

**CLASS – IV  
2026-27  
BOOK LIST**

<b>English</b>	- Learn to Communicate in English (Coursebook) Learn to Communicate in English (Workbook) Learn to Communicate in English (Literature Reader)
<b>Hindi</b>	- परिवेश हिन्दी पाठमाला – 4(वीव एजुकेशन) हिन्दी व्याकरण अभ्यास पुस्तिका सहित-4 (वीव एजुकेशन)
<b>Mathematics</b>	- New Composite Mathematics
<b>Science</b>	- Universal Science
<b>Social Science</b>	- Social Sphere
<b>Information Technology</b>	- CODEGPT
<b>G. K</b>	- New Find Out
<b>Value Education/Happiness Curriculum</b>	- Clearlight
<b>Art &amp; Craft</b>	- My Book of Visual Art and Craft
<b>Music</b>	-

## ENGLISH

Month & Periods	Content	Grammar	Writing	Suggested /Art Integrated Activities
<p><b>April 28</b></p>	<p><b>Coursebook &amp; Workbook: Ch 1</b>  <b>Tubing down Flat Flush River</b></p> <p><b>Poem: Chaloo Chipkalee</b></p> <p><b>Literary Reader: Ch 1-Wondergro Supersonic Hair Tonic</b></p>	<p><b>1.Punctuations:</b>            a) Revision            b) Apostrophe, Inverted commas</p> <p><b>2. Kinds of Sentences (Declarative &amp; Interrogative)</b></p>	<p><b>Sequencing of sentences to form a story</b></p>	<p><b>1. Listen to a text carefully and follow the instructions (Listening)</b></p> <p><b>2.Pages 18,19 (Coursebook)</b></p>
<p><b>May 24</b></p>	<p><b>Coursebook Ch 3: When a park bench is crowded</b>  <b>Workbook: Ch 3</b></p> <p><b>Literary Reader: Ch 2: The Horse's Egg</b></p>	<p><b>1.Nouns:</b>            a) Revision of Common, Proper &amp; Collective Noun</p> <p><b>2. Introduction of Material noun</b></p> <p><b>3. Articles (Revision)</b></p>	<p><b>Picture Description</b></p>	<p><b>1.Poem Recitation on Nature</b></p> <p><b>2. Pages 41, 44 (Coursebook)</b></p>

	<b>Ch 3: Exciting Encounters</b>			
<b>July 20</b>	<b>Coursebook &amp; Workbook: Ch 2- Mighty Bhim</b>  <b>Literary Reader: Ch 4- Skating Adventures</b>	<b>1.Pronouns:</b> <b>a) Revision of Personal Pronouns</b> <b>b). Introduction of Possessive Pronouns</b>  <b>2. Jumbled letters</b>	<b>Informal letter (guided) Invitations</b>	<b>1.Presenting the Holiday Homework</b>  <b>2.Pages 26, 27,30 (Coursebook)</b>
<b>Aug. 28</b>	<b>Coursebook &amp; Workbook : Poem : Friends</b>	<b>1.Adjectives:</b> <b>a)Revision of Quality, Quantity &amp; Number</b>  <b>2. Introduction of Degrees of Comparison</b>	<b>Describing a person</b>	<b>1.Paste the photograph of a person whom you admire and describe his/her personality. (Writing)</b>  <b>2.Pages 79, 80, 81 (Coursebook)</b>
<b>Sep. 15</b>	<b>Literary Reader: My mother saw a dancing bear</b>	<b>1.Verbs (Revision)</b>  <b>2. Adverbs (Manner &amp; Place)</b>	<b>Revision</b>	
<b>Oct. 22</b>	<b>Coursebook &amp; Workbook: Ch 7- Nature's Flashlight</b>	<b>1. Prepositions :</b> <b>a) Revision</b>	<b>Diary Entry</b>	<b>1.Create a bookmark. Collect information of animals/insects that glow in the dark and write</b>

	Literary Reader: Ch 5- A Ghost in the House	b) Introduction of in, into, by, towards, over		those (as points) on your bookmark  2.Pages 90, 91, 92 (Coursebook)
Nov. 26	Coursebook Poem: The Worm  Literary Reader: Ch 6: The Plan	1.Conjunctions: a)Revision b) Introduction of since, for, although, unless, until, if	Paragraph Writing	Listening (Spell check) / Dictation
Dec. 30	Coursebook & Workbook: Ch 8- How words came to Life  Literary Reader: Ch 8: Tom whitewashes a fence	Simple (present , past, future )tense	Story writing with the help of clues	1.Story Enactment  2.Pages 102, 103 (Coursebook)

Jan. 22	<p>Coursebook &amp; Workbook : Ch 5 The people of the North Sentinel Island</p> <p>Literary Reader: Ch 7: Dal Delight</p>	<p>1.Uses of each, every, much, many</p> <p>2. Jumbled Words</p>	Dialogue writing (Conversations)	<p>1.Imagine you live on an island without the Internet, TV and phone (Group Activity)</p> <p>A) Name the island B) Mention its location C) Activities you will do there to spend your time</p> <p>2.Pages 65,68,69 (Coursebook)</p>
Feb. 28	<p>Poem: Once Inside a Library.</p> <p>Literary Reader: Guardians of the trees 1</p>	Introduction of Subject-Verb Agreement	Revision	<p>1.Pages 113, 115, 116, 117 (Coursebook)</p>

**Syllabus for Periodic Tests, Midterm and Annual Examination:**

**PERIODIC TEST I:**

Reading- Comprehension,

Writing- Sequencing of Sentences

Grammar- Noun and Kinds of Noun (Common, Proper, Collective and Material), Kinds of Sentences (Declarative and Interrogative), Punctuations

Literature- Chapter 1- : Tubing down Flat Flush River; Poem: Chaloo Chipkalee

**MID TERM EXAMINATION:**

Reading- Comprehension

Writing-Picture Description, Informal Letter Writing (Invitation), Describing a person

Grammar- Nouns & Kinds of Nouns (Common, Proper, Collective and Material), Adjectives and Kinds of Adjectives (Quality, Quantity, Number and Demonstrative), Degrees of Comparison, Articles, Verbs

Literature- Chapter 2: Mighty Bhim

Chapter 3: When a park bench is crowded

Poem: Chaloo Chipkalee

Poem: Friends

**PERIODIC TEST II:**

Reading- Comprehension

Writing- Diary Entry, Paragraph Writing

Grammar: Conjunctions, Prepositions, Verbs, Adverbs ( Manner & Place)

Literature- Chapter 7:- Nature's Flashlight

Poem: The Worm

**ANNUAL EXAMINATION:**

Reading- Comprehension

Writing- Informal Letter Writing (Invitations), Paragraph Writing, Writing a story from the given outlines, Dialogue writing (Conversations)

Grammar- Conjunctions, Prepositions, Simple (Present, Past, Future) tense, Articles, Adverbs & Kinds of Adverbs (Manner and Place), Subject-Verb Agreement, Uses of each, every, much, many

Literature- : Ch 5 The people of the North Sentinel Island

Ch 8- How Words came to Life

Poem: Once Inside a Library.

Poem: The Worm

## **Learning Objectives :**

### **Literature:**

- 1.To identify, analyze, interpret and describe the critical ideas and themes of the text.
2. To understand different themes etc.
- 3.To learn the appropriate use of poetic devices.

Competencies: Reading and Comprehension, Critical Thinking, Moral and Ethical Understanding, Emotional and Social intelligence and cultural awareness  
(SDG – 1,2,3,4,10,11,15)

### **Grammar:**

- 1.To learn rules of grammar and apply them.
2. To be able to use basic grammatical structures in short conversation and discussion.
- 3.To enable learners to achieve linguistic competence.

**Competencies: Linguistic Competence, Accuracy & Editing skills, Logical thinking, Academic confidence.**

### **Listening:**

- 1.To understand meaning of words, phrases and sentences in the context.
2. To follow instructions and directions accordingly.
3. To listen specific information.

**Competencies: Active listening skills, Following instructions accurately, Real life Application**

### **Speaking:**

- 1.To pronounce correctly and develop confidence in spoken English.
2. To use appropriate word stress, sentence stress and elementary intonation patterns.

**Competencies: Oral communication skills, Interpersonal skills, confidence building.**

**Reading:**

- 1.To develop reading habits.
2. To understand the total content and underlying meaning in the context.
3. To deduce the meaning of unfamiliar words in a given context.

**Competencies: Interpretative skills, Critical Evaluation, Speed and efficiency**

**Writing:**

1. To master the mechanics of writing-the use of correct punctuation marks and capitals letters.
2. To write effective and correct paragraph
3. To write neatly and legibly with reasonable speed.

