



A National Board for School Education notified by the Govt. of India, Ministry of Education vide letter No. F-11-3/2016-Sch-3 dated 03.02.2023 having been granted Pan-India Equivalence by the Association of Indian Universities (AIU) vide letter no. AIU/EV/IN(I)2022/BSB dated 3<sup>rd</sup> August, 2022.

# HOLISTIC PROGRESS CARD

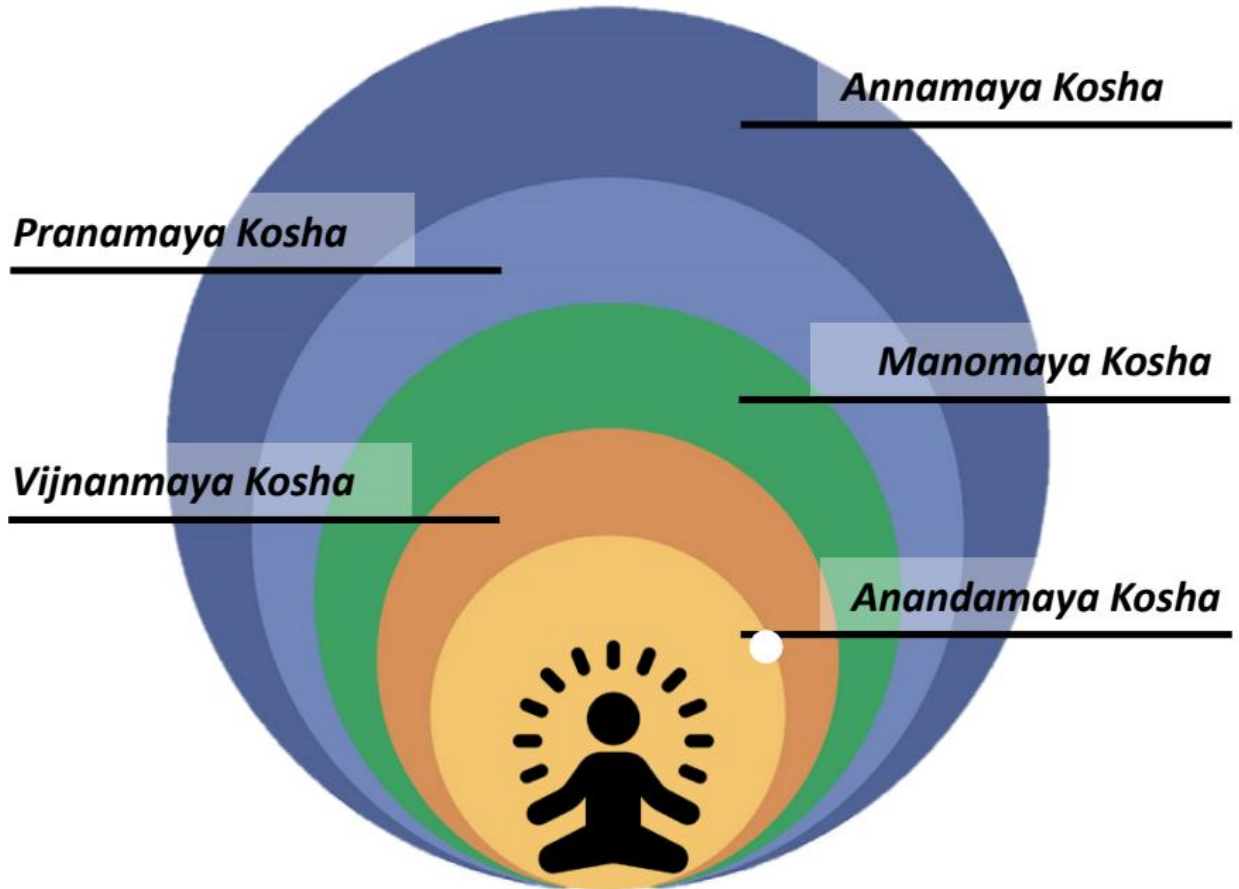
## FOUNDATIONAL STAGE

### Grade 1

विद्या ददाति विनयं विनयाद् याति पात्रताम् ।  
पात्रत्वात् धनमाप्नोति धनात् धर्मं ततः सुखम् ॥

## Panchkoshiya Vikas

*A key note in Indian Tradition of Human Development*



# PART A

Name and Address of the School \_\_\_\_\_

State \_\_\_\_\_ Pin Code \_\_\_\_\_

## GENERAL INFORMATION ABOUT THE STUDENT

(to be filled in by the teacher in consultation with the parents)

Student Name : \_\_\_\_\_

Roll No.: \_\_\_\_\_ Registration No.: \_\_\_\_\_ Academic Session: \_\_\_\_\_

Grade: 1 Section: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ Age: \_\_\_\_\_

Address: \_\_\_\_\_

Phone: \_\_\_\_\_

Mother's Name: \_\_\_\_\_

Mother's Education: \_\_\_\_\_ Mother's Occupation: \_\_\_\_\_

Father's Name: \_\_\_\_\_

Father's Education: \_\_\_\_\_ Father's Occupation: \_\_\_\_\_

Number of siblings: \_\_\_\_\_ Siblings' age: \_\_\_\_\_

Mother Tongue: \_\_\_\_\_ Medium of Instruction: \_\_\_\_\_

Rural/Urban: \_\_\_\_\_

Chronic illness (if any) \_\_\_\_\_

### ATTENDANCE

Months	Apr.	May.	Jun.	Jul.	Aug.	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.
No. of working days												
No. of days attended												
% Attendance												

### Student's Interests:

(Tick (✓) one or more options)

Reading	<input type="checkbox"/>	Gardening	<input type="checkbox"/>
Sports / Games	<input type="checkbox"/>	Yoga	<input type="checkbox"/>
Creative Writing	<input type="checkbox"/>	Art	<input type="checkbox"/>
Craft	<input type="checkbox"/>	Cooking	<input type="checkbox"/>
Dancing / Singing / Playing a musical instrument			<input type="checkbox"/>

Other (Please specify) \_\_\_\_\_

# ALL ABOUT ME

My birthday \_\_\_\_\_

My Blood Group \_\_\_\_\_

My favourite:

Colour \_\_\_\_\_

Food \_\_\_\_\_

Games \_\_\_\_\_

Animals \_\_\_\_\_

I want to be \_\_\_\_\_ when I grow up.

## Term I

My height is \_\_\_\_\_ cm.

My weight is \_\_\_\_\_ kg.

## Term II

My height is \_\_\_\_\_ cm.

My weight is \_\_\_\_\_ kg.

# **A glimpse of myself**

PHOTOGRAPH OF SELF

# **A glimpse of my family**

FAMILY PHOTOGRAPH

# PART B

## STATUS OF ACHIEVEMENT OF COMPETENCIES UNDER DIFFERENT DOMAINS

DOMAIN 1: PHYSICAL AND MOTOR DEVELOPMENT <i>Development of Annamaya and Pranmaya Kosha</i>					
<b>CURRICULAR GOAL 1:</b> <i>Children develop the habits that keep them healthy and safe.</i>					
COMPETENCIES	LEARNING OUTCOMES	TERM 1		TERM 2	
C-1: Shows liking for and understanding of nutritious food and does not waste food	LO-1.1: Participates in preparing nutritious snacks (for example, bhelpuri)	B		B	
		PR		PR	
		PT		PT	
	LO-1.2: Names some qualities of good nutritious food	B		B	
		PR		PR	
		PT		PT	
	LO-1.3: Helps in serving meal and estimates the appropriately sized portions of food	B		B	
		PR		PR	
		PT		PT	
	LO-1.4: Explains the benefits and the dangers of eating certain foods for human body	B		B	
		PR		PR	
		PT		PT	
	LO-1.5: Recognises foods from different food groups with adult's assistance	B		B	
		PR		PR	
		PT		PT	
C-2: Practice basic self-care and hygiene	LO-2.1: Gets water from water container/earthen pot by self without spilling	B		B	
		PR		PR	
		PT		PT	
	LO-2.2: Carries out self-help tasks, for example, washing hands when dirty and before meals on their own	B		B	
		PR		PR	
		PT		PT	
	LO-2.3: Takes appropriately sized portions for eating	B		B	
		PR		PR	
		PT		PT	
	LO-2.4: Serves without spilling	B		B	
		PR		PR	
		PT		PT	
	LO-2.5: Recognises and communicates when feeling unwell	B		B	
		PR		PR	
		PT		PT	

