

# **GREEN VALLEY**

## **EDUCATIONAL INSTITUTE**

(An Alma-mater of Mental and Physical Development)



### **SYLLABUS FOR 1<sup>st</sup> STANDARD SESSION 2016 – 2017**

Name of the Student: \_\_\_\_\_

Roll No.: \_\_\_\_\_

Section: \_\_\_\_\_

Ellahi-Bagh, Buchpora, Srinagar, Kashmir.

# English

## Cambridge Global English — 1

### Unit I

#### Lesson:

- Welcome to school

#### A:

- Board Presentation
- Reading
- Word bank
- Vocabulary

#### B: Life – Skills:

- School objects
- People around the world
- Transport

#### C: Writing:

- Question / Answers
- Making Sentences
- Quiz

#### D: Grammar:

- Noun (definition)
- Singular / Plural nouns
- Present Simple

#### Poem:

- Alphabet Poem
- Bingo

#### A:

- Recite with action
- Presenting CD on smart board

#### B: Life – Skills:

- To become smart and active
- Act out poems and Songs

#### C: Writing:

- Pointing to the letters as they sing (coloured pencils)
- e.g., B-I-N-G-O

#### Phonics/Grammer:

#### A: LOG

- Definition of noun with examples.
- Singular/Plural nouns
- Present Simple I,we,you)

#### B: Phonics sound (A-Z)

#### Listening/Speaking:

- Listen for information
- Listen t letters
- Act out poems and songs
- Act out story (I go to school)

#### Activity Book:

- Page 4 - 15

**Teacher's Note: Don't skip: Listening/speaking/conversation practice**

<b>Unit II</b>		
<b>Lesson:</b> <ul style="list-style-type: none"> <li>• Family Time</li> <li>• Fun and games</li> </ul> <b>A:</b> <ul style="list-style-type: none"> <li>• Board Presentation</li> <li>• Reading</li> <li>• Word bank</li> <li>• Vocabulary</li> </ul> <b>B: Life – Skills:</b> <ul style="list-style-type: none"> <li>• Knowing family</li> <li>• Likes/dislikes</li> <li>• Games and their ways</li> <li>• New vocabulary</li> </ul> <b>C: Writing:</b> <ul style="list-style-type: none"> <li>• Question / Answers</li> <li>• Making Sentences</li> <li>• Quiz</li> </ul> <b>D: Grammar:</b> <ul style="list-style-type: none"> <li>• Present Simple</li> <li>• Negatives Sentences</li> <li>• There is/are</li> <li>• Preposition</li> <li>• Paragraph Writing</li> <li>• My favourite game</li> </ul>	<b>Poem:</b> <ul style="list-style-type: none"> <li>• Grandma’s glasses</li> <li>• Ten in the bed</li> <li>• Bounce the ball</li> <li>• Wind the bobbin up</li> </ul> <b>A:</b> <ul style="list-style-type: none"> <li>• Recite with action</li> <li>• Presenting CD on smartboard</li> </ul> <b>B: Life – Skills:</b> <ul style="list-style-type: none"> <li>• Talk about families</li> <li>• Act out poems/songs</li> <li>• Give instruction (bounce the ball)</li> <li>• Make a new song verse</li> </ul> <b>C: Discussion:</b> <ul style="list-style-type: none"> <li>• Family questionnaire:</li> <li>• Do you lay the table?</li> <li>• Characters in the story:</li> <li>• Which characters are silly?</li> </ul> <b>D: Read and Respond</b> <ul style="list-style-type: none"> <li>• Families work and have fun.</li> </ul>	<b>Phonics / Grammer:</b> <b>A: LOG</b> <ul style="list-style-type: none"> <li>• Present Simple</li> <li>• There is /are</li> <li>• Negative Sentences</li> <li>• Present tense</li> <li>• Preposition</li> <li>• Phonics: short ‘a’ and ‘u’</li> </ul> <b>B: Listening/Speaking:</b> <ul style="list-style-type: none"> <li>• Ask and answer</li> <li>• Rhyming words</li> <li>• Listen to phonics story</li> <li>• The cat</li> <li>• Run, duck, run</li> <li>• Role play</li> <li>• The ker-Plunk</li> </ul> <b>Activity Book:</b> Pages 16 – 39
<b>Teacher’s note: Don’t skip: smart board presentation, conversation and activities.</b>		

## Term I

### Lesson:

- Making Things
- On the farm

### A:

- Board Presentation
- Reading
- Word bank
- Vocabulary

### B: Life – Skills:

- Colours
- Shapes
- Different types of clothes.
- Characters
- Farm pictures
- Life cycles of a bean and a hen

### C: Writing:

- Word bank
- Question and Answers
- Making sentences

### D: Grammar:

- Present continuous
- Pronouns
- Can
- Above and under
- Masculine feminine

### Quiz:

- What I can do?

