p> <p>Running Record Assessments – Levelled passages to assess reading fluency</p>
<p><b>Reading Comprehension</b></p>	<p>Notices the progression of text on the page</p> <p>Understands the link between illustrations and text</p> <p>Understands the link between title and story</p> <p>Recognises that a sentence</p>	<p>Can</p> <ul style="list-style-type: none"> <li>• use the a variety of reading strategies to work out words and stories</li> </ul> <p>Can</p> <ul style="list-style-type: none"> <li>• follow text on page as teacher reads</li> <li>• connect pictures with</li> </ul>	<p>Big Books in class to demonstrate reading</p> <p>Teacher models reading</p> <p>Students read aloud</p>	<p>Arranges pictures/ sentences in sequence based on the story.</p> <p>Enacts parts of the story as role-plays</p> <p>Understands and responds appropriately to classroom talk and activities</p>

	<p>starts with a capital letter and ends with a full stop</p> <p>Uses illustrations to understand text.</p> <p>Reads and understands stories and other level appropriate text</p>	<p>the text being read</p> <ul style="list-style-type: none"> <li>• read with the teacher, pausing at appropriate places</li> </ul> <p>Can</p> <ul style="list-style-type: none"> <li>• use illustrations to understand text and tell story/recall information</li> <li>• predict future events in the story</li> <li>• summarise and retell stories from text</li> <li>• talk about information given in text and answer inference questions based on it</li> <li>• Identify main idea, details and the sequence of ideas and events and can draw conclusions</li> <li>• relate ideas with personal experiences and the real world</li> </ul>	<p>Use illustrations to retell story and explain details</p> <p>Use cause – effect diagrams to examine an event in the story</p> <p>Answer why and why not questions with a strong rationale</p> <p>Activities based on the class text to support and scaffold comprehension of information/ story and to work out the meaning of words and sentences from context</p>	<p>Cause – Effect diagrams</p> <p>-wh questions to check comprehension</p> <p>Comprehension tasks similar to ones in the textbook on unseen text</p>
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<p><b>Writing</b></p>	<p>Writes sentences with spaces between words.</p> <p>Can use full stops and question marks to end sentences.</p> <p>Can spell short phonically regular words quite accurately. Unknown or infrequently met words provide a challenge.</p> <p>Writes simple words and simple sentences to convey information, story or ideas</p> <p>Begins developing the concept of paragraph</p>	<p>Can</p> <p>write three or four sentences with correct use of full stop or question mark.</p> <p><b>Express feelings through simple sentences</b></p> <p>spell regular words and attempts to spell unknown words with phonically invented spelling</p> <p>use simple spelling conventions like pluralisation rules, use of prefixes and suffixes and –ing forms in progressive tenses.</p> <p>Can</p> <ul style="list-style-type: none"> <li>• write two or three connected sentences on a topic</li> <li>• convey an idea or</li> </ul>	<p>Writes 3/4 connected sentences about self or others or current topics in class.</p> <p>Dictation activities</p> <ul style="list-style-type: none"> <li>• For punctuation</li> <li>• Fill in structure (sight) words in a dictated paragraph of 2 or 3 sentences</li> <li>• Fill in content or semantic words in a dictated paragraph of 2 or 3 sentences</li> </ul> <p>Composite pictures forming a story of events in order</p> <p>Can use sentence starters provided to describe an object, person or place.</p> <p>Writing simple sentences about self</p>	<p>Writes sentences on a topic with some scaffolding or support like word cues etc.</p> <p>Takes dictation of different types.</p> <p>Label composite pictures with several nouns/verbs/adjectives etc</p> <p>Rearranges sentences to make a meaningful paragraph</p> <p>Use pictures given as clues and write a few sentences about self/family/immediate environment</p> <p>Fill in the blanks with appropriate words to make a</p>
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		<p>describe an object, place or person through a combination of 3/4 simple sentences</p>	<p>Creative dictation activities to develop the idea of a paragraph</p> <p>Rearranges sentences in a story or everyday activity to make a paragraph</p> <p>Drawing a picture and writing sentences to describe it .</p> <p>Writing a few sentences conveying information or story</p>	<p>meaningful passage</p> <p>Draws and writes three or four sentences a person, animal, object or activity</p> <p>Expresses own idea in two or three sentences.</p>
<b>Grammar</b>	<p><b>Uses</b> verb tenses such as present, present progressive, past tense (some irregular), past progressive, simple future (will, going to,)</p> <p>Common phrases and basic sentence patterns with a focus on word order in questions</p> <p>Build up on previously learnt use of frequently occurring <b>nouns</b>, prepositions, adjectives,</p>	<p>Can describe using basic sentence patterns</p> <ul style="list-style-type: none"> <li>• Objects, places, people in greater detail</li> <li>• Actions (using simple verbs, common adverbs)</li> </ul> <p>Can</p> <ul style="list-style-type: none"> <li>• respond to and give simple commands/ requests</li> </ul>	<p>Games and activities to practice targeted grammar structures</p> <p>Worksheets for meaningful structure based practice</p> <p>Oral practice for verbalizing ideas in correct sentences</p>	<p>Chooses correct sentence from a choice of two</p> <p>Completes sentences with own words</p> <p>Rearranges scrambled (3 or 4 words) sentences correctly</p> <p>Displays awareness of grammatical use in speaking and writing</p> <p>Rewrite grammatically incorrect sentences to use the suitable verb form</p>



	<p>adverbs, pronouns and determiners and conjunctions</p> <p>While learners are expected to use the above items in speaking or writing, they are not expected to display formal knowledge of terminology or rules</p>	<ul style="list-style-type: none"> <li>• (Sit down, May I have, please give me)</li> <li>• respond to and ask simple wh-questions and yes and no questions with the correct word order</li> </ul>		
<b>Vocabulary</b>	<p>- Increased vocabulary of common, frequently used semantic words and sight words appropriate to class and age</p> <p>Added words in the domains of general exposure</p> <p>Words connected with Math, Science and Social sciences concepts</p>	<p>Can</p> <ul style="list-style-type: none"> <li>• identify and name items in word families and word groups</li> <li>• talk about activities using a greater range of vocabulary</li> <li>• use terms learnt in other subjects or vice versa</li> <li>• identify opposites of words; uses words of correct gender;</li> <li>• identify prefixes and common suffixes</li> <li>• use dictionary skills to</li> </ul>	<p>Oral games and activities as well as charts, cards and audio-visual material</p> <p>Word games and quizzes</p>	<p>Names objects in a composite picture</p> <p>Says a few sentences about experiences at home and school</p> <p>Describes activity in a picture</p>

		<p>identify word meanings of new words</p> <ul style="list-style-type: none"> <li>• use sequence words appropriately (cardinal and ordinal numbers, after, before, then, finally, lastly)</li> </ul>		
<p><b>Literary appreciation</b></p>	<p>Reads of own free will regularly, choosing books of interest and appeal from the school or class library</p> <p>Reads independently or listens to picture books with simple text and profuse illustrations to inculcate the habit of reading</p>	<p>Can</p> <ul style="list-style-type: none"> <li>• understand the organisation of a story,</li> <li>• Develop positive reading attitudes and increased general knowledge</li> <li>• Look at books with interest and attempts to read</li> </ul>	<p>Teacher/ school provide suitable and well-chosen books in classroom or school library</p> <p>Teacher/ school provides suitable picture books of appropriate length for group / whole class and independent reading</p>	

## Syllabus - English - Class - 4

Learners at this level understand language when articulated slowly and clearly in familiar contexts. They can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g personal and family information, school activities, local geography). They will be able to recognise stress and intonation patterns in words and sentences and their significance in understanding spoken language.

They describe feelings and emotions, describe abilities and express likes and dislikes, personal experiences and observations of events in their surroundings using a wider range of sentence patterns. They speak and write and use a wider range of grammatical structures and vocabulary mostly accurately. They frame questions using appropriate sentence pattern/s

They use phonic skills to decode and read unknown words with complex vowel sounds and consonant blends. They use appropriate stress and intonation while reading aloud/reciting. They use simple strategies while reading silently for understanding and pleasure. They summarise, recount, and predict based on their understanding. They consult a simple picture dictionary.

They write in a well-formed hand. They complete guided writing tasks of 2 short paragraphs that require collecting of ideas, drafting, revising etc. using the concept of paragraph structure for different purposes.

Area/ Skills	Competency/objective	Learning outcome	Content / classroom procedure	Evaluation
<b>Listening</b>	Listens to songs, poems and stories and perceives the stress in words and tunes of sentences.  Understands English of grade level when spoken slowly and clearly in familiar contexts	Can <ul style="list-style-type: none"> <li>• recognize word stress and the intonation of sentences</li> <li>• follow English speech when spoken slowly and clearly</li> </ul>	Sings songs, recites poems to internalise word stress and intonation  Appropriate AV materials: movies/ cartoons/ Children’s TV programmes / stories	Says words and sentences with the proper stress and intonation  Listens with enjoyment and discusses in class or groups.  Responds with drawings and written comments

<p><b>Listening comprehension</b></p>	<p>Listens to and comprehends stories, texts and other inputs appropriate for class level</p> <p>Waits for turn to speak and listens carefully to others before responding.</p>	<p>Can understand and follow stories, instructions and conversations by</p> <ul style="list-style-type: none"> <li>• Drawing on previous knowledge</li> <li>• Asking questions to clarify meaning and checking their understanding</li> <li>• Discussing the key elements of story or text</li> </ul> <p>Can understand and recall</p> <ul style="list-style-type: none"> <li>• the sequence of main events in a story</li> <li>• the role and motivation of characters.</li> <li>• link direct events and cause and effect</li> <li>• factual details from the story</li> </ul> <p>Can</p>	<p>Instructions for games/ word games to play in class. Games on word order with questions and answers.</p> <p>Stories with a focus on questions and answers</p> <p>Suitable audio-visual materials for listening to short bits of conversation or information.</p> <p>Stories /folktales told by teacher or through audio-visual means</p> <p>Discussion, role-plays, sequencing activities on theme, story being used in class.</p> <p>Classroom text to practice meaningful questions and answers requiring the use of linking to details and cause and effect.</p>	<p>Follows instructions to play games</p> <p>Oral games like spotting the correct question</p> <p>Asks and answers peers' questions about themselves, events or a story.</p> <p>Giving questions for answers and other tasks based on a story or the text</p> <p>Arranges pictures/ sentences in sequence based on the story.</p> <p>Enacts parts of the story as role-plays</p>
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		<ul style="list-style-type: none"> <li>listen with enjoyment to stories and respond to humour, suspense etc. in the story</li> <li>listen attentively, taking turns to speak</li> </ul>		Understands and responds appropriately to classroom talk and activities
<b>Speaking</b>	<p>Increased vocabulary of both content and structure words across domains based on the reading in class text and other material</p> <p>Express opinions and feelings about self, own abilities and likes and dislikes, experiences and events in their life using basic sentence patterns with some elaboration of details.</p> <p>Give instructions, make requests and ask and answer questions with a fair control over grammar and vocabulary; being more accurate when using short</p>	<p>Can</p> <ul style="list-style-type: none"> <li>describe people places animals and objects giving a few details</li> <li>talk about activities using verbs in the past or present as appropriate</li> </ul> <p>Can</p> <ul style="list-style-type: none"> <li>use polite forms of expression for greeting, thanking, apologizing, making requests or asking for help</li> <li><b><i>speak about feelings and time</i></b></li> <li>give 2/3 step</li> </ul>	<p>Oral games and activities using charts, cards and audio-visual material</p> <p>Word games and quizzes</p> <p>Show and tell using objects or pictures</p> <p>Conversation activities like circle time</p> <p>-about people and activities and events at home and school</p> <p>describing using simple, single adjectives like colour, shape size etc.</p> <p>-expressing simple feelings like likes and dislikes or ability (can and cannot, do</p>	<p>Names objects in a composite picture</p> <p>Says a few sentences about experiences at home and school</p> <p>Describes actions or happenings in a picture</p> <p>Role plays or plays games</p> <p>About the home and school and stories told or read in class</p> <p>Says 2 or 3 sentences on own likes or ability</p> <p>Answers simple questions</p>

