



Foreword

Education is a process of the child's holistic development. It is a continuous process by which a child is nurtured, enriched and empowered with knowledge and skills which enable her to develop optimally in all domains- physical, mental, psychological, creative, linguistic and spiritual. By providing a vibrant learning environment, the schools empower their students to interact with the outside world and face challenges with ease.

Each learner is unique and is proficient in a range of skills and competencies over a vast array of multiple intelligences.

Holistic development needs to focus on all dimensions including physical, mental, emotional, cognitive, social and spiritual. Schools as agents of socialization and change help to develop all these dimensions in a well-rounded manner.

Learning Enhancement Cards are unique in this aspect. They use multidisciplinary areas of cognition and integrate it with physical fitness activities. An activity involving jumping and running will not only help to develop speed and power but also to understand measurement and conversion concepts.

Each card addresses the Learning Outcomes of other subjects through cross-curricular links and these have been mapped out on the card.

LEC is a great resource for the teacher, student, parent or even an educator and a starting point which can lead to more exciting lesson plans.



The teacher who uses these cards effectively will definitely help to create physically fit and cognitively curious learners.

I hope that the teachers handling Class 1 -2 will find these cards useful and would be able to use the activities provided in a meaningful way. Any suggestions for further improvement are always welcome.





The book includes:

1. *Learning Enhancement Cards Grades 1-2*
 2. *Learning Outcomes coding document*
 3. *Learning Outcomes Matrix*
- 
- 

The background is a warm, yellow-to-orange gradient. It is decorated with various autumn-themed elements: several large, detailed leaves in shades of red, orange, and brown; smaller green and yellow leaves; and white, starburst-like flowers. The central text is framed by a light-colored, slightly shadowed border that resembles a piece of paper or a frame.

GRADE 1

LEARNING ENHANCEMENT CARD

GRADE 1: CARD 1

Agility, Balance, Coordination: Walking on toes and heels

Activities	Use these Activities to:	Variations	Equipment	Safety measures
<p>In groups</p> <ul style="list-style-type: none"> Walk on different pathways: straight line, circle, triangle and square. Balance an empty box on head while walking along these pathways. Ask students to close their eyes and walk along these pathways on their heels and then their toes. Walk in a zigzag pathway in and out of placed bottles (markers). Walk clockwise and anticlockwise. Change direction, walk slowly, quickly, walk left and right. 	<ul style="list-style-type: none"> Know the different parts of the foot that are involved in walking. Walk different pathways and around objects while changing direction. Understand and follow simple instructions in English. Learn and differentiate between shapes. Create basic layouts of the surroundings. 	<ul style="list-style-type: none"> Walk backwards. Combine walking forwards and backwards. Increase the speed of walk Walk and stop in a space on command. 	<ul style="list-style-type: none"> Lime powder or recycled bottles (as markers). Empty cartons or boxes. Notebooks and stationery items 	<ul style="list-style-type: none"> Use a grassy area or other non-slippery surface.

Cross Curricular Links

English	Mathematics	EVS	Life Skills Enhanced
<p>Follow simple instructions</p> <ul style="list-style-type: none"> Follow simple instructions given by the teacher: e.g. 'walk in a straight line' 'walk clockwise'. <p>(1.L.1), (2.LS.5), (3.LS.5), (4.LS.3), (5.LS.3)</p>	<p>Geometry</p> <ul style="list-style-type: none"> Show the children a shape. Ask them to walk, making the shape with their footsteps. Use circle, square and triangle shapes. <p>(1.3.1), (2.2.1)</p>	<p>Creativity/Map Reading</p> <ul style="list-style-type: none"> Ask the children to design a layout of their own classroom with the shapes which they have learnt through their shape walk activity. E.g. Rectangle -blackboard, doors, Circle - Dustbin, table) <p>(3.5.1), (3.7.1), (4.6.1), (4.8.1), (5.6.1), (5.7.1)</p>	<ul style="list-style-type: none"> Creative Thinking Obedience Teamwork

LEARNING ENHANCEMENT CARD

GRADE 1: CARD 2

Agility, Balance, Coordination: Body awareness

Activities	Use these Activities to:	Variations	Equipment	Safety measures
<p>Class activities</p> <ul style="list-style-type: none"> Teach children to recognize the various parts of the body by asking them to touch their different body parts. Sing the song: 'If you're happy and you know it, clap your hands ...' The children perform the actions. Other verses: stamp your feet, tap your knees <p>In groups</p> <ul style="list-style-type: none"> Ask children to move on their hands and feet with tummy facing the ground and then on their hands and feet with back facing the ground. Teacher can also ask the children to move, using one hands and two feet. <p>Play the game 'follow the leader'</p> <ul style="list-style-type: none"> The team leader moves on different body parts. The rest of the team follows and copies what the team leader is doing. 	<ul style="list-style-type: none"> Identify different body parts Move different body parts by themselves and while in groups. Enjoy poems and songs with actions, in English. Count the various numbers of body parts and understand their functions. 	<ul style="list-style-type: none"> Create zigzag pathways with bottles for children to move between and around. Use other local action songs. If using an indoor space or mats children can move on their stomach and backs, using their hands to pull them along. 	<ul style="list-style-type: none"> Lime powder or recycled bottles (as markers). 	<ul style="list-style-type: none"> Watch out for others when moving.

Cross Curricular Links

English	Mathematics	EVS	Life Skills Enhanced
<p>Recite and sing poems</p> <ul style="list-style-type: none"> Combine singing with actions, emphasizing on using action words. E.g. clap, jump and hop. Use different rhymes and songs that are known to the children. (1.LS.4), (2.LS.1), (3.LS.1), (5.LS.2) 	<p>Numbers from 1-9</p> <ul style="list-style-type: none"> When moving, count the number of body parts that are in contact with the ground. E.g. when moving on one hand and two feet the answer is 3. (1.1.1), (1.1.2) 	<p>Me and My surroundings:</p> <ul style="list-style-type: none"> Sing the song "if you are happy and you know it...." The children will perform actions like 'nod your head', 'blink your eyes' 'touch your knees' etc. Have a class discussion on body parts involved in the song and their basic functions. 	<ul style="list-style-type: none"> Self-awareness Confidence building

LEARNING ENHANCEMENT CARD

GRADE 1: CARD 3

Agility, Balance and Coordination: Body awareness

Activities	Use these Activities to:	Variations	Equipment	Safety measures
<p>Class Activities</p> <ul style="list-style-type: none"> Move on hands and feet changing direction on command. Move using 2 hands and 1 foot, change to moving using 2 hands and 2 feet with tummy upwards. Use different combinations of hands and feet. <p>In groups</p> <ul style="list-style-type: none"> Place empty box on head and walk to a marker and back. Place the box on shoulder and walk to a marker and back. Place box on elbow and walk to a marker and back. Place a box between knees or elbows and walk/jump with it. Push a ball with different body parts. E.g. hand, elbow Carry an object with a partner using elbows, feet and back. <p>Play the game 'Follow the leader'</p> <ul style="list-style-type: none"> The team follows the leader who carries a box on a chosen body part. 	<ul style="list-style-type: none"> Identify and name different body parts. Move different body parts by themselves and in combination. Balance objects on different body parts. Move objects with different body parts. Count and compare a definite number of objects. Understand basic concepts of directions. 	<ul style="list-style-type: none"> Create zigzag pathways with recycled bottles (markers) for children to move between and around them. Place a box on other body parts and move to a point and back. E.g. put a box on stomach and use hands and feet to move to the marker. 	<ul style="list-style-type: none"> Variety of balls Empty boxes Lime powder or recycled bottles (as markers) A chart showing basic directions (North, South, East and West) 	<ul style="list-style-type: none"> Watch out for others when moving. Be careful when chasing after a ball or object that has rolled away.

Cross Curricular Links

English	Mathematics	EVS	Life Skills Enhanced
<p>Exposure to, and comprehension of spoken and written inputs</p> <ul style="list-style-type: none"> Recognise and name the body parts that are being used. Recognise their spellings. (1.LS.5), (1.LS.7), (2.LS.5) 	<p>Numbers</p> <ul style="list-style-type: none"> Each time an activity is completed the child picks up any object on the field (e.g. stone, piece of paper, leaf). At the end of the activities the children count the number of objects each one has and makes comparisons of 'more' and 'less'. (1.1.5), (1.1.7), (1.1.8), (2.1.4) 	<p>My Surroundings: Places and Directions</p> <ul style="list-style-type: none"> Introduce the concept of directions (North, South, East and West) by instructing them to walk in a particular direction. (e.g. walk 5 five steps 'north' and 3 steps 'east') (3.5.1) 	<ul style="list-style-type: none"> Self-awareness Obedience Problem solving

LEARNING ENHANCEMENT CARD

GRADE 1: CARD 4

Agility, Balance and Coordination: Running and Jumping

Activities	Use these Activities to:	Variations	Equipment	Safety measures
<p>In groups</p> <ul style="list-style-type: none"> Run forwards Run backwards. Run sideways. Jump: with feet together. Jump: one foot to the other foot (leaping) <p>Class Activities</p> <ul style="list-style-type: none"> Run on the spot slowly and briskly. Jump or move to the count of 1,2,3,4 or drum beat or music. 	<ul style="list-style-type: none"> Know the different parts of the leg involved in running Learn how to jump with feet together and from one foot to the other Run and jump safely in space. Familiarize children with the concept of time Learn to talk about self in English Introduce the concept of equality and sensitize children on cultural and religious diversity. 	<ul style="list-style-type: none"> Run in straight lines, zigzags, in curves and around circles. Run around different shapes: straight, triangle and square. 	<ul style="list-style-type: none"> Lime powder or markers. Recycled bottles to create zigzag points 	<ul style="list-style-type: none"> Use a grassy area or other non-slippery surface.

Cross Curricular Links

English	Mathematics	EVS	Life Skills Enhanced
<p>Oral production of words and phrases</p> <ul style="list-style-type: none"> List the name of the body parts being used (1.W.1) (3.LS.2) (4.LS.4) Use running and jumping actions to pick objects to match colours, numbers or letters (1.LS.1) 	<p>Qualitative understanding of time</p> <ul style="list-style-type: none"> Discuss with children the time they took to complete each activity so that they begin to understand which activity they think takes 'the longest' and which one takes 'the shortest' span of time. (2.4.2) 	<p>Me and My surroundings</p> <ul style="list-style-type: none"> Describe the functions of the body parts being used in this physical activity. Have a sensitization session on how 'all of us in the playground' are all humans (same body parts) irrespective of our skin color (fair/dark), class (rich/poor) and cultural or religious diversity. (3.9.1) Extended activity: In the classroom, play a word game regarding different body parts and their functions. (E.g. Body Part: E_E_ Function: __ E) (Eyes and See) 	<ul style="list-style-type: none"> Empathy Emotional intelligence

LEARNING ENHANCEMENT CARD

GRADE 1: CARD 5

Agility, Balance and Coordination: Jumping and Hopping

Activities	Use these Activities to:	Variations	Equipment	Safety measures
<p>Class activities</p> <ul style="list-style-type: none"> Individually, practice jumping and hopping on the spot; and while moving. Jump or hop to the count of 1,2,3,4 or drum beat or music. <p>In groups</p> <ul style="list-style-type: none"> Jump along a line and jog/run back to the start. Hop along a line using one foot and back using the other foot. Jump over ropes placed on the ground. Jump into and out of old tyres placed on the ground. 	<ul style="list-style-type: none"> Know the different parts of the legs involved in jumping and hopping Improve balancing on two feet, one foot, dominant and not dominant foot Jump with both feet together and land safely with knees bent Hop from one foot and land on the same foot. Enjoy poems and songs in English with action Count objects from 1-9 	<ul style="list-style-type: none"> Increase or decrease the distance of the jumping and hopping activities Jump upwards to a point or target. Jump/hop along straight lines, curves and zigzag pathways. 	<ul style="list-style-type: none"> Lime powder or markers Images of domestic and wild animals. Old bicycle/car tyres. 	<ul style="list-style-type: none"> Keep spaced out. Watch out for others when running and jumping.

Cross Curricular Links

English	Mathematics	EVS	Life Skills Enhanced
<p>Recite and sing poems, song and rhymes</p> <ul style="list-style-type: none"> Use jumping and hopping activities while singing simple songs or saying rhymes. The jumping and hopping should be to the beat. (1.LS.4) (2.LS.1) (3.LS.1) (4.LS.1) (5.LS.2) 	<p>Counting numbers 1-9</p> <ul style="list-style-type: none"> Jump or hop a specific number of times e.g. 4, 7. Count how many times your friend jumps or hops. (1.1.1) 	<p>Living things: Plants and Animals</p> <ul style="list-style-type: none"> Using activity of jumping and hopping in tyres, images of animals can be placed in the tyres and children to jump/hop only in tyres showing animals seen in our surroundings. (3.1.2) 	<ul style="list-style-type: none"> Empathy

LEARNING ENHANCEMENT CARD

GRADE 1: CARD 6

Agility, Balance, Coordination: Box Relay

Activities	Use these Activities to:	Variations	Equipment	Safety measures
<p>In groups</p> <ul style="list-style-type: none"> The first player runs and collects a small box from the tyre, runs back and touches the next player who runs to collect another small box. Play continues until all players have had a go at collecting a small box. 	<ul style="list-style-type: none"> Run over short distance. Recognizes letters and forms simple words. Differentiate between various currency notes. Recognizes various modes of transport 	<ul style="list-style-type: none"> Place box on a recycled bottle instead of in a tyre. Reduce/increase the distance that has to be covered. Travel by jumping or hopping. 	<ul style="list-style-type: none"> Small boxes, tyres. One recycled bottle per team. Lime powder or markers to mark a start line. 	<ul style="list-style-type: none"> Space each group so they have enough room to run without bumping into others.

