

Hindi Continuum					
	G 1	G 2	G 3	G 4	G 5
<b>Oral</b>	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
<b>Grammar</b>	matras	Writing simple words and sentences with matras	Vachan	Vachan	Vachan
			Ling	Ling	Ling
			Samanarathi	Samanarathi	Samanarathi
			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 na 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
	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 recongnition of letters	Identification and recongnition of letters	Identification and recongnition of letters	Identification and recongnition of letters	Identification and recongnition 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
				Samanarathi	Samanarathi
				Viruddharathi	Viruddharathi
					chitra varnan

	Visual Arts Continuum	
	Learning Outcomes - Creating	Learning Outcomes - Responding
GRADE 1	sharpen their powers of observation (lines & shapes)	identify the formal element of art work
	combine variety of formal elements	use appropriate terminology to discuss art work
	identify plan and make specific choice	use appropriate terminology to discuss art work
	identify the stage of their own creative process	become an engaged and responsive for a variety of art form
	communicate ideas, and experience	sharpen their powers of observation
	demonstrate control of tools, materials	describe similarities & differences between art work
GRADE 2	show awareness of affective power	use their art work knowledge, & experiences
	identify, plan & make specific choices of materials, tools & process	
	makes connections between the ideas	identify & consider the contexts in which artwork was made
	use a personal interest, belief of value	identify issues, beliefs & values experiences to make informed
	makes connections between the ideas	
	create art work for specific audience	
GRADE 3	show awareness of the affective power of visual art	reflect on the factors that influence
	make connections between the ideas	
	starting points to create a piece	
	create artwork for a specific audience	
	learners through time, place & cultures	
GRADE 4	become increasingly independent in art	understand the role & relevance of visual art
	utilize a broad range of ways to make meaning	reflect on the factors that influence personal reaction to artwork
	identify factors to be considered when displaying art	judgement about artwork
	develop an awareness of their personal preferences	
	the realization of the creative process	
GRADE 5	become increasingly independent in art	understand the role & relevance of visual art
	utilize a broad range of ways to make meaning	reflect on the factors that influence personal reaction to artwork
	identify factors to be considered when displaying art	judgement about artwork
	develop an awareness of their personal preferences	
	the realization of the creative process	

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

## DRAMA CONTINUUM - PYP

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

## MUSIC CONTINUUM - PYP

STRAND	Learning Outcomes - Creating	Learning Outcomes - Responding
GRADE 1	use vocal sounds, rhythms and instruments to express feelings or ideas	describe how music makes them feel
	create music to represent different cultures and styles	recognize different sources of music in daily life
GRADE 2	use vocal sounds, rhythms and instruments to express feelings or ideas	describe how music makes them feel
	create music to represent different cultures and styles	recognize different sources of music in daily life
GRADE 3	use vocal sounds, rhythms and instruments to express feelings or ideas	describe how music makes them feel
	create music to represent different cultures and styles	recognize different sources of music in daily life
	collaboratively create a musical sequence using known musical elements (for example, rhythm, melody, contrast)	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	describe how music makes them feel
	create music to represent different cultures and styles	recognize different sources of music in daily life
	collaboratively create a musical sequence using known musical elements (for example, rhythm, melody, contrast)	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	describe how music makes them feel
	create music to represent different cultures and styles	recognize different sources of music in daily life
	collaboratively create a musical sequence using known musical elements (for example, rhythm, melody, contrast)	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	describe how personal growth has resulted in new skills and abilities
	be aware of their emotions and begin to regulate their emotional responses and behaviour
	analyse and apply different strategies to cope with change
	examine possible strategies to deal with change, including problem-solving
	demonstrate an understanding of a growth mindset
	be aware of their emotions and begin to regulate their emotional responses and behaviour
Interactions	celebrate accomplishments reached together
	recognize different group roles and assume responsibility for a role in a group
	give feedback on the ideas of others in an appropriate manner
	reflect on the process of achievement and value the achievements of others
	enjoy interacting, playing and engaging with others, including setting goals for group interactions
	adopt a variety of roles to improve group performance through a shared plan of action
Wellness	identify different stages of life and how these can affect physical, mental and emotional performance
	describe how they feel when they participate in performances and how this affects their physical, mental, and social well-being
	communicate the importance of maintaining proper hygiene
	recognize the information provided by food labels and the effects of the food on the body
	identify basic first aid and emergency procedures for various scenarios
	explain how different feelings, emotions and ideas are related to a person's identity
Movement	identify different intensities of physical activity and use these in different activities and contexts
	demonstrate health- and skill-related components of physical fitness
	explore and recall fine and grossmotor manipulative skills
	use trial and error to safely explore options and solutions with materials and situations
	use trial and error to safely explore options and solutions with materials and situations
	recall and identify the health- and skill related components of physical fitness
	trial various techniques and strategies across contexts to help solve a movement challenge
	recognize the benefits that different activities produce in their physical health and fitness
	choose and participate in activities that improve physical health and fitness