



SVKM J. V. Parekh International School

Academic Portion for 1st term of the session 2014-15

Grade- I

English:

Strands	CPP Expectations	Learning Experiences
<p>Phonics, Spelling and Vocabulary</p>	<ul style="list-style-type: none"> • Hear, read and write initial letter sounds. • Know the name and most common sound associated with each letter. • Use knowledge of sound to read and write consonant vowel consonant words and consonant consonant vowel consonant words. • Identify separate sounds within words which may be represented by more than one letter like ‘th’ , ‘ch’ , ‘sh’ • Begin to learn common spellings of long vowel phonemes e.g. “oo” ”ee” “ai”. • Learn different common spellings of long vowel phonemes • Blend to read and segment to spell words with final and initial adjacent consonant e.g.: ‘br’ , ‘cr’ , ‘tr’. • Use rhyme and relate this to spellings patterns. • Use knowledge of sounds to read and write single syllable words with short 	<p><u>Children will:</u></p> <ul style="list-style-type: none"> ❖ Recognize and say the individual sounds that make up the cvc and ccvc words e.g.:-Children take a word card and place it next to the word it rhymes. <p>Use knowledge of sounds to read and write single syllable words with short vowels:</p> <ul style="list-style-type: none"> ❖ Read, pronounce and spell cvc words i.e. (consonant-vowel-consonant) with a, e, i, o, u. This will be done with changing the first consonant to make a new word i.e: mat getting replaced with b, c etc. to become bat , cat. When appropriate initial letters have been changed they will try changing the final letters e.g: mat-map; cat-can etc. ❖ Read, pronounce and spell ccvc words i.e. (consonant-consonant-vowel-consonant) with a, e, i, o, u. e.g.:-This will be done with changing the first two consonants to make a new word i.e.-flap getting replaced with fl, sl, sk, wh, ch, tw etc. <p>Rhyming words</p> <ul style="list-style-type: none"> ❖ Identifying and matching rhyming words frog - log, ball- tall, mat -

	<p>vowels.</p> <ul style="list-style-type: none"> • Recognizes common word endings. E.g. -s , -ed, -ing, -ves. • Discuss the meaning of unfamiliar words encountered in reading 	<p>bat.</p> <p>Words ending with long vowel sounds.</p> <ul style="list-style-type: none"> ❖ Spell the words with ai, oa, ee, oo and ie Eg: rain, boat, sheep, foot, pie. etc. ❖ Spell the words ending with: -ine, -ick, -ock, -alk, -ame, -ain, -oof, -ean, -eep Eg. Pine, stick, rock, walk, game, train, roof, sheep, etc. ❖ Words beginning or ending with “sh”; “ch”; “th” e.g.:- shop, fish, chicken, catch, thin, path etc. ❖ Words beginning with blends “br, cr, tr etc. This will be done in the form of game “Start the word” Eg: - ___own, ___ick. Put letter cards in scrambled order below: br, tr, cr. Children come forward and use the beginnings to make words, class reads the words. ❖ Word endings with –s, -ed, -ing, -ves: Children learn to spell words ending with Eg: - huts, - missed , - missing, - leaves. ❖ Use of dictionary To find out meanings of difficult words.
<p>Grammar and punctuation (Ongoing)</p>	<ul style="list-style-type: none"> • Know that a capital letter is used for I, for proper nouns and for the start of a sentences. • Writing sentences that are joined by “and”, ‘but’ • Write in clear sentences using punctuation marks 	<p>Children will:</p> <p>Use of punctuation marks(Ongoing process)</p> <ul style="list-style-type: none"> ❖ Use capital letters , full stops and question mark when punctuating simple sentences. <p>Nouns - Common and Proper noun</p>