Abbreviations: B-Beginner, PR -Progressing, PT - Proficient

COMPETENCIES	LEARNING OUTCOMES	TERM 1		TERM 2	
C-3: Keeps school and classroom hygienic and organised	LO-3.1: Handles study material with care	B		B	
		PR		PR	
		PT		PT	
	LO-3.2: Begins to maintain cleanliness in classrooms, playgrounds, etc.	B		B	
		PR		PR	
		PT		PT	
	LO-3.3: Begins to segregate waste (wet waste and dry waste)	B		B	
		PR		PR	
		PT		PT	
C-4: Practice safe use of material and simple tools	LO-4.1: Uses nail cutter, small knife and other objects with care under supervision	B		B	
		PR		PR	
		PT		PT	
C-5: Shows awareness of safety in movements (walking, running, cycling) and acts appropriately	LO-5.1: Shows awareness of road safety rules (walking on the side, crossing road, etc.)	B		B	
		PR		PR	
		PT		PT	
	LO-5.2: Identifies traffic symbols (traffic lights, symbols like – zebra crossing, U-turn, bridge/railway bridge, etc.) (With minimal prompts by the adult)	B		B	
		PR		PR	
		PT		PT	
C-6: Understands unsafe situation and asks for help	LO-6.1: Recognises symbols that indicate danger and avoids it	B		B	
		PR		PR	
		PT		PT	
	LO-6.2: Understands the difference between safe and unsafe touch	B		B	
		PR		PR	
		PT		PT	
	LO-6.3: Does not accept toys, chocolates, money, or other things from strangers	B		B	
		PR		PR	
		PT		PT	
	LO-6.4: Identifies the adults who can help in dangerous situations (other than parents)	B		B	
		PR		PR	
		PT		PT	
	LO-6.5: Anticipates and understands the consequences of not following the rules	B		B	
		PR		PR	
		PT		PT	
CURRICULAR GOAL 2: <i>Children develop sharpness in sensorial perceptions.</i>					
C-9: Differentiates sounds and sound patterns by their pitch, volume and tempo	LO-9.1: Discerns if any two sounds/notes (sur) match in terms of pitch and volume	B		B	
		PR		PR	
		PT		PT	
	LO-9.2: Identifies a change in tempo in any given musical piece	B		B	
		PR		PR	
		PT		PT	

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COMPETENCIES	LEARNING OUTCOMES	TERM 1		TERM 2	
C-12: Begins integrating sensorial perceptions to get a holistic awareness of experiences	LO-12.1: Breathes out slowly over a longer period of time than breathing in	B		B	
		PR		PR	
		PT		PT	
	LO-12.2: Sits still and pays attention to other sensorial perceptions for a short duration	B		B	
		PR		PR	
		PT		PT	
CURRICULAR GOAL 3: <i>Children develop a fit and flexible body</i>					
C-13: Shows coordination between sensorial perceptions and body movements in various activities	LO-13.1: Walks and runs easily, coordinating body movements harmoniously	B		B	
		PR		PR	
		PT		PT	
	LO-13.2: Moves body accordingly for performing a movement (catching a ball, throwing a ball, etc.)	B		B	
		PR		PR	
		PT		PT	
	LO-13.3: Kicks large ball to a given point with some accuracy	B		B	
		PR		PR	
		PT		PT	
	LO-13.4: Throws a medium-sized ball with some accuracy	B		B	
		PR		PR	
		PT		PT	
	LO-13.5: Skips with ease	B		B	
		PR		PR	
		PT		PT	
	LO-13.6: Hops on one leg for a long period	B		B	
		PR		PR	
		PT		PT	
C-14: Shows balance, coordination and flexibility in various physical activities	LO-14.1: Hops and plays a full game	B		B	
		PR		PR	
		PT		PT	
	LO-14.2: Carries heavy objects chairs/ tables/bag with good balance and technique	B		B	
		PR		PR	
		PT		PT	
	LO-14.3: Shows good body balance with speed (for example, rides bicycle with speed)	B		B	
		PR		PR	
		PT		PT	
C-15: Shows precision and control in working with their hands and fingers	LO-15.1: Holds glass with one hand	B		B	
		PR		PR	
		PT		PT	
	LO-15.2: Holds crayon with thumb and fingers	B		B	
		PR		PR	
		PT		PT	

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<b>COMPETENCIES</b>	<b>LEARNING OUTCOMES</b>	<b>TERM 1</b>		<b>TERM 2</b>	
	LO-15.3: Involves in spontaneous drawing: Scribbles, Paints with some wrist actions	B		B	
		PR		PR	
		PT		PT	
	LO-15.4: Rolls clay into balls or squiggly worms	B		B	
		PR		PR	
		PT		PT	
	LO-15.5: Holds spoon with less spilling of liquids	B		B	
		PR		PR	
		PT		PT	
	LO-15.6: Makes simple one level fold of paper	B		B	
		PR		PR	
		PT		PT	
	LO-15.7: Uses coordinated movements to string beads, fit small objects into holes, fasten large buttons, cut paper with blunt scissors, pasting small pieces of paper on a large paper, etc.	B		B	
		PR		PR	
		PT		PT	
	LO-15.8: Builds simple structure with small blocks	B		B	
		PR		PR	
		PT		PT	
	LO-15.9: Serves food to self without assistance	B		B	
		PR		PR	
		PT		PT	
	LO-15.10: Uses spoon properly while eating	B		B	
		PR		PR	
		PT		PT	
	LO-15.11: Uses various drawing and art materials (crayons, brushes, finger paint, etc.)	B		B	
		PR		PR	
		PT		PT	
	LO-15.12: Copies shapes shown in the book of blocks	B		B	
		PR		PR	
		PT		PT	
	LO-15.13: Cuts in a straight line or curve line	B		B	
		PR		PR	
		PT		PT	
	LO-15.14: Completes puzzles of 10 to 25 pieces	B		B	
		PR		PR	
		PT		PT	
	LO-15.15: Uses coordinated movements to complete complex tasks like cutting along a line, pouring, buttoning, using large zippers, etc.	B		B	
		PR		PR	
		PT		PT	

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COMPETENCIES	LEARNING OUTCOMES	TERM 1		TERM 2	
	LO-15.16: Builds tower of small blocks	B		B	
		PR		PR	
		PT		PT	
	LO-15.17: Strings the stringing board or strings whole flowers (may not follow a pattern)	B		B	
		PR		PR	
		PT		PT	
	LO-15.18: Independently uses both hands in building things	B		B	
		PR		PR	
		PT		PT	
	LO-15.19: Writes some letters or numbers which can be recognised	B		B	
		PR		PR	
		PT		PT	
	LO-15.20: Uses one hand consistently for drawing and writing	B		B	
		PR		PR	
		PT		PT	
DOMAIN 2: SOCIO-EMOTIONAL AND ETHICAL DEVELOPMENT					
Development of Manomaya Kosha					
CURRICULAR GOAL 4: Children develop emotional intelligence, i.e., the ability to understand and manage their own emotions and respond positively to social norms					
C-4.1: Starts recognising self as an individual belonging to a family and community	LO-4.1.1: Demonstrates love and respect for immediate and extended family and neighbours	B		B	
		PR		PR	
		PT		PT	
C-4.2: Recognises different emotions and makes deliberate efforts to regulate them appropriately	LO-4.2.1: Describes emotions in socially approved ways, for example, stops crying and explains why he/she was crying	B		B	
		PR		PR	
		PT		PT	
	LO-4.2.2: Expresses emotions through play and arts	B		B	
		PR		PR	
		PT		PT	
	LO-4.2.3: Shares their feelings and emotions with others (peer and familiar adults)	B		B	
		PR		PR	
		PT		PT	
	LO-4.2.4: Reacts emotionally in an adaptative and flexible way in various social and physical environments	B		B	
		PR		PR	
		PT		PT	
	LO-4.2.5: Expresses frustration in words	B		B	
		PR		PR	
		PT		PT	