### Poem:

- Party time
- London Bridge is falling down.
- Old Mac Donald had a farm.
- Farm Poem.
- Higgledy Piggledy

### A:

- Reading and reciting with actions
- A/V on smart board.

### B: Life – Skills:

- Discuss about different party clothes.
- Draw and paint London Bridge.

### C: Discussion:

- What can we make with colours and shapes?
- What can you find on a farm?
- How can we take care of plants and animals?

### Phonics / Grammer:

#### A: LOG

- Short sound e, I, ch, sh.
- Tongue twisters
  - (i) Flies fly butterfly flies
  - (ii) I scream you scream we all scream for ice-cream.
- I'm, we, are

#### B: Listening/Speaking:

- Rhyming word
- Phoenic story:
  - (i) The Tent
  - (ii) Fix it Fish
  - (iii)
- Ask and answer
- Noisy animals:
  - Animal sounds
- Read and respond:
  - Little Ren Hen
  - The elves and the shoemaker

#### Activity Book:

Pages 40 – 62

**Teachers Note: Don't skip : Smart board presentation conversation and activities**

### Unit III

#### Lesson:

- My five senses
- Let's go

#### A:

- Board Presentation
- Reading
- Vocabulary

#### B: School Objects:

- Music
- Five senses
- Making a helicopter
- Travel survey

#### C: Writing:

- Word bank
- Question and Answers
- Making sentences
- Quiz

#### D: Grammar:

- Word opposites
- Prepositions
- Ask and answer questions : Which? Can you? What's? Do you?
- Letter writing
- Imperatives
- What's this?

#### Poem:

- Popcorn
- The wheels on the bus.
- Bus driver.
- My Big Blue Boat.

#### A:

- Reading and reciting with actions
- A/V on smart board

#### B: Life – Skills:

- Discuss a simple recipe (fruit custard)
- Discuss how do we travel around
- Make a cardboard train.

#### C: Discussion:

- What you can see, smell, touch and taste in the park.
- Comparisons
  - Tall and Taller
  - Fast and Faster

#### Phonics / Grammer:

#### A: LOG

- Short sound 'o'
- er forms.
- Rhyming sounds
- Long e sound.

#### B: Listening/Speaking:

- Talk about ability
- Talk about senses.
- Talk about transportation and movement.
- Phoenic story:
- Tic Tock Hop.
- Five Friends and the Elephants.

#### Critical Values:

- How do we use our five senses?
- Understanding high and low sounds.
- Respecting differences.
- Keeping safe while using transportation.

#### Activity Book:

Pages 64 – 86

**Teachers Note: Don't skip : Smart board presentation conversation and activities**

<b>Term II</b>		
<b>Lesson:</b> <ul style="list-style-type: none"> <li>• Wonderful water</li> <li>• City places.</li> </ul> <b>A:</b> <ul style="list-style-type: none"> <li>• Board Presentation</li> <li>• Reading</li> <li>• Word Bank (Vocabulary)</li> </ul> <b>B: School Objects:</b> <ul style="list-style-type: none"> <li>• Weather patterns</li> <li>• Experiment: things that float.</li> <li>• Traffic lights.</li> </ul> <b>C: Writing:</b> <ul style="list-style-type: none"> <li>• Word bank</li> <li>• Question and Answers</li> <li>• Making sentences</li> <li>• Quiz</li> </ul> <b>D: Grammar:</b> <ul style="list-style-type: none"> <li>• Comprehension</li> <li>• Present simple consolidation</li> <li>• Yes/No questions</li> <li>• Determiners : this/that</li> <li>• Pronouns : these/those</li> <li>• Paragraph writing:</li> <li>• Uses of water</li> <li>• Punctuations</li> </ul>	<b>Poem:</b> <ul style="list-style-type: none"> <li>• Rainy day.</li> <li>• Row, row, row your boat</li> <li>• City song</li> <li>• Rain rain go away</li> </ul> <b>A:</b> <ul style="list-style-type: none"> <li>• Reading and reciting with actions</li> <li>• A/V on smart board</li> </ul> <b>B: Life – Skills:</b> <ul style="list-style-type: none"> <li>• Weather clock.</li> <li>• City map.</li> </ul> <b>C: Discussion:</b> <ul style="list-style-type: none"> <li>• Animals that live in water</li> <li>• Talk about where you live</li> </ul>	<b>Phonics / Grammer:</b> <b>A: LOG</b> <ul style="list-style-type: none"> <li>• Long ‘Ai’ and ‘Ay’ Sounds.</li> <li>• y ending sounds.</li> <li>• Rhyming words.</li> </ul> <b>B: Listening/Speaking:</b> <ul style="list-style-type: none"> <li>• Phoenic story:</li> <li>• Please stay and play the song of the toad.</li> <li>• Ask for and give things.</li> </ul> <b>Critical Values:</b> <ul style="list-style-type: none"> <li>• Why is water important?</li> <li>• Understanding the nature.</li> <li>• What can you see, hear and do in a city.</li> <li>• We can appreciate</li> <li>• Where we live.</li> <li>• We can respect</li> <li>• Different opinions.</li> </ul> <b>Activity Book:</b> Pages 88 – 110
<b>Teachers Note: Don’t skip : Smart board presentation conversation and activities</b>		

