

FLN CAENDAR

CLASS I (FOUNDATIONAL LITERACY)

Interaction Time: 1hr. 30min (45min each for Manipur and English)

Month	Key Competencies	Learning Outcomes	Suggested Pedagogical Processes	TLMs Required	Assessment Techniques	Periodicity of Assessment
March	Talking and listening Listening with comprehension Creative self expression and conversation Language and creative thinking	Converses with friends and class teacher about her/his Needs/ objects/ events /situations in English or the home language Identifies characters and sequence of a story and asks Questions about the story Responses orally to questions related to stories/poems in Home language (language use in school) Listens and follows simple instruction -shows understanding of the stories through picture/images	Provide opportunity in pairs/group/individually to Listen to stories and retell the same and draws pictures or images from the story Raise simple questions about story/poem after listening Talk with teacher and other children in the class about objects/things/ events/situation in the surroundings Take part in dramatic and imaginative play -listen to simple instruction	Flash cards, real objects available in the immediate surroundings of the schools such as plants, animals, insects etc. Picture chart of events/situation/ happenings of real life	Observation, checklist, portfolio, video recording	Month end assessment using oral test
April	Talking and Listening Vocabulary development Conversation and talking skills Meaningful uses of language	Recites rhymes/ songs/ poems with action Responses orally to questions related to stories/ poems bilingually Names familiar objects seen in the picture Connects personal experiences with the familiar stories in their own language and talks about them rhyming words in familiar poems and songs and	Provide opportunity in pairs/group/individually to Listen to stories sing rhymes/songs/poems with action Create rhyming words Raise simple questions about Story/poem after listening Talk with teacher other children in the class -interact with environmental objects and other play materials Explore and shares experience Engage in word/rhyming word games Respond to open ended question	Bilingual vocabulary chart, flash cards/ cards (kitchen item, flower/vegetable / animal etc) for word games (e.g when the teacher shows the picture of a flower/ animal/ fruit, the student will say few physical characteristics about the picture), activity book	Observation, checklist, rating scale, photograph and video clips, worksheet	Month end assessment using oral test
May	Reading with comprehension Bonding with books Print awareness and meaning making	Picks the story book from the reading area and tries to read with the help of the pictures Associates words with pictures Recognises familiar signs, logos and labels in the environment Creates rhyming words(verbally) based on available text Predicts and attempts to make meaning of the text by turning over the pages back and forth	Provide opportunity in pairs /group / individually to -play in the reading / literacy area Select books of her/his own choice Take part in shared reading using big books -read stories with the help of pictures Explore and shares experience Look at scripts/labels in food wrappers	Big books, story books with pictures, flip/ hanging chart of pictures with label, bulletin board displaying daily Activities/events etc. with labels	Checklist, rating scale, worksheet, observation	Month end assessment using oral test
June	Reading with comprehension Pretend reading Phonological awareness Sound symbol association	Selects book from the reading area and talks about the story with the help of pictures Connects text with illustrations while reading Creates new rhyming words based on the available text	Provide opportunity in pairs/group/individually to Play in the reading/literacy area Select books of her/his own choice Take part in shared reading using big books Read stories with the help of pictures Explore and shares experience Develop phonemic awareness through the activities focussing on different sounds emerging from the words in the stories and text.	Big books, story books with pictures, Flip/hanging chart of pictures with label, bulletin board displaying daily activities/ events etc. with labels, activity book	Checklist, rating scale, worksheet, observation	Month end assessment using oral test
July	Reading with comprehension Pretend reading Prediction and use of previous experiences with knowledge Writing with purpose Early literacy skills	Predicts and attempts to make meaning of the text by turning over the pages back and forth Relates the picture with the text to predict and understand Talks about birds, animals in their surroundings and writes a few words about them by using invented spelling	Provide opportunity in pairs/group/individually to Play in the reading/literacy area Select books of her/his own choice Take part in shared reading using big books Read stories with the help of pictures Explore and shares experience Observe labels/print in food wrappers and write in her/his own invented spelling	Story books/poem, sequential picture card, picture cards/flash cards of familiar as well as unfamiliar objects and places, activity book	Checklist, rating scale, worksheet, observation	Month end assessment using both oral and written tests
Aug	Writing with purpose Writing for self-expression Make use of her/his knowledge of letter and sounds, invents spelling to write	Labels the self-drawn pictures and pictures made available to them using invented spelling Forms letters correctly, uses sound symbol correspondence to write in invented spelling	Provide opportunity in pairs/group/individually to Play in the reading/literacy area Select books of her/his own choice Take part in shared reading using big books Read stories with the help of pictures Explore and shares experience -observe pictures of objects/events/situation and write about them in her/his own invented spelling	Storybooks/poem, sequential picture card, picture cards/flash cards of familiar as well as unfamiliar objects/places/ events/ situations etc., activity book	Observation, checklist, rating scale, worksheet	Month end assessment using written test
Sep	Writing with purpose Make effort to write unconventional ways Response to reading with drawings/words and meaningful sentences	Labels pictures of objects made available to them -writes words (conventional writing) beginning with the same letter Shows awareness of figures of letters and sounds while reading story and poem and make use of them while writing	Provide opportunity in pairs/group/individually to -play in the reading/literacy area Select books of her/his own choice and writes few words from it Take part in shared reading using big books and writes few words relevant with the illustration given in the book Explore and shares experience -observe pictures of objects/events/situation and write about them in her/his own invented spelling	Storybooks/poem, sequential picture card, picture cards/flash cards of familiar as well as unfamiliar objects/places/ events/ situations etc., activity book	Checklist, rating scale, worksheet	Month end assessment using written test
Oct	Writing with purpose Make effort to write in conventional ways Response to reading with drawings/words and meaningful sentences	Labels pictures of objects made available to them -writes words (conventional writing) beginning with the same letter Shows awareness of figures of letters and sounds while reading story and poem and make use of them while writing	Provide opportunity in pairs/group/individually to -play in the reading/literacy area Select books of her/his own choice and writes few words from it Take part in shared reading using big books and writes few words relevant with the illustration given in the book Explore and shares experience -observe pictures of objects/events/situation and write about them in her/his own invented spelling	Storybooks/poem, sequential picture card, picture cards/flash cards of familiar as well as unfamiliar objects/places/ events/ situations etc., activity book	Checklist, rating scale, portfolio, worksheet	Month end assessment using written test
Nov	Writing with purpose Using mixed language codes -write messages to express themselves	Creates her/his own story by writing a few words mixing codes Makes a card for their friend sending a short message	Provide opportunity in pairs/group/individually to -play in the reading/literacy area Select books of her/his own choice and writes few words from it Take part in shared reading using big books and writes few words relevant with the illustration given in the book Expresses their feeling and experiences and share it through drawing and words Observe pictures of objects/events/situation and write about them in mix language code Make greeting cards and write short message	Storybooks/poem, sequential picture card, picture cards/flash cards of familiar as well as unfamiliar objects/places/ events/ situations etc., activity book, chart paper, crayon, water colour etc	Checklist, rating scale, worksheet, portfolio	Month end assessment using written test
Dec	Writing with purpose Writes for different purposes in the classroom's activities and at home, such as making list, writing greeting to grandparents, messages/invitation to friends etc.	Makes a card for their friends/parent/ sibling/ grandparents, sending a short message	Provide opportunity in pairs/group/individually to -play in the reading/literacy area Take part in role play and write 2/3 words about the character he/she plays Write a list of objects/things seen in the classroom Expresses their feeling and experiences and share it through drawing and words Make greeting cards and write short message	Picture cards/flash cards of familiar as well as unfamiliar objects/places/events/ situations etc., activity book, chart paper, crayon, water colour etc.	Checklist, rating scale, worksheet, portfolio	Month end assessment using written test