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<b>COMPETENCIES</b>	<b>LEARNING OUTCOMES</b>	<b>TERM 1</b>		<b>TERM 2</b>	
<b>C-4.3: Interacts comfortably with other children and adults</b>	<b>LO-4.3.1: Interacts from own initiative with peers in different contexts</b>	<b>B</b>		<b>B</b>	
		<b>PR</b>		<b>PR</b>	
		<b>PT</b>		<b>PT</b>	
	<b>LO-4.3.2: Invents activities which involve more than one child</b>	<b>B</b>		<b>B</b>	
		<b>PR</b>		<b>PR</b>	
		<b>PT</b>		<b>PT</b>	
	<b>LO-4.3.3: Asks and provides help (assists other child to lay the bed, to find a toy, etc.)</b>	<b>B</b>		<b>B</b>	
		<b>PR</b>		<b>PR</b>	
		<b>PT</b>		<b>PT</b>	
	<b>LO-4.3.4: Proposes and follows a playmate's suggestions about how to play</b>	<b>B</b>		<b>B</b>	
		<b>PR</b>		<b>PR</b>	
		<b>PT</b>		<b>PT</b>	
	<b>LO-4.3.5: Identifies themselves as the friend of other children from immediate environments (kindergarten, block/home)</b>	<b>B</b>		<b>B</b>	
		<b>PR</b>		<b>PR</b>	
		<b>PT</b>		<b>PT</b>	
<b>C-4.4: Shows cooperative behaviour with other children</b>	<b>LO-4.4.1: Takes part in exercise, play and movements for fun and exercise</b>	<b>B</b>		<b>B</b>	
		<b>PR</b>		<b>PR</b>	
		<b>PT</b>		<b>PT</b>	
	<b>LO-4.4.2: Follows three to four instructions/ rules at a given time</b>	<b>B</b>		<b>B</b>	
		<b>PR</b>		<b>PR</b>	
		<b>PT</b>		<b>PT</b>	
<b>C-4.5: Understands and responds positively to social norms in the classrooms and school</b>	<b>LO-4.5.1: Takes initiative to conduct an activity</b>	<b>B</b>		<b>B</b>	
		<b>PR</b>		<b>PR</b>	
		<b>PT</b>		<b>PT</b>	
	<b>LO-4.5.2: Displays skills to work with different children for different tasks, negotiating responsibility and tasks with other children</b>	<b>B</b>		<b>B</b>	
		<b>PR</b>		<b>PR</b>	
		<b>PT</b>		<b>PT</b>	
<b>C-4.6: Shows kindness and helpfulness to others (including animals and plants) when they are in need</b>	<b>LO-4.6.1: Shows care and tenderness in dealing with other living things</b>	<b>B</b>		<b>B</b>	
		<b>PR</b>		<b>PR</b>	
		<b>PT</b>		<b>PT</b>	
<b>C-4.7: Understands and responds positively to different thoughts, preferences and emotional needs of other children</b>	<b>LO-4.7.1: Formulates questions regarding other's family, ethnicity, spoken language, physical characteristics, etc.</b>	<b>B</b>		<b>B</b>	
		<b>PR</b>		<b>PR</b>	
		<b>PT</b>		<b>PT</b>	
	<b>LO-4.7.2: Recognises the skills of other children in different fields (X plays dafli, Y runs fast ...)</b>	<b>B</b>		<b>B</b>	
		<b>PR</b>		<b>PR</b>	
		<b>PT</b>		<b>PT</b>	

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COMPETENCIES	LEARNING OUTCOMES	TERM 1		TERM 2	
	LO-4.7.3: Names and accepts differences and similarities in regard to favourite food and games of self and other children	B		B	
		PR		PR	
		PT		PT	
	LO-4.7.4: Notices that other children use different words for the same object (for example, for water, mother, toy, etc.)	B		B	
		PR		PR	
		PT		PT	
	LO-4.7.5: Observes that the same person can play different social roles (mother is his/her mother, but also an employee ... and the daughter of his/her grandma, etc.)	B		B	
		PR		PR	
		PT		PT	
<b>CURRICULAR GOAL 5:</b> <i>Children develop a positive attitude towards productive work and service or ‘SEVA’ (Development of Anandmaya Kosha)</i>					
C-5.1: Engages in age-appropriate work at school and home	LO-5.1.1: Germinates and takes care of seedlings of local trees	B		B	
		PR		PR	
		PT		PT	
<b>CURRICULAR GOAL 6:</b> <i>Children develop a positive regard for the natural environment around them</i>					
C-6.1: Shows care for and joy in engaging with all lifeforms	LO-6.1.1: Shows curiosity and interest in identifying specific flora and fauna	B		B	
		PR		PR	
		PT		PT	
	LO-6.1.2: Takes responsibility for tending and caring for saplings and plants	B		B	
		PR		PR	
		PT		PT	
<b>CURRICULAR GOAL 12:</b> <i>Children develop abilities and sensibilities in visual and performing arts and express their emotions through art in meaningful and joyful ways</i>					
C-12.1: Explores and plays with a variety of materials and tools to create two-dimensional and three-dimensional artworks in varying sizes	LO-12.1.1: Able to vary pressure while using tools to create dark and light impressions, marks or lines	B		B	
		PR		PR	
		PT		PT	
	LO-12.1.2: Able to scale own work in large and small sizes, based on available space or materials (for example, creating a small clay model, or a big paper figure)	B		B	
		PR		PR	
		PT		PT	
	LO-12.1.3: Creates collages by combining materials of varying consistencies, colours and textures in one’s own style or way	B		B	
		PR		PR	
		PT		PT	
	LO-12.1.4: Creates patterns by combining and arranging materials in a variety of shapes, forms, textures and colours	B		B	
		PR		PR	
		PT		PT	

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<b>COMPETENCIES</b>	<b>LEARNING OUTCOMES</b>	<b>TERM 1</b>		<b>TERM 2</b>	
	LO-12.1.5: Creates three-dimensional arrangements or assemblages by combining a variety of found materials and objects	B		B	
		PR		PR	
		PT		PT	
C-12.2: Explores and plays with own voice, body, spaces and a variety of objects to create music, role-play, dance, and movement	LO-12.2.1: Plays with simple rhythmic patterns in slow and medium tempo	B		B	
		PR		PR	
		PT		PT	
	LO-12.2.2: Creates simple sound improvisations in familiar songs or situations by using voice, body, instruments, and objects (for example, playing the beats using different body parts/ instruments for a song, creating the ambience of a dramatic scene through sounds)	B		B	
		PR		PR	
		PT		PT	
	LO-12.2.3: Moderates volume and pitch based on musical composition, space, context and situation	B		B	
		PR		PR	
		PT		PT	
	LO-12.2.4: Explores varying durations of silence and stillness based on space, context and situation	B		B	
		PR		PR	
		PT		PT	
C-12.3: Innovates and works imaginatively to express ideas and emotions through arts	LO-12.3.1: Explores multiple approaches, or variations while expressing particular ideas and emotions (for example, thinking of multiple ways to role-play a cat using body, voice, mask, puppets or movement combinations)	B		B	
		PR		PR	
		PT		PT	
	LO-12.3.2: Persists with challenges by exploring multiple solutions and finding own resources	B		B	
		PR		PR	
		PT		PT	
	LO-12.3.3: Pays attention to thematic details, material properties (texture, colour, size, form), space, and situation while creating and viewing works of art	B		B	
		PR		PR	
		PT		PT	
C-12.4: Works collaboratively in performing or creative arts	LO-12.4.1: Moderates own volume, pitch and tempo to align with a partner/ group	B		B	
		PR		PR	
		PT		PT	