	<p>sentences.</p> <p>Listens carefully to others and waits for turn to speak while participating in a conversation.</p>	<p>directions clearly</p> <ul style="list-style-type: none"> <li>• talk about current and past activities in class in two or three sentences</li> <li>• respond to simple questions using descriptive sentences</li> <li>• interact in a conversation of three or four turns and speak three or four continuous sentences</li> <li>• take turns while participating in classroom talk/responding to questions</li> </ul>	<p>and do not etc.)</p> <p>Conversation activities and games for turn taking</p> <p>Games for listening and responding to peers.</p>	<p>on self, home, food, school etc. in sentences giving some detail. E.g. I wore a red dress yesterday</p> <p>My friend is tall and thin.</p> <p>She can run fast.</p> <p>Listens politely and without interruption to others while speaking</p> <p>Takes turns during circle time and classroom activities</p>
<b>Reading Fluency</b>	<p>Uses phonic skills to decode and read unknown words with complex vowels and consonant blends.</p> <p>Reads most word structures and many common words by sight.</p> <p>Can read texts with reasonable accuracy, proper intonation and</p>	<p>Can</p> <ul style="list-style-type: none"> <li>• decode longer words using phonological knowledge</li> <li>• recognise the different spelling patterns for vowel sounds.</li> </ul>	<p>Spelling and phonic activities and games based on stories, rhymes and poems to recognize and read longer words.</p> <p>Games, songs and drills</p> <ul style="list-style-type: none"> <li>• to recognize and</li> </ul>	<p>Reads aloud in groups or individually</p> <p>Practices sight words through activities and songs</p> <p>Reads stories silently and retells them in class</p>

	<p>self-corrects using the reading strategies learnt</p> <p>Becomes quite familiar with printed texts, develops greater fluency in reading.</p> <p>Familiarises self with irregular words</p>	<ul style="list-style-type: none"> <li>• read sight words appropriate for level</li> <li>• use the reading strategies - Eagle Eye, Lips the Fish, Stretchy Snake, Chunky Monkey, Skippy Frog, Trying Lion, Dot the Giraffe, Flippy the Dolphin.</li> <li>• read aloud, pausing at appropriate places</li> <li>• read irregular words by sight</li> <li>• <b><i>read the calendar</i></b></li> </ul>	<p>read sight words</p> <ul style="list-style-type: none"> <li>• to decode level-appropriate words to comfortably read the English text</li> </ul> <p>Word games that practice reading and increase exposure to irregular words</p> <p>Posters describing the reading strategies</p> <p>Standardized word lists and levelled readers to hone reading fluency</p>	<p>Running Record Assessments – Levelled passages to assess reading fluency</p>
<b>Reading Comprehension</b>	<p>Reads and comprehends different kinds of grade level texts (narrative, informational, functional)</p> <p>Further develops reading comprehension to make inferences, predict, recount and summarise</p>	<p>Can</p> <ul style="list-style-type: none"> <li>• identify main idea</li> <li>• find details in text</li> <li>• make inferences</li> <li>• predict</li> <li>• sequence events</li> <li>• summarise</li> <li>• draw conclusions</li> <li>• distinguish between fact and opinion</li> </ul>	<p>Identify main idea and the author’s purpose</p> <p>Use illustrations to retell story and explain details</p> <p>Opinion questions</p> <p>Use cause – effect diagrams to examine an event in the story</p>	<p>-wh questions to check comprehension</p> <p>Comprehension tasks similar to ones in the textbook on unseen text</p>

	<p>Makes connection with real life, and personal experiences</p> <p>Reads beyond prescribed textbook material</p>	<ul style="list-style-type: none"> <li>• begin to understand how different texts are structured.</li> <li>• Understand the structure of a paragraph</li> <li>• interpret small and simple data tables, graphs and charts and decode information</li> <li>• infer the meaning of unfamiliar words by reading them in context e.g A veterinary doctor treat animals</li> </ul> <p>Can</p> <ul style="list-style-type: none"> <li>• draw parallels from personal life or surrounding environment</li> <li>• Can give examples from different sources</li> <li>• read and at least partially comprehend billboards, banners,</li> </ul>	<p>Answer why and why not questions with a strong rationale</p> <p>Activities based on the class text to support and scaffold comprehension of information/ story and to work out the meaning of words and sentences from context</p>	
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		captions and subtitles on television, news clippings and advertisements and newspaper headlines.		
<b>Writing</b>	<p>Writes with increasingly well-formed handwriting. Uses punctuation and correct spelling appropriate for grade level.</p> <p>.</p> <p>Begins to learn how writing is structured from reading Absorbs the process of writing by guided writing tasks that require collecting of ideas, drafting, revising etc. and that strengthen the concept of paragraph structure. Writes short pieces (5 or 6 sentences) for different purposes including imaginative or creative pieces.</p>	<p>Can</p> <ul style="list-style-type: none"> <li>• write sentences with correct use of full stop or commas.</li> <li>• spell regular words and attempts to spell unknown word by segmenting</li> <li>• write four or five connected sentences on a topic</li> <li>• convey an idea or describe an object, place or person through a combination of 4 or 5 simple sentences organised in a logical paragraph.</li> <li>• write a narrative, descriptive or informational</li> </ul>	<p>Dictation activities</p> <ul style="list-style-type: none"> <li>• For punctuation</li> <li>• Fill in structure (sight) words in a dictated paragraph of 2 or 3 sentences</li> <li>• Fill in content or semantic words in a dictated paragraph of 2 or 3 sentences</li> </ul> <p>Creative dictation activities to develop the idea of a paragraph</p> <p>Rearranges sentences of a story or everyday activity to make a paragraph</p> <p>Drawing a picture and writing sentences to</p>	<p>Takes dictation of different types.</p> <p>Rearranges sentences to make a meaningful paragraph</p> <p>Draws and writes three or four sentences a person, animal, object or activity</p> <p>Writes a paragraph of 4 or 5 sentences.</p> <p>Revises and rewrites.</p> <p>Illustrates final draft for display</p>

		<p>paragraph.</p> <ul style="list-style-type: none"> <li>• Write lists, rules and regulations, short messages, billboard text, completes short dialogues.</li> <li>• write a friendly or personal letter.</li> </ul>	<p>describe it.</p> <p>Writing 4 or 5 simple sentences about own experience or conveying information or story</p> <p>Revises writing and makes corrections/ changes with the help of peers or teacher</p>	<p>Write a recipe</p> <p>Write an informal letter to a friend about your experiences during the summer holidays.</p>
<b>Grammar</b>	<p><b>Uses</b> verb tenses such as present, present progressive past tense (some irregular), past progressive, simple future (will, going to)</p> <p>Common phrases and basic sentence patterns with a focus on word order of sentences of different kinds.</p> <p>Build on common and useful <b>nouns</b>, prepositions, adjectives, adverbs, pronouns and determiners and conjunctions</p> <p>Knows and uses different kinds of sentences in different</p>	<p>Can describe using basic sentence patterns</p> <ul style="list-style-type: none"> <li>• Objects, places, people in greater detail</li> <li>• Actions (using simple verbs, common adverbs)</li> <li>• Events</li> </ul> <p>Can respond to and ask simple wh-questions and yes/no questions</p>	<p>Games and activities to practice targeted grammar structures</p> <p>Worksheets for meaningful structure based practice</p> <p>Oral practice for verbalizing ideas in correct sentences</p>	<p>Chooses correct sentence from a choice of two</p> <p>Completes sentences with own words</p> <p>Rearranges scrambled (4 or 5 words) sentences correctly</p> <p>Displays awareness of grammatical use in speaking and writing</p> <p>Corrects obvious errors in sentences</p>

	<p>contexts</p> <p>While learners will be able to use the above items in speaking or writing, they are not expected to display formal knowledge of terminology or rules</p>			
<b>Vocabulary</b>	<p>- Increased vocabulary of common, frequently used semantic words and sight words appropriate to class and age</p> <p>Added words in the domains of general exposure</p> <p>Words connected with Math, Science and Social sciences concepts</p> <p>Uses dictionary and knowledge of alphabetical order to look up the word for meaning, alphabetical order (upto two initial letters)</p>	<p>Can</p> <ul style="list-style-type: none"> <li>• identify and name items in word families and word groups</li> <li>• talk about activities using a greater range of vocabulary</li> <li>• use terms learnt in other subjects or vice versa</li> <li>• identify meaning of new words from dictionary</li> <li>• guess/infer the meaning of unfamiliar words by reading them</li> </ul>	<p>Oral games and activities as well as charts, cards and audio-visual material</p> <p>Word games and quizzes</p>	<p>Use given sight words in the right context</p> <p>Names objects in a composite picture</p> <p>Says a few sentences about experiences at home and school</p> <p>Describes activity in a picture</p>

		in context e.g Grocer means the person who sells 'rations'		
<b>Literary appreciation</b>	<p>Reads of own free will regularly, choosing books with interest and appeal from the school or class library</p> <p>Reads independently or listens to picture books with simple text and profuse illustrations to inculcate the habit of reading</p>	<p>Can</p> <ul style="list-style-type: none"> <li>• understand the organisation of a story,</li> <li>• develop positive reading attitudes and increased general knowledge</li> <li>• look at books with interest and attempts to read</li> </ul>	<p>Teacher/ school provide suitable and well-chosen books in classroom or school library</p> <p>Teacher/ school provides suitable picture books of appropriate length for group / whole class and independent reading</p>	

## Syllabus - English - Class - 5

Learners at this stage can communicate outside of class with known persons, on familiar matters requiring a simple and direct exchange of information. They can describe in simple terms, with some details, aspects of their background, immediate environment and likes and dislikes.

Learners will be able to understand language spoken clearly in familiar contexts. They follow dialogues or commentary in AV materials, appropriate for their level. They frame questions accurately while seeking information or for clarification of meaning. They listen and respond confidently and appropriately during pair and group work in class. They follow instructions, requests and questions and respond appropriately. They speak with appropriate stress, intonation and correct pronunciation. They express opinions and feelings, personal abilities; express likes and dislikes and agreement and disagreement. They describe personal experiences and events in their surroundings with some elaboration of details. They use formulaic expressions appropriately and speak fluently but with a few mistakes, using a wider range of grammatical structures and vocabulary.

They use phonic skills to decode and read unknown words aloud. They read informational texts, short stories and poems for understanding and pleasure. They become aware of text structure and use this understanding to summarise, recount, predict, link cause and effect and make inferences. They consult a simple junior dictionary independently

They compose a variety of short pieces by collecting ideas, drafting, revising etc. and apply the concept of paragraph structure. They write with a well-formed hand.

