

Hindi Continuum					
	G 1	G 2	G 3	G 4	G 5
Oral	Ginti - 1 - 20 ank sabji - fal - fool - pakshi - janvar - vaar ke naam	Ginti - 1 - 50 ank sabji - fal - fool - pakshi - janvar - vaar - mahine - body parts ke naam	Ginti - 1 - 70 ank sabji - fal - fool - pakshi - janvar - vaar - mahine - body parts - tyoharo ke naam	Ginti - 1 - 100 ank sabji - fal - fool - pakshi - janvar - vaar - mahine - body parts - tyoharo ke naam	Ginti - 1 - 100 ank sabji - fal - fool - pakshi - janvar - vaar - mahine - body parts - tyoharo ke naam
	Kavita & Kahani	Kavita & Kahani	Kavita & Kahani	Kavita & Kahani	Kavita & Kahani
	All vyanjan and swar	All vyanjan and swar	All vyanjan and swar	All vyanjan and swar	All vyanjan and swar
	All matra introduction	All matra introduction	All matra introduction	All matra introduction	All matra introduction
	2 & 3 letters words using all matras from a to ah	2 & 3 letters words using all matras from a to ah	2 & 3 letters words using all matras from a to ah	2 & 3 letters words using all matras from a to ah	2 & 3 letters words using all matras from a to ah
	Reading simple words, phrases and sentences	Reading simple words, phrases and sentences	Reading simple words, phrases and sentences	Reading simple words, phrases and sentences	Reading simple words, phrases and sentences
	reading sentences using matras	reading sentences using matras	reading sentences using matras	reading sentences using matras	reading sentences using matras
	Writing simple words and sentences		Writing simple words and sentences	Writing simple words and sentences	Writing simple words and sentences
	matras	Writing simple words and sentences with matras	Vachan	Vachan	Vachan
Grammar			Ling	Ling	Ling
			Samanarthi	Samanarthi	Samanarthi
			Opposite	Opposite	Opposite
			Sangya	Sangya	Sangya
			Visheshan	Visheshan	Visheshan
			Sarvanam	Sarvanam	Sarvanam
			Chitra varnan	Nibandh Lekhan	Nibandh Lekhan
			Unseen passage	Unseen passage	Unseen passage

Gujarati Continuum					
	G 1	G 2	G 3	G 4	G 5
	Ginti - 1 - 20 ank sabji - fal - fool - pakshi - janvar - vaar - mahine - body parts ke naam	Ginti - 1 - 50 ank sabji - fal - fool - pakshi - janvar - vaar - mahine - body parts parts ke naam	Ginti - 1 - 70 ank sabji - fal - fool - pakshi - janvar - vaar - mahine - body parts - tyoharo ke naam	Ginti - 1 - 100 ank sabji - fal - fool - pakshi - janvar - vaar - mahine - body parts - tyoharo ke naam	Ginti - 1 - 100 ank sabji - fal - fool - pakshi - janvar - vaar - mahine - body parts - tyoharo ke naam
	Oral stories and rhymes	Oral stories and rhymes	interacting and greeting each other	interacting and greeting each other	interacting and greeting each other
	Identification and recognition of letters	Identification and recognition of letters	Identification and recognition of letters	Identification and recognition of letters	Identification and recognition of letters
			All Letter and matra reading and writing	All Letter and matra reading and writing	All Letter and matra reading and writing
			2-3 simple words and with matra	2-3 simple words and with matra	2-3 simple words and with matra
			simple phrases and sentences writing	simple phrases and sentences writing	simple phrases and sentences writing
			vachan	vachan	vachan
			Samanarthi	Samanarthi	Samanarthi
			Viruddharthi	Viruddharthi	Viruddharthi
					chitra varnan

Visual Arts Continuum		
	Learning Outcomes - Creating	Learning Outcomes - Responding
GRADE 1	sharpen their powers of observation (lines & shapes) combine variety of foamal elements indetify plan and make specific choise inditify the stage of their own crative process communicate ideas, and experience demonstrate control of tools,materials	identify the formal element of art work use appropriate terminology to discuss art work use appropriate terminology to discuss art work become an engaged and responsive for a variety of art form sharpen their powers of observation describe similarities & differents between art work
GRADE 2	show awareness of affective fower identify,plan & makes specific choces of materials tools & process makes connections between the ideas use a personal interest,belief of value makes connections between the ideas create art work for specific audience	use their art work knowlege ,& experinces indentify & consider the contexts in whics artwork were made identify issues,beliefs & values experiences to make informed
GRADE 3	show awareness of the affective power of visual art make connections between the ideas starting points to creates a piece create artwork for a specific audience learners through time,place & cultures	reflect on the factors that influence
GRADE 4	become increasingly independent in art utilize a board range of ways to make meaning indentify factors to be considered when displayed an art devlop an awareness of their personal preferences the realization of the creative process	understand the role & relevance of visual art reflect on the factors that influnce personal reaction to aetwork jugement about artwork
GRADE 5	become increasingly independent in art utilize a board range of ways to make meaning indentify factors to be considered when displayed an art devlop an awareness of their personal preferences the realization of the creative process	understand the role & relevance of visual art reflect on the factors that influnce personal reaction to aetwork jugement about artwork