Cross curricular links

English	Mathematics	EVS	Life Skills Enhanced
<p>Recognize letters and produce simple words.</p> <ul style="list-style-type: none"> One at a time the children collect one letter from the tyre and use them to make words e.g.cat. (ensure there are sufficient copies of vowels available). (1.LS.3) 	<p>Multiplication: money</p> <p>One at a time the children collect different paper currency notes from the tyre. When all have had their turn they sort the notes into the different denominations. (1.5.1)(1.6.1)</p>	<ul style="list-style-type: none"> Children to be divided into groups of 5 each. Each child jumps to the tyre and pick up a card which has an image of a mode of transport. The rest of the team members to guess based on the image (example bus, car, scooter, cycle etc.). (3.2.2) 	<ul style="list-style-type: none"> Team work and coordination Problem solving

LEARNING ENHANCEMENT CARD

GRADE 1: CARD 7

Agility, Balance, Coordination: Animal walk

Activities	Use these Activities to:	Variations	Equipment	Safety measures
<p>Move like different animals. For example:</p> <ul style="list-style-type: none"> • Walk like a bear • Jump like a kangaroo • Move like a caterpillar • Hop like a frog • Walk like an ox • Walk like an elephant 	<ul style="list-style-type: none"> • Use arm and leg movements in different combinations. • Use large and small body parts to move in different ways. • Improve arm and leg strengths • Imitate different animals and develop imagination. • Recite and sing poem with actions. • Estimate heights of animals and classify them in an order • Identify direction and follow simple instructions. 	<ul style="list-style-type: none"> • Combine more than one action: e.g. jump like a frog followed by moving like a caterpillar. • Use the animal actions to move in zig zap patterns around recycled bottles. 	<ul style="list-style-type: none"> • Lime powder or markers • Recycled bottles 	<ul style="list-style-type: none"> • Keep spaced out • Watch out for others when moving

Cross curricular links

English	Mathematics	EVS	Life Skills Enhanced
<p>To recite and sing poems.</p> <ul style="list-style-type: none"> • Use the animal actions while singing songs like, 'Old McDonald had a farm' (1.LS.4) (2.LS.1) 	<p>Measurement; distinguish between tall and short</p> <ul style="list-style-type: none"> • Assign an animal to each child in the group. One at a time children move like the animal to bottle marker about 20 meters away. The children order themselves in ascending order of the height of the animals (according to children's understanding) (1.3.1). 	<ul style="list-style-type: none"> • Children to move like different animals in the directions as instructed by the teacher. E.g. Jump like a kangaroo, four times to your right and then twice to your left. (3.1.2) (3.5.1) 	<ul style="list-style-type: none"> • Obedience • Effective communication

LEARNING ENHANCEMENT CARD

GRADE 1: CARD 8

Agility, Balance, Coordination: Introducing ball handling

Activities	Use these Activities to:	Variations	Equipment	Safety measures
<ul style="list-style-type: none"> Two children stand with their backs to each other. Pass a ball, or ring to each other (clockwise and anticlockwise). Pass the object to each other from in between the legs and high up (around the shoulders). Pass the object to each other by passing it over head and from between the legs. <p>In groups</p> <ul style="list-style-type: none"> Throw large or small ball upwards and catch it with both hands. Pick up a ball using elbows, wrists or fingers and walk with it over a short distance. Take turns to jump with a ball between knees to a bottle as marker and back. Pass a ball around in a circle (as in 'pass the parcel;') 	<ul style="list-style-type: none"> Use arm and leg movements in different combinations. Use large and small body parts to move in different ways. Improve arm and leg strengths Imitate different animals and develop imagination. Recognize different body parts. Understand the concept of 'greater than' and 'less then' while working with numbers. Count to a position in a specific direction. 	<ul style="list-style-type: none"> Carry, handle and pick up different equipment. Play passing the ball game to music. When the music stops the player with the ball runs around the circle and then comes back to the original position. 	<ul style="list-style-type: none"> Foam balls, balloons, large balls, small balls ring. Lime powder or markers. Body parts picture cards. Markers to write numbers (21-99) on balls. 	<ul style="list-style-type: none"> Keep spaced out Watch out for others when moving

Cross curricular links

English	Mathematics	EVS	Life Skills Enhanced
<p>To associate meaning with visual/printed language</p> <ul style="list-style-type: none"> Show children a picture of a body part. Ask them to balance a ball/ ring on the body part shown in the picture. 	<p>Numbers from 21-99</p> <ul style="list-style-type: none"> Randomly number the balls between 21-99. Children throw the balls around the circle. At the end they sort the balls as greater or less than 50. <p>(1.1.5) (1.1.9)(2.1.1)(2.1.4)</p>	<ul style="list-style-type: none"> While playing pass the ball, teacher to instruct the children to pass the ball to the child as asked for. E.g. At the third place on your left and so on. (3.5.1) 	<ul style="list-style-type: none"> Problem solving.

LEARNING ENHANCEMENT CARD

GRADE 1: CARD 9

Agility, Balance, Coordination: Rolling a ball

Activities	Use these Activities to:	Variations	Equipment	Safety measures
<p>In groups</p> <ul style="list-style-type: none"> Roll a large ball and chase it. Roll a small ball and chase it Roll a ring and chase it. Roll a ball in different directions and chase it. Roll the ball around the circle, from one child to another 	<ul style="list-style-type: none"> Move an object by rolling it Follow an object Roll a ball at different speeds Learn how to control a moving object Write simple sentences in English Understand and use verbs Estimate distance Perform simple addition while playing 	<ul style="list-style-type: none"> Try rolling a tyre, keeping it close to you and chase it. How far does it travel? Try to roll the ball quicker around the circle. Use one hand, then the other. 	<ul style="list-style-type: none"> Variety of balls and rings Lime powder or markers Recycled bottles (as markers) 	<ul style="list-style-type: none"> Watch out for others when moving. Tell others if the ball rolls in their path. Be careful when chasing a ball.

Cross curricular links

English	Mathematics	EVS	Life Skills Enhanced
<p>Simple sentences</p> <ul style="list-style-type: none"> Emphasise the actions words used in the activity and ask children to create sentences using these words. For example, 'I am rolling the ball', 'Shyam rolled the ball', 'the ball is rolling'. (1.LS.7) (4.LS.7) 	<ul style="list-style-type: none"> Place recycled tyres in a straight line and ask the children to throw the ball in a particular tyre (e.g. throw in second tyre) Then ask the next child to throw a separate ball adding 2 places to the position of the previous ball. 	<p>Estimation:</p> <p>Use the vocabulary of understanding spatial relationships to instruct the students. E.g.: 'far', 'roll the ball away from you', 'roll the ball approximately 10 steps away from you'. (3.6.1)</p>	<ul style="list-style-type: none"> Problem solving Confidence building

LEARNING ENHANCEMENT CARD

GRADE 1: CARD 10

Agility, Balance, Coordination: Dribbling a ball

Activities	Use these Activities to:	Variations	Equipment	Safety measures
<p>In groups</p> <ul style="list-style-type: none"> • Dribble (continuous bouncing of ball with force of hand) • Dribble (tap) a large ball with right hand to a bottle and back. • Dribble (tap) a large ball with left hand to a bottle and back. • Dribble (tap) a large ball with one hand, then the other, to a bottle and back. • Dribble (tap) a large ball in and out of cones placed in a circle. 	<ul style="list-style-type: none"> • Move an object by rolling it. • Keep an object 'close to you' • Learn how to control a moving object • Use different body parts to dribble an object. • Obediently follow instructions. • Identify physical features of different shapes. • Think about the various use of waters. 	<ul style="list-style-type: none"> • Dribble (tap) small balls keeping them close to you. • Dribble (tap) the ball around the bottles in zig-zag and curved pathways. • Try to dribble the ball fast around the circle. Use one hand, then the other. 	<ul style="list-style-type: none"> • Variety of balls, recycled bottle (as markers) 	<ul style="list-style-type: none"> • Watch out for others when moving. • Tell others if the ball rolls in their path. • Be careful when chasing a ball.

Cross curricular links

English	Mathematics	EVS	Life Skills Enhanced
<p>To follow instructions</p> <ul style="list-style-type: none"> • Follow the instructions given to complete the activities. Confirm children's understanding of the instruction, actions and equipment being used. (1.L.1) 	<ul style="list-style-type: none"> • Using appropriate vocabulary, describe objects, their physical features. E.g. A round ball rolls, the bottle rolls etc. (1.2.1) (1.2.2) 	<ul style="list-style-type: none"> • While dribbling the ball around bottles (as markers) each student to speak 2 uses of water in our home and in our surrounding (3.3.1) 	<ul style="list-style-type: none"> • Obedience

LEARNING ENHANCEMENT CARD

GRADE 1: CARD 11

Agility, Balance, Coordination: Rolling at large targets

Activities	Use these Activities to:	Variations	Equipment	Safety measures
<p>In groups</p> <ul style="list-style-type: none"> Standing behind the line, roll a ball or small tyre between the markers. Chase to collect it. 	<ul style="list-style-type: none"> Improve accuracy of rolling. Increase arms strength to roll a ball further. Have a simple awareness of the application of force in hitting the target. Identify pictures and spell them correctly. Compare numbers up to 20. Estimate distance using non-standard units. 	<ul style="list-style-type: none"> Increase or decrease the distance from the targets. Use larger or smaller objects, like small boxes that children can throw on the targets. Decrease the size of the target or reduce the distance between the markers. 	<ul style="list-style-type: none"> Different objects that can be thrown such as balls, boxes Targets using recycled bottles Lime powder or markers (bottles) Various small objects Picture cards of simple objects 	<ul style="list-style-type: none"> Send balls in the same direction or from the center to the corners. Have enough space between groups.

Cross curricular links

English	Mathematics	EVS	Life Skills Enhanced
<p>Exposure to written inputs</p> <ul style="list-style-type: none"> Each time the ball is rolled between the markers collect a picture from the tyre. Spell simple words with the letter. E.g. Boy, bat, cat dog, mat etc. (1.SL2) (1.SL.8) 	<ul style="list-style-type: none"> Each time the ball is rolled between the markers collect a small object or item. Placed in a tyre at the end of the game count the number of objects and identify who has more. 	<ul style="list-style-type: none"> Each time the ball is rolled between the bottle, using hand spans or footsteps estimate the distance from the bottle to the position of the ball. (3.6.1) 	<ul style="list-style-type: none"> Confidence building. Good setting.

LEARNING ENHANCEMENT CARD

GRADE 1: CARD 12

Agility, Balance, Coordination: Throwing and catching

Activities	Use these Activities to:	Variations	Equipment	Safety measures
<p>In groups</p> <ul style="list-style-type: none"> Bounce a ball and catch it with both hands. Throw a ball or small box upwards to self and catch it with both hands. Throw a ball to a partner who catches it and throws it back. Throw balls or other objects as far as possible and run after them. 	<ul style="list-style-type: none"> Throw for distance Understand how to throw and catch a ball Learn how to position the hands correctly to catch a ball. Learn how to work with a partner Differentiate between small and capital letters Team to count till 20 while playing. Learn the functions of different body parts. 	<ul style="list-style-type: none"> Throw the object low to the ground and high up. Increase the distance between two players. 	<ul style="list-style-type: none"> Various balls and other objects that are easy to throw and catch. Recycled bottle (as markers) Small cardboard pictures. 	<ul style="list-style-type: none"> Sufficient space for the actions to be undertaken safely. Throw objects in the same direction Watch out for others when working.

Cross curricular links

English	Mathematics	EVS	Life Skills Enhanced
<p>Recognise small and capital forms of English alphabet</p> <ul style="list-style-type: none"> One child to write and pass the capital form of a letter to the other child. This child will write and pass back small form of the same letter. 	<p>Numbers 1-9</p> <ul style="list-style-type: none"> When throwing and catching ask the children to count the number of times they bounce the ball or throw and catch it before it is dropped. (1.1.1) (1.1.5) (1.1.6). 	<ul style="list-style-type: none"> When throwing and catching, a child to call out a body part and the other child to shout aloud its primary function. E.g.: legs, to walk, eyes, to see etc. (from ICSE) 	<ul style="list-style-type: none"> Self-Awareness. Effective communication.

LEARNING ENHANCEMENT CARD

GRADE 1: CARD 13

Agility, Balance, Coordination: Body shapes

Activities	Use these Activities to:	Variations	Equipment	Safety measures
<p>Class activities: Perform the following positions:</p> <ol style="list-style-type: none"> 1) Stand straight, with arms held high 2) Spread yours legs at a comfortable distance, and your arms stretched out on the sides. 3) Sit on your knees and try to touch your head to your knees 4) Lie down on your back with your arms stretched 5) Lie down on your stomach with arms stretched sideways. <p>Perform the above activities (1) and (2) while jumping.</p> <p>In groups:</p> <ul style="list-style-type: none"> • Roll while performing (3) • Roll sideways while performing (4) • Jump while performing (2) • Perform a stretched jump followed by a stretched roll. <p>Perform a stretched jump followed by a stretched roll.</p>	<ul style="list-style-type: none"> • Learn basic shapes • Develop awareness of your body • Hold different static positions • Combine static positions and dynamic movements • Recognize small and capital letters in the English language • Estimate distance using non-standard units of measurement • Follow simple directions while playing. 	<ul style="list-style-type: none"> • Hold the static positions for longer duration • Try making the shapes of different letters by yourself or with a partner. 	<p>Mats or soft surface</p>	<ul style="list-style-type: none"> • Sufficient space for actions to be undertaken safely. • Watch out for others when working.

Cross Curricular Links

English	Mathematics	EVS	Life Skills Enhanced
<p>Recognize small and capital forms of English alphabet</p> <ul style="list-style-type: none"> • Individually, in pairs and groups children form different small and capital letters with the help of their hands and legs. (1.R.1) 	<p>Measurement; non-standard unit</p> <ul style="list-style-type: none"> • Use stretched body position to measure distances e.g. the length of a series of mats, the distance covered by a sideways roll. (1.3.1) (2.3.1) 	<p>Simple directions: Individually, children to follow simple directions given by the teacher (E.g. Jump 2 steps forward while performing (1), jump 'in' and jump 'out' while performing (2) and so on)</p>	<ul style="list-style-type: none"> • Self Awareness • Creative thinking

LEARNING ENHANCEMENT CARD

GRADE 1: CARD 14

Agility, Balance, Coordination: Static balance

Activities	Use these Activities to:	Variations	Equipment	Safety measures
<p>Class Activities:</p> <p>Balance body on different static positions:</p> <ul style="list-style-type: none"> Sit on the ground with arms and legs stretched and then slowly raise them in the air and hold the position. Lie on the ground on your stomach Lie on the ground on your back Lie down on your back and lift your legs in the air and lift them backwards (towards upper body) Lie down sideways and lift the upper arm and leg, hold the positions for a few seconds <p>Play the game: Statues</p> <ul style="list-style-type: none"> Run in open space to music or another sound (clapping, tambourine). When the music or sound stops children must stand still. When children understand the game ask them to be still on different body parts or make different shapes. 	<ul style="list-style-type: none"> Hold positions of static balance on large body parts Improve muscle strength Balance on different body parts Know which body parts are being used Recite poems and sing songs with actions Identify patterns and interpret them while playing 	<ul style="list-style-type: none"> Combine more actions Ask the children to think of their own shapes to make and positions to hold 	<p>Mats or soft surface</p>	<ul style="list-style-type: none"> Sufficient space for actions to be undertaken safely. Watch out for others when working.

