

KIDS WORLD SCHOOL, NAGPUR
SESSION – 2026-27
CLASS -I
CLUB

UNIT		Topic	Month		Suggested Ice- Breaking Activity	Teaching Pedagogy	Curricular Goals	Competency	Expected learning outcome
No.	Club Name		Starting	Ending					
1	SOCIAL EMOTIONAL LEARNING CLUB	My happy world Pg no. 9	July Day 1	July	Smile Circle Children sit in a circle and complete the sentence: * “My happy world has...” (toys, mom, friends, pets)	Circle time discussions and sharing feelings	CG-3 Develops a fit and flexible body.	C -3.1 Shows coordination between sensorial perceptions and body movements in various activities. C-3.2 Shows balance, coordination, and flexibility in various physical activities.	* Students will read the poem with correct pronunciation and rhythm. * Students will identify the importance of healthy habits like brushing teeth and sleeping on time. * Students will express gratitude towards family, teachers, and friends.
2	SOCIAL EMOTIONAL LEARNING CLUB	All about me Pg no. 10 Things I can do Pg. no 11	Day 2		Opposite Hand Action One hand open, one hand close Change quickly	Group games to develop empathy and teamwork	CG-1 Develops habits that keep them healthy and safe. CG-3 Develops a fit and flexible body.	C-1.4 Practises safe use of material and simple tools. C-3.2 Shows balance, coordination, and flexibility in various physical activities.	*Students will identify themselves as a boy or a girl. *Students will count and colour candles according to their age. *Students will identify and talk about daily self-help activities like wearing shoes and packing a bag. *Students will develop problem-solving and motor skills through puzzles, arranging toys, and making towers.
3	SOCIAL EMOTIONAL LEARNING CLUB	What makes me happy Pg no. 12, 13	Day 3		Close Eyes & Imagine <ul style="list-style-type: none"> Ask students to close their eyes for a few seconds Then say: “I feel happy when I...” 	Positive reinforcement and reflection activities	CG-1 Develops habits that keep them healthy and safe.	C-1.4Practises safe use of material and simple tools.	*Students will identify emotions like sadness and happiness. *Students will identify ways to cheer someone up through love, care, and friendship.
4	STEAM CLUB	My body Pg. no 14 Look at me now Pg no. 15	Day 4		Point & Speak (with eye movement) Ask students to look at each body part and say: <ul style="list-style-type: none"> “This is my nose.” “These are my ears.” “This is my mouth.” “These are my legs.” 	Activity-based and experiential learning	CG-1 Develops habits that keep them healthy and safe. CG-4 Develops emotional intelligence, i.e., the ability to understand and manage their own emotions, and responds positively to social norms.	C-1.2Practises basic self-care and hygiene. C-4.2Recognises different emotions and makes deliberate efforts to regulate them appropriately.	*Students will identify and name different parts of the body. *Students will match body parts with their correct positions and functions. *Students will identify and name different parts of the body. *Students will match body parts with their correct positions and functions.

5	STEAM CLUB	Hop a little, jump a little Pg no. 16, 17 My five senses Pg. no. 18, 19	Day 5		<p>Easy Actions</p> <ul style="list-style-type: none"> Hop in place 2 times Jump in place 2 times Blink eyes 5 times Smile <p>OR</p> <p>Fun Twist When teacher says “SUPER SENSES!” Students blink eyes 5 times + smile + sit straight</p>	Activity-based and experiential learning	CG-3 Develops a fit and flexible body. CG-2 Develops sharpness in sensorial perceptions.	C-3.1 Shows coordination between sensorial perceptions and body movements in various activities. C-2.6 Begins integrating sensorial perceptions to get a holistic awareness of their experiences.	<ul style="list-style-type: none"> * Students will recite the poem with correct rhythm and actions. * Students will identify the meaning of simple action words like hop, jump, run, stop. * Students will develop listening and speaking skills through poem recitation. * Students will identify the five sense organs and their functions. * Students will explain how we use our senses in daily life.
6	STEAM CLUB	Keeping clean Pg no. 20, 21	August Day 1	August	<p>“Clean & Shine Game” Teacher says, students do and say:</p> <ul style="list-style-type: none"> <i>Wash hands!</i> → Pretend washing: “I keep my hands clean!” <i>Brush teeth!</i> → Pretend brushing: “I keep my teeth clean!” 	Inquiry-based learning through observation and questioning	CG-1 Develops habits that keep them healthy and safe.	C-1.2 Practises basic self-care and hygiene C-1.3 Keeps school/classroom hygienic and organized.	<ul style="list-style-type: none"> * Students will understand the importance of keeping their body clean. * Students will follow good hygiene habits such as washing hands and brushing teeth.
7	SOCIAL EMOTIONAL LEARNING CLUB	Feelings Pg. no 22 Be kind Pg no. 23	DAY 2		<p>“Show My Feelings” Teacher says, students act with face and eyes:</p> <ul style="list-style-type: none"> <i>Happy!</i> → Smile big and say: “I am happy!” <i>Sad!</i> → Make a sad face: “I am sad!” <i>Angry!</i> → Stomp feet lightly: “I am angry!” <i>Surprised!</i> → Open eyes wide: “I am surprised!” <p>OR</p> <p>“Say a Kind Word” How to do:</p> <ul style="list-style-type: none"> Each child says one kind word. <p>Examples:</p> <ul style="list-style-type: none"> Please Thank you Sorry 	Group games to develop empathy and teamwork	CG-4 Develops emotional intelligence, i.e., the ability to understand and manage their own emotions, and responds positively to social norms.	C-4.7 Understands and responds positively to different thoughts, preferences, and emotional needs of other children.	<ul style="list-style-type: none"> * Students will identify different feelings such as happy, sad, angry, and excited. * Students will express feelings in a healthy and respectful way. * Students will identify the importance of kindness and helping others. * Students will show caring and respectful behavior towards everyone.

