Learning Outcomes	Competencies	Topic / Chapter Names.	Assessment	SDG
Can difinciate between capital letters and small case alphabets, is aware of the order of alphabets and understand the need for alphabetical order.	Recognizes and writes uppercase and lowercase alphabets with proper strokes in alphabetical order.			
Can pronounce each alphabet with their phonic sounds and learn to read simple words with their respective blends	Associates phonic sounds with respective letters and blends them to read simple words.	Revision Of K. G work (The Alphabetical		
Will be able to use vowels and consonants to spell and read words and simple sentences.	Identifies vowels and consonants and uses them to form words.	order, Phonic Drill, Vowels and Consonants)		
Children will be able to distinguish between naming words (People, place, animals and thing) Can understand what Special Names are and Comman names. Can understand that naming words can be one object or more than one .is aware that some naming words form more than one by adding - s, es and ves.	Identifing naminging words, common nouns and special nouns and distinguishing whether they are singular or in plural form.	Nouns - naming words (Common and Proper Nouns)		Zero hunger, No poverty, Good health and well being , Clean water
will become more confident in expressing themselves improving both their spoken and written skills and be able to form simple senteces on naming words independently.	To be distinguish if object is near or far , more than one by using words 'this and that' / 'these and those'.	Use Of This is/ That is These are/ Those are		and sanitation , Life on land , Life on water.

Use "a" before consonant sounds naming words and "an" before vowel sounds naming words. Use of the for specific Special Naming words. will apply the use of A,an and the when speaking	correctly with singular nouns. using consonants and vowels to identify the use of a and an. Distinguishes when to use "a,"	Articles (Use of a/an /the)		
and when writing simple sentences.	"an," and "the" in sentences.			
Identify common and special nouns in sentences. Capitalize special nouns correctly and use them in forming simple sentences.	Use of Naming words for different objects (person, place,animal, thing). Differentiates between common and proper nouns (Special naming word).		Mid Term 1	
is aware naming words form plurals by adding "- s" "es" and "-ves" to words. understand the rules for forming naming words from singular to plural and vice versa.	Identifies and forms plural nouns using rules (-s, -es, -ves, -ies, irregular forms)	Singular- Plural (-s, -es, - ves)		
is able to distinguish between objects that are Countable and Uncountable. Understand that countable nouns have singular and plural forms, but uncountable objects do not.Identify countable and uncountable naming words n reading materials.	Differentiates between countable and uncountable nouns with examples.	Countable and Uncountable Nouns list of words		

identify different genders: masculine, feminine, and neuter; understand the relationships in gender words- father ,son and use them accurately in sentences and to communicate effectively.	Identifies masculine, feminine, and neutral genders in common nouns. He- group and She -groip in people and amimals.	Gender Nouns list of words		
Students will understand a sentence when spoken correctly helps us to clearly express ourselves. will identify and differentiate between a sentence and a question while reading and writing. Will construct different types of sentences while having conversations. children will be able to form sentences using basic punctuation correctly.	Uses capital letters for Special names and For pronoun 'l' and at the beginning of sentences. Applies full stops, question marks, and correctly while writing.	Punctuation (Capital Letters, Full Stop, Question Mark)		
is aware of what a doing words are, can use a doing word to show that an action has been done. will use action words to frame and make meaningful sentences. will understand if the action has happened Now or Before.	Identifies action words and uses them in simple sentences.	Verbs - Doing words (words and sentences)	Half Yearly	Zero Hunger, Good health and wellbeing, Gender Equality, life on land, Life on
will be able to identify action words done by one or more than one person. Will be able to identify the use of ' Is' and 'Are' in a singular or plural sentence having an action word.	Will identifies action words (+ ing) and uses them in simple sentences. Use "am," "is," and "are" in present- tense sentences and enhance speaking ,reading and writing .	Subject- Verb Agreement Use of am/ is/ are+ ing ,		water.

