

Class – V
2026-2027
Books Name

English	:	Learn to Communicate in English (Coursebook) Learn to Communicate in English (Workbook) Learn to Communicate in English (Literature Reader)
Hindi	:	परिवेश हिंदी पाठमाला
Maths	:	New Composite Mathematics
Social Science	:	Social Sphere
Science	:	Pinnacle Universal Science
Sanskrit	:	दीया ज्ञानरश्मि: संस्कृत पाठ्यपुस्तकम् – प्रवेशिका
French	:	1. Nouvel Apprenons Le Français-1 (Méthode De Français) 2. Nouvel Apprenons Le Français-1(Cahier D'activités)
Information Technology	:	CODEGPT
General Knowledge	:	New Find Out
Value Education	:	Clearlight
Art & Craft	:	My Book of Visual Art and Craft

ENGLISH

Month and Periods	Textbooks	Grammar	Writing	Suggested/Art Integrated Activities
April (28)	<p>Coursebook & Workbook: Ch – 1 : Miles and Mysteries with Spices</p> <p>Literature Reader : Ch – 1 How Manjari fooled the Jackal</p>	<p>1. Punctuations: a)Revision b)Introduction of colon, semi colon</p> <p>3. Kinds of Sentences (Revision)</p>	<p>Sequencing sentences to form a story</p>	<p>1.Read the story of Chapter 1(Literature Reader) & rewrite one scene from your point of view</p> <p>2.Pages 15,16 and 18 (Coursebook)</p>
May (24)	<p>Coursebook: Poem: Rain in Summer</p> <p>Literature Reader: Ch – 2 Danger in the Jungle</p>	<p>1.Nouns : a) Revision of Common, Proper, Abstract & Collective Noun b)Introduction of Material noun</p> <p>3. Articles (Revision)</p>	<p>1.Picture Description</p> <p>2.Picture Description (Comparing two pictures)</p>	<p>Listen to a text carefully and follow the instructions (Listening)</p> <p>2.Page 20 (Literature Reader)</p>
July (24)	<p>Coursebook & Workbook : Ch-2: Numbers Are Our Friends</p>	<p>1. Pronouns (Revision)</p> <p>2. Idioms (5)</p>	<p>Informal letter writing (Congratulations)</p>	<p>1.Poem Recitation</p> <p>2.Pages 22, 23,24,25, 26 (Coursebook)</p>

<p>August (28)</p>	<p>Coursebook & Workbook: Ch - 4: The Missing Cupcake</p> <p>Literature Reader : Ch - 4 : The Face Beneath The Pillow</p>	<p>1.Adjectives & Kinds of Adjectives (Revision)</p> <p>2. Introduction of Degrees of Comparison</p>	<p>Describing a place</p>	<p>1.Paste your photograph and describe it. (Writing)</p> <p>2. Pages 49, 50,52, 53 (Coursebook)</p>
<p>September (15)</p>	<p>Revision for Mid Term</p>	<p>1.Verbs(revision)</p> <p>2. Adverbs</p> <p>a)Revision</p> <p>b)Introduction of Adverb of Degree</p>		
<p>October (22)</p>	<p>Coursebook: Poem: The Boy in a Blue Pullover</p> <p>Literature Reader: Ch - 5: The Silk Umbrella, Poem: Butterfly Laughter</p>	<p>1.Prepositions (Revision)</p> <p>2. Introduction of beside, besides for, during since, from</p>	<p>Notice Writing (Lost and Found)</p>	<p>Story Enactment (Group Activity)</p>
<p>November (28)</p>	<p>Coursebook Ch – 6: How Mother Earth came to be</p>	<p>1.Conjunctions</p> <p>a) Revision of and, but, or, because, so</p>	<p>Diary Entry</p>	<p>1.Write a mini- biography of a person you are close to. (Writing)</p> <p>2. Pages 74, 76 (Coursebook)</p>

	Workbook Ch – 6 : How Mother Earth Came to Be	b) Introduction of Both, and Either, or Neither, nor 3. Idioms (5)		
December (30)	Coursebook & Workbook: Ch - 7: The Fisherman and the Goldfish Literature Reader : Ch -6: Scrooge's Christmas Eve	1.Simple Present & Past Tense (Revision) 2.Introduction of Continuous Tense (Past, Present, Future)	Creative Writing	1. Story Enactment (page 87 of coursebook) 2.Pages 88, 89, 90, 91 (Coursebook)
January (22)	Coursebook & Workbook: Poem: A Smile Always Heals Literature Reader: The Invisible Boy - 1 The Invisible Boy-2	Uses of each, every, much, many, several, some	Formal Letter (Leave Application)	1.Listening (Spell check) / Dictation
February (28)	Coursebook & Workbook:	Subject-verb agreement	-	1.Pages 100, 103, 104, 105 (coursebook)

	Ch - 8: Two Paths, One Dream: The stories of Anandi Gopal Joshi and Mary Poonen Lukose.			
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Syllabus for Periodic Test – 1

Reading : Comprehension

Writing : Sequencing of sentences

Grammar : Punctuation, Kinds of Sentences and Kinds of Nouns

Coursebook : Ch-1 Miles and Mysteries with Spices, Poem – Rain in Summer

Syllabus for Periodic Test – 2

Coursebook: Ch- 6, Poem – The Boy in a Blue Pullover

Grammar : Adverbs and its kinds, Prepositions, Conjunctions

Writing : Notice Writing

Reading Comprehension

Syllabus for Mid Term :

Coursebook: Ch – 1,2,4; Poem : Rain in Summer

Grammar : Articles, Adjectives and its Kinds, Degrees of Comparison, Punctuation, Verbs

Writing : Informal letter Writing (Congratulations), Picture Description, Describing a place

Reading Comprehension

Syllabus for Annual Examination :

Coursebook: Ch-7,8; Poem – A Smile Always Heals, The Boy in a Blue Pullover

Grammar – Conjunctions, Prepositions, Simple (Present, Past and Future) Tense, Continuous Tenses (Present, Past and Future), Subject – Verb Agreement, Adverb and its Kinds

Writing – Creative Writing, Letter Writing (Formal/Informal), Diary Entry, Notice Writing

Reading Comprehension

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.**

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.**

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.**

Speaking:

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

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.**

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:

- Structured Thinking, Functional Communication, Critical & Analytical Skills, Professional Readiness.**
- Reading and Comprehension, Critical Thinking, Moral and Ethical Understanding, Emotional and Social intelligence, cultural awareness, Examination and Academic skills.**
- Linguistic Competence, Accuracy & Editing skills, Logical thinking, Academic confidence.**
- Active listening skills, Following instructions accurately, Real life Application**
- Oral communication skills, Interpersonal skills, confidence building.**
- Interpretative skills, Critical Evaluation, Speed and efficiency**

SDGs : –

SDG: 1-No Poverty; SDG: 3-Good Health; SDG: 4-Quality Education; SDG: 6- Clean Water and Sanitation; SDG: 12-Responsible Consumption and Production; SDG: 13-Climate Action; SDG: 16- Peace, Justice and Strong Institutions.

हिंदी

माह/कालांश	इकाई	विषय-वस्तु विवरण	कला-समेकित गतिविधियाँ /सुझावित क्रिया-कलाप
अप्रैल (25)	पाठ-1 (कविता) पाठ-2 (कहानी)	पद्य: उठो धरा के अमर सपूतो SDG 13 गद्य:गोदावरी नदी SDG 06 व्याकरण: भाषा,बोली,लिपि और व्याकरण। विलोम, पर्यायवाची SDG 04	1. भारतीय स्वतंत्रता संग्राम में अनेक स्वतंत्रता सेनानियों ने अपने प्राणों का बलिदान दिया है। किन्हीं पांच स्वतंत्रता सेनानियों द्वारा दिए गए नारे लिखकर उनके बारे में दो-दो वाक्य लिखिए और चित्र छिपकाइए। 2. आज हमारे देश में नदियां प्रदूषित क्यों हो रही हैं? नदियों को बचाने के लिए हमें क्या-क्या करना चाहिए? कक्षा में सुनाइए।
मई (20)	पाठ-3 (प्रेरक कहानी)	गद्य: संभव की भूल SDG 12 व्याकरण: वर्ण-विचार,लिंग,वचन पठन बोध: पठित-अपठित गद्यांश,पद्यांश। SDG 04	1. फास्ट फूड और घर में बने भोजन का कोलाज अपनी उत्तर पुस्तिका में बनाइए या चिपका कर उनके लाभ और हानियां लिखिए।
जुलाई (24)	पाठ-4 पाठ-5 (लेख)	पद्य: मूल्यवान समय (कविता) SDG 04 गद्य: पक्षियों का अस्पताल SDG 15 व्याकरण: संज्ञा विलोम,पर्यायवाची पत्र-लेखन(औपचारिक) अनुच्छेद-लेखन। SDG 04	1. कविता के तीन से चार पद्यांशों का व्यक्तिगत रूप से कक्षा में वाचन कीजिए। 2. हर देश का एक राष्ट्रीय पक्षी होता है। भारत के राष्ट्रीय पक्षी का चित्र बनाकर उसके बारे में पांच पंक्तियां लिखिए।
		प्रथम आवधिक परीक्षा	

