

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

MONTH	CONCEPTS	SUB-TOPICS	PAGE NO.	SKILLED FOCUSED	LEARNING OUTCOMES	ASSESSMENT STRATEGIES
DOMAIN: LANGUAGE AND LITERACY DEVELOPMENT						
(JULY - SEPTEMBER)	<ul style="list-style-type: none"> Unit – 2 CH – 1 life around us. 	<ul style="list-style-type: none"> Picture time 	47	<ul style="list-style-type: none"> Oral communication 	<ul style="list-style-type: none"> Enhanced language skills 	<ul style="list-style-type: none"> Describing pictures
		<ul style="list-style-type: none"> Fun with numbers 	48 – 49	<ul style="list-style-type: none"> Speaking Number skills 	<ul style="list-style-type: none"> Encourage speaking Build math foundation 	<ul style="list-style-type: none"> Joining and drawing
		<ul style="list-style-type: none"> Five little monkeys 	50 - 53	<ul style="list-style-type: none"> Number skills 	<ul style="list-style-type: none"> Develop counting skills 	<ul style="list-style-type: none"> Match the animals with their names pg -53 Make rhyming words pg-52
	<ul style="list-style-type: none"> CH -2 The cap seller and the monkeys 		54-62	<ul style="list-style-type: none"> Story sequencing 	<ul style="list-style-type: none"> Enhance literacy 	<ul style="list-style-type: none"> Respond to the questions asked Colour and write their names.
		<ul style="list-style-type: none"> Butterflies 	63-67	<ul style="list-style-type: none"> Critical thinking 	<ul style="list-style-type: none"> Encourage observation skills 	<ul style="list-style-type: none"> Describe butterfly characteristic Match the words with the same initial syllable
		<ul style="list-style-type: none"> Catch me if you can 	68-74	<ul style="list-style-type: none"> Story comprehension Leading skills 	<ul style="list-style-type: none"> Enhance literacy Encourage creativity and imagination 	<ul style="list-style-type: none"> Make words by adding one letter.
	<ul style="list-style-type: none"> CH -3 A farm 		75-76	<ul style="list-style-type: none"> Vocabulary building. 	<ul style="list-style-type: none"> Enhance language develops. 	<ul style="list-style-type: none"> Colour and name the animals in the form.
		<ul style="list-style-type: none"> Animals and birds 	77-82	<ul style="list-style-type: none"> Reading skills. Inference and interpretation. 	<ul style="list-style-type: none"> Enhance commination. 	<ul style="list-style-type: none"> Notice the last sound in the given words. Taking in pains.

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		<ul style="list-style-type: none"> Spotting elephants. 	83	<ul style="list-style-type: none"> Visual literacy. 	<ul style="list-style-type: none"> Improve attention to detail. 	<ul style="list-style-type: none"> Locate the elephants in different places
DOMAIN: LANGUAGE AND LITERACY DEVELOPMENT (GRAMMAR)						
	<ul style="list-style-type: none"> CH-5 ADJECTIVES 		28-34	<ul style="list-style-type: none"> Vocabulary building Sentence formation 	<ul style="list-style-type: none"> Use new vocabulary in speaking and writing Express thoughts and ideas clearly. 	<ul style="list-style-type: none"> Circle the adjectives sentences.
	<ul style="list-style-type: none"> CH-6 ARTICLES 	'A' 'AN'	35-39	<ul style="list-style-type: none"> When to use correct usage of 'A' Correct uses of 'AN' in sentences 	<ul style="list-style-type: none"> Use 'A' correctly in writing. Use 'AN' correctly in writing 	<ul style="list-style-type: none"> Fill in the blanks using 'a' Fill in the blanks by using 'an'
	<ul style="list-style-type: none"> CH-7 VERBS 		51-57	<ul style="list-style-type: none"> Recognise action verbs 	<ul style="list-style-type: none"> Identify and use correct verb tense. 	<ul style="list-style-type: none"> Matching words and actions.
	<ul style="list-style-type: none"> CH-8 VERBS (AM, IS, ARE) 	'AM' 'Is' and 'ARE'	58-59 60-62	<ul style="list-style-type: none"> Understand subject verb. 	<ul style="list-style-type: none"> Apply correct verb forms in a sentence. Use 'am' correctly in writing and speaking. Use 'is' correctly in writing and speaking. 	<ul style="list-style-type: none"> Conversation among classmate. Join the words in columns. Write 5 sentences using 'am' is and 'are'.
	<ul style="list-style-type: none"> CH-9 ADVERBS 		63-66	<ul style="list-style-type: none"> Recognise adverbs (time, place, manner, frequency) 	<ul style="list-style-type: none"> Use adverbs effectively in writing and speaking situations. 	<ul style="list-style-type: none"> Fill in the blank space in the table (pg-65). Add 'ly' in the column pg-65, ex-C).