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Learning Outcomes	Competencies	Topics	Assessment	SDG
will read with comprehension and understand short passages or stories. Answer questions based on the passage or picture accurately . will learn new words and their meanings. Summarize and discuss the main ideas of the text. will enjoy reading, develop critical thinking skills through comprehension exercises from reader.	To be able to connect ideas in sentences, understand the whole passage or text. Reading aloud and conversations with discussions about experiences to relate to. New words to build reading skills. Reading aloud daily to develop fluency and pronunciation.	Comprehensio n - Reading, Oral, Aural . Reader Comprehensi on Topic - THE RED RAINCOAT - ChapTer 1		
will write simple sentences with descriptions on a topic and will use doing words , descriptive words to make their writing more engaging. Organize their ideas creatively and make complete sentences. Enjoy expressing themselves through writing.	Writes short descriptive or narrative paragraphs using visuals as prompts	Composition - Descriptive, Narrative, Picture. (Topic based on theme- Rainy Day)		
will be aware that has and	Writes sentences in the simple present tense using doing words and Naming words to show what someone owns.	Use of Has and Have		

will become more confident in expressing themselves improving both their spoken and written skills and be able to form simple senteces on naming words independently.	Identifing naming words and distinguishing whether there are singular or in plural form.	There is/ There are		
is aware naming words form plurals by adding "- s" "es" and "-ves" to words. understand the rules for forming naming words from singular to plural and vice versa. will use such words to form simple sentences of their own and converse.	Identifing naming words and construction of sentences in singular and in plural form, Identifies and uses describing words	Singular-Plural (Sentences)	Mid term 2	Zero Hunger, Good health and wellbeing, Gender Equality, life on land, Life on water.
Can understand what are describing words, will be able to sort them into	to describe a naming word/ objects	Adjectives - describing words		
able to sort them into different types, will be aware that opposites are also describing words.Will frame sentences using describing words.	use of describing words to distinguish the differences of two objects.	Opposites (Words and Sentences)		
is aware that certain objects are used in a pair and will make sentences to describe the pair objects.	Identify objects which are used together as a pair.	Pairs words.		
	Contructs sentences in the simple present tense for daily routines or facts.	Simple Present Tense		

identifiy and use position words to show the relationship between naming words or pronouns in a sentence. understand how the following words show a person, animal or object's location. help in making meaningful sentences using position words.	Constructs sentences and uses words to show the postion of objects .	Prepositions- postion words (in, on, under, near, between)		
Understand the use of pronoun instead of naming words to avoid repetition in sentences. Writes a grammatically correct sentence using a pronoun. I Use pronouns accurately in sentences and conversations. Is aware of the uses with pronouns I, he ,she ,it and used of we , you and they.	Replaces naming words with pronouns and creating meaningful sentences.	Pronouns (he, she, it, they, we, I, you, them)		
Can understand how words and sentences are joined.is aware of when 'and' , 'but' , is used	Contructs sentences by joining two sentences together using a sentence joining word.	Conjunctions - Joining words (and, but,)	-Final Term	Zero Hunger, Good health and wellbeing, Gender Equality, life on land, Life on water.
will write simple sentences with descriptions on a topic and will use doing words , descriptive words to make their writing more engaging. Organize their ideas creatively and make complete sentences. Enjoy expressing themselves through writing.	Writes short descriptive or narrative paragraphs using visuals as prompts	Composition - Descriptive, Narrative, Picture composition - My Pet Animal, My Favourite toy.		

