

Integrated Annual Curriculum 2025-2026

Subject : English

Class : I V

TERM-1

Topic		Learning Objectives Students will learn	Methodology	skills to be developed	Assessment	Learning Outcomes Students will be able to
Lesson –The Turkish Cap •Introduction, model reading •Textual exercises (discussion+ notebook exercises) •Extra exercises (Vocabulary exercises like antonyms, synonyms, frame sentences)	FA-I(a) SA-I	*To enable the learners to understand the reading at an appropriate pace with correct pronunciation, expression and intonation. *To enable the learners to identify the characters and sequence of events in the story. *To enable the learners to comprehend the story. *To enrich the learners vocabulary and expressions. *To enable the	<ul style="list-style-type: none"> Interactive-to bring thelearners to the central idea of the lesson. Reading aloud by the teacher. Written exercises Interactive Silent reading by the learners. Listen andanswer ACTIVITY- Writing Integrated to Science] Your mother loves flowers, and you decide to grow flowers to surprise your mother on her birthday. How will you find out how to	<ul style="list-style-type: none"> Listening Speaking Cognitive Reading 	➤ Oral and Written Test, ➤ Revision	<ul style="list-style-type: none"> make inferences based on the comprehension of the text. apply the understanding of the story to answer the questions. identify the speaker and apply comprehension skills. interpret, evaluate and analyse the situations occurring in the lesson to answer in grammatically correct sentence. will be able to read the story fluently with proper speed, expression and correct pronunciation. Values <ul style="list-style-type: none"> Love and gratitude

•Silent reading and Dictation		learners to appreciate English literature. *To retrieve thekey words. *To encourage reading habit.	plant saplings, and what kind of soil and manure to use? Whose help will you take? Write a short paragraph. Also, draw, colour and write the names of the flowers. Rubrics: Planning & Creativity-2 Expression/content-1 Original ideas-2			<ul style="list-style-type: none">• Thoughtfulness Values: <ul style="list-style-type: none">• Responsibility and Initiative• Empathy and Compassion• Selflessness and Generosity
Comprehension Passage	FA-I(a) SA-I	*To develop the learner’s comprehension and analytical skills and logicalreasoning.	<ul style="list-style-type: none">• Silent reading• Comprehending• Analysis• Logical answering ACTIVITY Listen to the story and answer the questions.	<ul style="list-style-type: none">• Reading• Cognitive•Logical reasoning•Writing	Written	Answer the given questions from the given passage. Students are able to think logically. Values: * Respect and Empathy

			<div>1. Listening comprehension: (2)</div> <div>2. Attention to detail: (2)</div> <div>3. Critical thinking: (2)</div> <div>4. Communication skills: (2)</div> <div>5. Time management: (2)</div>			
<div>Poem- Colours</div> <div><ul style="list-style-type: none">• Introduction , poet’s biography and model recitation• Interaction and explanation.• Recitation by the students</div>	SA-I	<div><ul style="list-style-type: none">• To enable the learners to appreciate poetry.• To develop learner’s expressions.• To enable learners to interpret the central idea of the poem.</div>	<div><ul style="list-style-type: none">• Interactive-to bring the learners to the central idea of the poem.• Reading aloud by theteacher.• Interactive• Silent reading by the learners.• Listen and answer</div> <div>ACTIVITY (Integrated to Art and Music)</div> <div>Have you heard of</div>	<div><ul style="list-style-type: none">• Listening• Speaking• Cognitive• Reading</div>	<div><ul style="list-style-type: none">• Interactive• Oral and written</div>	<div>Recite poems with appropriate expression and intonation to demonstrate understanding of poem.</div> <div>Voice Modulation.</div> <div>Values:</div> <div><ul style="list-style-type: none">• Appreciation of nature</div>

		<ul style="list-style-type: none">To enable learners to recite with proper voice modulation.	VIBGYOR? Each letter of the word stands for a color in a rainbow. Draw a rainbow and list the seven colors of a rainbow in the correct order. Also, try to compose a short poem and recite in the class. Composition-2 Recitation-2 Voice modulation-1			<ul style="list-style-type: none">Simplicity and awareness
<p>Grammar</p> <p>Singular and Plural (Introduction and explanation)</p> <p>*Explanation and textual exercises *Extra exercises in the notebook</p>	SA-I PA-I(A)	To enable the students change the number of nouns in the given sentences and make other necessary changes and rewrite them.	<ul style="list-style-type: none">Audio-Visual aidsWorksheetsPPTsGrammar gamesDiscussions <p>ACTIVITY (Integrated with language and Maths)</p>	<ul style="list-style-type: none">CognitiveLogical reasoning	➤ Oral and written	<p>Write sentences changing the number of nouns.</p> <p>Values:</p> <ul style="list-style-type: none">Teamwork and cooperationConfidence and Public Speaking