**Competencies: Structured Thinking, Functional Communication, Critical & Analytical Skills, Professional Readiness.**

## हिंदी

माह / कालांश	इकाई	विषय वस्तु विवरण-	कलाकलाप-सुझावित क्रिया/ समेकित गतिविधियाँ-
अप्रैल (25)	पाठ1 (कविता) पाठ2- (संवाद)	पद्य: हम नन्हे नन्हे बच्चे हैं <b>SDG 04</b> गद्य:बस्ता और जूता <b>SDG 04</b> व्याकरण ,लिपि और व्याकरण,बोली,भाषा: विलोम पर्यायवाची,वचन,लिंग <b>SDG 04</b>	1. हम नन्हे नन्हे बच्चे हैं। कविता को सचित्र अपनी-उत्तर पुस्तिका में लिखिए। 2. कक्षा में कविता का व्यक्तिगत रूप से वाचन।
मई (20)	पाठ3- (कहानी)	गद्य:पतंग और गुब्बारा <b>SDG 04</b> व्याकरण विच्छेद -वर्ण,मुहावरे,शुद्ध-अशुद्ध,विचार-वर्ण : पठित अपठित गद्यांश- <b>SDG 04</b>	1. पतंग और गुब्बारा बनाकर उनके बीच की बातचीत को कक्षा में सुनाइए।
जुलाई (24)	पाठ4- (प्रसंग) पाठ5- (कविता)	गद्य: प्रेरक प्रसंग <b>SDG 16</b> पद्य: लालची बंदर <b>SDG 12</b> व्याकरण ,लेखन संज्ञा-अनुच्छेद,अपठित पद्यांश-पठित: <b>SDG 04</b>	1. पांच स्वतंत्रता सेनानियों के चित्र अपनी उत्तर पुस्तिकाओं में चिपकाकर उनके नाम लिखिए। 2. लालची बंदर कविता का सामूहिक रूप से कक्षा में नाटक रूपांतरण करके अभिनय करना।
अगस्त (21)	पाठ-6 (कहानी) पाठ-7 (संवाद)	गद्य: अभ्यास का कमाल <b>SDG 04</b> गद्य: भोजन और योग <b>SDG 03</b> व्याकरणमुहावरे,पर्यायवाची,विलोम: वाक्यांशों के लिए एक शब्द औपचारिक ,वर्णन -चित्र,संवाद,पत्र- <b>SDG 04</b>	1. किसी को चिढ़ाना अच्छी बात है या बुरी है? अपने विचार कक्षा में सुनाइए। 2. आप दिन भर में क्याक्या पौष्टिक आहार खाते हैं-? अपनी उत्तर पुस्तिका में सप्ताह के अनुसार वाश बनाकर दिखाइए।
सितम्बर (12)		गतिविधियाँ एवं पुनरावृत्ति कार्य	

अक्टूबर (21)	पाठ 9- (कविता) पाठ10- विज्ञान) (कथा	पद्य: प्रदूषण <b>SDG 13</b> गद्य: साक्षी पहुँची चाँद पर <b>SDG 09</b> व्याकरण अपठित-पठित: पर्यायवाची, वचन, विशेषण, सर्वनाम, गद्यांश अनेक शब्दों के लिए एक शब्द। शब्द-क्रिया, युग्म-शब्द, <b>SDG 04</b>  पाठ्यचर्या	1. सचित्र कविता लेखन और कक्षा में व्यक्तिगत रूप से सस्वर वाचन। 2. पूर्णमासी और अमावस्या की रात में चांद कैसा दिखाई देता है दोनों का चित्र बनाकर उनके बारे में दो दो वाक्य लिखिए-
नवंबर (19)	पाठ11- (जानकारी) पाठ12- (नाटक)	गद्य: सड़क सुरक्षा के नियम <b>SDG 03</b> गद्य: मटके का मुखौटा <b>SDG 12</b> व्याकरण काल, अपठित पद्यांश विशेषण-पठित: समान तुक वाले शब्द, मुहावरे,   <b>SDG 04</b>	1. ट्रैफिक सिग्नल जेब्रा क्रॉसिंग आदि का चित्र अपनी उत्तर पुस्तिका में बनाइए और उनके प्रयोग पर एक-एक वाक्य लिखिए 2. राजा और तेनाली राम के कौन कौन से गुण आपको-अच्छे लगे और क्यों कक्षा में सुनाइए
दिसम्बर (27)	पाठ1-3 (कविता) पाठ1-4 (पत्र)	पद्य: कहाँ रहेगी चिड़िया <b>SDG 15</b> गद्य: ओणम <b>SDG 11</b> व्याकरण-अनुच्छेद, अपठित पद्यांश-पठित: दो शब्दों की सहायता से, क्रिया, अनेकार्थी शब्द, खनेल	1. कविता का सस्वर वाचन कीजिए। 2. ओणम त्यौहार का चित्र अपनी उत्तर पुस्तिका में बनाइए वह लिखिए कि यह किस राज्य का त्यौहार है और किस देवता की पूजा करते हुए मनाया जाता है
जनवरी (18)	पाठ 1 -5 साहसिक) (कथा	गद्य: मितल की करामात <b>SDG 09</b> व्याकरण( अनौपचारिक)पत्र: संवादश्रुतिसम भिन्नार्थक शब्द, वर्णन-चित्र,   <b>SDG 04</b>	1. वीरता पर आधारित कहानी कक्षा में सुनाना

फरवरी (20)		गतिविधियाँ एवं पुनरावृत्ति कार्य	
मार्च		वार्षिक परीक्षा	

**प्रथम आवधिक परीक्षा हेतु पाठ्यक्रम-नूतन सरल हिंदी 'पाठ) 1,2-सम्पूर्ण अभ्यास सहित(**

**व्याकरण:**भाषा,बोली लिपि और व्याकरण,लिंग,वचन,विलोम,पर्यायवाची।

**पठन बोध:**पठित अपठित-गद्यांश,पद्यांश।

**अर्धवार्षिक परीक्षा हेतु पाठ्यक्रम' :पाठ्यक्रम-नूतन सरल हिंदी) 3,4,5,7,8'सम्पूर्ण अभ्यास सहित(**

**व्याकरण):**अप्रैल से सितम्बर तक कक्षा में करवाया गया व्याकरण कार्य (

**पठन बोध:**पठित-अपठित गद्यांश,पद्यांश।

**रचनात्मक लेखन:**अनुच्छेद-लेखन,पत्र-लेखन) औपचारिक (संवाद-लेखन,चित्र-वर्णन,कहानी-लेखन।।

**द्वितीय आवधिक परीक्षा हेतु पाठ्यक्रम-नूतन सरल हिंदी 'पाठ)10,11-सम्पूर्ण अभ्यास सहित(**

**व्याकरण:**सर्वनाम,पर्यायवाची,विलोम,अनेक शब्दों के लिए एक शब्द,अनेकार्थी।

**पठन बोध:**पठित-अपठित गद्यांश,पद्यांश।

**वार्षिक परीक्षा हेतु पाठ्यक्रम :पाठ) 12,13,14,15,16-सम्पूर्ण अभ्यास कार्य सहित(**

**व्याकरण :कक्षा में करवाया गया) माह अक्टूबर से फरवरी तक का कार्य (**

**पठन बोध:**पठित-अपठित गद्यांश,पद्यांश।

**रचनात्मक लेखन:**अनुच्छेद-लेखन,पत्र-लेखन)अनौपचारिक (संवाद-लेखन ,सूचना-लेखन,कहानी-लेखन और चित्र-वर्णन।

**शिक्षण उद्देश्य :**

**गद्य:**विद्यार्थियों में कल्पना शक्ति का विकास करवाना,अपने अनुभव और विचार बताने की इच्छा और उत्सुकता जगाना।पढने के दौरान ज्ञान अर्जन एवं आनंद प्राप्ति में समर्थ बनाना।

**पद्य:**सुर-ताल के साथ छात्र को काव्य पाठ का केन्द्रीय भाव ग्रहण करवाना,अपने अनुभव विचार बताने की इच्छा और उत्सुकता जगाना,कविता के प्रति जागृति करवाना ।

**व्याकरण:**बच्चों के शब्द भंडार में वृद्धि करना।छात्रों में वाक्य-रचना के सरल तरीकों को समझने में दक्षता का विकास करना।व्याकरण के ज्ञान से अवगत करना तथा भाषा में शुद्धता लाना।

**कलात्मक गतिविधियाँ:**कला सम्बन्धित गतिविधियों के माध्यम से बच्चों में आत्म-चिंतन के अवसर और स्वतंत्रता के साथ अभिव्यक्ति को बढ़ावा देना है।

