

Syllabus for Academic Session 2025-26

Class: -I

Subject: ENGLISH

S. No.	Unit	NAME OF THE CHAPTER	TARGETED COMPETENCIES	TARGETED LEARNING OUTCOMES / LEARNING OBJECTIVES	SUGGESTED ACTIVITIES
TERM I					
1.	Unit 1 My family and me	Two Little hands	<ul style="list-style-type: none"> ● C9.1- Listens to and appreciates simple songs, rhymes, and poems. ● C-9.2: Creates simple songs and poems on their own. 	<ul style="list-style-type: none"> ➤ Listen to longer (4-8 sentences) songs/poems (unfamiliar/ familiar) with attention and have conversations about them and ask questions. ➤ Extends/Creates short poems/rhymes with the help of the facilitator. 	<p>➤ Body Part’ Song Listening & Q/A Activity:</p> <p>Play a simple body-part-based song, such as: ‘If You’re Happy and You Know It’ (Body Parts Version)</p> <p>Lyrics Sample: If you’re happy and you know it, touch your nose, If you’re happy and you know it, touch your toes, If you’re happy and you know it, touch your ears and show it...</p> <p>Pause after each verse and ask questions like: Which body part did we touch? Encourage students to create new verses using different body parts: ‘If you’re happy and you know it, pat your knees...’</p> <p>➤ Poem Creation Corner Facilitator may begin with a simple rhyme</p> <p>‘My two little hands are so bright, They help me draw and write...’</p> <p>Ask students to contribute to the next line.</p>

					Facilitator will compile the class rhyme and students will perform it together.
	Unit -1 My family and me	Greetings	<ul style="list-style-type: none"> ● C11.1: Develops phonological awareness and blends phonemes/syllables into words and segment words into phonemes/syllables. ● C11.2 Recognises most frequently occurring letters of the alphabet (forms of Akshara) of the script, and uses this knowledge to read and write simple words and sentences. 	<ul style="list-style-type: none"> ➤ Identifies rhyming words and alliterations. ➤ Identifies the beginning and end syllables in words. ➤ Combine 2-3 syllables to form a simple word. ➤ Begins to visually recognize and connect letters to corresponding sounds. ➤ Read simple two-syllable words that are familiar and with known letters. ➤ Recognizes as sight words their names and labels of objects in their environment. ➤ Write down short words in dictation. 	<p>➤ Activity-Clap & Count Syllables</p> <p>Facilitator will say some greeting words (e.g., thank you, welcome hello), and have students clap for each syllable.</p> <p>Facilitator will ask the students: ‘How many claps do you hear in ‘welcome’ and other words?’</p> <p>➤ Activity -Rhyming Pairs Basket</p> <p>Create picture/word cards like cat, hat, bat, sun, bun, run. Students will pick a card and find its rhyming pair from a basket.</p> <p>Facilitator will be asking students to create short rhyming couplets orally. For Example: I see a cat, wearing a hat.</p> <p>➤ Activity -Sound Train (Blending Game)</p> <p>Facilitators will use toy trains or blocks to represent sounds. Give sounds like /b/ /a/ /t/ — as you place each block, students blend them into ‘bat’.</p> <p>Reverse the process to segment known words into sounds.</p> <p>➤ Activity -Picture Walk & Read</p> <p>Facilitators will label classroom items (chair, bag, fan, door) and go on a ‘Word Walk. ‘Ask students to match the written word to the object. Ask students to write 2–3 such words in their notebooks.</p>