Area/ Skills	Competency/objective	Learning outcome	Content / classroom procedure	Evaluation
<b>Listening</b>	Understands English spoken clearly in a familiar context Asks for clarification of meaning or misunderstanding. Understands English of	Can <ul style="list-style-type: none"> <li>• follow English speech when spoken clearly</li> <li>• ask for clarification of meaning</li> </ul>	Sings songs, recites poems to internalise word stress and intonation  Appropriate AV materials: movies/ cartoons/ Children’s TV programmes	Says words and sentences with the proper stress and intonation  Listens with enjoyment and discusses in class or

	grade level when spoken clearly in familiar contexts		/ stories	groups. Responds with drawings and written comments
<b>Listening comprehension</b>	<p>Listens to and comprehends stories, texts and other inputs appropriate for class level Follows dialogues or commentary in AV materials appropriate for their age.</p> <p>Waits for turn to speak and listens carefully to others before responding.</p>	<p>Can understand and follow stories, instructions and conversations by</p> <ul style="list-style-type: none"> <li>• Drawing on previous knowledge</li> <li>• Asking questions to clarify meaning and checking their understanding</li> <li>• Discussing the key elements of story or text</li> </ul> <p>Can understand and recall</p> <ul style="list-style-type: none"> <li>• the sequence of main events in a story</li> <li>• the role and motivation of characters.</li> <li>• link direct events and cause and effect</li> </ul>	<p>Instructions for games/ word games to play in class. Games on word order with questions and answers.</p> <p>Follows dialogues or commentary in AV materials and responds to the information/ story</p> <p>Listens to stories with a focus on questions and answers</p> <p>Suitable audio-visual materials for listening to short bits of conversation or information.</p> <p>Stories /folktales told by teacher or through audio-visual means</p> <p>Discussion, role-plays, sequencing activities on</p>	<p>Follows instructions to play games</p> <p>Oral games like spotting the correct question</p> <p>Asks and answers peers' questions about themselves, events or a story.</p> <p>Giving questions for answers and other tasks based on a story or the text</p> <p>Arranges pictures/ sentences in sequence based on the story.</p> <p>Enacts parts of the story as role-plays</p>

		<ul style="list-style-type: none"> <li>• some details</li> </ul> <p>Can</p> <ul style="list-style-type: none"> <li>• listen with enjoyment to stories and respond to humour, suspense etc. in the story</li> <li>• listen attentively, taking turns to speak</li> </ul>	<p>theme, story being used in class.</p> <p>Classroom text to practice meaningful questions and answers requiring the use of linking to details and cause and effect.</p>	<p>Understands and responds appropriately to classroom talk and activities</p>
<p><b>Speaking- Fluency and grammatical awareness</b></p>	<p>Can be understood when they speak English to others. Stresses most words they know correctly and attempts to speak with the correct intonation.</p> <p>Speaks English with fair control over grammar and vocabulary being more accurate when using familiar types of sentences.</p> <p>Listens carefully to others and waits for turn to speak while participating in a conversation.</p>	<p>Can</p> <ul style="list-style-type: none"> <li>• recognize and attempts to use stress and intonation in English speech</li> <li>• talk about activities using verbs in the past or present as appropriate</li> <li>• speak using basic sentence patterns</li> </ul> <p>Can express opinions <b>and feelings</b> using basic sentence patterns with adequate elaboration of details about:</p>	<p>Oral games and activities using charts, cards and audio-visual material</p> <p>Word games and quizzes</p> <p>Show and tell using objects or pictures</p> <p>Suitable AV materials for viewing, and commenting</p>	<p>Names objects in a composite picture</p> <p>Speaks 6 or 7 about experiences at home and school</p> <p>Describes actions or happenings in a picture or movie and discusses giving own opinion</p>

		<ul style="list-style-type: none"> <li>• themselves, their abilities and likes and dislikes,</li> <li>• experiences and events in their life</li> </ul> <p>follow instructions, requests and questions, use formulaic expressions appropriately.</p>		
		<p>Can</p> <ul style="list-style-type: none"> <li>• use polite forms of expression for greeting, thanking, apologizing, making requests or asking for help</li> <li>• give directions clearly talk about current and past activities in class in two or three sentences</li> <li>• comment on happenings in school, the outside world or movies seen</li> <li>• respond to questions</li> </ul>	<p>Conversation activities like circle time</p> <p>-about people and activities and events at home and school</p> <p>describing using simple, single adjectives like colour, shape size etc.</p> <p>-expressing simple feelings like likes and dislikes or ability (can and cannot, do and do not etc.)</p> <p>Conversation activities and games for turn taking</p>	<p>Role plays or plays games</p> <p>About the home and school and stories told or read in class</p> <p>Says 2 or 3 sentences on own likes or ability</p> <p>Answers simple questions on self, home, food, school etc. in sentences giving some detail. E.g. I wore a red dress yesterday</p> <p>My friend is tall and thin.</p> <p>She can run fast.</p>



		<p>using descriptive sentences</p> <p>Can</p> <ul style="list-style-type: none"> <li>• interact in a conversation of four or five turns and speak four or five continuous sentences</li> <li>• take turns while participating in classroom talk/responding to questions</li> </ul>	<p>Games for listening and responding to peers.</p>	<p>Listens politely and without interruption to others while speaking</p> <p>Takes turns during classroom activities and discussions</p>
<p><b>Reading</b></p> <p><b>Reading fluency and decoding skills</b></p>	<p>Segments and uses phonic skills to decode and read unknown words. Reads most structure and many common words by sight. Becomes quite familiar with printed texts and develops greater fluency in reading. Reads silently.</p>	<p>Can</p> <ul style="list-style-type: none"> <li>• decode longer words using phonic knowledge</li> <li>• recognises the different spelling patterns for vowel sounds and longer consonant blends.</li> <li>• read aloud, pausing at appropriate places and with expression</li> </ul>	<p>Reads class texts and supplementary readers</p> <p>Revision of decoding skills and sight words</p>	<p>Reads aloud in groups or individually</p> <p>Practices sight words through activities and songs</p> <p>Reads stories silently and retells them in class</p>

<p><b>Reading Comprehension</b></p>	<p>Develops comprehension skills further to summarise, recount, predict, link cause and effect and make inferences based on what they read. Understands how different texts are structured. Consults a simple junior dictionary to look up meanings of unknown words.</p>	<p>Can</p> <ul style="list-style-type: none"> <li>• make inferences</li> <li>• predict</li> <li>• recount and summarise</li> <li>• understand how different texts are structured.</li> <li>• Understand the structure of a paragraph</li> </ul> <p>Can read class text or other books silently and comment on reading through discussions, enactments etc. or by completing worksheets focussed on comprehension</p>	<p>Use illustrations to retell story and explain details</p> <p>Activities based on the class text to support and scaffold comprehension of information/ story and to work out the meaning of words and sentences from context</p> <p>Enactments, role plays, games etc.</p> <p>Dictionary based tasks</p>	<p>Oral wh questions to check comprehension</p> <p>Comprehension tasks similar to ones in the textbook on unseen text</p> <p>Shows comprehension through participation in activities</p> <p>Can consult dictionary when needed</p>
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<p><b>Mechanics of writing/ handwriting</b></p>	<p>Writes with increasingly well-formed handwriting. Uses punctuation accurately for grade level Improves ability to spell through segmentation and knowledge of suffixes and prefixes</p>	<p>Can</p> <ul style="list-style-type: none"> <li>• write sentences with correct use of full stop or commas.</li> <li>• spell regular words and attempts to spell unknown word by segmenting</li> <li>• spell using prefixes or suffixes</li> </ul>	<p>Dictation activities</p> <ul style="list-style-type: none"> <li>• For punctuation</li> <li>• Fill in structure (sight) words in a dictated paragraph of 2 or 3 sentences Fill in content or semantic words in a dictated paragraph of 2 or 3 sentences</li> </ul>	<p>Takes dictation of different types.</p>
<p><b>Writing</b></p>	<p>Begins to learn how writing is structured from reading Absorbs the process of writing by guided writing tasks that require collecting of ideas, drafting, revising etc. Strengthens the concept of paragraph structure. Writes short pieces (5 or 6 sentences) for a wider range of purposes</p>	<p>Can</p> <ul style="list-style-type: none"> <li>• write six or seven connected sentences on a topic</li> <li>• convey an idea or describe an object, place or person through a combination of 5 or 6 simple sentences organised in a logical paragraph.</li> </ul>	<p>Creative dictation activities to develop the idea of a paragraph</p> <p>Rearranges sentences in a story or everyday activity to make a paragraph</p> <p>Drawing a picture and writing sentences to describe it.</p> <p>Writing 4 or 5 simple sentences about own experience or conveying information or story</p>	<p>Rearranges sentences to make a meaningful paragraph</p> <p>Draws and writes three or four sentences a person, animal, object or activity</p> <p>Writes a paragraph of 4 or 5 sentences.</p> <p>Revises and rewrites.</p> <p>Illustrates final draft for display</p>

			Revises writing and makes corrections/ changes with the help of peers or teacher	
<b>Grammar</b>	<p>Uses verb tenses such as present, present progressive past tense (some irregular), past progressive, simple future (will, going to)</p> <p>Common phrases and basic sentence patterns with a focus on word order of sentences of different kinds.</p> <p>Build on common and useful <b>nouns</b>, prepositions, adjectives, adverbs, pronouns and determiners and conjunctions</p> <p>While learners will be able to use the above items, they are not expected to display formal knowledge of terminology or rules</p>	<p>Can describe using basic sentence patterns</p> <ul style="list-style-type: none"> <li>• Objects, places, people in greater detail</li> <li>• Actions (using simple verbs, common adverbs)</li> <li>• Events</li> </ul> <p>Can respond to and ask simple wh-questions and yes/no questions</p>	<p>Games and activities to practice targeted grammar structures</p> <p>Worksheets for meaningful structure based practice</p> <p>Oral practice for verbalizing ideas in correct sentences</p>	<p>Chooses correct sentence from a choice of two</p> <p>Completes sentences with own words</p> <p>Rearranges scrambled (4 or 5 words) sentences correctly</p> <p>Displays awareness of grammatical use in speaking and writing</p> <p>Corrects obvious errors in sentences</p>
<b>Vocabulary</b>	- Increased vocabulary of common, frequently used semantic words and sight words appropriate	<p>Can</p> <ul style="list-style-type: none"> <li>• identify and name items</li> </ul>	Oral games and activities as well as charts, cards and audio-visual	Names objects in a composite picture

	<p>to class and age</p> <p>Added words in the domains of general exposure</p> <p>Words connected with Math, Science and Social sciences concepts</p>	<p>in word families and word groups</p> <ul style="list-style-type: none"> <li>• talk about activities using a greater range of vocabulary</li> <li>• use terms learnt in other subjects or vice versa</li> </ul>	<p>material</p> <p>Word games and quizzes</p>	<p>Says a few sentences about experiences at home and school</p> <p>Describes activity in a picture</p>
<p><b>Literary Appreciation</b></p>	<p>Reads of own free will regularly, choosing books with interest and appeal from the school or class library</p> <p>Reads independently or listens to picture books with simple text and profuse illustrations to inculcate the habit of reading</p>	<p>Can</p> <ul style="list-style-type: none"> <li>• understand the organisation of a story</li> <li>• develop positive reading attitudes and increased general knowledge</li> <li>• look at books with interest and attempts to read</li> </ul>	<p>Teacher/ school provide suitable and well-chosen books in classroom or school library</p> <p>Teacher/ school provides suitable picture books of appropriate length for group / whole class and independent reading</p>	

## IV. Mathematics - (Classes 1 - 5)

### Syllabus - Maths - Class -1

Topic	Sub Topic	Learning Outcomes
<b>1. GEOMETRY</b>	<p><b>1.1 Introduction to spatial orientation</b></p> <p><b>1.2 Introduction to shapes in real objects and its attributes</b></p> <p><b>1.3 Introduction to basic shapes (2D)</b></p> <p><b>1.4 Introduction to draw straight lines</b></p> <p><b>1.5 Differentiating, Sorting and classifying object based on shapes, locations and space</b></p>	<ul style="list-style-type: none"> <li>• To build a sense of spatial orientation.</li> <li>• To understand spatial relationship.</li> <li>• To understand the meaning of and use appropriate spatial vocabulary <i>Eg. Top, Bottom, On, Under, Inside, Outside, Above, Below, Near, Far, Before, After, Front - Rear , More -Less, Thin - Fat and Big - Small</i></li> <li>• To correlate concrete things to their shapes</li> <li>• To Learn vocabulary related to nature of shapes <i>Eg. Shapes, round, corner, edge, surface, plain, long &amp; short.</i></li> <li>• To know basic names of shapes like square, circle, oval, rectangle, triangle</li> <li>• To observe and describe objects from the surroundings having different sizes and shapes like pebbles, boxes, balls, pipes, bottle caps, pencil and eraser.</li> <li>• To draw the border of objects and represent in 2D <i>(Eg. Draw rectangle with border of eraser/pencil box)</i></li> <li>• To draw horizontal, vertical and slant lines (free hand)</li> <li>• To draw /represent straight lines in various orientations(vertical, horizontal, slant)</li> <li>• To collect objects from the surroundings and differentiates, Sorts, classifies and describes those objects on the basis of shapes and other observable properties <i>Eg .Sound produced by group of students within outside the class, same done by one child (within the class and outside the class).</i></li> <li>• Observes and describes the way shapes affect movements like rolling and sliding.</li> </ul>
<b>2. NUMBERS</b>	<b>2.1 Numbers from 1 to 9</b>	<ul style="list-style-type: none"> <li>• To observe objects and make collection of objects</li> <li>• To arrange the collection of objects in order by               <ul style="list-style-type: none"> <li>– Matching and</li> <li>– One to one correspondence</li> </ul> </li> <li>• To count the number of real objects in a collection.(concrete)</li> <li>• To count the number of objects by representing them in the form of</li> </ul>

