

Date: 13.07.2022

**Syllabus for April-July**  
**(Duration: 01.04.2022 to 25.07.2022)**  
**Class: I**

Dear Parent(s)

*"Develop a passion for learning. If you do, you will never cease to grow."*

With RDPS 'vision of 'Excellence in Education' and aim to accomplish the set goals during the current transitional phase of learning for the young learners, the school continues to trail ahead towards the progressive session 2022-23.

Kindly note:

1. The academic session will be divided in two Terms: Term-1 and Final Term.
2. Continuous and Comprehensive Evaluation will be done wherein Chapter End Assessment (CEA-Written) will be conducted by the subject teachers/mother teachers after completion of prescribed syllabus.
3. All CEA's will be mapped to Learning Outcomes of the concerned subject and class mentioned in the syllabus.
4. Term -I Evaluation will be compiled as per the reports of CEA-1 & CEA- 2 and CEA-3 & CEA-4 will be compiled for Final Result.
5. The student's continuous performance for Oral Assessment will be consolidated at the month end by the respective subject teachers/mother teachers.

The syllabus to be covered during the month of April-July. i.e. from 01.04.22 to 25.07.2022, is as given below:

<b>English - 06.04.22 to 17.07.22</b>				
<b>Chapter no. and name</b>	<b>Learning Outcome</b>	<b>Activity/Activities</b>	<b>Use of ICT/Labs</b>	<b>Parent's Involvement</b>
<b>Prerequisite Knowledge</b> Topics: Alphabet Three letter words  Consonants and Vowels Sound words (Three letter words based on at, in and am sounds) Blend sound words (bl, cl, pl, fl, gl,br, cr, dr, fr, gr) GB Ch - 1 The Alphabet and Alphabetical Order	<ul style="list-style-type: none"> <li>• <b>LO 1:</b> Associates words with pictures</li> <li>• <b>LO 2:</b> Names familiar objects seen in pictures in order to associate objects with pictures and vice versa.</li> <li>• <b>LO 3:</b> Recognizes letters and their sounds A—Z in order to develop phonemic awareness</li> <li>• <b>LO 4:</b> Differentiates between small and capital letters in print or Braille</li> <li>• <b>LO 9:</b> Follows simple instructions such as 'Shut the door', 'Bring me the book', and such others.</li> <li>• <b>LO 11:</b> Listens to instructions and draws a picture with my own understanding.</li> <li>• <b>LO 12:</b> Talks about self /situations / pictures in English.</li> <li>• <b>LO 14:</b> Gives examples of words with common blends like "br" "fr" like 'brother', 'frog' etc. in order to show understanding of the blend of words.</li> <li>• <b>LO 15:</b> Writes simple words like fan, hen, rat etc.</li> </ul>	<ol style="list-style-type: none"> <li>1. <b>Oral Drill-</b> Learners will be given flashcards of different letters, pictures and called out randomly to tell the sounds of the letters/word related to the picture.</li> <li>2. <b>Spell Bee-</b> Learners will be asked to write as many words as they can, from the given blend in five minutes. Four rounds will be played with different blend sounds. The learner who will write maximum words from the given blend correctly will be declared as winner.</li> <li>3. <b>Dictionary Fun-</b> A mixed bag of word cards will be prepared and learners will be asked to pick one word card. Then they will be asked to arrange themselves in alphabetical order. They will also read their word aloud.</li> </ol>	Collins Digisuite 'bl, cl, fl, gl, pl, sl' blend sound words - <a href="https://youtu.be/tvAHnCI--JU">https://youtu.be/tvAHnCI--JU</a>  Alphabetical Order- <a href="https://www.youtube.com/watch?v=KtMh9sXNbTI">https://www.youtube.com/watch?v=KtMh9sXNbTI</a>	Motivate your child to read the newspaper and underline five verbs and frame sentences.  Read the moral story 'The Hare and the Tortoise' to your ward and help him/her identify three or four letter words. <a href="https://youtu.be/zADj0k0waFY?t=1">https://youtu.be/zADj0k0waFY?t=1</a>  Motivate your ward to read and write the words related to (bl, cl, pl, fl, gl,br, cr, dr, fr, gr) blend sounds.

