



**Chowgule Education Society's  
St. Joseph's Institute, Primary  
Monthly Syllabus – Year 2025-26**

**Month: March**

**Class: 1**

**English**

**Punctuation**

Capital letter, comma, full stop

**activities-** Understanding the sentence structure using (who,what,when,where,why)

Framing sentences with correct punctuation

rearranging jumbled sentence

**Rhyming words**

Word families that sound same or have same ending

**activities-** word train

Poem Imagine

locate the rhyming words

checked words rhyming with their names

**Story**

**Gajapati Kulapati**

finding Adjectives

learning vocabulary

giving a new name to story

Read aloud- Dolch words

**Hindi**

स्वर और व्यंजन - पुनरावृत्ति

व्यंजन और शब्द

गाना - झूला

गतिविधि - दिशाएँ

**Marathi**

स्वर आणि व्यंजन - उजळणी

रंग ओळख - लाल, हिरवा, निळा, पिवळा, जांभळा.

वर्ग उपक्रम - आजूबाजूची ठिकाणे/ जागा

## Math

### **Odd and Even Numbers**

activities- pairing the puzzles together to find even or odd

listing body parts which are in pair

### **Multiplication**

- 1) Repeated addition
- 2) Times Tables 1-5

activity- sorting things in groups to represent the number of times and find the answer

creating their own methods for table understanding through objects, drawing, skip counting

### **Money**

- 1) Identify Currency of India
- 2) Observation of different currency notes and coins
- 3) Reading and writing of Symbol for currency notes and coins
- 4) simple calculation addition of prices

*application in STJI-Bizfest- (STJI Bazaar)*

### **Non-standard Units of Measurement**

- 1) Handspan
- 2) Cubit
- 3) Stride/pace
- 4) Footspace

activities- Measuring

windows, table, bottle length, room

### **Data handling with**

- 1) shapes
- 2) objects
- 3) numbers

activities-

finding number of boys, girls, windows, bags, doors etc

## UOI

Transdisciplinary theme- Where We Are In Place & Time

Central idea- Understanding our position helps us move from place to place.

### **Lines of inquiry**

LOI 1- Places around us

*Understanding how to identify the surrounding*

*Game- where am I?*

Lost Teddy

LOI 2- How we find places

*Understanding landmarks, maps, arrows, directions help us navigate*

*How can we help a lost friend in school (Teddy)*

LOI 3- Why knowing our place helps us move safely

*Understanding one thing is common around the world while navigating.*

*Scenarios (think pair share)*

*finding solutions for a given situation (Teddy)*

### **Specified concepts**

- Form Function • Connection

### **Learner profile attributes**

- Knowledgeable, Thinker, Caring

### **Approaches to learning**

- Thinking • Communication • Self-Management

### **Actions**

Map for school- Draw simple map of with landmarks to show how to move from one place to another

Globe marking "We are here",

map- home to school route project

## Computers

### **Integration with UOI: Where We Are in Place and Time**

#### **Application: Word**

#### **Learning Outcomes:**

- Students were able to **draw and label directions** (up, down, left, right / N, S, W, E)
- Students were able to **identify rooms** and place room names correctly on floor maps.

#### **Activities Completed:**

1. **Drawing Directions** – Students drew arrows to indicate **left, right, up, down** (N, S, W, E) and labeled them.
2. **School Floor Maps** –
  - Identified rooms on **ground, 1st, and 2nd floors**.
  - **Cut and pasted** room names in the correct positions.

#### **Application: Google Maps**

#### **Learning outcomes:**

- Students **observed a demonstration** on using Google Maps to locate the country, state, city, school, and major landmarks, and were able to follow along.
- Students developed **spatial awareness and map-reading skills**.

#### **Activities Completed:**

- Located the country, state, city and **school** on Google Maps.
- Found the **distance from school to major landmarks** in the surrounding area.

## Art

### **Topic** - Signs and Symbols

**Learning Outcomes** - Students explored signs and symbols in their school environment and learned how colour communicates meaning in signage (colour psychology). They designed their own hand-drawn signboard for a school location and worked in small groups to create a collage signboard using selected images.

**Skills**- Identifying and analysing signs and symbols; applying colour psychology; designing for an audience; collaborative decision-making; cutting and assembling collage

**Concepts** - symbols, purpose, audience, communication, choice.

## Indian Music

- Warm up exercise (different types of sound )
- Alankar
- TaNaPiHiNiPaZa (song on colours)
- Haste Gaate hum Haste Gaate
- Revision of the songs done previously

## Western Music

**Solfeggio Claps** -----: To build Physical and Visual coordination

-----: Reinforce musical rhythm

**Rhythmic Training** - - -: Simple steady 4 Audible claps in 4/4 beat

**Solfeggio claps & strokes (Beat Pattern)**:- 2 Audible claps and 2 Silent claps in 4/4 beat

Revision of songs

## Dance

Body Awareness – Practice basic body movements like bending, stretching, and turning.  
(Understands body movements)

Rhythm & Steps – Follow simple dance steps on beats and music.  
(Follows rhythm and steps)

Action-based Dance – Perform simple dance routines with actions.  
(Coordinates movement with music)

Creative Expression – Express ideas and feelings through free dance.  
(Expresses through movement)

Use of Space – Move in different directions and patterns (forward, backward, circle).  
(Uses space effectively)

## Yoga

Warm-up Exercises – Simple stretching, neck rotations, and gentle movements to prepare the body.  
(Prepares body for yoga)

Breathing Exercises – Learn basic deep breathing techniques (e.g., “Belly Breath,” “Counting Breath”).  
(Practices mindful breathing)

Basic Asanas – Simple poses like Mountain Pose, Tree Pose, Cat-Cow, Cobra, and Child’s Pose.  
(Performs basic yoga poses correctly)

Balance & Coordination – Practice holding poses and gentle balancing exercises.  
(Improves balance and body coordination)

Meditation & Relaxation – Short guided meditation or quiet time to focus and relax.  
(Develops focus and calmness)

### **Library**

- Introduction to Library (Revision)
- Storytelling, Speaking & Expression  
    Understanding parts of a story
- Picture Walk & Prediction  
    (book review)
- Understanding the Story

### **P.E**

Movement pathway

Exploring body movements - animal walks and traffic light game