



SVKM J .V. PAREKH International School

Academic portion for 1ST term of the session 2014-15
GRADE –III

English

Strands	CPP Expectations (CIE)	Learning Experiences
<p>Phonics, Spelling and Vocabulary</p>	<p>Extend knowledge and use of spelling patterns, e.g. vowel phonemes, double consonants, silent letters, common prefixes and suffixes.</p> <ul style="list-style-type: none"> • Confirm all parts of the verb <i>to be</i> and know when to use each one. • Apply phonic/spelling, graphic, grammatical and contextual knowledge in reading unfamiliar words. 	<p>Children will learn to use the dictionary based on alphabetization and figuring out the appropriate meaning of the required word based on the usage:</p> <ul style="list-style-type: none"> ➤ Definitions of words. ➤ Alphabetical ordering of words. ➤ Using a dictionary to find words using alphabetization. <p>Special emphasis on the following</p> <ul style="list-style-type: none"> ➤ Spelling two-syllable words containing double consonants. ➤ To recognize and spell the words with suffixes –ship, -hood, -ment and –ness (child +hood=childhood, fit + ness=fitness, govern + ment =government) ➤ To recognize and spell the words with prefixes un, re ,dis, pre (unhappy, disappear, reuse) ➤ To recognize and use the eight parts of the auxiliary verb ‘to be’--<i>am, is, are, was, were, be, being and been.</i> ➤ Learn to that the letter – strings ‘ough’ can represent different sounds /uff/as in tough /ow/as in plough /oh/as in dough

	<ul style="list-style-type: none"> • Identify syllabic patterns in multisyllabic words. • Spell words with common letter strings but different pronunciations, e.g. <i>tough, through, trough, plough</i>. • Investigate spelling patterns; generate and test rules that govern them. • Revise rules for spelling words with common inflections, e.g. ing, ed and s <p>Use all the letters in sequence for alphabetical ordering.</p> <ul style="list-style-type: none"> • Check and correct spellings and identify words that need to be learned • Use more powerful verbs, e.g. <i>rushed</i> instead of <i>went</i>. 	<p><i>/oo/as in through</i></p> <ul style="list-style-type: none"> ➤ They will explore, collect and classify spelling patterns related to formation of plurals. (words ending with –f and fe – change when s or es is added to them- knife-knives)
<p>Grammar And Punctuation</p>	<p>Use a range of end-of-sentence punctuation with accuracy.</p> <ul style="list-style-type: none"> • Use speech marks and begin to use other associated punctuation. • Experiment with varying tenses within texts, e.g. in dialogue. • Use a wider variety of connectives in an increasing range of sentences. • Re-read own writing to check punctuation and grammatical sense. 	<ul style="list-style-type: none"> ➤ Children will use the punctuation skills while reading and writing to express a clarity in meaning of a sentence with the use of full stops, exclamation marks or question marks at the end of a sentence. ➤ They will use the basic conventions of speech punctuation and use speech marks and understand the differences between spoken and written language ➤ They will understand the use of connectives in sentences (if, although)and be able to use them in a wider range in a structuring an argument. ➤ They will be able to self edit their own written work with appropriate punctuation.
<p>Reading</p>	<ul style="list-style-type: none"> • Use knowledge of punctuation and 	<p>Children will extend their range of reading and</p>

grammar to read with fluency, understanding and expression.

- Identify all the punctuation marks and respond to them when reading.
- Learn the use of the apostrophe to show possession, e.g. *girl's*, *girls'*.
- Practise using commas to mark out meaning within sentences.
- Identify adverbs and their impact on meaning.
- Investigate past, present and future tenses of verbs.
- Investigate the grammar of different sentences: statements,

Fiction and poetry

- Extend the range of reading.
- Explore the different processes of reading silently and reading aloud.
- Investigate how settings and characters are built up from details and identify key words and phrases.
- Explore implicit as well as explicit meanings within a text.
- Recognize meaning in figurative language.
- Understand the main stages in a story from introduction to resolution.
- Explore narrative order and the focus on significant events.
- Retell or paraphrase events from the text in response to questions.
- Understand how expressive and

will be provided exposure to various types of texts such as:

- Dialogues
- Narratives
- Imaginative
- Informative text.
- Descriptive text
- Poetry

Children will be exposed to silent and loud reading exercises, reading theatres and dramatization of various texts that are read by them.

