

CLASS-1 ANNUAL PEDAGOGICAL PLANNER 2026-27

ENGLISH

MONTH	TOPIC	METHODOLOGY/ACTIVITIES	LEARNING OUTCOMES	WORKING DAYS
APRIL	FOCUS L-2The Ant and The Dove. L-3A Wet Kitten. The Robin [Poem] GRAMMAR: L-1Letters of the Alphabet L-2 Naming Words. L-3Naming Words: Common and Special. L-4One and Many.	● Show pictures of an ant and a dove and ask questions. ● Narrate the story using colorful pictures, gestures and voice modulation. ● The student acts as the ant, dove and hunter. ● Arrange story pictures in the correct order. ● Let the students observe the kitten. ● Narrate the lesson using gestures and expressions. ● Arrange the picture cards according to the events in the story. ● Encourage kindness, care and compassion towards animals. ● Students prepare an origami face of the kitten and describe it in two or three sentences.	● Identify the main characters and sequence the important events. ● Learn new vocabulary and use simple words from the story. ● Participate confidently in role play and discussion in the classroom. ● Students describe the kitten using simple words. ● Develop kindness, care and compassion towards animals. ● Identify naming words for people, places, animals, things. ● Classify and recognize the naming words in correct sentences. ● Develop confidence in using naming words in everyday communication. ● Students understand the difference between one and many.	13

		● Reading and understanding the poem lines.	● Change words from one to many by adding's'or'es'where appropriate.	
JUNE	REVISION OF APRIL MONTH			
JULY	FOCUS: L-4At the Fair GRAMMAR: L-5 Describing Words. L-6A,An L-7This,That,Theses Those. Review :1 Word Fun.	● Show the pictures of a fair and ask children what they can see. ● Read the lesson aloud with expressions and voice modulation. ● Introduce simple words like candyfloss,ride,merry-go-round, stall and so on. ● Students will show their creativity by making colourful candyfloss. ● Ask simple questions to check understanding. ● Discuss about the fair and explain to stay with the elders always. ● Students try to speak 2-3 about a fair they have visited.	● Identify and name different things,people,and activities. ● Describe their experiences at a fair using simple sentences. ● Learn and use new vocabulary related to fairs. ● Answer simple questions based on the lesson. ● Develop awareness of safety, sharing, and good behaviour in crowded places. ● Every child identifies describing words in simple sentences. ● Use describing words such as, big, small,red, happy,soft. ● Construct simple sentences using describing words correctly.	26

AUGUST	FOCUS: L-5 The Little Duckling. Our Puppies[Poem] GRAMMAR: L-8 He,She,It. L-9 I, You. L-10 We, They. L-17 Capital Letters and FullStop.	● Show the pictures of a duckling and ask the children simple questions on it. ● Encourage students to observe and describe the duckling and its surroundings. ● Introduce simple words related to the lesson such as duckling,pond, water,swim and mother. ● Children imitate a duckling walking,swimming and flapping its wings. ● Children draw and colour a little duckling. ● Discuss love,care and staying close to family. ● Observe participation ,vocabulary use and response to oral questions.	● By the end: ● Students identify the main character and describe the duckling using simple words. ● Understand and use new vocabulary from the lesson. ● Answer the simple questions based on the topic. ● Identify simple pronouns such as, I,You,He,She,It,We,They. ● Replace naming words with suitable pronouns. ● Use pronouns correctly while speaking and writing. ● Construct simple sentences using common pronouns.	23
SEPTEMBER	REVISION FOR MID TERM			
OCTOBER	FOCUS:	● Show pictures of the Indian Flag and freedom fighters.	● Identify Independence Day and explain in simple words why it is celebrated.	20

