PHOENIX INTERNATIONAL & THE LILLIPUTS
ANNUAL PEDAGOGICAL PLAN
2024-25

LANGUAGES		
HINDI		
Pre-Primary		
• स्वर-व्यंजन की क्रमबद्ध पहचान और लिखना सीखना • शुद्ध बोलना, अच्छी आदतें और नैतिक मूल्यों को सीखना	फ्लैश कार्ड वीडियो (दृश्य कला) कविता का अभिनय गायन कहानी वाचन	स्वर-व्यंजन की क्रमबद्ध पहचान कर नए शब्दों का निर्माण करने में सक्षम श्रवण-वाचन कला में सक्षम
Primary		
• छात्र में अच्छी बातें व संस्कार का विकास, शुद्ध वर्तनी के साथ बोलना तथा लिखना, वाक्य निर्माण और प्रश्न-उत्तर देना • मौखिक अभिव्यक्तिऔर कल्पना शक्ति का विकास • मुहावरों को चित्रों के द्वारा दर्शाना, गूंगा सारथी	चित्र वर्णन कहानी वाचन कविता गायन रंग मिलान पठन परीक्षण खेल विधि सामूहिक चर्चा	छात्रों में भाषा कौशल का विकास और किसी विषय पर कुछ वाक्य बोलने में सक्षम होंगे शब्द भंडार में विकास समूह में कार्य करने में सक्षम पोस्टर निर्माण, पत्र लेखन, नारा लेखन, कोलाज निर्माण में सक्षम
Secondary		
• छात्र को अपने आस-पास के वातावरण, लोगो, स्कूल साथियों की आवश्यकता की जानकारी • पाठ्य-पुस्तक के अतिरिक्त नई रचनाओं के बारे में जानना- समझने के उत्सुक • छात्र में अच्छी बातें व संस्कार का विकास, शुद्ध वर्तनी के साथ बोलना तथा लिखना, वाक्य निर्माण और प्रश्न-उत्तर देना	चित्र वर्णन कहानी विधि कविता गायन विधि पठन परीक्षण खेल विधि व्याख्यान विधि सामूहिक चर्चा परियोजना कार्य नाट्य विधि	छात्र में भाषा के विभिन्न कौशलेंद्र जैसे- पठन-लेखन, श्रवण-वाचन अभिव्यक्ति में सक्षम बौद्धिक और नैतिक मूल्यों में सक्षम भाषा के व्यवहारिक व व्यावसायिक रूप से परिचित होने में सक्षम
MARATHI		
Primary		

*विविध अध्यापन पद्धतींचा वापर करून विद्यार्थ्यांमध्ये आत्मविश्वास निर्माण करणे. *विद्यार्थ्यांमध्ये भाषिक कौशल्यांचा विकास करणे.	*कथाकथन पद्धती *सादरीकरण * वाक्यरचना *गोष्ट ऐकणे *चित्र वर्णन *श्रुतलेखन *संवाद कौशल्य	* हाव - भावानुसार आपले मत व्यक्त करतील . *चित्र वर्णन स्वभाषेत करतील. * विद्यार्थ्यांमध्ये भाषिक *कौशल्यांचा विकास होईल. *नैतिक मूल्यांचा विकास होईल * मराठी भाषेच्या व्याप्ती विषयी परिचित होतील.
Secondary		
*वाचन कौशल्य पाठ्यपुस्तक व पाठ संलग्न साहित्याचे वाचन करणे ,उतारा व आशय ,कल्पना ,सारांश विचार समजावून घेणे *अध्ययन कौशल्य विद्यार्थ्यांनी वाचलेल्या साहित्याच्या आशियातील मध्यवर्ती विचारांचे लेखन करणे	*विद्यार्थ्यांना पाठ्यपुस्तकातील कवितांचे पाठांचे वाचन करण्यास देणे, अभ्यासक्रम व्यतिरिक्त साहित्याचे वाचन करण्यास देणे स्थूलवाचन करणे *विद्यार्थ्यांना विविध साहित्याचे वाचन करून आपले मत परखडपणे मांडण्यास सांगणे विद्यार्थ्यांना व्याकरणातील विविध नियमांचे स्पष्टीकरण करण्यास सांगणे	*विद्यार्थ्यांना प्रकट वाचन करता येते व त्यातून विचार समजून घेऊन लेखन करता येते. *विद्यार्थी ऐकलेल्या व अनुभवलेल्या माहितीचे स्वतःच्या शब्दांत लेखन करतात. *औपचारिक किंवा अनौपचारिक पत्र लेखन कौशल्य आत्मसात करतात.
MATHEMATICS		
Pre-Primary (Nursery to Sr. KG)		
OBJECTIVES	**STRATEGIES**	**LEARNING OUTCOMES**
- Use numbers and counting to explore their world. - Notice shapes, patterns, and colors. - Use math to communicate things about their world (how long something is, how heavy it is, etc)	- Demonstration method - Use of real life tools - Use of dramatizations - Active role play - Discovery Approach - Practical Approach	- Describes and compares lengths and distances using everyday language. - Groups, shares and counts collection of objects. - Describes position and gives and follows simple directions. - Uses objects, actions, technology and/or trial and error to explore mathematical problems. - Develops Spatial Awareness.