अगस्त (21)	पाठ-7 (प्रेरक व्यक्तित्व) पाठ-8 (कविता)	गद्य: मदन मोहन मालवीय SDG 04 पद्य: वृक्ष (कविता) SDG 13 व्याकरण: संवाद-लेखन चित्र-वर्णन। SDG 04	1. मदन मोहन मालवीय जी के द्वारा किए गए कार्यों को कक्षा में सुनाइए। 2. एक विशाल वृक्ष का चित्र बनाकर या चिपकाकर वृक्ष की उपयोगिता पर छह सात वाक्यों का अनुच्छेद लिखिए।
सितम्बर (12)		गतिविधियाँ एवं पुनरावृत्ति कार्य।	विद्यार्थियों की लेखन,वाचन और श्रवण सम्बन्धी गतिविधियों का आंकलन व पुनरावृत्ति कार्य करवाया जायेगा।
		अर्धवार्षिक परीक्षा	
अक्टूबर (21)	पाठ-09 (डायरी) पाठ-10 (लेख)	गद्य: अनन्या की डायरी SDG 05 गद्य: सीढ़ीदार खेत SDG 15 व्याकरण: अनुच्छेद-लेखन,सूचना-लेखन, सर्वनाम,अनेक शब्दों के लिए एक शब्द। SDG 04 पठन बोध: पठित-अपठित गद्यांश,पद्यांश	1. अनन्या की तरह आप भी अपने एक दिन का अनुभव उत्तर पुस्तिका में डायरी बनाकर लिखिए। 2. आपने किसी पहाड़ी इलाके की यात्रा की है तो आप वहां की संस्कृति वेशभूषा खान-पान रहन-सहन आदि के बारे में कक्षा में सुनाइए।
नवंबर (19)	पाठ-11 (कविता) पाठ-12 (संवाद)	पद्य: नभ के पिंड SDG 09 गद्य: पर्यावरण प्रदुषण SDG 13 व्याकरण: अनेकार्थी शब्द,भिन्नार्थकशब्द,पर्यायवाची शब्द,पत्र-लेखन(अनौपचारिक), संवाद-लेखन। SDG 04	1. सौरमंडल के सभी ग्रहों के चित्र चिपका कर उनके बारे में दो-दो पंक्तियां लिखिए और कक्षा में सुनाइए। 2. अपनी कल्पना से मनुष्य और पेड़ के बीच संवाद लिखिए।

दिसम्बर (27)	पाठ-13 (आत्मकथा) पाठ-14 (कविता)	गद्य: कागज़ की गाथा SDG 12 पद्य: मैं सबसे छोटी होऊ SDG 05 व्याकरण: विशेषण विलोम,विराम- चिह्न,काल। SDG 04	1. आप कागज का सदुपयोग कैसे करेंगे कक्षा में सुनाइए। 2. अपनी मां का चित्र उत्तर पुस्तिका में चिपका कर मेरी प्यारी मां इस विषय पर एक छोटा सा अनुच्छेद लिखिए।
		द्वितीय आवधिक परीक्षा	
जनवरी (18)	पाठ-15	गद्य: आचार्य सुश्रुत व्याकरण: मुहावरे,कहानी-लेखन,चित्र- वर्णन। SDG 04	विश्व के कुछ महत्वपूर्ण कार्य करने वाले तथा अपने कर्तव्यों का भलीभांति निर्वाह करने वाले तीन महान व्यक्तियों के बारे में इंटरनेट से खोज कर जानकारी प्राप्त करके चित्र सहित लिखिए।
फरवरी (20)		गतिविधियाँ एवं पुनरावृत्ति कार्य।	विद्यार्थियों की लेखन,वाचन और श्रवण सम्बन्धी गतिविधियों का आंकलन व पुनरावृत्ति कार्य करवाया जायेगा।
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। पढ़ने 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 गतिविधियाँ (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।

संस्कृत

माह/कालांश	इकाई	विषयवस्तु/व्याकरणम्	कला एकाकृत गतिविधि
अप्रैल (10 दिन)	पाठ्यपुस्तक ज्ञानराशिम्: व्याकरणम्	पाठ 1 संस्कृत-वर्णमाला (SDG 4) पाठ 2 संयुक्तवर्णाः (SDG 4) स्वरः-व्यंजनम्-आयोगवः-अनुस्वारः-विसर्गः-हलन्तम्-संयुक्त वरन ज्ञान व प्रयोग (SDG 4)	1. श्लोकोच्चारणं (वाचन कौशल हेतु) (SDG 4) 2. वर्णों का ज्ञान प्राप्त करके अपना नाम संस्कृत में लिखना सीखेंगे। (SDG 4) 3. दिवस के नाम संस्कृत में लिखिए। (SDG 4)
मई (11 दिन)	पाठ्यपुस्तक ज्ञानराशिम्: व्याकरणम्	पाठ 3 अकारांत-पुल्लिंग-शब्दाः (SDG 4) लिंग,वचन, शुद्धरूप, वर्ण विच्छेदः वर्ण संयोजनम् (SDG 4)	1. अकारांत पुलिंग शब्द के कुछ उदाहरण चित्र सहित।(SDG 4) 2. रंगों के नाम संस्कृत में लिखिए। (SDG 4) 3. शरीर के अंगों के नाम संस्कृत में लिखिए। (SDG 4)
जुलाई (14 दिन)	पाठ्यपुस्तक ज्ञानराशिम्: व्याकरणम्	पाठ 4 आकारांत-स्त्रीलिंग-शब्दाः (SDG 4) पाठ 5 अकारांत-नपुंसकलिंग-शब्दाः (SDG 4) लिंग-ज्ञानम्, वर्ण विच्छेदम्, क्रियापदम्, वाक्य रचना, अपठित गद्यांश-पद्यांश च (SDG 4)	1. बालगीतम् (वाचन कौशल) (SDG 3,4,8) 2. आकारांत-स्त्रीलिंग और अकारांत-नपुंसकलिंग के कुछ उदाहरण चित्र सहित लिखिए। (SDG 4)
		आवधिक परीक्षा – 1 (PRE MID TERM) पाठ 1,2 व्याकरणम कार्य च	
अगस्त (12 दिन)	पाठ्यपुस्तक ज्ञानराशिम्: व्याकरणम्	पाठ 6 धातुज्ञानम् (क्रिया) (SDG 4) पुरुषः-ज्ञानम्, वाक्य रचना, मूल क्रिया ज्ञानम्, पर्यायाः, विपर्यायाः, धातु परिचय (SDG 4)	1. वाचन कौशल- श्लोकोच्चारणम् (SDG 4) 2. मौखिक और लिखित गतिविधि (SDG 4)

सितंबर (8 दिन)	पुनरावृत्ति:	पुनरावृत्ति: पाठ 1-6 पुनरावृत्ति: (पृष्ठ संख्या 66,67,68,69,70) (SDG 4)	पुनरावृत्ति: - मौखिक-लिखित च(SDG 4)
		अर्धवार्षिक परीक्षा (MID TERM) पाठ 1,2,3,4,5,6, अप्रैल से सितंबर तक का व्याकरण कार्य	
अक्तूबर (12 दिन)	पाठ्यपुस्तक ज्ञानराशि: व्याकरणम्	पाठ 7 सर्वनाम-परिचय: (SDG 4) अव्यय ज्ञानम्, वचन,लिंग, अपठित गद्यांश, पद्यांश च, हिन्दी- संस्कृत अनुवाद, (SDG 4)	1. सर्वनाम पदों के कुछ उदाहरण चित्र सहित लिखिए। (SDG 4) 2. मम परिचय संस्कृत में लिखिए। (SDG 4)
नवंबर 10 दिन)	पाठ्यपुस्तक ज्ञानराशि: व्याकरणम्	पाठ 8 प्रथम पुरुष: (त्रिषु लिंगेषु वचनेषु च) (SDG 4) पाठ 9 मध्यम: पुरुष: (त्रिषु लिंगेषु वचनेषु च) (SDG 4) चित्र वर्णनम्, वाक्य रचना, वचन लिंग, अनुवाद संस्कृत -हिन्दी (SDG 4)	1. फलों के नाम संस्कृत में लिखिए। (SDG 3) 2. पशुओं के नां संस्कृत में लिखिए। (SDG 15)
दिसंबर 12 दिन)	पाठ्यपुस्तक ज्ञानराशि: व्याकरणम्	पाठ 10 उत्तम: पुरुष: (त्रिषु लिंगेषु वचनेषु च) (SDG 4) पर्यायाः, विपर्यायाः, शब्दोच्चारण, वाक्य रचना (SDG 4)	1. पक्षियों के नां संस्कृत में लिखिए। (SDG 15) 2. पुरुष तालिका बनाए। (SDG 4) 3. लिखित परीक्षा (SDG 4)
		आवधिक परीक्षा 2 (POST MID TERM) पाठ - 7,8 और व्याकरण कार्य	
जनवरी 8 दिन)	पाठ्यपुस्तक ज्ञानराशि: व्याकरणम्	पाठ 11 संख्यावाचि-शब्दाः (SDG 4) पाठ 12 पारिवारिक: वृक्षः (SDG 15) चित्र वर्णन, क्रियापद परिचय, धातुरूप, शब्दरूप (SDG4)	1. प्रातः काल का चित्र बनाकर संस्कृत में वर्णन कीजिए।(SDG 4) 2. पारिवार जनों का चित्र चिपकाते हुए संस्कृत में सदस्यों का नां लिखिए। (SDG 4)
फरवरी (11 दिन)	पुनरावृत्ति:	पुनरावृत्ति: पाठ 7-12 (पृष्ठ संख्या -109,110,111)	पुनरावृत्ति: मौखिक-लिखित (SDG 4)
मार्च		वार्षिक परीक्षा (ANNUAL EXAMS) पाठ 7,8,9,10,11,12, अक्तूबर से फरवरी माह तक का सम्पूर्ण व्याकरणम् कार्य	