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CLASS I (FOUNDATIONAL LITERACY)

Interaction Time: 1hr. 30min (45min each for Manipur and English)

Month	Key Competencies	Learning Outcomes	Suggested Pedagogical Processes	TLMs Required	Assessment Techniques	Periodicity of Assessment
March	Talking and listening Listening with comprehension Creative self expression and conversation Language and creative thinking	Converses with friends and class teacher about her/his Needs/ objects/ events /situations in English or the home language Identifies characters and sequence of a story and asks Questions about the story Responses orally to questions related to stories/poems in Home language (language use in school) Listens and follows simple instruction -shows understanding of the stories through picture/images	Provide opportunity in pairs/group/individually to Listen to stories and retell the same and draws pictures or images from the story Raise simple questions about story/poem after listening Talk with teacher and other children in the class about objects/things/ events/situation in the surroundings Take part in dramatic and imaginative play -listen to simple instruction	Flash cards, real objects available in the immediate surroundings of the schools such as plants, animals, insects etc. Picture chart of events/situation/ happenings of real life	Observation, checklist, portfolio, video recording	Month end assessment using oral test
April	Talking and Listening Vocabulary development Conversation and talking skills Meaningful uses of language	Recites rhymes/ songs/ poems with action Responses orally to questions related to stories/ poems bilingually Names familiar objects seen in the picture Connects personal experiences with the familiar stories in their own language and talks about them rhyming words in familiar poems and songs and	Provide opportunity in pairs/group/individually to Listen to stories sing rhymes/songs/poems with action Create rhyming words Raise simple questions about Story/poem after listening Talk with teacher other children in the class -interact with environmental objects and other play materials Explore and shares experience Engage in word/rhyming word games Respond to open ended question	Bilingual vocabulary chart, flash cards/ cards (kitchen item, flower/vegetable / animal etc) for word games (e.g when the teacher shows the picture of a flower/ animal/ fruit, the student will say few physical characteristics about the picture), activity book	Observation, checklist, rating scale, photograph and video clips, worksheet	Month end assessment using oral test
May	Reading with comprehension Bonding with books Print awareness and meaning making	Picks the story book from the reading area and tries to read with the help of the pictures Associates words with pictures Recognises familiar signs, logos and labels in the environment Creates rhyming words(verbally) based on available text Predicts and attempts to make meaning of the text by turning over the pages back and forth	Provide opportunity in pairs /group / individually to -play in the reading / literacy area Select books of her/his own choice Take part in shared reading using big books -read stories with the help of pictures Explore and shares experience Look at scripts/labels in food wrappers	Big books, story books with pictures, flip/ hanging chart of pictures with label, bulletin board displaying daily Activities/events etc. with labels	Checklist, rating scale, worksheet, observation	Month end assessment using oral test
June	Reading with comprehension Pretend reading Phonological awareness Sound symbol association	Selects book from the reading area and talks about the story with the help of pictures Connects text with illustrations while reading Creates new rhyming words based on the available text	Provide opportunity in pairs/group/individually to Play in the reading/literacy area Select books of her/his own choice Take part in shared reading using big books Read stories with the help of pictures Explore and shares experience Develop phonemic awareness through the activities focussing on different sounds emerging from the words in the stories and text.	Big books, story books with pictures, Flip/hanging chart of pictures with label, bulletin board displaying daily activities/ events etc. with labels, activity book	Checklist, rating scale, worksheet, observation	Month end assessment using oral test
July	Reading with comprehension Pretend reading Prediction and use of previous experiences with knowledge Writing with purpose Early literacy skills	Predicts and attempts to make meaning of the text by turning over the pages back and forth Relates the picture with the text to predict and understand Talks about birds, animals in their surroundings and writes a few words about them by using invented spelling	Provide opportunity in pairs/group/individually to Play in the reading/literacy area Select books of her/his own choice Take part in shared reading using big books Read stories with the help of pictures Explore and shares experience Observe labels/print in food wrappers and write in her/his own invented spelling	Story books/poem, sequential picture card, picture cards/flash cards of familiar as well as unfamiliar objects and places, activity book	Checklist, rating scale, worksheet, observation	Month end assessment using both oral and written tests
Aug	Writing with purpose Writing for self-expression Make use of her/his knowledge of letter and sounds, invents spelling to write	Labels the self-drawn pictures and pictures made available to them using invented spelling Forms letters correctly, uses sound symbol correspondence to write in invented spelling	Provide opportunity in pairs/group/individually to Play in the reading/literacy area Select books of her/his own choice Take part in shared reading using big books Read stories with the help of pictures Explore and shares experience -observe pictures of objects/events/situation and write about them in her/his own invented spelling	Storybooks/poem, sequential picture card, picture cards/flash cards of familiar as well as unfamiliar objects/places/ events/ situations etc., activity book	Observation, checklist, rating scale, worksheet	Month end assessment using written test
Sep	Writing with purpose Make effort to write unconventional ways Response to reading with drawings/words and meaningful sentences	Labels pictures of objects made available to them -writes words (conventional writing) beginning with the same letter Shows awareness of figures of letters and sounds while reading story and poem and make use of them while writing	Provide opportunity in pairs/group/individually to -play in the reading/literacy area Select books of her/his own choice and writes few words from it Take part in shared reading using big books and writes few words relevant with the illustration given in the book Explore and shares experience -observe pictures of objects/events/situation and write about them in her/his own invented spelling	Storybooks/poem, sequential picture card, picture cards/flash cards of familiar as well as unfamiliar objects/places/ events/ situations etc., activity book	Checklist, rating scale, worksheet	Month end assessment using written test
Oct	Writing with purpose Make effort to write in conventional ways Response to reading with drawings/words and meaningful sentences	Labels pictures of objects made available to them -writes words (conventional writing) beginning with the same letter Shows awareness of figures of letters and sounds while reading story and poem and make use of them while writing	Provide opportunity in pairs/group/individually to -play in the reading/literacy area Select books of her/his own choice and writes few words from it Take part in shared reading using big books and writes few words relevant with the illustration given in the book Explore and shares experience -observe pictures of objects/events/situation and write about them in her/his own invented spelling	Storybooks/poem, sequential picture card, picture cards/flash cards of familiar as well as unfamiliar objects/places/ events/ situations etc., activity book	Checklist, rating scale, portfolio, worksheet	Month end assessment using written test
Nov	Writing with purpose Using mixed language codes -write messages to express themselves	Creates her/his own story by writing a few words mixing codes Makes a card for their friend sending a short message	Provide opportunity in pairs/group/individually to -play in the reading/literacy area Select books of her/his own choice and writes few words from it Take part in shared reading using big books and writes few words relevant with the illustration given in the book Expresses their feeling and experiences and share it through drawing and words Observe pictures of objects/events/situation and write about them in mix language code Make greeting cards and write short message	Storybooks/poem, sequential picture card, picture cards/flash cards of familiar as well as unfamiliar objects/places/ events/ situations etc., activity book, chart paper, crayon, water colour etc	Checklist, rating scale, worksheet, portfolio	Month end assessment using written test
Dec	Writing with purpose Writes for different purposes in the classroom's activities and at home, such as making list, writing greeting to grandparents, messages/invitation to friends etc.	Makes a card for their friends/parent/ sibling/ grandparents, sending a short message	Provide opportunity in pairs/group/individually to -play in the reading/literacy area Take part in role play and write 2/3 words about the character he/she plays Write a list of objects/things seen in the classroom Expresses their feeling and experiences and share it through drawing and words Make greeting cards and write short message	Picture cards/flash cards of familiar as well as unfamiliar objects/places/events/ situations etc., activity book, chart paper, crayon, water colour etc.	Checklist, rating scale, worksheet, portfolio	Month end assessment using written test