Cross Curricular Links

English	Mathematics	EVS	Life Skills Enhanced
<p>Recite and sing poems, songs and rhymes</p> <ul style="list-style-type: none"> While holding static balances recite and sing simple poems, songs and rhymes. (1.LS.4) (2.LS.1) 	<p>Mathematics: Patterns</p> <ul style="list-style-type: none"> Hold static balances in different shapes. Complete a given sequence of simple balances showing these shapes. (1.5.1) 	<ul style="list-style-type: none"> A child to lie down on his/her back and another child draw/outline the silhouette of the body and then place picture/word cards of various body parts on the silhouette. 	<ul style="list-style-type: none"> Creative thinking

LEARNING ENHANCEMENT CARD

GRADE 1: CARD 15

Agility, Balance, Coordination: Responding to commands and signals

Activities	Use these Activities to:	Variations	Equipment	Safety measures
<p>Class Activities</p> <ul style="list-style-type: none"> Ask the children to run, jump or hop in the space. Use different sounds or signals to get the children to stop. Ask the children to run, jump or hop on the spot and in the space to the count of 1,2,3,4. Use a tambourine or drum to provide the beat. <p>Play these games</p> <p>Traffic lights</p> <ul style="list-style-type: none"> Children respond to the commands as follows: 'green' ('go') means the children can run or move anywhere; yellow (get ready) means the children wait in a 'get ready' position; red (stop) means the children must stand still. When children understand the game use objects coloured red, yellow and green to which children must respond. <p>Seema says.....</p> <ul style="list-style-type: none"> Seema says, 'run', 'stop', 'sit', 'jump'. Perform the actions on command. 	<ul style="list-style-type: none"> Respond correctly to auditory and visual commands in a timely manner Learn how to play very simple games Use different movement actions Learn how to maintain balance Learn opposite words while playing Understand the outline of various shapes Differentiate between healthy and unhealthy food items. 	<ul style="list-style-type: none"> Move by jumping, hopping, using hands and feet, backwards, sideways 	<ul style="list-style-type: none"> Lime powder or recycled bottles (as markers) to define the playing area. Different visual and auditory stimuli: colours for 'traffic lights' 	<ul style="list-style-type: none"> Sufficient space for actions to be undertaken safely Watch out for others when working

Cross Curricular Links

English	Mathematics	EVS	Life Skills Enhanced
<p>Learn opposites while singing songs</p> <ul style="list-style-type: none"> Children follow the actions when playing games like 'Seema says'. Ask the children to do the opposite of what Seema says. Use other action songs and rhymes. <p>(1.L.1) (1.LS.7) (3.LS.5) (3.LS.8)</p>	<p>Geometry</p> <ul style="list-style-type: none"> When playing 'Seema says' ask a specified number of children to form circles, squares, triangles or other shapes. (1.4.1) (2.2.1) 	<p>Natural Resources</p> <ul style="list-style-type: none"> While playing 'Seema says'..... teacher to call out various names of healthy and unhealthy food, and children to jump when a healthy food is called for. (E.g. Seema says rice and the child jump, on chips, they remain seated) (3.3.1) 	<ul style="list-style-type: none"> Obedience Teamwork coordination

LEARNING ENHANCEMENT CARD

GRADE 1: CARD 16

Agility, Balance, Coordination: The Lion and the Goat

Activities	Use these Activities to:	Variations	Equipment	Safety measures
<p>Class Activities</p> <ul style="list-style-type: none"> Ask the children to run, jump or hop in the space. Ask them to run, jump and hop while moving backwards and sideways in the space. Ask children to stop in a space, use different sounds or signals to stop them. Different colors can be assigned to different activities, E.g. Red for stop, yellow for jump and green for hop. <p>Play these games</p> <p>The Lion and the Goat</p> <ul style="list-style-type: none"> The lion tries to catch the goats. If a goat is caught the goat becomes the lion and the lion becomes the goat. Play this game initially in a small defined space. <p>Fire in the mountain</p> <ul style="list-style-type: none"> Children make a circle. The teacher shouts out 'fire in the mountain'. The children chant 'run', run, run' as they run in a clockwise or anticlockwise direction around the circle. When the teacher calls or shows a number, the children must get into groups of that number. 	<ul style="list-style-type: none"> Respond correctly to auditory and visual commands in a timely manner Learn how to play very simple games Use different movement actions Learn how to maintain balance when stopping Perform simple addition while playing Identify and differentiate between living and non-living things. 	<ul style="list-style-type: none"> When playing 'fire in the mountain', move by jumping, hopping, using hands and feet, backwards, sideways. Use square rather than circle formations. 	<ul style="list-style-type: none"> Lime powder or bottles (as markers) to define the playing area. Different visual and auditory stimuli: numbers for 'fire in the mountain' and color cards. 	<ul style="list-style-type: none"> Sufficient space for actions to be undertaken safely Watch out for others when working

Cross Curricular Links

English	Mathematics	EVS	Life Skills Enhanced
<p>Follow simple instructions</p> <ul style="list-style-type: none"> Follow the instructions and commands of the games. (1.L.1) (3.LS.5) (4.LS.3) (5.LS.3) 	<p>Mental Arithmetic</p> <ul style="list-style-type: none"> When playing 'Fire in the Mountain' children get into groups according to the answer to simple sums. For example the teacher says, '1+2 ='. Children use mental arithmetic to work out the answer and form groups of 3. (1.1.8) (1.1.4) 	<ul style="list-style-type: none"> While playing 'Fire in the Mountain' teacher to ask the children to touch a living or a non-living thing (E.g. touch a non-living thing around you etc.) (3.8.1) 	<ul style="list-style-type: none"> Problem solving Obedience

LEARNING ENHANCEMENT CARD

GRADE 1: CARD 17

Agility, Balance, Coordination: Kicking a ball

Activities	Use these Activities to:	Variations	Equipment	Safety measures
<p>Class Activities</p> <ul style="list-style-type: none"> Move anywhere in the space. On command, touch different parts of the foot: heels, toes, top of foot, bottom of foot, inside and outside of foot. <p>In groups</p> <ul style="list-style-type: none"> Kick a stationary ball (large) using: <ul style="list-style-type: none"> Right foot Left foot Dribble (top) a large ball using: <ul style="list-style-type: none"> Right foot Left foot Kick a ball to a large target e.g., a wall. 	<ul style="list-style-type: none"> Kick a stationary ball Kick a moving ball Use and name different parts of the foot Improve dynamic balance Understand (while performing) the meaning of prepositions Estimate short distance with non-standard units of measurement Revise the names of animals and their off-springs. 	<ul style="list-style-type: none"> Ask children to kick and dribble the ball using different parts of their feet e.g. top of foot. Reduce the size of the ball. 	<ul style="list-style-type: none"> Large lightweight balls Recycled bottles (as markers) or lime powder Permanent markers 	<ul style="list-style-type: none"> Keep spaced out Kick in one direction only Take care when chasing balls

Cross Curricular Links

English	Mathematics	EVS	Life Skills Enhanced
<p>Use of vocabulary and prepositions</p> <ul style="list-style-type: none"> Name, say and point to different parts of the foot, e.g. heel, top of foot. Ask children to put their foot 'up' in the space, 'behind' them' etc. (1.L.1) (1.LS.9) (2.LS.8) (5.LS.3) 	<p>Measurement</p> <ul style="list-style-type: none"> Kick the ball and wait for it to stop. Ask children to measure the distance travelled by the ball using non- standard units of measurement e.g. using steps. (1.3.1) (2.3.1) 	<p>Living Things</p> <ul style="list-style-type: none"> While throwing the ball, the child to speak aloud the name of an animal, and the child who catches the ball to say the name of the offspring. (3.1.2) 	<ul style="list-style-type: none"> Obedience Problem Solving

LEARNING ENHANCEMENT CARD

GRADE 1: CARD 18

Agility, Balance, Coordination: Ringmaster

Activities	Use these Activities to:	Variations	Equipment	Safety measures
<p>Class Activity</p> <ul style="list-style-type: none"> Children to stand in a circle and the teacher to be in the middle of the circle. The ringmaster/teacher calls the name of an animal. All the children imitate the movements of that animal. Use common and more unusual animals so that children have to think about the movements they might use. For example, 'earthworm'. Children might crawl, bending and stretching as they move. Use animals that involve children in moving at high, low and medium levels. 	<ul style="list-style-type: none"> Develop imagination and imitation Use arms and legs in different combinations Improve arm and leg strength Move in different ways Identify animals based on visual cues. Learn to form shapes while playing Learn to respect all cultures and the people belonging to them 	<ul style="list-style-type: none"> Ask children to provide examples of animals. Pair the children, one in front of the other. The children copy the actions of their partner 	<ul style="list-style-type: none"> Lime powder or markers 	<ul style="list-style-type: none"> Look out for others Keep in your own space

Cross Curricular Links

English	Mathematics	EVS	Life Skills Enhanced
<p>To become visually familiar with words</p> <ul style="list-style-type: none"> Instead of calling the names of animals identify them using sounds or show children a picture of the animal with its name. 	<p>Geometry</p> <ul style="list-style-type: none"> The teacher to call out to all the students the name of a shape. The children to then form that shape, while performing the movement of an animal of their choice. E.g. 5 students to make a circle while hopping like a rabbit. (1.1.5) (1.2.1) 	<ul style="list-style-type: none"> Children while standing in a circle can be asked to perform folk dances of India. (3.9.1) (4.9.1) 	<ul style="list-style-type: none"> Obedience Empathy/Inclusion

LEARNING ENHANCEMENT CARD

GRADE 1: CARD 19

Agility, Balance, Coordination: Introducing skipping

Activities	Use these Activities to:	Variations	Equipment	Safety measures
<p>In groups</p> <ul style="list-style-type: none"> Run, step over the ropes, or lines. Run and step, or jump, over a low rope held by others Jump over a swinging rope held by others Self turn a rope, stepping over it (skipping) 	<ul style="list-style-type: none"> Improve agility and quick movements Jump into and out of stationary and moving ropes Jump over a swinging rope held by others Self turn a rope Enjoy singing and performing action songs Make Mathematical comparisons while playing Estimate distance using non-standard units. 	<ul style="list-style-type: none"> Shipping: Self turn a rope and jump over it with both feet at the same time. 	<ul style="list-style-type: none"> Recycled bottles (as markers) Long and short ropes 	<ul style="list-style-type: none"> Keep spaced out so that ropes do not hit others Swing ropes low to the ground

Cross Curricular Links

English	Mathematics	EVS	Life Skills Enhanced
<p>Enjoy doing a task while singing an action song</p> <ul style="list-style-type: none"> Jump and skip to well-known action songs (e.g. clap your hands, stamp your feet) (1.LS.4) (2.LS.1) (1.L.1) (4.LS.3) 	<p>Numbers</p> <ul style="list-style-type: none"> Ask children to count the number of times they jump over a rope. Use mathematical language to compare their number of jumps with a friend. E.g. 'I jumped 5 times', 'I jumped more than you'. (1.1.1) (1.1.7) 	<p>Estimation: Measurement</p> <ul style="list-style-type: none"> While jumping over ropes, another child to mark the position of the child and then mark the position where he landed after the jump. The child who had jumped to then estimate the distance based on foot-steps, strides, hand spaces etc. (3.6.1) (3.6.2) 	<ul style="list-style-type: none"> Team work and coordination Self Awareness

LEARNING ENHANCEMENT CARD

GRADE 1: CARD 20

Agility, Balance, Coordination: Treasure Hunt

Activities	Use these Activities to:	Variations	Equipment	Safety measures
<p>Class Activities</p> <ul style="list-style-type: none"> Practice running, jumping, hopping and moving in different ways. Stay in the defined space and stop on command. <p>Treasure hunt</p> <ul style="list-style-type: none"> Spread markers in the playing area. Group children into four teams: red, green, yellow, blue. Give each group a 'home' corner at corners of the square. On command children run and pick up one coloured item placed in the centre of the square one at a time and return to their 'home' corner. The winning team is the team to have all their coloured objects in their home corner. When the children understand the game ask them to collect the coloured object by hopping/jumping/moving in other ways. 	<ul style="list-style-type: none"> Bend, twist and turn Have fun playing with others Work with others to complete the task Arrange numbers (1-20) in correct sequence Classify various type of picture cards Arrange simple jigsaw puzzles Describe a picture in a simple sentence 	<ul style="list-style-type: none"> Increase the space of the playing area so children have to run further ahead. Decrease the space of the playing area so children have to dodge and swerve each other. Use more coloured objects. Have fewer children in each team. 	<ul style="list-style-type: none"> Bottles (as markers) markers to define play-area Coloured objects 4 jigsaw puzzles. 	<ul style="list-style-type: none"> Watch out for others all the time

Cross Curricular Links

English	Mathematics	EVS	Life Skills Enhanced
<p>Provide exposure to a range of visual inputs</p> <ul style="list-style-type: none"> Spread bags with pieces of jigsaw puzzles in the playing area. Give each team a picture of the jigsaw. Children run and collect one jigsaw piece at a time and return it to their home base. The winning team is the first to complete the jigsaw. At the end of the game ask the children to speak out a sentence about the picture. (1.LS.5) (1.LS.8) (3.LS.4) 	<p>Numbers</p> <p>Spread different coloured numbers (from 1-20) in the playing area. Assign a colour to each team and home base. Children collect one card matching to their team colour and return to their home base. When all the numbers have been collected the team arrange them in sequence. (1.1.1) (1.1.5) (1.1.6)</p>	<p>Classification: Spread cards with various types of domains (e.g. Birds, plants, animals, modes of transport etc.) and assign each domain to a team. Each child to run and pick up a card belonging to their domain. (3.4.1) (4.4.2) (5.4.1)</p>	<ul style="list-style-type: none"> Team work Problem Solving

