

ENGLISH I

(Based on new curriculum issued by the council for the Indian School
Certificate Examination, New Delhi
First – Edition Nov 2016, Published by RDCD)

First Term Syllabus

1. The Sentence
2. Nouns
3. Singular and Plural
4. Gender
5. Pronouns
6. Articles
7. Verbs
8. Adjectives
9. Questions
10. Comprehension: 1) Minoo and Pussy
2) The Lion's Friend
3) The Hare and the Tortoise
4) The Ostrich

Oral Work/Activities

1. To speak on general topics like My family, My school, My best friend, The school garden, My favourite game and so on.
2. To give dictation from unseen passages.
3. Picture reading.
4. Speaking on activities held in school.
5. Naming the things present in the class and thereby identifying the parts of speech taught.
6. Reciting poems.
7. Giving simple directions.
8. Listening to small unseen pieces from "Comprehension and More" to be read out to the students.

Second Term Syllabus

11. Am/Is/Are (to be verbs)
12. There is/ There are
13. This/ That/ These/ Those
14. Has/ Have (have verbs)
15. Punctuation: Capital letters/ Full stops/ Question Marks.
16. Tenses
17. Prepositions (Place and Time)
18. Conjunctions (And)
19. Parts of Speech done in 1st Term (Revision)

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20. Comprehension: 1) The Talking Cave
2) Brave Dorado
3) Lu-Tan, the Kind Boy
4) The Blue Jackal

Oral Work/Activities

1. To give simple directions like walking to your left, keep your books in order, speak politely and so on.
2. Animal stories
3. Oral discussion followed by pupils writing a paragraph on: How I spent my vacation? What do I do on Sundays? and so on.
4. Animal sounds and homes.
5. Make the children identify things and actions and thereby revise the parts of speech.
6. Simple passages to be read and recitation to continue.

Teaching Learning points:

Very young children love to name things (nouns), identify where things are (prepositions) and do things (verbs). This opens up a world of action and forms the first step to language learning. The teaching of grammar should be situational and communicative. Avoid formal rules and definitions in the use of Grammar. It should be integrated with reading and with written work

ENGLISH II

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First Term Syllabus

1. The Jackal and the Turtle
2. Anil's Bag
3. *I'm a Turtle*
4. Little Red Hen
5. Spider in the Room
6. *The Rain*
7. The Peacock and the Crow
8. A Lost Button
9. *Little Birdie*
10. Honey Bees

Second Term Syllabus

11. The Oak Tree and the Reeds
12. *Go Wind*
13. Town Mouse and Country Mouse
14. The Cloud
15. *Crayons*
16. Poppet
17. The Yellow Cheese
18. "Quack!" said the Billy Goat
19. Humpty Dumpty
20. *Trees*

Note: In Eng 2 Syllabus, words in Italics indicate poems

Teaching Learning points:

The introduction of literature in Prose will be through story telling, and the pupils' attitude towards books and good literature will be based on this foundation.

The next stage will be through reading of stories by the teacher. These stories should appeal to the children and the teacher should read as expressively as possible to make the story alive.

From reading aloud by the teacher, the pupils should be introduced to the silent reading of stories. Children find interest in tales based on History, mythology, legend, mystery and adventure. Folk tales also have appeal.

Teachers should permit plenty of discussion at convenient points. The books and stories should be used for composition exercises. The teacher should be able to enthuse children to want to read for themselves.

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The following stories can be read out to the children: e.g. “The Tenth Fisherman”, "The three Billy Goats Gruff”.

Recite the poems "*When I Was One*", "*I Like Little Kitty*".

Note: Stories must be selected with great care. There should be no cruelty portrayed, lest sensitive children can be disturbed or others inspired to cruelty. Also avoid undue violence and deceit, especially that which involves step-mother/sister/brothers.

Handwriting

1. It should be distinctive – each letter should have a characteristic of its own.
2. It should be simple with no unnecessary flourishes.
3. Oral discussion followed by pupils writing one or two sentences on: where I went. what I saw , What I did , Where I live.
4. Draw objects and identify them.
5. Name objects seen in a picture and write about them.
6. Filling in missing letters and words.
7. Filling in words in sentences which will be known from the context.
8. Building sentences from substitution tables.
9. Jumbled sentences.

Spelling and Dictation:

A rough guideline for selection of words would be the usefulness and productivity of the word selected. How useful is it to the pupil to learn to spell a particular word? How the spelling of a particular word enables the child to spell other similar words determines the productivity of the word.

Some people remember words by the sound, some by the work, while others remember them by writing. Spelling is learnt through the eye, or the ear and is fixed by spoken and written repetition. All these processes must be used to inculcate good spelling habits.

Play Acting:

Children in the age group of 5 to 6 like dressing up and like to use dramatic properties. Something, just some symbolic dress is enough, like a train for a nurse, turban and stick for an old man.

Here again the play of children will be undirected, but where possible, group play should be stimulated. The teacher can help by tactfully making suggestions. The next stage may follow easily.