	<p><b>2.2 Concept of “Zero”</b></p> <p><b>2.3 Introduction to Number 10</b></p> <p><b>2.4 Counting</b></p> <p><b>2.5 Numbers from 11 to 20</b></p> <p><b>2.6 Addition (of single digit numbers whose sum is less than 10) and Subtraction of numbers without conversion</b></p>	<p>pictures(semi-concrete)</p> <ul style="list-style-type: none"> <li>• To make collection of objects corresponding to a specific number</li> <li>• To recognize and speak numbers from 1 to 9.</li> <li>• To use numbers from 1 to 9 in counting and comparison. (Real objects and repeated events like clapping/jumping to be used for counting)</li> <li>• To read and write numerals from 1 to 9.</li> <li>• To identify the ordinal numbers from 1 to 9</li> <li>• To match the ordinal numbers with objects in order of size</li> <li>• To introduce the concept of “no objects” give the symbol zero to represent it.</li> <li>• To approach zero through real life situation (such as there are 5 papers lying on the floor, how many remaining? Or there are 5 waste papers lying on the floor, ask the child to put in the garbage bin one by one. Let the children count and say eg: 1 in the bin, 4 on the floor, .finally nothing or zero on the floor, 5 in the bin).</li> <li>• To know and use the number 10</li> <li>• To count the objects.( Eg: count the number of books in the bag; the child should be able to tell the total and ensures that the child has counted everything once)</li> <li>• To estimate, verify and justify the counted value.</li> <li>• To be able to count the objects, mentally &amp; silently;</li> <li>• To be able to relate last number counted with the total number of objects</li> <li>• To form number sequence from 11 to 20</li> <li>• To count object using these numbers</li> <li>• To group objects into a group of 10s and single objects</li> <li>• To develop the vocabulary of group of tens and ones.</li> <li>• To show the group of tens and ones by drawing</li> <li>• To count the number of tens and ones in a given number.</li> <li>• To write the numerals for eleven to twenty.</li> <li>• To write numerals for ten and twenty</li> <li>• To Compare numbers up to 20</li> <li>• To get introduced to vocabulary like total, together, altogether etc., to denote addition.</li> <li>• To introduce subtraction as “taking away” using real objects.</li> <li>• To understand subtraction as cancelling using pictures.</li> </ul>
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	<p><b>2.7 Addition and Subtraction (up to 20)</b></p> <p><b>2.8 Familiarizing numbers up to 20</b></p> <p><b>2.9 Numbers from 21 to 49/99</b></p> <p><b>2.10 Mental Arithmetic</b></p>	<ul style="list-style-type: none"> <li>• To use vocabulary like difference, take away, less etc., to denote subtraction.</li> <li>• To add and subtract using real objects and pictures.</li> <li>• To add and subtract the numbers using symbols '+' and '-'.</li> <li>• To add and subtract numbers up to 20. <ul style="list-style-type: none"> <li>-using concrete, tangible objects</li> <li>-using pictures</li> <li>-using numbers</li> </ul> </li> <li>• To observe and understand the different orientation in addition and subtraction</li> <li>• To reason out the sum values</li> <li>• To group objects into ones, twos, fives and tens (for numbers till 20).</li> <li>• To identify the predecessor and successor up to 20.</li> <li>• To identify numbers "in between"</li> <li>• To learn numbers from 21 to 99.</li> <li>• Write numerals for Twenty-one to Ninety nine.</li> <li>• To group objects into 'tens' and 'ones'</li> <li>• To draw representation for groups of tens and ones</li> <li>• To represent numbers tens and ones through pictures.</li> <li>• To group a number orally into tens and ones</li> <li>• To identify the predecessor and successor up to 99.</li> <li>• To identify numbers "in between" Eg: 24, __, 26.</li> <li>• To skip count by twos forward to backward up to Ninety-nine.</li> <li>• To skip count by threes forward to backward up to Ninety-nine] <b>Ensure that this part (Numbers from 21 to 49/99) is an optional, so as to consider the pace of the learner]</b></li> <li>• To add two single digits numbers up to sum of 10 mentally</li> </ul>
<p><b>3. PATTERNS</b></p>	<p><b>3.1 Patterns in Sounds</b></p> <p><b>3.2 Patterns in Colours</b></p> <p><b>3.3 Patterns in Shapes</b></p> <p><b>3.4 Patterns in Numbers</b></p> <p><b>3.5 Patterns in body movements</b></p>	<ul style="list-style-type: none"> <li>• To identify the patterns in sounds</li> <li>• To make pattern through sounds</li> <li>• To identify the patterns in colours.</li> <li>• To make pattern through colours.</li> <li>• To identify the patterns in shapes</li> <li>• To make pattern through shapes.</li> <li>• To identify the patterns in numbers. (using elementary examples- single digit numbers)</li> <li>• To identify the patterns in body movements</li> </ul>



	<b>3.6 Iterative patterns and processes</b>	<ul style="list-style-type: none"> <li>● To observe and collect similar objects from surroundings such as flowers, leaves;</li> <li>● To draw similar objects and to compare them</li> </ul>
<b>4 MEASUREMENTS</b>	<b>4.1 Introduction to Length Comparison of Objects Using Length through Non Standard Units.</b>	<ul style="list-style-type: none"> <li>● To distinguish between near , far,thinthick,longer/taller,shorter,high, low,lighter, heavier, bulk</li> <li>● To seriate objects by comparing their length and mass.</li> <li>● To measure short lengths in terms of non- uniform units( in the context of ‘games eg., ‘Kittipil’ ‘gologundu’, ‘naadupudiaatam’ or by leaping, jumping, etc..)</li> <li>● To estimate distance,measureslength and verifies using non uniform units ( e.g. hand span, cubit, etc.,)</li> </ul>
<b>5 MONEY</b>	<b>5.1 Notes and coins</b>	<ul style="list-style-type: none"> <li>● To identify common currency notes and coins</li> <li>● To put together small amounts of money</li> </ul>
<b>6 TIME</b>	<b>6.1 Comparison of events based on time</b>  <b>6.2 Organizes events based on time</b>	<ul style="list-style-type: none"> <li>● To Distinguish between events occurring in time using term- earlier and later, old, new, less time , more time, shorter period or longer period, fast, slow , morning, evening, day and night</li> <li>● To observe changes in the position of sun throughout the day with time intervals</li> <li>● Narrates the sequence of events in a day</li> </ul>
<b>7 INFORMATION PROCESSING</b>	<b>7.1 Systematic Listing</b>  <b>7.2Organizing simple data (shape and numbers)</b> <b>7.3 Modelling</b> <b>Puzzles:</b>  <b>Making Connections:</b>  <b>7.4Following and Devising Algorithms</b>	<ul style="list-style-type: none"> <li>● To collect simple data such as Mode of transport to School, Favorite TV program, favourite food items, Numbers of brothers and sisters etc.,</li> <li>● To represents and interprets Simple data sets(eg: in Venn diagram)</li> <li>● To visualize and arrange parts in order.(Eg: Picture of a dog torn into pieces like head, legs, tail, body. The child has to arrange neatly and form a complete picture of dog, by placing everything intact.)</li> <li>● To form a shape, by connecting the numbers in sequence/colors.(eg: Lot of colored dots could be given such that 7 red dots for one shape, 8 blue dots for another shape. Now, the child has to connect similar colored dots to form shape)</li> <li>● To enable them to follow simple and different types of procedure[example: simple treasure hunt games]</li> </ul>

## Syllabus - Maths - Class - 2

Topic	Sub Topic	Learning Outcomes
<b>1. GEOMETRY</b>	<b>1.1 Introduction to spatial orientation- 3D dimensional</b> <b>1.2 Identification of 2D shapes and 3D objects in everyday life</b> <b>1.3 Introduction to properties of shapes</b>  <b>1.4 Introduction to draw different kind of lines and figures of 2D and 3D.</b>	<ul style="list-style-type: none"> <li>• To observe objects in the environment and gets an intuitive feel for their geometrical attributes</li> <li>• To identify the basic 3D shapes such as cube, cuboid, cylinder, cylindrical, cone, conical, sphere and spherical by their names.</li> <li>• To trace the 2-D outlines of 3-D objects.</li> <li>• To Observe and identify these 2-D shapes viz., rectangle, square, triangle, circle by their names with 3 D objects</li> <li>• To describe intuitively the properties of these 2-D shapes.</li> <li>• To identify objects by blind folded and to use the vocabulary such as curve, straight line, circle, cylinder, sphere, cone, square, rectangle, triangle, circle, corner etc.</li> <li>• Identifies and makes straight lines by folding, straight edged objects, stretched strings and draws free hand and with a ruler</li> <li>• To distinguish between straight and curved lines</li> <li>• To identify objects by observing their shadows</li> </ul>
<b>2. NUMBERS</b>	<b>2.1 Numbers from 21 to 99</b>  <b>2.2 Counting</b>  <b>2.3 Ordering</b>	<ul style="list-style-type: none"> <li>• To learn numbers by rote from 21 to 99.</li> <li>• Write numerals for Twenty-one to Ninety nine.</li> <li>• <i>Group objects</i> in category.(eg: group the names based on alphabets)</li> <li>• Count the objects in each category(eg: count the number of number of students name starting “A”, number of students name starting “B”...)</li> <li>• To group objects into ‘tens’ and ‘ones’</li> <li>• To draw representation for groups of tens and ones</li> <li>• To group a number into tens and ones</li> <li>• To identify the predecessor and successor up to 99.</li> <li>• To identify numbers” in between” Eg: 24, __, 26.</li> <li>• To skip count by twos forward to backward up to Ninety-nine.</li> <li>• To skip count by threes forward to backward up to Ninety-nine</li> <li>• To introduce odd and even numbers</li> <li>• To arrange numbers till hundred in ascending and descending order</li> <li>• To able to form the greatest and the smallest 2-digit numbers with</li> </ul>

	<p><b>2.4 Place value and comparing the numbers</b></p> <p><b>2.5 Ordinal and Cardinal numbers</b></p> <p><b>2.6 Writing numbers up to 99</b></p> <p><b>2.7 Reading and writing numbers upto 99 in words</b></p> <p><b>2.8 Addition &amp; Subtractions up to 99</b></p> <p><b>2.9 Introduction to Multiplication and division</b></p> <p><b>2.10 Mental Arithmetic</b></p>	<p>and without repetition of given digits.</p> <ul style="list-style-type: none"> <li>• To arrange things in sequential order. (eg: arrange names of the classmates, alphabetically).</li> <li>• To expand a number with respect to place values.</li> <li>• To count and regroup objects into tens and ones</li> <li>• To use the concept of place value to compare numbers</li> <li>• To learn ordinal and cardinal numbers.</li> <li>• To read and write numbers upto 99 (eg. if number is said, the child should be able to write the number, not necessarily in words. i.e., if teacher said 69, the child be able to write 69 but not necessarily “sixty – nine”</li> <li>• To read and write numbers in words eg: for 69 the child should be able to write sixty nine</li> <li>• To learn addition and subtraction</li> <li>• To add and subtract two digit numbers beginning from concrete representations to abstract</li> <li>• To add and subtract numbers by drawing representations of tens and ones without and with regrouping.</li> <li>• To add zero to a number and subtract zero from a number.</li> <li>• To understand properties of addition through patterns.</li> <li>• To be able to write stories to describe situations that corresponds to the given addition and subtraction facts.</li> <li>• To estimate and check the reasonableness of answers to addition and subtraction problems through discussion.</li> <li>• To do discussion of situations involving repeated addition and situations involving equal sharing</li> <li>• To learn activities of making equal groups (activity only)</li> <li>• To add and subtract single digit numbers mentally.</li> <li>• To add and subtract multiples of ten mentally</li> </ul>
<p><b>3. PATTERNS</b></p>	<p><b>3.1 Patterns in Sounds</b></p> <p><b>3.2 Patterns in Colours</b></p> <p><b>3.3 Patterns in shapes</b></p>	<ul style="list-style-type: none"> <li>• To observe and extend patterns in sequence of sounds. Eg: Patterns of sounds can be extended by tapping benches, feet, clapping etc.</li> <li>• To create patterns by mixing sound and body movements</li> <li>• To observe and extend patterns in sequence of colors. Eg: Patterns of colors can be extended by mixing different colours.</li> <li>• To create block patterns by stamping thumbprints, leaf prints, vegetable prints, etc.</li> <li>• To create patterns of shapes of</li> </ul>