		<p>The class will be divided in 5 groups. One name would be given to each group: plural -s group, plural -es group, plural -ies group, plural no change in spelling group and plural no change group. The teacher will call out a singular noun. The group that can create its plural stands up and say the plural form. Then, speak a sentence both with the singular as well as plural noun. For example- fairy -singular noun I saw a fairy in my dream. fairies- plural noun</p> <ul style="list-style-type: none">• I drew the picture of beautiful fairies in my art file. <p>Accuracy-1</p> <p>Pronunciation and clarity- 1</p> <p>Sentence Formation- 1</p>			<ul style="list-style-type: none">• Respect for others• Fairness and Honesty
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			Confidence and Presentation-2			
<p>Lesson – Adventure in the Andamans</p> <ul style="list-style-type: none">•Introduction, model reading•Textual exercises (discussion+ notebook exercises)•Extra exercises (Vocabulary exercises like antonyms, synonyms, frame sentences)•Silent reading and Dictation	FA-I(b) SA-I	<p>*To enable the learners to understand the reading at an appropriate pace with correct pronunciation, expression and intonation.</p> <p>*To enable the learners to identify the characters and sequence of events in the story.</p> <p>*To enable the learners to comprehend the story.</p> <p>*To enrich the learners vocabulary and expressions.</p> <p>*To enable the learners to appreciate English literature.</p> <p>*To retrieve thekey words.</p> <p>*To encourage</p>	<ul style="list-style-type: none">• Interactive-to bring thelearners to the central idea of the lesson.• Reading aloud by theteacher.• Written exercises• Interactive Silent reading by the learners. Listen andanswer <p>ACTIVITY (Integrated with Science and Art)</p> <p>Make a colourful posture inviting students to watch a film on the various plants and animals that live in the sea.</p> <p>Remember to include these details an interesting heading, time ,date and place</p>	<ul style="list-style-type: none">• Listening• Speaking• Cognitive• Reading	<p>➤ Oral and Written Test,</p> <p>➤ Revision</p>	<ul style="list-style-type: none">• make inferences based on the comprehension of the text• apply the understanding of the story to answer the questions.• identify the speaker and apply comprehension skills.• interpret, evaluate and analyse the situations occurring in the lesson to answer in grammatically correct sentence.• summarise the story in their own words.• logically thinks about true friendship and hard work.• will be able to read the story fluently with proper speed, expression and correct pronunciation. <p>Values:</p>

		reading habit.	attractive picture (you may draw the pictures or cut them from magazines or newspapers). 1. Creativity and originality -2 ½ 2. Relevance to theme/topic -2 ½ 3. Clarity and readability -2 ½ 4. Visual appeal and aesthetics -2 ½			<ul style="list-style-type: none">• Respect and appreciation for nature.• Interconnectedness and Interdependence• Responsibility
Grammar Articles (Introduction and explanation) *Explanation and textual exercises *Extra	FA-I(b) SA-I	To enable the students differentiate between definite and indefinite articles. To enable students use definite in articles in an appropriate way.	Audio Visual aids Worksheets PPts Grammar games Interactive sessions Activity integrated with Art)	* Cognitive * Logical reasoning	* Interaction * Oral and written	<ul style="list-style-type: none">• state the definition of an article.• identify definite and indefinite article.• choose proper article for a given noun.• Identify articles and use them correctly in a sentence. Values:

exercisesin the notebook		To enable the learners to apply articles in an appropriate manner.	<p>The students will prepare six flashcards for each of the articles ‘a, an, and the’ before the nouns. Also, write sentences below the flashcard.</p> <p>1. Content (4):</p> <p>2. Presentation (3):</p> <p>3. Creativity (3)</p>			<p>* Time Management and Organization</p> <p>* Honesty and Integrity</p>
<p>Grammar</p> <p>Collective Nouns (Introduction and explanation)</p> <ul style="list-style-type: none">•Explanation and textual exercises•Extra exercises in the notebook	SA-I PA-I(B)	To enable the students understand the names given to a group of people, animals or things of the same kind spoken of as one whole.	<p>Audio Visual aids</p> <p>Worksheets</p> <p>PPTs</p> <p>Grammar games</p> <p>Interactive sessions</p> <p>ACTIVITY (Integrated with language)</p> <p>Unscramble the letters to give the Collective Noun. Then, frame sentences with each collective noun.</p>	<p>* Cognitive</p> <p>* Logical reasoning</p>	<p>* Interaction</p> <p>* Oral and written</p>	<ul style="list-style-type: none">• Use collective nouns in an efficient manner. <p>Values:</p> <ul style="list-style-type: none">• Honesty and Integrity• Patience and Perseverance