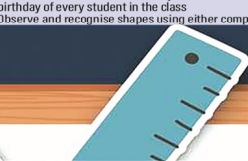
FLN CALENDAR

CLASS I (FOUNDATIONAL NUMERACY)

Interaction Time: 1.00 hour per day

Month	Key Competencies	Learning Outcomes	Suggested Pedagogical Processes	TLMs Required	Assessment Techniques	Periodicity of Assessment
Mar	Number sense Count and tell how many Sense of order	Recites short poems using number names Counts objects up to 20 concretely and pictorially Compares two numbers up to 20 and uses vocabulary like more than, less than Reads and writes number up to 99 Can count forward and backward from a particular number Develops the concept of zero	Learners may be provided the opportunity in pairs/group/individually and encouraged to Recite or sing short poem with action using number names Listen short story based on number and numeral Identify number naming and number writing patterns, read and write numbers up to 99 Count concrete objects such as pebble, plant leaves, seed etc or objects in a picture up to 20 Apply the understanding of place value of numbers while grouping and recognising them Play and learn to count forward and backward from a particular number Listen to stories or observe pictures to understand the concept of zero	Poem and short story books/children's literature, number tracing board, flash cards, real objects available in the immediate surroundings of the schools such as plant leaf, seed, pebble etc., children's activity book, text book, comic book, mathematics kit	Observation, checklist, portfolio, interaction, worksheet	Month end assessment using oral as well as written test,
April	Number sense Numeral recognition	Identifies numerals with numbers and writes numerals up to 99	Learners may be provided the opportunity in pairs/group/individually and encouraged to Write numerals with number and write numerals up to 99 Draw objects, count their number and write numerals Count objects pictorially and concretely and write numerals Play board games	Children's activity book, textbook, comic book, board games (ludo), equipment/ materials for outdoor number games	Observation, checklist, interaction, worksheet	Month end assessment using oral test and written test
May	Measurement Length Mass Volume	Estimates and measures short length using nonstandard but uniform units like hand-span / footstep/ fingers/length of forearm etc. Estimates and measures capacities of containers using non-standard non-uniform units like cup/spoon/mug etc. Compares three objects in terms of their weight as heaviest/ lightest	Learners may be provided the opportunity in pairs/group/individually and encouraged to Measure different lengths/distance using non standardised units Discuss and share the experiences of learners while they observe different balances for weighing objects Construct their own simple balance and weigh different things (available around) and compare in terms of their weight Compare the capacity of two or more containers	Different size containers such as tub, mug, tumbler, cup, spoon etc. simple balance, concrete object, furniture available in the classroom such table, bench, white board or things or objects easily available in and around the school that is measurable in terms of length, activity book, comic book and textbook	Checklist, rating scale, worksheet, interaction, observation	Month end assessment using practical, oral and written test
June	Number operation Addition	Constructs addition facts up to 18 by using concrete objects and applies them in daily life Develops strategies for repeatedly adding numbers up to 10, sum not exceeding 20	Learners may be provided the opportunity in pairs/group/individually and encouraged to Develop and use alternate strategies for addition of number Add 1 digit as well as 2 digit number Explore situations in which addition of numbers is required. For example, combining two groups and enlarging a group by adding more objects Add up to numerical value of Rs 100, by using concrete play money of different denominations Develop their own contextual situations/questions based on addition	Activity book, textbook, comic book, concrete play money of different denominations, mathematics kit, environmental objects such as pebble, seed, button, beads etc.	Checklist, rating scale, worksheet, observation, interaction	Month end assessment using oral and written test
July	Number operation Subtraction	Constructs subtraction facts up to 9 by using concrete objects and applies them in daily life Develops relationship between addition and subtraction of numbers Develops concepts of zero	Learners may be provided the opportunity in pairs/group/individually and encouraged to Develop and use alternate strategies for subtraction of number Explore situations in which subtraction of numbers is required. For example, removing some objects from a group of objects. Develop their own contextual situations/questions based on subtraction	Concrete objects such as pebble, plant leaves, seed, button, beads etc., textbook, activity book, comic book	Checklist, rating scale, worksheet, observation, interaction	Month end assessment using both oral and written tests
Aug	Number operation Multiplication		Learners may be provided the opportunity in pairs/group/individually and encouraged to Create situation/context in which a number has to be repeatedly added Read and write multiplication table Multiply 1 digit numbers and 2 digit number by 1 digit number	Multiplication table book, textbook, comic book, concrete objects such as pebble, plant leaves, seed, button, beads	Observation, checklist, rating scale, worksheet, interaction	Month end assessment using oral and written test
Sep	Shapes 2D 3D	Identifies and describes physical characteristics of 3D shapes (solid shapes) around him/her like, for example, a shoe box/ludo dice is a cube and has 6 faces, 8 corners, a ball is sphere with no corner and no flat surface. Recites poem using 3D shapes and lines	Learners may be provided the opportunity in pairs/group/individually and encouraged to -trace different faces of 3D objects on paper and name their corresponding 2D shapes Observe and identify 3D shapes such as cuboid, cylinder, cone and sphere by their names Classify shapes as 3D and 2D based on their physical attributes Cut out 2D shapes from 3D shape objects made of paper	Plastic scissors, paper, ludo dice, paper/cartoon boxes, poem	Checklist, rating scale, worksheet, interaction	Month end assessment using oral and written test
Oct	Shapes Straight line and curved line Plain surface and curved surface Concept of half and whole	Identifies straight line and curved line. Recites poem using straight line and curved line Draws/represents straight line and curved line in various orientations (vertical, horizontal, slant) Identifies the relationship between half and whole using paper folding, daily life context like folding and clothes (handkerchief, towel etc.)	Provide opportunity in pairs/group/individually to Use observation skill to distinguish between straight line and curved line Draw straight line and curved line in various orientations (vertical, horizontal, slant) Classify lines as straight line and curved line based on their observable characteristics Explore daily life situation where concept of half and whole is used. For example, folding of bread/roti, separating a whole orange/line into two equal halves etc. Fold paper/handkerchief to learn the concept of half and whole	Textbook, activity book, poem, paper, pencil, crayons, handkerchief/cloth	Checklist, rating scale, portfolio, worksheet, interaction	Month end assessment using written test
Nov	Data handling Pattern	Collects, records (using pictures/ numerals) and interprets simple information by looking at visuals Observes, extends and creates patterns of shapes and numbers	Learners may be provided the opportunity in pairs/group/ individually and encouraged to- Verbalise the unit of repeat in a pattern and make ideas about their extension Extend patterns created by using shapes, thumb/vegetable/leaf prints and numbers, etc. Collect information from people around, record it and draw some inference from it.	Activity book, vegetables (lady's finger, carrot, bitter guard etc.), plant leaves of different shapes, number blocks, paper, pencil, crayons, water colour	Checklist, rating scale, worksheet, portfolio, interaction	Month end assessment using practical exam (on creating beautiful patterns)
Dec	Calendar activity Use of technology	Identifies the names of the days of the week and months of the year for day/month Uses some of the technological tools available around him/her	Provide opportunity in pairs/group/individually to Discuss about the special day/particular day of a week when learners share time with their family members Mark on the calendar the date, day and month of festivals/any other special day and also the birthday of every student in the class Observe and recognise shapes using either computer or digital device, apps	Mobile phone, computer (desktop/ laptop) calendar	Interaction, checklist, rating scale, observation	Practical examination