	<p><b>3.4 Patterns in numbers</b></p> <p><b>3.4 Iterative patterns and processes</b></p>	<p>a) Regular(eg: in grid)</p> <p>b) Irregular and</p> <p>c) Combinations of a and b</p> <ul style="list-style-type: none"> <li>● To observe patterns in different ways of splitting numbers or combining numbers</li> <li>● Able to draw simple rangoli(eg:3 by 3 pulliKolams)</li> </ul>
4. MEASUREMENTS	<p><b>4.1 Introduction to measuring (Length) through Standard units</b></p> <p><b>4.2 Introduction to standard tool for measuring (weight )</b></p> <p><b>4.3 Introduction to volume ( capacity)</b></p>	<ul style="list-style-type: none"> <li>● To estimate and measure lengths/distances using uniform non-standard units like a pen cap/pencil, eraser, feet etc</li> <li>● To appreciate the need for standard tool for measuring length, by finding differences in non-standard tools.</li> <li>● To Use a ruler to measure lengths of different objects</li> <li>● Compare and identifies relationships between two or more objects by their weight.</li> <li>● Appreciates the need for a simple balance</li> <li>● Compares weights of given objects using simple balance</li> <li>● compares and orders containers as per their capacities on the basis of perception &amp; verifies by pouring out,etc.,</li> </ul>
5. MONEY	<p><b>5.1 Notes and coins</b></p>	<ul style="list-style-type: none"> <li>● To add and subtract small amounts of money mentally.</li> <li>● To identify currency – notes and coins</li> <li>● Puts together amounts of money not exceeding Rs. 100/-</li> <li>● To transact an amount using three to four notes.</li> <li>● To compare the rate of same product but different prices.</li> <li>● To use the vocabulary as more amount, less amount, expensive, in-expensive</li> </ul>
6. TIME	<p><b>6.1 Days, seasons &amp; months</b></p> <p><b>6.2 Calculating time</b></p>	<ul style="list-style-type: none"> <li>● Able to draw time-Cyclic events( such as day – night; days of the week; events of the day starting from brushing the teeth to sleep)</li> <li>● To get familiar with the days of the week and months of the year.</li> <li>● To get a feel for sequence of seasons.</li> <li>● To be able to sequence the events occurring over longer periods in terms of dates/days.</li> <li>● By using different containers to measure volume observes and calculates time, by using the terms like quick/fast and slow.</li> <li>● To apply the knowledge learnt in money and understands that different modes of transports can be used based on time and money</li> </ul>

<p><b>7. INFORMATION PROCESSING</b></p>	<p><b>7.1 Systematic Listing</b></p> <p><b>Reasoning</b></p> <p><b>7.2 Drawing inference</b></p> <p><b>7.3 Modelling</b> <b>Relations: older, younger</b></p> <p><b>Relations: Shapes and nature of objects</b></p> <p><b>7.4 Following and Devising Algorithms</b> <b>Framing and executing instructions</b></p>	<ul style="list-style-type: none"> <li>• Listing down all possible things for a given category. (eg: listing down all possible ways of dressing oneself; listing down any pairs of numbers that sums to 20)</li> <li>• Listing down all possible things for a given sub- categories (Eg: finding out all the possible ways of dressing using two shorts and three shirts; Listing down combination of two numbers whose sum is equal to 20)</li> <li>• To collect data through measurement.</li> <li>• To compare, verify and justify the lists prepared and ensures that the list is complete.(eg: the child should be able to answer, how do you know that you have counted all the possible ways and ensures that it is counted without repetition?)</li> <li>• Represents data followed by discussions ( eg.heights of children, months in which birthdays of the children in the class )</li> <li>• To record data using tally marks</li> <li>• Draws inferences from the data at the appropriate level eg. modes of transport chosen based on time and money can be drawn as a graph</li> <li>• Understands relationship and expresses it orally (Eg: If Shalini daughter of Saravanan then Saravanan father of Selvi. Then the child should be able to tell what is the relationship between selvi and shalini.)</li> <li>• <b>Correlates nature of objects with shapes of containers</b>(eg: for a given pair of objects, the child should be able to tell which container holds what (through pictures))</li> <li>• To equip them to make list of instructions;</li> <li>• To enable them to carryout instruction and to ensure that it is carried out correctly</li> <li>• To enable them to carryout a task in different ways(eg. dividing a pile of biscuits amongst students)</li> </ul>
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## Syllabus - Maths - Class -3

Topic	Sub Topic	Learning Outcomes
<b>1. GEOMETRY</b>	<b>1.1 Creating 2 – D shapes</b>  <b>1.2 Tangram</b>  <b>1.3 constructing 3 – D objects</b>	<ul style="list-style-type: none"> <li>• To create shapes through paper folding, paper cutting</li> <li>• To identify 2-D shapes.</li> <li>• To describe the various 2-D shapes by counting their sides ,corners (vertices)and diagonals</li> <li>• To make shapes on the dot-grid using straight lines and curves.</li> <li>• Create shapes using tangram pieces</li> <li>• Matches the properties of 2D shapes by observing their sides and corners (Vertices)</li> <li>• To tile a given region using a tile of a given shape</li> <li>• Distinguishes between shapes that tile and that do not tile</li> <li>• To be able to draw 3-D objects.</li> <li>• Describe the various 3D shapes by counting their sides, corners and diagonals</li> </ul>
<b>2. NUMBERS</b>	<b>2.1 Numbers sequence up to 1000</b>  <b>2.2 Compare Numbers</b>  <b>2.3 Ordering</b>  <b>2.4 Addition and Subtraction within 1000</b>	<ul style="list-style-type: none"> <li>• To read and write all 3-digit numbers.</li> <li>• To expands a number with respect to place values</li> <li>• Counts in different ways – starting from any number</li> <li>• To identify odd and even numbers with respect to ones place upto 3 digit numbers</li> <li>• To be able to forms greatest and smallest numbers using given digits.</li> <li>• To be able to sort an array of numbers into ascending and descending order</li> <li>• To arrange things in different orders for a given solution.(eg: finding out different ways to prove that 3 and 5 make 8, by arranging numbers in different orders)</li> <li>• Able to add and subtract numbers by writing them vertically in the following two cases: (Sum should not exceed 1000)               <ul style="list-style-type: none"> <li>- Without regrouping.</li> <li>- With regrouping.</li> </ul> </li> <li>• To use the place space value in standard algorithm of addition and subtraction.</li> <li>• Able to solve addition and subtraction of simple problems in</li> </ul>

	<p><b>2.5 Multiplication</b></p> <p><b>2.6 Division</b></p> <p><b>2.7 Mental Arithmetic</b></p>	<p>different daily life situations presented through pictures and stories.</p> <ul style="list-style-type: none"> <li>• To frame problems for addition and subtraction facts.</li> <li>• To estimate the sum of, and difference between, of two given numbers</li> <li>• Multiplies a given number by another number in various ways such as: <ul style="list-style-type: none"> <li>-by drawing dots</li> <li>-by re-grouping</li> <li>-by repeated addition</li> <li>-by using multiplication facts</li> </ul> </li> <li>• Explains the meaning of multiplication</li> <li>• Identifies the sign of multiplication.</li> <li>• Able to construct the multiplication tables of 2, 3, 4, 5 and 10</li> <li>• To use an appropriate number operation in the life situation of the child / in the child's context</li> <li>• To multiply two digit numbers using standard algorithm and Lattice multiplication algorithm</li> <li>• Able to explain the meaning of division from the context of equal grouping and sharing.</li> <li>• To understand division as repeated subtraction</li> <li>• Able to relate division with multiplication.</li> <li>• Completes division facts: <ul style="list-style-type: none"> <li>-by grouping</li> <li>-by using multiplication tables.</li> </ul> </li> <li>• Able to add and subtract single digit numbers and two digit numbers mentally.</li> <li>• Able to double two digit numbers mentally (result not exceeding two digits).</li> </ul>
<p><b>3. PATTERNS</b></p>	<p><b>3.1 Patterns in shapes</b></p> <p><b>3.2 Patterns in numbers</b></p>	<ul style="list-style-type: none"> <li>• Creates patterns of regular irregular shapes by stamping (eg: by drawing leaves, ink blot diagrams)</li> <li>• Searches for patterns in different ways of combining colours sounds, 2D and 3D shapes</li> <li>• To recognize simple symmetries in shapes and patterns.</li> <li>• To create patterns and designs from straight lines and other geometrical shapes.</li> <li>• Able to identify patterns in the numerals for odd and even numbers and in adding odd and even numbers.</li> <li>• To identify patterns in multiplication with, and dividing by 10s.</li> </ul>

	<b>3.3 Iterative patterns and processes</b>	<ul style="list-style-type: none"> <li>• Able to draw complex rangoli with condition.(eg:drawing more pullikolams, atleast one kolam which is a single curve.)</li> <li>• To explore number patterns obtained by adding different numbers. To understand through patterns that multiplication is repeated addition, division as repeated subtraction.</li> </ul>
<b>4. MEASUREMENTS</b>	<b>4.1 Length (using standard units -cm., m.)</b>  <b>4.2 Weight (using non-standard)</b>  <b>4.3 Volume (capacity -(using non-standard))</b>	<ul style="list-style-type: none"> <li>• Able to appreciate the need for a standard unit.</li> <li>• To measure length of objects in their environment using simple aids.</li> <li>• To express appropriate standard units of length by choosing between centimeters and meters.</li> <li>• To understand order of magnitude between cm. , m., and km. as units.</li> <li>• To estimate the length of given object in standard units and verifies by measuring.</li> <li>• To use a ruler to measure length of items used in daily life.</li> <li>• Able to relate centimeter and meter</li> <li>• Appreciate the need for standard tool for measuring length, by finding differences in non-standard tools</li> <li>• Able to weigh objects using non-standard Units.</li> <li>• To understand the concept of conservation of weight(in gm and kg) that applies in a simple balance</li> <li>• Able to measure and compare the capacity of different containers in terms of non-standard units.</li> <li>• Appreciate the need for standard tool for measuring volume, by finding differences in non-standard tools</li> </ul>
<b>5. MONEY</b>	<b>5.1 Relating rupee and paise</b>  <b>5.2 Making bills</b>	<ul style="list-style-type: none"> <li>• To understand the relationship between rupee and paise</li> <li>• To add and subtract amounts involving rupees and paise amounts of multiples of 10 without re-grouping.</li> <li>• To collect bills for goods/items bought</li> <li>• To make rate charts and simple bills</li> </ul>
<b>6. TIME</b>	<b>6.1 Reading date and time (calendar, hours, minutes, am, pm)</b>  <b>6.2 Iterative patterns and processes –Time based</b>	<ul style="list-style-type: none"> <li>• To read a particular day and date</li> <li>• to understand the manufacture and expiry date of different products</li> <li>• To read the time correct to the hour (both digital and analogue).</li> <li>• Tells morning, noon, afternoon, evening, night and midnight.</li> <li>• To sequence the events chronologically.</li> <li>• To draw time-Cyclic events of a year(Months, seasons, festivals)</li> </ul>