will read with comprehension and understand short passages or stories. Answer questions based on the passage or picture accurately . will learn new words and their meanings. Summarize and discuss the main ideas of the text. will enjoy reading, develop critical thinking skills through comprehension exercises from reader.	Demonstrates understanding of passages by answering oral, written, and aural questions (one comprehension per month).	Comprehensio n - Reading, Oral, Aural . Picture Comprehensi on from Text - Art and Culture - Toy of Indian.		
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Learning Outcome	Competencies	Торіс	Assessment	SDG
	Children will be able to:	Revision of Kg		
Write the numbers, Identification of numbers 0-99	* Work with numbers 1-99 (Learn to recognize and write numbers in sequence with proper formation. count objects up to 99 concretely, pictorially and symbolically.)	Numbers 1-99 (Number Names, write in figures)		No Poverty, Zero Hunger, Good Health, Gender Equality, Quality Education,
Understand the concept greater than, less than	* Students will develop an understanding of pre-number concepts like size, position, and comparison, enabling logical reasoning and spatial awareness.	Pre number Concept		Responsible Consumption, Life below Water, Life on Land
Sequencing numbers	*sequences of number up to 99.	Before, After, Between Numbers/ Greater than less than		
Arrange the number big to small and small to big	* Comparison of numbers . (Arrange numbers from smallest to largest (ascending) and largest to smallest (descending).)	Ascending Order and Descending Order	Mid- Term 1	
place value of the given number.	Students will begin to understand place value by breaking numbers into tens and ones (e.g., $12 = 10 + 2$).	Expanded form and place Value		
cognitive development and logical thinking.	Develop logical and critical thinking	Mental Math		
	Children will be able to.			
Add 2-digit numbers without regrouping.	*Apply addition to solve simple daily life problems using addition with and without regrouping.The concept of carry over in addition will be done	Addition (no carry over) 2/3 step addition		Equality, Quality Education, Responsible
Subtract 2-digit numbers with no borrowing	*Subtract numbers , Solve simple daily life problems using subtraction with and without regrouping.	Subtraction (no borrowing) 2 digit numbers	Half Yearly	Consumption, Life below Water, Life on Land
cognitive development and logical thinking.	* Solve sums mentally. Develop their logical and critical thinking abilities.	Mental Maths		

	Children will be able to			
	problem solving using the concept of Subtraction understanding the concept of Borrowing.			
Solve problems of real life situations. Solve sums using simple sentences.		Story Sums simple addition and subtraction		
Length (tall /short), Weight(heavy/light) Capacity (empty/full)	*Estimate and measure short lengths using non- uniform units like a finger, hand- span, length of a forearm, footsteps. Compare mass/weight, using a scale	measurement	Mid- Term 2	Quality Education, Responsible
Read time on an analog and digital clock (hours and half-hours).	Arrange events happening in short/longer span of time . Tell time by the hour using an analog clock. Understand and relate days of the week, months of the year and the passage of time in daily activities.	Time		Consumptio n, Life below Water, Life on Land
Recognise notes and coins.		Money		
Recognise the rupee symbol				
	Children will be able to			
skip counting in 2's , 3's, 5' and 10's	The ability to quickly and accurately recall the multiplication facts for the numbers 2 and 3	Skip Counting in 2's , 3's,		Responsible Consumptio
Identify and describe 2D shapes (square, rectangle, circle, triangle).	Children will identify and name basic shapes (circle, square, triangle, rectangle) and relate them to real-world objects.	Geometrical Shapes	Final Term	– n, Life below Water, Life on Land
Collect, organize, and interpret data using pictographs .	Demonstrate the ability to collect and organise data, represent it using tally marks and pictographs and interpret the information presented.	Data handling		