- Narratives
- Dialogues
- Imaginative
- Informative text
- Descriptive text
- Poetry

	<p>descriptive language creates mood.</p> <ul style="list-style-type: none"> • Express a personal response to a text and link characters and settings to personal experience. • Read further stories or poems by a favorite writer, and compare them. • Read and perform play-scripts, exploring how scenes are built up. • Explore the impact of imagery and figurative language in poetry, including alliteration and simile, e.g. <i>as ... as a ...</i> • Compare and contrast poems and investigate poetic features. <p>Non-fiction</p> <ul style="list-style-type: none"> • Understand how points are ordered to make a coherent argument. • Understand how paragraphs and chapters are used to organise ideas. • Identify different types of non-fiction text and their known key features 	<p>Reader</p> <ul style="list-style-type: none"> ➤ The Story Teller –Anushka Ravishanker. Will also be read in class, it will be used to reinforce the reading, speaking and grammar skills taught through the term.
<p>Writing</p>	<p>Fiction</p> <ul style="list-style-type: none"> • Explore different ways of planning stories, and write longer stories from plans. • Elaborate on basic information with some detail. • Write character profiles, using detail to capture the reader’s imagination. • Explore alternative openings and endings for stories. • Begin to adopt a viewpoint as a writer, expressing opinions about characters or places. 	<ul style="list-style-type: none"> ➤ Different components of a story like <ul style="list-style-type: none"> ❖ Settings ❖ Plot ❖ Character ❖ Problem ❖ Solution <p>Will be explored, understood and planned for and children will be given story beginnings and encouraged to write a different ending for the same story. They will be asked to change the sequence of events and retell a story/ change the characters to retell a story.</p> <ul style="list-style-type: none"> ➤ Descriptive writing. ➤ Simple stories with a clear beginning, middle and ending using simple past

	<ul style="list-style-type: none"> • Begin to use paragraphs more consistently to organize and sequence ideas. • Choose and compare words to strengthen the impact of writing, including some powerful verbs 	<p>tense to begin and direct speech occasionally.</p> <ul style="list-style-type: none"> ➤ Information texts ➤ Completing a dialogue. ➤ Simple Instructions. ➤ Character profiles. ➤ Letter writing. ➤ Rhymes. ➤ Prepare a poster with illustrations and descriptions
<p>Speaking and listening</p>	<p>Organize ideas in a longer speaking turn to help the listener.</p> <ul style="list-style-type: none"> • Vary use of vocabulary and level of detail according to purpose. • Understand the gist of an account or the significant points and respond to main ideas with relevant suggestions and comments. • Deal politely with opposing points of view. • Listen carefully in discussion, contributing relevant comments and questions. • Adapt the pace and loudness of speaking appropriately when performing or reading aloud. • Adapt speech and gesture to create a character in drama. • Comment on different ways that meaning can be expressed in own and others' talk. 	<p>Listening</p> <ul style="list-style-type: none"> ➤ Children will listen to a variety of recorded texts which encourage and make them think. They listen and learn correct pronunciation and intonation of spoken language. ➤ They will use their listening skills to comprehend these oral texts/ songs/ etc for enhancing their comprehension and understanding skills ➤ They will also learn to listen to each other and interpret what is being said in class to encourage positive social skills. <p>Speaking</p> <ul style="list-style-type: none"> ➤ Children will participate in class discussions and debates in which they will listen to everyone's point of view and then make appropriate comments. ➤ Children will be encouraged through dialogue practice to improve their pronunciation and intonation of the spoken language . ➤ Children will also incorporate the grammar and punctuation rules while speaking. ➤ They will use their listening skills to comprehend these oral texts/ songs/ etc for enhancing their comprehension and understanding skills. ➤ They will also learn to listen to each other

and interpret what is being said in class to encourage social skills.