<p><b>7. INFORMATION PROCESSING</b></p>	<p><b>7.1.Systematic Listing</b></p> <p><b>7.2Drawing simple apt graphs</b></p> <p><b>7.3Drawing conclusion from the represented data</b></p> <p><b>7.4Modelling</b></p> <p><b>Map making:</b></p> <p><b>7.5Following and Devising Algorithms</b></p>	<ul style="list-style-type: none"> <li>• Listing down all possible things for a given category, with multiple conditions.(eg: listing down all possible ways of dressing using 2 half-pants, 1 half-shirt and 2 full-shirts, if full-shirts are not to be worn with half-pants; listing down the number of different four-block-high towers that can be built using blue and red blocks(with the condition that one color for each block); listing down all possible 3-5 letteredmeaningful words that starts with letter ‘R’)</li> <li>• To collect data and represent it in terms of pictograph</li> <li>• Choosing appropriate scale and unit for display through pictographs</li> <li>• To draw conclusions from the data by discussing with the teacher</li> <li>• Able to make map of known-areas.(Not necessarily scaled).Eg: Making map of school, home, park, or any place</li> <li>• Able to mark routes for the given locations</li> <li>• Able to devise instructions for going from one location to another on a map</li> <li>• Able to find the quick way of finding 10 more than an less than a given number</li> <li>• Able to find the quick way of adding and, subtracting a number.</li> <li>• Able to explore many tricks to quickly add and subtract.</li> </ul>
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## Syllabus - Maths - Class - 4

Topic	Sub Topic	Learning Outcomes
1. GEOMETRY	<p>1.1 Properties of 2 – D shaped objects</p> <p>1.2 Creating shapes by combining different 2 – D shapes</p> <p>1.3 Properties of 3 – D objects</p> <p>1.4 Introduction to Symmetry</p> <p>1.5 Iterative patterns in shapes</p>	<ul style="list-style-type: none"> <li>• To learn names of shapes like triangle, square, rectangle, pentagon, circle etc.,</li> <li>• To recognize these shapes in the objects around them.</li> <li>• Able to draw circles using objects like bangles , bottle caps etc.,</li> <li>• Able to draw a 2D shapes free hand and with geometry tools.</li> <li>• To identify centre, radius and diameter of a circle.</li> <li>• To identify sides, diagonal, perimeter for a quadrilateral objects.</li> <li>• To measure and find out the differences among different quadrilateral objects</li> <li>• To understand the properties of 2D objects</li> <li>• Uses Tangram to create different shapes.</li> <li>• Able to fill space using tiles of geometrical shapes using one or two shapes</li> <li>• Able to choose a tile among a given number of tiles that can tile a given region both intuitively and experimentally.</li> <li>• To create 3D objects using Clay and paper folding given nets</li> <li>• To compare and differentiate 2D and 3D objects</li> <li>• Able to explore intuitively the reflections through mirror, ink blots, paper cutting and paper folding.</li> <li>• Able to draw top view, front view and side view of simple objects.</li> <li>• To observes from the surrounding and from day to day life situations and identifies symmetrical objects. Eg: Vertical dissection of human body (externally), butterfly, petals of flowers, design of a fabric, starfish etc.</li> <li>• Collects/ records symmetrical objects whenever/ wherever they see</li> <li>• To draw such symmetrical objects and naming the same</li> <li>• Able to draw circles, spirals, ovals;</li> <li>• To differentiate and to compares the shapes drawn.</li> <li>• To explore visual examples of repeating patterns.</li> </ul>
2. NUMBERS	2.1 Number Sequence up to 10000	<ul style="list-style-type: none"> <li>• To read and write 4 – digit numbers (including odd and even numbers)</li> <li>• To write numbers with respect to place value expansion.</li> </ul>

	<p><b>2.2 Comparing numbers</b></p> <p><b>2.3 Addition and subtraction within 10,000</b></p> <p><b>2.4 Multiplication (up to 2 digit number by 2 digit number and 3 digit number by single digit number)</b></p> <p><b>2.5 Division: up to 4 digit number by single digit number.</b></p> <p><b>2.6 Mental Arithmetic</b></p>	<ul style="list-style-type: none"> <li>• Able to sequence an arbitrary array of numbers in ascending and descending order.</li> <li>• Able to form greatest and smallest numbers using given digits</li> <li>• To add and subtract up to four digit numbers by writing them vertically in the following two cases: without grouping, with grouping (sum should not exceed 10,000).</li> <li>• Able to do elementary multiplication of 2-digit by 2-digit and 3-digit by single digit numbers using lattice algorithm and the standard (column) algorithm</li> <li>• Able to reason out the results of operations down on specified numbers</li> <li>• Able to write tables up to <math>10 \times 10</math>.</li> <li>• To divide a given number by another number in various ways.</li> <li>• To apply the four operations to life situations.</li> <li>• To frame word problems.</li> <li>• To estimate sums, differences and products of simple two digit numbers to nearest tens or hundreds.</li> <li>• Able to add and subtract multiple of 10 and 100, mentally.</li> <li>• Complete multiplication facts by adding partial products, mentally (e.g, <math>7 \times 6 = 5 \times 6 + 2 \times 6</math>)</li> </ul>
<p><b>3. PATTERNS</b></p>	<p><b>3.1 Patterns in shapes</b></p> <p><b>3.2 Patterns in numbers</b></p> <p><b>3.3 Patterns in Geometry</b></p>	<ul style="list-style-type: none"> <li>• Observes shapes sequence from kaleidoscope</li> <li>• Identifies the patterns in a sequence of shapes</li> <li>• Creates Patterns using shapes sequence</li> <li>• Able to identify patterns in multiplication and division: multiples of 9.</li> <li>• To cast out nines from a given number to check if it is a multiple of nine.</li> <li>• Able to identify patterns in multiplication and division by 10s, 100s.</li> <li>• Able to identify symmetry in geometrical patterns</li> </ul>
<p><b>4. MEASUREMENTS</b></p>	<p><b>4.1 Length (m., cm., addition, subtraction, conversion and estimation of distance)</b></p> <p><b>4.2 Weight (Using standard units Kg., gm., addition subtraction)</b></p>	<ul style="list-style-type: none"> <li>• To understand relationship between meter and centimeter;</li> <li>• Able to Convert meter into centimeters and vice versa.</li> <li>• To solve problems involving length and distances.</li> <li>• Able to estimate length of an objects in their surrounding up to 1 meter and distance between two given locations in their environment up to 100 meters</li> <li>• Weighs objects using a balance and standard units</li> <li>• Estimates the weight of an object and verifies using a balance</li> </ul>

	<b>4.3 Volume (Using standard units L., ml., addition subtraction)</b>	<ul style="list-style-type: none"> <li>• Able to measure volume of given liquid using containers marked with standard units</li> <li>• Able to estimate the volume of a liquid contained in a vessel and verifies by measuring</li> </ul>
5.MONEY	<b>5.1 Estimating cost</b>	<ul style="list-style-type: none"> <li>• Able to convert rupees to paise.</li> <li>• To add and subtract simple amounts of money in denominations of rupees and paise which are multiples of ten using column addition and subtraction with regrouping.</li> <li>• To learn to use operations to find totals, change, multiple costs and unit cost. Able to estimate roughly the total cost.</li> </ul>
<b>6.TIME</b>	<b>6.1 Time manipulation</b>	<ul style="list-style-type: none"> <li>• Understands days by week</li> <li>• to use knowledge of days of a week finds the day in previous or upcoming week</li> <li>• Computes the number of weeks in a year</li> <li>• Able to correlate the number of days in a year with the number of days in each month.</li> <li>• To read clock time to the nearest hours and minutes.</li> <li>• Able to express time, using the terms, 'a.m.' and 'p.m.' <b>[Ensure that the children learn the meaning of prime meridian and ante-meridian from geography/earth science]</b></li> <li>• Relates to 24 hour clock with respect to 12 hour clock</li> <li>• Able to estimate the duration of familiar events.</li> <li>• Able to compute the number of days between two given dates.</li> <li>• Use Calendar (interlinking with patterns)</li> </ul>
7.FRACTION	<b>7.1 Introduction to natural fractions</b>  <b>7.2 Symbolic representation of simple fractions</b>	<ul style="list-style-type: none"> <li>• Able to observe items being a part or parts of a whole</li> <li>• Able to find the fractional part of a collection.</li> <li>• To identify the notation of fractions</li> <li>• Use the vocabulary as half , quarter, three-fourths, semi, partial and whole</li> <li>• Able to Define Fractions</li> <li>• To compare natural fractions and identifies greater and smaller</li> <li>• Relating parts to whole eg: Filling up water in a measured bottle partially / fixing up puzzles circularly/ vertically/ horizontally in places and completes the whole.</li> <li>• Identifies half, one fourth and three- fourths of a whole.</li> </ul>

		<ul style="list-style-type: none"> <li>• Identifies the symbols, <math>\frac{1}{4}</math>, <math>\frac{1}{2}</math>, <math>\frac{3}{4}</math></li> <li>• Explains the meaning of <math>\frac{1}{4}</math>, <math>\frac{1}{2}</math>, <math>\frac{3}{4}</math></li> <li>• To appreciate equivalence of <math>\frac{2}{4}</math> and <math>\frac{1}{2}</math> and of <math>\frac{2}{2}</math>, <math>\frac{3}{3}</math>, <math>\frac{4}{4}</math> and 1</li> </ul>
8.INFORMATION PROCESSING	<p><b>8.1 Systematic Listing</b></p> <p><b>8.2 Drawing inferences from the represented data:</b></p> <p><b>8.3 Modelling</b> <b>Route map:</b></p> <p><b>8.4 Following and Devising Algorithms</b></p>	<ul style="list-style-type: none"> <li>• Listing down all possible things for a given category, satisfying for multiple conditions that has conditions for exclusions.(eg: finding out all the possible ways of dressing using 4 shorts and four shirts, one each of colours red, blue, white and black, such that the colour of shorts and shirt is not the same, building towers with blocks of multiple colors; with many different restrictions on how they cannot be arranged; listing down all possible 3-5 lettered meaningful words that starts with letter 'R' and shouldn't end with 'M' and 'T')</li> <li>• To collect and represent data in the form of bar graphs and pie-charts</li> <li>• Draws Inferences by discussing with the teacher</li> <li>• Able to locate short and long paths;</li> <li>• Able to find out and check for connectivity between places</li> <li>• Able to break down a big task to a list of small tasks(eg. A table to be moved to another room)</li> <li>• To equip them to write down a sequence of instructions; (eg: One group is to write down the sequence of task, one group is to carryout instruction; another group is to ensure that it is carried out correctly</li> </ul>

## Syllabus - Maths - Class - 5

Topic	Sub Topic	Learning Outcomes
<b>1. GEOMETRY</b>	<b>1.1 Drawing 3–D shapes from 2–D Shapes</b>  <b>1.2 Introduction to angles</b>  <b>1.3 Area and perimeter( to be given in activities only)</b>  <b>1.4 Introduction to Fractals</b>	<ul style="list-style-type: none"> <li>• To get the feel of perspective while observing drawings of 3-D objects in 2-D.</li> <li>• Able to explore intuitively rotations and reflections of familiar 2-D shapes.</li> <li>• Able to explore intuitively symmetry in familiar 3-D shapes like in alphabets.</li> <li>• Able to make the shapes of cubes, cylinders and cones using nets especially designed for this purpose</li> <li>• To get the feel of an angle through observation of objects in their environment and paper folding.</li> <li>• To learn the names of angles like acute, obtuse and right angle.</li> <li>• Able to identify right angles in the environment.</li> <li>• Able to classify angles into right, acute and obtuse angles.</li> <li>• To represent right angle, acute angle and obtuse angle by drawing through tracing.</li> <li>• To determine area and perimeter of simple geometrical figures (such as rectangle/square using standard units)</li> <li>• Observes and understands fractals Create model of fractals using clay, paper, glue and match stick</li> </ul>
<b>2. NUMBERS</b>	<b>2.1 Numbers beyond 10000</b>  <b>2.2 Place value and comparing numbers</b>  <b>2.3 Numbers and operations</b>	<ul style="list-style-type: none"> <li>• To know numbers beyond 1000 being used in real life situation</li> <li>• To find place value in numbers beyond 10000.</li> <li>• Able to sequence an arbitrary array of numbers up to five digits in ascending and descending orders.</li> <li>• To form the greatest and smallest numbers using four and five digits.</li> <li>• To appreciate the role of place value in addition, subtraction and</li> </ul>