पाठ्यक्रम 2026-27

आवधिक परीक्षा I (PRE MID-TERM) JULY 2026

पाठ 1,2,, व्याकरण कार्य

अर्धवार्षिक परीक्षा (MID-TERM)

पाठ 1,2,3,4,5,6, बालगीतम्

अप्रैल माह से सितंबर माह तक का सम्पूर्ण व्याकरण कार्य

आवधिक परीक्षा II (POST MID-TERM)

पाठ 7,8, व्याकरण कार्य

वार्षिक परीक्षा (ANNUAL EXAMS)

पाठ 7,8,9,10,11,12 , , बालगीतम्

अक्टूबर माह से फरवरी माह तक का सम्पूर्ण व्याकरण कार्य

शैक्षणिक उद्देश्य व दक्षता

1. श्लोक :-

श्लोक अध्ययन के माध्यम से विद्यार्थी शुद्ध उच्चारण, सही स्वर और लय के साथ पाठ करना सीखते हैं, जिससे उनकी श्रवण एवं वाचन क्षमता विकसित होती है। वे श्लोकों का सामान्य अर्थ समझकर उनमें निहित नैतिक मूल्यों और जीवन उपयोगी संदेशों को ग्रहण करते हैं। इस प्रक्रिया से स्मरण शक्ति, ध्यान और एकाग्रता का विकास होता है तथा भाषा के प्रति रुचि और संस्कारात्मक दृष्टिकोण भी सुदृढ़ होता है।

2. कविता:-

कविता के अध्ययन से विद्यार्थी भावपूर्ण और सही उच्चारण के साथ पाठ करना सीखते हैं तथा कठिन शब्दों और पंक्तियों का अर्थ समझने की क्षमता विकसित करते हैं। वे कविता के मुख्य भाव, विषय और संदेश की पहचान करते हुए अपनी कल्पना शक्ति और संवेदनशीलता को विकसित करते हैं। इससे प्रकृति, समाज और नैतिक मूल्यों के प्रति रुचि बढ़ती है तथा साहित्यिक सौंदर्य को समझने की प्रारंभिक क्षमता विकसित होती है।

3. कथा:-

संस्कृत कथा शिक्षण का उद्देश्य विद्यार्थियों में विभिन्न दक्षताओं का विकास करना है। विद्यार्थी कथा का शुद्ध एवं स्पष्ट उच्चारण के साथ वाचन करने की दक्षता प्राप्त करें, मुख्य पात्रों तथा घटनाओं की पहचान कर सकें और कठिन शब्दों के अर्थ समझकर उनका सही प्रयोग कर सकें। वे कथा का सार अपने शब्दों में लिखने तथा प्रश्नों के उत्तर संस्कृत में देने में सक्षम हों। साथ ही, कथा में प्रयुक्त लकार, विभक्ति, संधि, समास आदि व्याकरणिक तत्वों की पहचान करने और सरल संस्कृत वाक्य निर्माण की दक्षता विकसित करें।

4. व्याकरण :-

व्याकरण के अभ्यास से विद्यार्थी भाषा की मूल संरचना को समझते हैं और वर्ण, शब्द तथा वाक्य के सही प्रयोग में दक्षता प्राप्त करते हैं। वे लिंग, वचन और पुरुष के नियमों को पहचानकर सही वाक्य निर्माण करना सीखते हैं तथा सरल शब्दरूप और धातुरूप का प्रयोग कर भाषा को शुद्ध और व्यवस्थित रूप में उपयोग कर पाते हैं। इससे उनकी भाषिक शुद्धता, तार्किक सोच और अभिव्यक्ति क्षमता मजबूत होती है।

5. पठन कौशल :-

पठन कौशल के विकास से विद्यार्थी शुद्ध, स्पष्ट और प्रवाहपूर्ण पढ़ना सीखते हैं तथा पढ़े हुए पाठ का अर्थ समझकर प्रश्नों के उत्तर देने में सक्षम होते हैं। वे मुख्य विचार और महत्वपूर्ण जानकारी पहचानते हैं तथा उचित विराम और उच्चारण का ध्यान रखते हुए आत्मविश्वास के साथ वाचन करते हैं। इससे समझ, एकाग्रता और भाषा ग्रहण करने की क्षमता में वृद्धि होती है।

6. कला एककृति:-

लेखन कौशल के अंतर्गत विद्यार्थी सरल और शुद्ध वाक्य लिखना सीखते हैं तथा चित्र या विषय के आधार पर अपने विचारों को क्रमबद्ध रूप में व्यक्त करते हैं। वे व्याकरण के नियमों का प्रयोग करते हुए छोटे रचनात्मक लेख लिखने की प्रारंभिक क्षमता विकसित करते हैं। इससे उनकी अभिव्यक्ति शक्ति, रचनात्मकता और भाषा पर पकड़ मजबूत होती है।

FRENCH

Month / No. of Periods	Units	Contents	Learning objective	Suggested Activities
APRIL 10	<p>Leçon-0- Explorons La France !</p> <p>SDG 11 -Sustainable Cities & Communities SDG 4-Quality Education</p> <p>Leçon- 1:- Les mots d'accueil</p> <p>SDG 4-Quality Education</p>	<p>La capitale de la France, Le drapeau français, Le parfum, la Mode</p> <p>Pour saluer, Formel/Informel, Comment ça va?</p>	<p>Savoir à propos de la France. (To know about France)</p> <p>Competency:- Basic recognition and curiosity</p> <p>Apprendre comment saluer quelqu'un en française (To learn how to greet someone in French)</p> <p>Competency :-basic communicative and sociolinguistic</p>	<p>Activités (dans le livre)</p>
May 11	<p>Leçon-2:-Apprenons l'alphabet français ! (Pratiquer du cahier d'activités)</p> <p>SDG 4-Quality Education</p>	<p>L'alphabet, épeler les noms, Compter</p>	<p>Savoir à propos d'alphabets, épeler les noms et compter (To know about French alphabets, how to spell the name and to learn numbers in French)</p> <p>Competency: -foundational literacy skill</p>	<p>-Activités dans le livre</p> <p>-Ecrivez les noms de vos amis et écrivez les orthographes en français. (Write the names of your friends and write their spellings in French)</p>

July 12	Leçon- 3:- Allons à l'école ! SDG 4-Quality Education	Présenter un objet, présenter une personne	Apprendre comment présenter quelqu'un en française (To learn how to present someone in French) Competency: basic communication skills	-Activités dans le livre - Activités d'orale (Présentez quelqu'un en français)
PRE MIDTERM : -Leçon – 0(Culture et civilisation), Leçon -1, Vocabulaire, Grammaire, Production écrite et Traduction				
August 10	Leçon- 4:-C'est mon anniversaire SDG 4 – Quality Education SDG 3- Good Health and Well-being Health	Les fruits et les légumes	Apprendre les fruits et les légumes en française (To learn fruits and vegetables in French) Competency: - basic communication skills	-Activités dans le livre -Décrivez votre ami avec l'image en français (Describe your friend with his/her image in French)
September 6	Leçon- 5:- Des amis de Manuel (Pratiquer du cahier d'activités) SDG 4 -Quality Education SDG 10 -Reduced Inequalities	Les adjectifs	Apprendre et utiliser les adjectifs. (To be able to learn adjectives and use of adjectives) Competency: - core linguistic competency	
MID TERM :- Leçons -0(Culture et civilisation),1 2, 3,4, 5, Compréhension écrite, Vocabulaire, Production écrite et Traduction				

