



The Sanskaar School, Talwandi Sabo

Pedagogical Plan Academic Session 2023-24

SCHOOL DETAILS

Name of School: The Sanskaar School, Talwandi Sabo
Address: Natt Road, Talwandi Sabo, Bathinda- 151302•
Website : <http://thesanskaarschool.com/>
Email Id: info@thesanskaarschool.com
Contact No. 98759-80020, 98759-80024
Name of the Principal: Ms. Deepika Kapoor
Email ID : principal@thesanskaarschool.com

VISION & MISSION OF THE SANSKAAR SCHOOL

VISION

Our vision is to bring an element of joy to school, which would nurture the child to grow into full bloom. At The Sanskaar School, we envision to kindle the love of learning in a creative environment where teachers and parents unite as partners committed to achieve excellence both within the classroom and beyond.

Established as a Green School, we lay the foundation for delivering progressive 21st-century skills to students, making them a part of the digital world, motivating them for a good life and underlying the importance of sustainable living.

MISSION

Our mission is to inspire a passion for learning by creating opportunities for students so that they can become happy, self-assured, successful, highly productive and responsible individuals. We see learning as a journey where our commitments for a warm teacher-student-parent connect strives to work towards bringing out the 'best in each child'.

It defines the fundamental purpose as to why we are here, at The Sanskaar School.

Pedagogical Plan Committee Members

Consultations and discussions held for preparing the annual plan. The responsibility for pedagogical planning in the school is undertaken by the Coordinators and the selected teachers under the guidance of the Principal. The Principal demonstrates pedagogical leadership by leading from the front in defining and setting standards of academic instructions, teaching strategies, learning outcomes, methodology of learning and assessment and differentiated teaching learning.

Sr. No.	Name	Designation
1	Ms. Deepika Kapoor	Principal
2	Dr. Ankita Bansal	Middle School Coordinator
3	Ms. Shivani Rana	Primary School Coordinator
4	Ms. Sania Watts	Pre-Primary Coordinator
5	Ms. Sukhjit Kaur	School Counsellor
6.	Ms. Harmeet Kaur	TGT English
7.	Mr. Pranav Modgil	TGT Science
8.	Ms. Pawandeep Kaur	TGT Hindi
9.	Ms. Kiranjit Kaur	TGT Punjabi
10.	Mr. Gurdeep Sharma	Computer Science

- a. Assess the progress of the previous year and identify the shortfalls where they may be, which would form the basis for planning for the next session.
- b. To define the objectives for the new sessions in the particular area of Academics, Co scholastic and extracurricular fields. These were done not only area wise but also segment wise, therefore developing a complete matrix for areas of segment and Classes.
- c. To review ongoing practices for improvement where required in teaching learning, assessment, guidance and counseling, Co-curricular support.
- d. To deconstruct CBSE circulars, outlining fresh/new initiatives and to develop a plan for implementation of the same. e) To study the curriculum and related manuals/ support material in order to determine the changes brought in and how these would impact the planning for the session.

Goals to be achieved- annual and long term

As an outcome of Consultations and discussions held for preparing the annual plan, the following goals have been drawn up:

- a. To design a comprehensive program for multiple intelligences that would be aligned to the vision of the school.
- b. To strengthen the guidance and counseling program in the school, to empower children, build up their capacity for self-management, as also to guide them academically to assume more responsibility for their own learning especially in the senior Classes.

- c. To involve parents in supporting school and CBSE initiatives, especially those aimed at their holistic learning and betterment of society.
- d. To consciously create opportunities for to equip students for meeting their immediate and future needs. This would include active exploration and setting up of facilities to support concepts like Artificial Intelligence, STEAM, Design Thinking, Robotics.
- e. To make a beginning in providing skill subjects to students from Class VIII onwards.
- f. Continuous and regular staff/teacher training programs to keep them updated with the current trends in education.
- g. To incorporate the development of 21 Century skills into the teaching learning program and Co scholastic activities and extra-curricular pursuits.
- h. To ensure that all facilities required implementing and achieving goals are made available on timely basis. The goals, developed on the basis of our vision and mission, are designed to help the school continue in the pursuit of its excellence.

Culture of The Sanskaar School

FEEDING THE CREATIVE SOULS WHERE IDEAS, INSPIRATION AND IMAGINATION MEET!

Supporting the new paradigm of intelligence, The Sanskaar School aims to provide an encouraging environment that facilitates the development of 'Multiple Intelligences'. The school puts equal emphasis on co-curricular activities as on academic excellence.

Art education helps students build '21st Century Learning Skills' needed for success in school and life. Art facilitates creativity, collaboration, communication and critical thinking. Co-curricular activities encourage opportunities for students to take risks, experience success, embrace failure and understand themselves as creative beings.

These activities are a source of inspiration and fulfilment for a child. It is an opportunity to express creativity, see from a new perspective and define dimensions to the child's thoughts and actions. Music, Dance, Drama and various performing arts make a key contribution to every child's personal, social and emotional development.

As artists, children are encouraged to and their own voice and participate in & respond to the creative and cultural life. These lessons make the young minds become globally competent to understand other cultures and be comfortable with cultural complexities. At The Sanskaar School, a repertoire of extra-curricular activities aid to foster experiential learning in all Sanskaarians.

We emphasize on creativity, letting children explore, developing thinking and analytical skills and most importantly expressing and understanding their inner self.

- Well-designed learning programme and value based education aligned with school curriculum and vision of the organization.
- Learner-centered approach to education; conducive academic environment and progressive outlook.
- Integration of technology in education
- Scientific temper is inculcated in each child through exploration, observation and discovery.

- Active participation and consistent achievements in various sporting and skill based competitions.
- Focus on complete personality development. Curriculum caters to Multiple Intelligences, perfectly harmonized to facilitate the child's quest for knowledge,
- Global exposure to students along with career counselling and guidance The school provides every opportunity to help students attain their full potential to evolve as worthy world citizens.

Yearly planning of The Sanskaar School

Theme and Sanskaar of the Month along with Inter-House Competitions

Month	Theme of the Month	Sanskaar of the Month	Inter-house Competitions/ Activities		
			Classes I – II	Classes III - V	Classes VI - IX
April, 2023	Gratitude is the best Attitude	Gratitude	House Meeting	House Meeting	House Meeting
May, 2023	Words of Wisdom	Embrace Elegance	Handwriting Competition	Fireless Cooking Competition	Fireless Cooking Competition
July, 2023	Power Within	Self-Worth	Reading Competition		Book Review Competition
August, 2023	Nurture The Legacy Of Our Nation	Patriotism Prevails	Sports Competition	Patriotic Song	Nukkad Natak (Social Issues)
September, 2023	Have Faith In Your Wings	Soar High	-	-	-
October, 2023	Truth Alone Prevails	Righteousness	Dance		Power Point Slides Preparation
November, 2023	Key To Happiness	Contentment	Annual Day		
December, 2023	Courage is knowing, What not to Fear	Valour	Fancy Dress	Story Telling	Weave a Tale
January, 2024	Path From Commitment To Success	Rise Above	Show and Tell	Sciential Simulation	Mock Parliament
February, 2024	Sky Is The Limit	Accountability	Annual Fair		
March, 2024	Without Labour, Nothing Prospers	Perseverance	-	-	-

Activities Pertaining to Sustainable Development Goals

Sr. No.	Class	Activity
Goal 12		Responsible Consumption and Production
1	IX	Food Waste Reduction
2	VIII	E-Waste Reduction
3	VII	Sound Environmental Management
4	VI	Global Governance
5	V	Sustainable Practices by Large and Transnational Companies
Goal 16		Peace, Justice and Strong Institutions
6	IV	Enforcing Non-Discriminatory Laws
7	III	legal identity for all
8	II	3R – Reduce, Reuse and Recycle

Science Technology Engineering Art Mathematics (STEAM) ACTIVITIES

Sr. No.	Class	Activity
1	I	Properties of air
2	II	Water powered car
3	III	Liquid tower
4	IV	Fun with air pressure
5	V	Scratch Programming
6	VI	Plastic bottle hand fan
7	VII	Methods of purification
8	VIII	Python
9	IX	Sum of angles of quadrilateral

Clubs initiated by The Sanskaar School

ECOLOGY CLUB GO GREEN

With the intent of encouraging a positive outlook about environmental and ecological issues, Go Green educates the students, teachers and the community on the importance of environmental contribution. All Sanskaarians are expected to contribute creative and innovative ways to battle the environmental challenges. Monthly awareness events, club activities and fund raisers are organised to strengthen their connect with the natural world.

LANGUAGE CLUB EXPRESSION

To cultivate love and appreciation for English Language, Expression provides students ample reasons to promote learning in a language-rich environment. With focus on vocabulary, grammar and proficiency in English, the students are nurtured to express personal views and opinions by engaging them in debate, public speaking and presentation skills. By enacting in English plays and story writing activities the language skills are enhanced, preparing students for a global scenario.

