

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.	Revision Of K. G work (The Alphabetical order, Phonic Drill, Vowels and Consonants)		
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.			
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.			
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 naming 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 and sanitation , Life on land , Life on 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		

Use "a" before consonant sounds naming words and "an" before vowel sounds naming words. Use of the for specific Special Naming words.	Uses articles correctly with singular nouns. using consonants and vowels to identify the use of a and an.	Articles (Use of a/an /the)	Mid Term 1	
will apply the use of A,an and the when speaking and when writing simple sentences.	Distinguishes when to use "a," "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).			
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 animals.	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 'I' 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)
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 ,

Half Yearly

Zero Hunger,
Good health
and wellbeing,
Gender
Equality, life on
land, Life on
water.

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 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 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.	Comprehension - Reading, Oral, Aural . Reader Comprehension Topic - THE RED RAINCOAT - Chapter 1		
Learning Outcomes	Competencies	Topics	Assessment	SDG

will become more confident in expressing themselves improving both their spoken and written skills and be able to form simple sentences on naming words independently.	Identifying naming words and distinguishing whether there are singular or in plural form.	There is/ There are	Mid term 2	Zero Hunger, Good health and wellbeing, Gender Equality, life on land, Life on water.
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.	Identifying naming words and construction of sentences in singular and in plural form,	Singular-Plural (Sentences)		
Can understand what are describing words, will be able to sort them into different types, will be aware that opposites are also describing words. Will frame sentences using describing words.	Identifies and uses describing words to describe a naming word/ objects	Adjectives - 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.		
	Constructs sentences in the simple present tense for daily routines or facts.	Simple Present Tense		

<p>identify 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.</p>	<p>Constructs sentences and uses words to show the position of objects .</p>	<p>Prepositions- position words (in, on, under, near, between)</p>
<p>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.</p>	<p>Replaces naming words with pronouns and creating meaningful sentences.</p>	<p>Pronouns (he, she, it, they, we, I, you, them)</p>
<p>Can understand how words and sentences are joined.is aware of when 'and' , 'but' , is used</p>	<p>Constructs sentences by joining two sentences together using a sentence joining word.</p>	<p>Conjunctions - Joining words (and, but,)</p>
<p>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.</p>	<p>Writes short descriptive or narrative paragraphs using visuals as prompts</p>	<p>Composition - Descriptive, Narrative, Picture composition - My Pet Animal, My Favourite toy.</p>

-Final Term

**Zero Hunger,
Good health
and wellbeing,
Gender
Equality, life on
land, Life on
water.**

<p>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.</p>	<p>Demonstrates understanding of passages by answering oral, written, and aural questions (one comprehension per month).</p>	<p>Comprehension - Reading, Oral, Aural . Picture Comprehension from Text - Art and Culture - Toy of Indian.</p>		
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Learning Outcome	Competencies	Topic	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, Responsible Consumption, Life below Water, Life on Land
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		
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 Consumption, Life below Water, Life on Land
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	
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	Equality, 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		Consumption, 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,		Education, Responsible Consumption, Life below Water, Life on Land
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	
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		

[illegible]