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COMPETENCIES	LEARNING OUTCOMES	TERM 1		TERM 2	
C-12.5: Communicates and appreciates a variety of responses while creating and experiencing different forms of art, local culture, and heritage	LO-12.5.1: Compares different artworks/ arrangements/ cultural expressions and articulates a variety of responses	B		B	
		PR		PR	
		PT		PT	
	LO-12.5.2: Shares and appreciates multiple responses in relation to artistic thought and expression	B		B	
		PR		PR	
		PT		PT	
<b>CURRICULAR GOAL 13:</b> <i>Children develop habits of learning that allow them to engage actively in formal learning environments like a school classroom</i>					
C-13.1: Attention and intentional action: acquires skills to plan, focus attention, and direct activities to achieve specific goals	LO-13.1.1: Attends to adult-initiated tasks that are not based on their interests (for example, participates in a teacher-led small group)	B		B	
		PR		PR	
		PT		PT	
	LO-13.1.2: Sustains engagement with a task for long periods of time (20 minutes)	B		B	
		PR		PR	
		PT		PT	
C-13.2: Memory and flexibility: Developing adequate working memory, mental flexibility (to sustain or shift attention appropriately) and self-control (to resist impulsive actions and responses) that would assist them in learning in structured environments	LO-13.2.1: Remembers and immediately recalls (for example, given 4 digits repeat in the same sequence)	B		B	
		PR		PR	
		PT		PT	
	LO-13.2.2: Adopts and adapts to the classroom situations	B		B	
		PR		PR	
		PT		PT	
	LO-13.2.3: Participates in the schedule actively and takes suggestions for improvement	B		B	
		PR		PR	
		PT		PT	
	LO-13.2.4: Manages motions, waits for their turn, follows rules, frames rules, demonstrates leadership qualities and suggests ideas for change in activities	B		B	
		PR		PR	
		PT		PT	
C-13.3: Observation, wonder, curiosity, and exploration: Observes minute details of objects, wonders and explores using various senses, thinkers with objects, asks questions	LO-13.3.1: Shows eagerness and takes initiative in exploring the immediate surroundings and use resources from nature (under adult guidance) guidance)	B		B	
		PR		PR	
		PT		PT	
C-13.4: Adopts and follows norms with agency and understanding	LO-13.4.1: Participates in discussing classroom norms and behaves according to norms	B		B	
		PR		PR	
		PT		PT	

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COMPETENCIES	LEARNING OUTCOMES	TERM 1		TERM 2	
	LO-13.4.2: Create DIY classroom job charts/posters and follows it	B		B	
		PR		PR	
		PT		PT	
<b>DOMAIN 3: COGNITIVE DEVELOPMENT</b> <i><b>Development of Vijnanamaya Kosha</b></i>					
<b>CURRICULAR GOAL 7:</b> <i>Children make sense of world through observation and logical thinking</i>					
C-7.1: Observes and understands different categories of objects and relationships between them	LO-7.1.1: Identifies and describes finer details of the objects, signs, places, common activities in the immediate environment and in the picture/models (for example, the big brown door in the small green house)	B		B	
		PR		PR	
		PT		PT	
C-7.2: Observes and understands cause and effect relationships in nature by forming simple hypothesis and uses observations to explain their hypothesis	LO-7.2.1: Recognises the effect of one object on another (for example, if I put salt in water it will dissolve, if I put ice in the sun it will melt)	B		B	
		PR		PR	
		PT		PT	
	LO-7.2.2: Explains effects of simple actions on objects (for example, the harder I kick the ball the further it goes)	B		B	
		PR		PR	
		PT		PT	
	LO-7.2.3: Makes causal connections (for example, Abdul did not come to school because he was sick, the plant died because it has not rained)	B		B	
		PR		PR	
		PT		PT	
	LO-7.2.4: Makes predictions based on causal relationships (for example, if there are white clouds in the sky it will not rain)	B		B	
		PR		PR	
		PT		PT	
	LO-7.2.5: Observes and forms generalisations such as notices forms and tests simple hypothesis (for example, plates float and pins sink, drops a piece of paper and a stone together and see which will reach the ground first, things that roll—tires and bangles—have ‘round’ shape)	B		B	
		PR		PR	
		PT		PT	
	LO-7.2.6: Explains clothing and food for summer and winter	B		B	
		PR		PR	
		PT		PT	

Abbreviations: B-Beginner, PR -Progressing, PT - Proficient

COMPETENCIES	LEARNING OUTCOMES	TERM 1		TERM 2	
C-7.3: Uses appropriate tools and technology in daily life situations and for learning	LO-7.3.1: Uses tools and implements them effectively in work situations	B		B	
		PR		PR	
		PT		PT	
	LO-7.3.2: Shows simple usage of digital technology in learning situations (for example, starting/pausing audio-visual material)	B		B	
		PR		PR	
		PT		PT	
<b>CURRICULAR GOAL 8:</b> <i>Children develop mathematical understanding and abilities to recognise the world through quantities, shapes and measures</i>					
C-8.1: Sorts objects into groups and sub-groups based on more than one property	LO-8.1.1: Sorts objects into groups based on attributes they recognise and describes the rule of sorting	B		B	
		PR		PR	
		PT		PT	
C-8.2: Identifies and extends simple patterns in their surroundings, shapes and numbers	LO-8.2.1: Fills in missing elements of simple, repeating patterns in different aspects (for example, red, blue, red, blue, red) with others help	B		B	
		PR		PR	
		PT		PT	
C-8.3: Counts up to 99 both forwards and backwards and in groups of 10s and 20s	LO-8.3.1: Recognises quantities in groups of 2s	B		B	
		PR		PR	
		PT		PT	
	LO-8.3.2: Counts objects up to 99 and observe the pattern as groups of 10, up to 99	B		B	
		PR		PR	
		PT		PT	
	LO-8.3.3: Counts forward and backward from a specific number (between 0 and 99)	B		B	
		PR		PR	
		PT		PT	
C-8.4: Arranges numbers up to 99 in ascending and descending order	LO-8.4.1: Arranges the same set of objects in different sequences based on different properties of objects (for example, by size, length, weight or colour)	B		B	
		PR		PR	
		PT		PT	
C-8.5: Recognises and uses numerals to represent quantities up to 99 with the understanding of decimal place value system	LO-8.5.1: Recognises the symbol zero to represent absence of object/thing	B		B	
		PR		PR	
		PT		PT	
	LO-8.5.2: Recognises and writes numerals up to 20 and in words up to 10	B		B	
		PR		PR	
		PT		PT	
	LO-8.5.3: Compares two groups/ collection up to 20 and uses vocabulary like bigger than or smaller than	B		B	
		PR		PR	
		PT		PT	

Abbreviations: B-Beginner, PR -Progressing, PT - Proficient

<b>COMPETENCIES</b>	<b>LEARNING OUTCOMES</b>	<b>TERM 1</b>		<b>TERM 2</b>	
<b>C-8.6: Performs addition and subtraction of 2-digit numbers fluently using flexible strategies of composition and decomposition</b>	<b>LO-8.6.1: Uses real-world situations and concrete objects to model and solve addition sums up to 18 using addition facts (for example, there are 4 apples in one basket and 7 apples in another basket how many total apples are there can be modelled as 4+7)</b>	<b>B</b>		<b>B</b>	
		<b>PR</b>		<b>PR</b>	
		<b>PT</b>		<b>PT</b>	
	<b>LO-8.6.2: Uses real-world situations and concrete objects to model and solve subtraction (for example, taking away 5 chocolates from basket having a collection of 9 chocolates can be modelled as 9-5) problems up to 9 using subtraction facts</b>	<b>B</b>		<b>B</b>	
		<b>PR</b>		<b>PR</b>	
		<b>PT</b>		<b>PT</b>	
	<b>LO-8.6.3: Develops relationship between addition and subtraction of numbers (for example, 4 + 5 = 9 is related with 9 - 4 = 5 and 9 - 5 = 4)</b>	<b>B</b>		<b>B</b>	
		<b>PR</b>		<b>PR</b>	
		<b>PT</b>		<b>PT</b>	
	<b>LO-8.6.4: Recognises the +/- symbols for addition/ subtraction operations</b>	<b>B</b>		<b>B</b>	
		<b>PR</b>		<b>PR</b>	
		<b>PT</b>		<b>PT</b>	
<b>C-8.7: Recognises multiplication as repeated addition and division as equal sharing</b>	<b>LO-8.7.1: Forms groups of two to ten objects each, from the given set of objects (up to 20) and counts the total number of groups formed</b>	<b>B</b>		<b>B</b>	
		<b>PR</b>		<b>PR</b>	
		<b>PT</b>		<b>PT</b>	
	<b>LO-8.7.2: Pictorially represents equal groups of objects and counts the total number of objects and the groups (up to 20)</b>	<b>B</b>		<b>B</b>	
		<b>PR</b>		<b>PR</b>	
		<b>PT</b>		<b>PT</b>	
	<b>LO-8.7.3: Uses vocabulary like two groups of three each</b>	<b>B</b>		<b>B</b>	
		<b>PR</b>		<b>PR</b>	
		<b>PT</b>		<b>PT</b>	
<b>C-8.8: Recognises basic geometric shapes and their observable properties</b>	<b>LO-8.8.1: Develops and uses vocabulary of spatial relationship (for example, top, bottom, on, under, inside, outside, above, below, near, far, before, after)</b>	<b>B</b>		<b>B</b>	
		<b>PR</b>		<b>PR</b>	
		<b>PT</b>		<b>PT</b>	
	<b>LO-8.8.2: Collects objects from the surroundings having different sizes and shapes (for example, pebbles, boxes, balls, cones, pipes)</b>	<b>B</b>		<b>B</b>	
		<b>PR</b>		<b>PR</b>	
		<b>PT</b>		<b>PT</b>	
	<b>LO-8.8.3: Sorts, classifies and describes the objects on the basis of shapes, and other observable properties</b>	<b>B</b>		<b>B</b>	
		<b>PR</b>		<b>PR</b>	
		<b>PT</b>		<b>PT</b>	