## **Mathematics**

### *Cambridge Primary Mathematics – 1 (Cambridge)*

#### **Unit – 1<sup>st</sup>**

- Counting and making 10
- Length
- Tense and ones
- Estimating

##### **Activities:**

- Ten's one's concept by using dot cards, pencils or cubes.
- Ten frame card for doubles.
- Comparing footprints made on A4 paper
- Estimate and count using number strip and cotton balls

#### **Unit – 2<sup>nd</sup>**

- 2D and 3D shapes and symmetry
- Two digit numbers (counting beyond 20)
- Capacity and weight
- Telling the time

##### **Activities:**

- Making students understand 3D shapes with the help of 2D shapes.
- 3D shapes [Pattern]
- With the help of dot cards make them to understand two digit number.
- By using buckets, water bottles, tiffin/ lunch boxes estimate and compare capacity
- Organizing a class café.

#### **Term – 1<sup>st</sup>**

- Odd and Even
- Ordinal numbers and ordering
- Addition and subtraction
- Counting tens and ones

##### **Activities:**

- Pairing and counting different objects e.g. socks, earrings, gloves for odd and even.
- Use string of beads to clear concept of ordering and position.
- Addition and subtraction using number line
- Addition table 1 – 10.

#### **Unit – 3<sup>rd</sup>**

- Ordering
- Money
- Length, capacity and time
- Sorting and representing data (1)

**Activities:**

- Arrange the objects according to their length, height, weight
- Using currency coins to buy different objects
- Concept of days of a week, months of a year and seasons.
- Sorting things based on likes and dislikes

**Term – 2<sup>nd</sup>**

- Adding and subtracting tens and ones
- Equivalence
- Doubles and halves
- Addition and subtraction (2)
- Money , length, capacity and time
- Sorting and representing data (2)

**Activities:**

- Number line race using paper clip and spinner
- Making students understand equivalence with the help of number balancing scale.
- Fold cutout shapes in half (two equal pieces)
- Move the hands on the clock to show the matching time.

**Science*****Cambridge Primary Science*****Unit - I**

- **Lesson :** Being Alive

**Activities:**

- Visit your surroundings with your parents, take the photographs of some living and non-living things and paste them.
- Make a drawing to show how you could help the birds.
- Paste pictures of animals that live in jungle.
- Make a drawing displaying living places of different birds and animals.
- Paste picture of 5 – egg laying birds.
- Make a chart displaying a nursery of your favourite pet animal.
- Make a drawing of 5 healthy fruits from which we obtain juices.

**Activity Books:**

**Skill Builder** : Page Number 6 – 10  
**Challenges** : Page Number 6 – 10



## **Unit - II**

- **Lesson :** Growing Plants

### **Activities:**

- Draw a plant and label its different parts.
- Bring some beans / gram/ peas, cotton and put them in a glass container / bottle and see how seeds grow into a plant.
- Bring two flower pots, corner one pot with a box and see what will happen.