Chapter no. and name	Learning Outcome	Activity/Activities	Use of ICT/Labs	Parent's Involvement
<p><b>CB &amp; WB</b> <b>Ch - 1</b> : Meet My Family</p> <p><b>GB</b> <b>Ch-2</b> Naming words <b>Ch-3</b> Common nouns and Special names <b>Ch-22</b> Thank You and Sorry</p>	<ul style="list-style-type: none"> <li>• <b>LO 7a:</b> Responds orally (in any language including sign language) to comprehension questions related to stories /poems in order to demonstrate understanding of language.</li> <li>• <b>LO 7b:</b> Responds to comprehension questions related to stories /poems in order to demonstrate understanding of language in writing.</li> <li>• <b>LO 8a:</b> Identifies characters and sequence of a story and asks questions orally related to the characters and the sequence of unfolding of the story.</li> <li>• <b>LO 8b:</b> Identifies characters and sequence of a story and asks questions related to the characters and the sequence of unfolding of the story in writing.</li> <li>• <b>LO 10:</b> Listens to English words, greetings, polite forms of expression, simple sentences, and responds in English or the home language or using sign language</li> <li>• <b>LO 12:</b>Talks about self /situations / pictures in English</li> <li>• <b>LO 13:</b> Uses nouns such as 'boy', 'sun', etc.</li> </ul>	<ol style="list-style-type: none"> <li>1. <b>Meet Me</b> -Learners will give a brief introduction about themselves, their body, their family members and their favorite cuisine, etc.</li> <li>2. <b>Traveling with Nouns</b>- Learners will form a noun chain, one learner will tell a noun and the next one will share another noun from the last letter of the word. Different rounds will be taken up followed by sentence formation.</li> <li>3. <b>Spin a Situation</b>- A spinning wheel will be used and a list of situations will be written in that wheel: List of Situations (examples) a. Your mother prepares a meal for you. b. You break your neighbor's glass window while playing. c. Your friends and relatives wish you 'Happy Birthday' on your birthday. When the pointer will stop and point at a situation. Then two learners will be called out randomly. One learner will read that situation and the other learner will respond with 'Thank you' or 'I'm sorry'.</li> </ol>	<p>Collins Digisuite Meet My Family- <a href="https://www.youtube.com/watch?v=NnLunSHhLNA">https://www.youtube.com/watch?v=NnLunSHhLNA</a></p> <p>Collins Digisuite Naming Words- <a href="https://youtu.be/tquecIG-Pws">https://youtu.be/tquecIG-Pws</a></p>	<p>Motivate your ward to practice the new words from the lesson in daily conversation.</p>
<p><b>CB &amp; WB</b> <b>Ch -3</b> Appu the Baby Elephant</p> <p><b>GB</b> <b>Ch- 10-</b> A, An, The <b>Ch 5-</b> He/She <b>Ch 32</b> - The Boy Who Cried Wolf</p>	<ul style="list-style-type: none"> <li>• <b>LO 7a:</b> Responds orally (in any language including sign language) to comprehension questions related to stories /poems in order to demonstrate understanding of language.</li> <li>• <b>LO 7b:</b> Responds to comprehension questions related to stories /poems in order to demonstrate understanding of language in writing.</li> <li>• <b>LO 8a:</b> Identifies characters and sequence of a story and asks questions orally related to the characters and the sequence of unfolding of the story.</li> <li>• <b>LO 8b:</b> Identifies characters and sequence of a story and asks questions related to the characters and the sequence of unfolding of the story in writing.</li> <li>• <b>LO 12:</b>Talks about self /situations / pictures in English.</li> <li>• <b>LO 13:</b> Uses nouns such as 'boy', 'sun', etc.</li> </ul>	<ol style="list-style-type: none"> <li>1. <b>Share your experience</b>- Learners will be shown a virtual tour video of Anamudi Shola National Park .They will be motivated to share their experiences about their visit to a zoo or any other national park.They will be sensitized about caring for animals around us.</li> <li>2. <b>Match it</b>- Learners will match article cards with the noun picture card. If the article matches with the noun, the learner scores a point. The learner will get an extra point if he/she makes a sentence with the article and noun. The learner with the highest points at the end will be declared as the winner.</li> <li>3. <b>Who's Your Partner?</b> -Different gender cards (masculine/feminine) will be given to the learners. They will be asked to form pairs. After forming all the pairs, they will be asked to frame sentences using the pair of gender.</li> </ol>	<p>Collins Digisuite Appu the Baby Elephant- <a href="https://www.youtube.com/watch?v=na2HsYg0fsQ">https://www.youtube.com/watch?v=na2HsYg0fsQ</a></p> <p>Articles- <a href="https://www.youtube.com/watch?v=VNyLSD-L9VQ">https://www.youtube.com/watch?v=VNyLSD-L9VQ</a></p> <p>He/She- <a href="https://www.youtube.com/watch?v=Sg7gBAffi6k">https://www.youtube.com/watch?v=Sg7gBAffi6k</a></p>	<p>Share information about elephants with your ward. <a href="https://youtu.be/Aw6GkiCvcWsI">https://youtu.be/Aw6GkiCvcWsI</a></p>

