

## Learning Outcomes

### The learner —

- Associates words with pictures
- Names familiar objects seen in the pictures
- Recognises letters and their sounds A—Z
- Differentiates between small and capital letters in print or Braille
- Recites poems /rhymes with actions
- Draws, scribbles in response to poems and stories
- Responds orally (in any language including sign language) to comprehension questions related to stories /poems
- Identifies characters and sequence of a story and asks questions about the story
- Carries out simple instructions such as 'Shut the door', 'Bring me the book', and such others
- Listens to English words, greetings, polite forms of expression, simple sentences, and responds in English or the home language or 'signing' (using sign language)
- Listens to instructions and draws a picture
- Talks about self /situations / pictures in English
- Uses nouns such as 'boy', 'sun', and prepositions like 'in', 'on', 'under', etc.
- Produces words with common blends like "br" "fr" like 'brother', frog' etc.
- Writes words simple words like fan, hen rat etc

## Learning Outcomes

### The learner —

- Classifies objects into groups based on a few physical attributes such as shape, size and other observable properties including rolling and sliding recites number names and counts objects up to 20, concretely, pictorially and symbolically
- Works with numbers 1 to 20 Counts objects using numbers 1 to 9 Compares numbers up to 20. For example, tells whether number of girls or number of boys is more in the class
- Applies addition and subtraction of numbers 1 to 20 in daily life
  - Constructs addition facts up to 9 by using concrete objects. For example, to find  $3+3$  counts 3 steps forward from 3 and concludes that  $3+3=6$
  - Subtracts numbers using 1 to 9. For example, the child takes out 3 objects from a collection of 9 objects and counts the remaining to conclude  $9-3=6$
- Solves day-to-day problems related to addition and subtraction of numbers up to 9
- Recognizes numbers up to 99 and writes numerals
- Describes the physical features of various solids /shapes in her own language. For example- a ball rolls, a box slides etc.
- Estimates and measures short lengths using non-uniform units like a finger, hand span, length of a forearm, footsteps, etc.
- Observes, extends and creates patterns of shapes and numbers. For example, arrangement of shapes / objects / numbers, etc. For example, arrangement of shapes / objects / numbers, etc.:-
  - 1,2,3,4,5,...
  - 1,3,5,...
  - 2,4,6,.....
  - 1,2,3,1,2,...
  - 1,...3,.....
- Collects, records (using pictures /numerals) and interprets simple information by looking at visuals. (for example, in a picture of a garden the child looks at different flowers and draws inference that flowers of a certain colour are more).
- Develops the concept of zero