LEARNING ENHANCEMENT CARD

GRADE I: CARD 21

Agility, Balance, Coordination: Walking on toes and heels

Activities	Use these Activities to:	Variations	Equipment	Safety measures
<p>In groups</p> <ul style="list-style-type: none"> Walk on different pathways: straight line, circle, triangle and square. Balance an empty box on head while walking along these pathways. Ask students to close their eyes and walk along these pathways on their heels and then their toes. Walk in a zigzag pathway in and out of placed bottles (markers). Walk clockwise and anticlockwise. Change direction, walk slowly, quickly, walk left and right. 	<ul style="list-style-type: none"> Know the different parts of the foot that are involved in walking. Walk different pathways and around objects while changing direction. Understand and follow simple instructions in English. Learn and differentiate between shapes. Create basic layouts of the surroundings. 	<ul style="list-style-type: none"> Walk backwards. Combine walking forwards and backwards. Increase the speed of walk Walk and stop in a space on command. 	<ul style="list-style-type: none"> Lime powder or recycled bottles (as markers). Empty cartons or boxes. Notebooks and stationery items 	<p>Use a grassy area or other nonslippery surface.</p>

Cross Curricular Links

English	Mathematics	Life Skills Enhanced
<p>Follow simple instructions</p> <ul style="list-style-type: none"> Follow simple instructions given by the teacher: e.g. 'walk in a straight line' 'walk clockwise'. (1.L.1), (2.LS.5), (3.LS.5), (4.LS.3), (5.LS.3) 	<p>Geometry Show the children a shape. Ask them to walk, making the shape with their footsteps. Use circle, square and triangle shapes. (1.3.1), (2.2.1)</p>	<ul style="list-style-type: none"> Creative Thinking Teamwork

LEARNING ENHANCEMENT CARD

GRADE 1: CARD 22

Agility, Balance, Coordination: Body awareness

Activities	Use these Activities to:	Variations	Equipment	Safety measures
<p>Class activities</p> <ul style="list-style-type: none"> Teach children to recognize the various parts of the body by asking them to touch their different body parts. Sing the song: 'If you're happy and you know it, clap your hands ...' The children perform the actions. Other verses: stamp your feet, tap your knees <p>In groups</p> <ul style="list-style-type: none"> Ask children to move on their hands and feet with tummy facing the ground and then on their hands and feet with back facing the ground. Teacher can also ask the children to move, using one hands and two feet. <p>Play the game 'follow the leader'</p> <ul style="list-style-type: none"> The team leader moves on different body parts. The rest of the team follows and copies what the team leader is doing. 	<ul style="list-style-type: none"> Identify different body parts Move different body parts by themselves and while in groups. Enjoy poems and songs with actions, in English. Count the various numbers of body parts and understand their functions. 	<ul style="list-style-type: none"> Create zigzag pathways with bottles for children to move between and around. Use other local action songs. If using an indoor space or mats children can move on their stomach and backs, using their hands to pull them along. 	<ul style="list-style-type: none"> Lime powder or recycled bottles (as markers). 	<ul style="list-style-type: none"> Watch out for others when moving.

Cross Curricular Links

English	Mathematics	Life Skills Enhanced
<p>Recite and sing poems</p> <ul style="list-style-type: none"> Combine singing with actions, emphasizing on using action words. E.g. clap, jump and hop. Use different rhymes and words that are known to the children. (1.LS.4), (2.LS.1), (3.LS.1), (5.LS.2) 	<p>Numbers from 1-9</p> <p>When moving, count the number of body parts that are in contact with the ground. E.g. when moving on one hand and two feet the answer is 3. (1.1.1), (1.1.2)</p>	<ul style="list-style-type: none"> Self-awareness Confidence building

LEARNING ENHANCEMENT CARD

GRADE I: CARD 23

Agility, Balance and Coordination: Body awareness

Activities	Use these Activities to:	Variations	Equipment	Safety measures
<p>Class Activities</p> <ul style="list-style-type: none"> Move on hands and feet changing direction on command. Move using 2 hands and 1 foot, change to moving using 2 hands and 2 feet with tummy upwards. Use different combinations of hands and feet. <p>In groups</p> <ul style="list-style-type: none"> Place empty box on head and walk to a marker and back. Place the box on shoulder and walk to a marker and back. Place box on elbow and walk to a marker and back. Place a box between knees or elbows and walk/jump with it. Push a ball with different body parts. E.g. hand, elbow Carry an object with a partner using elbows, feet and back. <p>Play the game 'Follow the leader'</p> <ul style="list-style-type: none"> The team follows the leader who carries a box on a chosen body part. 	<ul style="list-style-type: none"> Identify and name different body parts. Move different body parts by themselves and in combination. Balance objects on different body parts. Move objects with different body parts. Count and compare a definite number of objects. Understand basic concepts of directions. 	<ul style="list-style-type: none"> Create zigzag pathways with recycled bottles (markers) for children to move between and around them. Place a box on other body parts and move to a point and back. E.g. put a box on stomach and use hands and feet to move to the marker. 	<ul style="list-style-type: none"> Lime powder or recycled bottles (as markers). 	<ul style="list-style-type: none"> Watch out for others when moving. Be careful when chasing after a ball or object that has rolled away.

Cross Curricular Links

English	Mathematics	Life Skills Enhanced
<p>Exposure to, and comprehension of spoken and written inputs</p> <ul style="list-style-type: none"> Recognise and name the body parts that are being used. Recognise their spellings. (1.LS.5), (1.LS.7), (2.LS.5) 	<p>Numbers</p> <p>Each time an activity is completed the child picks up any object on the field (e.g. stone, piece of paper, leaf). At the end of the activities the children count the number of objects each one has and makes comparisons of 'more' and 'less'. (1.1.5), (1.1.7), (1.1.8), (2.1.4)</p>	<ul style="list-style-type: none"> Self-awareness Problem solving

LEARNING ENHANCEMENT CARD

GRADE I: CARD 24

Agility, Balance and Coordination: Running and Jumping

Activities	Use these Activities to:	Variations	Equipment	Safety measures
<p>In groups</p> <ul style="list-style-type: none"> • Run forwards • Run backwards. • Run sideways. • Jump: with feet together. • Jump: one foot to the other foot (leaping) <p>Class Activities</p> <ul style="list-style-type: none"> • Run on the spot slowly and briskly. • Jump or move to the count of 1,2,3,4 or drum beat or music. 	<ul style="list-style-type: none"> • Know the different parts of the leg involved in running • Learn how to jump with feet together and from one foot to the other • Run and jump safely in space. • Familiarize children with the concept of time • Learn to talk about self in English • Introduce the concept of equality and sensitize children on cultural and religious diversity. 	<ul style="list-style-type: none"> • Run in straight lines, zigzags, in curves and around circles. • Run around different shapes: straight, triangle 	<ul style="list-style-type: none"> • Lime powder or markers. • Recycled bottles to create zigzag points 	<ul style="list-style-type: none"> • Use a grassy area or other non-slippery surface.

Cross Curricular Links

English	Mathematics	Life Skills Enhanced
<p>Oral production of words and phrases</p> <ul style="list-style-type: none"> • List the name of the body parts being used (1.W.1) (3.LS.2) (4.LS.4) • Use running and jumping actions to pick objects to match colours, numbers or letters (1.LS.1) 	<p>Qualitative understanding of time</p> <p>Discuss with children the time they took to complete each activity so that they begin to understand which activity they think takes 'the longest' and which one takes 'the shortest' span of time. (2.4.2)</p>	<ul style="list-style-type: none"> • Communication skill • Emotional intelligence

LEARNING ENHANCEMENT CARD

GRADE I: CARD 25

Agility, Balance and Coordination: Jumping and Hopping

Activities	Use these Activities to:	Variations	Equipment	Safety measures
<p>Class activities</p> <ul style="list-style-type: none"> Individually, practice jumping and hoping on the spot; and while moving. Jump or hop to the count of 1,2,3,4 or drum beat or music. <p>In groups</p> <ul style="list-style-type: none"> Jump along a line and jog/run back to the start. Hop along a line using one foot and back using the other foot. Jump over ropes placed on the ground. Jump into and out of old tyres placed on the ground. 	<ul style="list-style-type: none"> Know the different parts of the legs involved in jumping and hopping Improve balancing on two feet, one foot, dominant and not dominant foot Jump with both feet together and land safely with knees bent Hop from one foot and land on the same foot. Enjoy poems and songs in English with action Count objects from 1-9 	<ul style="list-style-type: none"> Increase or decrease the distance of the jumping and hopping activities Jump upwards to a point or target. Jump/hop along straight lines, curves and zigzag pathways. 	<ul style="list-style-type: none"> Lime powder or markers Images of domestic and wild animals. Old bicycle/ car tyres. 	<ul style="list-style-type: none"> Keep spaced out. Watch out for others when running and jumping.

Cross Curricular Links

English	Mathematics	Life Skills Enhanced
<p>Recite and sing poems, song and rhymes</p> <ul style="list-style-type: none"> Use jumping and hopping activities while singing simple songs or saying rhymes. The jumping and hopping should be to the beat. (1.LS.4) (2.LS.1) (3.LS.1) (4.LS.1) (5.LS.2) 	<p>Counting numbers 1-9</p> <ul style="list-style-type: none"> Jump or hop a specific number of times e.g. 4, 7. Count how many times your friend jumps or hops. (1.1.1) 	<ul style="list-style-type: none"> Interpersonal relationships

The background is a warm, yellow-to-green gradient. It features a large, white, paper-cut style shape in the center, resembling a stylized letter 'A' or a decorative frame. The scene is decorated with various autumn-themed elements: several large, detailed leaves in shades of red, orange, and brown; smaller, lighter-colored leaves and ferns; and scattered white starburst and flower-like patterns. The overall aesthetic is bright and seasonal.

GRADE 2

LEARNING ENHANCEMENT CARD

GRADE 2: CARD 1

Agility, Balance, Coordination: Running, Jumping and Hopping

Activities	Use these Activities to:	Variations	Equipment	Safety measures
<p>Class Activities</p> <ul style="list-style-type: none"> Carry out the actions of running, jumping and hopping on command. Move forwards, backwards and sideways, to the right and left. <ul style="list-style-type: none"> ❖ Jump: two feet to two feet. ❖ Hop: one foot to the same foot. ❖ Jump/hop and run to a count of 1,2,3,4 and repeat the sequence. Increase the count to 8. <p>In groups</p> <ul style="list-style-type: none"> Run in and out the bottles moving in a zigzag pathway between them. Run, bend to touch each bottle with right hand, left hand and alternate hands. Step or hop over bottles, ropes or tyres. Run backwards. Jump sideways. Walk with the box on head. 	<ul style="list-style-type: none"> Improve running, jumping and hopping skills Increase muscle strength Move in different directions Be able to read short sentences/instructions Be able to arrange numbers in ascending/descending order. Identify movement and sounds of animals and birds. 	<ul style="list-style-type: none"> Increase the distance Combine more action. 	<ul style="list-style-type: none"> Lime powder or recycled bottles (markers) Tyres or ropes Empty boxes Number cards 	<ul style="list-style-type: none"> Space activities Watch out for others

Cross Curricular Links

English	Mathematics	EVS	Life Skills Enhanced
<p>Reading short sentences/ instructions:</p> <ul style="list-style-type: none"> Provide instructions for the activities to be performed in writing and ask the children to read the instructions aloud and carry out the activities. (3.R.3) (4.R.6) (4.LS.3) (5.LS.3) (5.R.2) 	<p>Numbers:</p> <ul style="list-style-type: none"> Each time a child completes an activity she/he collects a number. When all the activities have finished the group arranges all the numbers they have collected in ascending or descending order. (2.1.2), (2.1.3), (3.1.2) 	<p>Animals:</p> <ul style="list-style-type: none"> Children imitate the sound and movement of animal and birds found in their surroundings. (3.1.2) 	<ul style="list-style-type: none"> Problem solving Effective communication Confidence building Teamwork

LEARNING ENHANCEMENT CARD

GRADE 2: CARD 2

Agility, Balance, Coordination: Challenge races and relays

Activities	Use these Activities to:	Variations	Equipment	Safety measures
<p>Class activity</p> <ul style="list-style-type: none"> Jump, hop and run on the spot and in the space to the count of 1,2,3,4 and repeat the sequence. Use a drum or any kind of music to keep the beat. Increase to the count of 8. <p>In groups: Challenge Relay</p> <ul style="list-style-type: none"> Challenge the children to combine running, jumping and hopping activities in simple races and relay races: <ul style="list-style-type: none"> ❖ run forwards, run sideways, run forwards ❖ hop forwards, hop sideways, hop forwards ❖ jump forwards, jump sideways, jump forwards 	<ul style="list-style-type: none"> Improve running, jumping and hopping skills Increase muscle strength Move in different directions Take part in simple races and relay races. Share his/her opinion about the picture in hand using simple vocabulary. Be able to identify currency notes and do simple addition Understand concept of places and directions. 	<ul style="list-style-type: none"> Increase the distance. Combine more action: run forwards, run backwards and run sideways. Run and jump backwards. 	<ul style="list-style-type: none"> Lime powder or recycled bottles as markers. Pictures of different scenes like Market Scene, Forest Scene, Beach Scene, Classroom Scene, Railway Station Currency cards Instruction cards for directions 	<ul style="list-style-type: none"> Space activities Watch out for others

Cross Curricular Links

English	Mathematics	EVS	Life Skills Enhanced
<p>Relate drawing and painting to oral communication:</p> <ul style="list-style-type: none"> Challenge Relay: Each child runs, jumps or hops to the bottle and picks up a picture and share his/her opinion about the picture. Once done, s/he runs back to the next player who has his/her turn. (3.LS.4), (4.LS.5)(4.LS.9) 	<p>Money:</p> <ul style="list-style-type: none"> Challenge Relay: Each child runs to the bottle and picks one of the currency cards placed, then moves to the second marker by hopping and picks up another currency card and then jumps to the finish line and calculates the total amount. (2.6.1) (3.1.7) 	<p>Places & Directions:</p> <ul style="list-style-type: none"> Challenge Race: Children follow directions to the finishing line with the help of written instruction cards (e.g. go 5 steps forward, then take a left). (3.5.1) (4.6.1) (5.6.1) 	<ul style="list-style-type: none"> Effective Communication Teamwork

LEARNING ENHANCEMENT CARD

GRADE 2: CARD 3

Agility, Balance, Coordination: Jumping and hopping

Activities	Use these Activities to:	Variations	Equipment	Safety measures
<p>Class activities</p> <ul style="list-style-type: none"> • Jump from two feet to two feet and from one foot to the same foot (hopping). • Leap from one foot to the other. • Jump from one foot to land on two feet and from two feet to land on one. • Combine different stepping and jumping actions: <ul style="list-style-type: none"> ❖ Step, jump; step ❖ Jump, jump, leap ❖ Step, step, leap ❖ Step, jump, step ❖ Hop, step, jump. ❖ Combine stepping, jumping and hopping actions to the beat of 1, 2, 3 <p>In groups</p> <ul style="list-style-type: none"> • Run, jump and hop in and out of the tyres and bottles (as markers) • Jump over tyres, empty boxes and ropes. 	<ul style="list-style-type: none"> • Jump in different ways • Leap from one foot to the other • Combine stepping and jumping actions • Improve muscle power • Improve understanding of key spatial words • Measure 2-D shapes using non-standard units (foot-steps) 	<ul style="list-style-type: none"> • Children make up their own jumping challenges. 	<ul style="list-style-type: none"> • Lime powder or bottles (as markers). • Boxes • Recycled tyres (as rings) • Ropes 	<ul style="list-style-type: none"> • Space activities. • Watch out for others. • Make sure surface is not slippery.