	L-7 Independence Day. I Love Colours.[Poem] L-8The Four Friends. GRAMMAR: L-5 Describing Words. L-11Doing Words. L-12Am, Is, Are. L-13Has,Have. Review-2 Word Fun-2 ESSAY UNKNOWN, UNSEEN PASSAGE.	● Explain the importance of Independence Day through a short, child-friendly story and discussion. ● Students dress up or act as freedom fighters and share one simple sentence about them. ● Children make a small classroom tricolour using paper and craft materials. ● Ask students what they learned and why we celebrate Independence Day. ● Ask children about their own friends. ● Ask simple questions about the friends, their qualities and how they helped one another. ● Children work in pairs and tell each other one good quality of a friend. ● “How can we be good friends?”and encourage children to share their ideas.	● Develop feelings of patriotism, respect and gratitude towards the country and freedom fighters. ● Students learn about the main characters and sequence the important events of the story. ● Retell the story in simple sentences and answer basic comprehension questions. ● Develop values of friendship,cooperation, kindness and helping others.	
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NOVEMBER	FOCUS: L-9 Planning a Picnic. L-10-Did Man Take A Bath? GRAMMAR: L-16Sentences. Review-3 Word Fun-3	● Read the lesson aloud with expressions and explain new words using pictures and actions. ● In groups children make a simple picnic plan by choosing a place, food,and activities. ● Students act as friends planning a picnic and discuss what each person will bring. ● Give children pictures of picnic items and ask them to identify and group the useful things. ● Ask,"What should we do to keep our picnic place clean?" ● Ask simple questions and observe students' participation and understanding. ● Let children act out simple scenes from the lesson. ● Discuss daily habits such as bathing, brushing teeth,washing hands and wearing clean clothes.	● Identify important things needed for a picnic and name them in simple sentences. ● Describe a simple picnic plan and share ideas about food, places and activities. ● Develop teamwork, sharing, cooperation, and cleanliness habits while planning a picnic. ● Students will develop awareness of personal hygiene and the importance of keeping the body clean	20
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		● “Why should we keep our body clean?”and let children share their ideas.		
DECEMBER	FOCUS: My Family [Poem] L-11. A Gift For Grandma-1 GRAMMAR: L-14 In, On, Under, Behind, Near. L-15 And	● Read the lesson aloud with expressions and explain new words using pictures and actions. ● Talk about the importance of grandparents and how we can show them love and respect. ● Children act out a short scene of giving a gift to grandma. ● Students make a simple handmade greeting card or paper gift for grandma. ● Ask students how they can make their grandparents happy through kind actions.	● By the end of the lesson, students identify the main character and recall the events. ● Answer simple questions and describe the gift in short sentences. ● Develop values of love, care, gratitude and respect towards grandparents. ● Identify common preposition such as, in,on,under,near,behind. ● Demonstrate understanding by matching ,arranging, and describing objects using suitable preposition.	16
JANUARY	FOCUS: L-12. A Gift For Grandma -2 GRAMMAR:	● Revise the previous lesson and ask children what they remember about Grandma and the gift. ● Read the lesson aloud with expressions and explain new words using pictures, actions and simple examples.	● Recall the main events and characters of the story in simple words. ● Answer simple comprehension questions and describe the events using short sentences.	22

	L-18. Comprehension. L-19. Composition.	● Ask simple questions about the characters, events, and what happens in the lesson. ● Give picture cards related to the story and ask students to arrange them in the correct order. ● Students share what gift they would like to give their grandparents and why.	● Develop values of love, gratitude, care, sharing and respect towards Grandparents.	
FEBRUARY	REVISION FOR FINAL TERM			