2	Unit 2 Life around us	Picture Time	<ul style="list-style-type: none"> ● C-9.3: Converses fluently and can hold a meaningful conversation. ● C11.1: Develops phonological awareness and blends phonemes/syllables into words and segment words into phonemes/syllables. 	<ul style="list-style-type: none"> ➤ Engages in conversations, waits for their turn to speak, and allows others to speak. ➤ Engages with non-fictional content read aloud or discussed in class, is able to link knowledge from their own experiences, and talks about it. ➤ Identifies rhyming words and alliterations. ➤ Identifies the beginning and end syllables in words. ➤ Combines 2-3 syllables to form simple words. 	<p>➤ Picture Talk Circle</p> <p>Facilitator will display a large, detailed picture showing a busy park/street/market/farm scene. Begin a circle time discussion:</p> <p>What do you see in this picture? What do you think the people/animals are doing? Have you ever been to a place like this?</p> <p>Encourage students to take turns speaking and wait for others to finish.</p> <p>➤ Activity -Rhyming and Syllable Hunt</p> <p>Facilitator will pick out 5–6 words from the picture discussion (e.g., tree, car, market, flower, monkey). Ask to students Can you think of a word that rhymes with ‘car’? (star, jar) What sound does ‘monkey’ begin with?</p> <p>Let’s clap the syllables in ‘flower’ (flow-er = 2 claps). Encourage blending games Facilitator will say syllables like mar - ket, and ask: Which word did I make? Give a blended word and ask students to break it into syllables.</p>
		The cap seller and the monkeys	<ul style="list-style-type: none"> ● C-9.5 Comprehends narrated/read-out stories and identifies characters, storyline and what the author wants to say 	<ul style="list-style-type: none"> ➤ Interprets the intent of the plot and characters in a story and retells the story in a different form. ➤ Narrates their own short stories with simple plots and characters. 	<p>➤ Activity - Story Theatre (Role Play)</p> <p>Facilitator may narrate or read aloud the story ‘The Cap Seller and the Monkeys’. Assign roles to students (cap seller, monkeys, tree, narrator). Students act out the story with gestures and simple dialogues.</p> <p>Facilitator will begin a story e.g. ‘One day, a boy was walking through the forest with a basket of fruits...’ Ask students to imagine what happens next. Ask Students to draw and speak 2–3 sentences.</p>

			<ul style="list-style-type: none"> ● C-9.6 Narrates short stories with clear plot and characters ● C-9.7 Knows and uses enough words to carry out day-to-day interactions effectively and can guess meaning of new words by using existing vocabulary 	<p>➤ Predicts meaning of unknown words in texts using picture and context</p>	<p>➤ Activity - Picture Prediction & Word Guessing</p> <p>Facilitator will show a picture from the story (e.g., monkeys on a tree throwing caps) and ask students- What do you think is happening here? Repeat the activity with various pictures.</p> <p>Facilitator will introduce some new words like ‘imitate’ and ask students to guess its meaning. Encourage students to use words in their own sentence.</p> <p>For Example: I imitate my father when I wear his shoes.</p>
		A farm	<ul style="list-style-type: none"> ● C9.5- Comprehends narrated/read-out stories and identifies characters, storyline and what the author wants to say. ● C-9.6: Narrates short stories with clear plot and characters 	<p>➤ Interprets the intent of the plot and characters in a story and retells the story in a different way.</p> <p>➤ Narrates their own short stories with simple plots and characters.</p>	<p>➤ Activity – ‘What happens next?’ Game</p> <p>Take a pause during the story telling wherever a new character is introduced and ask the students – ‘What happens next?’ Encourage students to relate their responses to all introduced characters.</p> <p>➤ Activity – Draw and Describe</p> <p>After the story reading ask students to draw a scene from the story or a character of their own choice and describe the same in their own way.</p>

THE ABOVE-MENTIONED SYLLABUS ALONG WITH REVISION MUST BE COMPLETED BEFORE MID TERM EXAMINATION.