## Competency (दक्षतायें)

1. गद्य (Competency) - विद्यार्थी गद्यांश को शुद्ध व स्पष्ट रूप से पढ़कर उसका अर्थ समझ सकें। वे मुख्य विचार, पात्रों और घटनाओं की पहचान कर सकें तथा पाठ से संबंधित प्रश्नों के सही उत्तर देने में सक्षम हों। साथ ही वे अपने शब्दों में भावार्थ या सार भी प्रस्तुत कर सकें।
2. पद्य (Competency) - विद्यार्थी कविता को सही लय, गति और भाव के साथ पढ़ सकें। वे कविता का भावार्थ, मुख्य विचार तथा कवि का संदेश समझ सकें। साथ ही अलंकार, तुकांत शब्द और भावनाओं की पहचान कर अपने शब्दों में अभिव्यक्त कर सकें।
3. व्याकरण (Competency) - विद्यार्थी भाषा के मूल नियमों—जैसे संज्ञा, सर्वनाम, क्रिया, विशेषण आदि—की पहचान और सही प्रयोग कर सकें। वे वाक्य रचना, लिंग-वचन, काल तथा शुद्ध वर्तनी का सही उपयोग कर सकें। साथ ही शुद्ध एवं सार्थक वाक्य बनाकर अपनी भाषा को प्रभावी बना सकें।
4. कला एकीकृत गतिविधियां (Competency) - विद्यार्थी पाठ को चित्र, नाटक, गीत, पोस्टर या अन्य रचनात्मक गतिविधियों से जोड़कर समझ सकें। वे अपनी कल्पनाशक्ति और सृजनात्मकता का प्रयोग करते हुए विचारों को अभिव्यक्त कर सकें। साथ ही भाषा अधिगम को कला के माध्यम से अधिक रोचक और प्रभावी बना सकें।
5. पठन कौशल (Competency) - पठन कौशल का उद्देश्य विद्यार्थियों में शुद्ध एवं भावपूर्ण पढ़ने की क्षमता विकसित करना है। इसके माध्यम से वे पाठ का अर्थ समझकर मुख्य विचार, भाव और महत्वपूर्ण जानकारी ग्रहण कर सकें। साथ ही वे पढ़े गए विषय पर उचित प्रतिक्रिया देने और प्रश्नों के उत्तर देने में सक्षम बनें।
6. लेखन कौशल (Competency) - विद्यार्थी अपने विचारों को स्पष्ट, क्रमबद्ध और शुद्ध भाषा में लिख सकें। वे अनुच्छेद, पत्र, कहानी आदि निर्धारित रूपों में सही व्याकरण और वर्तनी के साथ लेखन कर सकें। साथ ही विषयानुसार भावपूर्ण एवं रचनात्मक अभिव्यक्ति प्रस्तुत कर सकें।



<p>May (17)</p>	<p>L-5 Multiplication &amp; Division</p> <p>5. Thousands Around Us</p>	<p>Multiplication, Properties of multiplication, multiplication of 3- &amp; 4- digit numbers, story sums, Word problem, Multiplication by 10,100 &amp;1000, Word Problems. Division Properties of Division, Division by a 2-digit number,10, 100 and 1000, Word Problems on Division</p> <p>Computational Thinking Questions</p>	<ul style="list-style-type: none"> <li>• Learn to subtract large numbers.</li> <li>• Develop skills of story sums.</li> </ul> <p>SDG Goals :</p> <p>SDG 1 - No poverty (Budget awareness)</p> <ul style="list-style-type: none"> <li>• Recall multiplication tables and facts</li> <li>• practice multiplication of 3 and 4-digit numbers vertically</li> <li>• Learn multiplication by 10, 100 &amp; 1000</li> <li>• Learn to divide large numbers by 2 digit numbers</li> <li>• Understand division by 10, 100 &amp; 1000 &amp; acquire the skill of carrying mentally.</li> <li>• Apply their knowledge of division to solve word problems.</li> </ul> <p>SDG Goals:</p> <p>SDG 8 - Decent Work &amp; Economic Growth</p> <p>SDG 10 -Reduced Inequalities</p>	<p>Competencies: Apply multiplication in business-related examples, understand fair distribution concept.</p>
---------------------	--	--	--	---

<p><b>July (24)</b></p>	<p><b>L-6 Factors &amp; Multiples</b></p> <p><b>5. Sharing &amp; Measuring</b></p>	<p><b>Factors, Properties of Factors, Highest Common Factor (H.C.F), Multiples Properties of Multiples, Lowest Common Multiples (L.C.M.), Tests of divisibility,</b></p> <p><b>Computational Thinking Questions</b></p>	<ul style="list-style-type: none"> <li>• <b>Develop an understanding of multiples &amp; factors.</b></li> <li>• <b>Learn to find multiples, all the factors, L.C.M. and H.C.F.</b></li> <li>• <b>Understand the properties of multiples &amp; factors</b></li> </ul> <p><b>SDG Goals: SDG 4 - Logical reasoning skills</b></p>	<p><b>Number pattern games (Even/odd numbers, common factors)</b></p> <p><b>Competencies: Recognizes, describes and extends simple number patterns such as odd numbers, square numbers, etc. Develop problem-solving ability.</b></p>
<p><b>Aug. (25)</b></p>	<p><b>L-14 Geometry</b></p> <p><b>6. Measuring Length</b></p>	<p><b>Point, Line segment, Line &amp; Ray, Measuring line segments, Angles, Straight &amp; Curved lines, Closed &amp; open figures, Simple closed Figures, Polygons, types of polygons, Circle</b></p> <p><b>Computational Thinking Questions</b></p>	<ul style="list-style-type: none"> <li>• <b>Develop an understanding of point, line segment, line &amp; ray</b></li> <li>• <b>Learn to use a 15 cm scale to measure small lengths &amp; draw line segments</b></li> <li>• <b>Develop an understanding of polygons &amp; types of polygons</b></li> <li>• <b>Understand the parts of a circle &amp; learn to draw circles.</b></li> </ul> <p><b>SDG Goals: SDG 11 - Sustainable Cities</b></p>	<p><b>Draw eco-friendly house using shapes.</b></p> <p><b>Competencies: Identify shapes in buildings &amp; environment.</b></p>
<p><b>Sept. (17)</b></p>			<p><b>REVISION FOR MID TERM</b></p>	

<p><b>Oct. (24)</b></p>	<p><b>L-12 Measures of Length, Mass &amp; Capacity</b></p> <p><b>L-15 Perimeter of Rectilinear Figures</b></p> <p><b>9. Equal Groups</b></p>	<p><b>Measures of length, measures of mass(weight)and measures of capacity, conversion from higher to lower units of length, mass &amp;capacity &amp; vice versa Addition &amp; subtraction of length, mass, capacity, word problems</b></p> <p><b>Rectilinear figure &amp; its perimeter</b></p> <p><b>Computational thinking</b></p>	<ul style="list-style-type: none"> <li>• <b>Recapitulate units of measurement.</b></li> <li>• <b>Learn the relation between different units of length, mass &amp; capacity.</b></li> <li>• <b>Learn to interchange the units of measurement.</b></li> <li>• <b>Learn to apply. knowledge of units of measurement in day to day dealings.</b></li> <li>• <b>Develop an understanding of the term perimeter &amp; the method of calculating perimeter.</b></li> </ul> <p><b>SDG Goals: SDG 12 - Responsible Consumption</b></p>	<p><b>Water usage measurement activity.</b></p> <p><b>Competencies: Apply measurement in daily life, uses an appropriate unit &amp; tool for the attributes (like Length, perimeter, weight, capacity) being measured</b></p>
<p><b>Nov. (22)</b></p>	<p><b>L-9 Fractions</b></p>	<p><b>Fraction as part of a whole, Fractional numbers and fractions, Numerator &amp; denominator of a fraction</b></p> <p><b>Fractions represented on a number line, equivalent fractions, comparison of fractions,</b></p>	<ul style="list-style-type: none"> <li>• <b>Develop an understanding of fractions terminology.</b></li> <li>• <b>Understand equivalent fractions and learn to find them.</b></li> <li>• <b>Learn to compare &amp; order of like &amp; unlike fractions.</b></li> <li>• <b>Develop an understanding of proper &amp; improper fractions.</b></li> </ul>	<p><b>Divide a roti/pizza model into equal parts.</b></p> <p><b>Competencies: Understand sharing Resources equally, represents &amp; compares commonly use fractions in daily life (such as 1/2, 1/4) as parts of unit wholes.</b></p>

	<p>10. Elephants, Tigers &amp; Leopards</p>	<p>like &amp; unlike fractions, addition and subtraction of like fractions, fraction as division, unit fraction, proper &amp; improper fractions, mixed numbers</p> <p>Computational Thinking Questions</p>	<ul style="list-style-type: none"> <li>• Learn to change improper fractions to mixed numbers.</li> <li>• Learn to change improper fractions to mixed numbers.</li> <li>• Develop skills of adding and subtracting like fractions.</li> </ul> <p>SDG Goals: SDG 2 - Zero Hunger SDG 4 Quality Education</p>	
<p>Dec. (24)</p>	<p>L-11 Money</p> <p>10. Ticking Clocks &amp; Turning Calendars</p>	<p>Currency, expressing money in words and figures, convert rupees into paise &amp; vice versa, convert an amount expressed in figures into paise &amp; vice versa, addition, subtraction &amp; multiplication of money</p> <p>Computational Thinking Questions</p>	<ul style="list-style-type: none"> <li>• Develop the skills of addition, subtraction &amp; multiplication of money.</li> <li>• Learn to study a bill.</li> <li>• Develop skills of reading and calculating the amount.</li> </ul> <p>SDG Goals: SDG 1 - No Poverty SDG 4 - Quality education</p>	<p>Mock shopping activity.</p> <p>Competencies: Understands &amp; visualizes arithmetic operations &amp; applies the four basic operations to solve daily life problems.</p>