			<div>1. Content (2):</div> <div>2. Language and grammar (2):</div> <div>3. Overall presentation (1):</div>			
<div><div>Grammar</div><div>Nouns-Gender</div><div>(Introduction and explanation)</div><div>•Explanation and textual exercises</div><div>•Extra exercises in the notebook</div></div>	SA-I PA-I(B)	To enable the students replace the opposite gender in crosswords / puzzles/ sentences	<div><div>• Audio Visual aids</div><div>• Worksheets</div><div>• PPts</div><div>• Grammar games</div><div>• Oral and written drills</div></div> <div><div>ACTIVITY</div><div>(Integrated with language)</div><div>Crossword puzzle- Solve using nouns of the opposite gender.</div></div> <div>1. Content (2):</div> <div>2. Language and grammar (2):</div>	<div>* Cognitive</div> <div>* Logical reasoning</div>	<div>* Interaction</div> <div>* Oral and written</div>	<div>• Use nouns gender confidently in the grammar games.</div> <div>Values:</div> <div>• Honesty and Integrity</div> <div>• Patience and Perseverance</div>

			3. Time management (1)			
<p>Lesson: Stop! Stop! Danger ahead – I (New Radiant Readers)</p> <p>•Introduction, model reading</p> <p>•Textual exercises (discussion+ notebook exercises)</p> <p>•Extra exercises (Vocabulary exercises like antonyms, synonyms, frame sentences)</p>	L/S/ R/ W	<p>*To enable the learners to understand the reading at an appropriate pace with correct pronunciation, expression and intonation.</p> <p>*To enable the learners to identify the characters and sequence of events in the story.</p> <p>*To enable the learners to comprehend the story.</p> <p>*To enrich the learners vocabulary and expressions.</p> <p>*To enable the learners to appreciate English literature.</p> <p>*To retrieve thekey words.</p> <p>*To encourage</p>	<p>•Reading aloud by the teacher.</p> <p>•Interactive</p> <p>•Listen and answer</p> <p>ACTIVITY (Integrated with Art and language)</p> <p>Make a sketch of Gungadin and write his character sketch.</p> <p>1. Content (4)</p> <p>2. Artistic merit (3)</p> <p>3. Effort and creativity (3)</p>	<ul style="list-style-type: none">• Listening• Speaking• Cognitive• Reading	➤ Oral and Written	<ul style="list-style-type: none">• make inferences based on the comprehension of the text• apply the understanding of the story to answer the questions.• identify the speaker and apply comprehension skills.• interpret, evaluate and analyse the situations occurring in the lesson to answer in grammatically correct sentence.• summarise the story in their own words.• will be able to read the story fluently with proper speed, expression and correct pronunciation.• expresses verbally his/ her opinion about the characters of the story. <p>Values:</p> <ul style="list-style-type: none">• Empathy and Compassion

•Silent reading and Dictation		reading habit.				<ul style="list-style-type: none">• Courage and Bravery• Loyalty
Lesson-Stop! Stop! Danger ahead – II (New Radiant Readers) •Introduction, model reading •Textual exercises (discussion+ notebook exercises) •Extra exercises (Vocabulary exercises like antonyms, synonyms, frame sentences)	L/S/ R/ W	<p>*To enable the learners to understand the reading at an appropriate pace with correct pronunciation, expression and intonation.</p> <p>*To enable the learners to identify the characters and sequence of events in the story.</p> <p>*To enable the learners to comprehend the story.</p> <p>*To enrich the learners vocabulary and expressions.</p> <p>*To enable the learners to appreciate English literature.</p> <p>*To retrieve thekey words.</p> <p>*To encourage</p>	<ul style="list-style-type: none">•Reading aloud by the teacher.•Interactive•Listen and answer <p>ACTIVITY: (Integrated with Science/ S.St.)</p> <p>Write two natural disasters and two man-made disasters.</p> <p>Do you think the danger caused in the story was because of man-made or natural disaster? Support your answer?</p> <p>1. Content (4):</p> <p>2. Critical thinking (3):</p> <p>3. Communication skills (3):</p>	<ul style="list-style-type: none">• Listening• Speaking• Cognitive• Reading	<ul style="list-style-type: none">➤ Oral and Written➤	<ul style="list-style-type: none">➤ make inferences based on the comprehension of the text➤ apply the understanding of the story to answer the questions.➤ identify the speaker and apply comprehension skills.➤ interpret, evaluate and analyse the situations occurring in the lesson to answer in grammatically correct sentence.➤ summarise the story in their own words.➤ will be able to read the story fluently with proper speed, expression and correct pronunciation.➤ expresses verbally his/ her opinion about the characters of the story. <p>Values:</p> <ul style="list-style-type: none">• Responsibility and Accountability