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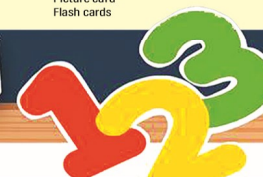


FLN CALENDAR

CLASS II (FOUNDATIONAL LITERACY)

Interaction time: 1hour 30min per day

Month	Key Competencies	Learning Outcomes	Suggested Pedagogical Processes	TLMs Required	Assessment Techniques	Periodicity of Assessment
March	Talking and Listening Listening with comprehension. Creative self expression and conversation Language and creative thinking	Must be able to express verbally her/ his likes/ dislikes about the characters, storyline, etc. in English or home language. Able to follow simple instructions such as 'shut the door', 'bring me the book and such others.	Recognizes and writes/ draws frequently occurring word/ picture in a story being read. Talk with peers in the class about the stories they heard.	Flash cards Picture chart Word puzzles Picture books Comic text book Activity books	Observation Checklist Portfolio, Video recordings Worksheets	Month end assessment using oral as well as written test.
April	Talking and Listening Vocabulary development. Conversation and talking skills. Meaningful uses of language.	Predicts the story, talks about the characters bilingually. Responds to the questions related to stories and poems, in home language or English or sign language orally.	Uses school language to express opinions, ask questions for different purposes. Talks about the characters from the familiar story.	Picture dominos Flash cards Comic text books Activity books	Observation Checklist Rating scale Photographs and video clips Worksheets	Month end assessment using oral test.
May	Reading with Comprehension Reads and narrates/ retells the stories from children's literature/ text books Make new words from the letters of a given word	Recites poems with action and their own language using their own ways. Form new rhyming words.	Tries to decode unfamiliar words while reading. Able to read texts other than the text books such as children's magazine, etc.	Flash cards Picture chart Activity book Comic text book	Observation Checklist Portfolio Video recordings Worksheet	Month end assessment using oral test.
June	Reading with Comprehension Pretend reading. Phonological awareness Sound symbol association	Identifies characters, and sequence of events in a story. Expresses verbally her/ his opinion and ask questions about the characters, storyline, etc. in English or home language	Ask simple questions, for example, on characters, places, the sequence of events in the story etc. Respond orally in home language or English or sign language or non- verbal expressions.	Comic books Activity books Big books, etc.	Observation Checklist Portfolio Video recording Worksheet	Month end assessment using oral test.
July	Reading with Comprehension Pretend reading. Prediction and use of previous experiences with knowledge. Writing with purpose. Early literacy skills.	Listens to English words, greetings, polite forms of expression, and responds in English/ home language like "How are you?", "I'm fine, thank you." Etc.	Looks at scripts in a print rich environment like newspaper, tickets, posters, etc.	Comic books Activity book Sequential picture cards Flash cards.	Observation Checklist Portfolio Video recording Worksheet	Month end assessment using oral test.
August	Writing with purpose Writing for self-expression. Make use of her/ his knowledge of letters and sounds, invents spelling to write.	Uses simple adjectives related to size, shape, colour, weight, etc. Writes a few words or short sentence in response to poems and stories.	Writes 2-3 simples sentences about stories or poems. Develop phonemic awareness through activities focusing on different sounds, emerging from the words in stories and texts.	Story books, sequential picture card Comic books Activity books.	Observation Checklist Portfolio, Video recording Worksheets	Month end assessment using oral as well as written test.
September	Writing with purpose Make effort to write in conventional ways. Response to reading with words and meaningful sentences.	Listens to instructions and draws a picture. Use pronouns related to genders like 'his/her', 'he/she, it' and other pronouns like 'this/that', 'here/there', 'these/those', etc.	Listens to instructions and draws a picture. Speaks and writes English, talk to their peers in English, relating to festivals and events at homes and schools and also the use of simple pronoun in their writing.	Story books Sequential picture cards. Comic books Activity book. Flash cards.	Observation Checklist Portfolio, Video recording Worksheet	Month end assessment using oral as well as written test.
October	Writing with purpose Make effort to write in conventional ways. Response to reading with drawings/ words and meaningful sentences.	Use prepositions like 'before', 'between', etc. Composes and writes simple sentences with space between words.	Enrich vocabulary in English mainly through telling and re-telling stories/ folk tales. Use appropriate pronouns related to gender such as he, she, his, her and demonstrative pronouns.	Picture cards Flash cards Comic books Activity books	Observation Checklist Portfolio, Video recording Worksheets	Month end assessment using oral as well as written test.
November	Writing with purpose Using mixed language codes. Write messages to express themselves.	Write making use of appropriate words/ sentences (conventional writing) and different forms of expressions Extends the story in writing using imagination and creativity.	Writes 2-3 sentences describing common events using adjectives prepositions and right words like "This is my dog. It is a big dog. It runs behind me."	Story books Sequential picture cards Comic books Activity books	Observation Checklist Portfolio, Video recording Worksheets	Month end assessment using oral as well as written test.
December	Writing with purpose Writes for different purpose in the classroom's activities and at home, such as making list, writing greetings to grandparents, messages' invitation to friends, etc. Writing with purpose Writes for friends, etc.	Write few words or short sentences in response to the environment. Composes and writes simple, short sentences with space between words to express themselves. Write few words or short express themselves	Writes messages to express themselves and the surrounding environment. Write for different purposes in the classroom's activities at home Writes messages to express themselves	Picture card Flash cards Comic books Activity book. Picture card Flash cards	Rating scale Checklist Portfolio Worksheets Rating scale Checklist	Month end assessment using written test. Month end assessment