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COMPETENCIES	LEARNING OUTCOMES	TERM 1		TERM 2	
	LO-8.8.4: Observes and describes the physical features of various solids/ shapes in their own language (for example, a ball rolls, a box slides)	B		B	
		PR		PR	
		PT		PT	
	LO-8.8.5: Compares shapes based on specific attributes (for example, length, area, volume)	B		B	
		PR		PR	
		PT		PT	
C-8.9: Performs simple measurements of length, weight and volume of objects in their immediate environment	• Length LO-8.9.1: Distinguishes between near, far, thin, thick, longer/taller, shorter, high, low	B		B	
		PR		PR	
		PT		PT	
	LO-8.9.2: Measures short lengths in terms of non-uniform units (in the context of games, for example, Gilli Danda and marble games)	B		B	
		PR		PR	
		PT		PT	
	LO-8.9.3: Estimates short distance and length, and verifies using non-uniform and non-standard units (for example, handspan, forearm, footsteps, finger)	B		B	
		PR		PR	
		PT		PT	
	• Weight LO-8.9.4: Compares and places objects in order from light to heavy objects or vice versa	B		B	
		PR		PR	
		PT		PT	
	• Volume LO-8.9.5: Estimates and measures volumes of containers using uniform non-standard units like a cup/ spoon/ mug	B		B	
		PR		PR	
		PT		PT	
C-8.10: Performs simple measurements of time in minutes, hours, day, weeks and months	LO-8.10.1: Distinguishes between events occurring in time using terms like earlier and later	B		B	
		PR		PR	
		PT		PT	
	LO-8.10.2: Gets the qualitative feel of long and short duration (for example, school days vs holidays, Play time vs study time)	B		B	
		PR		PR	
		PT		PT	
	LO-8.10.3: Narrates the sequence of events in a day	B		B	
		PR		PR	
		PT		PT	
	LO-8.10.4: Differentiates among summer, winter and monsoon seasons	B		B	
		PR		PR	
		PT		PT	
	LO-8.10.5: Indicates where sun and moon rise and set	B		B	
		PR		PR	
		PT		PT	

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<b>COMPETENCIES</b>	<b>LEARNING OUTCOMES</b>	<b>TERM 1</b>		<b>TERM 2</b>	
C-8.11: Performs simple transactions using money up to Rs. 100	LO-8.11.1: Adds up notes and coins to form amounts up to Rs. 20	B		B	
		PR		PR	
		PT		PT	
C-8.12: Formulates and solves simple mathematical problems related to quantities, shapes, space and measurements	LO-8.12.1: Recognises situations in the real world as simple mathematical problems	B		B	
		PR		PR	
		PT		PT	
	LO-8.12.2: Solves simple numerical problems using different strategies	B		B	
		PR		PR	
		PT		PT	

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प्रथम भाषा (हिन्दी)					
दक्षताएँ	सीखने के प्रतिफल	TERM 1		TERM 2	
पाठ्यचर्या लक्ष्य – 9: बच्चे दो भाषाओं में दैनिक जीवन के लिए प्रभावी संप्रेषण की कुशलता विकसित करते हैं।					
C-9.1: सरल गीतों, तुकबंदी और कविताओं को सुनते हैं और उनकी सराहना करते हैं।	LO-9.1.1: लंबे (4-8 वाक्यों वाले) गीत, कविताओं (परिचित) को ध्यान से सुनते हैं और उनके बारे में बातचीत करते हैं।	B		B	
		PR		PR	
		PT		PT	
	LO-9.1.2: छोटे (10 पंक्तियाँ) गीतों/कविताओं को गाते हैं/पाठ करते हैं।	B		B	
		PR		PR	
		PT		PT	
C-9.2: स्वयं से सरल गीत और कविताएँ बनाते हैं।	LO-9.2.1: परिचित कविताओं में लयात्मक शब्दों की पहचान करते हुए नए शब्द रचते हैं।	B		B	
		PR		PR	
		PT		PT	
	LO-9.2.2: शिक्षक की सहायता से छोटी कविताओं/तुकबंदियों का विस्तार/निर्माण करते हैं।	B		B	
		PR		PR	
		PT		PT	
C-9.3: धारा प्रवाह बातचीत करते हैं और सार्थक बातचीत में शामिल रहते हैं।	LO-9.3.1: घटनाओं, कहानियों या अपनी आवश्यकताओं पर आधारित बातचीत में शामिल होते हैं और प्रश्न पूछते हैं।	B		B	
		PR		PR	
		PT		PT	
	LO-9.3.2: बातचीत में शामिल होते हैं, बोलने में अपनी बारी की प्रतीक्षा करते हैं और दूसरों को बोलने देते हैं।	B		B	
		PR		PR	
		PT		PT	
	LO-9.3.3: विस्तृत व्याख्या में दैनिक अनुभवों का वर्णन करते हैं और 'क्यों' वाले प्रश्न भी पूछते हैं।	B		B	
		PR		PR	
		PT		PT	
C-9.4: एक जटिल कार्य के लिए मौखिक निर्देशों को समझते हैं और उसी कार्य के लिए दूसरों को स्पष्ट मौखिक निर्देश देते हैं।	LO-9.4.1: अनेक चरणों (एक समय में 8-10 निर्देश) वाले निर्देशों का पालन करते हैं।	B		B	
		PR		PR	
		PT		PT	
	LO-9.4.2: छोटे कार्य पूर्ण करने के लिए दूसरे बच्चों या वयस्कों को स्पष्ट निर्देश देते हैं।	B		B	
		PR		PR	
		PT		PT	
C-9.5: सुनाई गई/पढ़ने वाली कहानियों को समझते हैं और पात्रों, कथावस्तु एवं लेखक के आशय की पहचान करते हैं।	LO-9.5.1: कहानी में कथानक और पात्रों के आशय की पहचान करते हैं और कहानी के शब्द भंडार का प्रयोग करते हुए कहानी को सही क्रमबद्धता के साथ पुनः प्रस्तुत करते हैं।	B		B	
		PR		PR	
		PT		PT	

