

## Learning Outcomes

### The learner

- Answers coherently in written or oral form to questions in English based on day-to-day life experiences, unfamiliar story, poem heard or read.
- Recites and shares English songs, poems, games, riddles, stories, tongue twisters etc, recites and shares with peers and family members.
- Acts according to instructions given in English, in games/sports, such as 'hit the ball!' 'throw the ring.' 'run to the finish line!' etc.
- Reads independently in English storybooks, news items/ headlines, advertisements etc. Talks about it, and composes short paragraphs
- Conducts short interviews of people around him e.g. interviewing grandparents, teachers, school librarian, gardener etc.
- Uses meaningful grammatically correct sentences to describe and narrate incidents; and for framing questions
- Uses synonyms such as 'big/large', 'shut/close', and antonyms like inside/outside, light/dark from clues in context
- Reads text with comprehension, locates details and sequence of events  
Connects ideas that he/she has inferred, through reading and interaction, with his/ her personal experiences
- Takes dictation for different purposes, such as lists, paragraphs, dialogues etc.
- Uses the dictionary for reference
- Identifies kinds of nouns, adverbs; differentiates between simple past and simple present verbs
- Writes paragraphs in English from verbal, visual clues, with appropriate punctuation marks and linkers
- Writes a 'mini biography' and 'mini autobiography'
- Writes informal letters, messages and e-mails
- Reads print in the surroundings (advertisements, directions, names of places etc), understands and answers queries
- Attempts to write creatively (stories, poems, posters, etc)
- Writes and speaks on peace, equality etc suggesting personal views
- Appreciates either verbally / in writing the variety in food, dress, customs and festivals as read/heard in his/her day-to day life, in storybooks/ heard in narratives/ seen in videos, films etc.

## Learning Outcomes

### The learner —

- Works with large numbers
  - a) Reads and writes numbers bigger than 1000 being used in her /his surroundings
  - b) Performs four basic arithmetic operations on numbers beyond 1000 by understanding of place value of numbers
  - c) Divides a given number by another number using standard algorithms  
Estimates sum, difference, product and quotient of numbers and verifies the same using different strategies like using standard algorithms or breaking a number and then using operation. For example, to divide 9450 by 25, divide 9000 by 25, 400 by 25, and finally 50 by 25 and gets the answer by adding all these quotients.
- Acquires understanding about fractions
  - finds the number corresponding to part of a collection
  - identifies and forms equivalent fractions of a given fraction
  - expresses a given fraction  $1/2$  ,  $1/4$ ,  $1/5$  in decimal notation and vice-versa. For example, in using units of length and money- half of Rs. 10 is Rs.5
  - converts fractions into decimals and vice versa
- Explores idea of angles and shapes
  - a) Classifies angles into right angle, acute angle, obtuse angle and represents the same by drawing and tracing
  - b) Identifies 2d shapes from the immediate environment that have rotation and reflection symmetry like alphabet and shapes Makes cube, cylinder and cone using nets designed for this purpose
- Relates different commonly used larger and smaller units of length, weight and volume and converts larger units to smaller units and vice versa.
- Estimates the volume of a solid body in known units like volume of a bucket is about 20 times that of a mug
- Applies the four fundamental arithmetic operations in solving problems involving money, length, mass, capacity and time intervals
- Identifies the pattern in triangular number and square number
- Collects data related to various daily life situations, represents it in tabular form and as bar graphs and interprets it.

## Learning Outcomes

### The learner —

- Explains the super senses and unusual features (sight, smell, hear, sleep, sound, etc.) Of animals and their responses to light, sound, food etc.
- Explains the use of technology and the process of accessing basic needs (food, water etc.) In our daily life. (e.g., farm produce to kitchen; grains to *roti*, preservation techniques, storage and tracking of water source)
- Describes the interdependence among animals, plants and humans. (e.g., communities earning livelihood from animals, dispersal of seeds etc.)
- Explains the role and functions of different institutions in daily life. (bank, panchayat, cooperatives, police station, etc.)
- Establishes linkages among terrain, climate, resources (food, water, shelter, livelihood) and cultural life. (e.g., life in distant /difficult areas like hot /cold deserts)
- Groups objects, materials, activities for features and properties such as- shape, taste, colour, texture, sound, traits etc.
- Traces the changes in practices, customs, techniques of past and present through coins, paintings, monuments, museum etc. And interacting with elders. (e.g., cultivation, conservation, festivals, clothes, transport, materials or tools, occupations, buildings and houses, practices activities like cooking, eating,
- working)
- Guesses (properties, conditions of phenomena), estimates spatial quantities (distance, area, volume, weight etc.) And time in simple standard units and verifies using simple tools /set ups. (e.g., floating / sinking / mixing /evaporation /germination /spoilage /breathing /taste)
- Records observations and experiences; information in an organised manner (e.g., in tables / sketches / bar graphs / pie charts) and predicts patterns in activities phenomena (e.g., floating, sinking, mixing, evaporation, germination, spoilage) to establish relation between cause and effect.
- Identifies signs, directions, location of different objects /landmarks of a locality /place visited in maps and predicts directions in context of positions at different places for a location
- Creates posters, designs, models , set ups, local dishes, sketches, maps (of neighbour hood / different places visited) using a variety of local /waste material and writes poems / slogans /travelogue etc.
- Voices opinions on issues observed / experienced and relates practices / happenings to larger issues of society. (e.g., discrimination for access /ownership of resources, migration / displacement / exclusion, child rights)
- Suggests ways for hygiene, health, managing waste, disaster /emergency situations and protecting /saving resources (land, fuels, forests, etc.) And shows sensitivity for the disadvantaged /deprived.