EVS

MONTH	TOPIC / CONTENT	METHODOLOGY / ACTIVITIES	LEARNING OUTCOMES	WORKING DAYS
APRIL	Ch. 1 – Looking Around Living and non-living things; natural and man-made things	● Observation of objects in the classroom and surroundings ● Picture identification ● Sorting: living/non-living ● Natural/man-made sorting ● Nature walk ● Drawing and colouring	Students will identify living and non-living things and differentiate between natural and man-made things.	8

	and animals; meals of the day			
AUGUST	Ch. 8 – Housing and Clothing Need for a house; rooms in a house; need for clothes; clothes made of different materials	• Picture discussion on different houses • Identify rooms in a house • Match rooms with their uses • Discuss why we need clothes • Identify clothes and materials • Drawing: My House / My Clothes	Students will understand the need for houses and clothes, identify rooms in a house and recognise that clothes are made from different materials.	9
SEPTEMBER	Revision for Mid-Term Chapters. 3, 7 and 8	• Oral revision • Worksheets • Picture-based questions • Quiz and educational games • Recapitulation activities	Students will revise and reinforce the concepts covered during the first term.	20
OCTOBER	Ch. 5 – Food and Homes of Animals Animals and their food; homes of animals; homes made by animals; natural and man-made homes	• Animal-food matching • Picture cards • Identify animals and their homes • Classify animal homes • Discuss natural and man-made homes • Drawing/colouring • Role play	Students will identify what different animals eat and where they live. They will recognise natural, animal-made and man-made homes.	9
NOVEMBER	Ch. 10 – Keeping Healthy	• Handwashing demonstration • Good/bad habits sorting	Students will understand cleanliness, exercise, play, rest and good habits.	8

	Cleanliness, fitness, rest, exercise, play and good habits Ch. 11 – Air Need for air; breathing; burning; air fills space and has weight; moving air	• Healthy habits chart • Exercise and play activity • Daily routine discussion • Balloon activity to show air occupies space • Simple moving-air activity • Demonstration/discussion	They will understand that living things need air and that air fills space, has weight and can move things.	9
DECEMBER	Ch. 12 – Water Importance, uses, storage and sources Ch. 13 – Weather Sunny, cold, cloudy, windy and rainy days; seasons	• Discussion on uses of water • Identify storage containers • Picture identification of water sources • Water-saving activity • Daily weather observation • Weather chart/calendar • Weather sorting • Seasons discussion	Students will understand the importance and uses of water and identify common sources and storage methods. They will identify different types of weather and relate them to seasons.	8
JANUARY	Ch. 14 – Look at the Sky Day sky and night sky	• Observation of the sky • Day/night picture sorting • Identify objects seen in the sky • Day-sky/night-sky drawing	Students will differentiate between the day sky and night sky and identify common objects seen in each.	9

		• Observation and discussion • Day and night sky chart		
FEBRUARY	Revision for Final Term Complete syllabus revision	• Complete syllabus revision • Worksheets • Oral questioning • Picture identification • Quiz and educational games • Activity-based revision	Students will revise, recall and apply the concepts covered throughout the lesson	Whole February month

MATHS

MONTH	TOPIC	METHODOLOGY/ACTIVITIES	LEARNING OUTCOMES	WORKING DAYS
APRIL	• Tables 0 to 8 • Ordinal Numbers (1–15) • What Comes Before, After & Between (1–200) • Numbers (501–600) • Unit 1 – Pre-Number Concepts	• Oral counting and table recitation • Ordinal-position activities using objects and classroom examples • Number cards and number-line activities for before, after and between	• Recite and apply Tables 0–8 • Identify and use ordinal numbers from 1st to 15th • Identify numbers before, after and between 1–200 • Read, write and arrange numbers from 501–600	—