Jan. (20)	L-18 Time	Facts about a clock, reading time, use of a.m. & p.m., Conversion of days into hours, hours into minutes, 24- Hour clock time, addition & subtraction of time.	<ul style="list-style-type: none"> <li>Recall reading and showing time</li> <li>Learn to use a.m. and p.m. and its significance</li> <li>Learn to calculate the duration of time</li> <li>Acquire knowledge of a 24-hour clock.</li> </ul>	Create daily timetable chart.
	L-19 Calendar	Days of the week, months of the year, ordinary & leap year, how to write dates?, calendar	<ul style="list-style-type: none"> <li>Learn to calculate the number of days. <ul style="list-style-type: none"> <li>Acquire knowledge of ordinary year &amp; leap year.</li> </ul> </li> </ul> SDG Goals: SDG 3 -Good Health & Well-being SDG 4 - Quality Education	Competencies: Develops time management & problem-solving skills, uses an appropriate unit & tool for the attribute ( time) being measured.
	14. Data Handling	Computational Thinking Questions		
Feb. (24)	L-20 Pictorial Representati on of Data	Data Pictographs Interpretation of a pictograph An Introduction to Bar Graphs	<ul style="list-style-type: none"> <li>Apply previous knowledge of pictographs to interpret data.</li> <li>Learn to interpret bar graphs.</li> </ul> SDG Goal: SDG 13 - Climate Action SDG 4 - Quality Education	Students collect data on favorite foods, colors, etc. & create pictograph or bar graph to represent it.  Competencies: Develops data interpretation & visualization skills

March			<b>FINAL TERM</b>	
-------	--	--	-------------------	--

**Competencies Developed : The chapters aim to develop conceptual understanding, mathematical reasoning, procedural fluency, visualization skills and application of mathematical concepts.**

**Syllabus:**

**Periodic Test-I: L- 3, 4**

**Mid Term: L- 3,4,5,6,14**

**Periodic Test-II: L- 9,12**

**Final Term: L- 9,11,12 ,15,18,19,20**

## SCIENCE

Month & Periods	Unit	Content	Learning Objective	Suggestive Activities/ Learning Outcomes
Apr. (11)	Ch- 2 The food factory of plants	<ul style="list-style-type: none"> <li>• Parts of leaf</li> <li>• How do plants make food?</li> <li>• How do plants use food?</li> <li>• Functions of leaf</li> <li>• Some unusual plants</li> <li>• Flow of energy in the living world</li> </ul> SDG 15 – Life on Land	Students will be able to: <ul style="list-style-type: none"> <li>• Label the parts of a leaf</li> <li>• Explain how plants make food</li> <li>• State the conditions required for photosynthesis</li> <li>• List the functions of a leaf</li> <li>• Identify some of the unusual plants</li> <li>• Explain the interdependence of plants and animals</li> </ul>	<ul style="list-style-type: none"> <li>• To show that sunlight is necessary for photosynthesis. (Scientific inquiry, Observation skills and Critical thinking)</li> </ul>
Apr. (11)	Ch-10 Our Environment and Pollution	<ul style="list-style-type: none"> <li>• Environment</li> <li>• Pollution and its types</li> <li>• Protecting the environment</li> <li>• World environment day</li> <li>• Reduce, Reuse and Recycle</li> </ul> SDG 12 – Responsible Consumption and Production SDG 13 – Climate Action	<ul style="list-style-type: none"> <li>• List the elements that make our environment</li> <li>• Describe the importance of environment</li> <li>• Identify the reasons due to which our environment is in danger</li> <li>• Define and differentiate between the types of pollution</li> <li>• State the significance of World Environment Day</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct a debate on - " We can live a plastic free life." (Communication and social and environmental awareness)</li> </ul>

<p><b>May (16)</b></p>	<p><b>Ch-12 States of Matter</b></p>	<ul style="list-style-type: none"> <li>• <b>Matter</b></li> <li>• <b>States of matter</b></li> <li>• <b>Changes in the states of matter</b></li> <li>• <b>Solutions</b></li> </ul> <p><b>SDG 12 – Responsible Consumption and Production</b></p>	<ul style="list-style-type: none"> <li>• <b>Discuss matter and its three States</b></li> <li>• <b>Differentiate among three States of matter</b></li> <li>• <b>Explain that matter can be changed from one state to another</b></li> <li>• <b>Infer and illustrate solids that dissolve in liquids to form a solution</b></li> </ul>	<p><b>Group Activity</b></p> <ul style="list-style-type: none"> <li>• <b>To prepare solution consisting of</b> <ul style="list-style-type: none"> <li>▪ <b>Group 1-Water and coffee</b></li> <li>▪ <b>Group2-Water and paper</b></li> <li>▪ <b>Group 3-Water and honey</b></li> <li>▪ <b>Group 4- Water and oil</b></li> <li>▪ <b>Group 5- Water and milk</b></li> </ul> </li> </ul> <p><b>- Hence identify the substances as soluble or insoluble. (Observational and Experimental Competency)</b></p>
<p><b>Jul. (12)</b></p>	<p><b>Ch-5 Food and health</b></p>	<ul style="list-style-type: none"> <li>• <b>Nutrients</b></li> <li>• <b>Balanced diet</b></li> <li>• <b>Cooking food</b></li> <li>• <b>Preserving food</b></li> </ul> <p><b>SDG 3 – Good Health and Well-being</b></p> <p><b>SDG 12 – Responsible Consumption and Production</b></p>	<ul style="list-style-type: none"> <li>• <b>Explain the importance of food</b></li> <li>• <b>Recognise the presence of five major nutrients in food</b></li> <li>• <b>Understand the importance of a balanced diet</b></li> <li>• <b>Discuss that exercise helps our body to stay fit and healthy</b></li> <li>• <b>List some good cooking habits</b></li> <li>• <b>Know the different ways in which food can be preserved</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Collect and paste the wrappers of few packaged food items and read its nutrition labels to compare the amount of sugar contents. (Observational and Health awareness skills)</b></li> </ul>

<p><b>Jul. (09)</b></p>	<p><b>Ch-7 Keeping safe</b></p>	<ul style="list-style-type: none"> <li>● Safety at home</li> <li>● Safety rules while playing</li> <li>● Safety rules on the road</li> <li>● Safety rules in public places</li> <li>● Safety rules while travelling</li> <li>● Internet safety</li> <li>● First aid</li> </ul> <p><b>SDG 3 – Good Health and Well-being</b></p>	<ul style="list-style-type: none"> <li>● Explain the importance of safety rules to be followed at home, on the road, in the playground, at school and various other public places</li> <li>● Describe how to give first aid in case of a minor wound, burn or insect bite</li> <li>● Discuss the internet safety rules</li> </ul>	<ul style="list-style-type: none"> <li>● Private Vs Public " Sorting Game" on internet safety. (Life skill and Communication skill)</li> </ul>
<p><b>Aug. (11)</b></p>	<p><b>Ch-6 Teeth and digestion</b></p>	<ul style="list-style-type: none"> <li>● A tooth</li> <li>● Types of teeth</li> <li>● Taking care of our teeth</li> <li>● Digestion</li> <li>● Healthy eating habits</li> <li>● Microbes</li> </ul> <p><b>SDG 3 – Good Health and Well-being</b></p>	<ul style="list-style-type: none"> <li>● Differentiate between the two sets of human teeth</li> <li>● Name different types of teeth and explain their functions</li> <li>● Explain the process of digestion</li> <li>● List some healthy eating habits</li> <li>● Classify different types of microbes and identify which of them are harmful and useful to us</li> </ul>	<ul style="list-style-type: none"> <li>● Solve Crossword Puzzle (Critical thinking)</li> </ul>