	<p>(Full stop , Capital Letters and Question marks)</p> <ul style="list-style-type: none"> • Begin to read with fluency and expression taking some notice of punctuation marks. • Identify naming words in a sentence. • Use naming words to make sentences and stories. • Identify a noun as a word that names a person, place, or thing. • Identify describing words in a sentence. • Use describing words to make sentences. • Identify action words in a sentence. • Use action words to make sentences. • Identify different position words in a sentence. • Use of position words while framing a sentence. 	<ul style="list-style-type: none"> ❖ Identification of common noun and Proper noun in a sentence. ❖ Completing sentences with common and Proper nouns. ❖ A proper noun begins with a capital letter. <p>Article A/An/The:</p> <ul style="list-style-type: none"> ❖ Use of “an” (for words that begin with the letters a, e, i, o, u) e.g., an orange, an apple, etc. ❖ Use of “a” (indefinite article) e.g., a book, a table, etc. ❖ Use of “the” (definite article) for specific words, e.g. the Sun, the Earth, etc. <p>Adjective:</p> <ul style="list-style-type: none"> ❖ Identifying describing words (adjectives) correctly in a sentence. ❖ Comprehending the usage and functionality of adjectives <p>Preposition:</p> <ul style="list-style-type: none"> ❖ Comprehending the Usage and functionality of prepositions. <p>Verbs:</p> <ul style="list-style-type: none"> ❖ Using verbs correctly in a sentence.
<p>Reading</p>	<ul style="list-style-type: none"> • Reading familiar simple stories and poems • Read a range of common words on sight. • Read aloud from simple books independently. • Read labels, lists and captions to find information. • Anticipates what happens next in a story 	<p>Children will be exposed to various reading texts such as Reader (Fox in Socks), reading workshop, and story books during the library period :-</p> <ul style="list-style-type: none"> ❖ Read, pronounce and spell CVC and CCVC words with the short a, e, i, o u, e. and long vowels a, e, i, o, u. ❖ Read the pairs of rhyming words. ❖ Recitation of poems. ❖ Reading a passage from a

	<ul style="list-style-type: none"> • Talk about events in a story and make simple inferences about characters and events to show understanding. • Recognizes story elements, e.g. : beginning, middle and end. • Talk about significant aspects of a story’s language, e.g.:-repetitive refrain, rhyme, patterned language. • Retell stories with some appropriate use of descriptive language • Predict story endings • Read and talk about own writing. 	<p>story/different types of texts fiction and non-fiction (fairy tales, informative texts) with proper pronunciation intonation and expression.</p> <ul style="list-style-type: none"> ❖ Read labels, lists and captions to find information. ❖ Know the parts of a book e.g. title page, content pages. ❖ Reading picture comprehensions/compositions. ❖ Read the passage and identify word classes - nouns, adjective and verbs.
<p>Writing</p>	<ul style="list-style-type: none"> • Writes simple stories with sentences and gives it a caption. • Compose and write simple sentences with capital letter and full stop. • Write a sequence of sentences retelling a familiar story or recounting an experience. • Begin to use some formulaic language, e.g.:- Once upon a time. • Use relevant vocabulary. • Write for a purpose using some basic features of text type. • Record answers to questions, e.g. as lists, charts. • Structure a story with beginning , middle and end 	<ul style="list-style-type: none"> ❖ Picture worksheets will be given, children have to sequence the picture in correct order and web a story in the manner in which the sequence have occurred e.g.: daily routine activities. ❖ As children are exposed to different types of story books, they’ll draw inferences that some story begins with “Once upon a time”, so the next time when they are writing a story they begin with “Once upon a time”. ❖ Supplementing children with sight words which they can use while framing sentences or building up a story. ❖ Description of a picture poster in written form using some elements of writing a story.

	<ul style="list-style-type: none"> • Begin to use dialogues • Develop stories with a setting, characters and sequence of events. 	
Speaking and listening	<ul style="list-style-type: none"> • Listen carefully to questions and instructions. • Show some awareness of the listener through non-verbal communication. • Speak clearly and choose words carefully to express feelings and ideas when speaking of matters of immediate interest. • Answer questions and explain further when asked • Engage in imaginative play, enacting simple characters or situations. • Take turns in speaking, listen to others and respond appropriately • Explains plans and ideas extending them in the light of discussion. 	<ul style="list-style-type: none"> ❖ Listening carefully to questions and instructions is an (On going process). ❖ Awareness of the listener through non-verbal communication is done through mime game wherein a volunteer picks an action card. The child mimes the action. Other children guess the action. ❖ During the Class Meet and in group discussions children speak confidently to express their feelings and ideas. ❖ Passages are read aloud, children answer oral question based on the passage to make the passage bit tricky. Children are further asked to answer what will happen next. ❖ Situations are given to the children, whereby they are engaged to imaginative play. ❖ Children demonstrate role play based on simple story characters. ❖ Listening and watching you tube videos and PowerPoint presentations

Mathematics :