Mathematics

Strands	CPP Expectations (CIE)	Learning Experiences
<p>Number and number calculation</p>	<p>Numbers and the number system</p> <ul style="list-style-type: none"> • Read and write numbers up to 10 000. • Count on and back in ones, tens, hundreds and thousands from four-digit numbers. • Understand what each digit represents in a three- or four-digit number and partition into thousands, hundreds, tens and units. • Understand decimal notation for tenths and hundredths in context, e.g. length. • Recognise multiples of 5, 10 and 100 up to 1000. • Round three- and four-digit numbers to the nearest 10 or 100 <ul style="list-style-type: none"> • Find 1, 10, 100 more/less than three and four-digit numbers. • Place a four -digit number on a number line marked off in multiples of 100. • Place a three-digit number on a number line marked off in multiples of 10. • Compare four -digit numbers, use < and > signs, and find a number in between. • Order two- and three-digit numbers. • Give a sensible estimate of a number as a range (e.g. 30 to 50) by grouping in tens. <p><i>Mental strategies</i> Describe and continue patterns which count on or back in steps of 2, 3, 4, 5, 10, or 100.</p> <ul style="list-style-type: none"> • Identify simple relationships between numbers, e.g. each number is three more 	<p>Children will be exposed to the concept of place value to understand comparison, ordering, number patterns to further their understanding by grouping material like popsicle sticks , pulses, etc.</p> <p>Number names up to 10,000</p> <ul style="list-style-type: none"> ➤ Numeration, expanded notation, number names, place value ➤ Comparing and ordering numbers. ➤ Number patterns ➤ Even and odd numbers <ul style="list-style-type: none"> ➤ Practical activities to find doubles and halves of all numbers up to 10 then 20.

than the number before it.

- Know addition and subtraction facts for all numbers to 20.
- Know the following addition and subtraction facts:
 - multiples of 100 with a total of 1000
 - multiples of 5 with a total of 100
- Recognise two- and three-digit multiples of 2, 5 and 10.
- Work out quickly the doubles of numbers 1 to 20 and derive the related halves.

Addition and subtraction

- Add and subtract 10 and multiples of 10 to and from two- and three-digit numbers.
- Add 100 and multiples of 100 to three-digit numbers.
- Use the = sign to represent equality, e.g. $75 + 25 = 95 + 5$.
- Add several small numbers.
- Find complements to 100, solving number equations such as $78 + \square = 100$.
- Add and subtract pairs of two-digit numbers.
- Add three-digit and two-digit numbers using notes to support.
- Re-order an addition to help with the calculation, e.g. $41 + 54$, by adding 40 to 54, then 1.
- Add/subtract single-digit numbers to/from three-digit numbers.
- Find 20, 30, ..., 90, 100, 200, 300 more/less than three-digit numbers.

Problem solving

Using techniques and skills in solving mathematical problems

- Choose appropriate mental strategies to carry out calculations.
- Make sense of and solve word problems, single (all four operations) and two-step (addition and subtraction), and begin to represent them, e.g. with drawings or on a number line.
- Check the results of adding two numbers using subtraction, and several numbers by adding in a different

- Counting on; counting back .
- Use place value cards up to 4 digits.

Addition and Subtraction within 10,000

- Addition of 4 digit numbers using place value charts
- Addition of 4 digit numbers
- Subtraction of 4 digit numbers using place value charts
- Subtraction of 4 digit numbers
- Adding within 1000 by regrouping in ones and tens.
- Subtracting within 1000 with regrouping in hundreds, tens and ones. Solving one step word problems involving addition by using part-whole bar model.
- Solving one step word problem involving subtraction by using a comparison bar model.
- Create two step word problems.

order.