<p><b>Aug. (11)</b></p>	<p><b>Ch-8</b> <b>Clothes we wear</b> <b>(ACTIVITY BASED)</b></p>	<ul style="list-style-type: none"> <li>● The clothes we wear</li> <li>● Special clothes</li> <li>● Materials for clothes</li> <li>● Caring for clothes</li> </ul> <p><b>SDG 3 – Good Health and Well-being</b></p> <p><b>SDG 12 – Responsible Consumption and Production</b></p>	<ul style="list-style-type: none"> <li>● Explain the importance of clothes</li> <li>● Relate different kinds of clothes to weather, tradition and occupation</li> <li>● Identify different materials used for making clothes</li> </ul>	<p><b>Group activity</b></p> <p><b>Present the traditional costumes of different countries across the world in the classroom. (use props)</b></p> <p><b>(Observation and creativity)</b></p>
<p><b>Sep.</b></p>	<p><b>MID - TERM EXAMINATION</b></p>			
<p><b>Oct. (15)</b></p>	<p><b>Ch-14</b> <b>Force, work and Energy</b></p>	<ul style="list-style-type: none"> <li>● Force and its types</li> <li>● Work</li> <li>● Simple Machines</li> <li>● Energy</li> </ul> <p><b>SDG 7 – Affordable and Clean Energy</b></p> <p><b>SDG 9 – Industry, Innovation and Infrastructure</b></p>	<ul style="list-style-type: none"> <li>● Define force, work and energy</li> <li>● Distinguish between different types of forces</li> <li>● Explain work and the functioning of different types of simple machines</li> <li>● Identify the sources and forms of energy</li> <li>● List the various forms of energy</li> </ul>	<ul style="list-style-type: none"> <li>● "Work or No work" Quiz (Analytical and thinking skill competency)</li> </ul>

<p><b>Oct. (05)</b></p>	<p><b>Ch-11 Weather, Air and Water</b></p>	<ul style="list-style-type: none"> <li>● Sun and weather</li> <li>● Air</li> </ul> <p><b>SDG 6 – Clean Water and Sanitation</b></p> <p><b>SDG 13 – Climate Action</b></p>	<ul style="list-style-type: none"> <li>● Explain the importance of the sun in relation to weather</li> <li>● Discuss season breeze and land breeze</li> </ul>	
<p><b>Nov. (05)</b></p>	<p><b>Ch-11 Weather, Air and Water</b></p>	<ul style="list-style-type: none"> <li>● Water</li> <li>● Water cycle</li> </ul> <p><b>Impurities in water</b></p> <p><b>SDG 6 – Clean Water and Sanitation</b></p> <p><b>SDG 13 – Climate Action</b></p>	<ul style="list-style-type: none"> <li>● Define evaporation and condensation</li> <li>● Explain water cycle</li> <li>● Identify various types of precipitation</li> <li>● Describe the steps involved in water purification</li> <li>● Explain the importance of conserving water</li> </ul>	<ul style="list-style-type: none"> <li>● Make a poster on the topic ‘Save Water, Save Life’ to inculcate the need and importance of saving water.</li> </ul> <p><b>(Creativity, Environmental awareness and value education)</b></p>
<p><b>Nov. (13)</b></p>	<p><b>Ch-1 Adaptations in plants</b></p>	<ul style="list-style-type: none"> <li>● Adaptations</li> <li>● Terrestrial plants</li> <li>● Aquatic plants</li> </ul> <p><b>SDG 15 – Life on Land</b></p>	<ul style="list-style-type: none"> <li>● Classify plants according to their habitat</li> <li>● Name the kinds of terrestrial habitats</li> <li>● Identify the plants inhabiting the terrestrial habitats</li> <li>● List the types of aquatic plants</li> </ul>	<p><b>Group Activity</b></p> <p><b>To prepare a collage on plants growing in different habitats and discuss their adaptive features in peer group.</b></p> <ul style="list-style-type: none"> <li>● Group 1- Plain area plants</li> <li>● Group 2- Mountain plants</li> <li>● Group 3- Desert plants</li> <li>● Group 4- Coastal plants</li> <li>● Group 5- Aquatic plants</li> </ul>

				(Creativity and Collaborative Learning)
Dec. (23)	Ch-3 Adaptations in animals	<ul style="list-style-type: none"> <li>● Adaptations in terrestrial animals</li> <li>● Aquatic animals</li> <li>● Amphibians</li> <li>● Arboreal animals</li> <li>● Aerial animals</li> <li>● Adaptations for food</li> <li>● Adaptations for protection</li> <li>● Adaptations in behaviour</li> <li>● Animals in danger</li> </ul> SDG 15 – Life on Land	<ul style="list-style-type: none"> <li>● Categories animals on the basis of their habitat</li> <li>● Distinguish between carnivores, herbivores and omnivores</li> <li>● Summarise some of the adaptations that help animals to protect themselves from their enemies</li> <li>● Discuss some of the behavioural adaptations shown by different animals</li> </ul>	Role play on depicting different adaptations of animals according to their survival in different regions.  Group 1- Polar region Group 2- Mountain region Group 3- Desert Group 4- Aquatic region  (Understanding, communicative and collaborative competency.)
Jan. (16)	Ch-9 Our universe: The solar system	<ul style="list-style-type: none"> <li>● The solar system</li> <li>● The Earth</li> <li>● Movements of the Earth</li> </ul> SDG 13 – Climate Action	<ul style="list-style-type: none"> <li>● Distinguish between planets and stars</li> <li>● Describe the planets of solar system</li> <li>● Differentiate between the rotation and revolution of the Earth</li> <li>● Describe what causes the change of seasons on Earth</li> </ul>	<ul style="list-style-type: none"> <li>● Make a list of all the satellites that India has sent to the moon and other planets. (Research &amp; Information-Gathering Skills)</li> </ul>
Feb. (22)	Ch- 4	<ul style="list-style-type: none"> <li>● Reproduction</li> <li>● Animals that lay eggs</li> </ul>	<ul style="list-style-type: none"> <li>● Identify animals that lay eggs</li> <li>● Describe metamorphosis in different animals</li> </ul>	<ul style="list-style-type: none"> <li>● " Life cycle wheel" Activity Make a rotating wheel showing life cycle of</li> </ul>

	<b>Reproduction in animals</b>	<ul style="list-style-type: none"> <li>● <b>Animals that give birth to young ones</b></li> </ul> <b>SDG 15 – Life on Land</b>	<ul style="list-style-type: none"> <li>● <b>List the animals that give birth to young ones</b></li> </ul>	<b>butterfly, frog or hen. And explain it in the class.</b>  <b>(Creativity and communication skills)</b>
	<b>Revision</b>			
<b>Mar.</b>	<b>Annual Examination</b>			

<b><u>Periodic Test 1</u></b>	Ch- 2 The food factory of plants Ch- 10 Our Environment and Pollution
<b><u>Midterm Examination</u></b>	Ch- 2 The food factory of plants Ch- 10 Our Environment and Pollution Ch- 12 States of Matter Ch- 5 Food and Health Ch- 7 Keeping safe Ch- 6 Teeth and Digestion
<b><u>Periodic Test 2</u></b>	Ch-13 Force, Work and Energy Ch- 11 Weather, Air and Water
<b><u>Annual Examination</u></b>	Ch-13 Force, Work and Energy Ch- 11 Weather, Air and Water Ch- 1 Adaptations in Plants Ch- 3 Adaptations in Animals Ch- 9 Our Universe: The Solar system Ch- 4 Reproduction in Animals

**NOTE:**

● **Internal Assessment includes-**

1. Periodic Test (PT-I and PT-II)
2. Portfolio (PF) (Also include timely submission of C.W./ H.W.)
3. Multiple Assessment (MA)
4. Subject Enrichment Activities

## SOCIAL SCIENCE

Month/ Periods	Topic /Content	Learning Objectives	Suggested Activities/Learning Outcomes
<b>APRIL (21)</b>	<p><b>CH. 1 India- My Bharat</b></p> <ul style="list-style-type: none"> <li>* Location and Size of the country</li> <li>* India's Neighbours</li> <li>* Political and Physical Division of India</li> </ul> <p><b>SDG 11- Sustainable Cities and Communities</b></p> <p><b>CH.2 The Northern Mountains</b></p> <ul style="list-style-type: none"> <li>• The three Himalayan Ranges</li> <li>• Importance of Himalayas</li> </ul> <p><b>SDG 6 – Clean Water and Sanitation</b></p>	<ul style="list-style-type: none"> <li>• Students will be able to Locate India on the world map, identify its neighbouring countries, states and union territories with their capitals.</li>   <li>• Students will be able to describe the main features and the significance of the Northern Mountain Ranges: Himadri, Himachal and Shiwalik.</li> </ul>	<ul style="list-style-type: none"> <li>• On a political map of India, label the Neighbouring countries of India. Also write the capital city of each country.</li> </ul> <p><b>competencies: Analytical and observation skills</b></p> <p><b>Students will be able to identify India's neighbouring countries and their capital cities.</b></p> <ul style="list-style-type: none"> <li>• <b>Collage:</b> Paste and create a "Himalayas Collage"</li> </ul> <p>Use magazine cuttings or draw pictures of:</p> <ul style="list-style-type: none"> <li>○ Mountains</li> <li>○ Rivers</li> <li>○ Forests</li> <li>○ Animals</li> </ul> <p><b>competencies: Creativity and presentation skills</b></p> <p><b>Students will understand the importance of the Himalayas in protecting the country and supporting biodiversity.</b></p>