Strands	Cambridge (CPP) EXPECTATIONS	Learning Experiences
<p>Number and number calculation</p>	<p>Numbers:</p> <ul style="list-style-type: none"> • Recite numbers in order forward and backward up to 100. • Read and write numerals from 0 to 100. • Count objects up to 50, say the number that is 1 or 10 more or less than any given number. • Count on in tens from zero or a single-digit number to 99. • Count on in twos, beginning to recognize odd/even numbers to 20 as every other number’. • Begin partitioning two-digit numbers into tens and ones and reverse. • Use more or less to compare two numbers, and give a number which lies between them. • Use the = sign to represent equality. • Order numbers to at least 20 positioning on a number track; use ordinal numbers. <p>Addition and subtraction</p> <ul style="list-style-type: none"> • Understand addition as counting on and combining two sets; record related addition sentences. • Understand subtraction as counting back and ‘take away’; record related subtraction sentences. • Understand difference as ‘how many more to make?’ • Add/subtract a single-digit number by counting on/back. • Find two more or less than a number to 20, recording the jumps on a number line. 	<p>Children will be exposed to the concept of place value to understand comparison, ordering, number patterns, factors, multiples, addition and subtraction and will further their understanding by grouping material like straws, pulses, etc.</p> <p>Number names up to 50:</p> <ul style="list-style-type: none"> ❖ Numeration, expanded notation, number names, place value ❖ Comparing and ordering numbers. ❖ Number patterns ❖ Even and odd numbers ❖ Comparing and ordering numbers. <p>Addition and Subtraction within 10:</p> <ul style="list-style-type: none"> ❖ Addition & Subtraction with the use of concrete objects, fingers, etc ❖ Addition of single digit numbers using number line. ❖ Subtraction of single digit numbers using number line. <p>Multiplication:</p> <ul style="list-style-type: none"> ❖ Using ice cream sticks to form multiples of a number. ❖ Skip Count by 2’s forward and backward, Skip count in 5s forward and backward; Skip count in 10s forward and backward, ❖ Jump on the number line.

	<p>Multiplication</p> <ul style="list-style-type: none"> • Begin to recognize multiples of 2, 5 and 10 • Know doubles to at least double 5. • Double any single-digit number. 	<ul style="list-style-type: none"> ❖ Multiplication as repeated addition.
Measurement	<p>Time</p> <ul style="list-style-type: none"> • Begin to understand and use some units of time, e.g. minutes, hours, days, weeks, months and years. • Read the time to the hour (o'clock) and know key times of day to the nearest hour. • Order the days of the week and other familiar events. 	<p>Time:</p> <p>Days of week, months of the year and o'clock:</p> <ul style="list-style-type: none"> ❖ Children will be introduced to digital and analogue clocks and see how the clock works. ❖ Importance of the 'big hand' (hour hand) and 'small hand' (minute hand) ❖ Correlating seasons to the months of the year.
Handling Data		Will be done in the second term
Geometry	<p>Shapes and geometric reasoning:</p> <ul style="list-style-type: none"> • Name and sort common 2D(e.g. circles, squares, rectangles and triangles) and 3 D shapes(cube, cuboid, sphere, cylinder, cone) using features such as number of sides, curved or straight. Use them to make patterns and models. • Recognize basic line symmetry. 	<p>2 D Shape</p> <ul style="list-style-type: none"> ❖ Children will identify different 2-D shape in their immediate surroundings. ❖ They will be given different 2 D shapes to cut and then create different objects like a person, house or an abstract art.
Problem Solving	<ul style="list-style-type: none"> ▪ Consider whether an answer is reasonable. ▪ Solve simple word problems. 	<ul style="list-style-type: none"> ❖ Using various mental strategies the children will work out problems of different basic operations ❖ Making up number stories.

Science:

Strands	Cambridge (CPP) Expectations	Learning Experiences
Scientific Enquiry:	<ul style="list-style-type: none"> • Try to answer questions by collecting evidence through observation. • Ask questions and contribute to discussions about how to seek answers. • Make predictions. • Decide what to do to try to answer a science question • Explore and observe in order to collect evidence (measurements and (observations) to answer questions. • Suggest ideas and follow instructions. • Record stages in work. • Make comparisons. • Compare what happened with predictions. • Model and communicate ideas in order to share, explain and develop them. 	<p>Children will perform experiments and draw inferences, view demonstrations, watch videos, conduct surveys. They will collect evidence by making observations when trying to answer a science question. They will work with the globe, play different positioning games, conduct research in order to understand and learn the below mentioned topics:</p>
Physics	<ul style="list-style-type: none"> • Identify different light sources including the sun. • Know that darkness is the absence of light. • Understand the factors required for shadow formation. • Investigate how shadows are formed. • Observe that shadows are formed when light travelling from a source is blocked. • Explore how opaque materials do not let light through and transparent materials let a lot of light through. • How eyes help us to see. • Ways of taking care of the eye. 	<p><u>Light and Dark</u></p> <ul style="list-style-type: none"> ❖ Surveys for identifying and investigating various artificial and natural sources of light. ❖ Experiments for investigating shadow formation. ❖ Discussions and brainstorming sessions about functions of the eye and ways of taking care of it.