	<p><b>2.4 Introduction to square numbers</b></p> <p><b>2.5 Factors and multiples.</b></p> <p><b>2.6 Mental Arithmetic</b></p> <p><b>2.7 Systematic ordering:</b></p>	<p>multiplication algorithms.</p> <ul style="list-style-type: none"> <li>• To multiply 3 digits by 2 digits</li> <li>• to use informal and standard division algorithm</li> <li>• To divide 4 digits by 2 digits</li> <li>• To understand the term square numbers</li> <li>• To find out square numbers up to 100</li> <li>• Understand the meaning of factors and multiples</li> <li>• To identify least common multiple(LCM)</li> <li>• Able to estimate sums, differences, products and quotients up to two digits numbers and verifies using approximation.</li> <li>• Logically find out something based on the condition.(Eg: the child should be able to investigate and find the number of possible routes from one location to another on a map/maze; find out different words that can be made using five given letters; meaningful)</li> </ul>
<b>3. PATTERNS</b>	<p><b>3.1 Patterns in shapes</b></p> <p><b>3.2 Patterns in numbers</b></p> <p><b>3.3 Patterns in Geometry</b></p> <p><b>3.4 Iterative patterns</b></p>	<ul style="list-style-type: none"> <li>• To create patterns using different colours and shapes</li> <li>• To identify patterns in square numbers and triangular numbers</li> <li>• To relate sequences of odd numbers between consecutive square numbers</li> <li>• Able to make border strip and tiling patterns.</li> <li>• To make patterns of shapes using different number of angles/ types of angles.</li> <li>• To get introduced to rotation of angles.</li> <li>• To find patterns by rotating angles</li> <li>• To make patterns using rotational angles</li> <li>• Able to find patterns in a collection of words</li> </ul>
<b>4. MEASUREMENTS</b>	<b>4.1 Operations on Measured distance mass and capacity</b>	<ul style="list-style-type: none"> <li>• Able to apply the four operations in solving problems involving length, weight and volume.</li> <li>• Able to relate commonly used larger and smaller units of length, weight and Volume and converts one to the other.</li> <li>• To appreciate the volume of a solid body: qualitatively and also by informal measurement.</li> </ul>
<b>5. MONEY</b>	<p><b>5.1 Operations on money</b></p> <p><b>5.2 Comparing cost</b></p>	<ul style="list-style-type: none"> <li>• To apply four operations in solving problems involving money.</li> <li>• To collect bills of items bought and compare costs of same items</li> <li>• To find and reasons out for being expensive and inexpensive</li> <li>• To use the vocabulary such as expensive, costly, cheap, affordable, luxurious, inexpensive[Textbook writer has to note the usage of</li> </ul>

		these words, such as when, where and why with examples of using these words in real life situations].
<b>6. TIME</b>	<b>6.1 Time manipulation</b>	<ul style="list-style-type: none"> <li>● To use addition and subtraction in finding time intervals in simple cases</li> </ul>
7. INTERCONCEPTS	<b>7.1 Integrating distance, money and time</b>	<ul style="list-style-type: none"> <li>● Able to reason out in solving problems by comparing time, money and distance</li> <li>● Able to create problems integrating time, money and distance</li> <li>● To use fractions in the context of units of length,time and money.</li> </ul>
8. FRACTION	<b>8.1 Compare fractions</b>  <b>8.2 Equivalent fractions</b>  <b>8.3 Operations of fractions</b>  <b>8.4 Relationship between Fractions and Decimals</b>	<ul style="list-style-type: none"> <li>● Finds a number corresponding to part of a collection in the form of fractions <ul style="list-style-type: none"> <li>● To Compare different simple fraction (<math>\frac{1}{2}</math> , <math>\frac{1}{4}</math>, <math>\frac{3}{4}</math> etc)</li> <li>● To identify the terms like numerator and denominator.</li> <li>● To know types of fractions : Proper , Improper, mixed , like, unlike, equivalent</li> </ul> </li> <li>● Able to compare like fractions with denominators up to 20.</li> <li>● Able to estimate the degree of closeness of a fraction to known fractions (<math>\frac{1}{2}</math> , <math>\frac{1}{4}</math>, <math>\frac{3}{4}</math> etc)</li> <li>● Able to do addition and subtraction of like fraction</li> <li>● Able to do multiplication of fractions by single digit numbers</li> <li>● To introduce the concept of decimal</li> <li>● Able to express a given fraction in decimal notation and vice versa</li> </ul>
9. INFORMATION PROCESSING	<b>9.1 Systematic Listing</b>  <b>9.2 Graphical representation of data</b>  <b>9.3 Modelling</b>  <b>9.4 Following and Devising Algorithms</b>	<ul style="list-style-type: none"> <li>● Logically place numbers in a given condition.(eg:the child should be able to solve 4 by 4 Sudoku)</li> <li>● To collect two-dimensional quantitative data</li> <li>● To represent the data in the form of a table To draw a bar graphs and to represent a data and interprets it</li> <li>● Marking art using cutouts of circles, rectangles and triangles of different sizes</li> <li>● Create artistic chains with different coloured beads</li> <li>● To enable them to find out easy and difficult ways to solve tasks and justify with reasons the better way(eg. Arranging 50 books Ordered by number on them in 5 rows.)</li> <li>● Able to split bigger tasks into smaller, known tasks(eg. Multiplying two three-digit numbers)</li> </ul>
10. ALGEBRA	<b>10.1 Introduction to variables, equality and inequality</b>	<ul style="list-style-type: none"> <li>● Able to identify and use variables and =, &lt;, &gt; in simple expressions</li> </ul>



## V. Environmental Studies (Classes 1 - 5)

### Syllabus for Classes 1-5 (EVS & Science) Primary Science

Sl.No	Topic	Environmental Science		Science		
		Class 1	Class 2	Class 3	Class 4	Class 5
<b>1</b>	<b>Plants</b>	<b>Picture descriptions</b> Plants around us: 1.1 Leaves 1.2 Flowers 1.3 Vegetables 1.4 Fruits	<b>Picture descriptions</b> 1.1 Parts of a plant 1.2 Different kinds of Plants - Herbs, Shrubs, Trees - Climbers and creepers 1.3 Benefits of plants 1.4 Tree as a habitat	1.1 Parts of plants and their functions 1.2 Types of roots -Tap, Fibrous 1.3 Types of Plants based on habitat - Land, Water and Desert	1.1 Flowering plants 1.2 Parts of flowers and their functions 1.3 Green and Non-green plants 1.4 Plants as Primary Producers(Food preparation in plants) 1.5 Edible Parts of plants- Root, Stem, Leaves, Flowers, Seeds 1.6 Exotic plants	1.1 Why do flowers have bright colours and smell? 1.2 Pollination 1.3 Life cycle of Flowering Plants 1.4 Dispersal of seeds 1.5 Cotyledons 1.6 Germination of seeds 1.7 Agriculture 1.7.1 Classroom agriculture 1.8 Types of soil -Sandy soil -Loamy Soil -Clayey Soil 1.9 Friends of farmer - Honey Bee - Earthworm - Dragon fly

Sl.No	Topic	Environmental Science		Science		
		Class 1	Class 2	Class 3	Class 4	Class 5
2	Animals	<b>Picture descriptions</b> 2.1 Identifications of animals around us (Birds, Insects, Mammals) 2.2 Protection of animals 2.3 My favourite Animal	<b>Picture descriptions</b> 2.1 Animals and their homes 2.2 Types of animals- Domestic and wild 2.3 Animals associated with Human Welfare 2.4 Animals and their young ones	2.1 Animals in different environment- Land and Water 2.2 How do animals procure food 2.3 Food and mouth parts in relation to food eaten (Birds and Insects-Mosquito, Butterfly) 2.4 Herbivores Carnivores Omnivores 2.5 Food Chain and Food web	2.1 Animal group behaviour 2.2 Adaptation of animals 2.3 Special senses in ants and bats 2.4 Night active animals 2.5 Parental care (Kangaroo, Cow and Human) 2.6 Structure of insects (pictorial descriptions)	2.1 Honey Bee- Types, kinds and its uses, Apiculture-Social Life 2.2 Life cycle of butterfly 2.3 Reproduction in animals (i) Asexual ,Sexual, (ii) Oviparous animals (iii) Viviparous animals 2.4 Endangered Species (Red Book) 2.5 Sanctuaries and National parks 2.6 Prevention of cruelty to animals
3	My Food	<b>Picture descriptions</b> 3.1 I need food 3.2 Our Daily Food 3.3 Journey of Rice	<b>Picture descriptions</b> 3.1 . Why do we need food? 3.2 Sources of food 3.3 Healthy and Unhealthy foods 3.4 Junk foods 3.5 Healthy food habits	3.1 Ingredients of food 3.2 Balanced diet 3.3 Meals in a day 3.4 Food Habits in different places /different age groups 3.5 Traditional food 3.6. Nutrition garden (Home garden)	3.1 Raw and cooked food (Activity-Salads Preparation) 3.2 Cooking Practices 3.3 Cooking Utensils 3.4 Food hygiene 3.5 Food during illness 3.6 No Wastage of food	3.1 Preservation and spoilage of food 3.2 Kitchen safety 3.3 Food Pyramid (what should we eat) 3.4 Obesity 3.5 Deficiency disease/ Malnutrition

Sl.No	Topic	Environmental Science		Science		
		Class 1	Class 2	Class 3	Class 4	Class 5
4	My body	<b>Picture descriptions</b> 4.1 Parts of my body (Head, Face, Cheek, Chin, Teeth, Tongue, Eye, Nose, Ear, Skin, Hand, Leg) 4.2 My Senses 4.3 Keeping clean and healthy	<b>Picture descriptions</b> 4.1 Simple Body Movements 4.1.1 Joints movements 4.1.2 Postures 4.2 Role of Sense organs 4.3 Stages of growth 4.4 Indoor and outdoor games	4.1 Cleanliness (Hand wash, Toilet habit, Bathing) 4.2 Precautions to be taken to Protect the sense organs 4.3 Good touch, Bad Touch and Don't Touch (within family) 4.4 Helping people with physical or sensory challenges 4.5 Importance of physical exercises	4.1 Internal organs (Brain, Heart, stomach, Lung, Kidney, Muscles and Bones) 4.2 Teeth and its types (Milk and Permanent) 4.3 Importance of Oral Health 4.4 Good touch, Bad touch and Don't Touch -Known and unknown persons	4.1 Organ Systems - Digestive System - Respiratory System - Circulatory System - Excretory System - Nervous System (Brain-Fore, Mid, Hind Brain)
5	Water	<b>Picture descriptions</b> 5.1 We need water in daily life 5.2 Fun with water	<b>Picture descriptions</b> 5.1 Sources of water- Rain Water, Well, Bore Well, Waterfalls, River, Stream, Pond, Lake, Sea, Ice, Glaciers, Iceberg 5.2 Journey of rain (Song)	5.1 Water as a prime source of life 5.2 Potable Water 5.3 Save water! 5.4 Conservation of water bodies –Ponds, Lakes Reservoirs and Tanks	5.1 Change of state in water (Ice, Water and Steam) 5.2 Water cycle 5.3 Rain water harvesting	5.1 Fresh Water Management 5.2 Waste water management 5.3 Water Pollution: Causes and Prevention 5.4 Water borne Diseases