**Mathematics - 06.04.2022 to 19.07.2022**

Chapter no. and Name	Learning Outcome	Activity/Activities	Use of ICT/Labs	Parent's Involvement
<p><b>Ch-1</b> Pre-number Skills</p>	<ul style="list-style-type: none"> <li>● <b>LO 1a:</b>Classifies objects into groups based on a few physical attributes such as shape, size and other observable properties including rolling and sliding.</li> <li>● <b>LO 6:</b>Describes the physical features of various solids /shapes in her own language.</li> </ul>	<p>1. <b>Pre-Number skills</b>-Learners will be asked to show and compare any two objects around them like pencil is shorter than water bottle, book is bigger than eraser, etc to recapitulate pre-number concepts. (light, heavy, small, big, tall and short)</p> <p>2. <b>Puppet and pencil box</b>- Learners will be told to consider their pencil as a puppet and name it. Teacher will instruct them to place it at different places to introduce the concept of pre number skills. For example- Place your puppet above the pencil box, behind the pencil box , inside the pencil box , above the pencil box, etc.</p>	<p>Collins Digisuite Video link- Pre-number concepts <a href="https://youtu.be/VXqBN GqQkTI">https://youtu.be/VXqBN GqQkTI</a></p>	<p>Motivate your ward to recapitulate the concept of 'After, Before and Between' through the given YouTube video link. <a href="https://youtu.be/yCz2t7_uN9Q">https://youtu.be/yCz2t7_uN9Q</a></p>
<p><b>Ch-2</b> Numbers up to 50</p>	<ul style="list-style-type: none"> <li>● <b>LO 1b:</b> Recites number names and counts objects up to 20,concretely, pictorially and symbolically.</li> <li>● <b>LO 2a:</b> Identifies numbers 1 to 20</li> <li>● <b>LO 2b:</b> Counts objects using numbers 1 to 9</li> <li>● <b>LO 2c:</b> Compares numbers up to 20.</li> </ul>	<p>1.<b>Number Tambola</b>- Tambola wheel will be used to revise the concept of numbers and number names. Learners will bring a tambola ticket in the classroom by writing any six random number names from 1-50 on it. Later, the tambola wheel will be played by the teacher to announce numbers. Learner whose all the number names will be crossed in the ticket will win the game.</p> <p>2.<b>Bundles of Ten</b>- Learners will be told to bring material like pebbles, marbles, ice-cream sticks or counters in the class. Teacher will call out any random number from 1-50 and the learner will be told to group the material into bundles of tens and ones. Later, they will be told to identify tens and ones from the number and write it in their notebook.</p>	<p>Collins Digisuite Video link: Numbers up to 50 <a href="https://youtu.be/4bEP1_t045Q">https://youtu.be/4bEP1_t045Q</a></p>	<p>Help your ward to play a number name game with your ward.Ask the number name of the number randomly regularly.</p>