- Check subtraction by adding the answer to the smaller number in the original calculation.

- Make up a number story to go with a calculation,
- Explain a choice of calculation strategy and show how the answer was worked out.
- Explore and solve number problems and puzzles, e.g. logic problems.
- Use ordered lists and tables to help to solve problems systematically.

Multiplication and division

- Know multiplication/division facts for tables up to 12.

- Understand the relationship between halving and doubling.
- Understand the effect of multiplying two-digit numbers by 10.
- Multiply single-digit numbers and divide two-digit numbers by 2, 3, 4, 5, 6, 9 and 10.
- Multiply teens numbers by 3 and 5.
- Begin to divide two-digit numbers just beyond 10× tables, e.g. $60 \div 5$, $33 \div 3$.
- Understand that division can leave a remainder (initially as 'some left over').
- Understand and apply the idea that multiplication is commutative.
- Understand the relationship between multiplication and division and write connected facts.

check $12 \div 4 = 3$ by doing 4×3 .

- Estimate and approximate when calculating, and check working.
- Make a sensible estimate for the answer to a calculation, e.g. using rounding.

Using understanding and strategies in

Multiplication

- Multiplication tables up to 12
- Multiplication using place value charts
- Multiplication of 3 digit numbers with 1 and two digits.

- Understand that division reverses multiplication (division is the inverse of multiplication). Use this to find related facts:

$$16 \text{ divided by } 2 = 8$$

$$8 \times 2 = 16$$

$$30 \text{ divided by } 10 = 3$$

$$3 \times 10 = 30$$

Division

<p>Measure -</p>	<p>solving problems</p> <ul style="list-style-type: none"> • Investigate a simple general statement by finding examples which do not satisfy it, e.g. when adding 10 to a number, the first digit remains the same. <p>Problem solving Using techniques and skills in solving mathematical problems</p> <ul style="list-style-type: none"> • Check multiplication by reversing the order, e.g. checking that $6 \times 4 = 24$ by doing 4×6. • Check a division using multiplication, e.g. <p>Time Read and record time in minutes, recognize the relationship between second-minute-hour-day-week-month-year.</p> <p>Be able to read the analogue clock and digital clock. Read analogue clock to the nearest 5 minute .</p> <p>Relate to the analogue notation to digital notation.</p> <p>Know to read and calculate simple time intervals in hours and minutes.</p> <p>Analyze the calendar and be able to calculate time intervals in days-weeks.</p>	<ul style="list-style-type: none"> ➤ Division ➤ Quotient and remainder ➤ Division of 3 digit numbers with a 1 digit number and two digits . <ul style="list-style-type: none"> ➤ Use addition and subtraction , multiplication and division to solve ‘story’ problems in real life linked to any of the objectives. <ul style="list-style-type: none"> ➤ Use knowledge and understanding of inverse operations <ul style="list-style-type: none"> ➤ Explain how the estimate was made and justify why it is reasonable. <p>Time</p> <ul style="list-style-type: none"> ➤ Measuring time in seconds, minutes and hours. Children will be exposed to real life examples of time tables, daily routines, weekly, monthly, yearly events to understand the importance of time and its various units of measurement. ➤ 12 hour and 24 hour clocks ➤ Children will be exposed to analogue and digital clocks and will be taught how to read a 12 hour and 24 hour clock and convert the time appropriately from one type into another. ➤ Duration of time and related word problems- Children will be provided with various events and learn to tabulate and estimate time duration
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Geometry	Will be done during the second term.	
Data handling	<p>Gather and organize and display data using tables and graphs, interpret information presented in a table, bar graph or picture graph.</p> <p>Analyze and represent data using tally charts, frequency tables, pictograms using appropriate symbols and units.</p> <p>Be able to organize data in Venn and carol diagrams to sort data and objects using two criteria.</p>	<p>Data handling-</p> <ul style="list-style-type: none"> ➤ Children will solve a given problem by organizing and interpreting numerical data in simple lists and tables using ➤ frequency tables ➤ interpreting vertical and horizontal bar charts, ➤ Venn diagrams, ➤ Carroll diagrams ➤ Pictograms