DANCE CONTINUUM - PYP

STRAND	Learning Outcomes - Creating	Learning Outcomes - Responding
GRADE 1	<p>explore different types of movements such as travelling, jumping and turning</p> <p>develop the ability to cooperate and communicate with others in creating dance</p> <p>respond to word, rhythm and/or music through movements</p> <p>develop physical flexibility and strength</p> <p>share dance with different audiences by participating, listening and watching</p>	<p>show curiosity about live and recorded dance performances</p> <p>describe the ideas and feelings communicated through body movements</p> <p>Identifies elements of dance (e.g., levels, tempo, patterns)</p>
GRADE 2	<p>explore different types of movements such as travelling, jumping and turning</p> <p>develop the ability to cooperate and communicate with others in creating dance</p> <p>respond to word, rhythm and/or music through movements</p> <p>develop physical flexibility and strength</p>	<p>show curiosity about live and recorded dance performances</p> <p>describe the ideas and feelings communicated through body movements</p>
GRADE 3	<p>move freely through the space to show levels of low, medium and high, and change of direction</p> <p>use materials such as streamers, scarves, props or costumes to enhance body movements</p> <p>explore different types of movements such as travelling, jumping and turning</p> <p>develop the ability to cooperate and communicate with others in creating dance</p> <p>respond to word, rhythm and/or music through movements</p> <p>develop physical flexibility and strength</p>	<p>show curiosity about live and recorded dance performances</p> <p>recognize the theme of a dance and communicate their personal interpretation</p> <p>identify and explain why certain body postures may communicate certain ideas and feelings</p> <p>describe the ideas and feelings communicated through body movements</p>
GRADE 4	<p>move freely through the space to show levels of low, medium and high, and change of direction</p> <p>use materials such as streamers, scarves, props or costumes to enhance body movements</p> <p>explore different types of movements such as travelling, jumping and turning</p> <p>develop the ability to cooperate and communicate with others in creating dance</p> <p>respond to word, rhythm and/or music through movements</p> <p>develop physical flexibility and strength</p>	<p>show curiosity about live and recorded dance performances</p> <p>recognize the theme of a dance and communicate their personal interpretation</p> <p>identify and explain why certain body postures may communicate certain ideas and feelings</p> <p>describe the ideas and feelings communicated through body movements</p>
GRADE 5	<p>move freely through the space to show levels of low, medium and high, and change of direction</p> <p>use materials such as streamers, scarves, props or costumes to enhance body movements</p> <p>explore different types of movements such as travelling, jumping and turning</p> <p>develop the ability to cooperate and communicate with others in creating dance</p> <p>respond to word, rhythm and/or music through movements</p> <p>develop physical flexibility and strength</p>	<p>show curiosity about live and recorded dance performances</p> <p>recognize the theme of a dance and communicate their personal interpretation</p> <p>identify and explain why certain body postures may communicate certain ideas and feelings</p> <p>describe the ideas and feelings communicated through body movements</p>

Drama Continuum - PYP		
Strand	Learning Outcomes - Creating	Learning Outcomes - Responding
GRADE 1	explore basic bodily movements and the use of space create roles in response to props, set and costumes value and develop imaginary roles or situations work individually or in groups with confidence. explore familiar roles, themes and stories dramatically	talk about ideas and feelings in response to dramatic performances use drama performance to tell stories about people and events from various cultures, including their own
GRADE 2	explore basic bodily movements and the use of space create roles in response to props, set and costumes value and develop imaginary roles or situations	talk about ideas and feelings in response to dramatic performances
GRADE 3	explore basic bodily movements and the use of space create roles in response to props, set and costumes work individually or in groups with confidence. develop the ability to cooperate and communicate with others in creating drama value and develop imaginary roles or situations	talk about ideas and feelings in response to dramatic performances discuss and explain the way ideas, feelings and experiences can be communicated through stories and performance use drama performance to tell stories about people and events from various cultures, including their own
GRADE 4	explore basic bodily movements and the use of space create roles in response to props, set and costumes work individually or in groups with confidence. develop the ability to cooperate and communicate with others in creating drama value and develop imaginary roles or situations	talk about ideas and feelings in response to dramatic performances discuss and explain the way ideas, feelings and experiences can be communicated through stories and performance use drama performance to tell stories about people and events from various cultures, including their own
GRADE 5	explore basic bodily movements and the use of space create roles in response to props, set and costumes work individually or in groups with confidence. develop the ability to cooperate and communicate with others in creating drama value and develop imaginary roles or situations	talk about ideas and feelings in response to dramatic performances discuss and explain the way ideas, feelings and experiences can be communicated through stories and performance use drama performance to tell stories about people and events from various cultures, including their own