Primary (I to V)		
• Stimulate interest in the learning of mathematics. • Help students understand and acquire basic mathematical concepts and computational skills. • Help students develop creativity and the ability to think, communicate, and solve problems. • Help students develop number and spatial sense and the ability to appreciate patterns and structures of number and shapes.	• Inquiry method • Demonstration method • Active role play • Discovery approach • Problem solving-a learner directed activity. • Co-operative learning-encourages learners to work in small groups to learn. • Practical Approach- Math lab activities related to content. • Use of real life tools.	• Estimate outcome of operations on two or more numbers and use it in daily life activities. • Collect, represent and interpret simple data from his/her contexts and use it in everyday life. • Identify and extend simple patterns in shapes and numbers. • Develop a connection between daily life contexts and mathematical thinking. • Develop methods of performing operations on numbers in daily life (addition, subtraction, multiplication and division).
Secondary (VI to X)		
• Enable students to develop mathematical conceptualization, inquiry, reasoning, and communication skills and the ability to use	• Inquiry method • Demonstration method • Brainstorming method. • Discovery approach	• Understand and apply concepts related to variables, expressions, equations, identities, etc.

mathematics to formulate and solve problems in everyday life. • Enable students to manipulate numbers, symbols, and other mathematical objects. • Help students develop number, symbol, and spatial sense, as well as a sense of measurement and the capability to appreciate structures and patterns.	• Problem solving-a learner directed activity. • Co-operative learning-encourages learners to work in small groups to learn. • Practical Approach-Math lab activities related to content. • Use of technology.	• Use arithmetic and algebra to solve real life problems. • Develop spatial understandings in terms of perimeter, area and volume and use them to solve day-to-day life problems. • Develop aesthetic sense by discovering symmetries in shapes like triangles, circles and quadrilaterals. • collect, represent (graphically and in tables) and interpret data/information from his/her life experiences.

EVS		
Pre-Primary		
OBJECTIVES	**STRATEGIES**	**LEARNING OUTCOMES**
● Awareness: Foster an awareness and appreciation of the natural and social environment. ● Curiosity: Encourage curiosity and questioning about the surroundings. ● Knowledge: Introduce basic concepts of nature, community, and everyday phenomena. ● Skills: Develop observational and inquiry skills. ● Values: Instill values of caring for the environment and respect for all living things	1. Hands-On Activities*: Use nature walks, gardening, and simple experiments to engage children. 2. *Storytelling*: Narrate stories related to nature, animals, and the environment to make learning relatable. 3. *Interactive Discussions*: Conduct circle time to discuss daily observations and experiences. 4. *Art and Craft*: Integrate drawing, coloring, and crafting projects focused on environmental themes. 5. *Songs and Rhymes*: Use songs and rhymes to teach concepts in a fun and memorable way. 6. *Visual Aids*: Employ pictures, charts, and videos to illustrate concepts. 7. *Role-Playing*: Encourage role-playing activities to simulate environmental scenarios and social roles.	1. *Recognition*: Children will be able to recognize and name common plants, animals, and objects in their environment. 2. *Observation*: They will develop the ability to observe and describe their surroundings with simple details. 3. *Understanding Relationships*: Understand basic relationships between living and non-living things (e.g., plants need water and sunlight). 4. *Cause and Effect*: Begin to grasp simple cause and effect relationships (e.g., plants grow when watered). 5. *Environmental Care*: Show interest in caring for plants and animals and understand the importance of keeping their environment clean. 6. *Basic Concepts*: Learn foundational concepts such as weather changes, day and night, and the importance of water. 7. *Social Interaction*: Develop social skills by participating in group activities and discussions.
Primary		
OBJECTIVES	**STRATEGIES**	**LEARNING OUTCOMES**
To train children to locate and comprehend relationships between the natural, social and cultural environment. To develop an understanding based on observation and illustration, drawn from lived experiences and physical, biological, social and cultural	Taking students outside and discussing about constituents of nature i.e. plants, animals etc. Naming and drawing the human body parts, like HEAD,EARS,EYES, NOSE, ARMS, LEGS.	Sharing ways to rethink, refuse, reduce, reuse, and recycle . Describing features of local plants and animals , comparing local plants & animals . Describing attributes of their immediate environment (playground)