<b>JULY (20)</b>	<b>Ch.5 The Peninsular Plateau</b> <ul style="list-style-type: none"> <li>• The Central Highlands &amp; the Deccan Plateau</li> <li>• Rivers of the Peninsular Plateau</li> <li>• Life in the Peninsular Plateau</li> </ul> <p style="text-align: center;"> <b>SDG 15 – Life on Land</b>  <b>SDG 8 – Decent Work and Economic Growth</b> </p>	<ul style="list-style-type: none"> <li>• Students will be able to identify location of Peninsular plateau and understand the cultural and economic importance of it.</li> </ul>	<p>On a physical map of India mark the following</p> <ul style="list-style-type: none"> <li>• Western Ghats, Eastern Ghats, Aravalli hills, Raj Mahal hills, Nilgiri hills, Malwa plateau, Chota Nagpur plateau and the Deccan plateau.</li> </ul> <p><b>competencies: map-reading and spatial skills</b></p> <p><b>Students will be able to identify and locate major physical features of the Peninsular Plateau on a map.</b></p>
<b>AUGUST (20)</b>	<b>Ch.6 The Coastal Plains and the Islands</b> <ul style="list-style-type: none"> <li>• The Eastern and the Western Coastal Plains,</li> <li>• The Andaman &amp; the Nicobar and the Lakshadweep Islands.</li> </ul> <p style="text-align: center;"> <b>SDG 14- Life below water</b>  <b>SDG 15- Life on Land</b> </p> <b>CH.7 The Climate of India</b> <ul style="list-style-type: none"> <li>• How are Weather and climate different <ul style="list-style-type: none"> <li>• The Seasons of India.</li> </ul> </li> </ul> <p style="text-align: center;"><b>SDG 13- Climate Action</b></p>	<ul style="list-style-type: none"> <li>• Students will be able to differentiate between Western and Eastern Coastal Plains., describe the Andaman &amp; Nicobar Islands and the Lakshadweep Islands.</li>   <li>• Students will be able to distinguish between weather and climate and identify the three major seasons in India and describe their features.</li> </ul>	<p>Pack Your Bag Activity:</p> <ul style="list-style-type: none"> <li>• “You are going to the coast/island, what will you pack?”</li> <li>• Draw and list items (hat, sunscreen, water bottle etc.) on an A-4 size sheet.</li> </ul> <p><b>competencies: Creativity and analytical skills</b></p> <p><b>Students will be able to connect geography with real-life needs.</b></p> <ul style="list-style-type: none"> <li>• Make a poster on “Save Climate” with slogans on an A-4 size sheet.</li> </ul> <p><b>competencies: Creativity and value based learning</b></p> <p><b>Students will be able to understand how to protect climate and explain it in simple words.</b></p>
<b>SEPTEMBER (10)</b>	<b>(Revision for Mid Term Examinations)</b>		

<p><b>OCTOBER (22)</b></p>	<p><b>Ch.9 Our Natural Resources, Forests and Wildlife</b></p> <ul style="list-style-type: none"> <li>• Types of Natural Resources.</li> <li>• Types of Forest, their importance and conservation.</li> <li>• Wildlife in Indian forests and their conservation.</li> </ul> <p><b>SDG 6 – Clean Water and Sanitation</b> <b>SDG 12 – Responsible Consumption and Production</b></p> <p><b>Ch.10 Agriculture</b></p> <ul style="list-style-type: none"> <li>• Importance of agriculture, types of crops, crop seasons, agricultural activities and modern farming techniques.</li> </ul> <p><b>SDG 2 – Zero Hunger</b> <b>SDG 12 – Responsible Consumption and production</b></p>	<p>Students will be able to-</p> <ul style="list-style-type: none"> <li>• Classify natural resources as renewable and non-renewable.</li> <li>• Describe the uses of key natural resources and the need for their conservation.</li> <li>• Understand the importance of forests and their role in maintaining ecological balance.</li> <li>• Identify the five major types of forests in India and their key features.</li> <li>• Recognise threats to forests and wildlife and efforts done for their conservation.</li> <li>• Students will be able to understand the meaning and importance of agriculture in India, types of crops, different agricultural activities and problems faced by farmers.</li> </ul>	<p>Poster Making: “Save Our Resources”</p> <ul style="list-style-type: none"> <li>• Make posters with messages: <ul style="list-style-type: none"> <li>○ Save water</li> <li>○ Save trees</li> <li>○ Save energy</li> </ul> </li> </ul> <p><b>competencies: Creativity and value based learning</b></p> <p><b>Students will be able to express environmental awareness.</b></p> <ul style="list-style-type: none"> <li>• Prepare a Mind map on an A-4 size sheet showing:</li> </ul> <p>Types of crops: Food crops, Cash crops, and Fiber crops</p> <p><b>competencies: Conceptual understanding and analytical thinking</b></p> <p><b>Students will be able to identify different types of crops and their seasons.</b></p>
----------------------------	--	---	--

<p><b>NOVEMBER (18)</b></p>	<p><b>CH.13 Industries</b></p> <ul style="list-style-type: none"> <li>• Factors necessary for an industry, importance and types of industries in India.</li> <li>• Major industries in India.</li> </ul> <p><b>SDG 9 -Industry, Innovation, and Infrastructure</b> <b>SDG 8 – Decent Work and Economic Growth</b></p> <p><b>Ch.15 Rights &amp; Duties</b></p> <ul style="list-style-type: none"> <li>• Fundamental Rights &amp; Duties</li> <li>• Directive Principles.</li> </ul> <p><b>SDG -16 Peace, Justice and Strong Institution</b> <b>SDG-4 Quality Education</b></p>	<ul style="list-style-type: none"> <li>• Students will be able to understand industry, its importance and types.</li> </ul> <ul style="list-style-type: none"> <li>• Students will be able to understand the meaning of Rights &amp; Duties and their importance in our lives.</li> </ul>	<p>Create a Flow- chart on an A-4 size sheet showing factors necessary for an industry:</p> <ul style="list-style-type: none"> <li>• Raw materials</li> <li>• Labour / workforce</li> <li>• Capital / money</li> <li>• Transport &amp; communication</li> <li>• Power / electricity</li> <li>• Market for products</li> </ul> <p><b>competencies: Creativity and analytical skills</b></p> <p><b>Students will be able to identify key factors needed to set up an industry.</b></p> <p>Class room Constitution Chart:</p> <ul style="list-style-type: none"> <li>• Create a simple class “constitution”: <ul style="list-style-type: none"> <li>○ Rights (e.g., right to speak, right to learn)</li> <li>○ Duties (e.g., respect others, follow rules)</li> </ul> </li> <li>• Display it on the classroom wall.</li> </ul> <p><b>competencies: Critical thinking and civic understanding</b></p> <p><b>Students will be able to relate constitutional ideas to daily life.</b></p>
<p><b>DECEMBER (20)</b></p>	<p><b>CH.16 National Symbols</b></p> <ul style="list-style-type: none"> <li>• Different National Symbols of India and their importance.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be able to identify and explain different National Symbols of India and their importance.</li> </ul>	<p>Choose any one National symbol, make cut out of it. Show it in the class and speak few lines on it.</p> <p><b>competencies: Creativity and motor skills</b></p>

	<b>SDG 16 – Peace, Justice, and Strong Institutions</b>	.	<b>Students will be able to enhance their Knowledge &amp; awareness about National Symbols.</b>
<b>JANUARY (15)</b>	<p><b>CH.17 Our Cultural Heritage</b></p> <ul style="list-style-type: none"> <li>Literature, Dance &amp; Music, Languages, Monuments, Paintings</li> </ul> <p><b>SDG 4 – Quality Education</b></p> <p><b>CH.18 Historical personalities</b></p> <ul style="list-style-type: none"> <li>The Story of Shivaji, Maharana Pratap, Rani Laxmi Bai, Savitri Bai Phule, Sarojini Naidu, Sardar Vallabh bhai Patel</li> </ul> <p><b>SDG 16 – Peace, Justice, and Strong Institutions</b></p>	<ul style="list-style-type: none"> <li>Students will be able to understand cultural and natural heritage with examples.</li> <li>Students will learn about important leaders from Indian History, their contribution to India’s growth and freedom.</li> </ul>	<p>Make a collage using different aspects (Literature, Dance &amp; Music, Languages, Monuments, Paintings) of rich culture of India.</p> <p><b>competencies: Creativity and analytical skills</b></p> <p><b>Students will be able to learn about literature, art forms, languages and monuments of India.</b></p> <p>Quiz based on Historical personalities</p> <p><b>competencies: Analytical and critical thinking</b></p> <p><b>Students will understand the role of these personalities in shaping India’s history and society.</b></p>
<b>FEBRUARY (22)</b>	<p><b>CH.18 Historical Personalities Continued</b></p> <p>Revision for Annual Examination</p>	<ul style="list-style-type: none"> <li>Students will learn important qualities such as leadership and bravery from the lives of great leaders.</li> </ul>	
<b>MARCH</b>	<b>ANNUAL EXAMINATION</b>		

**PERIODIC TEST-1 SYLLABUS**

Chapter- 1 India My Bharat, Chapter-2 The Northern Mountains

**MID TERM EXAMINATION SYLLABUS**

CH.3 The Northern Plains, CH.4 The Great Indian Desert, Ch.5 The Peninsular Plateau

CH.6 The Coastal Plains and the Islands, Ch.7 The Climate of India

**PERIODIC TEST-2 SYLLABUS**

Ch.9 Our Natural Resources, Forests and Wildlife, CH.10 Agriculture

**ANNUAL EXAMINATION SYLLABUS**

Ch. 10 Agriculture, Ch.13 Industries, Ch.15 Rights and Duties, Ch.16 National Symbols, Ch.17 Our Cultural Heritage, Ch.18 Historical Personalities

***General Competencies-***

- \* *Fosters Sustainability, Inclusivity and Global Citizenship.*
- \* Recognize maps, directions, and symbols.
- \* Understand cause and effect (e.g., why seasons change, why rules are important).
- \* Understand rights and duties as a citizen.
- \* Develop care and concern for nature and resources.
- \* Understand the importance of forests, wildlife, and water.
- \* Practice simple habits like saving water and keeping surroundings clean.