MUSIC CONTINUUM - PYP		
STRAND	Learning Outcomes - Creating	Learning Outcomes - Responding
GRADE 1	use vocal sounds, rhythms and instruments to express feelings or ideas create music to represent different cultures and styles	describe how music makes them feel recognize different sources of music in daily life
GRADE 2	use vocal sounds, rhythms and instruments to express feelings or ideas create music to represent different cultures and styles	describe how music makes them feel recognize different sources of music in daily life
GRADE 3	use vocal sounds, rhythms and instruments to express feelings or ideas create music to represent different cultures and styles collaboratively create a musical sequence using known musical elements (for example, rhythm, melody, contrast)	describe how music makes them feel recognize different sources of music in daily life reflect upon how their music expresses their personal voice and the impact it has on others.
GRADE 4	use vocal sounds, rhythms and instruments to express feelings or ideas create music to represent different cultures and styles collaboratively create a musical sequence using known musical elements (for example, rhythm, melody, contrast)	describe how music makes them feel recognize different sources of music in daily life reflect upon how their music expresses their personal voice and the impact it has on others.
GRADE 5	use vocal sounds, rhythms and instruments to express feelings or ideas create music to represent different cultures and styles collaboratively create a musical sequence using known musical elements (for example, rhythm, melody, contrast)	describe how music makes them feel recognize different sources of music in daily life reflect upon how their music expresses their personal voice and the impact it has on others.

Grade - 1, 2 - PSPE Continuum

Strand	Learning Outcomes	Example Activity
Identity	identify themselves through personal connections	Integration with WWA
	identify their feelings and emotions, and explain possible causes	
	identify and communicate similarities and differences between themselves and others	
	recognize that others have emotions, feelings and perspectives that may be different from their own.	
Interactions	enjoy interacting, playing and engaging with others, including listening and speaking respectfully	
	demonstrate responsible behaviour, such as taking turns, and express the reason for it	
	share their own ideas and feelings in an appropriate manner	
	reach out for help when it is needed for themselves or others	
	talk about their interactions with the environment.	
	ask questions	
Wellness	participate in a variety of different physical activities	Integration with WWA
	identify the differences between healthy and unhealthy foods	
	identify body parts and the senses, and demonstrate how they are used	
	identify different characteristics of safe and unsafe places	
	identify personal risk-taking behaviours.	
Movement	engage in active play	
	engage in health- and skill-related components of physical fitness	
	explore gross-body coordination through locomotor movements and non-locomotor movements	
	explore fine and gross-motor manipulative skills	
	express a dominant side and begin to perform tasks consistently with it	
	use the body as a mode of expression	
	use the body to express feelings, attitudes and emotions.	
	follow rhythmic activities	
	explore and attempt to follow different rhythmic activities	

Grade - 3, 4, 5 - PSPE Continuum

Strand	Learning Outcomes
Identity	<p>describe how personal growth has resulted in new skills and abilities</p>
	<p>be aware of their emotions and begin to regulate their emotional responses and behaviour</p> <p>analyse and apply different strategies to cope with change</p> <p>examine possible strategies to deal with change, including problem-solving</p> <p>demonstrate an understanding of a growth mindset</p>
Interactions	<p>be aware of their emotions and begin to regulate their emotional responses and behaviour</p> <p>celebrate accomplishments reached together</p>
	<p>recognize different group roles and assume responsibility for a role in a group</p> <p>give feedback on the ideas of others in an appropriate manner</p> <p>reflect on the process of achievement and value the achievements of others</p> <p>enjoy interacting, playing and engaging with others, including setting goals for group interactions</p> <p>adopt a variety of roles to improve group performance through a shared plan of action</p>
Wellness	<p>identify different stages of life and how these can affect physical, mental and emotional performance</p>
	<p>describe how they feel when they participate in performances and how this affects their physical, mental, and social well-being</p> <p>communicate the importance of maintaining proper hygiene</p> <p>recognize the information provided by food labels and the effects of the food on the body</p> <p>identify basic first aid and emergency procedures for various scenarios</p> <p>explain how different feelings, emotions and ideas are related to a person's identity</p>
Movement	<p>identify different intensities of physical activity and use these in different activities and contexts</p>
	<p>demonstrate health- and skill-related components of physical fitness</p> <p>explore and recall fine and grossmotor manipulative skills</p> <p>use trial and error to safely explore options and solutions with materials and situations</p> <p>use trial and error to safely explore options and solutions with materials and situations</p> <p>recall and identify the health- and skill related components of physical fitness</p> <p>trial various techniques and strategies across contexts to help solve a movement challenge</p> <p>recognize the benefits that different activities produce in their physical health and fitness</p> <p>choose and participate in activities that improve physical health and fitness</p>