October 9	<p>Leçon- 6:-Le Contrôle français</p> <p>SDG 4- Quality Education SDG 10-Reduced Inequalities</p>	<p>Parler de la nationalité, les articles définis</p>	<p>Apprendre comment utiliser les articles définis (To learn how to use definite articles) Competency: basic grammar and identity expression</p>	<p>-Activités dans le livre -Choisissez et collez six drapeaux des pays et écrivez les nationalités en masculin et féminin (Choose and Paste 5 flags of the country and write their feminine and masculine nationalities)</p>
November 12	<p>Leçon- 7:-Les Projets pour le week-end</p> <p>SDG 3 -Well-being SDG 8-Work & Growth</p> <p>Leçon- 8:-Rencontrons la famille Dupont ! (Pratiquer du cahier d'activités)</p> <p>SDG 10-Reduced Inequalities SDG 4- Quality Education</p>	<p>Parler des jours de la semaine</p> <p>Décrire les membres de la famille et Utiliser les verbes en er</p>	<p>Apprendre les jours de la semaine en français (To learn days of the week in French) Competency: - basic linguistic competency</p> <p>Apprendre comment conjuguer les verbes en er. (To learn how to conjugate er ending verbs) Competency: - core grammar competency</p>	<p>-Activités dans le livre -Activité d'orale (Les jours de la semaine)</p> <p>-Activités dans le livre -Activité de la compréhension orale (Les nombres)</p>
December 10	<p>Leçon- 9:-Yippee ! Les vacances approchent !</p> <p>SDG 3-Well-being SDG 11- Culture & Communities</p>	<p>Parler des mois de l'année</p>	<p>Apprendre les mois de l'année en français (To learn months of the year in French) Competency: - basic linguistic competency</p>	<p>-Activités dans le livre -Ecrivez la date d'anniversaire de vos amis et votre membre de la famille (Write birthdays of your friends and your family members)</p>

POST MID TERM :-Leçons -0(Culture et civilisation), 6,7, vocabulaire, Grammaire, Production écrite, et Traduction

January 9	Leçon-10:-Célébrons la quatorze Juillet ! (Pratiquer du cahier d'activités) SDG 10 -Inclusion SDG 11 - Culture & Communities	Parler de la fête nationale, Demander et dire la couleur de quelque chose	Apprendre les couleurs de quelque chose en français (To learn the colours of something in french) Competency: - basic descriptive competency	-Activités dans le livre
February	Révision			
March	L'examen final			
ANNUAL EXAM :- Leçons -0(Culture et civilisation), 6,7, 8, 9, 10, Compréhension écrite, Grammaire - La consolidation de la grammaire précédente, vocabulaire, Production écrite et Traduction				

MATHEMATICS

Month & Periods	Unit	Contents	Learning Objectives	Activities & Competencies
Apr. (24)	2. Roman Numbers	Rules for Roman Numerals Writing Roman Numerals for Hindu Arabic Numerals	*Identifies & writes Roman Numerals, Understands rules for forming Roman Numerals, Converts between Roman & Hindu - Arabic numerals	Comparing Indian & International System of Numeration
	3. Large Numbers	Read & write numbers in Indian & International Place Value System	*Understands numbers, represents whole numbers using the Indian Place Value System, understands & carries out the four basic operations with whole numbers & discovers & recognizes patterns in number sequences	<u>Competency</u>-Pattern recognition, number sense, understanding sequence & series, logical & analytical reasoning, procedural skill
	4. Operations on Large Numbers	Addition, Subtraction, Multiplication, Division, Word problems	SDG 4: Quality Education SDG 6: Clean Water & Sanitation	Vedic Addition, Subtraction, Multiplication, Division <u>Competency</u>-Mental calculations & shortcuts

Aug. (25)	10. Decimals	Decimal Fraction, Place Value Chart, Like & Unlike Decimals, Converting Decimals into Fractions & vice versa, Addition, Subtraction, Multiplication, Division of Decimals, Word Problems	*Understands decimal place values---tenths, hundredths etc., reads / writes, compares/orders decimals, converts fractions to decimals & vice versa, performs operations (addition, subtraction, multiplication, division) SDG 4 : Quality Education SDG 12: Responsible Consumption & Production	Correlation between fractions & decimals Competency - Conversion skills, Applying in problem solving skills, logical & critical thinking, creativity & mathematical curiosity
Sep. (17)	Revision for Mid Term Exam			
Oct. (24)	12. Measures of Length, Mass & Capacity	Conversion of Higher Units into Lower Units & vice versa, Addition, Subtraction, Multiplication, Division of Length, Mass & Capacity Computational Thinking Questions (Ch 10 Weight and Capacity)	*Understands Units like mm, cm, m, km, L, mL, g, mg, Converts Higher Units to Lower Units & vice versa, Performs Operations (Addition, Subtraction, Multiplication, Division) on measurement SDG 4 : Quality Education SDG 12: Responsible Consumption & Production	Find the cost of items according to the rate and mass/length/capacity Competencies- Critical thinking & Handling money calculations, applying in problem solving skills, logical & critical thinking, creativity & mathematical curiosity
Nov. (22)	13. Time	12- & 24-Hour Clock, Conversion of Time, Converting Higher Units into Lower Units & vice versa, Addition & Subtraction of Time, Duration of Time, Word Problem	*Reads & Writes Time (12 & 24 hour clock), Understands & Converts Units, Calculates Time Duration	Make a list of daily routine in 12 & 24 hour clock. Competencies- Calculating time duration,

			SDG 3: Good Health & Well-Being SDG 4 : Quality Education	Scheduling & planning, Solving real- life time problems
	14.Money	Computational Thinking Questions (Ch 14. Racing Seconds) Conversion of Money (Rupees into paisa & vice versa), Addition, Subtraction, Multiplication & Division of Money,	Understands Conversion of Money (Rupees into paisa & vice versa), Performs Operations (Addition, Subtraction, Multiplication & Division) of Money SDG 1 : No Poverty SDG 4 : Quality Education	Making a Bill Competencies- Calculating total costs, Handling money transaction, Applying in problem solving skills, logical & critical thinking, creativity & mathematical curiosity
Dec. (24)	15. Basic Geometrical Concepts 16. Concepts of Angles 17. Parallel & Perpendicular Lines	Plane, Point, Line Segment, Line, Ray Naming an Angle, Comparison of Angles, Measuring Angles, Classification of Angles, Drawing Angles using a Protractor, Idea of Directions Computational Thinking Questions (Ch 5 Angles as Turns) Intersecting , Parallel & Perpendicular lines Collinear & Non- Collinear points	*Understanding , identifying & drawing of basic shapes like points, lines, angles, triangles, quadrilaterals, circles , etc. *Learning properties & characteristics of geometrical figures SDG 4 : Quality Education SDG 9: Industry, Innovation & Infrastructure SDG 11: Sustainable Cities & Communities	Tangram (paper folding & making of shapes) Competencies-- Spatial reasoning & visualization, Creativity & pattern recognition, Fine motor skills & hand -eye

	<p>18. Triangles</p> <p>19. Quadrilaterals</p> <p>20. Circles</p>	<p>Triangle, Classification of Triangles according to Sides & Angles</p> <p>Quadrilaterals & its types</p> <p>Drawing a circle using a compass, Terms related to Circle</p>		<p>Coordination, Understanding geometric shapes & relationships</p>
<p>Jan. (20)</p>	<p>22. Perimeter of Rectilinear Figures</p> <p>23. Area</p>	<p>Rectilinear Figures, Perimeter of Rectilinear Figure-Triangle, Rectangle, Square</p> <p>Area of a Rectangle & a Square</p> <p>Computational Thinking Questions (Ch 13. Grandmother's Quilt)</p>	<p>*Understands perimeter concept, Calculate perimeter of shapes (rectangles, squares, triangles), Applies perimeter formulas, Solves real-life problems (fencing, boundary measurements)</p> <p>*Understands area concepts, Calculates area of shapes (rectangles & squares), Applies area formulas, Solve real-life problems</p> <p>SDG 4 : Quality Education SDG 15: Life on Land</p>	<p>1. Finding perimeter & area of combined figures 2. Finding area of irregular shapes by using the 1cm x 1cm square grid</p> <p><u>Competencies-</u> Spatial reasoning to break down shapes, Problem-solving for real life applications, Applying in problem solving skills, logical & critical thinking, creativity & mathematical curiosity</p>
<p>Feb. (24)</p>	<p>25. Pictograph & Bar Graph</p>	<p>Pictograph & Bar Graph</p> <p>Computational Thinking Questions (Ch 17 Data Through Pictures)</p>	<p>*Interprets & Draws Bar Graphs & Pictographs</p> <p>SDG 4: Quality Education SDG 17: Partnerships for the goals</p>	<p>Survey & Organize the Data (Favourite Ice-cream Flavour of your classmates) in a pictograph & bar graph</p>

				<u>Competencies-</u> Interprets & analyzes data, Collects, Organizes Represents Data in graphs, tables, charts
Mar.	ANNUAL EXAM			

Competencies Developed

The chapters aim to develop conceptual understanding, mathematical reasoning, procedural fluency, visualization skills & application of mathematical concepts.