### **Activity Books:**

**Skill Builder** : Page Number 12 – 19

**Challenges** : Page Number 11 - 18

## **Term - I**

- **Lesson :** Ourselves

### **Activities:**

- Draw three objects which are similar in size, shape and colour.
- Build fold a child and give them an opportunity to taste different food items and identify it.
- Draw a picture of two children with different features (Eyes, Hair – colour and height)
- Draw a picture of child, colour and label its different body parts.
- Draw or paste picture of five sense organs.

### **Activity Books:**

**Skill Builder** : Page Number 20 – 27

**Challenges** : Page Number 19 - 26

## **Unit - III**

- **Lesson :** Materials in my World

### **Activities:**

- Draw a picture of five man made materials that you can find around your surroundings.
- Draw few pictures of materials that you can bend, stretch and break.
- Bring two containers and add water in them and show them which things dissolve in water?
- Paste picture of five materials that can be recycled.

### **Activity Books:**

**Skill Builder** : Page Number 28 – 34

**Challenges** : Page Number 27 – 33

## **Term - II**

- **Lesson :** Pushes and Pulls  
Hearing sound

### **Activities:**

- Go to a playground and find different ways to move.
- Draw an picture of one toy that you can push and one toy you can pull.
- Look around your classroom and name the things that you can push and pull.
- Take the students to the play ground and make them play a game with a ball to show them how a ball can go faster, slower, bounce, roll etc.
- On a smart board, make students hear different types of sound.
- Draw a picture of different sound sources.
- Make a mega phone with the help of glazing paper and paste it.

### **Activity Books:**

**Skill Builder** : Page Number 34 – 43

**Challenges** : Page Number 35 – 42

## **DRAWING**

*(Master Strokes – A) Prachi Publications*

### **Term – 1<sup>st</sup>**

- Reinforcement of colours
- Pasting Activity
- Origami
- Sand-paper art/colouring
- Paper Tearing
- Thumb Impression, Patterns and Designs
- Drawing and colouring
- Cotton pasting and finger printing
- Tracing, Colouring
- Drawing simple pictures on a grid, Symmetry

### **Term 2<sup>nd</sup>**

- Colouring with dots
- Learning to draw
- Cotton Pasting
- Sticker Pasting, Paper Tearing
- Simple patterns
- Sticker Pasting Activity
- Paper cutting
- Drawing and colouring
- Vegetable printing
- Colouring
- Paper chain

## ٹرم اکھ

گرئند (۱-۹)

آواز (اُ - ا)

آواز نشانیہ ( ُ - ِ )

سبق نمبر (۱-۹) شکلہ پرز ناؤ و تہ تہند ناؤ و نو

زبانی - پائو کا شری لفظ ( اُ - ا ) و نو

ورق نمبر - (۲۰-۲۱) شکلہ پرز ناؤ و تہ لکھو

## ٹرم ز

گرئند - (۱۸ - ۱۰)

آواز - ( ُ - اؤ )

آواز نشانیہ ( ُ - ِ )

سبق نمبر - (۱۸ - ۱۰)

ورق نمبر (۳۳ - ۳۲) تہ (۴۴-۴۵)

شکلہ پرز ناؤ و تہ لکھو تہند ناؤ

## **COMPUTERS**

*(IT Beans – 1 ) KIPS*

### **Term – 1<sup>st</sup>**

#### ***Theory:***

- Computer My Friend
- Computer : A Machine
- Parts of a Computer
- The Keyboard

#### ***Practical:***

- Fun with paint

### **Term – 2<sup>nd</sup>**

#### ***Theory:***

- Uses of a Computer
- Using a mouse.
- Data and memory
- Storage in a computer.

#### ***Practical:***

- Tux typing

## **QURAN**

*(Noorani Qaida)*

### **Unit – 1<sup>st</sup>**

#### ***Qaida:***

- Concept of Makhraj
- Reading of pages (10 – 14)
- Introduction of Harkaat
- Reading of pages (16 – 18)

#### ***Dua:***

- Dua before eating
- Dua after eating

#### ***Concept of Messangers (A.S)***

### **Unit – 2<sup>nd</sup>**

#### ***Qaida:***

- Introduction of Haroof Maddah
- Reading of pages (19 – 21)
- Concept of Sahabas (R.A)

#### ***Dua:***

- Dua while entering Masjid
- Dua while leaving Masjid

## **Term – 1<sup>st</sup>**

### ***Qaida:***

- Introduction of Khada Zeer , Ultaa Paesh , Khada Zabbar
- Reading of pages (22 – 24)
- Introduction of Haroof Leen
- Reading of pages (28 – 29)

