Learning Journey for the Year

Dear teachers, the table below summarises the learning journey you will cover with your students this year.

Term 1	Term 1 consists of 4 units of 30 days in total.
Unit 1	School Newsletter (6 days)
Unit 2	Class Calendar Chronicle (6 days)
Unit 3	Underwater Mission (6 days)
Unit 4	Space Explorer (12 days)
MOY	Middle of the Year Assessment
Term 2	Term 2 consists of 3 units of 22 days in total.
Unit 5	Ministry of Magic (10 days)
Unit 6	Understanding Food Chains (6 days)
Unit 7	Jigsaw Jumble (6 days)
EOY	End of the Year Assessment

Detailed Syllabus for the Year

The roadmap given below lists the units covered in each term. Term 2 units will be visible on the tab after the completion of MOY.

PART 1	Unit Name	USE	THINK	BUILD	Unit No.
	School Newsletter	Word Processor	Images and Pictures Design and Classification	Create a school newsletter on a word processor.	1
	Class Calendar Chronicle	Word Processor	Sequencing	Create a chronicle of special events of the year on a word processor.	2
	Underwater Mission	ScratchJr	Abstraction Visualisation Coding	Create an underwater scene using ScratchJr.	3
	Space Explorer	ScratchJr	Abstraction Visualisation Sequencing Coding	Design a space explorer game using ScratchJr.	4

PART 2	Unit Name	USE	THINK	BUILD	Unit No.
	Ministry of Magic	ScratchJr	Abstraction Decomposition Coding	Create a magic show using ScratchJr.	5
	Understanding Food Chains	Slides	Observation Visualisation Presentation	Create a presentation on food chains using a presentation software.	6
	Jigsaw Jumble	GIMP	Observation Problem-Solving Decomposition	Create jigsaw puzzles using GIMP.	7

The LEAD Method

The tables below show the LEAD Method that you will be following with your students.

1. The 5 Cs : Every concept is taught using the 5 Cs approach.

Connected to Previous Learning

Students will build new knowledge on their existing knowledge.

Contextual

All concepts are taught using language, pictures, and examples that are relevant to students.

Connected to Life

Students will be able to connect and apply their knowledge to life.

Concentric

All learning moves from teacher-led to student-led.

Caters to All Learners

Students will have multiple pathways to learn the concepts — videos, activities, and projects.

2. Use-Think-Build (UTB): Every unit follows the UTB pedagogical approach.

USE

The first step in the UTB approach is to have an immersive experience to introduce the project. Students interact with audiovisual media and use apps, games, or websites to visualise and experience the projects they will be creating.

THINK

The second step is to THINK through independent and group activities and use computational thinking and logic to build the project. This helps in developing critical thinking, decision-making, design thinking, and problem-solving skills.

BUILD

The third step is to apply the concepts learned in the USE and THINK sections to BUILD the project. Students will create real-life projects, such as artworks, publications, animations, apps, games, or websites, using age-appropriate, easy-to-use software.

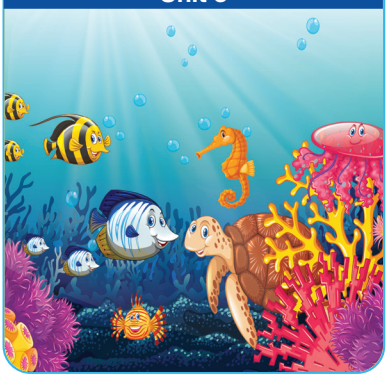
The LEAD Method

3. Project—Based Learning: Students demonstrate skills such as abstraction, decomposition, visualisation, creativity, and problem-solving by building projects at the end of every unit.

School Newsletter using LibreOffice Writer
Unit 1

Class Calendar Chronicle using LibreOffice Writer
Unit 2

Create an Underwater Scene using ScratchJr
Unit 3



Space Explorer Game using ScratchJr
Unit 4

Create a Magic Show using ScartchJr
Unit 5

Presentation on Food Chain using LibreOffice Impress
Unit 6

Create a JigSaw Puzzle using GIMP
Unit 7

Important Icons

Icons and Features of the Book

Introduction
Provides a brief idea of the concepts.

Activity
Helps students understand concepts and apply their learnings.

Skill Time
Provides USE-THINK-BUILD approach to create real-life projects.

Project
Helps students to integrate all the skills.