FUTURE SCIENTISTS CLUB IGNITING MINDS

Translating in-genuine ideas into fun-filled experiments, the club encourages students to learn, experiment, explore, play and evolve as curious minds. Designed to address the gaps between theories and practicals, the inquiry-based learning promotes inquisitiveness and inculcates scientific temperament in students. A dedicated laboratory setting aims to fascinate young minds with the wonders of scientific discovery and spark their interest in future scientific endeavours.

COMMUNITY DEVELOPMENT CLUB PHILANTHROPY

The community service club is a unique opportunity that aims to inculcate the spirit of service among all Sanskaarians. Students as well as teachers are encouraged to make a difference in people's lives. A simple act of kindness towards a stranger, helping a needy in any way possible, organizing activities with orphans, collecting funds for the underprivileged and spending time with the elderly are some of the activities conducted to facilitate holistic development in every student.

KINDNESS CLUB BENEVOLENCE/ NOBILITY/ GOODNESS

By inspiring all Sanskaarians to be positive role-models for others, the club promotes a sense of kindness at home and at school. Dedicated to noble acts and good deeds, we encourage students to embrace kindness as a way of life. This virtue enables them to be recognised by peers and boost positive social outcomes that increases their general sense of well-being. Through participation in the designated monthly activities, an increased sense of unity is imbibed within our school community.

ART CLUB

Intended to unlock the artistic potential of every child and express creativity through art & craft, The club provides an opportunity for little ones to explore the world of imaginative ability. The purpose of Art Club is to enjoy a wide array of artistic experiences, beginning as early as kindergarten. Engaging ideas and fun-filled activities like paper folding, origami,

clay making etc foster a spirit of craftsmanship in individuals, while furthering creative abilities toward the attainment of their highest artistic potential.

CYBER CLUB

Following the 21st Century technology based educational trail; we impart Cyber education at all levels to match our footsteps with the rising technology and to make our student's internet friendly and cyber-safe.

Library Activities at The Sanskaar School

Sr. No.	Month	Activities
1.	April	<p>Library Treasure Hunt</p> <p>In the Library Treasure Hunt, a set of ready reference questions will be posted on the library notice board for which the students have to find answers from the best suitable reference source. Each correct answer will be given 1 mark and an additional two points will be given to the correct answer taken from the appropriate reference source with the correct reference format.</p> <p>Library Treasure Hunt aims to:</p> <ul style="list-style-type: none">○ Familiarize the students with the library resources○ Create awareness on various types of reference sources and how to refer them○ Enabling them to search the library catalogue○ Awareness about the authors, publishers and editions of books○ Fact finding skills○ Library statistics
2.	May	<p>Guess the Word (I – II)</p> <p>To enhance the vocabulary gamification technique would be used where in the librarian draw something on the board and the other team members will be guessing the word. Dumb Charades can also be played to guess the word. It is a vocabulary enhancement technique.</p> <p>Dictionary Usage (III – IX)</p> <p>Students will have to find the meaning of words suggested by the librarian within a time frame. One who could do it earlier will be rewarded with library points.</p>
3.	June	<p>Star Reader Challenge</p> <p>Reading Competition will be a monthly contest for the Sanskaarians wherein the students will have to register and select books to read after approval from their teachers or librarian. The participants</p>

		will have to maintain a reading diary and finally submit a detailed entry of the book read by them. Students will go through a final presentation summarizing the books they had read.
4.	July	<p>Story Telling (I – II) Story telling sessions and story chain are conducted during the library period.</p> <p>Twist in the Tale (III – V) Plot twists are an unexpected change in the events of a story that changes the direction of the plot and surprises the reader. Twists do not follow the path of the story that was set out or suggested by the author at the beginning.</p> <p>Weaving a Story Contest (VI – IX) Students have to weave a story utilizing the characters/places/things provided.</p>
5.	August	<p>Story Map</p> <pre> graph TD MC[Main Character] --> SC[Supporting Character] SC --- TA((Title and Author)) TA --- S[Setting] S --- C[Conflict] C --> Sol[Solution] </pre>
6.	September	Term-I Examination
7.	October	<p>Pictionary (I – II)</p> <ul style="list-style-type: none"> To play Pictionary split students into 2 teams. Each team gets a paper and a pencil. One player on a team has to sketch the prompt or the word while the members of other team have to guess the word. The team which will make maximum number of guesses will win. <p>Synonyms and Antonyms (III – V)</p>

		<p>To enhance vocabulary a game called synonyms and antonyms would be played with the children.</p> <p>Affix (VI – IX)</p> <p>List of words will be given to the students wherein they have to use prefix or suffix to form maximum number of words. Child must know the meaning of the words</p>
8.	November	<p>Book Trailer (I – II)</p> <p>A book trailer is a teaser or a promotional video that highlights the narrative arc of your book, kind of like a synopsis. A book trailer is a teaser or promotional video that highlights the narrative arc of your book.</p> <p>Book Title Challenge (III – IX)</p> <p>Book Title Challenge make use rebus puzzles which depicts the title of popular books. The challenges help the students not only to "think-out-of-the-box" but also make them aware of the most popular books and their writers. The challenge also creates interest among the students to read the books that appear in the challenges.</p>
9.	December	Book Review Competition
10.	January	<p>Crossword Puzzle</p> <p>Students have to look for the clues to yield the correct answer. The words are to be placed in the grid from left to right ("across") and from top to bottom ("down"), fill the word correctly at appropriate place.</p>
11.	February	<p>Book Mark Making (I – II)</p> <p>Book Talk (III-V)</p> <p>Evaluating a book by its cover (VI – IX)</p>
12.	March	Term-II Examination

Teacher's Training

Teaching as a profession has undergone changes in the last decade. Adapting to these changes, the educator's role in school has evolved massively. In a technology-driven learning scenario, it is highly imperative for teachers to employ today's technologies to engage children.

We impart teacher training programs to focus on improving classroom practice through the usage of technology, interactive teaching learning material, classroom organization skills, lesson planning, and appropriate teaching styles.

Through these workshops we aim to:

- Create motivated teachers, capable of delivering the curriculum.
- Improve teacher's subject knowledge and understanding of core subjects.
- Prepare a well thought-out lesson plan for everyday class.
- Encourage teachers to embrace innovative teaching methods to facilitate learning.
- Cultivate appropriate skills and attitude among the children.
- Impart value-based education and life skills to students.
- Encourage personal development of teachers.

Sr. No.	Month	
1.	April	a. About the School b. Curriculum Planning c. Effective Lesson Planning
2.	May	d. Classroom Management e. Teaching and Learning Techniques Part-1
3.	July	f. Bloom's Taxonomy g. Teaching and Learning Techniques Part-2
4.	August	h. Constructing Blue prints
5.	September	i. Bono's CoRT Tools
6.	October	j. Multiple Intelligence
7.	November	k. Teaching and Learning Techniques Part-2
8.	December	l. Experiential Learning
9.	January	m. Time Management n. Stress Management
10.	February	o. Teaching and Learning Techniques Part-

Period Allocation Session 23-24

Class	English	Math	Sci./EVS	SST/SSC	Hindi	Punjabi	Sports	Dance	Music	Vocational	EE	Computer	Library	Art	Life Skills	GK	Handwriting	Total
I - II	6	6	6	0	6	5	2	2	2	0	2	2	2	2	1	1	3	48
III - V	6	6	6	6	6	5	2	1	1	0	2	2	1	2	1	1	0	48
VI - VIII	6	6	6	6	6	5	2	1	1	2	0	2	1	2	1	1	0	48
IX	6	7	7	6	5	5	2	1	1	2	0	2	1	2	1	0	0	48

Class I and II

Pedagogy is the art and science of teaching. Different strategies are used in different combinations with different group of students to improve the learning outcomes. Pedagogical planning includes how teachers and students relate together as well as the instructional approaches implemented in the classroom. Effective pedagogical planning along with supporting activities can lead to academic achievement, social and emotional development of a child. Keeping in consideration the importance of pedagogical planning, various teaching techniques are implemented for the holistic development of the child.

Subject/ Skill	TEACHING TECHNIQUES	LEARNING OUTCOMES
Language	Story telling sessions in an innovative manner, name of the author, depict the story with the help of flash cards which also helps for picture compositions, read aloud sessions, recitations, puzzles, stick puppets, role plays, dramatization, games, interactive activities in the notebook. Vocabulary development, sight words reading, in addition to creative writing, drawing is also inculcated in the assignment. Show and tell activities are designed so as to enhance the speaking skills of a child.	Keeping in view the learning techniques used for teaching, by the end of the year, children would be able to: 1.acquire the skills of listening, speaking, writing and thinking in an integrated manner. 2.associate words with pictures and name the objects seen in the pictures. 3.produce words with common blends like "fr,tr,bl,cl" etc.. 4.recite poems individually or in groups with correct pronunciation, actions and intonation. 5.identify characters and sequence of a story and ask relatable questions. 6.use capitalization appropriately. 7.write sentences about a given topic using verbal or visual clues, write 3-4 lines about the picture shown to them. 8. Read aloud with appropriate pronunciation and expressions. 9.use simple verbs, prepositions like "on, under" etc.