## INFORMATION TECHNOLOGY

Book name – CODEGPT (Orange Publications)

Month & No. of Periods	Units	Contents	Learning objectives	Art Integrated Activities
April 8 Periods	Chapter 1 – Data Storage and Memory  <b>SDG 4: Quality Education</b>	<ul style="list-style-type: none"> <li>• Memory</li> <li>• Measuring the Computer's Memory</li> </ul>	Students will understand about data storage and memory of computer.	Draw any four Secondary Memory devices in MS Paint.  <b>Competency - Applying knowledge to select appropriate storage devices for saving data.</b>
May 6 Periods	Chapter 2 – Managing Files and Folders in Windows 10  <b>SDG 4: Quality Education</b>	<ul style="list-style-type: none"> <li>• Windows 10 Desktop</li> <li>• Files and Folders</li> </ul>	Students will learn about different components of Windows Desktop.	Type steps in MS Word to create, rename, copy and move file and folder.  <b>Competency - Demonstrating basic navigation in the Windows environment.</b>
July 8 Periods	Chapter 3 – More on Word 2019 <b>SDG 8: Decent Work and Economic Growth</b>	<ul style="list-style-type: none"> <li>• Shapes</li> <li>• WordArt</li> <li>• Pictures</li> <li>• Inserting a Table</li> <li>• Inserting Rows or Columns</li> </ul>	Students will learn about more tools and options of MS Word 2019.	Make your class Timetable in MS Word 2019 using new tools learned in this Chapter.  <b>Competency - Creating and editing documents</b>

	<p>Computational Thinking – Chapter Hide &amp; Seek <b>SDG 4: Quality Education</b></p>	<ul style="list-style-type: none"> <li>• Deleting Rows or Columns</li> <li>• Merging Cells</li> <li>• Splitting a Cell</li> <li>• Changing Row Height &amp; Column Width</li> <li>• Changing the Text Alignment</li>   <li>• Logical reasoning</li> <li>• Visual-spatial thinking</li> <li>• Observation skills</li> <li>• Pattern recognition</li> <li>• Problem-solving through path tracing</li> <li>• Direction sense</li> </ul>	<p>Students will develop critical thinking and analytical skills by interpreting visual information, identifying patterns, solving spatial reasoning problems, and applying logical strategies to reach conclusions.</p>	<p><b>effectively using word processing tools.</b></p>
<p>August 8 Periods</p>	<p>Chapter 4 – Introduction to PowerPoint 2019 <b>SDG 9: Industry, Innovation and Infrastructure</b></p>	<ul style="list-style-type: none"> <li>• Starting PowerPoint</li> <li>• Components of the PowerPoint Window</li> <li>• Creating a New Presentation</li> <li>• Formatting the Text on the Slide</li> <li>• Slide Layout</li> </ul>	<p>Students will get introduced to PowerPoint 2019, its components, tools and options, they will learn how to make PowerPoint Presentations.</p>	<p>Make a small PowerPoint presentation on National Symbols of India.</p> <p><b>Competency - Identifying the components of PowerPoint 2019 such</b></p>

	Computational Thinking – Chapter Hide & Seek – Continued	<ul style="list-style-type: none"> <li>• Viewing a Presentation</li> <li>• Applying Themes</li> <li>• Changing the Background</li> <li>• Inserting SmartArt</li> </ul>		<b>as slides, ribbon, and slide pane.</b>
September 8 Periods	Chapter 5 – Using a Browser  <b>SDG 4: Quality Education</b>  Computational Thinking – Chapter Hide & Seek – Continued	<ul style="list-style-type: none"> <li>• What is Internet?</li> <li>• Microsoft Edge</li> <li>• Searching for Something on Internet</li> <li>• How Search Engine Works</li> <li>• Downloading &amp; Uploading on Internet</li> </ul>	Students will get introduced to Internet and other important terms related to it.	Type steps in MS Word on how to search on Web Browser and How to search by voice command.  <b>Competency - Demonstrating basic understanding of how the internet helps in communication and information sharing.</b>
October 8 Periods	Chapter 6 – Visual Processing  <b>SDG 9 – Industry, Innovation and Infrastructure</b>	<ul style="list-style-type: none"> <li>• Picture Puzzle</li> <li>• Directions and Maps</li> </ul>	Students will get introduced to visual processing.	Draw 2 example in MS Paint explaining the concept of Odd one Out.  <b>Competency - Develop basic creativity and problem-solving skills through visual computing.</b>

	<p>Computational Thinking – Patterns Around Us</p> <p><b>SDG 4 – Quality Education</b></p>	<ul style="list-style-type: none"> <li>• Odd and Even Numbers</li> <li>• Number Patterns</li> <li>• Logical Reasoning</li> <li>• Problem Solving through Activities and Puzzles</li> </ul>	<p>Students will identify and apply patterns in numbers using logical reasoning, parity concepts, and problem-solving strategies in real-life and mathematical situations.</p>	
<p>November 8 Periods</p>	<p>Chapter 10 – Evolution of AI</p> <p><b>SDG 9: Industry, Innovation and Infrastructure</b></p> <p>Computational Thinking – Patterns Around Us – Continued</p>	<ul style="list-style-type: none"> <li>• 1950s</li> <li>• 1960s</li> <li>• 1970 to 1990s</li> <li>• 2000 to 2010</li> <li>• 2010 to Present</li> </ul>	<p>Students will get introduced to AI and about its evolution throughout the years.</p>	<p>Using tables in MS Word, show the evolution of AI throughout the years.</p> <p><b>Competency - Develop awareness of how AI influences technology and society.</b></p>
<p>December 8 Periods</p>	<p>Chapter 7 – More Blocks in Scratch</p> <p><b>SDG 4: Quality Education</b></p> <p>Computational Thinking – Patterns Around Us – Continued</p>	<ul style="list-style-type: none"> <li>• Components of Scratch Window</li> <li>• Block Categories</li> <li>• Setting the Sprite Position</li> <li>• Creating a Scratch Project</li> </ul>	<p>Students will learn about more features of Scratch.</p>	<p>Create a small project in Scratch.</p> <p><b>Competency - Develop logical thinking and creativity through block-based programming.</b></p>

<p>January 8 Periods</p>	<p>Chapter 8 – Creating Shapes in Scratch</p> <p><b>SDG 4: Quality Education</b></p> <p>Computational Thinking – Fun with Symmetry</p> <p><b>SDG 4: Quality Education</b></p>	<ul style="list-style-type: none"> <li>• Pen Block</li> <li>• Drawing Polygon in Scratch</li> <li>• Draw a Square in Scratch</li>   <li>• Symmetry, Mirror Images Folding Patterns</li> <li>• Spatial Reasoning</li> </ul>	<p>Students will learn about more tools in scratch.</p> <p>Students will identify and analyze different types of symmetry through folding activities, mirror images, patterns, and geometric reasoning.</p>	<p>Using new tools learned in Scratch make a project.</p> <p><b>Competency - Develop logical thinking, creativity, and problem-solving skills.</b></p>
<p>February 8 Periods</p>	<p>Chapter 9 – Google Blocky Games</p> <p><b>SDG 4 – Quality Education</b></p> <p>Computational Thinking – Fun with Symmetry - Continued</p>	<ul style="list-style-type: none"> <li>• Bird Game</li> <li>• Turtle Game</li> </ul>	<p>Students will get introduced to games in Scratch.</p>	<p>Make a gaming project in Scratch using tools learned in this chapter.</p> <p><b>Competency - Develop creativity, logical thinking, and problem-solving skills through game design.</b></p>