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Class 1 Subject: EVS					 				
1. Learning Outcomes	2. Competencies	3. Chapter / Topics (Book- My amazing book of Environmental Studies -1)	4. Term	SDG GOALS					
To be able to identify and name different body parts. Understand the functions of each body part.	Awareness about body parts and their functions. Understanding how to take care of our body. Develop observation skills.	Our Body is Wonderful (pages: 7-10)	Mid Term-1	SDG 3: Good Health and Well-being. SDG 12: Responsible Consumption and Production					
Recognize the five sense organs and understand the functions. Use senses to observe the surroundings.	Sensory awareness.Naming and recognizing sense organs Understanding how each organ helps us	Our Sense Organs (pages: 11- 14)		SDG 4: Quality Education. SDG 15: Life on Land					
Students will understand types of families (nuclear and joint). They will learn the roles and responsibilities of family members. Learn to create a family tree.	Social skills, understanding relationships. Identifying family members and their roles.	My Family (pages: 15-18)		SDG 5: Gender Equality, SDG 10: Reduced Inequalities					
Learn the importance of living together and also about different festivals and celebrations and how to respect different cultures and traditions.	Social bonding, cultural awareness. Understanding festivals and celebrations Respecting different traditions	Living and Celebrating Together (pages:19- 23)		SDG 16: Peace, Justice, and Strong Institutions					
Identify and learn about different types of food.Understand the importance of healthy eating and how to build a good food habits.	Nutrition awareness, develop healthy habits. Identifying different food groups.	Our Food (pages: 23-26)		SDG 2: Zero Hunger, SDG 3: Good Health and Well- being					
Learn about the various sources of water and different ways to save water. Understand the importance of clean drinking water.	Environmental awareness, conservation Identifying uses of water Understanding ways to save water.	Water (pages: 27-29)	Half Yearly	SDG 6: Clean Water and Sanitation, SDG 14: Life Below Water					
Students will learn about different types of clothes such as seasonal clothing.Understand the importance of clean clothes and how to take care of clothes.	Weather awareness, dressing appropriately. Identifying clothes based on seasons	The Clothes We Wear (pages: 37-40)		SDG 4: Quality Education, SDG 5: Gender Equality, SDG 13: Climate Action					
Learn about different types of houses. Understand why a house is important.	Shelter awareness, safety Understanding the purpose of houses	We Need a House (pages: 32-36)		SDG 11: Sustainable Cities and Communities, SDG 3: Good Health and Well- being					
Understand the importance of air. Learn simple ways to keep the air clean.Identify sources of air pollution	Environmental awareness- Importance of air and how to keep air clean.	Air Around Us (pages: 41-44)		SDG 13: Climate Action, SDG 7: Affordable and Clean Energy					
Learn personal hygiene habits and the importance of exercise and healthy food.	Identifying good hygiene practices. Understanding the importance of exercise.	Keeping Clean and Fit (pages: 45-48)	Mid Term - 2	SDG 3: Good Health and Well-being					
To be able to identify important places (school, hospital, market, etc.). Understand their uses in daily life.	Community awareness and its importance.	Places in the Neighbourhood (pages: 53-56)		SDG 11: Sustainable Cities and Communities					
Learn basic safety rules at home, school, and on the road. To be aware of good touch and bad touch.	Safety awareness, decision-making in emergency situations.Recognizing safety rules (road, home, school). How to keep yourself safe.	Staying Safe (pages: 49-52)		SDG 3: Good Health and Well-being					
