

## Month's Overview

| Class: 1       |   | 15 <sup>th</sup> February - 20 <sup>nd</sup> March 2020 |
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| Subject        | Concepts and Skills   |   |
| <b>EVS</b>     | <p><b>Theme: Communication</b></p> <p><b>Central Idea:</b> A variety of means (media) may be used for expression of thought and exchanging information.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Why we communicate</li> <li>• Uses and misuses of various means of communication</li> <li>• Ways of communicating has changed over the years</li> <li>• Books as a tool of communication</li> </ul> <p><b>Theme: My Surrounding-School and Neighbourhood</b></p> <p><b>Central Idea:</b> School and neighbourhood are places that help us to learn and live together.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• People in the school/neighbourhood and their roles</li> <li>• Places and activities in school and neighbourhood</li> <li>• Our responsibilities towards these places</li> </ul> |   |
| <b>ENGLISH</b> | <p><b>Phonics, Spelling and Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Begin to use the terms 'consonant' and 'vowel' in talking about letter sounds</li> <li>• Use rhyme and relate this to spelling patterns</li> <li>• Recognize and use the digraphs 'ch', 'sh', 'th'</li> <li>• Extend vocabulary from reading</li> </ul>   |   |

- Practice blending phonemes for reading, and segmenting phonemes for spelling
- Identify the initial and final consonant clusters (bl, cl, fl)
- Recognize common word endings such as 's', 'ed', 'ing'
- Begin to learn common spellings of long vowel phonemes (eg: oo, ee, ai)
- Identify separate sounds (phonemes) within words, which may be represented by more than one letter

#### **Grammar and punctuation**

- Identify sentences in a text
- Notice how punctuation (eg: full stop, question mark, capital letter) helps to mark out meaning
- Know that the end of a sentence is marked with a full stop
- Know that a capital letter is used for 'I', for names and for the start of a sentence
- Identify naming words (nouns), describing words (adjectives) and doing words (Verbs)
- Use verbs in simple present, present continuous and simple past forms
- Use this/that-these/those in a sentence appropriately
- Use prepositions (time and place - in, on, at, in front of, behind, above, under, before, after, near, far, in-between) in a sentence appropriately
- Use joining words such as 'and', 'but' in sentences
- Know the use of articles 'a', 'an' and 'the' in a sentence
- Identify simple homophones in a sentence

- Identify and correct word order in simple sentences.

### **Reading**

- Read a range of common words on sight
- Use alphabetic order of initial letters (eg: to locate names and words for spellings)
- Use knowledge of letter sounds to read simple consonant - vowel-consonant words and to attempt decoding other words
- Use all information available (e.g.: pictures, punctuation, words) to make sense of what is read
- Read a range of books (fiction and non-fiction), discussing preferences
- Anticipate what happens next in the story
- Read familiar and simple stories and poems, and relate words said and read
- Identify and discuss characters and dialogue
- Read labels, lists and captions to find information
- Know the parts of a book (eg: title, content, page)
- Recognize story elements (eg: beginning, middle and end)
- Read and talk about own writing
- Read and comprehend short passages

### **Writing**

- Develop a comfortable and an efficient pencil grip
- Form letters correctly
- Spell familiar common words accurately, drawing on sight vocabulary
- Use knowledge of sounds to write simple regular words, and to