Cross Curricular Links

English	Mathematics	EVS	Life Skills Enhanced
<p>Listening with understanding:</p> <ul style="list-style-type: none"> • Focus on children's understanding of key spatial words like 'in', 'out', 'over'. (2.LS.8) 	<p>Geometry:</p> <ul style="list-style-type: none"> • Combine the stepping and jumping actions making different 2-D shapes e.g. rectangle, square, triangle and circle. Use their names correctly. (2.2.1) 	<p>Measurement (Foot-steps):</p> <ul style="list-style-type: none"> • While forming 2-D shapes, children measure distances through footsteps. E.g. difference in distances covered while forming a square and rectangle. (3.6.1) 	<ul style="list-style-type: none"> • Effective communication • Creative thinking

LEARNING ENHANCEMENT CARD

GRADE 2: CARD 4

Agility, Balance, Coordination: Simple relay races

Activities	Use these Activities to:	Variations	Equipment	Safety measures
<p>In teams</p> <ul style="list-style-type: none"> Place a bottle (as a marker) at a certain distance in a relay race. Children to run straight and around the bottle and run back. ❖ Roll a football around the bottle and back. ❖ Run with an empty box on head and back (if box falls off put it back and carry on). ❖ Run with ring in hand: children to aim and throw a cycle tyre around the bottle without dropping it. The team scores a point if successful and runs back to the next player. ❖ Keep an empty box on a cricket bat while running to the marker and back. ❖ Roll a cycle tyre to the marker and back. Children score three points for winning the race, two for second place and one for third place 	<ul style="list-style-type: none"> Learn running, jumping and throwing techniques to participate in simple relay races Have fun with others Understand which team wins and why Learn to take turns and try hard for the team. Be able to form words with random letters Understand the concept of ascending/descending order of numbers Understand inter-relatedness of time and weight 	<ul style="list-style-type: none"> Play as a shuttle relay. Increase the distance over which the activities take place. Run backwards. 	<ul style="list-style-type: none"> Lime powder or recycled bottles as markers. Empty boxes Football Cricket bats Discarded bicycle tyres Letter Cards Number Cards Note books Stopwatch or clock 	<ul style="list-style-type: none"> Keep spaced out. Watch out for others. Be careful when retrieving objects.

Cross Curricular Links

English	Mathematics	EVS	Life Skills Enhanced
<p>Building proficiency in the language:</p> <ul style="list-style-type: none"> A child runs and randomly picks up five letters from the box kept at the marker. The child then forms a word with the letters after returning to the starting point. (3.LS.9) 	<p>Numbers:</p> <ul style="list-style-type: none"> Run and pick up numbers from a box. Children arrange the numbers up to one hundred in ascending/ descending order. (2.1.2) 	<p>Measurement and Time:</p> <ul style="list-style-type: none"> Children record time taken to reach starting point after carrying different number of note-books, in order to establish relationship between quantities like time and weight. (3.6.1), (3.6.2), (4.5.1), (4.5.2) 	<ul style="list-style-type: none"> Self-Awareness Creative thinking Problem solving

LEARNING ENHANCEMENT CARD

GRADE 2: CARD 5

Agility, Balance, Coordination: Bean bag relay

Activities	Use these Activities to:	Variations	Equipment	Safety measures
<p>How to play</p> <p>In teams</p> <ul style="list-style-type: none"> Place a bottle (as a marker) at a certain distance in a relay race. First player has two boxes: one red and one green. Run and place the red box in first circle (denoted by a cycle tyre) and the green box in second circle. Run around the bottle and return collecting the green box and red box and pass them to the next player. 	<ul style="list-style-type: none"> Improve speed over short distances Change direction while moving Improve the bending skills required to play games like Kho Kho Explain the directions used in Kho Kho Comprehend word pictures and group on the basis of inter-relatedness Form 2 digit numbers and compare them with other numbers Identify one's belongings amongst various other objects. 	<ul style="list-style-type: none"> Reduce/increase the distance between the hoops. Once both the boxes have been collected throw them back to the next player 	<ul style="list-style-type: none"> 2 empty boxes per team: one red and one green 2 cycle tyres per team Number cards Lime powder or recycled bottles (as markers) Animal name cards Animal offspring name cards Children's belongings (tiffin, pencil box, stationary, bags) 	<ul style="list-style-type: none"> Space each group so they have enough room to run without bumping into others.

Cross Curricular Links

English	Mathematics	EVS	Life Skills Enhanced
<p>Word Comprehension:</p> <ul style="list-style-type: none"> Place the names of animals in one circle and the names of their babies in the other e.g. cat and kitten. Children run and pick up the name of an animal from the first circle. They run to the second circle and find its offspring's name. (3.R.3), (3.LS.9) 	<p>Numbers:</p> <ul style="list-style-type: none"> Place numbers in 2 circles: tens in one circle and ones in the other circle. Children run and pick up a number from the first (e.g. 4 'tens') and a number from the second (e.g. 3 'ones'). What is the number you have made with the tens and ones (e.g. 43)? Compare it with other players. (2.1.1), (2.1.2) 	<p>Me and my belongings:</p> <ul style="list-style-type: none"> Children's belongings (tiffin, pencil box, stationary, etc.) are kept at different places on the track. They have to run and pick up only their belongings in their turn and pack their bags. 	<ul style="list-style-type: none"> Self-awareness Problem Solving Decision Making

LEARNING ENHANCEMENT CARD

GRADE 2: CARD 6

Agility, Balance, Coordination: Throwing and catching

Activities	Use these Activities to:	Variations	Equipment	Safety measures
In groups <ul style="list-style-type: none"> • Throw and catch to self. • Throw to a wall and catch. • Drop a ball and catch it. • Dribble a ball 2 or 3 times and catch it. • Throw a ball up, clap (one, two, three) and catch the ball. • Throw a small ball up, pick up an object before the ball is caught. 	<ul style="list-style-type: none"> • Improve throwing and catching skills. • Work with others safely • Use throwing and catching skills in simple games. • Read and form simple words. • Form geometrical shapes while throwing & catching the ball. • Identify objects from picture cards. 	<ul style="list-style-type: none"> • Set challenges: How many catches can you make before the ball is dropped? • Use the widest range of soft throwing objects possible. 	<ul style="list-style-type: none"> • A variety of balls and other objects that can be thrown like empty boxes. • Cycle tyres • Lime powder or recycled bottles as markers. • Letter cards • Picture cards of objects. 	<ul style="list-style-type: none"> • Use lightweight or soft balls only • Space activities • Watch out for others particularly when collecting and chasing objects

Cross curricular links

English	Mathematics	EVS	Life Skills Enhanced
Read simple words <ul style="list-style-type: none"> • Throw a ball at letters placed on the ground or on a wall. Have three or four attempts and try to make a word. (2.W.1) 	Multiplication: Geometry <ul style="list-style-type: none"> • Children throw and catch the ball to themselves while walking in straight and curved pathways and in triangular, square and circular pathways. (2.2.1) (2.2.2) (2.2.3) 	<ul style="list-style-type: none"> • Children throw the ball up, pick up a picture card of an object placed in the tyre and catch the ball. The child then has to say the name of the object in the card. (3.2.2.) 	<ul style="list-style-type: none"> • Coordination • Creative thinking • Self-Awareness

LEARNING ENHANCEMENT CARD

GRADE 2: CARD 7

Agility, Balance, Coordination: throwing and catching to others

Activities	Use these Activities to:	Variations	Equipment	Safety measures
<p>In groups</p> <ul style="list-style-type: none"> An equal number of players stand on one line, and an equal number face them on the other line: Throw and catch large balls Throw and catch small balls (position players close to each other) Throw a large ball upwards and let it bounce. Partner catches it off the bounce. Throw a large ball using an overhead throw. 	<ul style="list-style-type: none"> Improve throwing and catching skills. Work with others safely Use throwing and catching simple games. Build a short story around a theme. Count numbers and perform simple number operations. Create drawing/picture to depict a story. 	<ul style="list-style-type: none"> Increase distance between players. Set challenge: how many catches can you make before the ball is dropped? Use the widest possible range of light throwing objects. 	<ul style="list-style-type: none"> A variety of balls and other objects that can be thrown: empty boxes, rings. Lime powder or recycled bottles as markers. 	<ul style="list-style-type: none"> Use lightweight or soft balls only Keep space while playing Watch out for others particularly when collecting and chasing object

Cross curricular links

English	Mathematics	EVS	Life Skills Enhanced
<p>Form simple sentences</p> <ul style="list-style-type: none"> As each child throws the ball they speak a short sentence on a selected topic or theme that builds into a short story. (2.LS.3) (3.LS.6) (4.LS.8) 	<p>Numbers</p> <ul style="list-style-type: none"> Estimate how many times your team will catch the ball before it is dropped. Compare this with how many times the ball was actually caught before it was dropped. Use these two figures to undertake simple number operations. (2.1.4) (2.1.5) 	<p>Creativity</p> <ul style="list-style-type: none"> Children create a short comic strip from the topic or theme built in English activity. (3.7.1) 	<ul style="list-style-type: none"> Creative Thinking Problem Solving Effective Communication

LEARNING ENHANCEMENT CARD

GRADE 2: CARD 8

Agility, Balance, Coordination: Throwing and catching games

Activities	Use these Activities to:	Variations	Equipment	Safety measures
<p>In groups</p> <ul style="list-style-type: none"> 1-2-3-4 <ul style="list-style-type: none"> Players make a square shape. Pass the ball from player one to two, two to three and so on. How many passes occur before you drop the ball? Circle ball <ul style="list-style-type: none"> Teacher or one child stands in the middle of the circle. Ball is passed by the player standing inside the circle to the outside players in order around circle. 	<ul style="list-style-type: none"> Use throwing and catching skills to play simple games. Be ready to catch the ball. Improve the action of throwing and catching. Watch and track the ball through the air. Build a working proficiency in English. Identify basic 2-D shapes of objects. Follow direction while throwing the ball. 	<ul style="list-style-type: none"> Reduce the size of ball, or change the object being thrown (e.g. small box) Increase the distance between the players. 	<ul style="list-style-type: none"> Initially use larger, softer balls. As children become competent introduce different balls and other equipment like small cycle tyres. Lime powder or recycled bottles as markers. Letter cards Soft toys. 	<ul style="list-style-type: none"> Use soft or light equipment only. Keep space while playing. Watch out for others particularly when collecting and chasing objects.

Cross curricular links

English	Mathematics	EVS	Life Skills Enhanced
<p>Building a working proficiency in the language</p> <ul style="list-style-type: none"> Circle ball: Each child in the circle is given one letter of the alphabet (worn around their neck). Children must throw the ball in the correct order to spell a word (e.g. table) (3.W.1) 	<p>Geometry</p> <ul style="list-style-type: none"> Throw and catch soft cotton objects of different shapes (rectangle, square and triangle). Children to recognise the shapes and use their names appropriately (2.2.1) 	<p>Directions</p> <ul style="list-style-type: none"> In 1-2-3-4 game, teacher calls out the name of a direction (e.g. south west) & the child has to throw towards the partner standing in that direction. (3.5.1) 	<ul style="list-style-type: none"> Problem solving Decision making Self-Awareness

LEARNING ENHANCEMENT CARD

GRADE 2: CARD 9

Agility, Balance, Coordination: Rolling a ball

Activities	Use these Activities to:	Variations	Equipment	Safety measures
<p>In groups Around the circle</p> <ul style="list-style-type: none"> Pass ball around the circle of players. <p>Monkey in the center</p> <ul style="list-style-type: none"> Ball is passed around in the circle. The player in the middle tries to stop the ball by catching inbetween. If the player in the middle succeeds she/he changes places with the child who threw the ball. 	<ul style="list-style-type: none"> Use throwing and catching skills to play simple game. Be ready to catch the ball. Improve the actions of throwing and catching. Watch and track the ball through the air. Use comparative words in speech. Perform addition & subtraction of multiples. Explain rules of a game. 	<ul style="list-style-type: none"> Reduce the size of the ball, or change the object being thrown (e.g. empty boxes) Increase the distance between players. 	<ul style="list-style-type: none"> Initially use larger, softer balls. As children become competent introduce different balls and other equipment like cycle tyres & empty boxes. 	<ul style="list-style-type: none"> Use soft or light equipment only. Keep space while playing. Watch out for others particularly when collecting and chasing objects.