Science

Strands	CPP Expectations (CIE)	Learning Experiences
Scientific enquiry	<p><u>Ideas and evidence</u></p> <ul style="list-style-type: none"> • Collect evidence in a variety of contexts to answer questions or test ideas. <p><u>Plan investigative work</u></p> <ul style="list-style-type: none"> • Suggest ideas, make predictions and communicate these. • With help, think about collecting evidence and planning fair tests. <p><u>Obtain and present evidence</u></p> <ul style="list-style-type: none"> • Observe and compare objects, living things and events. • Measure using simple equipment and record observations in a variety of ways. • Present results in drawings, bar charts and tables. <p><u>Consider evidence and approach</u></p> <ul style="list-style-type: none"> • Draw conclusions from results and begin to use scientific knowledge to suggest explanations. • Make generalizations and begin to identify simple patterns in results 	

<p>Chemistry</p>	<p>Characteristics of materials</p> <ul style="list-style-type: none"> • Know that every material has specific properties, e.g. hard, soft, shiny. • Sort materials according to their properties. • Explore how some materials are magnetic but many are not. • Discuss why materials are chosen for specific purposes on the basis of their properties. <p>Observe and compare objects.</p>	<p>Characteristics of materials</p> <ul style="list-style-type: none"> ➤ Different Materials ➤ Using Materials ➤ Building Bridges ➤ Comparing Materials ➤ Exploring Paper ➤ Stretchy Materials ➤ Magnetic and non magnetic substances.
<p>Biology</p>	<p><u>Ideas and evidence</u></p> <ul style="list-style-type: none"> • Collect evidence in a variety of contexts to answer questions or test ideas. <p><u>Plan investigative work</u></p> <ul style="list-style-type: none"> • Suggest ideas, make predictions and communicate these <p><u>Obtain and present evidence</u></p> <ul style="list-style-type: none"> • Observe and compare objects, living things and events. • Measure using simple equipment and record observations in a variety of ways. • Present results in drawings, bar charts and tables. <p><u>Consider evidence and approach</u></p> <ul style="list-style-type: none"> • Draw conclusions from results and begin to use scientific knowledge to suggest explanations. 	<ul style="list-style-type: none"> ➤ Investigate and explore the importance of a Balanced Diet, Food pyramid and exercise to be healthy. ➤ Supermarket survey- to understand that foods are assigned to various groups depending on what they contain. ➤ Pet- food survey and research the dentition of wild animals, they will be able to predict the type and function of different teeth. ➤ Conducting experiments and observe the growth of plants and functions of various parts of the plant and the effect of temperature on the growth of plants. careful observations and measurements of plants growing
<p>Biology</p>	<p><u>Living and Growing</u></p> <ul style="list-style-type: none"> • Know life processes common to humans and animals include nutrition (water and food), movement, growth and reproduction. • Describe differences between living and non-living things using knowledge of life processes. 	<p><u>Living and Growing</u></p> <ul style="list-style-type: none"> ➤ Children will sort living and non living things using the knowledge of Seven life processes. ➤ Children will identify and understand the significance of Five Senses that human being possess and will explore about non human senses of some animals eg echo location sense of bats etc.

- Explore and research exercise and the adequate, varied diet needed to keep healthy.
- Know that some foods can be damaging to health, e.g. very sweet and fatty foods.
- Explore human senses and the ways we use them to learn about our world.
- Sort living things into groups, using simple features and describe rationale for groupings.