LEARNING OUTCOMES	COMPETENCIES	TOPICS	ASSESSMENT	SDG	
वर्णमाला लिखने में सक्षम होंगे।	कहानी सुनाने में सक्षम होंगे	* वर्णमाला			
अक्षरों को पहचान कर लिख सकेंगे	कविता सुनाने में सक्षम होंगे	* बिना मात्रा वाले शब्द		Goal1	
हिंदी अंको को पहचान बोल और लिख सकेंगे	अक्षरों को देखकर पहचान सकेंगे	* गिनती 1-10	MIDTERM 1	Zero Hunger	
बिना मात्रा वाले शब्दों की रचना करेंगे	गिनती हिंदी में बता सकेंगे	* Oral: कविताएँ, कहानियाँ, दिनों के नाम, गिनती			
बिना मात्रा वाले शब्दों को पढ़कर इसका अर्थ बताएंगे	बिना मात्रा वाले शब्दों को पढ़ेंगे।				
	दिनों के नाम उन्हें याद होंगे				
		* बारहखड्डियाँ			
मात्रा के साथ शब्दों की रचना करेंगे।	स्वर की मात्राओं का ज्ञान होगा।	* मात्रा : आ,इ, ई, उ, ऊ,ऋ			
चित्र देखकर उनका नाम बता सकेंगे	मात्राएँ कहां लगती हैं इसका ज्ञान होगा	* गिनती (11-20)		Goal 15	
चित्र देखकर उनका नाम लिखने में सक्षम होंगे	आ से ऋ तक की मात्राओं वाले शब्दों को पहचान सकेंगे।	* (oral) : कविताएँ, कहानियाँ, 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				
मात्राओं के साथ शब्दों की रचना करेंगे।	भाव के साथ कविता वाचन करेंगे।	* बारहखड्डियाँ		Goal 6	
चित्र देखकर उनका नाम बताएंगे।	कल्पना के माध्यम से कहानियों के सृजन करेंगे।	* मात्राएँ ए,ऐ,ओ,औरऔ	MIDTERM 2	Clean water and sanitation	
छोटे-छोटे वाक्य की रचना करेंगे।	पालतू पशु और जंगली पशु के बीच का ज्ञान होगा।	* गिनती (21-30)			
चीजों को गिन कर लिख सकेंगे।	पेड़ पौधों के बारे में बता सकेंगे।	Oral:			
	चीजों को गिन कर बता सकेंगे।	कविताएँ, कहानियाँ, पशु पक्षियों के नाम, गिनती, बारहखड्डियाँ			
		* बारहखड्डियाँ			
विभिन्न मात्राओं द्वारा शब्दों की रचना।	अपने त्योहारों का ज्ञान होगा।	* अनुस्वार			
अनुस्वार: का प्रयोग करते हुए शब्दों की रचना।	किस तरह के कपड़े पहनते हैं 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	<p>১. শ্রবণ ও বক্তৃতা দক্ষতা</p> <p>পরিচিত শব্দ ও বাক্য চিনতে পারা ও উচ্চারণ করা</p> <p>ছোট ছোট বাক্যে নিজের ভাব প্রকাশ করতে পারা</p> <p>গল্প ও কবিতা মনোযোগ দিয়ে শোনা ও পুনরাবৃত্তি করা</p> <p>মৌখিকভাবে প্রশ্নের উত্তর দিতে পারা</p> <p>2. পঠন দক্ষতা</p> <p>বাংলা বর্ণমালার স্বরবর্ণ ও ব্যঞ্জনবর্ণ চিনতে পারা।</p> <p>আ কার, ই কার সহ সব মাত্রাগুলিকে চেনা।</p>	<p>১. ভাষার প্রতি আগ্রহ ও আত্মবিশ্বাস তৈরি করা</p> <p>২. পঠন ও লেখন দক্ষতার প্রাথমিক ভিত্তি গড়ে তোলা</p> <p>৩. শব্দ চয়ন ও বাক্য গঠনের ক্ষমতা বৃদ্ধি করা</p> <p>৪. সৃজনশীলতা ও কল্পনাশক্তি বিকাশ করা (ছবি দেখে গল্প বলা, ছড়া শেখা ইত্যাদি)</p> <p>৫. দৈনন্দিন জীবনে ভাষার ব্যবহার শেখানো</p>	<p>মাত্রাযুক্ত শব্দ, আ কার</p> <p>ই কার, উ কার</p> <p>দ্বিতীয় পঠ, চতুর্থ পঠ</p>	<p>Mid Term 1</p> <p>Half Yearly Exam</p> <p>Mid Term 2</p>	<p>Goal 15 Life on Land</p> <p>Goal 3 Good Health</p> <p>Goal 2 Zero Hunger</p>
Term 2	<p>সহজ শব্দ ও বাক্য গড়তে পারা।</p> <p>ছবি দেখে গল্প বলা ও শব্দ চেনা।</p> <p>3. লেখন দক্ষতা</p> <p>বাংলা স্বরবর্ণ ও ব্যঞ্জনবর্ণ সঠিকভাবে লিখতে পারা।</p> <p>সব মাত্রার চিহ্নগুলি সঠিকভাবে লেখা।</p> <p>ছোট বাক্য ও শব্দ লিখতে পারা।</p> <p>ছবি দেখে বাক্য গঠন করতে পারা।</p> <p>4. শব্দভাণ্ডার ও ভাষার ব্যবহার</p> <p>দৈনন্দিন জীবনে ব্যবহৃত সাধারণ শব্দ ও বাক্য গঠন</p> <p>সহজ বাংলা শব্দের অর্থ বোঝা</p>		<p>পঞ্চম পঠ, ষষ্ঠ পঠ</p>	<p>Final Term Examination</p>	<p>Goal 4 Quality Education</p>

TERM	LEARNING OUTCOMES	COMPETENCIES	TOPIC/CHAPTER	ASSESSMENT	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.	Introduction to Computers	Mid Term 1	
	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.			
	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.	Uses of Computers		
	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.			
	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 Part:			
	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:	Parts of a Computer
Distinguish Between Hardware and Software:	Recognize how each part works together to make the computer function.	
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:	Half Yearly
	Learn how to turn the computer on and off safely.	
Learn to Use the Computer	Using the Mouse:	
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.	
Students will understand how to open and close programs or applications using the mouse or keyboard.	Practice clicking on different icons to open programs.	
		Learn to Use the Computer

Term 1	Navigate the Desktop:	Using Basic Applications:			SDG 4: Quality Education
	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.				
	Students will practice moving the cursor, selecting items, and using simple tools on the computer.				
	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		

Term 2	<p>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.</p>	<p>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.</p>	Fun with Paint	Final Term	<p>SDG 3: Good Health and Well Being SDG 4: Quality Education SDG 12: Responsible Consumption and Production</p>
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