	• Unit 2 – Numbers (Exercises 1–20)	• Place-value and number-chart activities • Hands-on activities for pre-number concepts • Guided textbook exercises, worksheets and notebook practice	• Demonstrate understanding of basic pre-number concepts • Develop accuracy in completing Number exercises 1–20	
JUNE	REVISION OF APRIL MONTH			
JULY	• Unit 2 – Numbers (Exercises 1–20) • Numbers (601–1000) • Number Names (101–200) • Unit 3 – Addition (Exercises 1, 2, 3 & 4)	• Number-chart and place-value activities • Counting, sequencing and number-card activities • Number-name cards, reading and writing practice • Concrete-object activities, number lines, guided practice and worksheets	• Strengthen understanding of numbers through Unit 2 exercises • Read, write and sequence numbers from 601–1000 • Read and write number names from 101–200 • Understand and solve addition problems covered in Exercises 1–4	—
AUGUST	• Number Names (201–300) • Fill-ups (Based on Week) • Increasing & Decreasing Order (2-digit numbers)	• Number-name reading and writing practice • Weekly oral and written fill-up activities • Number cards and ordering games	• Read and write number names from 201–300 • Complete weekly fill-ups with accuracy • Arrange 2-digit numbers in increasing and decreasing order	—

	• Unit 4 – Subtraction (Exercises 1 & 2) • Unit 5 – Geometry	• Subtraction using concrete objects, number lines and worksheets • Shape identification, sorting, drawing and classroom-object activities	• Understand and solve subtraction problems covered in Exercises 1–2 • Identify and describe basic geometric shapes	
SEPTEMBER	REVISION OF MID TERM			
OCTOBER	• Tables 0 to 10 • Unit 3 – Addition (Exercises 5, 6 & 7)	• Oral table practice and quick-response activities • Addition using concrete materials, number lines, worksheets and notebook exercises	• Recite and apply Tables 0–10 • Solve addition problems from Exercises 5–7 accurately	—
NOVEMBER	• Unit 6 – Money • Unit 7 – Pattern • Greater Than (>), Less Than (<), Equal To (=) – 2-digit numbers	• Role-play shopping activities using classroom money • Pattern-making with objects, shapes and numbers • Comparison using number cards and place-value concepts	• Recognise and use common money concepts in simple situations • Identify, continue and create simple patterns • Compare 2-digit numbers and use >, < and = correctly	—
DECEMBER	• Unit 8 – Measurement • Number Names (301–500)	• Hands-on measurement and comparison of classroom objects • Number-name cards and writing practice	• Understand and apply basic measurement concepts • Read and write number names from 301–500	—

	• What Comes After, Before & Between (200–500)	• Number-line and number-card activities	• Identify numbers before, after and between 200–500	
JANUARY	• Unit 4 – Subtraction (Exercises 3 & 4) • Unit 9 – Time • Unit 2 – Numbers – Book Work (Repeat) • Numbers 501–1000 (Repeat)	• Concrete-object and number-line subtraction activities • Clock, daily-routine and time-reading activities • Guided revision of Unit 2 book work • Number charts, sequencing activities and worksheets	• Solve subtraction problems from Exercises 3–4 accurately • Read and interpret basic time concepts • Reinforce Number concepts through repeated book work • Strengthen fluency with numbers from 501–1000	—
FEBRUARY	REVISION OF FINAL TERM			

