



## SVKM J. V. Parekh International School

### Academic Portion to be covered for the 1<sup>st</sup> term of the session 2019-20

#### Grade- I

#### English:

Strands	Learning Expectations CAIE - CPP Expectations	Learning Experiences
Reading	<ul style="list-style-type: none"> <li>• Hear, read and write initial letter sounds.</li> <li>• Know the name and most common sound associated with each letter.</li> <li>• Use knowledge of sounds to read and write consonant-vowel-consonant words and consonant- consonant-vowel-consonant words.</li> <li>• Use knowledge of sounds to read and write single syllable words with short vowels.</li> </ul>	<p><b>Children will:</b></p> <ul style="list-style-type: none"> <li>❖ Recognize and say the individual sounds that make up cvc and ccvc words e.g.</li> <li>❖ Children take a word card and place it next to the word it rhymes with.</li> </ul> <p>Use knowledge of sounds to read and write single syllable words with short vowels:</p> <ul style="list-style-type: none"> <li>❖ Read, pronounce and spell cvc words i.e. (consonant-vowel-consonant) with a, e, i, o, u. This will be done by 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.</li> <li>❖ 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.</li> </ul> <p><b>Children will:</b> Spell the words ending with:</p> <ul style="list-style-type: none"> <li>❖ -ine, -ick, -ock, -alk, -ame, -ain, -oof, -ean, -eep Eg. Pine, stick, rock, walk, game, train, roof, sheep, etc.</li> <li>❖ Create words beginning or ending with “sh” ;”ch” ;”th” e.g. shop, fish, chicken, catch, thin, path etc.</li> </ul>