TERM- 2

3.	Unit 3 Food	Fun with pictures	<ul style="list-style-type: none"> ● C9.3- Converses fluently and can hold a meaningful conversation ● C-9.4 Understands oral instructions for a complex task and gives clear oral instructions for the same 	<ul style="list-style-type: none"> ➤ Engages in conversations, waits for their turn to speak, and allows others to speak. ➤ Engages with non-fictional content read aloud or discussed in class, is able to link knowledge from their own experiences, and talks about it. ➤ Interprets the intent of the plot and characters in a story and retells the story in a different form. 	<ul style="list-style-type: none"> ➤ Activity: ‘Picture Talk – Let’s Chat Facilitator will show a Picture and ask students to look at the picture and talk about what they see. Facilitator will give sentence starters like ‘I see a...’ ‘I think the boy is...’ ‘Do you see the...’ ➤ Guess & Talk Game Facilitator will hide a part of a picture and ask: ‘What do you think is happening behind the tree?’ ‘Let students take turns guessing and building a short story around it.
		The food we eat	<ul style="list-style-type: none"> ● C-9.3 Converses fluently and can hold a meaningful conversation. ● C-9.6: Narrates short stories with clear plot and characters. 	<ul style="list-style-type: none"> ➤ Engages in conversations, waits for their turn to speak, and allows others to speak. ➤ Engages with non-fictional content read aloud or discussed in class, is able to link knowledge from their own experiences, and talks about it. ➤ Narrates their own short stories with simple plots and characters. 	<ul style="list-style-type: none"> ➤ Activity -Conversation Circle – What’s in My Tiffin? Ask Students to sit in a circle. Each child gets a chance to say: ‘Today, I have ____ in my tiffin.’ ‘My favourite food is ____ because...’ Encourage students to ask simple follow-up questions: ‘Have you eaten it before?’ ‘Is it sweet or salty?’ ➤ Activity -Create & Share – ‘My Food Story’ . Students will draw their own lunchbox or favourite food. Facilitator can use the prompt: ‘One day, I brought ____ in my tiffin, but then something funny happened...’ Ask Students take turns telling their own mini food adventure story.

4	Unit 4 Seasons	The four seasons	<ul style="list-style-type: none"> ● C-9.5 Comprehends narrated/read-out stories and identifies characters, storyline and what the author wants to say ● C9.7-Knows and uses enough words to carry out day-to-day interactions effectively and can guess the meaning of new words by using existing vocabulary. 	<ul style="list-style-type: none"> ➤ Interprets the intent of the plot and characters in a story and retells the story in a different ➤ Predicts the meaning of unknown words in texts using pictures and context. 	<ul style="list-style-type: none"> ➤ Activity Word Guess Game – What’s That Season Word? Facilitator will show picture cards: sun, snow, raincoat, flowers, kite, etc. Ask students ‘What do you think this picture is showing?’ ‘Which season do you think it belongs to?’ ‘Can you guess what this word means by looking at the picture?’ Facilitators will Introduce 3–4 new words from the story (e.g., breeze, bloom, chilly, bare) and encourage students to use their clues from context/pictures to guess meanings. ➤ Retell the Story with Season Circles Facilitator will give students a 4-part circle or foldable (Spring – Summer – Autumn – Winter) flashcards. Ask students to draw or write 1–2 lines about what the tree experienced in each season. Children then retell the story in their own words using their drawings.
		Anandi’s rainbow	<ul style="list-style-type: none"> ● C9.6-Narrates short stories with clear plot and characters 	<ul style="list-style-type: none"> ➤ Begins to visually recognize and connect letters to corresponding sounds. ➤ Read simple two-syllable words that are familiar and with known letters. 	<ul style="list-style-type: none"> ➤ Story Retelling – ‘Anandi’s Rainbow’ Facilitator will read the story ‘Anandi’s Rainbow’ aloud using picture cards or a big book and ask students ‘Who is Anandi?’ ‘What did she see in the sky?’

			<ul style="list-style-type: none"> ● C11.2 Recognises most frequently occurring letters of the alphabet (forms of akshara) of the script, and uses this knowledge to read and write simple words and sentences. 	<ul style="list-style-type: none"> ➤ Recognizes as sight words their names and labels of objects in their environment. ➤ Write down short words in dictation. 	<p>‘What happens in the end?’</p> <p>Facilitator will give students a Rainbow Strip Chart (with 7 colour bands). Ask them to retell the story (in preferable language) and draw or write a word on each colour band that appeared in the story (e.g., sun, rain, sky, etc.).</p> <p>➤ Word & Sound Match</p> <p>Facilitator may show words from the story (rain, red, blue, sun, sky).</p> <p>Students may clap and read the syllables: e.g., rai-n, sun, sky and Match pictures to words</p> <p>Ask students to Identify beginning sounds: ‘What sound does ‘rain’ start with?’.</p> <p>➤ Rainbow Dictation</p> <p>Facilitators say words like sun, rain, blue, sky, wet, red. Students write them on coloured paper strips or in rainbow order.</p> <p>After writing, ask the students to read their rainbow aloud.</p>
<p>THE ABOVE-MENTIONED SYLLABUS ALONG WITH REVISION MUST BE COMPLETED BEFORE THE ANNUAL EXAMINATION</p>					