MONT H	TOPIC	METHODOLOGY / ACTIVITIES	LEARNING OUTCOMES	WORKIN G DAYS
अप्रैल	1. वर्णमाला 2. बारह खड़ी 3. अ, आ की मात्रा 4. 1 से 10 गिनती	• वर्णमाला को चित्रों एवं मौखिक अभ्यास द्वारा पहचानना व उच्चारण कराना। • बारह खड़ी को स्वर-व्यंजन के साथ उदाहरण देकर समझाना। • अ, आ की मात्रा वाले शब्दों का चित्र-पठन व लेखन अभ्यास। • 1 से 10 तक गिनती गीत, खेल एवं गतिविधि द्वारा कराना।	• विद्यार्थी वर्णमाला के अक्षरों को पहचान व उच्चारण सकेंगे। • बारह खड़ी को पढ़ व लिख सकेंगे। • अ, आ की मात्रा वाले शब्द पढ़ व लिख सकेंगे। • 1 से 10 तक गिनती बोल व लिख सकेंगे। • लेखन कौशल का विकास होगा।	19
जून	पाठ्यक्रम की पुनरावृत्ति	• खेल, मौखिक प्रश्नोत्तर, फ्लैश कार्ड एवं कार्यपत्रक द्वारा पुनरावृत्ति। • पढ़े गए अक्षरों, मात्राओं, शब्दों एवं गिनती का अभ्यास। • व्यक्तिगत एवं समूह गतिविधियों द्वारा पुनर्बलन।	• पूर्व सीखे हुए ज्ञान का पुनर्बलन होगा। • अक्षर, मात्राएँ, शब्द एवं गिनती पहचानने में दक्षता बढ़ेगी। • आत्मविश्वास एवं मौखिक अभिव्यक्ति का विकास होगा।	12
जुलाई	1. इ की मात्रा – सितार बजा 2. ई की मात्रा – गीता और वाणी 3. उ की मात्रा – गुड़िया की चुनरी 4. ऊ की मात्रा – तरबूज का रस	• मात्रा-युक्त शब्दों को चित्र, कहानी, कविता एवं शब्द-पठन द्वारा समझाना। • समान मात्रा वाले शब्दों की पहचान एवं वर्गीकरण गतिविधि। • संज्ञा के उदाहरण चित्रों से समझाना। • विलोम, लिंग एवं वचन के सरल उदाहरणों का मौखिक व लिखित अभ्यास। • कार्यपत्रक, मिलान एवं रिक्त स्थान गतिविधियाँ।	• विद्यार्थी इ, ई, उ, ऊ, ऋ, ए एवं ऐ की मात्राओं को पहचान सकेंगे। • मात्राओं वाले शब्द पढ़ व लिख सकेंगे। • संज्ञा शब्द पहचान सकेंगे। • सरल विलोम, लिंग एवं वचन का प्रयोग कर सकेंगे। • शब्द-भंडार एवं लेखन कौशल का विकास होगा।	25

MONT H	TOPIC	METHODOLOGY / ACTIVITIES	LEARNING OUTCOMES	WORKIN G DAYS
	5. ऋ की मात्रा 6. ए की मात्रा – शेर की दहाड़ 7. ऐ की मात्रा – मैना उड़ गई व्याकरण: संज्ञा, विलोम शब्द, लिंग बदलो, वचन बदलो			
अगस्त	1. ओ की मात्रा 2. औ की मात्रा व्याकरण: क्रिया फल के बारे में पाँच पंक्तियाँ	• ओ और औ की मात्रा वाले शब्दों का चित्र-पठन व लेखन। • शब्द-निर्माण, मिलान एवं श्रुतिलेख गतिविधियाँ। • क्रिया को दैनिक जीवन के कार्यों के उदाहरणों से समझाना। • विभिन्न फलों के चित्र दिखाकर पाँच वाक्य बोलने और लिखने का अभ्यास।	• विद्यार्थी ओ एवं औ की मात्रा वाले शब्द पहचान व लिख सकेंगे। • क्रिया शब्दों को पहचान सकेंगे। • फल के बारे में सरल वाक्य लिख सकेंगे। • मौखिक अभिव्यक्ति एवं लेखन कौशल का विकास होगा।	18
सितंबर	Mid Term की पाठ्यक्रम की पुनरावृत्ति	• पाठ, मात्राओं एवं व्याकरण के प्रमुख बिंदुओं की पुनरावृत्ति। • मौखिक प्रश्नोत्तर, कार्यपत्रक, पठन एवं लेखन अभ्यास। • अभ्यास-पत्र द्वारा मूल्यांकन एवं त्रुटि-सुधार।	• विद्यार्थी मध्यावधि परीक्षा के पाठ्यक्रम को आत्मविश्वास से दोहरा सकेंगे। • पठन, लेखन एवं व्याकरण संबंधी दक्षताओं का पुनर्बलन होगा।	10
अक्टूबर	1. अं की मात्रा 2. अः की मात्रा	• अं एवं अः वाले शब्दों का चित्र एवं उदाहरण द्वारा अभ्यास।	• विद्यार्थी अं एवं अः की मात्रा वाले शब्द पढ़-लिख सकेंगे।	17