FLN CALENDAR

CLASS III (FOUNDATIONAL LITERACY)

Interaction time 1hr : 30min

Month	Key Competencies	Learning Outcomes	Suggested Pedagogical Processes	TLMs Required	Assessment Techniques	Periodicity of Assessment
March	Talking and listening Creative self-expression and conversation Vocabulary development Conversation and talking skills	Express their likes and dislikes Responses to familiar incidents an events in English or the home language Talks about activity like morning message conversation with family members etc. Develops vocabulary from their classroom and social environment	Provide opportunity in pair/groups/individuals to Listen to and communicate orally Talk with teacher and other children in class Talk about objects in and around classroom	Flash cards, picture charts, real objects available in the classroom	Observation, checklist, portfolio, video recording	Month end assessment using oral test
April	Talking and listening Listening with comprehension Language and creative thinking Conversation and talking skills	Extends the story or poem while narrating orally Converses, asks questions expressed opinion about characters themes pictures of familiar theme Connect familiar material for example poem story poster advertisement in their surrounding with their experiences while conversing Ask questions about the story and characters in the story bilingually	Provide opportunity in pairs/groups/individuals to Listen to simple instruction Raise questions after listening to stories Explore and share experiences to enhance conversation skills	Story book, flash cards, conversation books	Observation, checklist, portfolio, video recording	Month end assessment using oral test
May	Talking and listening Vocabulary development Meaningful uses of language Listening with comprehension	Talks about his or her favourite story book Recites poems individually or in groups with proper intonation and fluency Participates in role play and skit bilingually with appropriate expression Identifies the features of language like naming words, action words, repetition, punctuation marks in different stories, poems, text	Provide opportunity in pairs/ groups/ individually to Play in the reading area Take part in skit/plays etc Allow uses of different features of language while speaking	Story books, poem books, cards with different features of language like naming words, action words and punctuation marks	Checklist, observation, portfolio, video recording	Month end assessment using oral test
June	Reading with comprehension Bring awareness and meaning Making phonological awareness Pretend reading	Reads with appropriate flow, intonation, voice modulation familiar written text Read print in the classroom and school environment, poems, posters charts Read small text in English	Provide opportunity in pairs/groups/individually to Read familiar texts Collect book for independent reading Read new texts from newspaper/ posters/ pamphlets	Comic book, activity book, Picture cards, newspaper	Observation, checklist, portfolio, rating scale	Month end assessment using oral test
July	Reading with comprehension Bonding with books Pretend reading Independent reading for pleasure and various purposes Prediction and use of previous experiences with knowledge	Relate unfamiliar words from different texts while reading and understanding the story Read with understanding different texts like newspaper and children magazine	Provide opportunity in pairs/groups/individually to Explore reading area Reach to new texts like children magazines and story books Make use of new words in communication through experience	Comic books, story books, children magazines, flash cards etc.	Observation, checklist, portfolio, video recording	Month end assessment using oral test
August	Writing with purpose Writing for self-expression Make effort to write in conventional ways	Write words and sentences to express his or her feelings Writes sentences using the familiar words	Provide opportunity in pairs/groups/individually to Write 2 or 3 lines about self Write from familiar text	Activity books, sequential picture cards,	Observation, portfolios, checklist, rating scale, worksheets	Month end assessment using written test
September	Writing with purpose Write meaningful sentences using naming words and action words Early literacy skills Make efforts to write in conventional ways	Write small sentences using full stop and question marks Makes use of rhyming words, action words, repetition and punctuation marks while writing	Provide opportunity in pairs/groups/individually to Select book of own choice and write from it Write using punctuation marks Read and write rhyming words from the texts available	Story book, activity book, charts with rhyming words	Observation, portfolio, checklist, worksheets	Month end assessment using written test
October	Writing with purpose Make use of his or her knowledge of letter and sounds Invent spellings to write Writing of rhyming words - writing for self-expression	Writes about familiar text in different forms of expression about themes, events, characters, titles, Use rhyming words for writing short sentences	Provide opportunity in pairs/groups/individually to Explore new words and text Write using their own spellings Write short sentences expressing their feelings Develop phonemic awareness through sounds emerging from words in stories and poems	Activity book, comic book, picture cards of events in daily life	Observation, checklist, worksheets, portfolios	Month end assessment using written test
November	Writing with purpose Make efforts to write in conventional ways Write messages to express themselves Write for different purposes in the classroom and at home	Write short messages example lost and found note Writes about favourite toys and activities Writes short messages bilingually adding drawing	Provide opportunity in pairs/groups/individually to Take dictation of words and sentences from known and unknown texts Draw and write short sentences related to stories Or their favourite objects/toys/games	Story book, activity book, pictures of toys and games available locally	Observation, checklist, worksheets, rating scale	Month end assessment using written test
December	Writing with purpose Writing for self-expression Write for different purposes in the classroom activities and at home	Write briefly about their visit to the hometown or park or a market bilingually Able to develop useful messages for their school and classroom and the playground.	Provide opportunity in pairs/groups/individually to Take part in different activities in the class/school and write about it Write objects seen in the class Expresses their feelings and experiences through writing	Picture cards of familiar objects, activity book, comic book	Rating scale, observation, portfolio, worksheet	Month end assessment using written test



FLN CALENDAR

CLASS III (FOUNDATIONAL NUMERACY)