Checkpoint
Helps students to earn badges or certificates.

Quick Tips
Provide additional information about the concept.

Students can access important resources at home by scanning these codes using the LEAD Student App.

Red: to watch videos on various topics

Blue: to read documents and learn concepts

Green: to download badges and certificates

Icons and Features used in the Lesson Plans

Turn and Talk

Turn-Write-Pair-Share

Stop and Jot

Ensure that you use the routines and structures as mentioned in the plans to achieve excellence in each unit.

Resources called LCRs will help you understand these in detail. The LCR for each routine or structure will be mentioned under 'Preparation Needed' the first few times that routine is used.

Assessment Structure for the Year

The objective of the assessments is to check if all students have understood the concepts and can apply their learning. Based on the assessment data, it is very important to do strong remedial before progressing forward. The CCS curriculum prescribes and provides the following assessments.

Term 1

- Unit 1
- Unit 2
- Unit 3
- Unit 4

Every unit will have the following assessments.

- 1 written assessment
  Max marks — 20 Duration — 25 minutes
- 1 Project-based assessment*
  Max marks — 10 Duration — 40 minutes

MOY

1 written assessment
Max marks — 40 Duration — 60 minutes

Term 2

- Unit 5
- Unit 6
- Unit 7

Every unit will have the following assessments.

- 1 written assessment
  Max marks — 20 Duration — 25 minutes
- 1 Project-based assessment*
  Max marks — 10 Duration — 40 minutes

EOY

1 written assessment
Max marks — 40 Duration — 60 minutes

Note: *This is in line with NEP 2020's recommendations to include computational thinking and project-based assessments from early years.

Assessment Framework

Unit Assessments

The written unit assessments will have the following structure.

Type of Question	Marks	Questions	Total Marks
Fill in the blanks	1	4	4
Select (tick, circle, colour) one option	1	4	4
Match the following	1	4	4
Very short answer questions	1	2	2
Very short answer questions — Fill Go	1	2	2
Short answer questions	2	2	4
		18 questions	**20 marks**

MOY & EOY Assessments

MOY and EOY assessments will have the following structure.

Type of Question	Marks	Questions	Total Marks
Fill in the blanks	1	4	4
Select (tick, circle, colour) one option	1	4	4
Match the following	1	4	4
Very short answer questions	1	2	2
Very short answer questions — Fill Go	1	4	4
Short answer questions	2	4	8
Short answer questions — Coding	2	4	8
Short answer questions — Coding	3	2	6
		28 questions	**40 marks**

Note:

- In MOY - 100% questions will be from Term 1 Units.
- In EOY - 100% questions will be from Term 2 Units.

Assessment Framework

Project Evaluation Rubric

Duration: 40 minutes **Total marks: 10**

Strand/Score	2 - Excellent	1.5 - Needs Improvement	1- Unsatisfactory
Understanding	Student was able to understand the objectives of the project	Student partially understood the objectives and what needs to be created.	Student did not understand most of what was expected from the project.
Design	Student was able to visualise and design elements of the project very well.	Student was able to visualise and design elements of the project to satisfactory levels.	Student was not able to design some of the elements of the project.
Logic	Student was able to apply logical thinking to be able to solve the problem or steps required to create the project.	Student was partially able to solve the problem or apply the steps required to create the project.	Student was unable to think logically or apply the steps required to create the project.
Output	The output was as per prescribed project description.	The output was partially achieved as per project description.	The output achieved was not as per project description.
Completion and Time Management	Student was able to complete the project in the assigned time	Student was able to complete 75% of the project in the assigned time	Student was able to complete 50% or lesser of the project in the assigned time.

Difficulty level of Questions

Difficulty level of questions in the assessments are categorised as per the table below:

	LOTS (Lower Order Thinking Skills)	MOTS (Middle Order Thinking Skills)	HOTS (Higher Order Thinking Skills)
Definition	Questions based on recalling knowledge	Questions based on applying skills in familiar scenarios	Questions based on applying skills in unfamiliar scenarios, analysing situations and building on top of what was taught in class.
Bloom's Level	• Remember	• Understand • Apply	Application (complex) • Evaluate • Analyse • Create

Note:

ASMs (Term 1 / Term 2)	• 30 (LOTS) • 50 (MOTS) • 20 (HOTS)
MOY / EOY	• 30 (LOTS) • 50 (MOTS) • 20 (HOTS)