• uses the information on signboards, posters, currency (notes/coins), railway ticket/time table.
• creates collage, designs, models, rangolis, posters, albums, and simple maps (of school/ neighbourhood, flow diagrams, etc.) using local/waste material.
• voices opinion on issues observed/experienced in, family/school/ neighbourhood, e.g., on stereotypes (making choices/decision making/solving problems), discriminatory practices on caste in use of public places, water, MDM/community eating, child rights (schooling, child abuse, punishment, labour).
• suggests ways for hygiene, reduce, reuse, recycle and takes care of different living beings (plants, animals, and the elderly, differently abled people), resources (food, water, and public property).
The learner—
- recites poems with appropriate expressions and intonation.
- enacts different roles in short skits
- responds to simple instructions, announcements in English made in class/school
- responds verbally/in writing in English to questions based on day-to-day life experiences, an article, story or poem heard or read
- describes briefly, orally/in writing about events, places and/or personal experiences in English
- reads subtitles on TV, titles of books, news headlines, pamphlets and advertisements
- shares riddles and tongue-twisters in English
- solves simple crossword puzzles, builds word chains, etc.
- infers the meaning of unfamiliar words by reading them in context
- uses dictionary to find out spelling and meaning
- writes/types dictation of short paragraphs (7-8 sentences)
- uses punctuation marks appropriately in reading aloud with intonations and pauses such as question mark, comma, and full stop
- uses punctuation marks appropriately in writing such as question mark, comma, full stop and capital letters
- writes informal letters or messages with a sense of audience
- uses linkers to indicate connections between words and sentences such as ‘First’, ‘Next’, etc.
- uses nouns, verbs, adjectives, and prepositions in speech and writing
- describes different skilled work (farming, construction, art/craft, etc.); their inheritance (from elders) and training (role of institutions) in daily life
- explains the process of producing and procuring daily needs (e.g., food, water, clothes) i.e., from source to home. (e.g., crops from field to mandi and home, water from local source and ways of its purification at home/ neighbourhood)
- differentiates between objects and activities of past and present. (e.g., transport, currency, houses, materials, tools, skills-farming, construction, etc.)
- groups the animals, birds, plants, objects, waste material for observable features. (e.g., on appearance (ears, hair, beaks, teeth, texture of skin/surface), instincts (domestic/wild, fruit/vegetable/pulses/spices and their shelf life) uses (edibility, medicinal, decoration, any other, reuse), traits (smell-taste, likes, etc.)
- guesses (properties, conditions of phenomena), estimates spatial quantities (distance, weight, time, duration) in standard/local units (kilo, gaz, pav etc.) and verifies using simple tools/set ups to establish relation between cause and effect. (e.g., evaporation, condensation, dissolution, absorption; for places near/far, objects—size and growth; shelf life of flower, fruit, vegetables)
- records her observations/experiences/information for objects, activities, phenomena, places visited (mela, festival, historical place) in different ways and predicts patterns in activities/phenomena.
- identifies signs, location of objects/places and guides for the directions w.r.t a landmark in school/ neighbourhood using maps etc.
Mathematics

The learner —
- applies operations of numbers in daily life
  - multiplies 2 and 3 digit numbers
  - divides a number by another number using different methods like – pictorially (by drawing dots), equal grouping or repeated subtraction and by using inter-relationship between division and multiplication
  - creates and solves simple real life situations/problems including money, length, mass and capacity by using the four operations
- works with fractions
  - identifies half, one-fourth, three-fourths of a whole in a given picture by paper folding and also in a collection of objects.
  - represents the fractions as half, one-fourth and three-fourths by using numbers/numerals
  - shows the equivalence of a fraction with other fractions
- acquires understanding about shapes around her/him
  - identifies the centre, radius and diameter of the circle
  - finds out shapes that can be used for tiling
  - makes cube/cuboids using the given nets
  - shows through paper folding/paper cutting, ink blots, etc. the concept of symmetry by reflection
  - draws top view, front view and side view of simple objects
- explores the area and perimeter of simple geometrical shapes (triangle, rectangle, square) in terms of given shape as a unit. For example, the number of books that can completely fill the top of a table.
- converts metre into centimetre and vice-versa
- estimates the length of an object/distance between two locations, weight of various objects, volume of liquid, etc., and verifies them by actual measurement
- solves problems involving daily life situations related to length, distance, weight, volume and time involving four basic arithmetic operations
- reads clock time in hour and minutes and expresses the time in a.m. and p.m.
- relates to 24 hr clock with respect to 12 hr clock
- calculates time intervals/duration of familiar daily life events by using forward or backward counting/ addition and subtraction
- identifies the pattern in multiplication and division (up to multiple of 9)
- observes, identifies and extends geometrical patterns based on symmetry
- represents the collected information in tables and bar graphs and draws inferences from these

**Environmental Studies**

**The learner —**
- identifies simple features (e.g., shape, colour, aroma, where they grow/any other) of flowers, roots and fruits in immediate surroundings.
- identifies different features (beaks/teeth, claws, ears, hair, nests/shelters, etc.) of birds and animals.
- identifies relationship with and among family members in extended family.
- explains the herd/group behaviour in animals (ants, bees, elephants), birds (building nests); changes in family (e.g., due to birth, marriage, transfer, etc.)
- reads printed script on the classroom walls, notice board, in posters and in advertisements
- speaks briefly on a familiar issue like conservation of water; and experiences of day to day life like visit to a zoo; going to a mela
- presents orally and in writing the highlights of a given written text / a short speech / narration / video, film, pictures, photograph etc.

**हिंदी**

बच्चे —
- दूसरों द्वारा कही जा रही बात को ध्यान से सुनकर अपनी प्रतिक्रिया व्यक्त करते और प्रश्न पूछते हैं।
- मुख्य बातों की विषय-वस्तु, घटनाओं, चित्रों, पत्रों, शीर्षक आदि के बारे में वातचीत करते हैं/प्रश्न पूछते हैं, अपनी राय देते हैं, अपनी बात के लिए तर्क देते हैं।
- कहानी, कहावत अथवा अन्य सामग्री को अपनी तरह से अपनी भाषा में कहते हुए उसमें अपनी कहानी/बात जोड़ते हैं।
- भाषा की बायरिकियाँ पर ध्यान देते हुए अपनी भाषा गठते और उसका इस्तेमाल करते हैं।
- विभिन्न प्रकार की सामग्री (जैसे—समाचार पत्र के मुख्य शीर्षक, बाल पत्रिका आदि) में आए प्राकृतिक, सामाजिक एवं अन्य संवेदनशील बिंदुओं को समझते और उन पर चर्चा करते हैं।
- पढ़ी हुई सामग्री और निजी अनुभवों को जोड़ते हुए उसमें उभरी संवेदनशील और विचारों की (मौखिक/लिखित) अभिव्यक्ति करते हैं।
- अपनी पाठ्यपुस्तक से इतर सामग्री (बाल साहित्य/समाचार पत्र के मुख्य शीर्षक, बाल पत्रिका, होर्डिया आदि) को समझकर पढ़ते हैं।