	<ul style="list-style-type: none"> <li>• Identify separate sounds within words which may be represented by more than one letter like 'th', 'ch', 'sh'</li> <li>• Identify blends made by adjacent consonants that are used to make one sound.</li> <li>• Create blends to read, write and spell words with initial and final adjacent consonant e.g.: 'br', 'cr', 'tr'.</li> <li>• Read familiar simple stories and poems.</li> <li>• Read a range of common words on sight.</li> <li>• Read aloud from simple books independently.</li> <li>• Retell stories with some appropriate use of descriptive language.</li> <li>• Talk about events in a story and make simple inferences about characters and events to show understanding.</li> <li>• Begin to read with fluency and expression taking some notice of punctuation marks.</li> <li>• Discuss the meaning of unfamiliar words encountered in reading.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Create words beginning with blends "br, cr, tr etc. This will be done in the form of game "Start the word" eg. : - ___own, ___ick.</li> <li>❖ Children will create words with blends br, cr, tr and list them in appropriate columns.</li> </ul> <p><b>Children will</b></p> <ul style="list-style-type: none"> <li>❖ Be exposed to various reading texts such as the readers (The Big Breakfast, The Power Cut &amp; A Sea Mystery) and story books during the class library and in the class.</li> <li>❖ Read picture comprehensions/ compositions.</li> <li>❖ Read with comprehension from stories/different types of texts: fiction and non-fiction (fairy tales, informative texts) and read them with proper pronunciation, intonation and expression.</li> <li>❖ Know the parts of a book e.g. title page, content pages.</li> <li>❖ Read the passage and identify word classes -nouns, adjective, verbs, articles, prepositions and pronouns.</li> <li>❖ Use the picture dictionary to find out the meanings of words whose meanings cannot be guessed from the context.</li> </ul>
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<p><b>Writing</b></p>	<ul style="list-style-type: none"> <li>• Begin to learn common spellings of long vowel phonemes 'a', 'e', 'i', 'o', 'u' for e.g. "oo" "ee" "ai".</li> <li>• Use rhyme and relate this to spellings patterns.</li> <li>• Read and talk about own writing.</li> <li>• Know that a capital letter is used for 'I', for proper nouns and for the start of sentences.</li> <li>• Write in clear sentences using punctuation marks (Full stop, Capital Letters and Question marks)</li> <li>• Identify naming words in a sentence.</li> <li>• Use naming words to make sentences and stories.</li> <li>• Identify a noun as a word that names a person, place, or thing.</li> <li>• Identify describing words in a sentence.</li> <li>• Use describing words to</li> </ul>	<p><b>Create words with long vowel sounds.</b></p> <ul style="list-style-type: none"> <li>❖ Spell the words with 'ai', 'oa', 'ee', 'oo' and 'ie' eg.: rain, boat, sheep, foot, pie etc.</li> <li>❖ Children will identify and sort long and short vowel words.</li> <li>❖ Create words with long vowel phonics. E.g. rain, train, teeth, boot, school, etc.</li> </ul> <p><b>Create Rhyming words</b></p> <ul style="list-style-type: none"> <li>❖ Identify and match rhyming words <b>frog - log, ball- tall, mat - bat.</b></li> <li>❖ Spell and create pairs of rhyming words.</li> </ul> <p><b>Children will:</b></p> <ul style="list-style-type: none"> <li>❖ Read picture comprehensions/ compositions.</li> <li>❖ Read the passage and identify word classes -nouns, adjective, verbs, articles, prepositions and pronouns.</li> </ul> <p><b>Use punctuation marks:</b></p> <p><b>Children will:</b></p> <ul style="list-style-type: none"> <li>❖ Use capital letters, full stops and question marks when punctuating simple sentences.</li> <li>❖ Identify the missing punctuation in a sentence and punctuate the sentences appropriately.</li> </ul> <p><b>Nouns- Common and proper nouns:</b></p> <p><b>Children will</b></p> <ul style="list-style-type: none"> <li>❖ Understand that nouns are naming words.</li> <li>❖ Identify common noun and proper nouns in a sentence.</li> <li>❖ Complete sentences with common and proper nouns.</li> <li>❖ Understand that a proper noun begins with a capital letter.</li> <li>❖ Differentiate between Common Noun and Proper Noun.</li> </ul> <p><b>Children will</b></p> <ul style="list-style-type: none"> <li>❖ Understand that adjectives are describing words.</li> <li>❖ Identify describing words (adjectives) correctly in a sentence.</li> </ul>
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	<p>make sentences.</p> <ul style="list-style-type: none"> <li>• Identify action words in a sentence.</li> <li>• Use action words to make sentences.</li> <li>• Identify different position words in a sentence.</li> <li>• Use of position words while framing a sentence.</li> <li>• Identify articles in the sentence.</li> <li>• Use appropriate article while framing a sentence.</li> <li>• Identify pronouns in the given sentences.</li> <li>• Write simple stories with sentences and give it a caption.</li> <li>• Compose and write simple sentences with capital letter and full stop.</li> <li>• Write a sequence of sentences retelling a familiar story or recounting an</li> </ul>	<ul style="list-style-type: none"> <li>❖ Comprehend the usage and functionality of adjectives.</li> <li>❖ Add interesting adjectives to nouns in a given sentence.</li> </ul> <p><b>Children will</b></p> <ul style="list-style-type: none"> <li>❖ Associate verbs as being action words.</li> <li>❖ Use verbs correctly in a sentence.</li> <li>❖ Identify correct form of verb in the sentence.</li> <li>❖ Understand the impact of using preposition as position words.</li> <li>❖ Make use of correct preposition in the given sentence.</li> <li>❖ Look at the given picture and identify the correct preposition to be used to complete the sentence.</li> </ul> <p><b>Children will</b></p> <ul style="list-style-type: none"> <li>❖ Use ‘an’ (for words that begin with the letters a, e, i, o, u) e.g., an orange, an apple, etc.</li> <li>❖ Use ‘a’ (indefinite article) e.g., a book, a table, etc.</li> <li>❖ Use “the” (definite article) for specific words, e.g. the Sun, the Earth, etc.</li> <li>❖ Identify correct article to be used in the sentence.</li> <li>❖ Use of pronouns in language.</li> <li>❖ Identify pronouns in a sentence and write complete sentences using them.</li> <li>❖ Replace nouns with appropriate pronoun.</li> <li>❖ Picture worksheets will be given, children will have to sequence the pictures in correct order and frame interesting and accurate sentences.</li> </ul>
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	<p>experience.</p> <ul style="list-style-type: none"> <li>• Use relevant vocabulary.</li> <li>• Begin to use some formulaic language, e.g.:- “Once upon a time” and “Long, long ago”</li> </ul>	<ul style="list-style-type: none"> <li>❖ As children are exposed to different types of story books, they will draw inferences that some stories like fairy tales, fables and folk tales begin with “Once upon a time”, so the next time when they are writing such a story, they will be encouraged to begin with “Once upon a time”.</li> </ul>
<p><b>Speaking and Listening</b></p>	<ul style="list-style-type: none"> <li>• Listen carefully to questions and instructions.</li> <li>• Show some awareness of the listener through non-verbal communication.</li> <li>• Speak clearly and choose words carefully to express feelings and ideas when speaking of matters of immediate interest.</li> <li>• Answer questions and explain further when asked.</li> <li>• Engage in imaginative play, enacting simple characters or situations.</li> <li>• Take turns in speaking, listen to others and respond appropriately.</li> <li>• Explains plans and ideas extending them in the light of discussion.</li> </ul>	<p><b>Children will</b></p> <ul style="list-style-type: none"> <li>❖ Listen carefully to questions and instructions and respond accordingly and appropriately.</li> <li>❖ Be aware of the listener through non-verbal communication is done through a mime game wherein a volunteer picks an action card. The child mimes the action. Other children guess the action.</li> <li>❖ Speak confidently during the Class Meet and in group discussions to express their feelings and ideas.</li> <li>❖ Read passages aloud, to answer oral question based on the passage to make the passage bit tricky. Children are further asked to answer what will happen next.</li> <li>❖ Listen and watch visual presentation.</li> <li>❖ Demonstrate role play based on simple story characters.</li> <li>❖ Express views/opinions while discussing a topic or open ended questions.</li> </ul>