Math	Hands on activities, usage of visuals and images, story telling sessions to connect situations with the real world, simple math games and interactive activities. Provide various techniques for one concept, drawing math problems.	Keeping in view the learning techniques used for teaching, by the end of the year, children would be able to: 1. recognize, forward count and compare numbers till 500. Number names till 100. 2. use place value in writing and comparing two digit numbers. 3. apply single digit vertical and horizontal addition and subtraction. 4. name the various solid shapes (2D) and create patterns of shapes and numbers. 5. identify the hands of the clock and will be able to tell the time (o'clock and half past). Will be able to differentiate between the concept of A.M. and P.M. 6. observe, extend and create patterns of shapes and number. 7. identify, name and write the Days of the week and Months of the year. 8. identify the value and denominations of currency.
EVS	Experiments based learning, ground discussions which are teacher initiated and activities, supporting visual aids, explanation through power point presentations, quizzes and puzzles, activities	Keeping in view the learning techniques used for teaching, by the end of the year, children would be able to: understand what is air, presence of air everywhere, properties, uses, air pollution, steps to control it etc. Acquire awareness about immediate surroundings. develop various skills e.g. observation, discussion, explanation, experimentation, logical reasoning etc. 3. identify the uses of water, properties, floating and sinking, forms of water, water cycle, water pollution and water conservation. They will be able to relate with the earth's component of water. 5. understand the chemical reaction using kitchen materials, concept of magnetism, heat and gravity. 6. relate with the sources of light, how is sound produced, human body, plants etc. 7. name the seasons, why do seasons change, about poles, axis, equator, hemispheres, rotation and revolution. 8. understand what is solar system, galaxy, landforms and how to save our mother earth.

Class II

Subject/ Skill	TEACHING TECHNIQUES	LEARNING OUTCOMES
	Story telling sessions in an innovative manner, information	Keeping in view the learning techniques used for teaching, by the end of the year, children would be able to: 1. acquire the skills of listening,

	<p>about the author, depict the story with the help of flash cards which also helps for picture compositions, read aloud sessions, recitations, puzzles, stick puppets, role plays, dramatization, games, interactive activities in the notebook. Vocabulary development, sight words reading, in addition to creative writing, drawing is also inculcated in the assignment. Show and tell and JAM sessions.</p>	<p>speaking, writing and thinking in an integrated manner. 2.comprehend the language and develop the ability to express their thoughts orally and in writing in a meaningful way. 3.respond to comprehension questions related to stories, orally and in writing. 4.recite poems individually or in groups with correct pronunciation, actions and intonation. 5.narrate a story and express his/her opinion or understanding about the story and characters in it, also understand the sequence of events in a story. 6.use punctuations and capitalization appropriately. 7.write sentences about a given topic using verbal or visual clues. 8.read aloud with appropriate pronunciation and pause 9.use simple adjectives, pronouns related to gender like "his/her", "he/she", prepositions etc.</p>
MATH	<ul style="list-style-type: none"> • Hands on activities, • usage of visuals and images, • story telling sessions to connect situations with the real. • Paper Folding • Using weights and balance 	<p>Keeping in view the learning techniques used for teaching, by the end of the year, children would be able to:1. forward count, write number word, simple math games and interactive activities. Provide various techniques for one concept, drawing math problems. names and compare numbers till 999. 2.use place value in writing and comparing three digit numbers. 3.apply addition, subtraction and multiplication in daily life situations. 4. describe the physical features of various solid shapes and identifies the types of shapes (2D or 3D). 5. identify the hands of the clock and will be able to tell the time. Will be able to differentiate between the concept of A.M. and P.M. 6.observe, extend and create patterns of shapes and number. 7. identify Days of the week and Months of the year. 8.draw inference based on the data collected. 9.identify the value and denominations of currency and perform addition and subtraction operations</p>
E.V.S	<p>Experiments based learning, ground discussions, which are teacher initiated and activities, supporting visual aids, explanation through power point presentations, quizzes, puzzles, activities, show and tell and JAM sessions.</p>	<p>Keeping in view the learning techniques used for teaching, by the end of the year, children would be able to: 1.identify different types of animals, their habitat, eating habits etc. Acquire awareness about immediate surroundings. 2.develop various skills e.g. observation, discussion, explanation, experimentation, logical reasoning etc. 3.to identify healthy and unhealthy food items, good and bad eating habits and relate them with their day to day experiences. 4.identify the common body parts, internal and external organs and their functions. 5.understand the importance, types and style of clothing, common clothing items and differentiate between casual and formal clothing, role of weather in clothing choice. 6. identify different occupations in the home and</p>

community. Importance of community helpers for the smooth running of society. 7. Understand about neighbourhood and neighbours, what kind of houses are there in the neighbourhood. Gather information about their own neighbourhood and share about in the class.

Class III

Subject/Skill	Pedagogical Technique	LEARNING OUTCOMES
Languages	<p>Individual activities, Working in groups of two, Small group activities-</p> <p>Poem recitations, Loud reading sessions, Role plays, Dramatizations, Posters/Pamphlets reading, Reading newspaper headlines, Just a Minute Rounds, Show and Tell sessions, Turn-a Coat sessions, Changing the climax of a story sessions, Dictations of words and short paragraphs, Spell bee, Writing very short answers based on stories and poems read. Comprehend words that apply to mathematical, and EVS concepts. Cross-questioning technique, Expression sessions Password technique Games/Smart Modules/ Exercises on correct use of nouns, articles, pronouns, adjectives, prepositions, conjunctions in speech</p>	<p>Through these pedagogical techniques, by the end of the academic year 2023-24, the majority of students of class III will be able to-</p> <ol style="list-style-type: none"> 1. Read the text and recite poem with correct pronunciation, intonation and pause as required. 2. Present stories read in form of a skit by recognizing the different characters and speaking their dialogues with expressions. 3. Comprehend the main idea of the message printed on posters, pamphlets, headlines printed in the newspapers. 4. Comprehend the text read by stating the main idea, details and sequence of incidents and draw meaningful conclusions. 5. Spell and write the words using their phonetic knowledge, short sentences and answers correctly following the rules of capitalization with correct use of simple punctuation marks like full stop, comma, exclamation and question mark. 6. Present their thoughts on general topics or things related to their immediate surroundings in the JAM and show and tell sessions. 7. Comprehend and follow the simple instructions given. 8. Modify and explain a different climax of the stories read with guidance from the teacher. 9. Relate to words like altogether, in addition, reduce, remaining, left over, remove, raining, constructing, building in other subjects like Mathematics and EVS. 10. Apply the newly learnt vocabulary from lessons and the 'Password of the day' technique, in their daily conversation. 11. Apply the grammar concepts correctly to frame simple, sentences and answers. 12. Produce sketch, diagrams, illustrations, cartoons to express their ideas through art as a medium. 13. Construct meaningful questions for the peer group to answer.

		14. Explain their thoughts, opinion, and understanding about the story orally and talk about the characters in the story.
Mathematics	<p>Individual activities, Working in groups of two, Small group activities-</p> <p>Counting by grouping method Counting 1 to 1000 in order. Arranging three digit numbers in order. Representing multiplication facts by drawing objects, Skip counting, repeated addition. Division through the concept of equal distribution and sharing. Recognizing and differentiating between 2D and 3D figures, Create 2D shapes and describe their features. Role play to show addition and subtraction facts, Measure length and capacities of objects using ruler, buckets etc. Using vocabulary learnt through Math concepts in English and EVS like quarter to, half past, fractional terms. Reading clock. Reading calendar. Observing patterns, Recording data, Interpreting pictographs.</p>	<p>Through these pedagogical techniques, by the end of the academic year 2023-24, the majority of students of class III will be able to</p> <ol style="list-style-type: none"> 1. Count objects by making groups of tens and hundreds through the grouping method. 2. Write counting from 1 to 1000 correctly. 3. Apply the concept of place value to arrange three digit numbers in ascending and descending order. 4. Solve addition and subtraction facts up to three digit numbers both in writing and mentally. 5. Apply the concept of skip counting and repeated addition to construct tables in daily life situations. 6. Conclude that division is distribution of object or a number in equal parts. 7. Draw/cut/produce 2D shapes using pencil and paper/cutting paper/cardboard etc. 8. Describe 2D shapes by analyzing the number of sides, corners and diagonals in a shape. 9. Measure or predict an estimate of length or distance in centimeters and meters and understand the relationship between them. 10. Compare the capacity of different containers using non standardised units. 11. Confirm a particular day and date by reading a calendar. 12. Read time on the clock using the correct vocabulary like quarter past, quarter to, half past, O clock etc. 13. Recognise pattern in numbers or shapes to complete the series. 14. Gather data, record it in tabular form and represent it on pictographs and interpret it to explain using meaningful words.