Humans and animals

- Know life processes common to humans and animals include nutrition (water and food), growth and reproduction.
- Describe differences between living and non-living things using knowledge of life processes.
- Explore and research exercise and the adequate, varied diet needed to keep healthy.
- Know that some foods can be damaging to health, e.g. very sweet and fatty foods.
- Explore human senses and the ways we use them to learn about our world.
- Sort living things into groups, using simple features and describe rationale for groupings.
- Know that humans (and some animals) have bony skeletons inside their bodies.
- Know how skeletons grow as humans grow, support and protect

- Understand the significance of types of teeth of various animals and the relation to the diet.
- Investigate and understand the importance of dental care.
- Classify animals into two groups-animals with back bones and those without back bones.
- Classification of animals –sorting the animals according to their characteristics.(bony /non bony, four legged/six legged etc.)
- Observation of miniature skeleton model the human skeleton-bone location, parts of human skeleton.
- Audio visuals to understand the bone structure of various animals.
- Discuss how they are similar.
- Investigate the importance of Muscles which helps movement with contraction and relaxation.
- Importance of skeletons and muscles with the help of various experiences in movement in an activity ‘Simon says’ with parts of the body.
- Growth of bones with the help of X ray transparencies and brainstorming on the experiences of broken bones.
- Explore to understand how exoskeleton animals move with a balloon activity –(illustrate how animals without internal skeletons move.)

	<p>the body.</p> <ul style="list-style-type: none"> • Know that animals with skeletons have muscles attached to the bones. • Know how a muscle has to contract (shorten) to make a bone move and muscles act in pairs. 	
<p>Physics</p>	<p>Scientific enquiry <u>Ideas and evidence</u></p> <ul style="list-style-type: none"> • Collect evidence in a variety of contexts to answer questions or test ideas. <p><u>Plan investigative work</u></p> <ul style="list-style-type: none"> • Suggest ideas, make predictions and communicate these. • With help, think about collecting evidence and planning fair tests. <p><u>Obtain and present evidence</u></p> <ul style="list-style-type: none"> • Measure using simple equipment and record observations in a variety of ways. • Present results in drawings, bar charts and tables. <p><u>Consider evidence and approach</u></p> <ul style="list-style-type: none"> • Draw conclusions from results and begin to use scientific knowledge to suggest explanations. • Make generalizations and begin to identify simple patterns in results. 	
<p>Physics</p>	<p><u>Force, Friction and Gravity</u></p> <ul style="list-style-type: none"> • Understand the impact of force on the shape of an object. • Explore and evaluate the impact of friction a necessary evil. Explore and hypothesize how push and pulls are examples of forces. 	<p><u>Force</u></p> <ul style="list-style-type: none"> ➤ Children will explore the forces by recalling upon the real life experiences. They will further explore the topic by carrying out various activities like “tug of War, Rolling out Chapattis etc” to understand the impact (movement / change of directions) of forces on various objects.

	<ul style="list-style-type: none"> • Observe and understand how forces can impact movement. • Be able to describe situations in which frictional forces are helpful as well as those in which frictional forces resist motion. • Make observations and collect evidence to decide the impact of friction and grip. 	<p>Friction :</p> <ul style="list-style-type: none"> ➤ They will learn that '<u>friction is a necessary evil</u>' Children will understand that without friction, force is dangerous through different outdoor activities and exploring the tyre grooves of different vehicles.
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Social Studies

The social studies curriculum has been designed to make the children familiar with the state that they live in with all its aspects.