8	CULINARY CLUB	Food we eat Pg no. 24 Picnic day Pg. no. 25, 26	Day 3		<p>“Yummy or Yucky” How to do:</p> <ul style="list-style-type: none"> • Teacher says food items. • Children say YUMMY or YUCKY <p>Examples:</p> <ul style="list-style-type: none"> • Apple → Yummy • Stone → Yucky 	Demonstration-based learning with simple recipes	CG-1 Develops habits that keep them healthy and safe. CG-4 Develops emotional intelligence, i.e., the ability to understand and manage their own emotions, and responds positively to social norms.	C-1.1 Table 1.1i Shows a liking for and understanding of nutritious food and does not waste food. C-4.7 Understands and responds positively to different thoughts, preferences, and emotional needs of other children. C-4.3 Interacts comfortably with other children and adults. C-4.4 Shows cooperative behavior with other children.	<ul style="list-style-type: none"> * Students will identify different types of food that we eat every day. * Students will recognize the importance of eating healthy and balanced food. * Students will share experiences and ideas about a picnic day confidently. * Students will demonstrate the importance of fun, sharing, and cleanliness during outings.
9	AGRO CLUB	Fruits and vegetables Pg. no 27 Draw and color Pg. no. 28	Day 4		<p>Say Together</p> <ul style="list-style-type: none"> • “Fruits are healthy.” • “Vegetables are good for me.” • “I eat healthy food.” 	Simple discussions on plants, soil, and farming	CG-1 Develops habits that keep them healthy and safe. CG-2 Develops sharpness in sensorial perceptions.	C-1.1 Shows a liking for and understanding of nutritious food and does not waste food. C-2.1 Differentiates between shapes, colors, and their shades. C-2.2 Develops visual memory for symbols and representations.	<ul style="list-style-type: none"> * Students will identify fruits and vegetables and describe their importance for good health. * Students will colour the picture as per given code.