Syllabus:

PT 1 : Number System (L- 2,3,4)

Mid Term : Number System (L-3,4); Factors & Multiples (L-6); Fractions (L-7,8,9); Decimals (L-10)

PT 2 : Measurement(L-12); Time(L-13)

Final Term : Measurement(L-12); Time(L-13); Money(L-14); Geometry(15,16,17,18,19,20); Perimeter & Area(22,23); Pictograph & Bargraph (L-25)

SCIENCE

Month & Periods	Unit	Content	Learning Objective	Suggestive Activities/ Learning Outcomes
April (12)	Ch- 1 More About Plants	<ul style="list-style-type: none"> • Reproduction in plants • Germination of seeds • Seed Dispersal • Reproduction through Body Parts • Crops <p>SDG 15 – Life on Land SDG 13 – Climate Action</p>	Students will be able to: <ul style="list-style-type: none"> • Describe different ways in which plants reproduce • Analyse the structure of a seed • Demonstrate the conditions required for seed germination • Explain the different methods of seed dispersal • Distinguish between different kinds of crops • List different stages in agriculture 	<ul style="list-style-type: none"> • Prepare a compiled dictionary consisting of at least 20 biological terms and learn their meaning. • To make air dispersal paper helicopter. (Scientific Vocabulary and Creative Competency.)
April (10)	Ch-10 Changes in Our Environment	<ul style="list-style-type: none"> • Environnement • Pollution and its effects • Greenhouse Effect • Saving the environment • Biodegradable and non-biodegradable wastes 	<ul style="list-style-type: none"> • Understand about environment • Describe different types of pollution • Learn about greenhouse effect and global warming 	<ul style="list-style-type: none"> • Conduct a Carbon Footprint Survey at your home by collecting information on household use of vehicles, electricity consumption, plastic, AC/fans, waste generation, etc. and write five ways by which your family can contribute to

		SDG 12 – Responsible Consumption and Production SDG 13 – Climate Action	List the steps taken by the government to save environment	reduce carbon footprint. (Critical thinking and Problem-solving Competency.)
May (16)	Ch-13 States of Matter	<ul style="list-style-type: none"> • Properties of Matter • States of matter • Changes in the states of matter • Solutions • Physical and Chemical changes SDG 12 – Responsible Consumption and Production	<ul style="list-style-type: none"> • Describe the properties of different states of matter • Explain that states of matter are interconvertible • Differentiate between soluble and insoluble substances • Distinguish between physical and chemical changes 	Group Activity <ul style="list-style-type: none"> • To prepare solution consisting of <ul style="list-style-type: none"> ▪ Group 1-Water and Salt ▪ Group 2-Water and Mud ▪ Group 3-Water and Chalk Powder ▪ Group 4- Water and Sugar - Hence Identify and discuss the type of solution. (Observational and Experimental Competency.)
July (10)	Ch-11 Rocks and Minerals	<ul style="list-style-type: none"> • Rocks • Rock Cycle • Minerals • Conservation of natural resources SDG 12 – Responsible Consumption and Production SDG 15 – Life on Land	<ul style="list-style-type: none"> • Differentiate between igneous, sedimentary and metamorphic rocks • Explain how different types of rocks are formed • Discuss the uses of different rocks • List different types of minerals 	<ul style="list-style-type: none"> • Identify and list household items that contain specific minerals (example- metals, salt, ceramic, etc.) and discuss how these minerals are extracted. (Exploration and Application Based Competency)
July (11)	Ch-3 The Skeletal and Muscular System	<ul style="list-style-type: none"> • The Skeletal System • Joints • Muscles 	<ul style="list-style-type: none"> • Identify various parts of human skeletal and muscular system 	<ul style="list-style-type: none"> • Make a simple robotic model of any body part to understand how muscles, tendons, bones

		SDG 3 – Good Health and Well-being	<ul style="list-style-type: none"> Describe the structure and functions of skeletal and muscular system Recognise various types of joints in our body Understand the significance of joints in our body 	<p>and joints work together for movement of our body.</p> <ul style="list-style-type: none"> (Fine motor skills and Scientific Understanding Competency.)
August (13)	Ch-5 Good Health	<ul style="list-style-type: none"> Nutrients Balanced Diet Exercise and Rest Diseases Non-communicable or Deficiency diseases SDG 3 – Good Health and Well-being	<ul style="list-style-type: none"> Classify various types of nutrients- carbohydrates, fats, proteins, vitamins, minerals and roughage Describe the importance of a balanced diet and exercise List types of diseases, their causes and prevention 	<ul style="list-style-type: none"> To prepare a creative and attractive poster on ‘personal and community hygiene’ to prevent diseases and to spread awareness about community hygiene in school. (Creative and Awareness Competency.)
August (09)	Ch-6 Safety and First Aid (ACTIVITY BASED)	<ul style="list-style-type: none"> First aid Accident by poisoning Accident from fire Nose bleed Fractures Burns Animal bites SDG 3 – Good Health and Well-being 	<ul style="list-style-type: none"> Define first aid and discuss its relevance Identify the situations where first aid is necessary Explain first aid steps followed for some emergency situations 	<p>Group Activity- Role Play- Act Safe, Stay Safe</p> <ul style="list-style-type: none"> Group 1- Road Safety Group 2- Fire Safety Group 3- Playground injury Group 4- Electric shock safety (Decision- making and problem-solving competency.)
September	REVISION FOR MID -TERM EXAMINATION			

MID - TERM EXAMINATION

October (11)	Ch-14 Force, Energy and Simple Machines	<ul style="list-style-type: none"> • Force and its types • Energy • Machines <p>SDG 7 – Affordable and Clean Energy</p> <p>SDG 9 – Industry, Innovation and Infrastructure</p>	<ul style="list-style-type: none"> • Explain the different types of forces • Describe the different forms of energies • Identify the different types of simple machines 	<ul style="list-style-type: none"> • List different types of energy utilized by you from the time you wake up till the time you reach the school. (Analytical and thinking skill competency.)
October (09)	Ch-12 Soil	<ul style="list-style-type: none"> • Importance of Soil • Soil Profile • Soil Erosion • Soil Conservation <p>SDG 2 – Zero Hunger</p> <p>SDG 15 – Life on Land</p>	<ul style="list-style-type: none"> • Describe the process of soil formation • Identify different layers of soil • Explain the occurrence of soil erosion • Discuss the factors that cause soil erosion • Recognise the methods of soil conservation • = 	<p>‘From Waste to Wonders’- Soil Jar</p> <ul style="list-style-type: none"> • To make a model of layers of soil by using waste materials and hence inculcate the values of 5R’s. <p>(Creative and Analytical competency.)</p>
November (10)	Ch-2 Animals in their Surroundings	<ul style="list-style-type: none"> • Animals and their habitats • Body Covering • Eating habits • Breathing methods • Movement • Migration <p>SDG 15 – Life on Land</p> <p>SDG 14 – Life Below Water</p>	<ul style="list-style-type: none"> • Identify different types of habitats of animals • Identify various kinds of body coverings of animals • Discuss various eating habits of animals 	<ul style="list-style-type: none"> • Enlist the body features of animals and learn their importance. <p>(Group activity)</p> <p>Group 1- Body Coverings</p> <p>Group 2-Movements</p> <p>Group 3-Breathing</p> <p>Group 4- Food Habits</p>

			<ul style="list-style-type: none"> • Describe ways of breathing in different animals • List the body parts involved in the movement of animals • Explain seasonal migration 	(Exploration and Classification competency.)
November (08)	Ch-9 Natural Disasters	<ul style="list-style-type: none"> • Earthquakes • Volcanoes • Other Natural Disasters SDG 13 – Climate Action SDG 11 – Sustainable Cities and Communities	<ul style="list-style-type: none"> • Discuss various types of natural disasters • Explain how earthquakes occur and how volcanoes erupt • Identify different types of volcanoes • Learn about other natural disasters 	<ul style="list-style-type: none"> • Prepare an informative poster on disaster preparedness and include information on preparing safety kits and do's & don'ts for earthquakes, floods and cyclones. (Creative and Research competency.)
December (23)	Ch-4 The Nervous System	<ul style="list-style-type: none"> • The Nervous System • Reflex Actions • Sense Organs SDG 3 – Good Health and Well-being	<ul style="list-style-type: none"> • Classify and explain the structure of the nervous system • Describe the functions of the nervous system • Understand the roles of sensory organs in our body 	<ul style="list-style-type: none"> • Role play on depicting the structure and importance of different sense organs. (Group Activity) Group 1 - Nose Group 2 - Eye Group 3 - Ear Group 4 - Tongue Group 5 – Skin (Understanding, communicative and collaborative competency.)