Topic	Learning Experiences
<p>Maharashtra</p> <ul style="list-style-type: none"> ➤ Location on the map ➤ Physical features (rivers and mountains, lakes, hill) ➤ History ➤ Districts and form of government ➤ People and languages ➤ Festivals and culture ➤ Arts and crafts ➤ Tourist destinations ➤ Mumbai ➤ Important personalities 	<p>The children will be exposed to</p> <ul style="list-style-type: none"> ➤ documentaries, ➤ printed materials and ➤ other resources to introduce and reinforce the topic. <p>They will participate in group work activities, presentations, role play and class discussions.</p>

FDP portion - 3 Hindi

Strands	Learning Experiences
Speaking and Listening	<ul style="list-style-type: none">• Students will participate in class discussions in which they listen and then make comments.• Students will be able to comprehend by reading a section of text/pictures/books.
Reading	<ul style="list-style-type: none">• Students will read the exercise and dramatization of text will be done by them.
Writing	<ul style="list-style-type: none">• Make conclusions about the text read.• Students will be able to practice new spelling and write them correctly.• Students will be able to recognize, speak and write number names from 1 to 50.• Students will be able to reflect on a given topic and write paragraph based on their own observation and thoughts.
Grammar and punctuation	<ul style="list-style-type: none">• Writing sentences and understand proper usage of grammar like verbs,gender,synonyms,antonyms,singular\plural.• Framing stories with the help of pictures and sequencing stories.

**French
Grade III**

Listening & speaking	Children will listen to the sentences to reinforce correct pronunciation, speaking sentences using the parts of grammar example verbs, nouns, articles, adjectives. Children will be encouraged through dialogue practice to improve their language. Children will take part in Role-play will talk about themselves and family. They will watch audio-visual /websites.
Reading	Children will be exposed to various dialogue, poetry, reading and doing the activity –(talking and describing themselves)- Je suis petite. J’ai les yeux bruns et les cheveux bruns. They will learn about myself, how you look, talking about animals and time.
Writing	Framing sentences using different vocabulary, counting and writing number names, dictation of difficult words, write with support sentences on general topics, write sentences with proper usage of grammar like articles, adjectives, possessive noun, verbs through picture situation, usage of singular/plural noun. Children will able to write on myself few lines.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) PORTION- TERM 1

Sr.no.	Topic	Description
1	Introduction to computer	Application areas of computers (uses)
		Introduction to input, process , output and storage concept
		Introduction to concept of software and hardware
2	Computer’s keyboard	Children will learn the classification of computer keyboard keys
		Using of alphabetic keys
		Using of numeric keys
		Using of special keys
3	Operating system	Introduction to operating system
		Types of operating system
		How to change screensaver
		How to manage files and folders
4	Working with Ms word	Crating files in Ms word
		Working with font, alignment, styles

		Inserting pictures
		Modifying pictures
		Inserting cliparts
5	Working with presentation	Creating slides
		Working with slide layouts
		Changing font properties
		Inserting wordart
		Modifying wordart

Recommended reading

In order for children to develop good language skills it is important that they inculcate the habit of reading beyond the range of their academic curriculum. Consistent exposure to different types of reading materials at an early age not only develops good reading habits but builds a strong vocabulary base and solid thinking skills. The following book/author list is just the tip of the ice berg, you may expose you child to much more if you wish.

<u>Recommended Publishers</u>	<u>Recommended Websites</u>	<u>Recommended Authors</u>	<u>Recommended Titles/Series</u>
Scholastic	www.icdl.com	Enid Blyton	The Geronimo Stilton Series
Oxford		Roald Dahl	The Enchanted Forest Series
Tulika		Michael Morpugo	The Wishing Chair Series
Ladybird		Anita Nair	A-Z Mysteries
Harper Collins		Sudha Murthy	The Magic Tree House series

Random House		Iva Abbotson	Secret Seven
Lady bird		J.K.Rowling	The Rainbow Magic Series
Sree			Horrid Henry Series
Usborne			The Twits
Macmillan			Esio Trot
			James and the Giant Peach
			Fantastic Mr Fox
Recommended books for parents:		Adele Faber	How To Talk So Kids Will Listen And Listen So Kids Will Talk.
			Chicken Soup For A Parent's Soul.