<b>Ch-3</b> Addition up to 50	<ul style="list-style-type: none"> <li>● <b>LO 3a:</b>Applies addition and subtraction of numbers 1 to 20 in daily life</li> <li>● <b>LO 3b:</b> Constructs addition facts up to 9 by using concrete objects.</li> <li>● <b>LO 4:</b> Solves day-to-day problems related to addition and subtraction of numbers up to 9</li> <li>● <b>LO 10:</b> Infer the application of zero in different mathematical situations.</li> </ul>	<ol style="list-style-type: none"> <li><b>1. Create your own Abacus-</b> Learners will make their own Abacus at home with the help of their parents. Later, it will be used to practice Addition questions in the class.</li> <li><b>2. Number Frame-</b>Learners will be introduced to the concept of tens number frame. Later, they will be told to use tens number frames to practice Addition. Example : <math>44 = 10+10+10+10 +4</math></li> </ol>	<p>Collins Digisuite</p> <p>Video link- Addition up to 50 <a href="https://youtu.be/xAf-rCJ6VEc">https://youtu.be/xAf-rCJ6VEc</a></p>	<p>Help your ward to practice the concept of addition by playing snakes and ladders and using Abacus.</p>
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**Hindi - 06.04.2022 to 21.07.2022**

Chapter no. and Name	Learning Outcome	Activity/Activities	Use of ICT/Labs	Parent's Involvement
<p><b>Pre-requisite Knowledge</b></p> <p>देखो और बताओ कहो कहानी वर्णमाला मेरा परिवार रमन का जन्मदिन अ की मात्रा</p>	<ul style="list-style-type: none"> <li>● <b>LO 1:</b> विविध उद्देश्यों के लिए अपनी भाषा अथवा/और स्कूल की भाषा का इस्तेमाल करते हुए बातचीत करते हैं, जैसे- कविता, कहानी सुनाना, जानकारी के लिए प्रश्न पूछना, निजी अनभुवों को साझा करना।</li> <li>● <b>LO 2:</b> सुनी सामग्री (कहानी, कविता आदि) के बारे में बातचीत करते हैं, अपनी राय देते हैं , प्रश्न पूछते हैं।</li> <li>● <b>LO 4:</b> प्रिंट (लिखा या छपा हुआ ) और गैर- प्रिंट सामग्री ( जैसे चित्र या अन्य ग्राफिक्स ) में अंतर करते हैं।</li> <li>● <b>LO 5:</b>चित्र के सूक्ष्म और प्रत्येक पहलुओं का बारीक अवलोकन करते हैं।</li> <li>● <b>LO 7:</b>पढ़ी कहानी , कविताओं आदि में लिपि चिन्हों/ शब्दों वाक्यों अदि को देखकर समझते हैं और सराहना करते हैं।</li> <li>● <b>LO 10:</b>परिचित अपरिचित लिखित सामग्री (जैसे- अपना नाम, कक्षा का नाम, मनपसंद किताब का शीर्षक आदि) में रुचि लेते हैं। बातचीत करते हैं और अर्थ की खोज में विविध प्रकार की युक्तियों को इस्तेमाल करते हैं जैसे- केवल चित्रों या चित्रों की मदद ठीक अनुमान लगाना अक्षर ध्वनि संबंध का इस्तेमाल करना शब्दों को पहचानना , पूर्व अनुभवों और जानकारी का इस्तेमाल करते हुए अनुमान लगाना"</li> <li>● <b>LO 11:</b> हिंदी के वर्णमाला के अक्षरों की आकृति और ध्वनि को पहचानते हैं।</li> </ul>	<ol style="list-style-type: none"> <li>१.बच्चे अपनी कॉपी में पाँच पशुओं के चित्र चिपकाएँगे तथा उनके नाम लिखेंगे।</li> <li>२.सारे छात्रों को एक एक वर्ण का फ्लैशकार्ड दिया जाएगा, और बारी आने पर अपने वर्ण से दो-दो शब्द बोलने को कहा जाएगा।</li> <li>३.बच्चो से एक पेड़ बनवाकर उसमें उनके परिवार वाले के चित्र चिपकवाए जाएँगे। बच्चो को जोड़े में बैठाया जाएगा, वे अपने परिवार का चित्र एक दूसरे को दिखाएँगे और अपने परिवार के विषय में बताएँगे।</li> </ol>	<p>यूट्यूब वीडियो (पाठ से संबंधित)</p> <p><a href="https://www.youtube.com/watch?v=Mk7ueL4Iht0">https://www.youtube.com/watch?v=Mk7ueL4Iht0</a></p> <p>"यूट्यूब वीडियो (पाठ से संबंधित)</p> <p><a href="https://www.youtube.com/watch?v=LWd_z7upri8">https://www.youtube.com/watch?v=LWd_z7upri8</a></p> <p>'अ' वाले शब्द</p> <p><a href="https://www.youtube.com/watch?v=Vs9vdc9fafU">https://www.youtube.com/watch?v=Vs9vdc9fafU</a></p> <p>"</p>	<p><a href="https://www.liveworksheets.com/p/x1076480cv">https://www.liveworksheets.com/p/x1076480cv</a></p> <p>ऊपर दिए गए लिंक द्वारा बच्चो को जानवरों के नामो का अभ्यास कराएँ।</p> <p><a href="https://www.liveworksheets.com/ad2351116cv">https://www.liveworksheets.com/ad2351116cv</a></p> <p>ऊपर दी गई कार्यपत्रिका को करने में बच्चो की सहायता करें।</p> <p>बच्चो की २,३, और ४ अक्षर वाले शब्दों को लिखने में सहायता करे।</p>

