

RAYBURN HIGH SCHOOL
 New Lamka(H), CCPUR
CURRICULUM FOR QUARTERLY-I
(APRIL – JUNE) 2025-2026
CLASS-I

SUBJECT DOMAIN	CONCEPTS	SUB-TOPICS	PAGE NO.	SKILLED FOCUSED	LEARNING OUTCOMES	ASSESSMENT STRATEGIES
COGNITIVE DEVELOPMENT <i>(CODING)</i>	1.intorduction to computers	i) Machine ii) Computer	10-11	<ul style="list-style-type: none"> • Recognition 	<ul style="list-style-type: none"> • Students will know what a computer is 	C/w: Art integration
	2. Parts of a computer		12-13	<ul style="list-style-type: none"> • Identification 	<ul style="list-style-type: none"> • Identify different parts of a computer. 	H/w: Project
	3. Computer keyboard	i) The keyboard	14-15	<ul style="list-style-type: none"> • Recognised number and letter keys 	<ul style="list-style-type: none"> • Recognise different keys. 	Visting computer lab.
	4. Smart machines	i) Smart machine ii) A smartphone	18-19	<ul style="list-style-type: none"> • Understanding basic functions 	<ul style="list-style-type: none"> • Identify and recognise smart machines 	H/w: Pasting photograph Page:19
AESTHETIC & CULTURAL DEVELOPMENT <i>(ART EDUCATION)</i>	1. Art poster	i) Arts is	7	<ul style="list-style-type: none"> • Creativity and Imagination 	<ul style="list-style-type: none"> • Understand what on art is 	Textual C/w picture
	2. Lines	i) Play ii) Recite iii) Do iv) Draw	8-11	<ul style="list-style-type: none"> • Vocabulary • Fine motor skills 	<ul style="list-style-type: none"> • Able to trace lines 	Text based C/w
	3. Shapes	i) Colour ii) Draw	12-15	<ul style="list-style-type: none"> • Shape recognition & sorting 	<ul style="list-style-type: none"> • Can trace and identify different shapes 	Make shapes with hands.
	4. Colours	i) Primary & Secondary Colour	16-19	<ul style="list-style-type: none"> • Hand – eye coordination • Creativity 	<ul style="list-style-type: none"> • Can identify name of different colour 	Match the pairs Pg:19 C/w
	1. My mind	i)Focus attention	8	<ul style="list-style-type: none"> • Cognitive skills 	<ul style="list-style-type: none"> • Understand that ideas and thoughts come from mind 	

SUBJECT DOMAIN	CONCEPTS	SUB-TOPICS	PAGE NO.	SKILLED FOCUSED	LEARNING OUTCOMES	ASSESSMENT STRATEGIES
SOCIO-EMOTIONAL AND ETHICAL DEVELOPMENT (LIFE SKILLS)	2. My feelings	i) Talking about feelings	9	<ul style="list-style-type: none"> Self-Awareness 	<ul style="list-style-type: none"> Able to express their feeling 	<ul style="list-style-type: none"> Written
	3. The right words	i) Using respectful word	12	<ul style="list-style-type: none"> Communication, vocabulary, writing 	<ul style="list-style-type: none"> Using right word 	<ul style="list-style-type: none"> Oral
	4. My happiness	i) Share and express	13	<ul style="list-style-type: none"> Emotional Intelligence 	<ul style="list-style-type: none"> Can express what makes them happy 	<ul style="list-style-type: none"> Oral written
	5. My trusted five		15	<ul style="list-style-type: none"> Listening skills 	<ul style="list-style-type: none"> Can tell why they trusted adults 	<ul style="list-style-type: none"> Written
LANGUAGE & LITERACY DEVELOPMENT (ENGLISH)	1. My family and me	i) Two little hands	01-14	<ul style="list-style-type: none"> Communication responsibility 	<ul style="list-style-type: none"> To identify different parts of the body and its uses. 	<ul style="list-style-type: none"> Match the parts of the body with their pictures Pg.6 Tracing Palm Pg.8
	2. Greetings	i) Verbal ii) Non-Verbal	15-46	<ul style="list-style-type: none"> Social Skills 	<ul style="list-style-type: none"> Children will be able to greet others bilingually Able learn action words phonics 	<ul style="list-style-type: none"> Say game-based action and let the students do the action Match the pictures with the sentences Pg.16
	1. Nouns	i) Common and proper	1-9	<ul style="list-style-type: none"> Application & differentiation skills 	<ul style="list-style-type: none"> Student will be able to name a person, place, animal or thing Differentiate common and proper noun 	<ul style="list-style-type: none"> Name the given picture Pg.5 Classroom activities on common and proper nouns.

SUBJECT DOMAIN	CONCEPTS	SUB-TOPICS	PAGE NO.	SKILLED FOCUSED	LEARNING OUTCOMES	ASSESSMENT STRATEGIES
(GRAMMAR)	2. One and many	i) Singular and Plural	9-14	<ul style="list-style-type: none"> Literacy skills Vocabulary 	<ul style="list-style-type: none"> Identify singular and plural nouns 	<ul style="list-style-type: none"> Circle singular or plural by looking at the picture. Pg.16
	3. Faminine & masculine Gender	ii) Gender	15-22	<ul style="list-style-type: none"> Differentiation skills. 	<ul style="list-style-type: none"> Differentiate feminine and masculine gender 	<ul style="list-style-type: none"> Circle the masculine or feminine gender.Pg.25 Find out masculine or feminine word in your native language (C.W/H.W)
COGNITIVE DEVELOPMENT (MATHS)	Pre-Number concepts	i) Under, On ii) Outside, Inside iii) Top, Bottom iv) Above, Below	1-9	<ul style="list-style-type: none"> Positional skills. 	<ul style="list-style-type: none"> Recognise and understand position words 	<ul style="list-style-type: none"> Find the things (Grove) Pg.3
	Shapes	i) Long, Short ii) Big, Small iii) Round, Cone	10-17	<ul style="list-style-type: none"> Comparison 	<ul style="list-style-type: none"> Recognise and different shapes 	<ul style="list-style-type: none"> Maths the objects which are similar in shapes Find the objects which roll slide.
	Numbers	i) Numbers identifications	17-23	<ul style="list-style-type: none"> Recognition, Counting, writing, sequencing. 	<ul style="list-style-type: none"> Identify numbers and grouping them as more, less or qual 	<ul style="list-style-type: none"> Count the number of boys and girls (C/A) Tick the one which is more, less or qual.