January (16)	Ch-8 Sun, Moon and Eclipses	<ul style="list-style-type: none"> • The Sun • The Moon • Formation of Eclipses • Artificial Satellites • Space Travel SDG 13 – Climate Action SDG 7 – Affordable and Clean Energy	<ul style="list-style-type: none"> • Discuss some important facts about the Sun • Describe the surface of and conditions present on the Moon • Explain the formation of eclipses • Understand about the phases of Moon • Name different artificial satellites 	<ul style="list-style-type: none"> • To make model of solar/ lunar eclipse by using waste materials and discuss the myth associated with it. (Application and creative competency.)
February (8)	Ch- 7 Air and Water (ACTIVITY BASED)	<ul style="list-style-type: none"> • Atmosphere • Composition of Air • Water SDG 6 – Clean Water and Sanitation <ul style="list-style-type: none"> • SDG 13 – Climate Action 	<ul style="list-style-type: none"> • Recognise the various layers of the atmosphere • Describe the composition of air • Comprehend the properties of air and water • Differentiate between the soluble and insoluble impurities • Explain different ways of purifying water 	<ul style="list-style-type: none"> • To prepare a poster showing the ways of conserving water under the heading - ‘Be Water Smart’ and discuss the methods of conserving water in the class. <ul style="list-style-type: none"> • (Awareness and analytical competency.)
February (14)	Revision for Annual Examination			
March	Annual Examination			

<u>Periodic Test- 1</u>	Ch- 1 More About Plants Ch-10 Changes in Our Environment
<u>Midterm Examination</u>	Ch- 1 More About Plants Ch-3 The Skeletal and Muscular System Ch-5 Good Health Ch-10 Changes in Our Environment Ch-11 Rocks and Minerals Ch-13 States of Matter Ch- 6 Safety and First aid (ACTIVITY BASED)
<u>Periodic Test- 2</u>	Ch-14 Force, Energy and Simple Machines Ch-12 Soil
<u>Annual Examination</u>	Ch- 1 More About Plants Ch-2 Animals in their Surroundings Ch-4 The Nervous System Ch-8 Sun, Moon and Eclipses Ch-9 Natural Disasters Ch-14 Force, Energy and Simple Machines Ch-7 Air and Water (ACTIVITY BASED)

NOTE:

- **Internal Assessment includes-**
 1. Periodic Test (PT-I and PT-II)
 2. Portfolio (PF) [Also includes timely submission of C.W./H.W.]
 3. Multiple Assessment (MA)
 4. Subject Enrichment Activities [Includes holiday assignments and all activities]

SOCIAL SCIENCE

Month & Periods	Content	Learning Objective	Suggested Activities/ Learning Outcomes
<p>April 22</p>	<p>Ch-1 The Solar System</p> <ul style="list-style-type: none"> • The Solar System • The Sun • The Earth • The Moon • Eclipses <p>SDG 7: Affordable and Clean Energy</p> <p>SDG 15: Life on Land</p> <p>Ch-2 Maps and Globes</p> <ul style="list-style-type: none"> • Maps and Globe • Types of maps • Importance of maps • Features of a map • Map title • Map direction • Map scale • Legend or key <p>SDG 4: Quality Education</p>	<ul style="list-style-type: none"> • To define the solar system and its components. • To understand eclipses and phases of the Moon. <ul style="list-style-type: none"> • To learn the differences between maps and globes. • To recognize features like scale, symbols, and directions, and apply the map-reading skills using conventional symbols. 	<ul style="list-style-type: none"> • Presentation of the Lunar eclipse activity given on page no. 8 on A4 size sheet. • Make one planet information card (size, distance from Sun, special feature) and discuss it in the class. <p>Competencies: Critical thinking, analytical, and research skills. Students will identify different celestial bodies and understand eclipse.</p> <ul style="list-style-type: none"> • On an A4 size sheet, prepare a mind map of the map and its various components given on page no. 13. • Convert map scales from kilometres to metres and calculate their values. <p>Competencies: Analytical and numeracy skills. Students will identify and interpret the main components of a map and develop conceptual clarity about their uses.</p>

	<ul style="list-style-type: none"> • Revolution • Seasons <p>SDG 13: Climate Action SDG 15: Life on Land</p>	<ul style="list-style-type: none"> • To explore how seasons change and how the Earth's position during its revolution around the Sun affects them. 	<ul style="list-style-type: none"> • Draw a picture of the Earth show how revolution causes seasons in your notebook. • Change the spinning speed of the Earth around the Sun from miles to kilometers in your notebook. <p>Competencies: Observational skills, critical thinking, numeracy skills. Students will be able to illustrate how the Earth's revolution causes seasons.</p>
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September 10	Revision		
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Mid term Examination			
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October 20	<p>Ch-7 The Hot Deserts</p> <ul style="list-style-type: none"> • Location • Climate • Natural Vegetation and Wildlife • People and Economic Activities • Economic activities <p>SDG 15: Life on Land</p>	<ul style="list-style-type: none"> • To describe the desert climate and landscape. • To understand life forms adapted to deserts and the challenges of living in deserts. 	<ul style="list-style-type: none"> • Choose any one desert in the world and prepare a speech about the lives of the people there and the economic activities they pursue. <p>Competencies: Research and analytical skills Students will assess the relationship between climate and human activities in deserts.</p>
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	<p>Ch-11 The United Nations</p> <ul style="list-style-type: none"> • Membership of the UN • Objectives of the UN • Security Council • Economic and Social Council (ECOSOC) • Trusteeship Council • Secretariat • International Court of Justice (ICJ) • Agencies of the UN • United Nations International Children’s Emergency Fund (UNICEF) • United Nations Educational, Scientific, and Cultural Organization (UNESCO) • World Health Organization (WHO) • Achievements of the UN • India and the UN <p>SDG 16: Peace, Justice and Strong Institution</p> <p>SDG 17: Partnerships for the Goals</p>	<ul style="list-style-type: none"> • To learn about the Birth of the UN, its objectives, and its principles of the UN. • To understand the major organs of the UN, the agencies of the UN, and its Achievements. 	<ul style="list-style-type: none"> • Make a poster showing different agencies of the UN on A3 size sheet. <p>Competencies: Creativity and visual presentation skills.</p> <p>Students will identify the functions of different UN agencies and present it in an organized manner.</p>
<p>November 18</p>	<p>Ch-9 Continents and Oceans</p> <ul style="list-style-type: none"> • Continents • Oceans 	<ul style="list-style-type: none"> • To recognize physical features of continents and oceans. • To understand the distribution of land and water on Earth. 	<ul style="list-style-type: none"> • Continents and oceans map activity. • Think and Write on an A4 Sheet “What challenges might arise in the

	<p>SDG 14: Life Below Water SDG 15: Life on Land</p> <p>Ch-18 Our Government</p> <ul style="list-style-type: none"> • Central Government • Rajya Sabha • The President • Formation of the Government • State Government • The Governor • Judiciary • The Supreme Court of India <p>SDG 4: Quality Education</p>	<ul style="list-style-type: none"> • To understand the structure of the Indian Government. • To recognize the roles and responsibilities of each branch of government. 	<p>future if forests are not protected today?"</p> <p>Competencies: Spatial understanding skills, critical thinking, and environmental awareness.</p> <p>Students will be able to reflect on the importance of conservation of forests.</p> <ul style="list-style-type: none"> • Conduct a mock Parliament session in your class to discuss the rules on wearing uniforms, keeping the classroom clean, eating lunch in the classroom, etc. • Make a mind map on the composition of the Government of India on A4 size sheet. <p>Competencies: Communication skills, reasoning, understanding of parliamentary procedures and democratic practices.</p> <p>Students will assess the idea of democracy and explain how rules are made through agreement.</p>
<p>December 23</p>	<p>Ch-19 Our Environment</p> <ul style="list-style-type: none"> • Waste • Types of waste • Disposal of Waste 	<ul style="list-style-type: none"> • To learn to explain the components of the environment (natural and human-made). 	<ul style="list-style-type: none"> • Prepare a useful item using discarded things lying around your house, keeping the mantra 'Best out of Waste' in mind.

	<ul style="list-style-type: none"> • Composting Landfill • Effective Method of Waste Management • More to do for a clean environment <p>SDG 12: Responsible consumption and production</p> <p>Ch-20 Environmental Pollution</p> <ul style="list-style-type: none"> • Air pollution • Water pollution • Land or soil pollution • Noise pollution • Measures to control pollution <p>SDG 3: Good Health and Well-being</p> <p>SDG 11: Sustainable Cities</p>	<ul style="list-style-type: none"> • To recognize the importance of preserving the environment. • To understand the causes and effects of environmental degradation. <ul style="list-style-type: none"> • To understand the different kinds of pollution, its causes, effects, and preventive measures to control pollution. 	<p>Competencies: Creativity and innovative thinking. Students will develop environmental awareness and responsible habits.</p> <ul style="list-style-type: none"> • Make a poster with a slogan on any one type of environmental pollution. <p>Competencies: Creativity and presentation skills. Students will develop awareness of environmental issues and the importance of pollution prevention.</p>
<p>January 16</p>	<p>Ch-5 Weather and Climate</p> <ul style="list-style-type: none"> • Difference between weather and climate • What is climate? • Difference between weather and climate • Factors affecting the climate of a place • Heat or climate zones 	<ul style="list-style-type: none"> • To differentiate between weather & climate and the different factors affecting climate. • To learn about various heat zones. 	<ul style="list-style-type: none"> • Prepare a mind map on factors affecting the climate of a place in your notebook. <p>Competencies: Analytical and critical thinking skills. Students will be able to identify and explain the factors that influence the climate of a place.</p>