<p>आ की मात्रा मज़ा आया</p>	<ul style="list-style-type: none"> <li>• <b>LO 4</b> प्रिंट (लिखा या छपा हुआ ) और गैर- प्रिंट सामग्री ( जैसे चित्र या अन्य ग्राफिक्स ) में अंतर करते हैं।</li> <li>• <b>LO 11-</b> हिंदी के वर्णमाला के अक्षरों की आकृति और ध्वनि को पहचानते हैं।</li> <li>• <b>LO 7-</b> पढ़ी कहानी , कविताओं आदि में लिपि चिन्हों/ शब्दों वाक्यों आदि को देखकर समझते हैं और सराहना करते हैं।</li> </ul>	<p>१. बच्चों से 'आ' की मात्रा के शब्दों की माला बनवाई जाएगी और उन शब्दों से वाक्य प्रयोग का अभ्यास भी कराया जाएगा।</p> <p>२. बादल, वर्षा और छाता का चित्र बनवाया जाएगा और उनसे संबंधित प्रश्न पूछे जाएंगे जैसे:-</p> <ul style="list-style-type: none"> <li>- काले बादल किस मौसम का संकेत देते हैं?</li> <li>- वर्षा होने पर हम किन किन चीजों का प्रयोग करते हैं?</li> </ul>	<p><a href="#">यूट्यूब वीडियो</a></p> <p><a href="#">'आ' की मात्रा</a> <a href="https://www.youtube.com/watch?v=5502TLBgm0M">https://www.youtube.com/watch?v=5502TLBgm0M</a></p>	<p><a href="#">नीचे दिए गए लिंक की सहायता से बच्चे को मात्राओं का अभ्यास करवाएँ</a> <a href="https://www.liveworksheets.com/bv1364037js">https://www.liveworksheets.com/bv1364037js</a> छात्रों के साथ विभिन्न मौसम के बारे में चर्चा करें।</p>
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**E.V.S. - 06.04.2022 to 24.07.2022**