EVS	<p>Individual activities, Working in groups of two, Small group activities-</p> <p>Observations Exploration Questioning technique. Quiz, Research work, Group Discussions Field trips Visits with family. Experience sharing</p>	<p>Through these pedagogical techniques, by the end of the academic year 2019-20, the majority of students of class III will be able to</p> <ol style="list-style-type: none"> 1. Identify various parts of a plant/tree and state their function. 2. Observe the difference between the same parts of different plants in terms of colour, texture, thickness, size etc. 3. Observe the food items in their kitchen, vessels, stoves, fuels and cooking process. 4. Segregating waste as bio degradable and nonbiodegradable.
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	<p>sessions. Finding similarities and differences. Collecting objects. Analyzing situations and suggesting possible results or solutions. Poster making Collage making Waste segregation Utilization of waste Awareness drives and activities. Questions and discussions based on critical thinking. Reading posters, pamphlets, signboards.</p>	<ol style="list-style-type: none"> 5. Describe the need of food for people of different age groups, animals and birds, sources of food and water and use of water at home and other surrounding places in the neighbourhood. 6. Segregate objects, birds, animals, activities and other things on the basis of differences and similarities using different senses. 7. Explain how the cost of food items is determined depending on the number of middlemen involved between the farmer and the consumer. 8. Explain the movement, eating habits, habitats, sounds and other factors related to different animals. 9. Identify relationship with immediate and extended family. 10. Describe the different roles each family member plays, traditions/practices followed at home, importance of living together as a family. 11. analyze the importance of different professions that people take up. 12. Differentiate between the houses that were constructed in the past and the ones that are constructed now. 13. State different ways of transportation and communication and analyze how the ways have changed over the years. 14. Identify places like schools, hospitals, malls, parks, medical shops etc. in the neighbourhood. 15. Exhibits behaviour that shows sensitivity towards saving plants, animals, taking care of the elders, differently abled people in our surroundings. 16. Create posters, collages on environment related issues or needs like banning the use of plastic, planting trees, keeping the city clean, minimizing the noise, water and air pollution, making optimum use of natural resources. 17. Participate actively in awareness drives. 18. Create usable things using waste materials. 19. Analyze different situations critically and suggest different ways to solve problems and issues that concerns the environment. 20. Investigate to find out more facts about the topics through research work and exploring internet as guided by the teachers. 21. Share their experiences from visits/field trips with family or school to places like big bazars, malls, water purification plant etc.

Subject/Skill	Pedagogical Technique	LEARNING OUTCOMES
Languages	<p>Individual activities, Working in groups of two, Small group activities-</p> <p>Poem recitations, Loud reading sessions, Role plays, Dramatizations, Posters/Pamphlets reading, Reading newspaper headlines, Just a Minute Rounds, Show and Tell sessions, Turn-a Coat sessions, Changing the climax of a story sessions, Dictations of words and short paragraphs, Spell bee, Writing short answers based on stories and poems read independently. Cross words. Comprehend words that apply to mathematical, and EVS concepts. Cross-questioning technique, Expression sessions Password technique Games/Smart Modules/ Exercises on correct use of nouns, articles, pronouns, adjectives, verbs, adverbs, degrees of comparison, correct tenses prepositions, conjunctions in speech.</p>	<p>Through these pedagogical techniques, by the end of the academic year 2023-24, the majority of students of class IV will be able to-</p> <ol style="list-style-type: none"> 1. Read the text and recite poem with correct pronunciation, intonation and pause as required. 2. Present short portions of the stories read, in form of small skits or drama by recognizing the different characters and speaking their dialogues with expressions, voice modulation. 3. Comprehend the text read by stating the main idea, details, sequence of incidents, talk about the main characters of the story, draw meaningful conclusions and values from the story or poem read. Relate the learnings to themselves. 4. Comprehend the message printed on posters, pamphlets, headlines printed in the newspapers, subtitles on news channels demonstrate their understanding in words. 5. Spell and write trickier words, compose age appropriate sentences using adjectives to add details and answer the questions correctly following the rules of capitalization with correct use of punctuation marks like comma, full stop, question mark, apostrophe, quotation marks, semi colon and exclamation. 6. Incorporate words like firstly, first of all, then, secondly, next, later to bring clarity in writing when sequencing is required in a piece of writing. 7. Present their thoughts on general topics in the JAM and show and tell sessions. 8. Share their experiences on day to day activities, general topics in a structured and sequential manner. 9. Apply the newly learnt vocabulary from lessons and the 'Password of the day' technique, in their daily conversation. 10. Comprehend the meaning of new vocabulary when read in a sentence by understanding the context of the text. 11. Apply the grammar concepts correctly to frame sentences and answers using the correct tenses. 12. Comprehend and follow the simple but multiple instructions given. 13. Solve cross words with minor help from the teacher. 14. Produce sketch by paying attention to the details of the sketch to make them look more presentable, diagrams with proper markings, labelling,

		<p>illustrations, and cartoons to express their ideas through art as a medium.</p> <p>15. Construct meaningful and situation based questions that involve skills of application, analysis, and comparison for the peer group to answer.</p> <p>16. Explain their thoughts, opinion, and understanding about the story orally and talk about the characters in the story highlighting their major character traits.</p> <p>17. Modify and explain a different climax of the stories read with little guidance from the teacher.</p>
<p>Mathematics</p>	<p>Individual activities, Working in groups of two, Small group activities-</p> <p>Formulation of multiplication facts through skip counting and extended tables, Multiplying numbers in expanded form, Mental Calculations Mental Math exercises, Division through grouping method, Formulating questions based on mathematical facts, Solving mathematical problems in groups, Correlating fractional numbers to real life, Representing fractions through paper folding and shading a part of a whole, Using compass and scale to draw circles of different length of radius, Conversion of rupees into paisa and vice versa, Making bills, Making estimates and verifying by measuring, Using weigh scales, Exploring calendar using Higher Order Thinking skills, Collecting, organising and</p>	<p>Through these pedagogical techniques, by the end of the academic year 2023-24, the majority of students of class IV will be able to-</p> <ol style="list-style-type: none"> 1. Multiply 2 and 3 digit numbers in daily life situations with ease. 2. Divide a number using different methods like pictorial, repeated subtraction, grouping, deriving a relationship between multiplication and division. 3. Apply the operation of multiplication and subtraction in daily life situations. 4. Identify half, one-fourth, three-fourth of a whole by paper folding. 5. Represent a fraction as half, one fourth and three fourth by using numerals. 6. Show the equivalence of a fraction with other fractions. 7. Identify the centre, radius and diameter of the circle. 8. Recognise shapes that can be used for tiling 9. Create cubes and cuboids using the given nets. 10. Represent the concept of symmetry through paper folding/ paper cutting, etc. by reflection 11. Create top view, front view and side view of objects of daily use. 12. Calculate the perimeter of 2 D shapes. 13. Convert meters into centimeters and centimeters into meters. 14. Give answers to questions related to daily life situations like finding length, distance, weight, volume and time involving four basic arithmetic operations. 15. Read time on clock in hour and minutes and write the time using the terms a.m. and p.m. 16. Read and relate to 24-hour clock with respect to 12- hour clock. 17. Calculate time intervals and duration of familiar daily life events like lunch break, duration of periods, play time, sleeping time etc.

	<p>studying data, Reading and interpreting bar graphs.</p>	<p>18. Identify the pattern in multiplication and division up to multiples of 9 19. Observe, identify and extend geometrical patterns based on symmetry 20. Represent the collected information in form of tables, bar graphs and draw inferences or conclusion from them.</p>
<p>EVS</p>	<p>Individual activities, Working in groups of two, Small group activities- Observations, Exploration, Questioning technique, Quiz, Research work, Group Discussions, Field trips, Visits with family, Experience sharing sessions, Finding similarities and differences, Collecting objects, Analysing situations and suggesting possible results or solutions, Poster making, Collage making, Waste segregation, Utilization of waste, Awareness drives and activities, Questions and discussions based on critical thinking, Reading posters, pamphlets, signboards</p>	<p>Through these pedagogical techniques, by the end of the academic year 2019-20, the majority of students of class IV will be able to-</p> <ol style="list-style-type: none"> 1. Identify parts of various plants and explain their functions in detail and differentiate between them on the basis of shape, colour, aroma, place where they grow, fruits in immediate surroundings. 2. Identify different features of animals like beak, teeth, claws, ears, hair, nests/shelters, etc. of birds and animals. 3. Identify relationship with and among family members in extended family 4. Explain the behaviour of animals and the shelters they take or build like ants, bees, elephants, birds 5. Describe the different types work that people take up as their occupation to earn their living that require special skills like farming, construction, art and craft, etc. 6. Discuss the role of training in institutions that prepares a person to take up a job 7. Explain the process of producing and procuring items of daily need like crops from field to market and then to home, water from local source and different ways of its purification at city level and at home. 8. Discuss how the change in technology has effected or changed various things of daily use like transport, currency, houses, materials used to build houses, tools, skills and ways of farming, construction, etc.