Understand the roles of community helpers and their importance in our daily life through project work. Show respect for people who help us.	Community awareness, respect for various professions. Understanding their contributions in our lives.	People Who Help Us (pages: 58-60)		SDG 4: Quality Education, SDG 8: Decent Work and Economic Growth, SDG 16: Peace, Justice, and Strong Institutions					
Identify different types of plants. Learn about the uses of plants and how to take care of plants.	To be aware of various types of plants and their uses. Learn how to the plants.	Plants Around Us (pages: 61- 65)	Final Term	SDG 15: Life on Land, SDG 12: Responsible Consumption and Production					
Identify different modes of transport (land, water, air). Learn the importance of transport in daily life. Understand basic road safety rules and road signs.	Understanding the three means of transport and the purpose of transport in our lives.	Means of Transport (pages: 71-75)		SDG 11: Sustainable Cities and Communities, SDG 13: Climate Action					
Classify animals (wild, domestic, and pet animals) and learn about their habitats, food habits, and usefulness.	Observation, classification- Identifying different animals and their habitats.	Animal World (pages: 66-70)		SDG 15: Life on Land, SDG 14: Life Below Water					
Understand how people communicate (letters, phones, messages) and the importance of staying connected.	Communication awareness, technology used. Understanding the needs and care of animals. Understanding their importance in daily life	Keeping in Touch (pages: 76-79)		SDG 9: Industry, Innovation, and Infrastructure, SDG 16: Peace, Justice, and Strong Institutions					
Observe and describe things in the environment. Understand how nature changes (day, night, seasons).Learn to care for the environment.	Identifying natural and man-made things. Understanding how we interact with the environment.	The World Around Me ((pages:80-83)		SDG 13: Climate Action, SDG 14: Life Below Water, SDG 15: Life on Land.					
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LEARNING OUTCOMES	COMPETENCIES	TOPICS	ASSESSMENT	SDG	
	कहानी सुनाने में सक्षम होंगे	* वर्णमाला			
अक्षरों को पहचान कर लिख सकेंगे	कविता सुनाने में सक्षम होंगे	* बिना मात्रा वाले शब्द		Goal1	
	अक्षरों को देखकर पहचान				
हिंदी अंको को पहचान बोल और लिख सर्केगे	सकेंगे	* गिनती 1-10	MIDTERM 1	Zero Hunger	
		*Oral: कविताएँ, कहानियाँ,			
बिना मात्रा वाले शब्दों की रचना करेंगे	गिनती हिंदी में बता सकेंगे	दिनों के नाम, गिनती			
	बिना मात्रा वाले शब्दों को				
बिना मात्रा वाले शब्दों को पढ़कर इसका अर्थ बताएं	गे पढ़ेंगे।				
	दिनों के नाम उन्हें याद होंगे				
		* बारहखड़ियाँ			
	स्वर की मात्राओं का ज्ञान होगा				
मात्रा के साथ शब्दों की रचना करेंगे।	1	* मात्रा : आ,इ, ई, उ, ऊ,ऋ			
	मात्राएं कहां लगती है इसका				
चित्र देखकर उनका नाम बता सकेंगे	ज्ञान होगा	* गिनती (11-20)		Goal 15	
	आ से ऋ तक की मात्राओं वाले	* (oral) : कविताएँ, कहानियाँ,			
चित्र देखकर उनका नाम लिखने में सक्षम होंगे	शब्दों को पहचानसकेंगे।	गिनती, महीनों के नाम	HALF YEARLY	Use of land	
कविता याद कर कक्षा में सुनाएंगे।	दिनों के नाम का ज्ञान होगा				
शब्दों को सजा कर लिखने में सक्षम होंगे	महीनों के नाम पता होंगे।				
	परिवार के सदस्यों की				
	जानकारी होगी।				
	कविता सुन सकेंगे				
	भाव के साथ कविता वाचन				
मात्राओं के साथ शब्दों की रचना करेंगे।	करेंगे।	* बारहखड़ियाँ		Goal 6	
	कल्पना के माध्यम से			Clean water	
चित्र देखकर उनका नाम बताएंगे।	कहानियों के सृजन करेंगे।	* मात्राएँ ए,ऐ,ओ,औरऔ	MIDTERM 2	and sanitation	
	पालतू पशु और जंगली पशु के				
छोटे-छोटे वाक्य की रचना करेंगे।	बीच का ज्ञान होगा।	* गिनती (21-30)			
चीजों को गिन कर लिख सकेंगे।	पेड़ पौधों के बारे में बता सकेंगे।	Oral:			
		कविताएँ, कहानियाँ, पशु			
	चीजों को गिन कर बता सकेंगे।	पक्षियों के नाम, गिनती,			
		बारहखड़ियाँ			
		* बारहखडियाँ			
विभिन्न मात्राओं द्वारा शब्दों की रचना।	अपने त्योहारों का ज्ञान होगा।	* अनुस्वार			
	किस तरह के कपड़े पहनते हैं				
अनुस्वार: का प्रयोग करते हुए शब्दों की रचना।	इसकी जानकारी होगी	* विसर्ग		Goal 3	