OBJECTIVES	STRATEGIES	LEARNING OUTCOMES
aspects of life, rather than abstractions. To create cognitive capacity and resourcefulness to make the child curious about social phenomena, starting with the family and moving on to wider spaces To nurture the curiosity and creativity of the child particularly in relation to the natural environment (including artifacts and people). To develop an awareness about environmental issues; To engage the child in exploratory and hands-on activities to acquire basic cognitive and psychomotor skills through observation, classification, inference, etc.	Naming the animals (Cow, Horse, Dog, Cat, Rat, Monkey) and birds (Sparrow, Pigeon, Crow, Eagle) seen around the school/ home. Naming the trees (Mango, Peepal, Neem, Banana) and flowering plants (Rose, Marigold, Dahlia)	Showing an awareness of the concept of change. Identifying groups and places that are part of their lives . Identifying characteristics of different local environments. Showing responsible behavior in caring for their immediate environment.

SCIENCE

Secondary

OBJECTIVES	STRATEGIES	LEARNING OUTCOMES
To provide a forum to nurture science and inventive interest from the surrounding environment and connecting new ideas to their existing ideas from materials and activities. To explore and encourage scientific and technological talent and creative thinking among children and inculcate in them a sense of pride in their talent; To developed an understanding about the role of science and technology to meet the needs of the society; To analyse how science and technology have affected individuals, cultures and societies; To motivate the youth that science and technology are instrument for achieving self-reliance in socio-economic development; and To encourage them as an architect of the nation and visualize future of the nation;	**Measurement :** It is recording the precise & accurate observation. **Estimation** : are made by the learners whenever accuracy is not required. **Predictions :** This skill enables to know the behaviour of a particular object or phenomenon before it happens. **Inferences :** On the basis of above mentioned skills, ability to draw inferenced develops, inferences can be made about any process or phenomenon. **Experimentations** : Experiments are conducted to test a hyprothesis. The effects of various vareables are studied here. **Tabulation** : Data collected in the expriments is tabulated is an organized manner.	**Facts** are the basis of all knowledge. They are said to be grass-roots for any theory or law. The whole process of the Scientific enterprise is continuously replenished by new facts & discoveries. **Concepts** : is a generalized idea suggested to the individual by object, symbol or situation. It is an understanding of almost undefinable something. **Generalization** : are very helpful in deriving useful conclusions regarding the scientific facts. Actually, the facts, concepts & generalizations are interrelated & interdependent. **Theory** : is based on facts, it is precise & clear & it must be grounded in empirical data. It follows the law of parsimony & open to interpretation & verification. It has applicability

		& a meaningful structure as well.
SOCIAL SCIENCE		
Primary		
OBJECTIVES	**STRATEGIES**	**LEARNING OUTCOMES**
The students will be able to: ● To comprehend and interpret sources. ● To determine the process of continuity and change in human civilization. ● To draw connections between the cause and effect of different social and historical events ● To appreciate the importance of being an Indian. ● To explain and uphold the cultural diversity, the topographical diversity of the Indian landforms.	● Poster Designing ● Collage Making ● Finger Puppet Making ● Story Narration ● Quiz ● Role Play ● Using e-modules ● Generating best out of waste	● Build their confidence ● Enhance their linguistic, creative, collaborative, communication, critical thinking and socio-emotional skills. ● Enhance their vocabulary. [OBJ] ● Enhance their aesthetic as well as kinesthetic skills. ● Develop sensitivity for plants, animals, the elderly, differently abled and diverse family set ups in surroundings. ● Learn to observe their surroundings closely and make detailed observations. ● Will be able to research and propose solutions to environmental problems in their community.
Secondary		

The students will be able to:
- To understand the rise of an empire
- To observe and evaluate the expansion and growth of kingdoms.
- To explain the development of different administrative systems.
- To Understand the idea of a nation and the emergence of the modern Indian state.
- To understand the Indian Constitution and explore the basic essence of Indian democracy and the characteristics of a democratic government.
- To realize the need for people's constructive civic engagement with the issues directly affecting their life.
- To evaluate the economic development of a country in terms of its impact on its citizens' life.
- To analyse how people across the world have mobilized and safeguarded their rights.
- To analyse the basic features of a democracy and democratic government and compare them with other forms of government.
- To discuss the need for the formation of the Indian Constitution .