10	CULINARY CLUB	Meals of the day Pg. no. 29 Tarun's tummy Trouble Pg no. 30, 31 Food for everyone Pg. no. 32	Day 5		<p>Action Game: 1. Teacher calls out a food item. 2. Students show actions based on the meal: Raise hands = Breakfast (Milk and bread) Clap = Lunch (Rice and dal) Sit down = Dinner (Roti and vegetables) OR Healthy or Unhealthy?" Game</p> <ul style="list-style-type: none"> • Say food names. • Students say: Healthy Unhealthy <p>Examples:</p> <ul style="list-style-type: none"> • Washing hands • Eating street food • Drinking Milk • Eating without washing hands 	Demonstration-based learning with simple recipes	CG-1 Develops habits that keep them healthy and safe. CG-4 Develops emotional intelligence, i.e., the ability to understand and manage their own emotions, and responds positively to social norms.	C-1.1 Shows a liking for and understanding of nutritious food and does not waste food. C-4.7 Understands and responds positively to different thoughts, preferences, and emotional needs of other children.	<p>* Students will identify different meals of the day such as breakfast, lunch, and dinner. * Students will describe the importance of eating meals on time for good health. * Students will demonstrate handwashing habits and identify clean food choices to prevent illness and maintain good health. * Students will describe the importance of finishing meals and avoiding food waste. * Students will be recognizing the importance of sharing food with others. * Students will identify ways to preserve food, such as refrigerating leftovers.</p>
11	STEAM CLUB	Colours everywhere Pg. no. 33 Colours around me Pg. no. 34	September Day 1	September	Speak - speak what is speak do you want?	Learning through exploration and curiosity	CG-2 Develops sharpness in sensorial perceptions.	C-2.1 Differentiates between shapes, colours, and their shades. C-2.2 Develops visual memory for symbols and representations.	<p>* Students will recognize the different colours. * Students will colour the objects according to the given code.</p>
12	SOCIAL EMOTIONAL LEARNING CLUB	Family Pg. no. 35 to 38 Inside my house Pg. no. 39 to 41	Day 2		<p>"Who is in my Family?" How to Play: 1. Ask each child: "<i>Who is in your family?</i>" 2. Students say names like:</p> <ul style="list-style-type: none"> • Mother • Father • Brother / Sister 	Circle time discussions and sharing feelings	CG -4 Develops emotional intelligence, i.e., the ability to understand and manage their own emotions, and responds positively to social norms. CG-7 Makes sense of the world around through observation and logical thinking.	C-4.6 Shows kindness and helpfulness to others (including animals, and plants) when they are in need. C-7.3 Uses appropriate tools and technology in daily life situations and for learning.	<p>* Students will identify different family members. * Students will demonstrate love, care, and respect through positive behaviour in the family. * Students will identify types of family. * Students will identify different rooms and objects inside the house. * Students will match rooms with appropriate household items and their uses.</p>

13	SOCIAL EMOTIONAL LEARNING CLUB	Rooms in a house Pg. no 42 Safety at home Pg. no. 43	Day 3		<p>“Guess the Room” How to Play:</p> <ol style="list-style-type: none"> 1. Teacher says an action. 2. Students guess the room. <p>Examples:</p> <ul style="list-style-type: none"> • Sleeping → Bedroom • Cooking → Kitchen • Bathing → Bathroom • Watching TV → Living Room <p>OR</p> <p>“Safe or Unsafe?” How to Play:</p> <ol style="list-style-type: none"> 1. Teacher says an action. 2. Students say: <ul style="list-style-type: none"> ○ Safe ○ Unsafe <p>Examples: Playing with fire → Unsafe Washing hands → Safe Touching knife → Unsafe Walking carefully → Safe</p>	Group games to develop empathy and teamwork	CG-7 Makes sense of the world around through observation and logical thinking. CG-5 Develops a positive attitude towards productive work and service or ‘Seva’	C-7.1 Observes and understands different categories of objects and the relationships between them. C-5.1 Engages in age-appropriate work at school and/or at home	*Students will name the different rooms in a house. *Students will identify the use of each room. *Students will identify common safety rules at home. *Students will practice safe habits to prevent accidents at home
14	TOURISM CLUB	Our neighbourhood Pg. no. 44 to 46	Day 4		<p><i>Cross Crawl Exercise</i> <i>Right hand → touch left knee</i> <i>Left hand → touch right knee</i></p>	Picture talks and virtual exploration of places	CG -4 Develops emotional intelligence, i.e., the ability to understand and manage their own emotions, and responds positively to social norms.	C-4.7 Understands and responds positively to different thoughts, preferences, and emotional needs of other children	*Students will identify important places in our neighbourhood. * Students will explain how different neighbourhood helpers contribute to the community.
15	SOCIAL EMOTIONAL LEARNING CLUB	My school Pg no. 47 Safety at school Pg. no. 48	November Day 1	November	<p>“School Tour Game” Teacher says a place, children act immediately: Classroom → Sit and write Playground → Run and play Library → Read a book quietly Washroom → Wash hands</p>	Group games to develop empathy and teamwork	CG -4 Develops emotional intelligence, i.e., the ability to understand and manage their own emotions, and responds positively to social norms.	C-4.5 Understands and responds positively to social norms in the classroom and school.	*Students will identify different places in the school. *Students will follow school rules and respect school staff. *Students will identify safety rules at school. *Students will practice safe behavior in the classroom and playground.