9. Group the animals, birds, plants, objects, waste material on the basis of observable features like appearance ears, hair, beaks, teeth, texture of skin, surface, instincts domestic and wild animals, fruits, vegetable, pulses and spices, their shelf life, uses like edibility, medicinal, decoration, any other, reusability, traits smell-taste, likes, etc.

10. Guess the properties, conditions of phenomena, estimate quantities in terms of distance, weight, time, duration in standard and local units like kilograms and verify using simple tools.

11. Establish relation between cause and effect of various processes like evaporation, condensation; dissolution, absorption etc.

12. Record observations, experiences, related to events, objects, activities, phenomena, places visited like fair, festivals, historical place, field trip, shopping centers in different ways.

13. Identify signs, locations, places and guides for the directions by noticing the landmarks, signboards in neighbourhood or any public place using maps.

14. Use the information on signboards, posters, currency, railway ticket, time table.

15. Give opinion on issues observed or experienced in family, school, and neighbourhood.

16. Make appropriate choices and decision by examining the situations critically.

17. Solve problems, suggests ways for hygiene, reduce, reuse, recycle and takes care of different living beings like plants, animals, and the elderly, differently abled people, resources like food, water, and

		<p>public property. 18. Create posters, collages on environment related issues or needs like banning the use of plastic, planting trees, keeping the city clean, minimizing the noise, water and air pollution, making optimum use of natural resources.</p> <p>19. Participate actively in awareness drives.</p> <p>20. Create usable things using waste materials.</p> <p>21. analyze different situations critically and suggest different ways to solve problems and issues that concerns the environment.</p> <p>22. Investigate to find out more facts about the topics through research work and exploring internet as guided by the teachers.</p> <p>23. Share their experiences from visits/field trips with family or school to places like big bazars, malls, water purification plant etc.</p>
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Class-V

Subject/Skill	Pedagogical Technique	LEARNING OUTCOMES
Languages	<p>Individual activities, Working in groups of two, Small group activities-</p> <p>Poem recitations, Loud reading sessions, Role plays, Dramatizations, Posters/Pamphlets reading, Reading newspaper headlines, Just a Minute Rounds, Show and Tell sessions, Turn-a Coat sessions, Changing the climax of a story sessions, Dictations of words and</p>	<p>Through these pedagogical techniques, by the end of the academic year 2023-24, the majority of students of class V will be able to-</p> <p>1. Read the text and recite poem with correct pronunciation, intonation and pause, expressions and actions/gestures/body language as required.</p> <p>2. Present the stories read, in form of full-fledged skits or dramas by taking up the different characters and speaking their</p>

short paragraphs, Spell bee, Writing short answers based on stories and poems read independently. Cross words Comprehend words that apply to mathematical, and EVS concepts. Cross-questioning technique, Expression sessions Password technique Games/Smart Modules. Exercises on correct use of nouns, articles, pronouns, adjectives, prepositions, conjunctions in speech

dialogues with expressions, voice modulation using their body language.

3. Comprehend the text read by stating the main idea as well as the hidden idea, details, sequence of incidents, talk about all the characters of the story, draw meaningful conclusions and values from the story or poem read. Relate the learnings to themselves and do exercises like self-evaluation to bring about a positive change in their behaviour and attitude.
4. Comprehend and explain the message printed on posters, pamphlets, articles printed in the newspapers, magazines, news flashing on news channels, demonstrate their understanding and express their thought on the topic.
5. Attempt to spell difficult words by understanding the structure of the word, compose age detailed sentences using adjectives to add details and answer long questions correctly following the rules of capitalization with correct use of punctuation marks like comma, full stop, question mark, apostrophe, quotation marks, semi colon and exclamation.
6. Present their thoughts on age appropriate research based or facts based topics in the JAM sessions.
7. Answer in written or oral form to long questions based on day-to-day experiences, stories, poem heard or read.
8. Comprehend and follow the age appropriate multiple and complex instructions given.
9. Read, comprehend and explain news and magazine articles in their own words using the key words in correct context.

		<p>10. Frame meaningful and explanatory questions to interview people belonging to different fields like doctors, teachers, managers etc.</p> <p>11. Differentiate between homophones and select the correct word in writing.</p> <p>12. Selects appropriate synonyms and antonyms in writing.</p> <p>13. Explain the central idea of a story, paragraph, and article both verbally and in written form within the time limit or word limit using key words without compromising on the content.</p> <p>14. Connect ideas gathered from reading, listening, viewing things that are inter-related.</p> <p>15. Refer to a dictionary as and when needed.</p> <p>16. Attempt to write stories, poems, posters, etc.</p> <p>17. Express their thoughts on topics like peace, equality etc. suggesting personal views in a polite manner.</p> <p>18. Search the internet to find the background, famous works of different writers, poets etc.</p>
Mathematics	<p>Individual activities, Working in groups of two, Small group activities-</p> <p>Counting and representing numbers beyond 1000, Addition and subtraction of large numbers, Division through equal distribution and inverse process of multiplication, Estimate the results of number operation through approximation followed by verification, Developing</p>	<p>Through these pedagogical techniques, by the end of the academic year 2023-24, the majority of students of class V will be able to-</p> <p>1. Read and write numbers bigger than 1000 using the place value system.</p> <p>2. Perform addition, subtraction, multiplication and division of numbers beyond 1000 by using the concept of place value of numbers.</p> <p>3. Divide a number by another number using various relatable methods like equal</p>

multiples of a number through its multiplication facts, Skip counting on a number line and number grid, Develop the concept of factors through division of numbers and multiples, Develop fractions from real life situations, Compare fractions, Develop the idea of equivalence fractions, Observe angles in their surroundings, compare and measure them, Using a protractor, Noticing symmetry, Explore shapes, Make a shopping list to estimate expenditure, Conduct role play as shopkeepers and customers, Measure length of different objects, Recognise the need of converting bigger units into smaller units, Measure volume by counting the number of cubes that can fill a given space, Explore patterns in numbers while doing various operations, Collect information and display it in a pictorial form. Interpretation of various diagrams, bar charts.

distribution and inverse multiplication process.

4. Predict estimates of sum, difference, product, quotient of numbers and verify the same using different strategies like using standard algorithms or breaking a number and then using operation.

5. Develop the idea of multiples of a number through its multiplication facts, skip counting on a number line and number grid.

6. Use situations from daily life in activities to develop understanding about fractional part of the group.

7. Compare fractions through different ways like paper folding, shading of diagram, cutting paper.

8. Develop the idea of equivalent fractions through paper folding and shading.

9. Identify and form equivalent fractions of a given fraction.

10. Convert fractions into decimals.

11. Convert decimals into fractions.

12. Observe angles in their surroundings and compare them, then classify them.

13. Confirm angles as right angles, acute angles, obtuse angles and represent the same by drawing them in the notebook.

14. Use protractor as a tool for measuring angles and use it to measure and draw angles as instructed by the teacher.

15. Identify 2D shapes from the immediate environment that have rotation and reflection symmetry like alphabet and shapes.

16. Make cube, cylinder and cone using nets designed for this purpose.

17. Relate commonly used larger and smaller units of length, weight and volume.

		<p>18. Convert larger units to smaller units and vice versa. 19. Estimate the volume of a solid body in known units like volume of a bucket is about 20 times that of a mug. 20. Apply addition, subtraction, multiplication and division in solving problems involving money, length, mass, capacity and time intervals.</p> <p>21. Identify the pattern in triangular number and square number.</p> <p>22. Collect data related to daily life situations, represents it in tabular form, bar graphs and interpret it.</p>
EVS	<p>Individual activities, Working in groups of two, Small group activities-</p> <p>Observations Exploration Questioning technique. Quiz Research work Group Discussions Field trips Visits with family. Experience sharing sessions. Finding similarities and differences. Collecting objects. Analysing situations and suggesting possible results or solutions. Poster making Collage making Waste segregation Utilization of waste Awareness drives and activities. Questions and discussions based on critical thinking. Reading posters, pamphlets, signboards</p>	<p>Through these pedagogical techniques, by the end of the academic year 2023-24, the majority of students of class V will be able to-</p> <ol style="list-style-type: none"> 1. Describe the interdependence among animals, plants and humans. 2. Establish linkage among terrain, climate, resources food, water, shelter, livelihood and cultural life. 3. Explain the use of technology and the process of accessing basic needs food, water etc. in our daily life. 4. Explain the role and functions of different institutions in daily life like bank, panchayat, cooperatives, police station, etc. 5. Group objects, materials, activities for features and properties such as shape, taste, colour, texture, sound, traits etc. 6. Evaluate the changes in practices, customs, techniques of past and present through coins, paintings, monuments, museum etc. 7. Identify different historical monuments and describe the facts and significant features related to them

8. Locate important historical sites on city maps.

9. Appreciate the sacrifice of freedom fighters by explaining the struggle they went through to gain freedom.

10. Evaluate the changes in cultivation, conservation, festivals, clothes, transport, materials or tools, occupations, buildings and houses, practices activities like cooking, eating, working.