**Mathematics:**

Strands	Learning Expectations (CAIE - CPP Expectations)	Learning Experiences
<p><b>Number and Number System</b></p>	<p><b>Numbers:</b></p> <ul style="list-style-type: none"> <li>• Recite numbers in order forward and backward up to 100.</li> <li>• Read and write numerals from 0 to 100.</li> <li>• Count objects up to 50, say the number that is 1 or 10 more or less than any given number.</li> <li>• Count on in tens from zero or a single-digit number to 99.</li> <li>• Count on in twos, beginning to recognize odd/even numbers to 20 as every other number.</li> <li>• Begin partitioning two-digit numbers into tens and ones and reverse.</li> <li>• Odd and even numbers up to 100.</li> <li>• Use more or less to compare two numbers, and give a number which lies between them.</li> <li>• Use the = sign to represent equality.</li> <li>• Using the correct sign &lt;, &gt;.</li> <li>• Order numbers to at least 20 positioning on a number track; use ordinal numbers.</li> <li>• Recognise the use of a sign such as to represent an unknown, eg <math>6 + \quad = 10</math></li> </ul> <p><b>Addition and Subtraction</b></p> <ul style="list-style-type: none"> <li>• Understand addition as counting on and combining two sets; record related addition sentences.</li> <li>• Understand subtraction as counting back and 'take away'; record related subtraction sentences.</li> <li>• Understand difference as 'how many more to make?'</li> <li>• Add/subtract a single-digit number</li> </ul>	<ul style="list-style-type: none"> <li>❖ Children will be exposed to the concept of Place Value through Base Ten blocks and hands on activity.</li> <li>❖ Children will understand comparison, addition, subtraction and multiplication by grouping materials like straws, pulses, candy sticks, etc.</li> <li>❖ Understand Comparing, Ordering, and Number Patterns by using their Number track.</li> <li>❖ Read flash cards to understand Number Names (0-20) and will engage in forward and backward counting tile game in the foyer.</li> <li>❖ They will be shown audio visual clippings.</li> </ul> <p>Numbers up to 100:</p> <ul style="list-style-type: none"> <li>❖ Numeration, expanded notation, number names, place value</li> <li>❖ Comparing and ordering numbers.</li> <li>❖ Number patterns</li> <li>❖ Even and odd numbers</li> </ul> <p>Ordinal numbers (0-10)</p> <p><b>Addition and Subtraction within 20:</b></p> <ul style="list-style-type: none"> <li>❖ Addition &amp; Subtraction with the use of concrete objects, fingers, etc.</li> <li>❖ Addition of single digit numbers using a number line.</li> <li>❖ Subtraction of single digit numbers using a number line.</li> <li>❖ Skip Count in 2's, 5's and 10's by forward <b>and</b> backward counting on a number line.</li> </ul>