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DOMAIN: COGNITIVE DEVELOPMENT (MATH)						
	<ul style="list-style-type: none"> CH-4 NUMBERS 10-20 	<ul style="list-style-type: none"> Dotty Bug and her designs 	33-34	<ul style="list-style-type: none"> Explore artistic expression through dot patterns. 	<ul style="list-style-type: none"> Understand and create patterns using dots. 	<ul style="list-style-type: none"> Identification, counting and writing numbers.
		<ul style="list-style-type: none"> Number pairs of 10 (addition) 	40-42	<ul style="list-style-type: none"> Fluency in calculating sums. 	<ul style="list-style-type: none"> Identify and recall number pairs that add up to 10. 	<ul style="list-style-type: none"> Simple addition (text pg-40)
		<ul style="list-style-type: none"> Counting up to 20 	43-45	<ul style="list-style-type: none"> Count objects accurately up to 20 	<ul style="list-style-type: none"> Build confidence in counting and number recognition. 	<ul style="list-style-type: none"> Count and write numbers 1-20 (text pg-41, 42, 43, 44, 45).
		<ul style="list-style-type: none"> Numbers smallest-biggest. 	46-47	<ul style="list-style-type: none"> Compare numbers to determine which is smaller or bigger. 	<ul style="list-style-type: none"> Arrange numbers in order from smallest to biggest. 	<ul style="list-style-type: none"> Write the numbers from smallest – biggest. Circling smallest number.
		<ul style="list-style-type: none"> Number biggest – smallest. 		<ul style="list-style-type: none"> Understand numbers sequence and ordering. 	<ul style="list-style-type: none"> Apply comparison skills. 	<ul style="list-style-type: none"> Circling the biggest number. Arrange the numbers from biggest – smallest.
	<ul style="list-style-type: none"> CH-5 How many additions and subtraction of single digit numbers. 	<ul style="list-style-type: none"> addition 	48-59	<ul style="list-style-type: none"> understand the concepts of addition as combining numbers and recognise the addition symbol (+) 	<ul style="list-style-type: none"> use addition to solve real-life problems and apply to various contexts eg: counting money and solving addition facts. 	<ul style="list-style-type: none"> Addition of beads text pg-52-53. Adding numbers in two different ways (horizontal and vertical) text pg-55.
		<ul style="list-style-type: none"> subtraction 	60-63	<ul style="list-style-type: none"> Understand the concept of subtraction as finding the difference. 	<ul style="list-style-type: none"> Build accuracy in solving subtraction facts. 	<ul style="list-style-type: none"> How many lefts? Text pg-60. Story sums text pg-61-63.

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	• CH-6 Addition and subtraction up to 20	• Adding bead in number line.	66-68	• Basic addition facts	• Enhance understanding of addition.	• Hop and find the sum on a number strip.
		• Subtraction (crossing out)	69-70	• Basic subtraction facts	• Develop understanding of subtraction concepts	• Subtract by crossing out. • Subtract by counting background.
		• Problem stories	71	• Story problem comprehension.	• Enhance problem solving abilities.	• Story sums on addition and subtraction
	• CH-7 measurement	• Nearest farthest	72-74	• Critical thinking • Measurement concepts.	• Develop critical thinking skills.	• Tick the longest/shortest/thickest/thinnest text pg-75.
		• Length measurement	77-79	• Fine motor skills. • Estimation and comparison	• Enhance understanding of length and measurement.	• Measuring different objects using hand-span, foot-span cubit.
		• capacity	80-83	• understanding units of capacity	• Prepare for real life application.	• Circle the one which holds more water. • Tick the amount of water needed.
DOMAIN: AESTHETIC AND CULTURAL DEVELOPMENT						
	Colour	• Colouring	17	• Creativity	• Express personal style and imagination.	• Ask students to reflect on their work and identify areas for improvement.
	Colours	• Colouring	18	• Creativity and colour identification	• Improve dexterity and control	• Assess attention to details and overall presentation.
	Match and colour	• Matching and colouring	19	• Identify similarities and differences. • Personal style and imagination.	• Developed attention span and focus. • Recognise patterns and relationships.	• Identify incorrect matches • Monitor progress engagement during colouring activity

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	Big and small	<ul style="list-style-type: none"> Draw a bigger pumpkin 	20-21	<ul style="list-style-type: none"> Explore size and side Nort. 	<ul style="list-style-type: none"> Understand and apply size relationship 	<ul style="list-style-type: none"> Size differentiation and creativity.
	Craft	<ul style="list-style-type: none"> Clay handprints 	22	<ul style="list-style-type: none"> Explore artistic expression through hand prints 	<ul style="list-style-type: none"> Build pride in creations 	<ul style="list-style-type: none"> Ability to follow instructions Identify areas for improvement
	Make in India	<ul style="list-style-type: none"> Paper rug 	23	<ul style="list-style-type: none"> Cutting and gluing techniques 	<ul style="list-style-type: none"> Explore design and pattern creation 	<ul style="list-style-type: none"> Feedback on design and technique
	Picture smart	<ul style="list-style-type: none"> Numbers ordering and colouring 	24	<ul style="list-style-type: none"> sequencing 	<ul style="list-style-type: none"> Understand relationship between numbers and pictures. 	<ul style="list-style-type: none"> Logical ordering of pictures.