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दक्षताएँ	सीखने के प्रतिफल	TERM 1		TERM 2	
C-9.6: कथावस्तु और पात्रों को ध्यान में रखते हुए स्पष्टता के साथ लघु कथाएँ सुनाते हैं।	LO-9.6.1: सरल कथानकों और पात्रों के साथ अपनी छोटी कहानियाँ सुनाते हैं।	B		B	
		PR		PR	
		PT		PT	
C-9.7: दिन-प्रतिदिन की बातचीत को प्रभावी ढंग से करने के लिए पर्याप्त शब्दों को जानते हैं और उपयोग करते हैं तथा मौजूदा शब्दावली का उपयोग करके नए शब्दों के अर्थ का अनुमान लगा सकते हैं।	LO-9.7.1: काम वाले शब्द, काल आदि के मंशापूर्ण प्रयोग के साथ विस्तृत शब्द भंडार का प्रयोग करते हैं।	B		B	
		PR		PR	
		PT		PT	
पाठ्यचर्या लक्ष्य – 10: बच्चे पहली भाषा (R1) में पढ़ने और लिखने में निपुणता विकसित करते हैं।					
C-10.1: ध्वन्यात्मक जागरूकता विकसित करते हैं और ध्वनियों/अक्षरों को शब्दों में मिश्रित करते हैं तथा शब्दों को ध्वनियों/अक्षरों में बाँटते हैं।	LO-10.1.1: समान लय वाले शब्दों और समान ध्वनि वाले शब्दों (अनुप्रास वाले) की पहचान करते हैं।	B		B	
		PR		PR	
		PT		PT	
	LO-10.1.2: अक्षरों को उनकी स्वर और व्यंजन ध्वनियों में बाँटते हैं।	B		B	
		PR		PR	
		PT		PT	
	LO-10.1.3: सर्वाधिक परिचित शब्दों के निर्माण के लिए ध्वनियों (स्वर और व्यंजन) को जोड़ते हैं।	B		B	
		PR		PR	
		PT		PT	
C-10.2: किताब की आधारभूत संरचना/रूपरेखा, प्रिंट में शब्दों के विचार और दिशा को समझते हैं, जिसमें वे प्रिंट होते हैं एवं आधारभूत विराम-चिह्नों की पहचान करते हैं।	LO-10.2.1: यह वर्णन करना कि मुद्रित सामग्री (पुस्तक, समाचार पत्र, पैम्फलेट) सूचना उपलब्ध कराती है।	B		B	
		PR		PR	
		PT		PT	
	LO-10.2.2: आवरण पृष्ठ को देखकर पुस्तक के बारे में बताते हैं (आवरण पृष्ठ पर मिले संकेतों का प्रयोग करते हुए अनुमान लगाना)।	B		B	
		PR		PR	
		PT		PT	
	LO-10.2.3: सरल विराम-चिह्नों (पूर्ण विराम, प्रश्नसूचक चिह्न) की पहचान करना।	B		B	
		PR		PR	
		PT		PT	
C-10.3: लिपि में वर्णमाला के सभी अक्षरों की पहचान करते हैं और पढ़ने-लिखने में इस ज्ञान का प्रयोग करते हैं।	LO-10.3.1: सभी अक्षरों (मूलाक्षर) की पहचान करते हैं और उनसे संबंधित ध्वनियों को जोड़ते हैं।	B		B	
		PR		PR	
		PT		PT	
	LO-10.3.2: 3–4 अक्षरों वाले सरल व परिचित शब्दों (कुछ सामान्य रूप से प्रयोग में आने वाले द्वित्व व्यंजन वाले शब्दों सहित) को पढ़ते हैं, जिनके अक्षर बच्चे जानते हैं।	B		B	
		PR		PR	
		PT		PT	
	LO-10.3.3: संज्ञा, सर्वनाम, सहायक क्रिया आदि शब्दों को दृश्य – शब्दों के रूप में पहचानते हैं।	B		B	
		PR		PR	
		PT		PT	

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दक्षताएँ	सीखने के प्रतिफल	TERM 1		TERM 2	
C-10.4: उचित अनुतान और गति के साथ परिशुद्ध एवं प्रवाहपूर्ण रूप से अनुच्छेद व कहानियाँ पढ़ते हैं।	LO-10.4.1: परिचित शब्दों वाले कुछ वाक्यों को परिशुद्ध रूप से पढ़ते हैं।	B		B	
		PR		PR	
		PT		PT	
	LO-10.4.2: उचित अनुतान एवं यती के साथ छोटे अनुच्छेदों को पढ़ते हैं।	B		B	
		PR		PR	
		PT		PT	
C-10.5: कथानक, पात्रों और लेखक क्या कहना चाहता है— की पहचान करते हुए स्वयं लघु कहानियों को समझ के साथ पढ़ते हैं।	LO-10.5.1: शिक्षक के साथ 'निर्देशित पठन' में हिस्सा लेते हैं और पढ़ी हुई विषय-सामग्री के बारे में बात करते हैं।	B		B	
		PR		PR	
		PT		PT	
	LO-10.5.2: छोटे सरल पाठों का सस्वर पठन करते हैं और सही क्रम एवं विस्तार के साथ कहानी को दुबारा से कहने, अनुमान लगाने के लिए दृश्य-संकेत तथा पाठ्यसंकेत दोनों का प्रयोग करते हैं।	B		B	
		PR		PR	
		PT		PT	
	LO-10.5.3: कथानक और पात्रों के बारे में बताते हैं।	B		B	
		PR		PR	
		PT		PT	
C-10.6: छोटी कविताएँ पढ़ते हैं और शब्दों के चयन एवं कल्पना के लिए कविता की सराहना की शुरुआत करते हैं।	LO-10.6.1: छोटी कविताएँ पढ़ते हैं और उसका शाब्दिक अर्थ बताते हैं।	B		B	
		PR		PR	
		PT		PT	
C-10.7: छोटे समाचार, निर्देश और व्यंजन बनाने की विधि एवं प्रचार सामग्री को पढ़कर अर्थ समझते हैं।	LO-10.7.1: खेल खेलने के सरल निर्देशों को पढ़ते हैं और समूह के साथ उस खेल को खेलते हैं।	B		B	
		PR		PR	
		PT		PT	
C-10.8: अपनी समझ और अनुभवों को अभिव्यक्त करने के लिए लिखते हैं।	LO-10.8.1: परिशुद्धता के साथ अक्षर लिखते हैं और सरल शब्द और वाक्यों का निर्माण करते हैं।	B		B	
		PR		PR	
		PT		PT	
	LO-10.8.2: परिशुद्धता के साथ श्रुतलेख के दौरान 3-4 अक्षरों वाले शब्द लिखते हैं।	B		B	
		PR		PR	
		PT		PT	
	LO-10.8.3: चित्रों को क्रम से बनाते हैं और उनके साथ छोटे वाक्य लिखते हैं।	B		B	
		PR		PR	
		PT		PT	
	LO-10.8.4: शब्द और छोटे वाक्य लिखते हुए चित्र कार्ड का वर्णन करते हैं।	B		B	
		PR		PR	
		PT		PT	
C-10.9: विभिन्न प्रकार के बाल साहित्य को चुनने और पढ़ने में रुचि व्यक्त करते हैं।	LO-10.9.1: परिशुद्धता के साथ अक्षर लिखते हैं और सरल शब्द एवं वाक्यों का निर्माण करते हैं।	B		B	
		PR		PR	
		PT		PT	
	LO-10.9.2: परिशुद्धता के साथ श्रुतलेख के दौरान 3-4 अक्षरों वाले शब्द लिखते हैं।	B		B	
		PR		PR	
		PT		PT	

Abbreviations: B-Beginner, PR -Progressing, PT - Proficient

दक्षताएँ	सीखने के प्रतिफल	TERM 1		TERM 2	
	LO-10.9.3: चित्रों को क्रम से बनाते हैं और उनके साथ छोटे वाक्य लिखते हैं।	B		B	
		PR		PR	
		PT		PT	
	LO-10.9.4: शब्द और छोटे वाक्य लिखते हुए चित्र कार्ड का वर्णन करते हैं।	B		B	
		PR		PR	
		PT		PT	
<b>पाठ्यचर्या लक्ष्य – 11: बच्चे द्वितीय भाषा (R2) में पढ़ना-लिखना प्रारंभ करते हैं।</b>					
C-11.1: ध्वन्यात्मक जागरूकता विकसित करते हैं और ध्वनियों/अक्षरों को शब्दों में मिश्रित करते हैं तथा शब्दों को ध्वनियों/अक्षरों में बाँटते हैं।	LO-11.1.1: समान लय वाले शब्दों और समान ध्वनि वाले शब्दों (अनुप्रास वाले) की पहचान करते हैं।	B		B	
		PR		PR	
		PT		PT	
	LO-11.1.2: शब्दों में प्रथम और अंतिम अक्षर की पहचान करते हैं।	B		B	
		PR		PR	
		PT		PT	
	LO-11.1.3: सरल शब्दों के निर्माण के लिए 2–3 अक्षरों को जोड़ते हैं।	B		B	
		PR		PR	
		PT		PT	
C-11.2: लिपि में वर्णमाला के सभी अक्षरों की पहचान करते हैं और पढ़ने-लिखने में इस ज्ञान का प्रयोग करते हैं।	LO-11.2.1: दो अक्षर वाले सरल व परिचित शब्दों को पढ़ते हैं जिनके अक्षर बच्चे जानते हैं।	B		B	
		PR		PR	
		PT		PT	
	LO-11.2.2: अपने नामों को और परिवेश में उपलब्ध वस्तुओं के लेबल को दृश्य शब्दों के रूप में पहचानते हैं।	B		B	
		PR		PR	
		PT		PT	

