

# Annual Curriculum and Pedagogical Plan (ACPP) - Class 1 Computer Science

## I. Semester I (April to September)

Month	Chapter No. & Title	Learning Outcomes (LOs)	Teaching Strategies / Pedagogy	Activities & Art Integration	Assessment	Interdisciplinary & Life Skills / 21st Century Skills
April	1. Computer— A Smart Machine	- Differentiate natural and man-made things/machines. Identifies a computer as a smart machine. Lists common uses of a computer. Names places where computers are used.	<b>Experiential Learning:</b> Show physical natural things (flower, stone) and simple man-made machines (mixer, fan). <b>Play-Way:</b> 'Natural vs. Man-made' sorting game. <b>Discussion:</b> Where have you seen a computer?	<b>Activity:</b> Paste pictures of Natural and Man-Made things in a notebook (Art Integration). <b>Game:</b> Miming the use of a computer (e.g., watching a movie, drawing).	<b>Formative:</b> Quick oral quiz, 'Show & Tell' on uses of a computer. <b>Worksheet:</b> Tick the uses of a computer.	<b>Interdisciplinary:</b> EVS (Natural vs. Man-Made Environment). <b>21st Century:</b> Critical Thinking (Differentiating), Digital Literacy (Basic Awareness).
May	2. Parts of a Computer	- Identifies the four main parts: Monitor, CPU, Keyboard, Mouse. States the basic function of each main part. Recognises other parts like Speakers, Printer, UPS.	<b>Demonstration:</b> Use a real computer system or detailed flashcards/chart to show each part. <b>Role-Play:</b> Assign a part of the computer to each child to act out its function (e.g., Monitor displays). <b>Inquiry-</b>	<b>Activity (Art Integration):</b> Draw and colour the main parts of a computer. <b>Project:</b> Label the parts of a computer on a printout.	<b>Formative:</b> Labeling activity on the whiteboard/worksheet. <b>Concept Check:</b> "Which part is the brain of the computer?" (Oral)	<b>Interdisciplinary:</b> English (Vocabulary: Monitor, Keyboard). <b>Life Skills:</b> Following Instructions, Observation.



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			<b>Based:</b> "What does the CPU do?"			
July	3. The Keyboard and Mouse	<ul style="list-style-type: none"> <li>- Identifies the keyboard and mouse.</li> <li>- Understands how to hold and use a mouse (click, double-click).</li> <li>- Recognises the function of the Enter key, Spacebar, and Alphabet keys.</li> </ul>	<b>Hands-on Session:</b> Practical session on holding the mouse correctly and clicking. <b>Kinesthetic:</b> Finger exercise to mimic clicking. <b>Demonstration:</b> Show typing on a digital or real toy/imaginary mouse.	<b>Activity:</b> Colour-code a printout of the keyboard (Art Integration). <b>Game:</b> 'Follow the Mouse' Teacher gives commands (click, double-click) and students mimic with their mouse.	<b>Formative:</b> Practical assessment (holding the mouse). <b>Worksheet:</b> Matching keys to their functions.	<b>Life Skills:</b> Hand-eye coordination (using the mouse). <b>21st Century:</b> Digital Literacy (Input devices).
August	4. Tux Paint (Part 1: Starting, Colouring, Saving)	<ul style="list-style-type: none"> <li>- Knows how to start Tux Paint.</li> <li>- Can use basic tools like the Brush and Stamp.</li> <li>- Fills colours in drawing.</li> <li>- Learns to save drawing.</li> </ul>	<b>Practical Session:</b> Step-by-step guidance on starting the software and using basic drawing tools. <b>Integration:</b> Focus on creating a simple picture using brushes and stamps. <b>Guided Discovery:</b> Encourage them to explore the different stamps.	<b>Activity:</b> Draw a simple scene (e.g., house, tree) and colour it using the Fill Tool. <b>Project:</b> Create a "digital greeting card" and save it.	<b>Formative:</b> Observation of students' ability to save the file. <b>Checklist:</b> (Started software, Used Brush, Saved file).	<b>Life Skills:</b> Creativity, Patience (while drawing/colouring). <b>21st Century:</b> Creativity & Innovation, Digital Citizenship (Saving work).
September	Periodic Assessment	ALL Covered Topics (Ch 1)	<b>Revision:</b> Concept	<b>Activity:</b> Group	<b>Summative Assessment</b>	<b>Life Skills:</b> Time



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	1 & Half-Yearly Exam	to Ch 4-Part 1)	map creation, Doubt clearing, Practice of key terms and concepts.	presentation on 'What We Learned' from each chapter.	1: Written test covering all theoretical and practical concepts taught. <b>Periodic Assessment 1:</b> Integrated into the revision schedule.	Management (during revision/exam). <b>21st Century: Communication</b> (presenting concepts).