16	STEAM CLUB	Our classroom pledge Pg. no. 49 My class room rules Pg. no. 50	Day 2		“Freeze Safety Game” How to do: <ul style="list-style-type: none"> Children move around when teacher says “Walk safely.” When teacher says “Freeze!”, they stop like statues. Teacher asks: “Is this safe or not safe?” about their pose. 	Demonstration and discovery-based learning methods	CG-5 Develops a positive attitude towards productive work and service or ‘Seva’. CG-4 Develops emotional intelligence, i.e., the ability to understand and manage their own emotions, and responds positively to social norms. CG-6 Develops a positive regard for the natural environment around them	C-5.1 Engages in age-appropriate work at school and/or at home. C-4.5 Understands and responds positively to social norms in the classroom and school. C-6.1 Shows care for and joy in engaging with all life forms.	*Students will recite the classroom pledge confidently. *Students will follow the values and rules mentioned in the pledge. *Students will identify classroom rules.
17	TOURISM CLUB	Community helpers Pg. no. 51 What do I need? Pg. no. 52,53	Day 3		“Freeze and Answer” How to do: <ul style="list-style-type: none"> Children move around. Teacher says “Freeze!” Ask: “Which helper is this?” (give clue) 	Picture talks and virtual exploration of places	CG-4 Develops emotional intelligence, i.e., the ability to understand and manage their own emotions, and responds positively to social norms. CG-7 Makes sense of the world around through observation and logical thinking	C-4.6 Shows kindness and helpfulness to others (including animals, and plants) when they are in need. C-7.1 Observes and understands different categories of objects and the relationships between them.	*Students will identify different community helpers. * Students will analyze the role of community helpers in maintaining a functioning society. *Students will circle the correct tools for each community helpers.
18	TOURISM CLUB	Ria’s holiday Adventure Pg. no. 54 to 60	Day 4		“I Spy” How to do: <ul style="list-style-type: none"> Teacher says: “I spy something...” Children look around and guess. Examples: <ul style="list-style-type: none"> “I spy something flying” → Bird “I spy something yellow” → Sun flower 	Map-based and cultural awareness activities	CG-9 Develops effective communication skills for day-today interactions in two languages.	C-9.7 Knows and uses enough words to carry out day-to-day interactions effectively and can guess the meaning of new words by using existing vocabulary.	*Students will identify different means of transport used during Ria’s holiday adventure. *Students will describe animals seen at the zoo and share experiences from the story.
19	STEAM CLUB	Road safety Pg. no. 61, 62	Day 5		Move Like That” How to do: <ul style="list-style-type: none"> Teacher says an action. Children act it out outside. Examples: <ul style="list-style-type: none"> “Run like a fast car” “Jump like a frog” “Walk like a lion” 	Learning through games, exploration, and real-life connections	CG-7 Makes sense of the world around through observation and logical thinking.	C-7.1 Observes and understands different categories of objects and the relationships between them.	*Students will identify basic road safety rules. *Students will practice safe behaviour while walking and crossing the road.

20	ECO CLUB	Who lives in the jungle? Pg. no. 63,64,65	December Day 1	December	“Freeze Jungle” How to do: <ul style="list-style-type: none"> • Children move like animals in jungle. • Teacher says “FREEZE!” • Ask: “Which animal are you?” 	Outdoor observation and collaborative activities	CG-7 Makes sense of the world around through observation and logical thinking.	C-7.1 Observes and understands different categories of objects and the relationships between them.	<ul style="list-style-type: none"> * Students will identify common animals that live in a jungle. * Students will name at least two jungle animals and describe them in simple words.
21	ECO CLUB	Farm animals Pg. no. 66,67 Water animals Pg. no. 68	Day 2		“Wild or Farm?” How to do: <ul style="list-style-type: none"> • Teacher says animal name. • Children say: WILD or FARM. Examples: <ul style="list-style-type: none"> • Tiger → Wild • Dog → Pet • Bear → Wild 	Environmental awareness through storytelling	CG-6 Develops a positive regard for the natural environment around them. CG-7 Makes sense of the world around through observation and logical thinking. CG-4 Develops emotional intelligence, i.e., the ability to understand and manage their own emotions, and responds positively to social norms.	C-6.1 Shows care for and joy in engaging with all life forms. C-7.1 Observes and understands different categories of objects and the relationships between them. C-4.6 Shows kindness and helpfulness to others (including animals, and plants) when they are in need.	<ul style="list-style-type: none"> * Students will identify common farm animals. * Students will name at least two farm animals and tell what they give us (like milk, eggs, etc.). * Students will identify common animals that live in water. * Students will name at least two water animals and describe them in simple words.
22	ECO CLUB	Clean beach Pg. no. 69,70 Fun at the park Pg. no. 71,72,73	Day 3		“Pick and Throw” How to do: <ul style="list-style-type: none"> • Children pretend to pick garbage. • Throw it into imaginary bin. <p style="text-align: center;">OR</p> Clap if You Like It” How to do: <ul style="list-style-type: none"> • Teacher says activities. • Children clap for fun park activities. Examples: <ul style="list-style-type: none"> • Playing on swings • Fighting 	Cleanliness and recycling activities	CG-5 Develops a positive attitude towards productive work and service or ‘Seva’. CG-7 Makes sense of the world around through observation and logical thinking	C-5.1 Engages in age-appropriate work at school and/or at home. C-7.1 Observes and understands different categories of objects and the relationships between them.	<ul style="list-style-type: none"> * Students will understand the importance of keeping beaches clean. * Students will list simple ways to keep the beach clean (like not littering and using dustbins). * Students will identify common birds and insects seen in the park. * Students will observe and describe birds and insects in simple words.