Chapter no. and Name	Learning Outcome	Activity/Activities	Use of ICT/Labs	Parent's Involvement
Ch-1 Meet Me	<ul style="list-style-type: none"> <li>• <b>LO 1-</b> Describes self and others in terms of physical characteristics, gender, interests, likes, dislikes</li> </ul>	<p>1. <b>Meet My Family:</b> Learners will give a brief introduction about their family members in the class.</p> <p>2. Learners will make an Identity Card on their own using information related to them.</p>	<p>Collins Digisuite Youtube video- About Myself <a href="https://www.youtube.com/watch?v=KZn42zsbPN0">https://www.youtube.com/watch?v=KZn42zsbPN0</a></p>	<p>Help your ward to remember their phone/mobile number and home address.</p>
Ch-2 Our Body	<ul style="list-style-type: none"> <li>• <b>LO 1-</b> Describes self and others in terms of physical characteristics, gender, interests, likes, dislikes</li> </ul>	<p>1. <b>Simon Says-</b> Learners will be told to touch different body parts or to do different actions as instructed by the teacher. (like jump, clap with hands,etc.)</p>	<p>Collins Digisuite Youtube video- Body Parts <a href="https://www.youtube.com/watch?v=SUt8q0EKbms&amp;t=145s">https://www.youtube.com/watch?v=SUt8q0EKbms&amp;t=145s</a></p>	<p>Help your ward to recapitulate body parts and specify the role of different body parts. Youtube video -Body Parts <a href="https://www.youtube.com/watch?v=BwHMMZQGFoM">https://www.youtube.com/watch?v=BwHMMZQGFoM</a></p>
Ch 3 Health and Clean	<ul style="list-style-type: none"> <li>• <b>LO 3-</b> Suggests ways for hygiene, sanitation, health, managing waste, disaster /emergency situations and protecting /saving resources (land, fuels, forests, etc.) and shows sensitivity for the disadvantaged/deprived.</li> </ul>	<p>1. <b>Yes-Yes, No-No</b> - Learners will sit with YES or NO flashcards and the teacher will show various objects such as a pen, soap, pencil box, comb, nail cutter, etc. They will be told to identify the objects used to maintain cleanliness by raising YES or NO flashcards each time.</p> <p>2. <b>Shape Yoga-</b> Each student will perform an asana/yoga pose that depicts any geometric shape in class. For example- They will share information about the shape they formed and benefits of doing yoga/health and hygiene in 5-6 sentences after performing his/her asana.</p>	<p>Collins Digisuite Youtube video- Healthy Habits <a href="https://www.youtube.com/watch?v=dhpCdqOtuj0">https://www.youtube.com/watch?v=dhpCdqOtuj0</a></p>	<p>Discuss the ill effects of unhealthy eating habits with your ward and motivate them to avoid junk food and follow a healthy balanced diet. Youtube video- Junk food vs Healthy food <a href="https://www.youtube.com/watch?v=bPBCg4PsE5k">https://www.youtube.com/watch?v=bPBCg4PsE5k</a></p>