	<p>by counting on/back.</p> <ul style="list-style-type: none"> <li>• Find two more or less than a number to 20, recording the jumps on a number line.</li> <li>• Relate counting on and back in tens to finding 10 more/less than a number (&lt;100)</li> <li>• Begin to recognize multiples of 2, 5 and 10.</li> </ul>	
<b>Geometry</b>	<p><b>Position and Movement</b></p> <ul style="list-style-type: none"> <li>• Follow and give instructions involving position, direction and movement.</li> <li>• Recognize whole, half and quarter turns.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Children will play direction games in the classroom.</li> </ul>
<b>Measure</b>	<p><b>Time &amp; Calendar</b></p> <ul style="list-style-type: none"> <li>• Begin to understand and use some units of time, e.g. minutes, hours, days, weeks, months and years.</li> <li>• Read the time to the hour (o'clock) and know key times of day to the nearest hour.</li> <li>• Know and order the days of the week and other familiar events.</li> </ul>	<p><b>Days of the week, months of the year and o'clock</b></p> <ul style="list-style-type: none"> <li>❖ Children will be introduced to digital and analogue clocks and see how the clock works by handling clock manipulative.</li> <li>❖ Identify and understand the importance of the 'big hand' (hour hand) and 'short hand' (minute hand)</li> <li>❖ Correlating seasons to the months of the year.</li> </ul>
<b>Problem Solving</b>	<ul style="list-style-type: none"> <li>• Consider whether an answer is reasonable.</li> <li>• Solve simple word problems.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Using various mental strategies, the children will work out problems related to different basic operations.</li> <li>❖ Creating simple number stories using the operations of addition and subtraction.</li> </ul>

**Science:**

<b>Strands</b>	<b>Learning Objectives CAIE - CPP Expectations</b>	<b>Learning Experiences</b>
<b>Scientific Enquiry:</b>	<p><b><u>Ideas and evidence</u></b> Try to answer questions by collecting evidence through observation.</p> <p><b><u>Plan investigative work</u></b></p> <ul style="list-style-type: none"> <li>• Ask questions and contribute to discussions about how to seek answers.</li> <li>• Make predictions.</li> </ul>	<p><b><u>Children will-</u></b></p> <ul style="list-style-type: none"> <li>❖ Perform experiments and draw inferences, view demonstrations, watch videos, conduct surveys.</li> <li>❖ View demonstrations</li> <li>❖ Conduct survey</li> <li>❖ Draw inferences</li> <li>❖ Watch videos</li> </ul>