	<p>SDG 13: Climate Action Ch-6 The Equatorial Region</p> <ul style="list-style-type: none"> • Climate of the Equatorial region • Countries in the Equatorial region • Rainforests of the Equatorial region • Some of the key characteristics of the Equatorial region • Importance of the Equatorial region • Challenges faced by the Equatorial region • Conservation efforts <p>SDG 15: Life on Land</p>	<ul style="list-style-type: none"> • To locate the equatorial region on the outlined map of the world. • To describe the equatorial climate, layers of rainforests, and biodiversity. 	<ul style="list-style-type: none"> • Make a collage on the Wildlife of the Equatorial region on A3 size sheet. • On an outline map of the world, mark the Equatorial Regions of the World. <p>Competencies: Creativity and spatial awareness skills. Students will be able to identify the equatorial region of the world and recognise common wildlife found in the equatorial (rainforest) region.</p>
February 22	<p>Ch-10 Major Landforms of the World</p> <ul style="list-style-type: none"> • Mountains • Plateaus • Plains <p>SDG 15: Life on Land</p>	<ul style="list-style-type: none"> • To learn about various types of landforms and their features. • To appreciate the importance of landforms in human life. 	<ul style="list-style-type: none"> • On a physical map of the world, mark the countries where the following geographical features are located: the Rocky Mountains, the Great Dividing Range, the Alps Mountain, the Great Plains, the Patagonian Plateau, and the Colorado Plateau. <p>Competencies: Spatial understanding skills.</p>

			Students will be able to locate and identify major mountain ranges and plateaus on a world map.
	REVISION		
March	ANNUAL EXAMINATION		

Pre-Mid Term	Ch-1 The Solar System Ch-2 Maps and Globes
Mid-term	Ch-2 Maps and Globes Ch-3 Latitudes and Longitudes Ch-4 Rotation and Revolution of the Earth Ch-8 The Temperate Zone Ch-12 India is Proud of them Ch-17 India's Struggle for Freedom
Post Mid Term	Ch-7 The Hot Deserts Ch-11 The United Nations
Annual examination	Ch-5 Weather and Climate Ch-6 The Equatorial Region Ch-9 Continents and Oceans Ch-10 Major Landforms of the World Ch-18 Our Government Ch-19 Our Environment Ch-20 Environmental Pollution

COMPETENCIES:

- Conceptual understanding of the key ideas and connecting them to real life.
- Analyze and critically assess the cause-and-effect relationship of different concepts.
- Inquiry & experiential learning through posters, discussions, mock Parliament, and map work.
- Develop respect for diversity, equality, democracy, and constitutional values.
- Develop communication skills by expressing ideas clearly in speaking and writing.
- Development of map-reading skill, analytical, and collaborative skills.

INFORMATION TECHNOLOGY

Book name – CODEGPT (Orange Publications)

Month & No. of Periods	Units	Contents	Learning Objectives	Art Integrated Activities
April 8 Periods	Chapter 1 – Photo Editor and Video Editor SDG 4: Quality Education	<ul style="list-style-type: none"> • Photos App • OpenShot Video Editor 	Students will learn how to edit photos and videos.	Students will practice editing photos using the tools learned in this chapter. Competency - Students demonstrate digital media competency by using editing software to modify photos and videos, applying basic techniques.
May 6 Periods	Chapter 2 – Advanced Features of Word 2019 SDG 4: Quality Education	<ul style="list-style-type: none"> • Spelling and Grammer • Thesaurus • Find and Replace Text • Page Formatting • Column Formatting • Paragraph Formatting • Mail Merge 	Students will learn about new features of Word 2019. Spelling and grammar checking, formatting page, column and paragraph.	Type 2 paragraphs on how you are going to spend your summer vacations using the new tools learned in this chapter. Competency - Producing well-structured and formatted documents.
July 8 Periods	Chapter 3 – More on PowerPoint 2019 SDG 9: Industry, Innovation and Infrastructure	<ul style="list-style-type: none"> • Slide Transition • Animation • Inserting Audio and Video Files • Printing the Presentation 	Students will learn to add transition and animation, they will learn to insert audio and video files.	Make a PPT about any one place you visited in your summer vacation using new tools you learned in this chapter.

	<p>Computational Thinking – Shapes and Patterns</p> <p>SDG 4 – Quality Education</p>	<ul style="list-style-type: none"> • Geometric Shapes • Spatial Reasoning • Patterns, Symmetry • Problem Solving 	<p>Students will explore geometric shapes and patterns to develop spatial visualization, logical reasoning, and problem-solving skills through hands-on and visual activities.</p>	<p>Competency - Creating clear, engaging, and well-structured digital presentations.</p>
<p>August 8 Periods</p>	<p>Chapter 4 – Introduction to Excel 2019</p> <p>SDG 8 – Decent Work and Economic Growth</p> <p>Computational Thinking – Shapes and Patterns – Continued</p>	<ul style="list-style-type: none"> • Excel 2019 • Starting Excel • Components of Excel 2019 window • Changing the Active Cell • Creating a New Workbook • Entering Data • Adding/Removing/Renaming a Worksheet • Saving/Opening a Workbook • Closing a Workbook 	<p>Students will get introduced to Excel 2019, how to start it, about its components, changing the active cell, entering data, editing worksheet, saving, opening and closing a workbook.</p>	<p>Make a grocery list in Excel 2019 and calculate the total quantity and prices using the Formula Bar.</p> <p>Competency - Demonstrating basic operational proficiency in Excel to organize and manage data.</p>

<p>September 8 Periods</p>	<p>Chapter 5 – Editing Cell Contents in Excel 2019</p> <p>SDG 8 – Decent Work and Economic Growth</p> <p>Computational Thinking – Shapes and Patterns – Continued</p>	<ul style="list-style-type: none"> • Selecting Cells • Entering Date and Time • Changing Cell Content • Undo and Redo Commands • Copying and Moving data • Deleting Cell Content • Using AutoFill Feature 	<p>Students will learn new tools to edit content in a cell.</p>	<p>Make a mark list of your class students for all subjects.</p> <p>Competency - Demonstrate accurate and efficient manipulation of data in a worksheet.</p>
<p>October 8 Periods</p>	<p>Chapter 6 – Internet and E-mail</p> <p>SDG 9 – Industry, Innovation and Infrastructure</p> <p>Computational Thinking – Symmetrical Design</p> <p>SDG 4 – Quality Education</p>	<ul style="list-style-type: none"> • Internet • Types of Internet Connection • Using Web Browser • Using URLs • E-Mail • Symmetry • Reflection • Paper Folding • Mirror Images • Spatial Visualization 	<p>Students will get introduced to Internet, types of connection, how to use web browser, URLs and send E-mails.</p> <p>Students will analyze symmetry and reflections through paper-folding activities and visual reasoning to strengthen spatial</p>	<p>Draw icons of any 3 Web Browser in MS Paint.</p> <p>Competency - Demonstrate safe and responsible use of the Internet for communication and learning.</p>

			understanding and logical thinking skills.	
November 8 Periods	Chapter 7 – Safeguarding your Computer SDG 4 – Quality Education Computational Thinking – Symmetrical Design – Continued	<ul style="list-style-type: none"> • Computer Malware • The Most Dangerous Malwares Known • Harms Caused by Computer Malware • Symptoms of an Infected Computer • How to Protect Your Computer • Antivirus 	Students will get aware about different types of Malware and how they can keep their devices safe.	Make a document in Word 2019 on ‘Malware’. Competency - Recognize potential cyber threats and take appropriate preventive actions to secure data and devices.
December 8 Periods	Chapter 8 – Data Processing SDG 9 – Industry, Innovation and Infrastructure Computational Thinking – Symmetrical Design – Continued	<ul style="list-style-type: none"> • Data and Information • Representing Information • Sorting Data • Decoding 	Students will get introduced to data processing, they will learn how to represent information, sort data and decoding.	In Excel 2019 make a Class Survey Project using data and information, representing information, sorting data and decoding. Competency - Demonstrating basic proficiency in managing and organizing data digitally.