Interaction time: 1 hour per day

Month	Key Competencies	Learning Outcomes	Suggested Pedagogical Processes	TLMs Required	Assessment Techniques	Periodicity of Assessment
March	Number Sense Counts numbers upto 1000 (Both reading and writing) Counting numbers in groups of 1s, 10s and 100s	Count objects upto 1000. Write objects upto 1000. Concrete and abstract counting Count large numbers in groups of 1s, 10s and 100s.	Recitation and systematic repetition of the numbers upto 1000. (to learn abstract counting) Writing and systematic repetition of the numbers upto 1000. (to learn abstract writing) Visual description of random numbers upto 1000 for number identification. (to learn concrete counting) Use of concrete similar objects to form groups of 10s and 100s.	Number charts Use of basic classroom TLMs like boards Flash cards, Concrete objects readily available in the surrounding that can be used for counting and grouping. Comic books Activity sheet, etc	Observation Checklist Portfolio, Interaction Worksheets	Month end assessment using oral as well as written test.
April	Number Sense Comparison of numbers. Formation of 3-digit numbers.	Compares numbers upto 999 Regrouping digits to make smallest and greatest 3-digit numbers.	Provide opportunity in pairs/group/individually and encouraged to Explore the numbers and compare them by concrete counting in groups of 1s, 10s and 100s. Make the learner aware of the place value and face value to compare numbers Regroup digits in ascending or descending order to make smallest or greatest numbers.	Use of basic Classroom TLMs like classroom boards Flash cards, Concrete objects readily available in the surrounding that can be used for counting and grouping, comparing. Comic books Activity sheet, etc.	Observation Checklist Portfolio, Interaction Worksheets	Month end assessment using oral as well as written test.
May	Number Operations Addition Subtraction	Addition of two numbers where the sum does not exceed 999 Subtraction of two 3-digit numbers Use of addition and subtraction in daily life situations. Application of zero in addition and subtraction.	Provide opportunity in pairs/group/individually and assist them in real life situations where addition and subtraction are involved. Develop and use alternate strategies for addition or subtraction of number Add or subtract 3-digit numbers Explore situations in which addition or subtraction of numbers is required. Add or subtract up to numerical value of Rs 1000, by using concrete play money of different denominations Develop their own contextual situations based on addition and subtraction.	Mathematics tool kit Play money Use of basic classroom TLMs like classroom boards. Concrete objects readily available in the surrounding that can be used for adding and subtracting. Comic books Activity sheet, etc.	Observation Checklist Portfolio, Interaction Worksheets	Month end assessment using oral as well as written test.
June	Number Operations Multiplication	Construct and apply multiplication facts of 5 to 10 in daily life situations. Multiplication of a 2 digit or 3 digit numbers by a 1 digit or a 2 digit number whose product does not exceed 1000. Application of zero in multiplication	Provide opportunity in pairs/group/individually and assist them in real life situations where multiplication is involved. Develop and use alternate strategies for multiplication of number -add or subtract 3-digit numbers Explore situations in which multiplication of numbers is required. Develop their own contextual situations based on multiplication	Mathematics tool kit Use of basic classroom TLMs like classroom boards. Concrete objects readily available in the surrounding that can be used for grouping and multiplying. Comic books Activity sheet, etc.	Observation Checklist Portfolio, Interaction Worksheets	Month end assessment using oral as well as written test.
July	Number Operations Division	Understand the division fact through equal grouping and repeated subtraction.	Use of various ways to assist the learners how to make groups of equal numbers like asking a learner to make many teams of 3 student each in the classroom. Use of 2-D shapes such as a square, rectangle and a circle and divide them in equal number of pieces. Develop a strategy to enable the learner to divide a number by repeated subtraction through real life situations/abstract calculations.	Mathematics tool kit Use of basic classroom TLMs like classroom boards. Concrete objects readily available in the surrounding that can be used for grouping and dividing. Comic books Activity sheet, etc.	Observation Checklist Portfolio, Interaction Worksheets	Month end assessment using oral as well as written test.
August	Measurement Length Mass	Estimates measure of length and distance using standard units like centimeters and meters. Estimates measure of mass using standard units like grams and kilograms. And use to find the weight of objects around us using simple balance.	Create a situation for the learners to weigh and compare objects around them and help them to distinguish the lighter and the heavier using a simple balance. Use of various 2-D shapes like line segment, or other closed figures and help them measure the lengths or the length of the aides using a ruler. Narrate a random situation where measurement of length is possible such as measuring the length of the classroom, or measuring the height of the students in a class.	Ruler, standard weights. Concrete objects readily available in the surrounding that can be used for measuring length and weights Comic books Activity sheet, etc.	Observation Checklist Portfolio Interaction Worksheets	Month end assessment using oral as well as written test.
September	Measurement Capacity Temperature	Estimates the capacity of containers using standard units like litres. And use to find the capacity of various containers and compares them. Use of thermometer to measure the temperature	Use of a bottle of standard capacity like a liter bottle and use it to find the capacity of larger containers like buckets, pots etc. Explore the use of thermometer and its working principle with the learners and how to measure them	Drinking water bottles, mugs, jugs, buckets, etc. A standard thermometer Comic books Activity sheet, etc.	Observation Checklist Portfolio Interaction Worksheets	Month end assessment using oral as well as written test.
October	Shapes Lines and its orientation Identification of one-fourth, half and three-fourths	Construction of a straight line using a ruler in various orientation like vertical, horizontal and slant. Identification of one-fourth, half and three-fourths from a concrete objects like 2-D shapes and grouping objects.	Visual aid (through diagrams, videos or surrounding structures) to help children see the shape of various lines and its orientation. Practicing the motor skills of the learners to help them draw lines in various orientations by repeated practice. Paper folding of 2-D shapes to make one-fourth, half and three-fourths. Use of concrete objects like marbles, pebbles, etc. to group them into 2 or 4 and identify one-fourth, half and three-fourths.	Use of basic classroom TLMs like classroom boards. Rulers Foldable Circular or square papers. Concrete objects readily available in the surrounding that can be used for grouping like matchsticks, marbles, pebbles, etc. Comic books Activity sheet, etc.	Observation Checklist Portfolio, Interaction Worksheets	Month end assessment using oral as well as written test.
November	Data Handling Tally marking Pictorial representation of data	Recording data by tally marking Presentation of data pictorially (through the use of pictograph)	Demonstrate how tallying is done through concrete examples like classifying different types fruits in a basket and the number of each type of fruits and recording the data using tally marking and writing the numbers. Demonstrate how data presentation is done through pictorial representation. For example, drawing a red ball picture to represent 10 balls. So, the learner needs to draw 5 red balls to represent 50 balls. Suggest a particular event with a date and a month and ask the learner to find it on the calendar and find the day on which the particular event falls. Ask the learner to find their birthdays on the calendar. Explain the learners, the uses of various technological devices and how they make the life easier (illustration with samples is encouraged) Show videos how these tools changed our surroundings.	Use of basic classroom TLMs like classroom boards. Concrete objects readily available in the surrounding that can be used for grouping like matchsticks, marbles, pebbles, etc. Comic books Activity sheet, etc.	Observation Checklist Portfolio, Interaction Worksheets	Month end assessment using oral as well as written test.
December	Date and Time Identify particular date and their corresponding day. Use of technology Application of technological tools in daily life	Learners identifies a particular date and corresponding day using a calendar Learners become familiar with technology that are used in our daily life.		Calendar Comic books Activity sheet, etc. Computers, tablets, mobile phones, kitchen appliances, etc. Videos regarding the use of technology in developing a civilization such as use of tractors and other modern farming tools	Observation Checklist Portfolio, Interaction Worksheets	Month end assessment using oral as well as written test.