23	ECO CLUB	Birds and insects Pg no. 74 Animals and their homes Pg. no. 75	Day 4		<p>“Fly or Crawl” How to do:</p> <ul style="list-style-type: none"> • Teacher says animal. • Children act and say FLY or CRAWL. <p>Examples:</p> <ul style="list-style-type: none"> • Sparrow → Fly • Ant → Crawl 	Environmental awareness through storytelling	<p>CG-6 Develops a positive regard for the natural environment around them.</p> <p>CG-7 Makes sense of the world around through observation and logical thinking.</p> <p>CG-4 Develops emotional intelligence, i.e., the ability to understand and manage their own emotions, and responds positively to social norms.</p>	<p>C-6.1 Shows care for and joy in engaging with all life forms.</p> <p>C-7.1 Observes and understands different categories of objects and the relationships between them.</p> <p>C-4.6 Shows kindness and helpfulness to others (including animals, and plants) when they are in need.</p>	<p>*Students will identify common birds and insects.</p> <p>*Students will differentiate between birds and insects based on simple features (like wings, legs, and body parts).</p> <p>*Students will identify different animals and their homes (like bird–nest).</p> <p>*Students will match animals with their correct homes in simple activities.</p>
24	AGRO CLUB	Water Pg. no. 76,77	Day 5		<p>“Stop and Answer” How to do:</p> <ul style="list-style-type: none"> • Children walk around. • Teacher says “STOP!” • Ask a simple GA question. <p>Examples:</p> <ul style="list-style-type: none"> • “What do we drink?” → Water • “What is this place?” → School 	Demonstration and experiential learning	<p>CG-6 Develops a positive regard for the natural environment around them.</p> <p>CG-7 Makes sense of the world around through observation and logical thinking.</p>	<p>C-6.1 Shows care for and joy in engaging with all life forms.</p> <p>C-7.1 Observes and understands different categories of objects and the relationships between them</p>	<p>*Students will identify different uses of water in daily life.</p> <p>*Students will explain simple ways to save water.</p>
25	AGRO CLUB	Parts of tree Pg.no.78,79	January Day 1	January	<p>“Be a Tree” How to do:</p> <ul style="list-style-type: none"> • Children stand like a tree. <p>Teacher says:</p> <ul style="list-style-type: none"> • “Roots!” → bend down • “Trunk!” → stand straight • “Branches!” → stretch arms • “Leaves!” → shake fingers 	Nature walks and observation-based learning	<p>CG-6 Develops a positive regard for the natural environment around them.</p>	<p>C-6.1 Shows care for and joy in engaging with all life forms.</p>	<p>*Students will identify the main parts of a tree (root, trunk, branches, leaves).</p> <p>*Students will describe the simple function of each part in basic words.</p>