11. Observe and explain the properties like floating, sinking, mixing, evaporation, germination, spoilage, breathing, taste, conditions of phenomena, estimate quantities distance, area, volume, weight etc. and time in simple standard units and verify using simple tools. 12. Record observations and experiences, information in an organised manner like in tables, sketches, and predict patterns in activities and phenomena e.g., floating, sinking, mixing, evaporation, germination, spoilage to establish relation between cause and effect.

13. Recognise that Earth is a unique celestial body due to existence of life.

14. Demonstrate the causing of day and night, seasons 15. Locate continents and oceans on the world map.

16. Identify latitudes and longitudes like poles, equator, tropics, states, union territories of India and other neighbouring countries on globe and the world map.

17. locate physical features of India such as mount tains, plateaus, plains, rivers, deserts.

18. Identify signs, directions, location of different landmarks in a locality, place visited on maps and predict directions in

		<p>context of position at different places for a location.</p> <p>19. Create posters, diagrams models, local dishes, sketches, maps of neighbourhood, different places visited using a variety of material and write poems, slogans etc.</p> <p>20. Voice opinions on issues observed or experienced and relates practices and happenings to larger issues of society like hygiene, health, managing waste, disaster emergency situations and protecting and saving resources.</p> <p>21. Show sensitivity for the deprived segments of the society, suggest ways to help them and contribute in different ways towards their development.</p> <p>22. Create posters, collages on environment related issues or needs like banning the use of plastic, planting trees, keeping the city clean, minimising the noise, water and air pollution, making optimum use of natural resources.</p> <p>23. Participate actively in awareness drives.</p> <p>24. Create usable things using waste materials.</p> <p>25. Analyse different situations critically and suggest different ways to solve problems and issues that concerns the environment.</p> <p>26. Investigate to find out more facts about the topics through research work and exploring internet as guided by the teachers.</p> <p>27. Share their experiences from visits/field trips with family or school to places like big bazars, malls, water purification plant etc.</p>
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Classes VI TO VIII

Subject/Skill	Pedagogical Technique	LEARNING OUTCOMES
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<p>Languages</p>	<p>Individual activities, Working in groups of two, Small group activities- Poem recitations, Loud reading sessions, Role plays, Dramatizations, Posters/Pamphlets reading, Reading newspaper headlines, Just a Minute Rounds, Show and Tell sessions, Turn-a Coat sessions, Changing the climax of a story sessions, Dictations of words and short paragraphs, Spell bee, Writing very short answers based on stories and poems read. Comprehend words that apply to mathematical, and EVS concepts. Cross-questioning technique, Expression sessions Password technique Games/Smart Modules/ Exercises on correct use of nouns, articles, pronouns, adjectives, prepositions, conjunctions in speech</p>	<p>Through these pedagogical techniques, by the end of the academic year 2023-24, the majority of students of class III will be able to-</p> <ol style="list-style-type: none"> 1. Read the text and recite poem with correct pronunciation, intonation and pause as required. 2. Present stories read in form of a skit by recognizing the different characters and speaking their dialogues with expressions. 3. Comprehend the main idea of the message printed on posters, pamphlets, headlines printed in the newspapers. 4. Comprehend the text read by stating the main idea, details and sequence of incidents and draw meaningful conclusions. 5. Spell and write the words using their phonetic knowledge, short sentences and answers correctly following the rules of capitalization with correct use of simple punctuation marks like full stop, comma, exclamation and question mark. 6. Present their thoughts on general topics or things related to their immediate surroundings in the JAM and show and tell sessions. 7. Comprehend and follow the simple instructions given. 8. Modify and explain a different climax of the stories read with guidance from the teacher. 9. Relate to words like altogether, in addition, reduce, remaining, left over, remove, raining, constructing, building in other subjects like Mathematics and EVS. 10. Apply the newly learnt vocabulary from lessons and the 'Password of the day' technique, in their daily conversation. 11. Apply the grammar concepts correctly to frame simple, sentences and answers. 12. Produce sketch, diagrams, illustrations, cartoons to express their ideas through art as a medium. 13. Construct meaningful questions for the peer group to answer. 14. Explain their thoughts, opinion, and understanding about the story orally and talk about the characters in the story.
<p>Mathematics</p>	<p>Individual activities, Working in groups of two, Small group activities- Counting by grouping method Counting 1 to 1000 in order. Arranging three digit numbers in order. Representing multiplication facts by drawing</p>	<p>Through these pedagogical techniques, by the end of the academic year 2023-24, the majority of students of class III will be able to</p> <ol style="list-style-type: none"> 1. Count objects by making groups of tens and hundreds through the grouping method. 2. Write counting from 1 to 1000 correctly. 3. Apply the concept of place value to arrange three digit numbers in ascending and descending order.

	<p>objects, Skip counting, repeated addition. Division through the concept of equal distribution and sharing. Recognizing and differentiating between 2D and 3D figures, Create 2D shapes and describe their features. Role play to show addition and subtraction facts, Measure length and capacities of objects using ruler, buckets etc. Using vocabulary learnt through Math concepts in English and EVS like quarter to, half past, fractional terms. Reading clock. Reading calendar. Observing patterns, Recording data, Interpreting pictographs.</p>	<ol style="list-style-type: none"> 4. Solve addition and subtraction facts up to three digit numbers both in writing and mentally. 5. Apply the concept of skip counting and repeated addition to construct tables in daily life situations. 6. Conclude that division is distribution of object or a number in equal parts. 7. Draw/cut/produce 2D shapes using pencil and paper/cutting paper/cardboard etc. 8. Describe 2D shapes by analyzing the number of sides, corners and diagonals in a shape. 9. Measure or predict an estimate of length or distance in centimeters and meters and understand the relationship between them. 10. Compare the capacity of different containers using non standardised units. 11. Confirm a particular day and date by reading a calendar. 12. Read time on the clock using the correct vocabulary like quarter past, quarter to, half past, O clock etc. 13. Recognise pattern in numbers or shapes to complete the series. 14. Gather data, record it in tabular form and represent it on pictographs and interpret it to explain using meaningful words.
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YEAR 2020/21

VISION TO ACTION PLANNER

(Adapted from *Getting the preconditions for school improvement in place: How to make it happen.*)

GOAL:	Developing developmental continua that can be used by students to reflect on their learning and set personal goals					(Note: yellow completed.)
Steps	Resources	Risks	Risk Mitigation	Success Elements	Success Elements Accomplished	
1 Leading teachers	Proforma templates	The process presented at	Investigate other school's	An agreed process	Completed.	

participate in School		Seaford North PS	journeys, current research	and	designed specifically for	
Annual curriculum day		curriculum day doesn't fit	develop a process specifically		Overport PS staff needs	
for our school			for Overport PS			
2 Leading Teachers	Overport PS	Proformas are not fit for purpose	Leading Teachers trial proformas prior to staff refine as needed	and	Overport PS has a set of proformas for staff to use create developmental Continua	Completed in mathematics. Carried forward.
develop proformas for working parties to use incorporating VELLS, National Curriculum	And					
other developmental continua, ensuring that students learning can be broken into achievable Steps						
3 Working parties are created that include representatives from Pre p to Year Six and will focus on specific areas of the English, Maths, History and Science	Proformas Authorising documents – AusVELS etc Maths dictionary Western Australian First Steps	Staff are unsure of how to interpret AusVELS standards into language that can be easily understood by students	Provide each working party with an example of a developmental continuum in child friendly language		Working parties have developed a continuum each	Completed and ongoing.
4 Teachers work on Learning		Teachers don't understand	Model learning		Students can articulate how	Ongoing

developing students	self-	engagement s	how to develop students'	engagements/video tape	they show the Kath
management skills, so		designed to	self-management skills	Develop a knowledge bank of	Murdoc h learning attributes
they are able to reflect	on	develop Kath		Strategies	
their learning and set future goals		Murdoch learning attributes; self-			
managers, thinkers, researchers, collaborators,					
Communicators					

5 Teachers trial the child friendly continua	Continua	When do teachers find the time?	Discuss as a whole staff how and when teachers may take opportunities to conference	All teachers can discuss how they have used the child friendly continua to	Evaluated, revised & carried forward.
	Video tape student conferences?				

			with students	discuss student learning and set individual learning goals	
<p>6 Teachers collect examples of students' work and moderate together – developing a bank of examples for each step along the friendly continua</p>	<p>Students' work samples Developmental continua Whole school moderation protocol</p>	<p>Disagreements about the evidence of learning for steps on the developmental continua Teachers not gathering work samples</p>	<p>Whole school protocol – how can teachers work through disagreements when moderating Team leaders planning for work samples to be collected</p>	<p>Collection of work samples, stored in a central place (scan items) to illustrate steps along the development continuum</p>	<p>Completed and ongoing.</p>
<p>7 Working parties (P-6 representation) refine the steps and wording of each continuum</p>	<p>Time for teachers to reflect and refine</p>	<p>Disagreements about the evidence of learning for steps on the developmental continua</p>	<p>Whole school protocol – how can teachers work through disagreements when Moderating</p>	<p>Upload refined continuums to a central place for teachers to use</p>	<p>Evaluated, revised & carried forward.</p>
<p>8 Feedback to students Teachers video examples of feedback conferences</p>	<p>Continua Individual student's evidence of learning</p>	<p>Time Teachers not understanding expectations</p>	<p>Teaching teams plan for each teacher to have time to conference with students Teachers have the opportunity</p>	<p>Videos of feedback conference to discuss as a staff</p>	<p>Delete.</p>

Flip camera

to watch colleagues
conference if they are unsure
of what to do.