FLN CALENDAR

CLASS II (FOUNDATIONAL NUMERACY)

Interaction Time: 1.00 hour per day

Month	Key Competencies	Learning Outcomes	Suggested Pedagogical Processes	TLMs Required	Assessment Techniques	Periodicity of Assessment
Mar	Number sense Count and tell how many Sense of order	Recites short poems using number names Counts objects up to 100 in groups of tens Compares and forms the greatest and smallest two digit numbers (with and without repetition of given digits) Can count forward and backward from a particular number up to 99 Uses zero in place value system	Learners may be provided the opportunity in pairs/group/individually and encouraged to Recites or sings short poems. Listen short story based on number and numeral Identify number naming and number writing patterns, read and write numbers up to 99 Count objects such as pebble, plant leaves, seed etc. or objects in groups of tens. Apply the understanding of place value of numbers while grouping and recognising them Play and learn to count forward and backward from a particular number Observe and apply the use of zero in place value	Poem, short storybooks/children's literature, number tracing board, flash cards, real objects available in the immediate surroundings of the schools such as plant leaf, seed, pebble etc., children's activity book, text book, comic book, abacus, mathematics kit	Observation, checklist, portfolio, interaction, worksheet	Month end assessment using oral as well as written test.
April	Number sense numeral recognition	Reads and writes number names and numerals up to 99	Learners may be provided the opportunity in pairs/group/individually and encouraged to Write numerals with number and write numerals up to 30 Draw objects, count their number and write numerals Count objects pictorially and concretely and write numerals Play board games	Children's activity book, textbook, comic book, board games (ludo/snake) equipment/ materials for outdoor number games	checklist, interaction, worksheet	Month end assessment using practical, oral and written test
May	Measurement Length Mass Volume Temperature	Estimates and measures length/distances using nonstandard but uniform units like rod/pencil/thread etc. Compares the capacity of containers using non-standard units like cup/spoon/mug/ bucket, etc. Compares objects as heavier than/ lighter than using simple balance. Compares objects as hotter than/ colder than by observable properties like condensation/ steaming, etc.	Learners may be provided the opportunity in pairs/group/individually and encouraged to Measure different lengths/distance using non standardised units like rod/ pencil/thread etc. Discuss and share the experiences of learners while they observe different balances for weighing objects Construct their own simple balance and weight different things (available around) and compare in terms of their weight Compare the capacity of two or more containers	Different size containers such as tub, mug, tumbler, cup, spoon etc. simple balance, concrete object, furniture available in the classroom such table, bench, white board or things or objects easily available in and around the school that is measurable in terms of length, hot and cold objects heavy and light objects, activity book, comic book and textbook	Checklist, rating scale, worksheet, interaction, observation	Month end assessment using practical, oral and written test
June	Number Operation Addition applications in daily life problems/ situations.	Addition of two umbers (sum not exceeding 99) and its and encouraged to Develop and use alternate strategies for addition of number Add 1 digit as well as 2 digit number Explore situations in which addition of numbers is required. For example, combining two groups and enlarging a group by adding more objects -add up to numerical value of Rs. 100, by using concrete play	Learners may be provided the opportunity in pairs/group/individually	Activity book, textbook, comic book, concrete play money of different denominations , coins , geo board, mathematics kit, environmental objects such as pebble, seed, button, beads, leaf flowers etc.	Checklist, rating scale, worksheet, observation, interaction	Month end assessment using oral and written test
July	Number operation Subtraction	Subtraction of two numbers up to 99 and its applications in daily life problems/ situations. Identifies appropriate operation (addition or subtraction) to solve problems in a familiar situation/ context.	Based on addition Learners may be provided the opportunity in Pairs/group/individually and encouraged to Develop and use alternate strategies for subtraction of number Explore situations in which subtraction of numbers is required. For example, removing some objects from a group of objects. Develop their own contextual situations/questions based on subtraction Explore situations where addition and subtraction is both use.	Concrete objects such as pebble, plant leaves, seed, button, beads etc., textbook, activity book, comic book	Checklist, rating scale, worksheet, observation, interaction	Month end assessment using both oral and written tests
August	Number operation Multiplication Division	Develops the idea of multiplication of numbers and construct and applies multiplication facts (tables) 2,3,4 and 5 in daily life situations. Develops the idea of division of numbers as equal distribution/ sharing.	Learners may be provided the opportunity in pairs/group/individually and encouraged to Create situation/context in which a number has to be repeatedly added Read and write multiplication table Multiply 1 digit numbers and 2 digit number by 1 digit number Create situations/context in which a number has to be distributed equally, a number has to be repeatedly subtracted	Multiplication table book, textbook, comic book, concrete object such as, pebble, plant leaves, seed, button, beads	Observation, checklist, rating scale, worksheet, interaction	Month end assessment using oral and written test
September	Shapes 2D 3D	Identifies and describes basic 2D shapes such as rectangle, triangle, circle, and other shapes around him/her .	Learners may be provided the opportunity in pairs/group/individually and encouraged to Trace different faces of 3D objects on paper and name their corresponding 2D shapes Observe and identify 3D shapes such as cuboid, cylinder, cone and sphere by their names Classify shapes as 3D and 2D based on their physical attributes Cut out 2D shapes from 3D shape objects made of paper, paper folds of different shapes. Observe the sides and corners of a 2D shapes	Plastic scissors, paper, ludo dice, paper/cartoon box mathematical kit, 3D and 2D shapes available in the environment	Checklist, Rating scale, Worksheet, Interaction	Month end assessment using oral and written test
October	Shapes Concept of half, quarter and whole	Identifies the relationship between half, quarter and whole	Provide opportunity in pairs/group/individually to Explore daily life situation where concept of half, quarter and whole is used. For example, folding of bread/roti, separating a whole orange/lime into two equal halves / cutting an apple in to four equal parts /Pizza cut into four equal parts. Fold paper/ handkerchief to learn the concept of half, quarter and whole	Textbook, activity book, poem, paper, pencil, crayons, handkerchief/cloth	Checklist, rating scale, portfolio, worksheet, interaction	Month end assessment using written test
November	Data handling -Pattern	Draws inference based on the data collected such as the number of vehicles used in Samira house is more than that of Angelina's, the price of commodity is more than any other commodity in a rate chart, etc. Observes and generalises the patterns in number like in multiplication table, 1-100 number grid or objects in the environment.	Learners may be provided the opportunity in pairs/group/individually and encouraged to Verbalise the unit of repeat in a pattern and make ideas about their extension Extend patterns created by using shapes, thumb print/vegetable/leaf prints and numbers, etc. Collect information from people around, record it and draw some inference from it. Observe and collect information from the visuals, context/ situations such as number	Activity book, vegetables (lady's finger, carrot, bitter guard etc), plant leaves of different shapes,number blocks, paper, pencil, crayons, water colour	Checklist, rating scale, worksheet, portfolio, interaction	Month end assessment using practical exam(on creating beautiful patterns)
December	Calendar Activity Use of technology	Identifies the days of the week and months of the year using a calendar in her daily life events. Demonstrate interest/ curiosity in newer technology as per child's context.	Provide opportunity in pairs/group/individually to Discuss about the special day/particular day of a week when learners share time with their family members Mark on the calendar the date, day and month of festivals/any other special day and also the birthday of every student in the class Observe and recognise shapes, numbers, visuals, audios etc. using either computer or digital device, electronic devices, apps in mobile, etc.	Mobile phone, computer (desktop/laptop) calendar	Interaction, checklist, rating scale, observation	Practical examination

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FLN CALENDAR

CLASS II (FOUNDATIONAL NUMERACY)