Sl.No	Topic	Environmental Science		Science		
		Class 1	Class 2	Class 3	Class 4	Class 5
6	Air	-----	<p>6.1 Our Surrounding (Panja Bhoodas)</p> <ul style="list-style-type: none"> <li>- Land</li> <li>- Water</li> <li>- Fire</li> <li>- Air</li> <li>- Sky (Space)</li> </ul>	<p>6.1 Science fun - wind (air ) experiments</p> <p>6.2 Breathing (Inhale and Exhale)</p> <p>6.3 Moving Air, Types of wind- Breeze, Gale and Storm</p>	<p>6.1 Air is a mixture</p> <p>6.2 Composition and Proportions of components in Air</p> <p>6.3 Effects of breathing Unclean Air</p>	<p>6.1 Atmospheric layers</p> <p>6.2 Game with wind (air)</p> <p>6.3 Air Pollution- Causes and prevention</p> <p>6.4 Air borne diseases</p> <p>6.5 Importance of air and wind energy (Wind mill) in daily life</p>
7	Matter and Materials	<p><b>Picture descriptions</b></p> <p>7.1 Materials around the child: (Wood, Clay, Stone, Sand, Metals)</p>	<p><b>Picture descriptions</b></p> <p>7.1 Natural and Man-made materials</p> <p>7.2 Introduction of matter</p> <p>7.3 Physical Properties of matter (Colour, Odour (Smell), Taste and Shape)</p>	<p>7.1 States of matter</p> <p>7.2 Introduction - Change of states of matter</p> <p>7.3 Properties of matter</p> <p>7.4 Materials used /not used for heating</p>	<p><b>Basic concept</b></p> <p>7.1 Properties of Materials (Hard, Soft, Shiny, Dull, Smooth, Rough, Waterproof, Transparent, Flexible, Rigid )</p> <p>7.2 Transparent, opaque and Translucent objects /Reflection</p>	<p>7.1 Transformation of natural resources into materials for use (Fibre to fabric and Grain to food)</p> <p>7.2 List out:- House hold things from Olden days and modern days</p> <p>7.3 Conduct experimental set up to test floating, sinking and mixing using common objects</p>

Sl.No	Topic	Environmental Science		Science		
		Class 1	Class 2	Class 3	Class 4	Class 5
8	Force, Work, and Energy	----	----	8.1 Simple movements and actions 8.2 Force - Push and Pull , Friction and their applications	8.1 Work and Energy 8.2 Simple machines	8.1 Energy and Different forms of energy - Mechanical Energy, - Wind Energy, - Heat Energy, - Light Energy, (simple Explanation with simple examples) 8.2 Conservation of energy 8.3 Applications of energy
9	Transport	<b>Picture descriptions</b> 9.1 Transport – Story 9.2 Old transport system, Modern transport system and their advantages 9.3 Road safety	<b>Picture descriptions</b> 9.1 Mode of Transport 1. Road ways 2. Water ways 3. Air ways 4. Railways 9.2 Road safety	----	----	----
10	Day and Night	<b>Picture descriptions</b> 10.1 Day sky –Sun 10.2 Night sky-Moon, stars 10.3 Thunder and Lightning	<b>Picture descriptions</b> 10.1 Sky Observation (Day and Night) 10.2 Rhythms of day and night (Animals, Plants) 10.3 Directions (East, West, North and South) and Time	----	----	----

Sl.No	Topic	Environmental Science		Science		
		Class 1	Class 2	Class 3	Class 4	Class 5
11	Our Environment	<b>Picture descriptions</b> 11.1 Living and non-living - Soil, Mountain River, Sea, Pond, Lake, Sky, Sun, Air, Plants, Animals	<b>Picture descriptions</b> 11.1 Environments - Plains - Forest - Hills - Deserts - Ponds - River - Sea	11.1 Abiotic and Biotic factors 11.2 Interaction between Abiotic and Biotic factors 11.3 Plant sapling	11.1 Waste Management 11.2 3R - Reduce , Reuse, Recycle 11.3 Conserve the Environment 11.4 Environment friendly materials	11.1 Farms: - Dairy farm - Poultry farm 11.2 Manure 11.3 Vermi culture

Sl.No	Topic	Environmental Science		Science		
		Class 1	Class 2	Class 3	Class 4	Class 5
12	Science in everyday life	<p><b>Picture descriptions</b></p> <p>Wonders of Science</p> <p>12.1 Type of clothes</p> <p>12.2 Clothes for different Seasons and Reasons</p>	<p><b>Picture descriptions</b></p> <p>12.1 Wonders of nature- Plants and Animals</p> <p>12.3 Flower: Colour and smell</p> <p>12.4 Plants have Sensitivity : Touch me not plant</p> <p>12.5 Calotrophis - Erukku flower</p>	<p>12.1 Kitchen science</p> <p>- Boiling water- Cooking idly</p> <p>- Pressure cooker</p> <p>- Refrigerator and other home appliances</p> <p>12.2 Medicine in kitchen</p> <p>12.3 Simple Scientifics inventions in everyday life</p> <p>12.4 Measuring the temperature of Water and Milk using thermometer</p>	<p>12.1 Milk and its uses</p> <p>12.2 What happens when food materials are being cooked?</p> <p>12.3 Baking of bread, Biscuit and Cake</p> <p>12.4 Uses of gadgets</p>	<p>12.1 Biography of Tamil Nadu Scientists</p> <p>- C V Raman- Why the sky is Blue ?</p> <p>- A.P.J Abdul Kalam</p> <p>12.2 Learning scientific principles in daily life – Reversible and Irreversible Process</p> <p>12.3 Quantity and quality of waste materials generated in school/home environment</p>

Sl.No	Topic	Environmental Science		Science		
		Class 1	Class 2	Class 3	Class 4	Class 5
13	<b>Our Society</b>	<b>Picture descriptions</b> 13.1 Local Festivals 13.2 Village/ Town Specific Festival - Pongal, - Diwali, - Ramzan, - Christmas 13.3 Our Friends: Teacher, Doctor, Police, Postman, Milkman, Vegetable vendor, Nurse, Shop keeper	<b>Picture descriptions</b> 13.1 Festivals and fairs 13.2 - Religious festivals - National festivals - Folk arts and song (Nativity based) 13.3 Science fair /exhibition 13.4 Our friends: Farmer, Electrician, Driver, Plumber, Soldier Tailor, Carpenter and Conductor	----	----	----
14	<b>My home and my neighbourhood</b>	<b>Picture descriptions</b> 14.1 My Home 14.2 Village /Town/City 14.3 Neighbourhood 14.4 Safety	----	----	----	----
15	<b>My beloved Motherland</b>	----	<b>Picture descriptions</b> 15.1 Village/Town/City 15.2 National days 15.3 National symbols 15.4 National Flag 15.5 State symbols 15.6 Father of our Nation 15.7 First President 15.8 First <b>Prime</b> Minister	----	----	----



# Social Science

## III Standard

<b>1. Family</b>	1.1 Relationship of family members 1.2 Types of families 1.3 Functions of the family 1.4 Differences between relations and society
<b>2. Our Friends</b>	2.1 Community workers (Teacher, Doctor, Engineer, Police etc.,) 2.2 Importance of our community workers
<b>3. Panchayat</b>	3.1 Panchayat system 3.2 Services provided by Panchayat 3.3 Duties of Gram Sabha 3.4 Local Self Government
<b>4. Safety</b>	4.1 Reasons for the danger or accident, 4.2 Fire safety, Water safety, Electrical safety and Road safety 4.3 Safety measures to avoid accidents
<b>5. Historical Places</b>	5.1 Historical places in Tamil Nadu 5.2 Architecture, Monuments and Museum
<b>6. Sanctuaries</b>	6.1 Sanctuaries situated in India. 6.2 National Park 6.3 Biosphere Reserve

<b>7. District Administration</b>	<p>7.1 Functioning of the district.</p> <p>7.2 Different departments working in the district.</p> <p>7.3 Responsibility of district collectors.</p>
<b>8. Freedom fighters of Tamil Nadu</b>	<p>8.1 Freedom fighters of Tamil Nadu</p> <p>8.2 Contribution to India's freedom movement</p>
<b>9. Mineral resources</b>	<p>9.1 Minerals found in Tamil Nadu</p> <p>9.2 Uses of minerals</p> <p>9.3 Natural resources</p>
<b>10. Child safety</b>	<p>10.1 Childline</p> <p>10.2 Safe touch, unsafe touch</p>

**Social Science**  
**IV Standard**

<b>1. Kingdoms of Rivers</b>	1.1 Tamil kingdoms of Sangam Age 1.2 Cheras, Cholas, Pandyas and Pallavas 1.3 Administrative, economic and social conditions during Sangam period 1.4 Kuru Nila Mannargal
<b>2. Five Landforms</b>	2.1 Different types of landforms in ancient Tamil Nadu 2.2 Themes of classification 2.3 Physical features of Tamil Nadu 2.4 Lifestyles of people
<b>3. Municipality and Corporation</b>	3.1 Duties of municipality 3.2 Structure of local bodies 3.3 Functions of Corporation and Town panchayat 3.4 Sources of income for Municipality and Corporation

<b>4. Philanthropists of Sangam Age</b>	<ul style="list-style-type: none"> <li>4.1 Seven philanthropists</li> <li>4.2 Pegan</li> <li>4.3 Pari</li> <li>4.4 Adhiyaman</li> <li>4.5 Valvil Ori</li> <li>4.6 Nedumudi kari</li> </ul>
<b>5. Physical Features of Tamil Nadu</b>	<ul style="list-style-type: none"> <li>5.1 Our state</li> <li>5.2 Landscape of Tamil Nadu</li> <li>5.3 Waterfalls of Tamil Nadu</li> <li>5.4 Climate of Tamil Nadu</li> <li>5.5 Forests</li> </ul>
<b>6. Transport</b>	<ul style="list-style-type: none"> <li>6.1 Modes of transport</li> <li>6.2 Roadways</li> <li>6.3 Railways</li> <li>6.4 Waterways</li> <li>6.5 Airways</li> <li>6.6 Advantages of transport</li> </ul>
<b>7. Tamils around the world</b>	<ul style="list-style-type: none"> <li>7.1 Countries where Tamils live</li> <li>7.2 Culture of Tamils in different countries</li> <li>7.3 Important places and currencies in different countries</li> </ul>
<b>8. The story of Madras Presidency</b>	<ul style="list-style-type: none"> <li>8.1 History of Madras Presidency</li> <li>8.2 States and districts that were parts of Madras Presidency</li> </ul>
<b>9. Rights and Duties of children</b>	<ul style="list-style-type: none"> <li>9.1 Citizen of a country</li> <li>9.2 Right to survival</li> <li>9.3 Right to development</li> <li>9.4 Right to protection</li> <li>9.5. Right to participation</li> <li>9.6 Child labour</li> </ul>

# Social Science

## V Standard

<b>1. Our Earth</b>	1.1 Universe, Galaxies, Solar system 1.2 Earth, Monsoon, Continents and Oceans
<b>2. Towards History</b>	2.1 Prehistoric period 2.2 Stone age 2.3 Human Evolution 2.4 Cultivation 2.5 Excavations
<b>3. Good Citizen</b>	3.1 Citizens 3.2 Good values 3.3 Factors affecting values
<b>4. The Atmosphere</b>	4.1 Atmosphere, Hydrosphere, Lithosphere and Biosphere 4.2 Greenhouse effect 4.3 Latitude, longitude location of India 4.4 Monsoons, Pressure and Wind 4.5 Pollution, Rainwater harvesting

<b>5. Ancient Excavation</b>	5.1 Excavation 5.2 Archaeologists 5.3 Examples from the world for excavation 5.4 Archaeological Sites from Tamil Nadu
<b>6. Hydrosphere</b>	6.1 Importance of Hydrosphere 6.2 Types of water bodies 6.3 Water cycle 6.4 Water pollution
<b>7. Continents of the World</b>	7.1 Features of each continent 7.2 Countries in each continent 7.3 Important places in each continent
<b>8. Forts and palaces</b>	8.1 Forts and Palaces in Tamil Nadu 8.2 History of Forts and Palaces
<b>9. Agriculture</b>	9.1 Features 9.2 Types of farming and irrigation 9.3 Crops cultivated in Tamil Nadu
<b>10. Educational rights</b>	10.1 Importance of education 10.2 Educational schemes 10.3 Features of right to education acts