Cross curricular links

English	Mathematics	EVS	Life Skills Enhanced
<p>Build a working proficiency in the language</p> <ul style="list-style-type: none"> When playing the games use different sized balls. During the lesson expose the children to the comparative forms of relevant vocabulary. For example, 'throw the large ball to Renu', 'throw the largest ball to Rajesh' etc. (2.LS.6) (3.LS.5) (4.LS.3) (5.LS.3) 	<p>Mental Arithmetic</p> <ul style="list-style-type: none"> Each time a child catches the ball they mentally add a multiple of ten. Keep going until the ball is caught by the child in the middle. This can be repeated with children subtracting multiples of ten from 100. (2.1) (2.1.4) (2.1.5) 	<p>Rules and safety</p> <ul style="list-style-type: none"> Ask children to explain the rules of the game 'monkey in the center' in their own words. (3.8.1) 	<ul style="list-style-type: none"> Problem Solving Effective Communication Teamwork

LEARNING ENHANCEMENT CARD

GRADE 2: CARD 10

Agility, Balance, Coordination: Movement with a ball

Activities	Use these Activities to:	Variations	Equipment	Safety measures
<p>In groups</p> <ul style="list-style-type: none"> • Dribble/tap a ball with the hand. • Dribble/tap a ball with a stick. • Dribble/tap a ball with a bat. • Dribble/tap a ball with a foot. • Dribble a ball by bouncing it downwards (as in basketball). 	<ul style="list-style-type: none"> • Dribble a ball in different ways. • Understand what it means to dribble a ball. • Use different ways to dribble a ball. • Improve neuro muscular coordination. • Read sentence written on the cards. • Perform subtraction of numbers. • Record time taken for different activities. 	<ul style="list-style-type: none"> • Use recycled bottles to create zigzag pathway for children to follow. • Use smaller balls. • Roll cycle tyres. 	<ul style="list-style-type: none"> • Variety of ball, bats and stick. • Lime powder or bottles as markers. 	<ul style="list-style-type: none"> • Watch out for others when moving. • Alert others if the ball rolls into their path. • Be careful when chasing a ball that has rolled away

Cross curricular links

English	Mathematics	EVS	Life Skills Enhanced
<p>Visual familiarity with text</p> <ul style="list-style-type: none"> • Sentence cards are placed near the marker (bottle). Children dribble the ball to the bottle and pick up a card. They read the sentence as written on the card. (3.R.1) (3.R.3) (4.R.6) 	<p>Subtraction</p> <ul style="list-style-type: none"> • Count the number of times you tap the ball while dribbling it. Subtract this number from a given number. (2.1) (2.1.5) 	<p>Time and direction</p> <ul style="list-style-type: none"> • Follow directions and compare time taken for performing the different activities. (3.6.2) (4.5.2) 	<ul style="list-style-type: none"> • Teamwork • Problem Solving • Self-Awareness

LEARNING ENHANCEMENT CARD

GRADE 2: CARD 11

Agility, Balance, Coordination: Zigzag pathways

Activities	Use these Activities to:	Variations	Equipment	Safety measures
<p>In groups</p> <ul style="list-style-type: none"> • Arrange recycled bottles in a way that players have to move in zigzag pathways: <ul style="list-style-type: none"> • Dribble a ball with the hand • Dribble a ball with a stick • Dribble a ball with a bat • Dribble a ball with the feet • Dribble a ball by bouncing it downwards (as in basketball) 	<ul style="list-style-type: none"> • Dribble a ball in and out of recycled bottles. • Keep the ball under control. • Use different ways to dribble a ball. • Improve neuro muscular coordination. • Read words and find their opposites. • Arrange objects in order of their weight. • Match fruit names with their colours. 	<ul style="list-style-type: none"> • Challenge the children: How many circles can your team complete in two minutes. • Roll cycled tyres • Reduce the distance between the recycled bottles 	<ul style="list-style-type: none"> • Variety of balls, bats and sticks. • Lime powder or markers. • Recycled bottles and markers for moving around. • Cycle tyres. • Word cards • Flash cards showing objects of varied weight. • Word cards of fruits names and colours. 	<ul style="list-style-type: none"> • Watch out for others when moving. • Alert others if the ball rolls into their path. • Be careful when chasing a ball that has rolled away.

Cross curricular links

English	Mathematics	EVS	Life Skills Enhanced
<p>Exposure to written inputs</p> <ul style="list-style-type: none"> • Place words next to one another of the bottles in the middle and the opposites of these words near a bottle placed at the end. Dribble the ball and collect a word from the middle bottle. Dribble the ball to the end bottle and find its opposite e.g. hot and cold. (3.LS.8) (5.LS.6) 	<p>Weight</p> <ul style="list-style-type: none"> • Place flash cards with pictures of objects of different weights near the bottle placed at the end. One at a time children dribble the ball and collect one flash card. When all the teams have had their turns the children put the flash cards in ascending order according the weight of the objects. (2.3.2) (3.3.2) (4.4.2) 	<ul style="list-style-type: none"> • Place word cards of fruits at one end and word cards of colour names at the other. Children dribble the ball and collect a fruit name first and then find its colour name. (3.1.1) (4.1.1) 	<ul style="list-style-type: none"> • Decision Making • Problem Solving • Coordination

LEARNING ENHANCEMENT CARD

GRADE 2: CARD 12

Agility, Balance, Coordination: Hitting and kicking

Activities	Use these Activities to:	Variations	Equipment	Safety measures
In groups <ul style="list-style-type: none"> Roll, kick or hit the ball between two markers. One player stands by the markers to collect the ball and roll it to the next players. 	<ul style="list-style-type: none"> Learn a basic kicking action Use a stick to hit a ball Kick and hit a ball accurately Use different equipments effectively Recite rhyming words Keep match scores by addition and subtraction Identify and classify plants. 	<ul style="list-style-type: none"> Increase the distance from the markers. Decrease the size of the goal area. Include a dribbling action so each player has to dribble the ball about five meters and then try to the target or score a goal. 	<ul style="list-style-type: none"> Different sized balls, bats and sticks Recycled bottles (as markers) Lime powder or makers 	<ul style="list-style-type: none"> Hit, kick and roll the ball in one direction or away from each other Return balls by rolling them When waiting stand away from the player who is striking or kicking the ball


Cross curricular links

English	Mathematics	EVS	Life Skills Enhanced
To recite rhyming words <ul style="list-style-type: none"> Each team is given a word (e.g. jack). Each child has to say a rhyming word before they roll the ball (e.g. back) (4.R.2) 	Mental Arithmetic <ul style="list-style-type: none"> Award 1, 2 or 3 points each time a 'goal' is scored. Have five attempts each. Keep your own score or a team score (2.1) (2.1.4) 	<ul style="list-style-type: none"> Each child is given the name of a plant. He/she has to identify it's type (herb/ shrub/ climber/ aquatic/ etc.) before rolling the ball. (3.1.1.) (3.4.1) 	<ul style="list-style-type: none"> Decision Making Creative Thinking

LEARNING ENHANCEMENT CARD

GRADE 2: CARD 13

Agility, Balance, Coordination: Throwing at targets

Activities	Use these Activities to:	Variations	Equipment	Safety measures
<p>In groups</p> <ul style="list-style-type: none"> • Throw empty boxes, balls and other object to land on or in targets. • Throw a ball to land, in or on different targets. • Roll the ball to try and knock down blocks or markers. • Play game of Hopscotch 	<ul style="list-style-type: none"> • Improve accuracy of throwing • Throw underarm and overarm • Use different equipment effectively • Roll and throw objects accurately • Identify opposites of words • Measure distances using non-standard units • Identify vegetables as part of a plant 	<ul style="list-style-type: none"> • Increase the distance from the target • Decrease the size of the target 	<ul style="list-style-type: none"> • Variety of objects that can be thrown • Lime powder or markers, recycled bottles, boxes or ropes to make targets • Word cards 	<ul style="list-style-type: none"> • Throw in one direction or away from each other


Cross curricular links

English	Mathematics	EVS	Life Skills Enhanced
<p>Comprehension of spoken and written words</p> <ul style="list-style-type: none"> • Each time a target is hit, the child picks up a word placed at the target and speaks its opposites e.g. 'short X tall'. <p>(3.LS.8) (5.LS.6)</p>	<p>Measurement</p> <ul style="list-style-type: none"> • Ask the children to measure the distance between the start line and the targets using non-standard units of measurement. Use non-standard measurements to place targets at specific distances from the start line <p>(2.3.1) (4.4.2)</p>	<p>Classification</p> <ul style="list-style-type: none"> • Each child is given the name of a vegetable. He/she has to identify the part of the plant that we eat before scoring for the target to win an additional point. <p>(3.1.1) (3.4.1) (4.4.2)</p>	<ul style="list-style-type: none"> • Decision Making.

LEARNING ENHANCEMENT CARD

GRADE 2: CARD 14

Agility, Balance, Coordination: Throwing at targets

Activities	Use these Activities to:	Variations	Equipment	Safety measures
<p>In groups</p> <ul style="list-style-type: none"> • Throw empty boxes, balls and other object to land on or in targets. • Throw a ball to land in, or on different targets. • Throw a box in a marker. • Play game of Hopscotch 	<ul style="list-style-type: none"> • Improve accuracy of throwing • Throw under and overarm • Use different equipment effectively • Roll and throw objects accurately • Identify opposites of words • Differentiate between a straight line and a curve • Measure distance using non-standard units 	<ul style="list-style-type: none"> • Increase the distance from the markers • Decrease the size of the target 	<ul style="list-style-type: none"> • Variety of objects that can be thrown: balls, empty boxes • Lime powder or markers, recycled bottles to make targets • Word cards 	<ul style="list-style-type: none"> • Throw in one direction or away from each other.

Cross curricular links

English	Mathematics	EVS	Life Skills Enhanced
<p>Comprehension of spoken and written words</p> <ul style="list-style-type: none"> • Each time a target is hit, the child picks up a word and says its opposite e.g. 'empty,' full' (3.LS.8) (5.LS.6) 	<p>Geometry</p> <p>Children to:</p> <ul style="list-style-type: none"> • Roll the ball into the target (tyre/hoop) • Throw the ball in the target. • Throw the ball by making a chest pass. <p>Teacher to then discuss the difference between straight lines and curves based on the motion of the ball.</p> <p>(2.2.4)</p>	<ul style="list-style-type: none"> • Ask the children to measure the distance between the start line and the targets using non-standard units of measurement. Use non-standard measurements to place targets at specific distance from the start line. (4.4.2) 	<ul style="list-style-type: none"> • Problem Solving

LEARNING ENHANCEMENT CARD

GRADE 2: CARD 15

Agility, Balance, Coordination: Take Aim

Activities	Use these Activities to:	Variations	Equipment	Safety measures
<p>How to play In teams</p> <ul style="list-style-type: none"> • Divide the group into four equal teams. Each team stands one behind each other at four throwing stations, with the target at centre. Provide a different object for each team to throw. Take it in turns to throw the object into the target. Score 1 point for each object that successfully reaches the target. When everyone had their turn move to the next throwing station. 	<ul style="list-style-type: none"> • Improve accuracy of throwing. • Begin to know what makes successful throw. • Play with others. • Compare & write simple sentences. • Add up scores in a game. • Compare the strength used in throwing different objects. 	<ul style="list-style-type: none"> • Increase the distance from the target. • Decrease the size of the target 	<ul style="list-style-type: none"> • Variety of objects that can be thrown. • Lime powder, recycled bottles, buckets and ropes to make targets. • Word cards 	<ul style="list-style-type: none"> • Use soft objects only.

Cross curricular links

English	Mathematics	EVS	Life Skills Enhanced
<p>Write simple short sentences</p> <ul style="list-style-type: none"> • Put word cards into a box. When children are successful at getting the object into the target they collect a word from the box. The winning team is the team that has sufficient words to frame a sentence. (2.W.2) 	<p>Mental arithmetic</p> <ul style="list-style-type: none"> • Keep individual score. At the end of the game add up the individual scores to arrive at a team score. (2.1) (2.1.4) 	<p>Measurement (size & weights)</p> <ul style="list-style-type: none"> • Ask teams to take turn in throwing different objects. In the end, discuss what object was the easiest to throw and why? (3.6.1) 	<ul style="list-style-type: none"> • Creating Thinking. • Co-operation. • Problem Solving.

LEARNING ENHANCEMENT CARD

GRADE 2: CARD 16

Agility, Balance, Coordination: Hitting and kicking

Activities	Use these Activities to:	Variations	Equipment	Safety measures
<p>In groups</p> <ul style="list-style-type: none"> An equal number of players stand on one line, and an equal number of players face them standing on the other line at a distance. Kick a ball Hit a ball using sticks, cricket bats and balls. Hit or kick a ball to a wall. 	<ul style="list-style-type: none"> Improve hitting and kicking skills. Improve muscle strength. Hit and kick a ball to someone else. Hit with power. Identify plural forms of words. Give expanded forms of numbers. Identify eating habits of animals. 	<ul style="list-style-type: none"> Increase the distance. Use small balls Use different equipment like cricket bats, and balls. 	<ul style="list-style-type: none"> Various balls. Various equipments that can be used to hit a ball: bats, sticks. Lime powder or recycled bottles as markers. 	<ul style="list-style-type: none"> Use soft balls and equipment that is appropriate for young children (small sticks.) Keep space. Watch out for others particularly when collecting and chasing objects.

Cross curricular links

English	Mathematics	EVS	Life Skills Enhanced
<p>Comprehension of spoken words.</p> <ul style="list-style-type: none"> Children on one half of the team are given a word in its singular form. Prior to hitting or kicking the ball the child will say the word. The child on the opposite team will give the plural of the word before returning the ball. (3.LS.5) 	<p>Numbers</p> <ul style="list-style-type: none"> Prior to hitting the ball, the first child in the team says one number (e.g. 42.). The second child will give the expanded form of the number and pass the ball back to the first team (2.1.) (3.1) 	<ul style="list-style-type: none"> The first child says the name of an animal (e.g. deer) and hits the ball. The second child will say if the animal is a herbivore, an omnivore or carnivore before throwing the ball back. (3.1.2) (3.4.1) 	<ul style="list-style-type: none"> Assertiveness Decision Making Problem Solving

LEARNING ENHANCEMENT CARD

GRADE 2: CARD 17

Agility, Balance, Coordination: Tag games

Activities	Use these Activities to:	Variations	Equipment	Safety measures
<p>Tag</p> <ul style="list-style-type: none"> One player is nominated as the catcher. The rest of the group runs around, staying in a defined area. When the catcher touches someone they must stand still with their arms outstretched until another player 'frees' them by going under one of their outstretched arms. <p>Roll tag</p> <ul style="list-style-type: none"> One player has a ball. The rest of the group run around, staying in a defined area. The player with the ball tries to hit the other players by rolling the ball at their feet. If the ball touches the player, he/she is either out or gets a turn to hit the ball. 	<ul style="list-style-type: none"> Use agility, coordination and balancing skills in games activities. Run, swerve, dodge and flee. Move and change direction quickly. Know and play according to the basic rules of simple games. Use action words appropriately in sentences. Add and subtract while playing. Understanding good/bad touch and develop sensitivity toward others. 	<p>Tag</p> <ul style="list-style-type: none"> Increase the number of catchers. When caught, the player to stand with legs apart. To be freed another player must crawl through his/her legs. <p>Roll tag</p> <ul style="list-style-type: none"> Increase the number of 'hitters'. 	<ul style="list-style-type: none"> Lime powder or markers to create a defined playing area. Soft ball. 	<ul style="list-style-type: none"> Keep spaced out. Watch out for others. Be careful when collecting balls that may stray into their playing areas.