	<ul style="list-style-type: none"> • Model how the spin of the Earth leads to day and night. 	
Chemistry		<ul style="list-style-type: none"> • Will be covered in second term.
Scientific Enquiry:	<ul style="list-style-type: none"> • Try to answer questions by collecting evidence through observation. • Ask questions and contribute to discussions about how to seek answers. • Make predictions. • Decide what to do to try to answer a science question • Suggest ideas and follow instructions. • Make comparisons. • Compare what happened with predictions. • Model and communicate ideas in order to share, explain and develop them. 	Children will perform experiments and draw inferences, view demonstrations, watch videos, conduct surveys. They will collect evidence by making observations when trying to answer a science question.
Biology	<p><u>Ourselves:</u></p> <ul style="list-style-type: none"> ➤ Recognize the similarities and differences between each other. ➤ Recognize the name the main external parts of the body. ➤ Explore how senses enable humans and animals to be aware of the world around them. 	<p><u>Body Parts:</u></p> <p>The children will play the game “Simon Says” emphasizing on names of the external body parts, identifying and locating them. They will also use their observations to describe humans and other animals in a similar manner.</p> <p><u>The Senses:</u></p> <ul style="list-style-type: none"> ❖ Introduction to the senses through a song. The children will conduct a variety of activities like listening and identifying sounds on tape, identifying the objects in the feely bags etc. They will also take a walk around the school campus and explore their 5 senses recognizing that humans and animals have senses which allow them to be aware of the world around them.

	<p>plants and models.</p> <ul style="list-style-type: none"> ➤ Know that plants need light and water to grow. ➤ Explore how seeds grow into flowering plants. 	<p>parts of the plants. They will also record their observation by maintaining a Plant booklet.</p> <p>Investigating plant growth:</p> <ul style="list-style-type: none"> ❖ The children will perform various experiments: <ol style="list-style-type: none"> 1. Germination of seeds. 2. Investigating that 3. Plants need water and air to grow. ❖ A vegetable market will be put for the children to sort the vegetables according to roots, shoots, stem, leaves, fruits and flowers.
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Social Studies:

Topic	Learning Experiences
<p>FESTIVALS:</p> <ol style="list-style-type: none"> 1. Description of celebration of the festival. 2. The historical stories/rituals of the festival. 3. Foods/attire connected to the festival. 	<p>Being familiar with different festivals celebrated across the world. Learn why and how people celebrated this festival (religious, national, social).</p>

Hindi:

Strands	Learning Experiences
➤ Speaking and Listening	<ul style="list-style-type: none">• Students are given words and they recognize the vowels (swar), consonant (vyanjan) and speak using those consonants.• Brainstorming words starting with learnt vowels and consonants.
➤ Reading	<ul style="list-style-type: none">• Reciting poems with action• Reading vowels from the words and eventually the words.
➤ Writing	<ul style="list-style-type: none">• Solving puzzles and games in which they will identify the swar and vyanjan.• Writing numbers till 30 in hindi.• Students practice handwriting patterns and match pictures to the alphabet.
➤ Grammar and punctuation	Students will be able to speak/construct sentences using proper punctuation and understand the usage of grammar.

French:

Strands	Learning Experiences
➤ Speaking and Listening	<ul style="list-style-type: none">• They listen to French conversation, sentences, phrases and words.• Understand supported classroom instructions;• Understand the letters of the alphabets and their pronunciation.• Take turns and use different phrases to greet each other.• Get familiar with basic words of Days of the week, months of the year, objects, colors and their pronunciation.• They will watch audio-visual /websites.
➤ Reading	<ul style="list-style-type: none">• Exposure to various reading materials to read and pronounce the words.• Understand the words by reading them

	<p>confidently.</p> <ul style="list-style-type: none"> • Learning rhymes.
➤ Writing	<ul style="list-style-type: none"> • Dictation of difficult words, counting and writing number names till 100 Saying the sounds and writing the alphabets. • Counting and writing number s. • Matching the picture with words. • Identifying the consonant, vowels in the given word.

Suggested reading for children this term:

Series	Title
1. Usborne first Reading	Fox & the crow
2. Usborne first reading	Brer Rabbit and the blackberry bush.
3. Usborne first Reading	The Dinosaur who lost his roar.
4. Usborne first Reading	The Enormous Turnip.
5. Usborne first Reading	The Reluctant Dragon.
6. Usborne first Reading	The Hare the Tortoise.
7. Usborne first Reading	Knight Fight
8. Usborne first Reading	Thumbelina
9. Time to read	Shake&Shiver
10. Van Gool (junior classic)	Heidi

Suggested reading for parents this term:

Title	Author
One Step Ahead: Raising 3- 12 year olds	Micheal Grose
Chicken Soup for the Parents' Soul	Jack Canfield & Mark Victor Hansen

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