26	AGRO CLUB	Plants and trees Pg. no. 80	Day 2		<p>“Find and Show” How to do:</p> <ul style="list-style-type: none"> • Children walk in the playground. • Teacher says something to find. <p>Examples:</p> <ul style="list-style-type: none"> • “Find a leaf” • “Find something green” • “Find a tree” 	Simple discussions on plants, soil, and farming	CG-6 Develops a positive regard for the natural environment around them.	C-6.1 Shows care for and joy in engaging with all life forms.	<p>*Students will identify plants and trees in their surroundings.</p> <p>*Students will differentiate between plants and trees in simple terms.</p>
27	STEAM CLUB	The missing painting Pg. no.81 to 85	Day 3		<p>“Draw and Miss” How to do:</p> <ul style="list-style-type: none"> • Teacher draws simple object (tree/house/face). • Erases one part. • Children identify missing part. 	Integration of science, technology, engineering, arts, and mathematics through creative activities	CG-9 Develops effective communication skills for day-to-day interactions in two languages.	C-9.7 Knows and uses enough words to carry out day-to-day interactions effectively and can guess the meaning of new words by using existing vocabulary.	<p>* Students will compare day and night using simple examples.</p> <p>* Students will identify activities and objects seen during day and night from a picture or a story.</p>
28	ECO CLUB	My clothes Pg. no. 86,87	Day 4		<p>“Dress Up Action” How to do:</p> <ul style="list-style-type: none"> • Children act like wearing clothes. <p>Examples:</p> <ul style="list-style-type: none"> • Wear shirt (pretend buttoning) • Wear shoes (pretend tying laces) • Wear cap (put on head) 	Nature-based projects and craft from waste materials	CG-7 Makes sense of the world around through observation and logical thinking.	C-7.1 Observes and understands different categories of objects and the relationships between them.	<p>* Students will identify different types of clothes worn in daily life and in different seasons.</p> <p>* Students will explain at least two clothes and describe when they are worn (summer, winter, rainy season).</p>
29	ECO CLUB	Summer season Pg. no. 88	Day 5		<p>“Clap for Summer Things” How to do:</p> <ul style="list-style-type: none"> • Teacher says words. • Clap for summer things only. <p>Examples:</p> <ul style="list-style-type: none"> • Mango • Snow • Ice cream 	Nature-based and experiential learning through seasonal activities	CG-6 Develops a positive regard for the natural environment around them.	C-6.1 Shows care for and joy in engaging with all life forms.	<p>*Students will identify the characteristics of the summer season (hot weather, sunshine, etc.).</p> <p>*Students will name things we use in summer (like cotton clothes, fans, cool drinks).</p>

30	ECO CLUB	Rainy season Pg. no. 89	February Day 1	February	<p>“Umbrella Action” How to do:</p> <ul style="list-style-type: none"> • Children act like using umbrella. <p>Actions:</p> <ul style="list-style-type: none"> • Open umbrella • Walk carefully in rain • Jump in puddles 	Nature-based and experiential learning through seasonal activities	CG-7 Makes sense of the world around through observation and logical thinking.	C-7.1 Observes and understands different categories of objects and the relationships between them.	<p>* Students will identify the characteristics of the rainy season (rain, clouds, umbrellas).</p> <p>* Students will name things we use in the rainy season (like raincoat, umbrella, gumboots).</p>
31	ECO CLUB	Winter season pg. no. 90	Day2		<p>Hot or Cold” How to do:</p> <ul style="list-style-type: none"> • Teacher says items. • Children say HOT or COLD. <p>Examples:</p> <ul style="list-style-type: none"> • Ice → Cold • Sun → Hot 	Nature-based and experiential learning through seasonal activities	CG-7 Makes sense of the world around through observation and logical thinking.	C-7.1 Observes and understands different categories of objects and the relationships between them.	<p>* Students will identify the characteristics of the winter season (cold weather, fog, woollen clothes).</p> <p>* Students will name things we use in winter (like sweaters, jackets, caps, and blankets).</p>
32	STEAM CLUB	Dia’s favourite Festival Pg. no. 92 to 95	Day 3		<p>“Clap if You Like It” How to do:</p> <ul style="list-style-type: none"> • Teacher says festival names. • Children clap if it is their favourite. 	Learning through games, exploration, and real-life connections	CG-9 Develops effective communication skills for day-today interactions in two languages.	C-9.7 Knows and uses enough words to carry out day-to-day interactions effectively and can guess the meaning of new words by using existing vocabulary.	<p>* Students will identify and name some common festivals celebrated in India.</p> <p>*Students will share simple ideas about how festivals are celebrated with family and friends.</p>
33	STEAM CLUB	National festivals Pg. no. 96	Day 4		<p>“Flag Action” How to do:</p> <ul style="list-style-type: none"> • Children act like holding the national flag. <p>Actions:</p> <ul style="list-style-type: none"> • Salute IN • Wave flag IN 	Activity-based and experiential learning	CG-5 Develops a positive attitude towards productive work and service or ‘Seva’.	C-5.1 Engages in age-appropriate work at school and/or at home.	<p>*Students will identify India’s national festivals (Independence Day, Republic Day, Gandhi Jayanti).</p> <p>* Students will give examples of how national festivals are celebrated by people across the country.</p>