Communication Plan

Key Stakeholders	Key Messages to Convey	Key Communication Mechanisms	
Parents	<p>Personalised Learning is meeting students at their point of need.</p> <p>Our curriculum is structured according to developmental continua. Students' progress along these continua at different rates.</p>	<p>Photographs in the newsletter of explicit examples of the developmental nature of learning, e.g. writing wall</p> <p>Children articulate their learning in terms of the achievement of "I can" statements, rubrics etc that enable students to understand the developmental continua and curriculum expectations. - <i>beginning</i></p>	
Students	<p>Students use the term "learning intention" to describe to aim/purpose behind their learning.</p> <p>They talk about what they will need to be able to do, say, write, and/or make that demonstrates that they have learnt</p>	<p>Teachers use this language explicitly.</p> <p>Teachers allow students time to reflect and practise describing their learning.</p> <p>Students are provided with real audiences with whom to discuss their learning</p>	
Teachers	<p>Are able to clearly articulate the need for Personalised Learning and what it looks like at</p>	<p>Teachers regularly analyse data as collaborative teams to establish individual</p>	

Our School.

- *Beginning*. They

make this explicit
when

talking with
students

and teachers.

Their discussion with colleagues is about
where

students are at currently and their next
step of

learning in relation to developmental
continua.

student's point of need and their next
steps

of

learning

Teacher regularly moderate within and
s across

team
s

All documents contain a common language
of

learning, e.g. excursion notes use the

	<p>A common language of learning is used by the school community lead by teachers</p> <p>- <i>Beginning</i></p>	<p>terminology “learning intention” etc.</p>	
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YEAR 2022-2023

YEARLY PEDAGOGICAL PLANNER

WHEN	TEACHING & LEARNING				ORGANISATIONAL TEACHING & LEARNING STRUCTURES				PERFORMANCE & DEVELOPMENT CULTURE				COMMUNITY BUILDING & PARTICIPATION						
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4			
	Whole School Rubric																		
Unit/Term 1	Begin learning	personalising			Clear identification of roles within teams					Induction					New families BBQ				
	Developmental continuum				Staff plan collaborative					Handover of roles					Community expectations (partners in learning)				
	Student groupings				during common APT					Understanding of feedback					Establishment of Ed				
	Feedback conversations to establish student goals and teaching foci				Common expectations established and developed about how collaborative teaching teams can					Common language and beliefs					Subcommittee (t'chers & p'ts)				
	Incorporating the use of									Sharing of expertise					Working Bees				
										Action plans areas and PLC					Year 6 camp				
															Parent helpers in classrooms				

IC
T

effectiveness
Monitor the
of teaching and
learning
Varied assessment
including an
Assessment book to
gather
evidence
Input assessment data into
SMART
Establishing positive
teacher
student
relationships
Naplan analyse and review
of results from previous
year and share with
level
Show pedagogical plan
for
2019 and 2020, highlight

support each other to

ensure every teacher
has
time to assist students to
use the 'I can'
statements
in
number
Each teaching team's
planning
documentation
designates time for
each
teacher to
individually
conference with students
to
enable them to
individually
conference with students
to
enable them to set
learning
goals
Shared
vision
Teaching
collaboratively

Professional
discussions
Tracking tools for
students
Establish protocols
Naplan priorities
Distributive leadership
Parent involvement
Teach Collaboratively
School council sub
committee
Develop common
understanding of how
the 'I
can" statements can
be
used
Using an 'Action
Research'
model staff trial, revise
and
develop a common
understanding about how

Pending
grant
'Hands on
learning' at high school
Parent familiarization
teacher
meetings (collection of
emails
and mobile phone
numbers
from parents
for
communication)
Regular communications
is
established between
teachers
and
parents
Community
partnerships
strengthened (FHS)
Grade 6 challenge program
to
engage children
Students clearly articulate the
purpose of "I can" statement
to
their peers, staff, parents
&

as things are achieved

Staff trial Maths _number “I

can”
statements

Explicit learning
intentions

linked to personal
learning

the ‘I can’ statements will

be used.

The aim and purpose
for

Assessment Books
are

worked through with staff

Visitors

Articles in newsletters to
develop parent
understanding

of the developmental
continuum, goals &
learning

goals

and regularly revisited by

Intentions

having staff share a selection of their students

Cover letter to parents to

explain the assessment books.

Assessment Books at staff

Including their purpose and

meetings

how they support their child's learning.

Unit/ Term 2

3 way conferencing

Collaboration as a whole

PRP'S

Working bee

Pre-post tests

staff to promote

Review Action plans areas

Hands on learning at high

Assessment books

consistency

and PLC

School

Feedback conversations to

Sharing of expertise

Regular communications is

establish student goals and

School council sub

established between teachers

teaching foci

committees

and parents

Incorporating the use of ICT

Staff share assessment

Community partnerships

Monitor the effectiveness of

books at staff/level

strengthened (FHS)

teaching and learning

meetings

Review continuum and assessment tools

SMART

Students attitude to school survey

Naplan administered

Term 3

Inquiry
Reflection time
Feedback conversations to establish student goals and teaching foci
Incorporating the use of ICT
Monitor the effectiveness of teaching and learning

PD-inquiry
PRP
Reflection of Action Plans

Sharing of expertise
School council sub committees
Staff opinion survey

Year 5 camp
Production working party
Working Bee
Parent opinion survey
Hands on learning at high

Curriculum and program support reviews to be reviewed
Budgets to be prepared for

School
Regular communications established between teachers and parents

SMART

analyse and review Naplanof results

2014
Community partnerships strengthened (FHS)

Term 4

Feedback conversations to establish student goals and teaching foci
Incorporating the use of ICT

Accountability-reviews (level, curriculum , support)
PRP
2014 planning

Ed sub committee
Sharing of expertise
School council sub committees

Hands on learning at high
School
Transition program
Year 4 camp

Monitor the effectiveness of
teaching and
learning

SMAR
T

Working
bee

Prep
Info

Regular communications
is

established between
teachers

and
parents

Community partnership
s

strengthened (FHS)

				Grade 6 challenge
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program to engage

children

YEAR 2022/23 VISION TO ACTION PLANNER

(Adapted from *Getting the preconditions for school improvement in place: How to make it happen.* Vic Zbar, Ross Kimber and Graham Marshall)

GOAL:		Developing a common language of learning			
Steps	Resources	Risks	Risk Mitigation	Success Elements	
1. a) All lessons must specify the “learning intention”. b) All lessons must specify the “learning outcomes”.	Defined with staff. Time for clarification for all staff. Included in work programs. Appropriate planning templates.	Staff consistency and understanding. Variety of work program proformas.	Collaboration Planning Level consistency Work program consistency across school. Meeting time to clarify.	Students are able to articulate their learning intention and learning outcomes.	
2. a) Students will be able to articulate the level of their understanding or achievement	Numeracy Learning - scope and sequence. Time for clarification for all	Staff consistency and understanding. Accurate student self-	Level consistency Teacher support.	Student and teachers in agreement of student judgements.	

in each lesson.	staff.	assessment.		Students empowered to
b) They will use the language of				discuss their own learning.
language of Not yet,	Develop teacher	Time allocated to 3 way	Provide support for	
Sometimes	understandings.	meeting.	meetings to begin from	
Always.	Prepare students.		lunchtime.	
c) Implement three way	Develop action plan and			Positive feedback from
conversations lead by	agreed format within each			all
students	level.			stakeholders.
and supported by teachers.	Student work samples			
	and			
	format.			
3.	Time allocation	Staff consistency and	Weekly level meetings.	AusVels implemented
a) Teams will implement AusVels	Related PD.	understanding.	Moderation.	throughout school.
in English, Mathematics,	Planning documents,			
History, Geography and	work			
Science	programs and	Time mgt.		Improved student
as appropriate to the level.	assessment			learning
	documents.			outcome data.
4.	Various meetings.	PLTs must be focussed	Needs to be a clear	Tchrs working in strong
a) Engage in professional	Discussions about school	on	agenda.	teams together.
curriculum conversations.	data.	curriculum.	Agendas need to be	
b) Continue to view best practice		Administration may derail	distributed a least a day	Improved teaching and
			prior to meeting.	