## II. Semester II (October to March)

Month	Chapter No. & Title	Learning Outcomes (LOs)	Teaching Strategies / Pedagogy	Activities & Art Integration	Assessment	Interdisciplinary & Life Skills / 21st Century Skills
October	4. Tux Paint (Part 2: Tools, Erasing, Closing)	- Uses various parts of the Tux Paint window. Correctly uses the Eraser Tool. - Learns the steps to close Tux Paint.	<b>Practical Session:</b> Focus on the 'Magic' tool and the different effects (Art Integration). <b>Problem-Solving:</b> Present a drawing with an error and ask students how to correct it (Eraser).	<b>Activity:</b> Use the Magic Tool (Grass, Bricks) to enhance a drawing. <b>Game:</b> 'Erase and Guess' Teacher draws something, and students guide how to erase it. <b>Periodic Assessment 2</b> (Chapter 3 & 4)	<b>Formative:</b> Observation of using the Eraser tool efficiently. <b>Practical Test:</b> Create a drawing using at least 3 tools and close it correctly.	<b>Life Skills:</b> Fine Motor Skills (precision with eraser). <b>21st Century:</b> Problem Solving.
November	5. Let us Draw Paint	- Knows how to open MS Paint. Identifies and draws basic shapes (rectangle, circle). Uses the Bucket Tool	<b>Demonstration</b> <b>Practical:</b> Show the MS Paint interface (simpler than Tux Paint for tasks).	<b>Activity (Art &amp; Integration):</b> Create a picture using only the Shape and Fill Tools. <b>Project:</b> Draw an animal using	<b>Formative:</b> Checklist for using Shape and Fill tools. <b>Worksheet:</b> Identify the 'Bucket' icon.	<b>Interdisciplinary:</b> Maths (Basic Shapes). <b>Life Skills:</b> Aesthetic Sense.



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		to fill a shape with colour. Saves and closes Paint.	<b>Guided Practice:</b> Students practice drawing a 'house' (Square/Rectangle) and 'sun' (Circle).	a combination of shapes.		
December	6. Reasoning and Critical Thinking	- Identifies and draws simple shapes. Recognises and completes simple patterns. Solves simple Word Search puzzles based on computer terms.	<b>Activity-Based:</b> Use blocks/tangrams to create shapes and patterns. <b>Inductive Reasoning:</b> Show a sequence of shapes and ask "What comes next?" (Pattern).	<b>Activity (Art Integration):</b> Create a 2-D artwork using repeating pattern of shapes. <b>Puzzle:</b> Solve a simple "Computer Parts" word search. <b>Periodic Assessment 3</b> (Chapter 5 & 6)	<b>Formative:</b> Pattern completion tasks. <b>Worksheet:</b> Shape recognition and matching.	<b>Interdisciplinary:</b> Maths (Patterns, Shapes). <b>21st Century:</b> Critical Thinking, Logical Reasoning (Computational Thinking).
January	7. Introduction to Scratch Jr	- Understands that Scratch Jr is used to create stories and games (Coding). Can start the application and add a new character (sprite). Performs basic actions like changing the background.	<b>Demonstration:</b> Show a simple animation created in Scratch Jr. <b>Storytelling:</b> Introduce coding as giving instructions to the 'computer'. <b>Hands-on Session:</b> Guided practice on adding a character and selecting a background.	<b>Activity:</b> Design a simple scene (character and background) that tells a tiny story. <b>Project:</b> Use Art Integration to draw a custom background in the Paint editor within Scratch Jr.	<b>Formative:</b> Observation of students creating a new project with a character. <b>Quiz:</b> What is Scratch Jr used for?	<b>21st Century:</b> Computational Thinking (sequencing, instructions), Creativity.
February	8.	-	<b>Discussion:</b>	<b>Activity:</b>	<b>Formative:</b>	<b>Interdisciplinary</b>



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	<b>Introduction to Artificial Intelligence</b>	Differentiate between natural and artificial intelligence. - Identifies simple examples of AI in daily life (e.g., smart speaker, vacuum cleaner). Understands the concept of a machine working intelligently.	"What makes you smart? Can a machine be smart?" <b>Video/Image s:</b> Show age-appropriate examples of AI in action (Art Integration - showing visual examples).	Collect and paste pictures of 'Smart Devices' that use AI. <b>Role-Play:</b> Act out scenarios with a smart speaker/robot.	Quick Q&A on examples. <b>Worksheet:</b> Sorting 'Natural Intelligence' vs. 'Artificial Intelligence' activities.	<b>Key:</b> Science/EVS (Understanding concepts). <b>21st Century:</b> Digital Fluency (Awareness of emerging tech), Ethics (Basic awareness).
March	<b>Final/Summative Assessment 2</b>	<b>ALL Chapters (Ch 1 to Ch 8)</b>	<b>Revision:</b> Comprehensive review of all concepts, mock tests, project exhibition.	<b>Activity:</b> Exhibition of Learning: Students display their best work from Tux Paint/MS Paint/Scratch Jr.	<b>Summative Assessment II (Final Exam):</b> Comprehensive written and practical assessment covering the entire syllabus.	<b>Life Skills:</b> Self-Assessment.