## GENERAL KNOWLEDGE

Month and period	Unit	Topic
April (8)	Unit 1 - 9	<ul style="list-style-type: none"><li>• Today's Sports Stars</li><li>• Celebrating Festivals</li><li>• True or False</li><li>• Landmark Quiz</li><li>• Water Transport</li><li>• Deep in the Ocean</li><li>• The Human Body</li><li>• An Ancient Painting</li><li>• Brain Teasers</li></ul>
May (4)	Unit 10- 13	<ul style="list-style-type: none"><li>• Word Games</li><li>• Plant Facts</li><li>• Talented Creatures</li><li>• Famous People of the World</li></ul>
July (8)	Unit 14 -22	<ul style="list-style-type: none"><li>• The India Quiz</li><li>• Why Does It Happen ?</li><li>• Measuring Up</li><li>• Music Magic</li><li>• Sudoku Can Help You</li><li>• Common Sense</li><li>• Animal Behaviour</li><li>• The insect Quiz</li><li>• A Quiz in the Wild</li></ul>

<b>August (8)</b>	<b>Unit 23- 29</b>	<ul style="list-style-type: none"> <li>• Science Today</li> <li>• 21<sup>st</sup> Century India Quiz</li> <li>• Knowing Our States</li> <li>• Dances of India</li> <li>• Long Ago, Far Away</li> <li>• Quiz on Religion</li> <li>• Books and Authors</li> <li>• Great Indians in History</li> </ul>
<b>September</b>	<b>Mid-Term Examination</b>	<ul style="list-style-type: none"> <li>• Assignments</li> </ul>
<b>October(8)</b>	<b>Unit 30 -37</b>	<ul style="list-style-type: none"> <li>• A Quiz in the Garden</li> <li>• Other Names of Famous People</li> <li>• Famous Families</li> <li>• Word Play</li> <li>• Capitals and Currencies</li> <li>• Environment Alert</li> <li>• On Stage</li> </ul>
<b>November (8)</b>	<b>Unit 38- 44</b>	<ul style="list-style-type: none"> <li>• Sporting Terms</li> <li>• Name the Materials</li> <li>• A Computer Quiz</li> <li>• Word puzzle</li> <li>• Test your Word Power</li> <li>• The Country Quiz</li> <li>• Map Mix-Up</li> </ul>
<b>December (8)</b>	<b>Unit 45 -51</b>	<ul style="list-style-type: none"> <li>• Trees- Our Friends Indeed</li> <li>• They are Different</li> </ul>

		<ul style="list-style-type: none"> <li>• Clothes of the World</li> <li>• Fitness and Adventure</li> <li>• 21<sup>st</sup> Century Quiz</li> <li>• Super Scientists</li> <li>• Food from Around the World</li> </ul>
January (4)	Unit 52 - 54	<ul style="list-style-type: none"> <li>• What's Wrong ?</li> <li>• Tour of India</li> <li>• India Today</li> </ul>
February (8)	Unit 55- 57	<ul style="list-style-type: none"> <li>• Protect our Earth</li> <li>• Logical Thinking</li> <li>• Pandemics and Lockdown</li> <li>• Assignments</li> </ul>

**Note-**

- Current Affairs will be discussed every month.

**Mid- term Syllabus:** Unit 1 to 29 and Current affairs done from April to August.

**Annual term Syllabus:** Unit 30 to 57 and Current affairs done from October to February.

**Learning Objectives-**

- To raise awareness among students.
- To keep students updated and up to date with every part of the world.
- To develop holistic development of children by building self-confidence.
- Improving communication skills and decision-making.

## VALUE EDUCATION / HAPPINESS CURRICULUM

Month	Content	Happiness Activities	Life Skills Activities
April (8)	Count your blessings (SDG-3)	“Gratitude tree’ making activity	Caring and sharing
May (6)			
July (8) August (6)	Respecting people (SDG-10)	Respect in action role-play activity (situation based)	Class pledge activity
September (4)	Taking care (SDG-3, SDG -15)	“Kindness chain” activity	Classroom care activity
October (6)	Be patient (SDG-16)	“Patience jar” (30 days activity)	Table manners
November (8)	Time management and discipline (SDG-4)	“Daily schedule superstar”	Plant care responsibility
December (8)	Do not waste food and water (SDG-2, SDG-6, SDG-12)	“Save and share” poster making	Turning off lights and fans when not in use
January (6)	Speak the truth (SDG-4, SDG-16)	“Truth circle-passing the ball	Story telling
February (8)	India: my country (SDG-4)	“My India, my pride” collage making	Nation song practice

**LEARNING OBJECTIVES :**

1. **Students will develop moral awareness**
2. **Students will build a sense of responsibility**
3. **Students will learn to respect diversity**
4. **Student will develop leadership qualities**

## ART & CRAFT

Month	Topic	Page No.	Activity
<b>April</b>	<ol style="list-style-type: none"><li>1. Pencil Shading</li><li>2. Shapes All Around</li><li>3. Free Expression</li><li>4. Game of Eye's</li><li>5. Scoop of Joy</li></ol>	Pg No. 3, 4, 5, 6, 7	Paper Flower-Origami Tulips with A4 – size colored papers.
<b>May</b>	<ol style="list-style-type: none"><li>1. Underwater Submarine</li><li>2. Feathered Hen</li><li>3. Vase artistry</li><li>4. Eid Celebration</li></ol>	Pg No. 9, 10, 11, 35	Duck pond making activity- with Super dry colourful clay
<b>July</b>	<ol style="list-style-type: none"><li>1. Winged Bird</li><li>2. Free Expression</li><li>3. Underwater World</li><li>4. Design your Shoe</li></ol>	Pg No. 14, 15, 16, 17	Animal Collage making activity -with tiny pieces of coloured papers.
<b>August</b>	<ol style="list-style-type: none"><li>1. Best Friends</li><li>2. Blossom Beauty</li><li>3. Crunchy Capsicums</li><li>4. Sharp Onion</li><li>5. Flower Pot</li></ol>	Pg No. 8, 18, 19, 20, 21	Paper flower card making activity-with colourful paper flowers. Tri- color badge making activity with Tricolor papers.

<b>September</b>	<ol style="list-style-type: none"> <li>1. Spring Tree</li> <li>2. Black &amp; white</li> <li>3. Free Expression</li> <li>4. Baby Birds</li> <li>5. Traditional Rangoli</li> </ol>	Pg No. 22, 23, 24, 25, 26.	Yellow Paper Flute making activity- with colored papers and decorative items.
<b>October</b>	<ol style="list-style-type: none"> <li>1. Mickey Mouse</li> <li>2. Floral Fantasy</li> <li>3. Wise Owl</li> <li>4. Garden Flowers</li> </ol>	Pg No.27, 28, 29, 30.	<p>Gandhiji's Three monkey making activity- origami Bookmark with papers and popsicle sticks and googly eyes.</p> <p>Navratri Dandiya Dancers- with colourful accordion fold skirts.</p>
<b>November</b>	<ol style="list-style-type: none"> <li>1. Donald Duck</li> <li>2. Light Source</li> <li>3. Human Eye</li> <li>4. Free Expression</li> </ol>	Pg No.31, 32, 33, 34.	Earthen Lamp (Diya) Decoration-with colourful diyas and decorative items.
<b>December</b>	<ol style="list-style-type: none"> <li>1. Body Movements</li> <li>2. Creative Garden</li> <li>3. Green village</li> <li>4. Apple Art</li> </ol>	Pg No.12-13, 36-37, 38-39, 40.	Swinging Reindeer with Brown colored paper, googly eyes and bottle cap to be pasted for balancing.
<b>January</b>	<ol style="list-style-type: none"> <li>1. Mosaic village</li> <li>2. Free Expression</li> <li>3. Angry Sun</li> <li>4. Magic Mist</li> </ol>	Pg No. 41, 42, 43, 44.	Tri colour Pin wheel with Tricolored papers and plastic straw.

<b>February</b>	<ol style="list-style-type: none"><li>1. Earth Day</li><li>2. Artistic frock</li><li>3. Madhubani Art</li><li>4. Free Expression</li></ol>	Pg No.45, 46, 47, 48.	Holi props with Colours, white A4 sized papers, glue and plastic straws.
-----------------	--	-----------------------	--

## MUSIC

Month	No of Periods	Topic / Content	Activities
April	4	Fundamental concept of alankar.	Introducing musical notes and symbols.
May	3	Hindi and English prayer.	
July	3	Shlokas	
August	4	Basic concept of pitch and scales. Independence Day song.	Practice Do-Re-Me scale
September	2	Teacher's Day song. Teacher's Day dance.	
October	4	Identify different musical instruments.	Explore different musical instruments and their sounds.
November	4	Children's Day Song. Children's Day Dance.	
December	4	Christmas carol.	
January	4	Folk Dance.	
February	4	Musical analysis. Group performance.	Analyze classical, modern music places.

### Learning Objectives :

1. To learn simple songs with correct pitch and rhythm.
2. To understand the basic elements of music.