Cross curricular links

English	Mathematics	EVS	Life Skills Enhanced
<p>Comprehension of spoken words.</p> <ul style="list-style-type: none"> During the lesson introduce as many action words as possible and ask the children to use them appropriately. For example, "'Ali is running', Hema is chasing me'. (3.LS.5) ((3.LS.6) (4.LS.3) (4.LS.7) (5.LS.5) 	<p>Addition and Subtraction</p> <ul style="list-style-type: none"> Give every child a number between 1-9 randomly. Every time a child is hit with the ball she/he adds or subtracts his/her number from the number that the hitter has. (2.1) (2.1.4) (2.1.5) 	<p>Safety & inclusion</p> <ul style="list-style-type: none"> Discuss good touch/bad touch with children and address issues of discrimination if any. (3.8.2) 	<ul style="list-style-type: none"> Coordination Empathy Problem Solving

LEARNING ENHANCEMENT CARD

GRADE 2: CARD 18

Agility, Balance, Coordination: Dog and the Bone

Activities	Use these Activities to:	Variations	Equipment	Safety measures
<p>How to play</p> <ul style="list-style-type: none"> Children stand in two lines facing each other. Place an empty box in a tyre in the middle of both the lines of students. Teacher calls out a number, say 5. The 2 players numbered 5, run and try to pick up the box. The player who is successful runs back to their place with the box. When the children understand the game let the players who is unsuccessful at getting the box chase the player who has the box. If the player with the box gets back to their place before the chaser catches them they score 1 point. 	<ul style="list-style-type: none"> Use agility, coordination and balancing skills in games activities. Run, dodge and flee. Learn to avoid being caught. Know and play to the basic rules of simple games. Frame words from letter. Count money. Create stories from word card. 	<ul style="list-style-type: none"> Use different formation e.g. circle, square. Collect different objects. Collect more than one object. 	<ul style="list-style-type: none"> Lime powder or markers to create a defined playing area. Soft ball Empty boxes. Letter cards Paper money 	<ul style="list-style-type: none"> Keep spaced out. Watch out for others. Be careful when collecting balls that may stray into their playing areas.

Cross curricular links

English	Mathematics	EVS	Life Skills Enhanced
<p>Comprehension of spoken words</p> <ul style="list-style-type: none"> Dog and Bone: Instead of a box children pick up a letter from the tyre. When all the children have had their turn the team frames a word using the letters they have collected. (2.W.1.) 	<p>Money</p> <ul style="list-style-type: none"> Dog and Bone: Instead of a box children pick up as many currency notes as they can. How much money have you managed to pick up? Team members to add the total of their respective teams. (2.6) (3.1.7) 	<ul style="list-style-type: none"> Children pick up word cards of random objects, animals or birds. In the end, the group tries to build a story/poem from the words. (3.7.1) 	<ul style="list-style-type: none"> Creative Thinking Coordination Assertiveness

LEARNING ENHANCEMENT CARD

GRADE 2: CARD 19

Agility, Balance, Coordination: Symmetric and asymmetric shapes

Activities	Use these Activities to:	Variations	Equipment	Safety measures
<p>Class activities.</p> <ul style="list-style-type: none"> Hold static balances in symmetric on different body parts. <ol style="list-style-type: none"> Lie on your back and lift your legs up in the air. Sit on the ground, stretch your arms sideways and lift your legs up in the air. Lie on your stomach and lift your arms and leg in the air. Lie on your stomach and push your body up with the force of your arms (like a push-up) Hold static balances in a symmetry or different body parts. <ul style="list-style-type: none"> In continuation of (4) above, raise one of your legs in the air. Lie down on your side, and raise one arm and one leg (which is on the upper side). Stand straight, spread your arms sideways and lift one leg forward. Stand straight, spread your arms in your front and raise a leg backwards. 	<ul style="list-style-type: none"> Hold position of static balance. Show different symmetric and asymmetric balance. Understand the difference between symmetric and asymmetric shapes. Combine balancing and moving. Recognise small and capital letters of the English alphabet. Form symmetric shapes like square, rectangle etc. 	<ul style="list-style-type: none"> Combine more balances. Combine symmetric and asymmetric jumps with the balances. 	<ul style="list-style-type: none"> Mats or a soft surface. 	<ul style="list-style-type: none"> Keep spaced out when performing the balances. Watch out for others. Hold the balances for the count of 3.

Cross curricular links

English	Mathematics	EVS	Life Skills Enhanced
<p>Recognise small and capital forms of the English alphabet.</p> <ul style="list-style-type: none"> Individually and with a partner form different capital letters with the symmetrical and asymmetrical activities above. Say whether they are symmetric or asymmetric shapes. 	<p>Patterns Individually, with a partner and in small groups create patterns of regular, symmetric shapes: e.g. square (4.6.2) (5.3.2)</p>	<p>Measurement While performing these physical activities, other students to estimate the distance between legs and arms when they are spread out, using non-standard units like hand span footsteps etc. (3.6.1)</p>	<ul style="list-style-type: none"> Creative Thinking Teamwork

LEARNING ENHANCEMENT CARD

GRADE 2: CARD 20

Agility, Balance, Coordination: Rhythmic Activities

Activities	Use these Activities to:	Variations	Equipment	Safety measures
<p>Class activities.</p> <ul style="list-style-type: none"> • Jumping Jacks: Begin with feet together. Jump and land with feet wide apart. Jump and land with feet together. Keep repeating this movement continuously. • Basic step touch: Begin with feet together. Step onto the right foot. Join both feet together. Step onto the left foot. Join both feet together. • Stairs: Imitate climbing the stairs on a stepped up piece of land. Keep repeating this movement like climbing a flight of stairs. • Fun with Alphabet: <ol style="list-style-type: none"> 1. V-step: Begin with feet together. Step out diagonally with right foot. Step out diagonally with left foot. Rhythmically step back diagonally with one foot at a time to return back to original position. 2. A-step: Begin with feet together and sideways. Step out diagonally with the right foot. Step out diagonally with the left foot. Rhythmically step back diagonally with one foot at a time to return back to the opposite side. Finally return back to original position. 	<ul style="list-style-type: none"> • Improve neuro-muscular coordination. • Improve flexibility. • Move to a beat and count the beat. • Coordinate different stepping patterns. • Follow simple instructions • Create patterns in different directions • Understand the meaning of traffic symbols. 	<ul style="list-style-type: none"> • Master these basic moves from both sides (right and left). • Include the use of arms (swinging; wage-like arm movements). • Change the music intensity and style. • Use claps/ribbons. 	<ul style="list-style-type: none"> • Music 	<ul style="list-style-type: none"> • Perform thee action on non-slippery floor surface.

Cross curricular links

English	Mathematics	EVS	Life Skills Enhanced
<p>Follow simple instructions</p> <ul style="list-style-type: none"> • Ask the children to listen, and follow the instructions carefully. Use pictures and words to provide the instruction so that children read and comprehend what they are reading. (3.LS.5) (4.LS.3) (4.R.3.) (5.LS.3) (5.R.2) 	<p>Patterns</p> <ul style="list-style-type: none"> • Create patterns by stepping in different directions, individually and in groups. Use ribbons or string to show the patterns that emerge. (3.5.1) 	<p>My surrounding</p> <ul style="list-style-type: none"> • Teacher to use signs of traffic signals (e.g. red, yellow, green, go left, go right) to make children perform while understanding such directions. (3.2.2) 	<ul style="list-style-type: none"> • Creativity

LEARNING ENHANCEMENT CARD

GRADE II: CARD 21

Agility, Coordination ,listening, singing, body awareness

Activities	Use these Activities to:	Variations	Equipment	Safety measures
In groups <ul style="list-style-type: none"> • Conversation about body parts.. • Conversation about functions of body parts; • Identification of numberof body parts; • Read the key terms of body parts. 	<ul style="list-style-type: none"> • Know the different parts of the body;. • Introduce the body tracing activity to the students; • Review body parts with the students; • Display outline review each body parts; 	<ul style="list-style-type: none"> • Display students worked on the walls of the classroom; • My body parts song with gesture 	<ul style="list-style-type: none"> • Worksheets • Piece of paper • Stationery items; 	Airy well ventilated room , conducive envit.

Cross Curricular Links

English	Mathematics	Life Skills Enhanced
Exposure to ,and comprehension of spoken and written inputs; Recognize and name of the body parts that are being used;	Counting numbers; At the end of the activities , the children count the number of objects each one has and makes comparisons of "more" and "less"	<ul style="list-style-type: none"> • Creative Thinking • Self awareness

LEARNING ENHANCEMENT CARD

GRADE II: CARD 22

Agility, Balance, Coordination, crossing and walking

Activities	Use these Activities to:	Variations	Equipment	Safety measures
<p>Class activities Recite the poem with appropriate gestures. Ιν γρουπς Τηε χηιλδρεν σηουλδ ρεχιτε τηε ποεμ ον τηειρ οων. Ιδεντιφψ χολουρσ- ρεδ,ψελ- λοω,γρεεν. Λεαρν αβουτ ωηεελσ Πιχκ υπ α τοψ χαρ σπιν ιτσ ωηεελσ..</p> <p>Classroom activities Arrange the children inl a line across one end of a room or in the playground. Give each child a toy car.</p>	<ul style="list-style-type: none"> • Sing or recite collectively songs or poem with actions. • Understand basic concept s of directions. • Understand the significance of traffic light. • Make play dough wheels and roll them around. • Learn wheels go faster than people are walking ; • Used to identify which is fast- est and which goes furthest before it can stop. 	<p>Walk in play- ground. Walk around different places.</p>	<ul style="list-style-type: none"> • Images of traf- fic light. • Chart paper , toys with wheels. 	<p>Keep spaced out. Watch out for other while driving and walking.</p>
Cross Curricular Links				
English	Mathematics	Life Skills Enhanced		
<p>Recite and sing poems</p> <ul style="list-style-type: none"> • Recognize the meaning of traffic light. 	<p>Direction and qualitative understanding of time. Children begin to understand which activity the think takes' the longest' And which one takes " the short- est "sp an of time.</p>	<ul style="list-style-type: none"> • looking and listening skills. • Confidence building 		

Learning Outcomes Coding Document

Grade 1: English

English	Code	Learning Outcomes
Listening (1.L)	L.1	Carries out simple instructions such as 'Shut the door', 'Bring me the book', and such others.
Listening and Speaking (1.LS)	LS.1	Associates words with pictures.
	LS.2	Names familiar objects seen in the pictures.
	LS.3	Recognizes letters and their sounds A-Z
	LS.4	Recites poems/rhymes with actions.
	LS.5	Responds orally (in any language including sign language) to comprehension questions related to stories/poems
	LS.6	Identifies characters and sequence of a story and asks questions about the story.
	LS.7	Listens to English words, greetings, polite forms of expression, simple sentences, and responds in English /home language /signs.
	LS.8	Talks about self/situations/pictures in English.
	LS.9	Uses nouns such as 'boy', 'sun', and prepositions like 'in', 'on', 'under, etc.
	LS.10	Produces words with common blends like "br" "fr" like 'brother', frog' etc.
Reading (1.R)	R.1	Differentiates between small and capital letters in print/Braille
Writing (1.W)	W.1	Writes simple words like fan, hen, rat etc.
	W.2	Draws/ scribbles in response to poems and stories.

Grade 1: Mathematics

Mathematics	Code	Learning Outcomes
Numbers (1.1)	1.1.1	Counts objects using numbers 1 to 9.
	1.1.2	Constructs addition facts up to 9 by using concrete objects. For example to find $3+3$ counts 3 steps forward from 3 onwards and concludes that $3+3=6$.
	1.1.3	Subtracts numbers using 1 to 9. For example the child takes out 3 objects from a collection of 9 objects and counts the remaining to conclude $9-3=6$
	1.1.4	Solves day to day problems related to addition & subtraction of numbers up to 9.
	1.1.5	Works with numbers 1 to 20
	1.1.6	Recites number names and counts objects up to 20, concretely, pictorially and symbolically
	1.1.7	Compares numbers up to 20. For example tells whether number of girls or number of boys is more in the class.
	1.1.8	Applies addition and subtraction of numbers 1 to 20 in daily life
	1.1.9	Recognizes numbers up to 99 and writes numerals.
Geometry Basic Shapes (1.2)	1.2.1	Describes the physical features of various solids/shapes in her own language. For example- a ball rolls, a box slides etc.
	1.2.2	Classifies objects into groups based on some physical attributes like shape, size and other observable properties including rolling and sliding.
Measurement (1.3)	1.3.1	Estimates and measures short lengths using non uniform units like a finger, hand span, length of a forearm, footsteps, etc.
Patterns (1.4)	1.4.1	<p>Observes, extends and creates patterns of shapes and numbers. For example arrangement of shapes/ objects/ numbers, etc. like</p> <ul style="list-style-type: none"> • 1,2,3,4,5,..... • 1,3,5,..... • 2,4,6,..... • 1,2,3,1,2,..., 1,...3,.....
Data Analysis (1.5)	1.5.1	Collects, records (using pictures/ numerals) and interprets simple information by looking at visuals. (For example in a picture of a garden the child looks at different flowers and draws inference that flowers of a certain colour are more).

Grade 2: English

English	Code	Learning Outcomes
Listening and Speaking (2.LS)	LS.1	Sings songs/rhymes with action.
	LS.2	Responds to comprehension questions related to stories and poems, in home language/English/ sign language, orally and in writing (phrases/ short sentences)
	LS.3	Identifies characters, and sequence of events in a story
	LS.4	Expresses verbally her/his opinion and asks questions about the characters, storyline, etc., in English/ home language
	LS.5	Listens to English words, greetings, polite forms of expression, and responds in English/home language like 'How are you?', 'I'm fine, thank you.'etc.
	LS.6	Uses simple adjectives related to size, shape, colour, weight, texture such as 'big', 'small', 'round', 'pink' 'red' 'heavy' 'light' 'soft' etc.
	LS.7	Uses pronouns related to gender like 'his/her/, 'he/she', 'it' and other pronouns like 'this/that', 'here/there' 'these/those' etc.
	LS.8	Uses prepositions like 'before', 'between'' etc.
Reading (2.R)	R.1	Identifies characters, and sequence of events in a story.
Writing (2.W)	W.1	Draws/ writes a few words/short sentence in response to poems and stories.
	W.2	Composes and writes simple, short sentences with space between words.