रो के विभिन्न रूपों का प्रयोग।	आसपास की चीजों को देखकर कहानी बन पाएंगे	* चंद्रबिंदु		good health and well being	
वह किसी भी शब्द द्वारा वाक्य की रचना	अभिनय द्वारा कविता गण करेंगे	* र का प्रयोग	FINAL		
चीजों को देखकर उसके उसका अर्थ और उसका विपर	कक्षा की चीजों को गिन कर बताएंगे	* संयुक्त व्यंजन			
		* गिनती 31 से 40			
		* (Oral): , कविताएँ, कहानी, वेशभूषा, त्योहारों के नाम			

	Learning Outcomes	Competency	Topic	Assessment	SDG
Term 1	১. শ্রবণ ও বক্তৃতা দঙ্গতা পরিচিত্ত শব্দ ও বাক্য চিনতে পারা ও উচ্চারণ করা	১. ভাষার প্রতি আগ্রহ ও আয়বিশ্বাস তৈরি করা ২. পঠন ও লেখন দক্ষভার গ্রাথমিক ভিত্তি গড়ে ভোলা 3. শব্দ চমন ও বাক্য গঠনের ক্ষমতা বৃদ্ধি করা 4. সৃজনশীলভা ও কল্পনাশক্তি বিকাশ করা (ছবি দেখে গল্প বলা, ছড়া শেখা ইত্যাদি)	মাত্রাছাড়া শন, আ কার	Mid Term 1	Goal 15 Life on Land
	ছোট ছোট বাক্যে নিজের ভাব প্রকাশ করতে পারা গল্প ও কবিতা মনোযোগ দিয়ে শোনা ও পুনরায় বলা	5. দৈনন্দিন জীবনে ভাষার ব্যবহার শেথানো	ই কার, উ কার	Half Yearly Exam	Goal 3 Good Health
	মৌথিকভাবে প্রশ্নের উত্তর দিতে পারা				
	2. পঠন দক্ষতা		ভৃত্তীয় গাঠ, চতুৰ্থ গাঠ	Mid Term 2	Goal 2 Zero Hunger
	বাংলা বর্ণমালার স্বরবর্ণ ও ব্যঞ্জনবর্ণ চিনতে পারা।				Zero Hunger
Term 2	আ কার, ই কার সহ সব মাত্রাগুলিকে চেনা।		গক্ষম গাঠ, ষষ্ঠ গাঠ		
	সহজ শব্দ ও বাক্য পড়তে পারা।			Final Term Examination	Goal 4 Quality Education
	ছবি দেখে গল্প বলা ও শব্দ চেনা।				
	3. লেথন দক্ষতা				
	বাংলা শ্বরবর্ণ ও ব্যঞ্জনবর্ণ সঠিকভাবে লিখভে পারা।				
	সব মাত্রার চিহ্নগুলি সঠিকভাবে লেখা।				
	ছোট বাক্য ও শব্দ লিথতে পারা।				
	ছবি দেখে বাক্য গঠন করতে পারা।				
	4. শব্দডাণ্ডার ও ভাষার ব্যবহার				
	ন, নিগতান ও ভাশন ব্যবহার দৈনন্দিন জীবনে ব্যবহাত সাধারণ শব্দ ও বাক্য গঠন				
	সহজ বাংলা শব্দের অর্থ বোঝা				

TERM	LEARNING OUTCOMES	COMPETENCIES	TOPIC/CHAPTER	ASSESMENT	SDG
	By the end of the chapter 'Introduction to Computers,' students should be able to:	Understand the basic components of a computer: Students should be able to identify and explain the basic components of a computer.			
	Identify the basic components of a computer	Learn about different types of computers: Students should be able to identify and differentiate between different types of computers.			
	Differentiate between different types of computers	Understand the role of software in computers: Students should be able to explain the role of software in computers, including the operating system and application software.	Introduction to Computers		
	Explain the role of software in computers	Learn about the uses of computers: Students should be able to identify and explain the various uses of computers, such as word processing, spreadsheets, presentations, and internet browsing.	-		
	By the end of the chapter 'Uses of Computers,' students should be able to:	Understand the importance of computer security: Students should be able to explain the importance of computer security and the basic principles of keeping a computer secure, such as using strong passwords and avoiding suspicious websites.		Mid Term 1	
	Identify and explain the various uses of computers, such as word processing, spreadsheets, presentations, and internet browsing	Learn about basic computer maintenance: Students should be able to explain the importance of regular computer maintenance and the basic steps involved in maintaining a computer, such as cleaning the keyboard and updating the operating system.	Uses of Computers		
	Understand the importance of computer security and the basic principles of keeping a computer secure. Explain the importance of regular computer maintenance and the basic steps involved in maintaining a computer			_	
	Parts of a Computer	Identify Basic Parts of a Computer:			
	Identify and Name Basic Parts of a Computer:	Recognize and name the basic parts of a computer such as the monitor, keyboard, mouse, CPU (Central Processing Unit), and printer.			
	Students will be able to identify and name key computer parts such as the monitor, keyboard, mouse, CPU, and printer.	Understand the Function of Each			
	Describe the Function of Each Computer Part:	Learn the basic functions of each computer part:			