	<ul style="list-style-type: none"> <li>• Decide what to do to try to answer a science question.</li> </ul> <p><b><u>Obtain and present evidence</u></b></p> <ul style="list-style-type: none"> <li>• Explore and observe in order to collect evidence (measurements and (observations) to answer questions.</li> <li>• Suggest ideas and follow instructions.</li> <li>• Record stages in work.</li> </ul> <p><b><u>Consider evidence and approach</u></b></p> <ul style="list-style-type: none"> <li>• Make comparisons.</li> <li>• Compare what happened with predictions.</li> <li>• Model and communicate ideas in order to share, explain and develop them.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Collect evidence by making observations when trying to answer scientific questions.</li> </ul>
<b>Physics</b>	<p><b><u>Sound</u></b></p> <ul style="list-style-type: none"> <li>• Know that we hear when sound enters our ear.</li> <li>• Identify many sources of sound.</li> <li>• Recognize that as sound travels from a source it becomes fainter.</li> <li>• Identify the different types of sound.</li> </ul>	<p><b><u>Children will-</u></b></p> <ul style="list-style-type: none"> <li>❖ Walk around the school to learn about different sounds and identify where they originate from.</li> <li>❖ Listen to sounds made by everyday objects &amp; recollect words to describe them.</li> <li>❖ Explore how sound travels through the air &amp; enters our ears.</li> <li>❖ Record observations about sound being made by movement (vibrations) &amp; discover how different sounds are made by musical instruments (pitch).</li> <li>❖ Conduct simple experiments to help children understand that sounds get fainter as they travel away from the source.</li> </ul>
<b>Chemistry</b>	<p><b><u>Materials Properties</u></b></p> <ul style="list-style-type: none"> <li>• Use senses to explore and talk about different materials.</li> <li>• Know that some materials occur naturally and others are manmade.</li> <li>• Identify the characteristics of different materials.</li> <li>• Recognize and name common materials.</li> <li>• Sort objects into groups based on the properties of their materials.</li> </ul>	<p><b><u>Children will:</u></b></p> <ul style="list-style-type: none"> <li>❖ Sort and recognize the various types of materials.</li> <li>❖ Explore and sort the materials in a variety of ways according to their properties using their senses.</li> <li>❖ Group objects or materials on the basis of natural or manmade.</li> <li>❖ Choose the materials for a specific purpose on the basis of their properties.</li> <li>❖ Conduct simple experiments to test whether the materials are hard, soft, rough smooth, strong, weak, waterproof, absorbent, flexible and stiff.</li> </ul>

<p><b>Biology</b></p>	<p><b><u>Humans and animals</u></b></p> <ul style="list-style-type: none"> <li>• Recognize the similarities and differences between one another.</li> <li>• Recognize and name the main external parts of the human and animal body.</li> <li>• Explore how senses enable humans and animals to be aware of the world around them.</li> <li>• Recognize the similarities and differences between one another.</li> <li>• Know that humans and animals produce offspring which grow into adults.</li> <li>• Recognize that living things can grow, breathe, move, eat, drink, give birth and feel.</li> <li>• Know about the need for a healthy diet, including the right types of food and water.</li> <li>• Recognize the different types of food groups.</li> <li>• Identify healthy choices from a variety of foods and drinks.</li> <li>• Recognize the importance of a balanced diet to grow healthily.</li> <li>• Recognize the importance of keeping the body clean.</li> </ul>	<p><b><u>Children will:</u></b></p> <ul style="list-style-type: none"> <li>❖ Play the game “Simon Says” emphasizing on names of the external body parts, identifying and locating them.</li> <li>❖ Use their observations to describe humans and other animals in a similar manner.</li> </ul> <p><b><u>The Senses</u></b></p> <ul style="list-style-type: none"> <li>❖ Engage in a variety of activities like listening and identifying sounds on tape, identifying the objects in the bags etc.</li> </ul> <p><b><u>Observing changes amongst human beings:</u></b></p> <ul style="list-style-type: none"> <li>❖ Recognize the similarities and differences amongst each other with respect to color of eyes, size of feet, length of hair etc. and record them in various ways.</li> </ul> <p><b><u>Comparing Human Adults and Young:</u></b></p> <ul style="list-style-type: none"> <li>❖ Appropriately illustrate and explain: - that human and other animal can produce offspring and that these offspring grow into adults.</li> </ul> <p><b><u>Living and Non-living things:</u></b></p> <ul style="list-style-type: none"> <li>❖ Identify that animals including humans, are living on basis of the life processes like movement, reproduction and respiration (to name a few).</li> </ul> <p><b><u>Health and Growth:</u></b></p> <ul style="list-style-type: none"> <li>❖ Review the importance of eating food and drinking water.</li> <li>❖ Analyze eating a healthy and unhealthy diet and identify the food items that give them proper nutrition.</li> <li>❖ Learn about good eating habits (table manners) as well as how to maintain personal hygiene so that they can lead a healthy life.</li> <li>❖ Understand as well as explain that human beings grow and change in different ways which affects the different roles they play.</li> </ul>
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**Research Skill Development:**