**Co-Scholastic**

Subject	Content to be covered
<p align="center"><b>ICT</b></p>	<ul style="list-style-type: none"> <li>● <b>Chapter 1</b> (Collins-Smart Tech)- Computers Around Us</li> <li>● <b>Chapter 1</b> (Cambridge- Coding Sandpit)- Introduction To Computers</li> <li>● <b>Chapter 2</b> (Cambridge- Coding Sandpit)- Parts Of a Computer</li> <li>● <b>Chapter 2</b> (Collins-Smart Tech)- Types Of Computer</li> <li>● <b>Chapter 3</b> (Cambridge- Coding Sandpit)- Computer Keyboard</li> <li>● <b>Chapter 4</b> (Cambridge- Coding Sandpit)- Smart Machines</li> <li>● <b>Chapter 5</b> (Cambridge- Coding Sandpit)- Using Paint</li> </ul>
<p align="center"><b>General Knowledge</b></p>	<p><b>Collins Windmills:</b></p> <ul style="list-style-type: none"> <li>● Ch 1 –Fun with Rhymes</li> <li>● Ch 3 –Polite Words</li> <li>● Ch 9 –Story Time</li> <li>● Ch 2 –Outdoor Sports</li> <li>● Ch 4 – Festivals in India</li> <li>● Ch 5 – Fruits and Vegetables</li> <li>● Ch 8 – Animal sounds</li> </ul> <p><b>Collins Knowledge Lighthouse 1:</b></p> <ul style="list-style-type: none"> <li>● Ch 1 –This is Me</li> <li>● Ch 3 –Fruity Colors</li> <li>● Ch 4 –Easy-Peasy Words</li> <li>● Ch 11- Seeing with Our Hands</li> <li>● Ch 17- Small to Big</li> <li>● Ch 2 –Good Morning</li> <li>● Ch 14- The Right Place</li> <li>● Ch 15- One, Two Three-Four-Five!</li> <li>● Ch 21- Careful Careless</li> </ul>
<p align="center"><b>Value Education</b></p>	<ul style="list-style-type: none"> <li>● Value Card 1 : I love my family</li> <li>● Value Card 11 : Being Polite</li> </ul>
<p align="center"><b>Art &amp; Craft</b></p>	<ul style="list-style-type: none"> <li>● Step by step drawing of flowers and leaves with plastic crayons.</li> <li>● Step by step drawing of Human figure (Boy &amp; Girl) with plastic crayons.</li> <li>● Step by step drawing with basic shapes &amp; patterns with plastic crayons.</li> <li>● Hand print work with plastic crayons. (Elephant or Peacock)</li> </ul>
<p align="center"><b>Dance</b></p>	<ul style="list-style-type: none"> <li>● Basic exercise with foot work on counting.</li> <li>● Dance on Me and My family</li> <li>● Dramatization of nature/ plants.</li> <li>● Action song related to health and hygiene</li> </ul>
<p align="center"><b>Music</b></p>	<ul style="list-style-type: none"> <li>● Development of singing vocabulary.</li> <li>● Prayer</li> <li>● Song on My happy family.</li> <li>● Song based on Save Water</li> </ul>

<p align="center"><b>Health and Physical Education</b></p>	<p><b>Games:</b></p> <ul style="list-style-type: none"> <li>• PEC 15,16 : Responding to commands and signals</li> <li>• PEC 04 : Running and jumping</li> <li>• Mock Drill (Safety related measures )</li> <li>• Calisthenics exercise (Free hand exercise )</li> <li>• PEC 01 : Walking on toes and heels</li> <li>• PEC 05 : Jumping and Hopping</li> </ul> <p><b>Yoga:</b></p> <ul style="list-style-type: none"> <li>• Basic warm up with stretching exercise</li> <li>• Meditation with OM Chanting</li> <li>• Yogic Postures</li> <li>• Tadasana</li> <li>• Trikonasana</li> <li>• Basic warm up with stretching exercise</li> <li>• Meditation with OM Chanting</li> </ul>
<p><b>Subject Enrichment Activity</b> <b>28.07.22</b> <b>(Thursday)</b></p>	<p><b>किताबों की दुनिया      Theme:</b> Value Education</p> <p>Each student will be asked to select a Hindi story book of their choice from the classroom library. They will read it in the class. He/she will record his/her experiences/specific information related to the story in the notebook. Further each student will come in front to narrate the story in their own words. Further he/she will ask the questions followed by his/her response to the other kids' answer (<i>a kind of discussion/ conversation, to demonstrate that he/she values other's opinion/ viewpoint</i>) related to the characters, moral and sequence of the story to his/her peers.</p>

For any queries/concerns, you may contact the respective class teacher/ the coordinator.

We hope that together we succeed in enriching the skills of our children and nurturing their aptitude considerably.

Regards

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**Dr. Praveen Gupta**  
**RDPS Sonapat**