MONT H	TOPIC	METHODOLOGY / ACTIVITIES	LEARNING OUTCOMES	WORKIN G DAYS
	3. बरखा रानी – कविता 4. पाठ – मैं किसी को नहीं मारूँगा 5. 11 से 20 तक गिनती व्याकरण: क्रिया, निबंध, अपठित गद्यांश	• कविता का सस्वर वाचन, भाव एवं लय के साथ पठन। • पाठ के माध्यम से अहिंसा, दया एवं अच्छे व्यवहार पर चर्चा। • 11 से 20 तक गिनती का मौखिक एवं लिखित अभ्यास। • क्रिया, निबंध एवं अपठित गद्यांश पर सरल अभ्यास।	• कविता का सस्वर वाचन कर सकेंगे। • अहिंसा एवं दया का महत्व समझ सकेंगे। • 11 से 20 तक गिनती बोल व लिख सकेंगे। • सरल निबंध एवं अपठित गद्यांश से संबंधित प्रश्न कर सकेंगे।	
नवंबर	1. पाठ – मेट्रो की सैर 2. पाठ – डॉक्टर और जिला व्याकरण: 1. सर्वनाम 2. विशेषण	• पाठ का अनुच्छेद-पठन, चित्र चर्चा एवं प्रश्नोत्तर। • मेट्रो एवं डॉक्टर से संबंधित शब्दावली पर बातचीत। • सर्वनाम एवं विशेषण को सरल वाक्यों के उदाहरण से समझाना। • पहचानो, मिलान करो एवं वाक्य-निर्माण गतिविधियाँ।	• विद्यार्थी पाठ का अर्थ समझकर प्रश्नों के उत्तर दे सकेंगे। • नए शब्दों का अर्थ समझ सकेंगे। • सर्वनाम एवं विशेषण की पहचान कर सकेंगे। • सरल वाक्यों में सर्वनाम एवं विशेषण का प्रयोग कर सकेंगे।	18
दिसंबर	पाठ – क्या आप जानते हैं	• पाठ का पठन एवं चित्रों के माध्यम से चर्चा। • नए तथ्यों/शब्दों को सरल भाषा में समझाना। • प्रश्नोत्तर, शब्दार्थ एवं वाक्य-निर्माण गतिविधियाँ।	• विद्यार्थी पाठ से प्राप्त सामान्य ज्ञान को समझ सकेंगे। • नए शब्दों का प्रयोग कर सकेंगे। • पठन एवं समझ कौशल का विकास होगा।	17
जनवरी	पाठ – कैसे लगते भालू राम (कविता) व्याकरण:	• कविता का सस्वर वाचन एवं भावपूर्ण प्रस्तुति। • चित्रों द्वारा कविता की समझ एवं चर्चा। • छोटे निबंध के लिए शब्द-सहायता एवं वाक्य-	• विद्यार्थी कविता का आनंदपूर्वक वाचन कर सकेंगे। • सरल विषय पर छोटे वाक्य लिख सकेंगे। • अपठित गद्यांश पढ़कर सरल प्रश्नों के उत्तर दे सकेंगे।	20

MONT H	TOPIC	METHODOLOGY / ACTIVITIES	LEARNING OUTCOMES	WORKIN G DAYS
	1. निबंध 2. अपठित गद्यांश	निर्माण। • अपठित गद्यांश का पठन, समझ एवं प्रश्नोत्तर।	• लेखन एवं पठन-बोध कौशल का विकास होगा।	
फरवरी	Revision + Final Term	• संपूर्ण पाठ्यक्रम की पुनरावृत्ति। • पठन, लेखन, मात्राओं, गिनती एवं व्याकरण का अभ्यास। • कार्यपत्रक एवं अभ्यास-पत्र द्वारा तैयारी।	• विद्यार्थी वार्षिक परीक्षा के पाठ्यक्रम को दोहरा सकेंगे। • पठन, लेखन एवं व्याकरण की दक्षताओं का पुनर्बलन होगा।	—