Interaction Time: 1.00 hour per day

Month	Key Competencies	Learning Outcomes	Suggested Pedagogical Processes	TLMs Required	Assessment Techniques	Periodicity of Assessment
Mar	Number sense Count and tell how many Sense of order	Recites short poems using number names Counts objects up to 100 in groups of tens Compares and forms the greatest and smallest two digit numbers (with and without repetition of given digits) Can count forward and backward from a particular number up to 99 Uses zero in place value system	Learners may be provided the opportunity in pairs/group/individually and encouraged to Recites or sings short poems. Listen short story based on number and numeral Identify number naming and number writing patterns, read and write numbers up to 99 Count objects such as pebble, plant leaves, seed etc. or objects in groups of tens. Apply the understanding of place value of numbers while grouping and recognising them Play and learn to count forward and backward from a particular number Observe and apply the use of zero in place value	Poem, short storybooks/children's literature, number tracing board, flash cards, real objects available in the immediate surroundings of the schools such as plant leaf, seed, pebble etc., children's activity book, text book, comic book, abacus, mathematics kit	Observation, checklist, portfolio, interaction, worksheet	Month end assessment using oral as well as written test.
April	Number sense numeral recognition	Reads and writes number names and numerals up to 99	Learners may be provided the opportunity in pairs/group/individually and encouraged to Write numerals with number and write numerals up to 30 Draw objects, count their number and write numerals Count objects pictorially and concretely and write numerals Play board games	Children's activity book, textbook, comic book, board games (ludo/snake) equipment/ materials for outdoor number games	checklist, interaction, worksheet	Month end assessment using practical, oral and written test
May	Measurement Length Mass Volume Temperature	Estimates and measures length/distances using nonstandard but uniform units like rod/pencil/thread etc. Compares the capacity of containers using non-standard units like cup/spoon/mug/ bucket, etc. Compares objects as heavier than/ lighter than using simple balance. Compares objects as hotter than/ colder than by observable properties like condensation/ steaming, etc.	Learners may be provided the opportunity in pairs/group/individually and encouraged to Measure different lengths/distance using non standardised units like rod/ pencil/thread etc. Discuss and share the experiences of learners while they observe different balances for weighing objects Construct their own simple balance and weight different things (available around) and compare in terms of their weight Compare the capacity of two or more containers	Different size containers such as tub, mug, tumbler, cup, spoon etc. simple balance, concrete object, furniture available in the classroom such table, bench, white board or things or objects easily available in and around the school that is measurable in terms of length, hot and cold objects heavy and light objects, activity book, comic book and textbook	Checklist, rating scale, worksheet, interaction, observation	Month end assessment using practical, oral and written test
June	Number Operation Addition applications in daily life problems/ situations.	Addition of two umbers (sum not exceeding 99) and its and encouraged to Develop and use alternate strategies for addition of number Add 1 digit as well as 2 digit number Explore situations in which addition of numbers is required. For example, combining two groups and enlarging a group by adding more objects -add up to numerical value of Rs. 100, by using concrete play	Learners may be provided the opportunity in pairs/group/individually	Activity book, textbook, comic book, concrete play money of different denominations , coins , geo board, mathematics kit, environmental objects such as pebble, seed, button, beads, leaf flowers etc.	Checklist, rating scale, worksheet, observation, interaction	Month end assessment using oral and written test
July	Number operation Subtraction	Subtraction of two numbers up to 99 and its applications in daily life problems/ situations. Identifies appropriate operation (addition or subtraction) to solve problems in a familiar situation/ context.	Based on addition Learners may be provided the opportunity in Pairs/group/individually and encouraged to Develop and use alternate strategies for subtraction of number Explore situations in which subtraction of numbers is required. For example, removing some objects from a group of objects. Develop their own contextual situations/questions based on subtraction Explore situations where addition and subtraction is both use.	Concrete objects such as pebble, plant leaves, seed, button, beads etc., textbook, activity book, comic book	Checklist, rating scale, worksheet, observation, interaction	Month end assessment using both oral and written tests
August	Number operation Multiplication Division	Develops the idea of multiplication of numbers and construct and applies multiplication facts (tables) 2,3,4 and 5 in daily life situations. Develops the idea of division of numbers as equal distribution/ sharing.	Learners may be provided the opportunity in pairs/group/individually and encouraged to Create situation/context in which a number has to be repeatedly added Read and write multiplication table Multiply 1 digit numbers and 2 digit number by 1 digit number Create situations/context in which a number has to be distributed equally, a number has to be repeatedly subtracted	Multiplication table book, textbook, comic book, concrete object such as, pebble, plant leaves, seed, button, beads	Observation, checklist, rating scale, worksheet, interaction	Month end assessment using oral and written test
September	Shapes 2D 3D	Identifies and describes basic 2D shapes such as rectangle, triangle, circle, and other shapes around him/her .	Learners may be provided the opportunity in pairs/group/individually and encouraged to Trace different faces of 3D objects on paper and name their corresponding 2D shapes Observe and identify 3D shapes such as cuboid, cylinder, cone and sphere by their names Classify shapes as 3D and 2D based on their physical attributes Cut out 2D shapes from 3D shape objects made of paper, paper folds of different shapes. Observe the sides and corners of a 2D shapes	Plastic scissors, paper, ludo dice, paper/cartoon box mathematical kit, 3D and 2D shapes available in the environment	Checklist, Rating scale, Worksheet, Interaction	Month end assessment using oral and written test
October	Shapes Concept of half, quarter and whole	Identifies the relationship between half, quarter and whole	Provide opportunity in pairs/group/individually to Explore daily life situation where concept of half, quarter and whole is used. For example, folding of bread/roti, separating a whole orange/lime into two equal halves / cutting an apple in to four equal parts /Pizza cut into four equal parts. Fold paper/ handkerchief to learn the concept of half, quarter and whole	Textbook, activity book, poem, paper, pencil, crayons, handkerchief/cloth	Checklist, rating scale, portfolio, worksheet, interaction	Month end assessment using written test
November	Data handling -Pattern	Draws inference based on the data collected such as the number of vehicles used in Samira house is more than that of Angelina's, the price of commodity is more than any other commodity in a rate chart, etc. Observes and generalises the patterns in number like in multiplication table, 1-100 number grid or objects in the environment.	Learners may be provided the opportunity in pairs/group/individually and encouraged to Verbalise the unit of repeat in a pattern and make ideas about their extension Extend patterns created by using shapes, thumb print/vegetable/leaf prints and numbers, etc. Collect information from people around, record it and draw some inference from it. Observe and collect information from the visuals, context/ situations such as number	Activity book, vegetables (lady's finger, carrot, bitter guard etc), plant leaves of different shapes,number blocks, paper, pencil, crayons, water colour	Checklist, rating scale, worksheet, portfolio, interaction	Month end assessment using practical exam(on creating beautiful patterns)
December	Calendar Activity Use of technology	Identifies the days of the week and months of the year using a calendar in her daily life events. Demonstrate interest/ curiosity in newer technology as per child's context.	Provide opportunity in pairs/group/individually to Discuss about the special day/particular day of a week when learners share time with their family members Mark on the calendar the date, day and month of festivals/any other special day and also the birthday of every student in the class Observe and recognise shapes, numbers, visuals, audios etc. using either computer or digital device, electronic devices, apps in mobile, etc.	Mobile phone, computer (desktop/laptop) calendar	Interaction, checklist, rating scale, observation	Practical examination

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