Abbreviations: B-Beginner, PR -Progressing, PT - Proficient

Language 2 (English)					
CURRICULAR GOAL – 9: Children develop effective communication skills for day-to-day interactions in two languages.					
COMPETENCIES	LEARNING OUTCOMES	TERM 1		TERM 2	
C-9.1: Listens to and appreciates simple songs, rhymes and poems	LO-9.1.1: Listens to and comprehends 4 to 8 line poems in English (R2)	B		B	
		PR		PR	
		PT		PT	
	LO-9.1.2: Appreciates rhyme and rhythm of the poem	B		B	
		PR		PR	
		PT		PT	
C-9.2: Creates simple songs and poems of their own	NOT APPLICABLE	B		B	
		PR		PR	
		PT		PT	
C-9.3: Converses fluently and can hold a meaningful conversation	LO-9.3.1: Engages in free conversations keeping in mind turn-taking and turn-giving	B		B	
		PR		PR	
		PT		PT	
	LO-9.3.2: Expresses his/ her ideas and thoughts freely	B		B	
		PR		PR	
		PT		PT	
C-9.4: Understands oral instructions for a complex task and gives clear oral instructions for the same to others	LO-9.4.1: Follows simple instructions like ‘take out your book’, ‘Look at this picture.’ and so on	B		B	
		PR		PR	
		PT		PT	
	LO-9.4.2: Repeats instructions for peers to draw a picture or do an activity	B		B	
		PR		PR	
		PT		PT	
C-9.5: Comprehends narrated/ read-out stories and identifies characters, storyline, and what the author wants to say	LO-9.5.1: Comprehends narrated / readout stories and enjoys them	B		B	
		PR		PR	
		PT		PT	
C-9.6: Narrates short stories with clear plot and characters	LO-9.6.1: Narrates short stories with simple story-line	B		B	
		PR		PR	
		PT		PT	
C-9.7: Knows and uses enough words to carry out day-to-day interactions effectively and can guess the meaning of new words by using existing vocabulary	LO-9.7.1: Begins to use appropriate vocabulary for objects and experiences	B		B	
		PR		PR	
		PT		PT	
CURRICULAR GOAL – 11: Children begin to read and write in Language 2					
C-11.1: Develops phonological awareness and is able to blend phonemes/ syllables into words and segment words into phonemes/ syllables	LO-11.1.1: Recalls and articulates the letters and the phonemes	B		B	
		PR		PR	
		PT		PT	
	LO-11.1.2: Combines 2–3 syllables to form simple words	B		B	
		PR		PR	
		PT		PT	

COMPETENCIES	LEARNING OUTCOMES	TERM 1		TERM 2	
	LO-11.1.3: Enjoys 'Invented spelling'	B		B	
		PR		PR	
		PT		PT	
	LO-11.1.4: Reads the sight words and other words in the books	B		B	
		PR		PR	
		PT		PT	
	LO-11.1.5: Identifies rhyming words	B		B	
		PR		PR	
		PT		PT	
	LO-11.1.6: Combines 2 to 3 syllables to form simple words	B		B	
		PR		PR	
		PT		PT	
	LO-11.1.7: Associates basic phonemes to corresponding graphemes	B		B	
		PR		PR	
		PT		PT	
	LO-11.1.8: Understands the punctuation mark (full stop, question mark)	B		B	
		PR		PR	
		PT		PT	
C-11.2: Recognises most frequently occurring letters of the alphabet of the script and uses this knowledge to read and write simple words and sentences	NOT APPLICABLE	B		B	
		PR		PR	
		PT		PT	

Abbreviations: B-Beginner, PR -Progressing, PT - Proficient



## Parent's feedback

Aspect	Term 1	Term 2
My child enjoys	-----	-----
My child needs support in	-----	-----
One special attribute about my child is	-----	-----
My child has been appropriately vaccinated	YES / NO	YES / NO



















# PART C

## Self-Assessment

Self-reflection on inter-disciplinary activities done by the child: Clay-modelling, drawing, playing games, colouring, puppet-making, model making, etc.

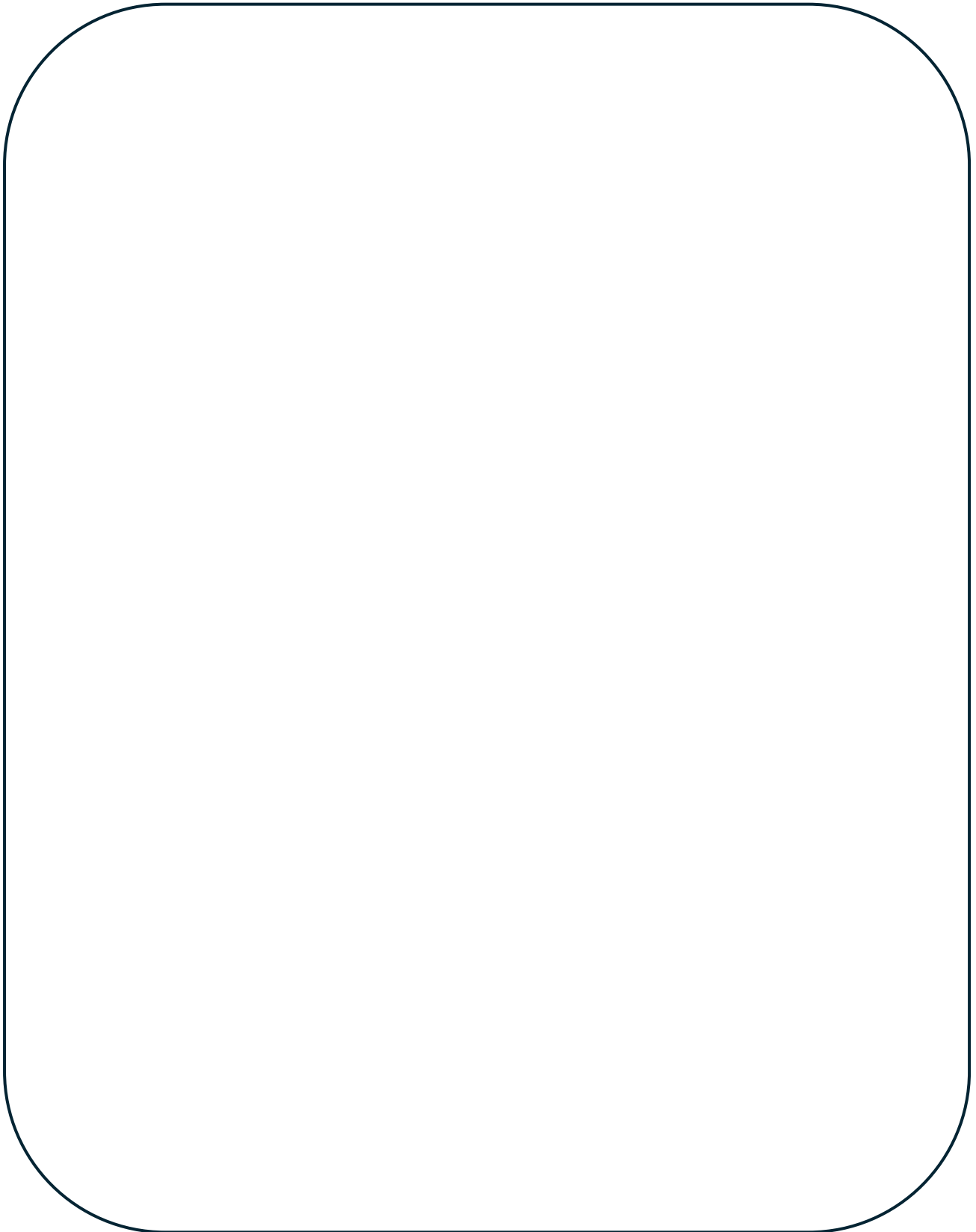
<b>The teacher must help the children to fill this sheet:</b> (For younger children teachers may fill the information based on observation and discussion)			
		<b>Term 1</b>	<b>Term 2</b>
1.	<b>Activities that I enjoy the most</b>		
2.	<b>Activities that I find difficult to do</b>		
3.	<b>Activities that I enjoy doing with my friends</b>		