2nd Language - Hindi

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1st Term Syllabus

GunjanHindi Pathmala – 1

- 1.Swar ki pehchan – aa se aang tak
- 2.Kavita – bus aayi, daawat, sitar baaza,gudiya ki chunari,tarbooj ka ras,gutaru kabutar,geeta aur veena,sher ki dahar,maina udhh,tota aur mor,lauki ki bel,mele ki sair.
- 3.Geet – chanda mama,paratha aloo ka,makri rani,pakodi,mera pariwaar.
- 4.Duskhadi
- 5.Sharir ke aang.
- 6.Sanyuktakshar

Bhasha Adhigam evam Vyakaran - 1

- 1.Bhasha
- 2.Varn/Varnmala
- 3.Shabd aur Vakya
- 4.Sangya
- 5.Ling
- 6.Vachan (swaymulyankan ke liye prashanpatra-1)
- 7.Viseshan

2nd Term Syllabus

GunjanHindi Pathmala – 1

- 1.Do vyanjan saath-saath
- 2.Dhwaniyon ke chinh
- 3.Aar ke bahut –se roop
- 4.Aao gine
- 5.Chitra-varnan
- 6.Geet-Maukhik
- 7.Padhne ke bari –barkha rani,main kisi ko nahi marunga,metro ki sair, doctor giraffe,aap jante hain,kaise lagte bhaloo ram
- 8.Inhe bhi jaano
9. Khel-khel mein
- 10.Chitra-pathan
- 11.Aao kuch kare
- 12.Socho aur baataon

Bhasha Adhigam evam Vyakaran – 1

- 1.Kriya
- 2.Vilom
- 3.Janwaron aur pakshiyon ki boliyon
- 4.Din,Saptah,Mahine,Varsh
- 5.Aao kahani likhe
- 6.Aao likhe
- 7.Chitra varn

2nd Language - Bengali (NO STUDENTS)

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1st Semester

- Aa kar jukta matra
- 2 and three letter words spellings with pictures
- AAkar, Ikar,EEkar matra joge words spelling
- Ukar, UUkar,Rekar, likar,Ekar,Oikar joge spellings
- Work Book – 3,4,6,7,8,9,10,11,12,13,14,17,21,25,35
- Numerical and spellings (1-10)
- Sahaj Path: Prose 2nd and 3rd lessons
- Sahaj Path: Poetry (22-23) Naam tarMotibil
- Name of the Colours and their spellings
- English translation of each word using all matras learnt

2nd Semester

- Sahaj Path : Prose 3rd,4th,5th,8th lessons
- Spellings, Fill in the blanks, short questions and answers
- Sahaj Path: Poetry Eseche Sharat, Kal chilo dal khali
- Work Book – 39,38,37,33,32,29,15

3rd Language – Gujarati

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1ST TERM

- 1) Swar- Oral and Written
- 2) Vyanjan – Oral and Written
- 3) Conversation
- 4) Poem

2ND TERM

- 1) Counting –1 to 10 in numbers .English to Gujarati
- 2) Handwriting
- 3) Conversation
- 4) Words with two letters

Mathematics

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1st Term syllabus

1. Numbers(1 – 20)
2. Addition (1 – 10)
3. Subtraction(1 – 10)
4. Shapes and Pattern
5. Addition(1 – 19)
6. Subtraction(1 – 19)
7. Numbers(21 – 100)

2nd Term syllabus

1. Numbers(21 – 100) continued
2. Subtraction(1 – 19) continued
3. Measurements
4. Addition and Subtraction(1 – 99)
5. Money
6. Time
7. Data Handling

Environmental Education

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1st Term

1. About Myself.
2. Our body: Learning about Personal cleanliness and good habits.
3. How our body parts help us.
4. Clothes.
5. Our Food.
6. Keep Healthy. Cleanliness and Care of the Environment

2nd Term

1. What to do and where to do. Environment and Child's Needs
2. Animals and their Homes. Physical features of the local area like flora, fauna, landscape.
3. People who help us.
4. Neighborhood Services.
5. Places of Worship .
6. Good Manners and Habits.
7. Traveling is Fun.
8. Up in the Sky.

Teaching and Learning points:

The entire transaction process should be woven around the child's immediate environment with the teacher being perceived as a curriculum constructor. The curriculum for Environmental Education for this class will be transacted through language, mathematics and the Art of Healthy and Productive Living.

Science

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1st Term

1. Types and Parts of Plants
2. Leaves and Flowers
3. Fruits, Vegetables and Seeds
4. Animals and Insects
5. Fish and Birds
6. How Animals Live

2nd Term

1. Materials
2. Air and Water
3. Colours – The Rainbow
4. The Weather
5. The earth, sun, moon and stars
6. Light and Shadow
7. Growing Up
8. Keeping Healthy
9. Keeping Safe

Teaching and Learning points:

In junior classes, much emphasis is placed on active participation by students in a process of observation and exploration. Plenty of oral communication is essential. Students will be encouraged to talk about what they have actually seen in the world around them. An example will make this clear. If they have seen a spider with a leg broken off, and state that it has seven legs, the teacher has an opportunity to check the statement and ask them to suggest why this is so. Practical experiments can be recorded in a variety of ways-through pictures, in tabular form, through graphs, and in accurate written descriptions.