नोट: कार्य-दिवस नमूना रिपोर्ट के अनुसार रखे गए हैं; विद्यालय कैलेंडर के अनुसार समायोजित किए जा सकते हैं।

COMPUTER

MONTH	TOPIC	METHODOLOGY/ACTIVITIES	LEARNING OUTCOMES	WORK ING DAYS
APRIL	Ch – 1 Computer: My Friend	- Introduce the connect "C for Computer" just like "A for Apple" to show. - Demonstrate a real desktop and a laptop - Draw a simple computer using colourful crayons.	- Identify a computer visually - Name basic places where computers are used, such as schools, homes, and shops.	9
JUNE	REVISION OF APRIL MONTH			

JULY	Ch – 2 Computer: A Machine Ch – 3 Uses of a Computer	• Contrast computers with non-electronic items (like books or toys) to establish what makes a machine unique. • Explain why a computer is called a "smart machine" compared to single-task machines. • Type five machines name in a computer. • "What Can I Do?" Start by asking students what they do for fun, then reveal how a computer can do almost all of those activities. • Name where and how computer is used in each place.	• Define a machine as a man-made • Identify electricity or fuel as the energy source that makes modern machines run. • Students are able to type various machines name. • List at least three common uses of a computer (e.g., drawing, playing games, typing, listening to music). • Identify places where computers are daily used (e.g., schools, banks, hospitals, shops).	12
AUGUST	Ch – 4 Parts of a Computer	• Explain each part with its functions. • Draw a four main parts of computer using colourful crayons.	• Name the four main parts of a computer: Monitor, CPU, Keyboard, and Mouse. • Explain the basic function of each part.	12
SEPTEMBER	REVISION FOR MID TERM			

OCTOBER	Ch – 5 The Keyboard	• Explain that while we use a pencil to write in a notebook, we use a keyboard to "write" (type) words on a monitor screen. • Explain each type of keys available on keyboard. • Colour the keyboard to recognise each type of keys.	• Students identify a keyboard and know it is used for typing. • Students are able to Distinguish between Alphabet keys and Number keys. • Recognise each Special keys.	12
	Ch – 8 Data and Memory	• Define Data simply as facts or information (numbers, names, words, or pictures). • Define Memory as the storage place where the computer keeps information so it is not forgotten.	• Students will understand meaning of data. • Memory means stored data.	
NOVEMBER	Ch – 6 Using a Mouse	• Teacher will explain uses of mouse and to hold the proper way of computer mouse. • Teacher makes them understand that moving the mouse moves the pointer (arrow) on the monitor screen. • Draw, colour and name the parts of computer mouse.	• Students are able to hold a computer mouse correctly. • Identify the Mouse Pointer. • Left Click, Right Click, and Scroll Wheel.	12
DECEMBER	Ch -7 Fun with Paint	• Explain Paint is a colourful drawing program. • Explain to Open the MS Paint program on a computer. • Explain uses of different shapes and tools.	• Students are able to Open the MS Paint program on a computer. • Use the mouse to click, draw freehand lines, and fill a shape with color.	12
JANUARY	Ch – 9 Storage in a Computer	• Understand that storage means keeping things safe in a specific place so they can be found later.	• Understand that storage means keeping things safe in a specific place so they can be found later.	12

		• Identify everyday storage places used at home and school (bags, cupboards, refrigerators). • Recognise that a computer uses its internal storage space (hard drive/memory) to save files, games, and photos.	• Identify everyday storage places used at home and school (bags, cupboards, refrigerators). • Recognise that a computer uses its internal storage space (hard drive/memory) to save files, games, and photos.	
FEBRUARY	REVISION FOR FINAL TERM			