We have introduced ‘Research Skill Development’ curriculum which will be implemented across Grades 1 to 5, in order to enhance research skills in our children. To begin with we have chosen two big areas for our exploration per term. The research themes for Term 1 are:

Theme	Learning objectives	Learning engagements
<p><b><u>Personal</u></b></p> <ul style="list-style-type: none"> <li>• My environment and Myself</li> <li>• Investigate the differences between living and non-living things.</li> <li>• Understand their role in taking care of the living and non-living things around themselves and their environment.</li> </ul>	<p><b><u>Formulating questions</u></b></p> <ul style="list-style-type: none"> <li>• Begin asking open-ended questions as modeled by the teacher.</li> </ul> <p><b><u>Observing</u></b></p> <ul style="list-style-type: none"> <li>• Use all senses to notice observations during simple experiments.</li> <li>• Discuss observations.</li> </ul> <p><b><u>Planning</u></b></p> <ul style="list-style-type: none"> <li>• Begin to select useful and reliable information resources.</li> </ul> <p><b><u>Collecting Data</u></b></p> <ul style="list-style-type: none"> <li>• Start to recognize keywords for searching books.</li> <li>• Begin to select useful and reliable information resources.</li> </ul> <p><b><u>Recording Data</u></b></p> <ul style="list-style-type: none"> <li>• Recall and record facts using note-taking tools.</li> </ul> <p><b><u>Organizing Data</u></b></p> <ul style="list-style-type: none"> <li>• Begin to organize information in a logical way.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Children will gather information about the research theme.</li> <li>❖ Children will be taken for a nature trail to observe the various living and non-living things in their environment.</li> <li>❖ Children will ask inquiry based questions which will be on the wonder wall.</li> <li>❖ Children will understand real life problems faced in the environment and take action for the same.</li> <li>❖ Children will participate in extensive discussions and brainstorming sessions.</li> <li>❖ Children will visit the ICT lab to gather appropriate and relevant information.</li> <li>❖ Children will visit laboratory and fill in observation sheet.</li> <li>❖ Children will visit the aquarium and observe similarities and differences between various organisms. They will consolidate their understanding of the research theme by seeing ‘live’ organisms.</li> </ul>

	<p><b><u>Presenting Research Findings</u></b></p> <ul style="list-style-type: none"> <li>• Cooperate with peers to present work.</li> <li>• Contribute to discussions.</li> </ul>	
<p><b><u>Local</u></b> <b>My home – Mumbai</b></p> <ul style="list-style-type: none"> <li>• <b>Explore Mumbai in terms of history and culture of Mumbai (festival, language, cuisine, people, landmarks, religion and governance).</b></li> <li>• <b>Understand the location of their city, Mumbai and their country, India on a map/globe.</b></li> </ul>	<p><b><u>Formulating questions</u></b></p> <ul style="list-style-type: none"> <li>• Brainstorm questions in using guiding words such as who, what, when, where, why and how.</li> <li>• Independently ask questions about topics.</li> </ul> <p><b><u>Planning</u></b></p> <ul style="list-style-type: none"> <li>• Begin to divide assignments into simple tasks.</li> </ul> <p><b><u>Collecting Data</u></b></p> <ul style="list-style-type: none"> <li>• Become familiar with areas in the school library and seek assistance to help locate resources in these areas.</li> <li>• Understand that newspapers and digital tools can also be sources of information.</li> </ul> <p><b><u>Recording Data</u></b></p> <ul style="list-style-type: none"> <li>• Use appropriate medium to record information.</li> <li>• Begin to use technology tools for presentations.</li> </ul> <p><b><u>Presenting research findings</u></b></p> <ul style="list-style-type: none"> <li>• Cooperate with peers to present work.</li> </ul>	<p><b>Children will:</b></p> <ul style="list-style-type: none"> <li>❖ Take notes and record keepings to document their research.</li> <li>❖ Read a range of print materials (books, pamphlets, maps and charts to gather information.</li> <li>❖ Conduct web searches, will access various websites etc.</li> <li>❖ Visit and observe the historical monuments and significant places in the city, Mumbai.</li> <li>❖ Conduct survey and find various issues in the city.</li> <li>❖ Create posters, banners and flyers to spread awareness.</li> </ul>