- Role Play
- Using e-modules
- Map work
- Poster designing
- Brochure making
- Slogan writing
- Collage making
- Experiential learning
- Story Narration
- Quiz
- Role Play
- Technology integration
- Project-based learning
- Inquiry-based learning
- Cooperative learning
- Discussions and debates
- Visual aids

- Role Play
- Using e-modules
- Map work
- Enhance critical thinking, problem solving skills, creative and communication skills.
- Use personal strategies to think, organise, learn and behave.
- Develop an appreciation of the rest of the world and different cultures.
- Make the students remember the concept for a longer period.
- Answer questions based on case study and critical thinking
- Explore multiple perspectives of concepts
- Students gain factual knowledge about historical events, geographical locations, and social science concepts.
- It helps students develop critical thinking skills like analysis, evaluation, and problem-solving.
- It develops a sense of civic responsibility, appreciating cultural diversity, or understanding the importance of human rights.

ENGLISH		
PRE- PRIMARY		
OBJECTIVES	**STRATEGIES**	**LEARNING OUTCOMES**
- honing cognitive skills, - including memory, - attention span - and problem-solving abilities	- Role plays - Flashcards - Storybooks - Picture Books - Puzzles - Props - Educational Games and Toys - Songs and Rhymes - Art and Craft Supplies - Whiteboards or Smart Boards. - Hands-on tools	- Children develop important social skills that help them learn to communicate with others, cooperate, and recognize and manage emotions. - Social-emotional objectives help children build positive relationships with peers and adults, develop resilience, and cultivate a strong sense of self.
PRIMARY		
OBJECTIVES	**STRATEGIES**	**LEARNING OUTCOMES**
- Acquire the skills of listening, speaking, reading, writing and thinking in an integrated manner. - Develop interpersonal communication skills. - Attain basic proficiency like, developing ability to express one's own thoughts orally and in writing in a meaningful way in English language. - Interpret and understand instructions and polite forms of expression and respond meaningfully both orally and in writing. - Develop reference skills both printed and electronic mode. - Acquire varied range of vocabulary; understand increased complexity of sentence structures both in reading and writing. - Express an awareness of social and environmental issues. - Read and interpret critically the texts in different contexts	- Recitation - Simple story writing - Drama and Play - Music - Dancing - Drawing - Painting - Props - Educational Games and Toys - Songs and Rhymes - Art and Craft Supplies - Whiteboards or Smart Boards. - Generating best out of waste - Slogan writing - Collage making - Experiential learning - Story Narration - Quiz - Hands-on tools	- Give students a clear understanding of what is expected of them, directing their learning process and encouraging a deeper comprehension of the material. - Enhance their speaking skills - Boost up their confidence - Enhance their vocabulary. [OBJ] - Enhance their aesthetic as well as kinesthetic skills. - improve the quality of education as a whole by using a balanced approach that combines traditional and modern methods. - Developing inclusive learning strategies that benefit all - understanding accommodation for a range of learning styles, aptitudes, and backgrounds.

SECONDARY		
OBJECTIVES	STRATEGIES	LEARNING OUTCOMES
Children are expected to ● Acquire the ability to listen and respond orally and in writing/Lip reads where necessary. ● Speak about self, simple experiences; report events to peers, accurately and appropriately make connections and draw inferences. ● Recite poems, dialogues; speak and write language chunks (phrases, sentences from stories, plays, speeches, etc.) ● Understand the central idea and locate details in the text (familiar and unfamiliar). ● Use his/her critical/thinking faculty to read between the lines and go beyond the text. ● Comprehend and uses the form and functions of grammar in context. ● Write coherently and with a meaningful representation (sense of audience) (formal and informal) ● Write simple messages, invitations, short paragraphs, letter (formal and informal), applications, personal diary, dialogue from story and story from a dialogue/conversation in English ● Engage in creative writing e.g. composition of poems, jokes, short stories, etc. ● Develop sensitivity towards their culture and heritage, aspects of contemporary life, gender, and social inequality.	● Inquiry-based learning ● Cooperative learning ● Discussions and debates ● Poster designing ● Puzzles ● Story writing ● Drama and Play ● Recitation ● Hands-on tools ● Art and Craft Supplies ● Whiteboards or Smart Boards. ● Generating best out of waste ● Props	● Responds to instructions and announcements in school and public places act accordingly. ● Introduces guests in English, interviews people by asking questions based on the work they do. ● Engages in conversations in English with people from different professions ● Speaks short prepared ● Participates in grammar games and kinaesthetic activities for language learning. ● Reads excerpts, dialogues, poems, commentaries of sports and games speeches, news, debates on TV, Radio and expresses opinions about them. ● Asks questions in different contexts and situation ● Participates in different events such as role play, poetry recitation, skit, drama, debate, speech, elocution, declamation, quiz, etc., organised by school and other such organizations; ● Narrates stories (real or imaginary) ● Interprets quotations, sayings and proverbs. ● Identifies details, characters, main idea and sequence of ideas and events while reading. ● Reads, compares, contrasts, thinks critically and relates ideas to life