Note: Note Applicable from 2019-2020

General Knowledge

(Common to all Classes with varying degree of learning objective)

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1. SUCCESS SKILL - PERSONALITY DEVELOPMENT

- The grooming of self-confidence begins with the developing of one communication skills.
- Just bookish knowledge is not enough
- To be successful in today's world, we must know how to express what we know.

2. SUCCESS SKILL – LIFE SKILL

- The relevant knowledge required for everyday existence.
- To encourage students to be aware of what is happening around them and how to respond and react in their everyday environment.

3. SUCCESS SKILL – GENERAL KNOWLEDGE

- Relevant and useful information for everyday life.
- Gradation of knowledge according to class.

4. SUCCESS SKILL – CREATIVITY AND THINKING SKILLS

- Like our bodies, our brain too needs regular exercise.
- Interactive exercises and mind games that will help the students to think logically and to stimulate their thought processes.

Note :

- Class wise detailed syllabus will be as per the series of the prescribed book. (The series number corresponds to the class)
- Classes I-IV – Projects & worksheet based
- Classes V-VII – a) Written exams with grades
 - b) Quiz /Scrap books on different topics
 - c) Projects – Current affairs, Geography, History etc
 - d) Quiz may be conducted by the students on any of the above mentioned subjects.
 - e) Question bank may be compiled.

Value Education

(Common to all Classes with varying degree of learning objective)

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Suggestions

- 1) No books to be prescribed, no evaluation.
- 2) Teachers to plan out specific topics for allotted classes * (same topic from I-IV but different approach).
- 3) Library periods will be utilised for both Value education and library (Every section is divided for library and value education class, on the basis of gender. When the boys go to the library, the girls will be attending value education class and vice versa)
- 4) Suggested group activities – socially useful activities like – a) gardening b) classroom cleaning c) organizing the library books etc.
- 5) Creative work like – chart making, composing songs, poetry writing, writing prayers and arranging for prayer service during exams, indoor games involving group activity, playing any musical instruments etc.
- 6) Awards will be given at the end of the year based on the student's all-round personality development.

Suggested Topics

- 1) Discipline
- 2) Honesty
- 3) Health & Hygiene
- 4) Friendship
- 5) Respect towards elders
- 6) To develop healthy competitive spirit.
- 7) To develop a sense of responsibility.
- 8) Etiquette

- These can be channelized into academics for senior students in the following ways-
- The writing skills can be channelised into literary works which involves imagination.
- Activities which involve public speaking and shouldering responsibilities, will embolden the student in the higher classes, to take up greater responsibilities like captainship, oral projects and literary events which require addressing a crowd.
- If Value education is taught to a small group, every child will get individual attention so students will be able to overcome their inhibitions and be interactive in academic sphere.
- All round development through the various activities stated will help to make the students more focused in academics, increase power of concentration and make them more dedicated.

Art

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1st Term

- | | |
|-------------------------|--------------------------------------------------------------------------------------|
| 1. Health And Hygiene | Keeping the classroom clean . Making Dustbin. |
| 2. Food | Making charts on fruits and vegetables. Explanation of the process of Germination |
| 3. Shelter And Clothing | Different types of clothes of different seasons . |

2nd Term

- | | |
|--------------------------------------------|---------------------------------------------------|
| 1. Culture And Recreation | Card making. |
| 2. Candle making. | |
| 3. Wrapping paper printing. | |
| 4. Community Work And Social Service | Hand puppets. Paper bags. Making Envelopes. |

Teaching and Learning points:

At this stage it is necessary to provide the materials that will arouse the natural curiosity of the children.
Learning by doing is Fun.

The students will be provided clay, scraps of colored paper, chalk, paints, empty tins, brushes, pebbles, beads, water colours to explore their imagination.

| Term | Topic | Support Program |
|-----------------------|------------------------|------------------------------------------------------------------------------------------------------------------|
| 1st | Health And Hygiene | Foil Pasting Activity Necktie Pointed Cap Water Bottle |
| | Food | Paper Activity Lady's Finger Printing Bitter – Gourd Printing Softy |
| | Shelter And Clothing | Pencil Sharpener Activity Activity Using Pulses Shining Dust Activity Thermocol Activity Fish Hut |
| 2nd | Culture And Recreation | Match-Stick Activity Leaf Printing Cotton Printing |

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| | |
|--------------------------------------|---------------------------|
| | Ice-Cream Sticks Activity |
| | Bird |
| | Tree |
| | Joker |
| | Cap of Santa Claus |
| | Star |
| Wrapping paper printing | Leaf Printing |
| | Thumb Printing |
| Community Work and Social Service | Purse |
| | Whistle |
| | Coaster |
| | Airplane |

Computer Studies

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1st Term

1. A Computer
2. Parts of a computer
3. Uses of Computer
4. Know your Keyboard

2nd Term

1. Computer Mouse
2. Drawing for children
3. Notepad and WordPad