<p>based on:</p> <ul style="list-style-type: none"> a. Inquiry b. Personalised learning c. Wellbeing. 	<p>Specialist to attend alternate level meetings as they are tagged.</p> <p>Level meeting days need to alternate to accommodate part time staff.</p> <p>PD.</p> <p>School visits.</p> <p>Time allocation.</p> <p>Across level and classroom visits within school.</p> <p>PD - Real Schools partnership</p> <p>Restorative Justice practices</p>	<p>curriculum conversations.</p> <p>Time and funds.</p>	<p>Level meetings are weekly.</p> <hr/> <p>Levels responsible for own funding PD budget to support.</p> <p>Agenda at PLTs or staff meeting</p>	<p>learning capacity.</p> <p>All staff fully engaged in professional learning teams.</p> <p>Improvement in student engagement.</p> <p>Improvement in teacher capacity.</p>
<p>5. Improve teacher pedagogy.</p>	<p>Continue with a focus on E5 into classroom teaching.</p>	<p>No take-up by staff.</p> <p>Negative impact.</p>	<p>Use of National standards to provide clear expectations for staff.</p>	<p>Shared Vision and common understandings.</p> <p>Shared support.</p>

	Targeted PRPs. WOW and documented accounts. RMS shared pedagogical understandings. Develop buddy staff member for all. ICT – greater teacher capacity.		Leadership support and guidance. Opportunity for staff discussions at various forums.	Successful PRPs.

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Communication Plan

Key Stakeholders	Key Messages to Convey	Key Communication Mechanisms
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Parents	<p>Our curriculum is structured according to AusVELs.</p> <p>Personalised Learning is meeting students at their point of need.</p> <p>Students' progress at different rates.</p>	<p>Students can articulate and share their learning:</p> <ul style="list-style-type: none"> Three-way conferences Assemblies: digitally and personally. Newsletter, website. Work samples. 	
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Students	<p>Students can state the learning intentions, the learning outcomes of lessons and their achievement.</p>	<p>Teachers use this language explicitly.</p> <p>Teachers allow students time to reflect and practise describing their learning.</p> <p>Regular conferencing with a variety of</p>	
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		audience.	
Teachers	<p>Teachers understand and can explain what Personalised Learning looks like at Overport Primary School.</p> <p>Their discussion with colleagues is about where students are at currently and their next step of learning.</p> <p>A common language of learning is used across the school.</p>	<p>Teachers regularly analyse data as collaborative teams to establish individual student's point of need and their next steps of learning.</p> <p>Teachers regularly moderate within and across teams .</p> <p>All common language of learning is used in all communications. ie; in classrooms, in documents etc. e.g. excursion notes use the terminology "learning intention" etc.</p>	

(Adapted from http://www.eduweb.vic.gov.au/edulibrary/public/teachlearn/student/Student_Learning_Rubric.pdf and <http://www.eduweb.vic.gov.au/edulibrary/public/teachlearn/innovation/lpd/transformmatrix.pdf>)

		WHOLE SCHOOL RUBRIC			
ELEMENTS		1. FOUNDATION	2. EMERGENT	3. INNOVATIVE	4. TRANSFORMATIVE
	<p>the individual learning styles of students at a year</p> <p>Knowledge and understanding of how students</p>	<p>learn is demonstrated by a minority of teachers</p>	<p>Knowledge and understanding of how students</p> <p>which teaching practices can be aligned to the</p> <p>learn is emergent in teacher practice. Individual</p> <p>and/or teams of teachers are planning new</p> <p>approaches to teaching and learning.</p>	<p>Knowledge and understanding of how students</p> <p>learn is demonstrated by the majority of teachers.</p> <p>Most teachers have developed and implemented</p> <p>practices that put students at the centre of the</p> <p>learning process.</p>	<p>Knowledge and understanding of how students</p> <p>needs and goals of individual students across</p> <p>learn is evident in the practice of all teachers</p> <p>through a broad repertoire of student-centred</p> <p>teaching strategies and assessment methods</p>
		<p>Initial work is being undertaken to gather data on</p> <p>Level</p>	<p>Data on the individual learning styles of students</p> <p>has been used to inform planning for the way in</p> <p>learning needs and goals of individual students.</p>	<p>Pedagogical practice is informed by data and</p> <p>individual students at certain year levels</p>	<p>Pedagogical practice is aligned to the learning</p> <p>the whole school</p>
	<p>Students require structured support to develop the</p> <p>Curriculum is usually designed by individual</p> <p>teachers based on the year level and associated</p> <p>domain level.</p>	<p>Teachers plan together to provide consistency of</p> <p>curriculum that reflects the stages of learning and</p> <p>student backgrounds and addresses the needs of</p> <p>particular cohorts of students.</p>	<p>Curriculum planning and practices reflects the</p> <p>achievements of students in relation to the</p> <p>standards for some domains, stages of learning</p> <p>and student backgrounds and perspectives.</p>	<p>All curriculum planning and practices analyses</p> <p>and addresses the full range of learning needs</p> <p>of individual students providing coherence,</p> <p>balance and continuity across all of the</p> <p>domains.</p>	
	<p>Domains are connected in an ad hoc manner when</p> <p>planning learning experiences.</p>	<p>Domains are being combined when planning</p> <p>learning experiences for students.</p>	<p>Many of the domains are strategically integrated</p> <p>creating quality learning experiences for students.</p>	<p>All domains are interwoven in a sophisticated</p> <p>way in the design and delivery of a cohesive</p> <p>curriculum for all students.</p>	
	<p>Curriculum planning and practice for cohorts of</p> <p>students is undertaken as something separated</p> <p>from System Frameworks and the School Strategic</p> <p>Plan.</p>	<p>Any discrepancies between current priorities in the</p> <p>School Strategic Plan and System Frameworks</p> <p>have been identified.</p>	<p>Whole school curriculum planning and practice</p> <p>demonstrates the interconnectedness between the</p> <p>School Strategic Plan, System Frameworks and</p> <p>school improvement.</p>	<p>Whole school curriculum planning and practice</p> <p>is based on the local context and interconnects</p> <p>with the School Strategic Plan and an agenda of</p> <p>continuous school improvement.</p>	

	Assessment	necessary knowledge and skills to manage and monitor their learning.	Teachers provide support for students to monitor and manage their learning.	Students have opportunities to monitor and manage their learning through structured support.	All students are equipped to monitor and manage their learning.
		Assessment for teaching (for, of and as learning) is not explicitly planned. Assessment of learning (summative) remains the focus.	Assessment for teaching (for, of and as learning) is being planned with a focus on identification of effective assessment strategies.	Assessment for teaching (for, of and as learning) is planned for at the whole school level and for cohorts of students using a range of data. Parents and students receive regular information on strengths and areas for improvement/future learning.	All teachers use assessment for teaching (for, of and as learning) to provide individualised learning. Learning portfolios enable ongoing information sharing between teachers, students and parents. Evidenced-based valid and consistent judgements are made through moderation.
ORGANISATIONAL STRUCTURES		Current organisational structures all limit flexibility within student groupings and roles and responsibilities of teachers. Student learning and welfare are managed separately.	Current organisational structures are being examined and options are developed and analysed to identify structures that will better support student learning.	Flexible organisational structures are being implemented for aspects of the learning program and/or particular groups of students.	Organisational structures enable learning to happen in a range of places at a range of times through flexible use of people, IT and spaces.
		Learning spaces are confined to the classroom and there is limited use of ICT to support student learning.	A needs analysis informs future developments of physical and electronic learning environments.	Some spaces have been reorganised to create physical and electronic learning environments that support student learning.	All physical and electronic learning environments have been created that complement diverse student learning.
PERFORMANCE & DEVELOPMENT CULTURE		Professional learning is fragmented and usually short term.	Protocols have been established to increase the effectiveness of professional learning including the importance of reflection on practice.	Teams of teachers plan for learning opportunities that will meet their needs as a group.	Professional learning in collaborative teams focuses on exploration and sharing of learning and teaching practices to continually improve student learning.
		Professional learning focuses on individual teacher needs rather than agreed school priorities and processes.	School curriculum planning has begun to identify needs and processes for more effective professional learning within the school context.	A schedule of professional learning is established that best meets the needs of all teachers by focussing on their learning needs and grouping teachers accordingly.	The school fosters a culture that values and supports ongoing professional learning, risk taking and focussed evaluation
COMMUNITY		The leadership team is exploring how to incorporate	The leadership team is building its depth of		The leadership team has a meta-view of the

<p>BUILDING & PARTICIPATION</p>	<p>the System Frameworks in their school and beginning to raise awareness of these initiatives with staff and school community</p>	<p>knowledge of the System Frameworks and beginning to structure opportunities for staff and school community to engage with these initiatives to facilitate whole school curriculum planning.</p>	<p>The leadership team has a deep understanding of the System Frameworks and has created structures and processes that support staff and school community to implement these initiatives.</p>	<p>System Frameworks and provides clear direction for improving student learning that involves all staff, students and relevant aspects of the local community.</p>
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