DOMAIN: CONGNITIVES DEVELOPMENT (CODING)

	Using paint		20-23	<ul style="list-style-type: none"> Creativity 	<ul style="list-style-type: none"> Explore and express emotions through art. 	<ul style="list-style-type: none"> Draw and colour the shapes- 21-23
	Networks-I	<ul style="list-style-type: none"> What is a network? 	24-25	<ul style="list-style-type: none"> Identification 	<ul style="list-style-type: none"> Recognise and apply network knowledge to real would scenarios. 	<ul style="list-style-type: none"> SEA project: how network travels in our daily life by air, land, road, water.
	Networks-II	<ul style="list-style-type: none"> Components of network 	26-31	<ul style="list-style-type: none"> Recognise on components of network 	<ul style="list-style-type: none"> Identify network components 	<ul style="list-style-type: none"> Activity: do's and don'ts on how to use computer pg-28-31.
	Counting	<ul style="list-style-type: none"> Counting in order 	32-33	<ul style="list-style-type: none"> Number recognition and ordering 	<ul style="list-style-type: none"> Recognise numbers in different context 	<ul style="list-style-type: none"> Identification of numbers pg-33
	Counting	<ul style="list-style-type: none"> Different ways of counting How to count? 	34-35	<ul style="list-style-type: none"> Application and differentiation skills. 	<ul style="list-style-type: none"> Understand and apply various counting strategies 	<ul style="list-style-type: none"> SEA project: blocks counting
	puzzle	<ul style="list-style-type: none"> Counting sequences 	36-37	<ul style="list-style-type: none"> Identification and counting 	<ul style="list-style-type: none"> Count squares in a grid. 	<ul style="list-style-type: none"> Count the number of squares.

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DOMAIN: SOCIO-EMOTIONAL AND ETHICAL DEVELOPMENT (LIFE SKILLS)						
	Theme-2: my body		16	<ul style="list-style-type: none"> Body awareness 	<ul style="list-style-type: none"> Promotes self-awareness and confidence. 	<ul style="list-style-type: none"> Oral (reading)
	Relaxing bedtime	<ul style="list-style-type: none"> Bedtime stories Drinking milk Listening to music Taking bath 	17-18	<ul style="list-style-type: none"> Relaxation techniques 	<ul style="list-style-type: none"> Support over all well-being 	<ul style="list-style-type: none"> Drawing (what helps them to get a good night sleep)
	Foods that make me and my tummy smile	<ul style="list-style-type: none"> My favorite foods are my foods healthy? 	19-20	<ul style="list-style-type: none"> Identify favourite foods. 	<ul style="list-style-type: none"> Encourage positive relationship with food. 	<ul style="list-style-type: none"> Circle healthy foods List out unhealthy foods
	I like it more it!		21-22	<ul style="list-style-type: none"> Improve physical fitness and health Develop gross-motor skills 	<ul style="list-style-type: none"> Boosts physical health 	<ul style="list-style-type: none"> Writing and drawing about their feelings
	Germi and his friends		23	<ul style="list-style-type: none"> Germ awareness 	<ul style="list-style-type: none"> Understand basic concept of germs 	<ul style="list-style-type: none"> Writing and colouring
	Screen time fun	<ul style="list-style-type: none"> Good screen time Balance and breaks 	24	<ul style="list-style-type: none"> Digital awareness 	<ul style="list-style-type: none"> Promotes healthy screen use habits 	<ul style="list-style-type: none"> Discussion n using screen time.
	Theme -3: my relationships		25	<ul style="list-style-type: none"> Communication skills 	<ul style="list-style-type: none"> Fortress positive relationships 	<ul style="list-style-type: none"> Discussion on my relationships
	Family support	<ul style="list-style-type: none"> My family My family members Family game 	26-28	<ul style="list-style-type: none"> Gratitude 	<ul style="list-style-type: none"> Encourage supportive relationships 	<ul style="list-style-type: none"> Writing, drawing and colouring

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		time				
	Girls and boys are equal		29-30	<ul style="list-style-type: none"> Respect for others 	<ul style="list-style-type: none"> Promotes gender equality and fairness 	<ul style="list-style-type: none"> Reading and writing (story)
	My classmates and friends	<ul style="list-style-type: none"> Getting to know you Sharing is caring 	31-32	<ul style="list-style-type: none"> Cooperation 	<ul style="list-style-type: none"> Support social-emotional development 	<ul style="list-style-type: none"> Writing (favourite food, game, cartoon)
	Am I being bullied?		33-34	<ul style="list-style-type: none"> Emotional awareness 	<ul style="list-style-type: none"> Empowers students to recognise and report bullying 	<ul style="list-style-type: none"> Quizzes
	Feeling safe	<ul style="list-style-type: none"> My body my rules 	35-36	<ul style="list-style-type: none"> Safety awareness 	<ul style="list-style-type: none"> Enhance personal safety. 	<ul style="list-style-type: none"> Discussion and drawing on place where you feel the safest.

All for Jesus