### ***Dua:***

- Dua of drinking milk
- Dua of increasing knowledge

## **Unit – 3<sup>rd</sup>**

### ***Qaida:***

- Concept of Tanveen
- Reading of pages (31 – 33)
- Concept of Ikhfaa
- Reading of page no 34

### ***Dua:***

- Dua while looking into Mirror

### ***Concept of Hadith***

## **Term – 2<sup>nd</sup>**

### ***Qaida:***

- Concept of Jazm
- Reading of pages (34 – 35)
- Revision of pages 31 – 35
- Reading of page no 34

### ***Concept of Sunnah and Hadith***

## **Hindi**

### **Amrita Prevashika**

- |         |                              |
|---------|------------------------------|
| • March | • Introduction of Swar (अ,आ) |
|         | • Reading and tracing        |
|         | • Writing                    |
|         | • Worksheet                  |
| • April | • Introduction of Swar (ई,इ) |
|         | • Reading and tracing        |
|         | • Writing                    |
|         | • Colouring                  |

- May
  - Introduction of Swar (अ)
  - Reading and tracing
  - Writing
  - Activity
- June
  - Introduction of Swar (इ)
  - Reading and tracing
  - Writing
  - Worksheet
- July
  - Introduction of Swar (ए)
  - Reading and tracing
  - Writing
  - Colouring
- August
  - Introduction of Swar (अः)
  - Reading and tracing
  - Writing
  - Worksheet
- September
  - Introduction of Swar (अः)
  - Reading and Writing
  - Revision and tests

## Urdu

### تعمیر اُردو - 1

یونٹ اول:-

نثری اسباق:-

زبر ( َ ) کا اعادہ، زیر ( ِ ) کا اعادہ

املا (مشکل الفاظ) :- سبق زیر کا اعادہ

گرائمر:- گنتی ایک سے دس تک • اپرندوں کے نام، مذکر مونث

یونٹ دوم

نثری اسباق

پیش ( ُ ) کا اعادہ، تشدید ( ّ ) کا اعادہ

املا (مشکل الفاظ) :- سبق تشدید کا اعادہ

گرا ٹمر :- گنتی گیارہ سے بیس تک، واحد / جمع

۱۰ سبزیوں کے نام

میقات اول

نثری اسباق :- میرا تعارف، نماز

نظم :- دُعا

املا (مشکل الفاظ) :- نماز

مضمون :- میری ذات

گرا ٹمر :- لفظ کسے کہتے ہیں؟

میقات سوم

نثری اسباق :- حامد مسجد میں، بلیوں کی کہانی

نظم :- سبزی والا ، گنتی کا گیت

املا (مشکل الفاظ) :- حامد مسجد میں

گرا ٹمر :- سبزیوں کے نام، الفاظ ضد

میقات دوم

نثری اسباق :- اندھا اور لنگڑا، دنوں کے نام، چڑیا اور جگنو

املا (مشکل الفاظ) :- اندھا اور لنگڑا

گرا ٹمر :- دنوں کے نام، پھلوں کے نام، گنتی اکیس سے تیس تک

**General Instructions:**

U<sub>1</sub> test shall be held in March, the U<sub>2</sub> test shall be held in May and the U<sub>3</sub> test shall be held in September. The 1<sup>st</sup> Semester Examination shall be held in July 2017 and 2<sup>nd</sup> Semester Examination will be held in October 2017. Unit Test, (I), (II) and (III) carries 10% of Marks each. 1<sup>st</sup> Semester carries 30% of Marks and 2<sup>nd</sup> Semester carries 40% of Marks. Besides testing the scholastic areas, the child would also be checked for co-scholastic areas like attentiveness, imagination, participation in programmes, games, communication, co-operation, team spirit, leadership qualities, sharing and his/her attitude towards teachers, school, value systems, cleanliness etc. The evaluation will be done on a grading system.

**Grading System**

Marks Range	Grade	Grade Point
91 – 100	A <sub>1</sub>	10.0
81 – 90	A <sub>2</sub>	9.0
71 – 80	B <sub>1</sub>	8.0
61 – 70	B <sub>2</sub>	7.0
51 – 60	C <sub>1</sub>	6.0
41 – 50	C <sub>2</sub>	5.0
33 – 40	D	4.0
21 – 32	E <sub>1</sub>	3.2
00 – 20	E <sub>2</sub>	2.0