<p>January 8 Periods</p>	<p>Chapter 10 – Robotics</p> <p>SDG 9 – Industry, Innovation and Infrastructure</p> <p>Computational Thinking – Maps and Location</p> <p>SDG 4 – Quality Education</p>	<ul style="list-style-type: none"> • What are Robots? • Fields Where Robots Are Used • Latest Robots • Direction Sense • Map Reading • Spatial Orientation • Navigation • Movement in Grids 	<p>Students will get introduction to Robots, how they are used and which are the latest Robots.</p> <p>Students will develop spatial awareness and logical reasoning by interpreting maps, understanding directions, and tracking movement and orientation in real-life and grid-based situations.</p>	<p>Make a drawing of a robot of your choice and describe the purpose it will be made for.</p> <p>Competency - Analyze how robots impact work, society, and innovation.</p>
<p>February 8 Periods</p>	<p>Chapter 9 – More on Scratch</p> <p>SDG 4 – Quality Education</p> <p>Computational Thinking – Maps and Location – Continued</p>	<ul style="list-style-type: none"> • Operators • Sensing Blocks • Variables • Conditional Blocks • Loops • Creating a Game 	<p>Students will be introduced to new tools in Scratch.</p>	<p>Make a project in Scratch using the new tools learned in this chapter.</p> <p>Competency - Identify and use new tools and blocks available in Scratch.</p>

GENERAL KNOWLEDGE

Book Name: New Find Out

Month and period	Unit	Topic
April (8)	Unit-1 My India Unit-2 Plants and Animals Unit-3 Culture, Sports and Fun Unit- 4 The Environment, World and its People Unit- 5 My India	<ul style="list-style-type: none">• India Quiz• Right Names , Wrong Names• The Amazing World of Animals• Dancing around the world• With Respect to Religion• Discovering India
May (4)	Unit - 6 Look, Think and Answer Unit- 7 Language and Literature Unit - 8 The Environment, World and its People Unit- 9 Science and Us	<ul style="list-style-type: none">• Common sense• All about Books• Flying High• They Started it
July (8)	Unit- 10 Culture, Sports and Fun Unit- 11 The Environment, World and its People Unit- 12 Language and Literature Unit- 13 Plants and Animals Unit- 14 My India	<ul style="list-style-type: none">• Cricket Today• 21st – Century Quiz• Who Am I ?• Wildlife of India• Facts of Life• Great Indian Institutions• Indian States

<p>August (8)</p>	<p>Unit- 15 Culture, Sports and Fun Unit- 16 Language and Literature Unit-17 The Environment, World and its People Unit – 18 Science and Us Unit- 19 Look, Think and Answer</p>	<ul style="list-style-type: none"> • Track and Field • Kit and Equipment • Wordplay • Tales of India • Let Us Save Our Earth • Do You Know Why ? • Science Today • Work it Out
<p>September</p>	<p>Mid-Term Examination</p>	<p>Assignments</p>
<p>October (8)</p>	<p>Unit – 20 Look, Think and Answer Unit- 21 The Environment, World and its People Unit- 22 Language and Literature Unit- 23 Culture, Sports and Fun Unit- 24 Science and Us</p>	<ul style="list-style-type: none"> • Riddles and Logic • Codes and Ciphers • Great Travellers • Adding Colour to Your Speech • Hollywood Maze • Medical Matters • Cyber Time
<p>November (8)</p>	<p>Unit- 25 The Environment, World and its People Unit- 26 My India Unit- 27 The Environment, World and its People Unit - 28 Plants and Animals Unit- 29 My India</p>	<ul style="list-style-type: none"> • Symbols and Logos • SA RE GA MA • Countries in the News • Endangered! • Linked- up • I Love My India

December (8)	Unit- 30 Language and Literature Unit- 31 The Environment, World and its People Unit- 32 Look, Think and Answer Unit- 33 Science and Us	<ul style="list-style-type: none"> • All About Writers • Around the World Quiz • Saying 'Hello' to the World • Think Quick • About our Bodies • Let's Go into Space • The Body Quiz
January (4)	Unit- 34 The Environment, World and its People Unit- 35 Plants and Animals	<ul style="list-style-type: none"> • People with Disabilities • Animal Close- Ups • Special Diets
February (8)	Unit- 36 My India Unit- 37 Culture, Sports and Fun	<ul style="list-style-type: none"> • Famous Indians • Sportspersons from India • Sports Headlines • Assignments

Note-

- Current Affairs will be discussed every month.

Mid- term Syllabus: Topics covered and Current affairs done from April to August.

Annual term Syllabus: Topics covered 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 (4)	Need, Not greed (SDG-12, SDG-13)	“Needs vs wants sorting game”	“Save the planet”pledge
May (3)			
July (4)	Do not make fun of people (SDG-10, SDG-4)	“The Mirror of respect” (group activity)	“Compliment circle”
August (4)			
September (2)	Give it a thought (SDG-16)	“Think before you act” activity	Emotional awareness (emotion card activity)
October (3)	Never tell lies (SDG-16)	“Truth detectives” badges	Good choice-bad choice game
November (4)	Use your power for the good (SDG-3, SDG-11)	“Superhero pledge” posters	Helping hands activity
December (4)	In giving we receive (SDG-1, SDG-2)	“Gift of time” small act of service	One good deed a day
January (3)	Be sensitive towards others (SDG-10, SDG-16)	“Feel their shoes” role-play activity	Two minute mindfulness
February (4)	Roles and responsibility (SDG-4, SDG-11)	“My responsibility chart”	Think before you speak

Learning objectives

1. To develop moral awareness
2. To build sense of responsibility
3. To learn to respect diversity
4. To develop leadership qualities

ART & CRAFT

Month	Topic	Page no.	Activity
April	<ol style="list-style-type: none"> 1. Tints, Shades and Tones. 2. Geometrical Art. 3. Graceful moves. 4. Sunset Serenity. 	Page no.3, 4, 5, 6.	This is me- Handmade Journal making Activity -To make few pages and write about yourself and decorate it.
May	<ol style="list-style-type: none"> 1. Free expression. 2. Blossoms in Black. 3. Artistry Nature. 4. Earth Day. 	Pg no.7, 8, 9, 10	Paper Collage making activity - use Newspaper and Magazine pages on a white or colored A4 size to paste the paper pieces.
July	<ol style="list-style-type: none"> 1. Jaipuri Elephant. 2. Flying Duck. 3. Cherry Glow. 4. Candle Light. 5. Newspaper Art 	Pg no.11, 12, 13, 14, 47.	Clay modelling activity - Make different miniature Animals with Superdry Clay and paste on a 10 x 10cm Cardboard cutout.
August	<ol style="list-style-type: none"> 1. Blue Beach. 2. Free Expression. 3. Rough Beauty. 4. Save Energy save life. 5. Beautiful Duck. 	Pg no. 15, 16, 17, 18, 19.	<p>Rakshabandhan Craft - make a Rakhi with Paper roses , ribbon and decorate it with stickers or decorative items.</p> <p style="text-align: center;">Or</p> <p>White color Bird with Orange and Green Paper strip cutouts.</p>

September	<ol style="list-style-type: none"> 1. Serene Landscape. 2. Happy Teachers' Day 3. African Mask. 4. Free Expression 	Pg no. 20-21, 29,24,25.	Janmashtami Craft- Pot decoration activity-Colourful earthen matka decoration with Glue and Decorative items and cotton.
October	<ol style="list-style-type: none"> 1. Dusty Lotus. 2. Fruit Basket. 3. Feathered Peacock. 4. Shady Tree 	Pg no. 26, 27, 28, 22.	Raavana Making activity - with Colored paper cutouts, plastic bottle and glue.
November	<ol style="list-style-type: none"> 1. Happy Diwali 2. Pretty Glass 3. Yoga Postures 4. Paper Bee 	Pg no.23, 30, 31, 32	Collagraphy- walk in nature - collect random objects, dried leaves or stones and paste on Cardboard size 10x10cm
December	<ol style="list-style-type: none"> 1. Fresh Orange 2. Free Expression 3. Animated Walker 4. Merry Christmas 	Pg no.33, 34, 35, 45	Santa Pen Stand- with Ice cream sticks and a paper cup
January	<ol style="list-style-type: none"> 1. Wild Companions 2. Loyal Friends 3. Flying Superman 4. Shades of Apple 5. 3-Dimensional Art 	Pg no.36, 37, 38-39, 40, 41.	Design a Bookmark with Tri- colour paper.
February	<ol style="list-style-type: none"> 1. Birds of Paradise 2. Sketch Masterpiece 3. Free Expression 4. Tribal Dance 5. Free expression 	Pg no.42, 43, 44, 46, 48.	Wall hanging with paper and cardboard cutouts.

MUSIC

SITAR

1st term

1. Sitting practice.
2. Practice to hold sitar and sit with sitar.
3. Learn how to press finger on frets.
4. Learn to play sargam.

2nd term

1. Learn stroke practice.
2. Learn five basic exercise.
3. Learn one slok.

TABLA

1st term

1. Hand exercise.
2. Five basic boles.

2nd term

1. Play dha and terekete.
2. Four beats play on table.
3. Two taals in handbeat.

MUSIC (VOCAL)

1st term

1. Five basic exercises.
2. One prayer song.
3. National anthem.
4. One shloka.

2nd term

- 1. Five exercise play on harmonium.**
- 2. National song.**
- 3. One prayer song.**
- 4. One shloka.**

GUITAR

1st term

- 1. Practice to hold guitar and sit with guitar.**
- 2. Learn how to press finger on strings.**
- 3. Learn to play basic notes.**

2nd term

- 1. Learn hand exercise with guitar.**
- 2. Five basic rhythms with guitar.**
- 3. Learn western song.**

PROGRAMMES

April – Baisakhi song and dance.

May - Mother's day song and dance.

August – Independence day skit, Janmashtami song.

September – Teacher's day song and skit.

October – Dusshera skit and dance.

November – Diwali dance-drama, Children's day song.

December - Christmas song and dance.

January - New year song, Republic day song.

February - Basant Panchami song.