**Hindi:**

Strands	Learning Experiences
<b>Speaking and Listening</b>	<ul style="list-style-type: none"> <li>❖ Children will listen to स्वर &amp; व्यंजन</li> <li>❖ They will see video clips &amp; flash cards related to this.</li> <li>❖ They will pronounce it in class with the teacher.</li> <li>❖ They will listen to poems and will sing it in the class.</li> </ul>
<b>Reading</b>	<ul style="list-style-type: none"> <li>❖ Children will read स्वर &amp; व्यंजन written on the black board, flash cards and books.</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>❖ Children will write स्वर &amp; व्यंजन in their note book, exercise book and on the black board.</li> <li>❖ They will identify these while watching video clips, flash cards &amp; black board.</li> </ul>

**French:**

Strands	Learning Experiences
<b>Speaking and Listening</b>	<p><b>Children will listen to basic French conversation, simple sentences, phrases and words.</b></p> <ul style="list-style-type: none"> <li>❖ Understand supported classroom instructions.</li> <li>❖ Understand the letters of the alphabet and their pronunciation.</li> <li>❖ Take turns and use different phrases/words to greet each other.</li> <li>❖ Get familiar with basic words: Days of the week, months of the year, greetings and their pronunciation.</li> <li>❖ They will watch audio-visual clips based on alphabets, articles, days of the week, months of the year and number names 1-10.</li> <li>❖ Learn about the various accents in French and pronounce the given set of words.</li> </ul>
<b>Reading</b>	<ul style="list-style-type: none"> <li>❖ Exposure to basic conversation to read and pronounce the given set of greetings.</li> <li>❖ Understand the words given by reading them confidently.</li> <li>❖ Learning rhymes and short songs.</li> <li>❖ Recognize the objects or words and pronounce them correctly.</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>❖ Dictation of vocabulary, counting and writing number names till 10.</li> <li>❖ Understanding the sound and writing the alphabet.</li> <li>❖ Matching the picture with words.</li> <li>❖ Identifying the consonant &amp; vowels in the given word.</li> </ul>
<b>Grammar and punctuation</b>	<ul style="list-style-type: none"> <li>❖ Accents in French, consonants and vowels.</li> </ul>

**Suggested reading for children this term:**

<b>Title</b>	<b>Author</b>
The Cat in the Hat	Dr. Seuss
The Tiger Who Came to Tea	Judith Kerr
Hairy Maclary	Lynley Dodd
The Large Family Collection	Jill Murphy
Charlie and Lola	Lauren Child
The Smartest Giant in Town	Julia Donaldson
The Gruffalo's Child	Julia Donaldson
The Gigantic Turnip	Aleksei Tolstoy
The Whisperer	Nick Butterworth
Mrs Armitage on Wheels	Quentin Blake
The Trouble with Jack	Shirley Hughes
My Friend Bear	Jez Alborough
Avocado Baby	John Burningham
Funnybones	Allan Ahlberg
The Hodgeheg	Dick King-Smith
The Jolly Postman	Allan Ahlberg
Mister Magnolia	Quentin Blake
Katie Morag Series	Mairi Hedderwick
Frog and Toad are Friends	Arnold Lobel
The Princess and the Pea	Minnie Grey
Amazing Grace	Mary Hoffman
Don't Forget the Bacon	Pat Hutchins
Emperior of Absurdia	Chris Riddell
The True Story of the Three Little Pigs	Jon Scieszka

**Suggested reading for parents this term:**

<b>Title</b>	<b>Author</b>
One Step Ahead: Raising 3- 12 year olds	Micheal Grose
Chicken Soup for the Parent's Soul	Jack Canfield & Mark Victor Hansen