Students will be able to describe the basic functions of each computer part, like the monitor displaying images, the keyboard for typing, and the mouse for pointing and selecting.	Understand the Importance of Each Part:		
Distinguish Between Hardware and Software:	Recognize how each part works together to make the computer function.	Parts of a Computer	
Students will understand the difference between hardware (physical components) and software (programs and applications) and be able to give examples of each.	Identify Hardware and Software:		
Recognize the Importance of Computer Parts:	Differentiate between hardware (physical parts of the computer) and software (programs or applications used on the computer).		
Students will understand how each part works together to help the computer perform its tasks.	Hands-on Identification:		
Hands-on Practice:	Engage in practical exercises to identify and name the different parts of a computer in the classroom or at home.		
Students will actively engage in identifying and handling the different computer parts in a classroom or at home environment.	Powering On and Off the Computer:		
	Learn how to turn the computer on and off safely.		
Learn to Use the Computer	Using the Mouse:		Half Yearly
Operate the Computer Safely:	Learn to move, click, and double- click with the mouse.		
Students will learn how to turn the computer on and off properly and safely.	Practice dragging and dropping items on the screen.		
Use the Mouse Effectively:	Using the Keyboard:		
Students will be able to use the mouse to move, click, and double-click.	Learn to type basic letters, numbers, and symbols using the keyboard.		
Students will practice dragging and dropping items on the screen.	Familiarize with the Enter, Backspace, and Spacebar keys.		
Type Using the Keyboard:	Opening and Closing Programs:		
Students will learn to type basic letters, numbers, and symbols on the keyboard.	Understand how to open and close programs or applications using the mouse and keyboard.		
Students will be able to use essential keys like Enter, Backspace, and Spacebar.	Using the Desktop:		
Open and Close Programs:	Learn to identify the Desktop, Taskbar, and Icons.	Learn to Use the Computer	
Students will understand how to open and close programs or applications using the mouse or keyboard.	Practice clicking on different icons to open programs.		

	Navigate the Desktop:	Using Basic Applications:			
	Students will be able to identify the Desktop, Taskbar, and Icons on the screen.	Introduce simple applications like Paint or WordPad and demonstrate basic usage.			
	Students will learn to click on icons to open programs and understand their basic function.	Basic File Handling:			
	Use Basic Computer Applications:	Learn how to save and open files, such as pictures or documents.			
	Students will be able to open and use simple applications like Paint or WordPad for drawing or typing simple texts.	Practice moving the cursor, selecting text, and using simple tools on the computer.			
	Students will understand how to save work (such as drawings or typed documents) and open saved files for later use.				
Term 1	Students will practice moving the cursor, selecting items, and using simple tools on the computer.				SDG 4: Quality Education
	Identify and classify different keys on keyboard. Use alphabet keys, number keys and arrow keys. Identify , locate and use special keys. Locate cursor on the screen.	Recognizing and identifying the keys on the keyboard, including letters, numbers, punctuation, and special keys. Developing the ability to type with minimal errors. Typing basic sentences, numbers, and symbols. Using the Spacebar, Enter, and Backspace. Using arrow keys to navigate the cursor (up, down, left, right). Understanding Special Keys	Learn to Use the Keyboard	Mid Term 2	
	Name and identify different buttons of a computer mouse. Hold the mouse correctly. Differentiate between single click and double click. Understand the concept of drag and drop.	Recognizing the physical components of the mouse, including the left and right buttons, the scroll wheel, and the mouse body. Understanding how to hold and position the hand on the mouse for optimal control and comfort. Learning how to double-click Drag: Moving the mouse while holding down the left button to drag items to different locations on the screen. Drop: Releasing the mouse button to "drop" the item in a new location, such as moving files or folders. Developing the ability to move the mouse on a flat surface and understanding how movement translates to cursor motion on the screen.	Learn to Use the Mouse		
	Know about manners in the computer lab and follow them. Know how to take care of the computer	Respecting Others' Space and Equipment. Using the Computer Properly Respecting the Computer Lab Rules Adjusting the chair and screen properly to ensure good posture and comfort when working at the computer.	Manners In the Computer Lab		

Start Paint Program. Draw coloured lines. Draw colored circles. Identify and locate parts of Paint window. Draw coloured rectangles/boxes. Fill colours in the picture.	Understanding how to use the blank space (canvas) to create drawings, knowing where to click to start a new drawing. Using the shapes tool to create simple shapes like squares, circles, triangles, and lines. Using the fill tool (bucket) to fill in areas with solid colors.	Fun with Paint	Final Term	SDG 3: Good Health and Well Being SDG 4: Quality Education SDG 12: Responsible Consumption and Production
	areas with some colors.			and Froduction