Grade 2: Mathematics

Mathematics	Code	Learning Outcomes
Numbers (2.1)	2.1	Works with two digit numbers
	2.1.1	Reads and writes numerals for numbers up to 99.
	2.1.2	Uses place value in writing and comparing two digit numbers.
	2.1.3	Forms the greatest and smallest two digit numbers (with and without repetition of given digits).
	2.1.4	Solves simple daily life problems/situations based on addition of two digit numbers.
	2.1.5	Solves daily life situations based on subtraction of two digit numbers.
	2.1.6	Represents an amount up to Rs. 100 using 3-4 notes and coins (of same/ different denominations).
Geometry Basic Shapes (2.2)	2.2	Describes basic 3D and 2D shapes with their observable characteristics
	2.2.1	Identifies 2D shapes (rectangle, square, triangle, circle) by their names
	2.2.2	Identifies basic 3D-shapes such as cuboid, cylinder, cone and sphere by their names
	2.2.3	Traces 2D outlines of 3D objects.
	2.2.4	Distinguishes between straight and curved lines.
	2.2.5	Draws/ represents straight lines in various orientations (vertical, horizontal, slant).
Measurement (2.3)	2.3.1	Estimates and measures length/distances and capacities of containers using uniform non-standard units like a rod/pencil, cup/spoon/bucket etc.
	2.3.2	Compares objects as heavier/lighter as using simple balance.
Time (2.4)	2.4.1	Identifies the days of the week and months of the year
	2.4.2	Sequences the events occurring according to their duration in terms of hours/days, for example ,does a child remain in school for longer period than at home ?
Data Analysis (2.5)	2.5.1	Draws inference based on the data collected such as 'the number of vehicles used in Samir's house is more than that in Angeline's'.
Money (2.6)	2.6.1	Identifies the values of currency notes up to 100/coins and performs addition and subtraction operations.

Learning Outcomes Matrix

Grade 1: English

English	Code	Learning Outcomes	Pedagogic Processes	Resources
Listening (1.L)	L.1	Carries out simple instructions such as 'Shut the door', 'Bring me the book', and such others.	Carries out simple instructions given in English or in-home language.	LEC Grade 1: Card 1, 10, 15, 16, 17, 18 and 19
Listening and Speaking (1.LS)	LS.1	Associates words with pictures.	Name common objects (like man, dog etc.) when pictures are shown Listen to instructions and draw a picture	LEC Grade 1: Card 4, 8, 18
	LS.2	Names familiar objects seen in the pictures.	Name common objects (like man, dog etc.) when pictures are shown	LEC Grade 1: Card 8, 11, 18
	LS.3	Recognizes letters and their sounds A-Z	Develop phonemic awareness through activities focusing on different sounds, emerging from the words in stories and texts.	LEC Grade 1: Card 6
	LS.4	Recites poems/rhymes with actions.	Sing/recite collectively songs/ poems/ rhymes with action	LEC Grade 1: Card 2, 5, 7, 14 and 19
	LS.5	Responds orally (in any language including sign language) to comprehension questions related to stories/poems	Respond in home language/English/sign language/ non-verbal expressions what he/she has understood in the story/poem	LEC Grade 1: Card 3 and 20
	LS.6	Identifies characters and sequence of a story and asks questions about the story.		
	LS.7	Listens to English words, greetings, polite forms of expression, simple sentences, and responds in English /home language /signs.	Use greetings like "good morning", "thank you" and have polite conversations in English like "what is your name?", "how are you?" etc.	LEC Grade 1: Card 3, 9, 15
	LS.8	Talks about self/situations/pictures in English.	Respond in English/sign language/non-verbal expressions about himself/herself, situations and pictures	LEC Grade 1: Card 11 and 20
	LS.9	Uses nouns such as 'boy', 'sun', and prepositions like 'in', 'on', 'under, etc.		LEC Grade 1: Card 17
	LS.10	Produces words with common blends like "br" "fr" like 'brother', 'frog' etc.		
Reading (1.R)	R.1	Differentiates between small and capital letters in print/Braille		LEC Grade 1: Card 12, 13
Writing (1.W)	W.1	Writes simple words like fan, hen, rat etc.	Write simple 3-letter words based on phonemic awareness	LEC Grade 1: Card 4
	W.2	Draws/ scribbles in response to poems and stories.		

Grade 1: Mathematics

Mathematics	Code	Learning Outcomes	Pedagogic Processes	Resources
Numbers (1.1)	1.1.1	Counts objects using numbers 1 to 9.	Count objects like, students may take out objects up to 9 from a given collection of objects such as picking any 8 leaves /4 beads/6 ice-cream sticks etc, from the given box	LEC Grade 1: Card 2, 5, 11, 12, 19 and 20
	1.1.2	Constructs addition facts up to 9 by using concrete objects. For example to find $3+3$ counts 3 steps forward from 3 onwards and concludes that $3+3=6$.	Explore different strategies to add numbers up to 9 like counting on forward and using already known addition facts.	LEC Grade 1: Card 2, 9
	1.1.3	Subtracts numbers using 1 to 9. For example the child takes out 3 objects from a collection of 9 objects and counts the remaining to conclude $9-3=6$		
	1.1.4	Solves day to day problems related to addition & subtraction of numbers up to 9.	Use different strategies like aggregation, counting forward, using addition facts, etc. to extend addition up to 20 (sum not exceeding 20)	LEC Grade 1: Card 9, 16
	1.1.5	Works with numbers 1 to 20	Take out objects up to 20 from a given collection of objects (E.g. Pick 4 balls, 6 sticks, 18 coins etc.)	LEC Grade 1: Card 3, 8, 11, 12, 18 and 20
	1.1.6	Recites number names and counts objects up to 20, concretely, pictorially and symbolically		LEC Grade 1: Card 12 and 20
	1.1.7	Compares numbers up to 20. For example tells whether number of girls or number of boys is more in the class.	Use words like 'more than', 'less than' or 'equal to' through the strategy of one to one correspondence in objects in two groups.	LEC Grade 1: Card 3, 11 and 19
	1.1.8	Applies addition and subtraction of numbers 1 to 20 in daily life	<ul style="list-style-type: none"> • Use different strategies like aggregation, counting forward, using addition facts, etc. to extend addition up to 20 (sum not exceeding 20) • Develop different strategies of taking away through objects/pictures, to understand the concept of subtraction. • Count in groups of tens and ones for numbers more than 20. Like, 38 has 3 groups/bundles of ten each and 8 loose (ones). 	LEC Grade 1: Card 3, 16
	1.1.9	Recognizes numbers up to 99 and writes numerals.		LEC Grade 1: Card 8

Geometry Basic Shapes (1.2)	1.2.1	Describes the physical features of various solids/shapes in her own language. For example- a ball rolls, a box slides etc.	Handle concrete materials or models and classify them. For example, objects which are round in shape like chapati,ball roll etc. and which are not round such as pencil box, slide.	LEC Grade 1: Card 10, 18
	1.2.2	Classifies objects into groups based on some physical attributes like shape, size and other observable properties including rolling and sliding.	Handle concrete materials or models and classify them. For example, objects which are round in shape like chapati,ball roll etc. and which are not round such as pencil box, slide.	LEC Grade 1: Card 10
Measurement (1.3)	1.3.1	Estimates and measures short lengths using non uniform units like a finger, hand span, length of a forearm, footsteps, etc.	Finds short lengths in their immediate environment. Using non uniform units like finger, hand span, length of a forearm, footsteps, etc.	LEC Grade 1: Card 1, 7, 12, 17
Patterns (1.4)	1.4.1	Observes, extends and creates patterns of shapes and numbers. For example arrangement of shapes/ objects/ numbers, etc. like <ul style="list-style-type: none"> • 1,2,3,4,5,..... • 1,3,5,..... • 2,4,6,..... • 1,2,3,1,2,...., 1,...3,..... 	Conduct classroom discussions on observation of pattern and allow them to describe in their own language. Let children find what will come next and justify the answer.	LEC Grade 1: Card 15
Data Analysis (1.5)	1.5.1	Collects, records (using pictures/ numerals) and interprets simple information by looking at visuals. (For example in a picture of a garden the child looks at different flowers and draws inference that flowers of a certain colour are more).	Observe and collect information from the visuals, contexts/ situations such as number of items.	LEC Grade 1: Card 6, 14

Grade 2: English

English	Code	Learning Outcomes	Pedagogic Processes	Resources
Listening and Speaking (2.LS)	LS.1	Sings songs/rhymes with action.	Sing/recite collectively songs/poems/rhymes with action.	LEC Grade 1: Card 2, 5, 14, 19
	LS.2	Responds to comprehension questions related to stories and poems, in home language/ English/ sign language, orally and in writing (phrases/ short sentences)		
	LS.3	Identifies characters, and sequence of events in a story	Ask simple questions, for example, on characters, places, the sequence of events in the story, etc. (Ensure clear lip movement for children with hearing impairment to lip read.)	LEC Grade 2: Card 7
	LS.4	Expresses verbally her/his opinion and asks questions about the characters, storyline, etc., in English/ home language		
	LS.5	Listens to English words, greetings, polite forms of expression, and responds in English/ home language like 'How are you?', 'I'm fine, thank you.' etc.	Respond orally in home language/English/sign language/non-verbal expressions.	LEC Grade 1: Card 1 & 3
	LS.6	Uses simple adjectives related to size, shape, colour, weight, texture such as 'big', 'small', 'round', 'pink' 'red' 'heavy' 'light' 'soft' etc.	Write 2-3 sentences describing common events using adjectives, prepositions and sight words like "This is my dog. She is a big dog. She runs behind me."	LEC Grade 2: Card 9
	LS.7	Uses pronouns related to gender like 'his/ her/, 'he/she', 'it' and other pronouns like 'this/that', 'here/there' 'these/those' etc.	Use appropriately pronouns related to gender such as 'he', 'she', 'his', 'her', and demonstrative pronouns such as 'this', 'that', 'these', 'those'.	
	LS.8	Uses prepositions like 'before', 'between'' etc.	Use appropriately prepositions such as 'before', 'between' etc.	LEC Grade 1: Card 17 LEC Grade 2: Card 3
Reading (2.R)	R.1	Identifies characters, and sequence of events in a story.		
Writing (2.W)	W.1	Draws/ writes a few words/short sentence in response to poems and stories.	Write 2-3 simple sentences about stories/poems.	LEC Grade 2: Card 18
	W.2	Composes and writes simple, short sentences with space between words.	Write 2-3 simple sentences about stories/poems.	LEC Grade 2: Card 6 & 15

Grade 2: Mathematics

Mathematics	Code	Learning Outcomes	Pedagogic Processes	Resource
Numbers (2.1)	2.1	Works with two digit numbers	Identify number naming & number writing patterns, read and write numbers up to 99. Apply the understanding of place value of numbers while grouping & recognising them.	LEC Grade 2: Card 9, 10, 12, 15, 16 and 17
	2.1.1	Reads and writes numerals for numbers up to 99.	Identify number naming & number writing patterns, read and write numbers up to 99.	LEC Grade 1: Card 8 LEC Grade 2: Card 5
	2.1.2	Uses place value in writing and comparing two digit numbers.	Apply the understanding of place value of numbers while grouping & recognising them.	LEC Grade 2: Card 1, 4 & 5
	2.1.3	Forms the greatest and smallest two digit numbers (with and without repetition of given digits).	Identify number naming & number writing patterns, read and write numbers up to 99.	LEC Grade 1: Card 8 LEC Grade 2 Card 1, 7, 9, 12, 15 and 17
	2.1.4	Solves simple daily life problems/situations based on addition of two digit numbers.		
	2.1.5	Solves daily life situations based on subtraction of two digit numbers.	Explore situations in which addition and subtraction of numbers is required. For example combining two groups, enlarging a group by adding more objects.	LEC Grade 1: Card 3 LEC Grade 2: Card 7, 9, 10 and 17
	2.1.6	Represents an amount up to Rs. 100 using 3-4 notes and coins (of same/ different denominations).		

Geometry Basic Shapes (2.2)	2.2	Describes basic 3D and 2D shapes with their observable characteristics		
	2.2.1	Identifies 2D shapes (rectangle, square, triangle, circle) by their names	Classify shapes based on their physical attributes through cut out/ paper folds of different shapes.	LEC Grade 1: Card 1, 15 LEC Grade 2: Card 3, 6 & 8
	2.2.2	Identifies basic 3D-shapes such as cuboid, cylinder, cone and sphere by their names	Classify shapes based on their physical attributes through cut out/ paper folds of different shapes.	LEC Grade 2: Card 6
	2.2.3	Traces 2D outlines of 3D objects.	Trace different faces of 3D objects on paper and naming their corresponding 2D Shapes.	LEC Grade 2: Card 6
	2.2.4	Distinguishes between straight and curved lines.		LEC Grade 2: Card 14
	2.2.5	Draws/ represents straight lines in various orientations (vertical, horizontal, slant).		
Measurement (2.3)	2.3.1	Estimates and measures length/distances and capacities of containers using uniform non-standard units like a rod/pencil, cup/spoon/bucket etc.	Measure different lengths/ distances by using uniform but non-standard unit.	LEC Grade 1: Card 13, 17 LEC Grade 2: Card 13
	2.3.2	Compares objects as heavier/lighter as using simple balance.	Discuss and share the experiences of children while they observe different balances for weighing objects. Construct their own balance (simple) and weigh and compare the weights of different things around them. Compare the capacity of two or more containers.	LEC Grade 2: Card 11
Time (2.4)	2.4.1	Identifies the days of the week and months of the year		
	2.4.2	Sequences the events occurring according to their duration in terms of hours/days, for example ,does a child remain in school for longer period than at home ?		LEC Grade 1: Card 4
Data Analysis (2.5)	2.5.1	Draws inference based on the data collected such as 'the number of vehicles used in Samir's house is more than that in Angeline's'.		
Money (2.6)	2.6.1	Identifies the values of currency notes up to 100/coins and performs addition and subtraction operations.	Add up to numerical value of Rs. 100, by using concrete play money of different denominations	LEC Grade 2: Card 2, 18