## Peer-Assessment

<b>Peer feedback from classmate(s) (will tick the relevant no. of stars)</b> <i>Collaborative games/activity such as colouring together, playing a game, etc. done in pairs/groups</i>			
		<b>Term 1</b>	<b>Term 2</b>
1.	<b>Helps in completing task/activity</b>		
			
			
2.	<b>Likes to play with others</b>		
			
			
3.	<b>Shares stationary (crayons/glue/chalk, etc.) with classmates</b>		
			
			

# LEARNER'S PORTFOLIO

**NOTE:** Paste pictures/ display selected work done by student in various experiential and inter-disciplinary tasks done in class.

A large, empty rounded rectangular box with a thin black border, intended for students to paste pictures or display their work. The box has rounded corners and occupies most of the page below the note.

# Learner's profile by the teacher

Teacher must present a narrative summary of the child, highlighting the strengths, challenges and suggestions for improvement.

1. Strengths: _____ _____ _____
2. Challenges: _____ _____ _____
3. Uniqueness: _____ _____ _____
4. Suggestions for Improvement: _____ _____ _____

## SUMMARY FOR THE ACADEMIC YEAR

### KEY PERFORMANCE DESCRIPTORS

*(Qualitative inputs by teacher based on the student's performance during the whole academic year)*

1. Physical Development _____ _____ _____ _____
2. Socio-Emotional Development _____ _____ _____ _____

**3. Cognitive Development** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**4. Language and Literacy Development** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**5. Aesthetic and Cultural Development** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Note for Teachers:** *Teachers will give a narrative summary in regard to the achievement about the following curriculum Aims/ Values/ Capacities/ Dispositions and Knowledge.*

**5.1 Positive Learning Habits** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**5.2 Values:**

Seva, Ahimsa, Swacchata, Satya, Nishkam Karma, tolerance, honest hard work, respect for women, respect for elders, respect for all people and their inherent capabilities regardless of background, respect for environment.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**5.3 Dispositions:**

- a. Positive Work Ethic
- b. Curiosity and Wonder
- c. Pride and Rootedness in India

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

#### 5.4 Capacities:

- a. Enquiry
- b. Communication
- c. Problem Solving and Logical Reasoning
- d. Social Engagement

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#### 5.5 Knowledge:

- a. About the Self
- b. About the Social World
- c. About the Physical and Natural world

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Term	Signature of Parent/Guardian	Signature of Class Teacher	Signature of Principal
Term 1			
Term 2			

# Holistic Progress Card

This is an exemplar Holistic Progress Card for Foundational Stage (Grade-1) based on the National Curriculum Framework for Foundational Stage (NCF-FS 2022) to be adopted/adapted by BSB Affiliated/Associated schools.

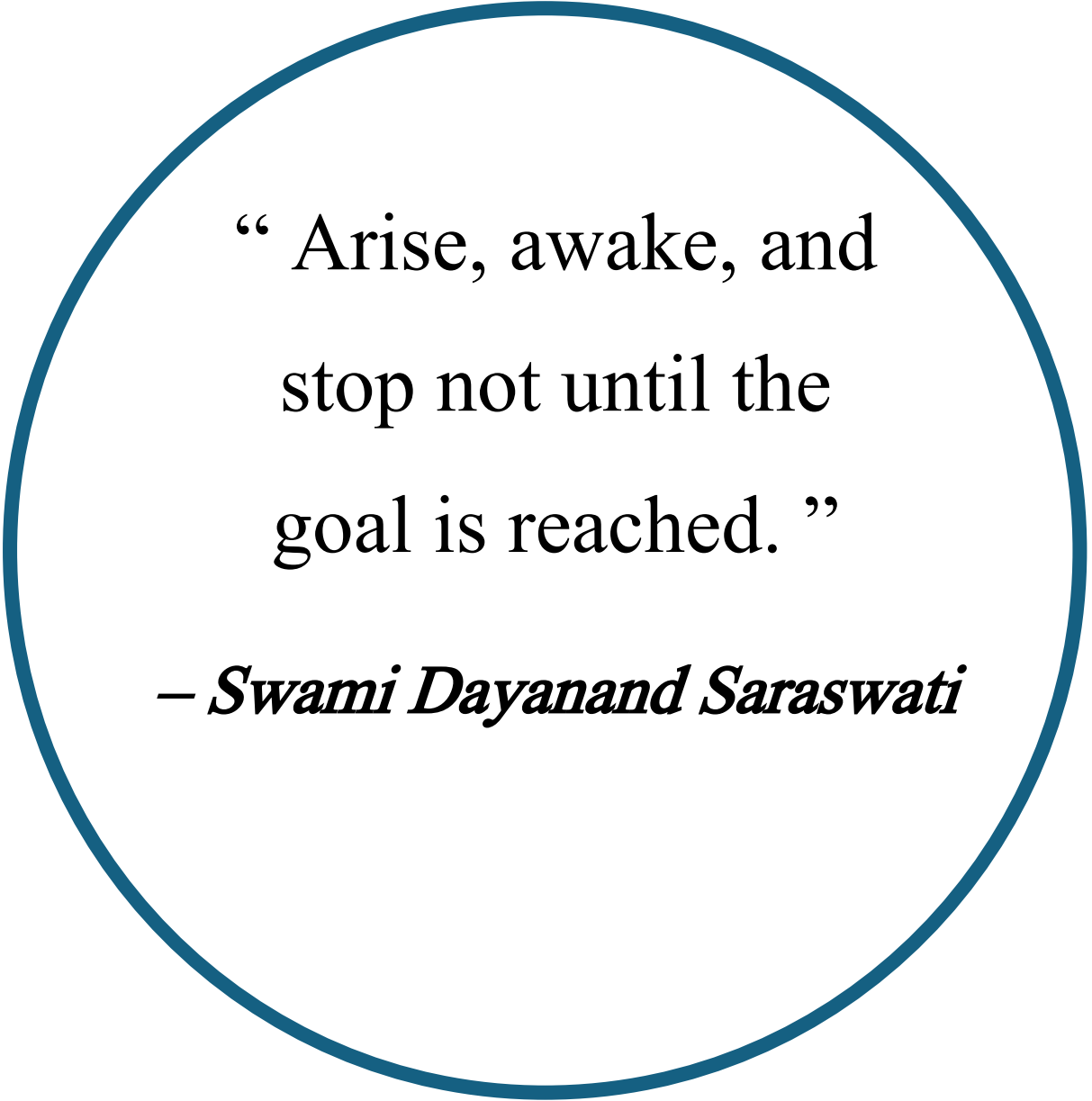
## Note:

1. The curriculum goals are to be observed with the use of activity-based and experiential learning pedagogy by the teacher to enable a child to develop competencies.
2. This card is a combination of child's own expression of assessment by self, peers, parents, and teacher.
3. The card provides disaggregated reporting unlike a single score or letter grades in a subject area. It is to be filled in at the end of each term.

The competencies are to be interpreted at various levels on the basis of the following description:

Level	Interpretation
Beginner	Has begun to achieve the competency with considerable support from teachers.
Progressing	Has achieved competency with some support of teachers.
Proficient	Has achieved competency on his/her own.

The level of attainment can be depicted by using any neutral icon such as flower, tree, star, smiley, etc.



“ Arise, awake, and  
stop not until the  
goal is reached. ”

– *Swami Dayanand Saraswati*