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|                     | <p>attempt other words</p> <ul style="list-style-type: none"> <li>• Compose and write a simple sentence with a capital letter and a full stop</li> <li>• Write labels, captions, lists, questions and instructions for a purpose</li> <li>• Make simple storybooks and information texts with sentences to caption pictures</li> <li>• Write a sequence of sentences (5-7) retelling a familiar story or recounting an experience</li> </ul>  |
| <p><b>MATHS</b></p> | <p><b>Number system</b></p> <ul style="list-style-type: none"> <li>• Count using concrete objects and with one to one correspondence</li> <li>• Distinguish between the place value and face value of a digit</li> <li>• Express hundreds in tens.</li> <li>• Represent problems involving addition and subtraction using +, -, = appropriately.</li> <li>• Add or subtract two or three, 2 digit and 3 digit numbers, with OR without regrouping (move from concrete objects to paper and pencil)</li> <li>• Interpret mathematical statements and write signs +, -, =, &lt;, &gt; appropriately.</li> </ul> <p><b>Algebra</b></p> <ul style="list-style-type: none"> <li>• Identify and repeat a pattern using shapes, size, color and numbers.</li> <li>• Find missing element(s) in a pattern of numbers or shapes</li> <li>• Create and describe own repeating pattern.</li> </ul> |

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|              | <p><b>Measurement</b></p> <ul style="list-style-type: none"> <li>• Understand and use the terms taller-shorter, longer-shorter.</li> <li>• Use the centimeter ruler to measure small lengths and small distances.</li> <li>• Recognize and work with mass units like 250g, 500g.</li> <li>• Understand 1kg is equal to 1000g.</li> <li>• Solve word problems related to weight using addition or subtraction skills learnt (using only kg as unit).</li> <li>• Use non standard measuring equipment like cups, glasses, buckets to measure capacity.</li> <li>• Understand and use the standard units litre and millilitre and note that 1 litre = 1000 ml</li> </ul> <p><b>Time and calendar</b></p> <ul style="list-style-type: none"> <li>• Understand the terms day, night, noon, morning, evening, afternoon.</li> <li>• Read time to the hour, half hour.</li> <li>• Understand that 1 hour is equal to 60 minutes (introduce hour and minute hand of the clock).</li> <li>• Know the relationship of days to week, weeks to month, months to year.</li> <li>• Know the number of days in a month (30,31,28,29).</li> </ul> <p><b>Data handling</b></p> <ul style="list-style-type: none"> <li>• Read pictographs and also answer questions related to it</li> <li>• Read Venn diagram (through practical experiences)</li> </ul> |
| <b>HINDI</b> | <p><b>Listening and Speaking</b></p> <ul style="list-style-type: none"> <li>• Listen to the story and be able to decipher the beginning and</li> </ul>  |

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|                   | <p>the end</p> <p><b>Grammar and Punctuation</b></p> <ul style="list-style-type: none"> <li>Recognize 'ANUSWAR' (अं) and ANUNASIK and learn the difference between both (through pronunciation)how interest in reading known and unknown small text like for eg: meal chart, self name, class, title of favourite book, try to talk about it, find meanings of words by various strategies like guessing through pictures, phonetics etc.</li> </ul> <p><b>Reading and Writing</b></p> <ul style="list-style-type: none"> <li>Attempt to correct their mistakes while reading</li> <li>Participate in poetry reading (with the help of teacher)</li> <li>Understand the central idea of the poem while reading</li> <li>Identify the difference between 'shuddha' and 'ashuddha' words while reading</li> <li>Show interest in reading known and unknown small text like for eg: meal chart, self name, class, title of favourite book, try to talk about it, find meanings of words by various strategies like guessing through pictures, phonetics etc.</li> <li>Interpret the difference between two alphabets and use them in words appropriately क,ख,ग,घ,च,छ,ज,झ,ट,ठ,प,फ</li> </ul> |
| <p><b>ICT</b></p> | <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Be able to use menus</li> <li>Be able to move forward and backward</li> <li>Be able to use the Number keys on the keyboards</li> </ul>   |

## List of Vocabulary for the Coming Month

Toppling  
Juggling  
Author  
Illustrator  
Surrounding  
Neighbour  
Neighbourhood  
Worship  
Fire temple  
Gurudwara  
Mosque  
Temple  
Post office  
Bank  
Hospital  
School  
Responsibility  
Duties  
Role play  
Regulation  
Rules  
Fire station  
Airport  
Garden  
Behaviour  
Restaurant  
Skip counting  
Repeated Addition