•Silent reading and Dictation		reading habit.				<ul style="list-style-type: none"> • Empathy and Compassion • Respect for Human Life and Environment
Formal letter writing	SA-I	<ul style="list-style-type: none"> •To promote brainstorming among the learners. •To enhance learners’ critical thinking. •To boost their confidence and enhance their expressions. 	<ul style="list-style-type: none"> • Discussion • Analysis • Writing <p>Activity- (Integrated with language)</p> <p>Your best friend was absent on the day your teacher taught ‘Formal letter writing’.</p> <p>Now you explain him/her to understand the format of letter writing.</p> <p>1. Content (2):</p> <p>2. Communication skills (1 ½):</p> <p>3. Reflection and self-awareness (1 ½):</p>	<ul style="list-style-type: none"> • Cognitive • Critical thinking • Writing 	Written	<ul style="list-style-type: none"> •identify the elements of a letter. •apply the elements to compose a formal letter. <p>Values:</p> <ul style="list-style-type: none"> • Empathy and Understanding • Respect and Appreciation for Diversity • Self-Awareness and Reflection
Lesson – The Four Strings <ul style="list-style-type: none"> •Introduction, model reading 	SA-I	<ul style="list-style-type: none"> • To enable the learners to understand the reading at an appropriate pace with correct 	<ul style="list-style-type: none"> •Reading aloud by the teacher. •Interactive •Listen and answer <p>Activity (Integrated with Art)</p>	<ul style="list-style-type: none"> • Listening • Speaking • Cognitive • Reading 	<ul style="list-style-type: none"> ➤ Oral and Written Test, ➤ Revision 	<ul style="list-style-type: none"> ➤ make inferences based on the comprehension of the text ➤ apply the understanding of the story to answer the questions.

<ul style="list-style-type: none">•Textual exercises (discussion+ notebook exercises)•Extra exercises (Vocabulary exercises like antonyms, synonyms, frame sentences)•Silent reading and Dictation		<p>pronunciation, expression and intonation.</p> <ul style="list-style-type: none">• To enable the learners to identify the characters and sequence of events in the story.• To enable the learners to comprehend the story.• To enrich the learners vocabulary and expressions.• To enable the learners to appreciate English literature.• To retrieve the key words.• To encourage reading habit.	<p>Pair with your partner and make the drum. Talk about how you made it.</p> <p>1. Creativity and originality (2): 2. Teamwork and collaboration (2): 3. Craftsmanship and attention to detail (2): 4. Presentation and communication (2) 5. Overall impression (2)</p>			<ul style="list-style-type: none">➤ identify the speaker and apply comprehension skills.➤ interpret, evaluate and analyse the situations occurring in the lesson to answer in grammatically correct sentence.➤ summarise the story in their own words.➤ will be able to read the story fluently with proper speed, expression and correct pronunciation.➤ expresses verbally his/ her opinion about the characters of the story. <p>Values: 1. Teamwork and collaboration 2. Creativity and self-expression 3. Problem-solving and adaptability 4. Perseverance and resilience</p>
<p>Lesson: The Cruel king of the Jungle – I</p>	<p>L/S/ R/ W</p>	<p>*To enable the learners to understand the reading at an</p>	<ul style="list-style-type: none">• Reading aloud by the teacher.• Interactive	<ul style="list-style-type: none">• Listening• Speaking• Cognitive• Reading	<p>Oral and Written</p>	<ul style="list-style-type: none">➤ make inferences based on the comprehension of the text

<p>(New Radiant Readers)</p> <p>•Introduction, model reading</p> <p>•Textual exercises (discussion+ notebook exercises)</p> <p>•Extra exercises (Vocabulary exercises like antonyms, synonyms, frame sentences)</p> <p>•Silent reading and Dictation</p>		<p>appropriate pace with correct pronunciation, expression and intonation.</p> <p>*To enable the learners to identify the characters and sequence of events in the story.</p> <p>*To enable the learners to comprehend the story.</p> <p>*To enrich the learners vocabulary and expressions.</p> <p>*To enable the learners to appreciate English literature.</p> <p>*To retrieve thekey words.</p> <p>*To encourage reading habit.</p>	<ul style="list-style-type: none">• Listen and answer <p>ACTIVITY (Integrated to language and Art)</p> <p>1. Find suitable adjectives used in the story to describe each animal or a bird. Also, list five different adjectives which have been used by different animals to describe the lion. Using the description draw the picture of a lion.</p> <p>2. Form five adverbs from the list of adjectives.</p>			<ul style="list-style-type: none">➤ apply the understanding of the story to answer the questions.➤ identify the speaker and apply comprehension skills.➤ interpret, evaluate and analyse the situations occurring in the lesson to answer in grammatically correct sentence.➤ summarise the story in their own words.➤ will be able to read the story fluently with proper speed, expression and correct pronunciation.➤ expresses verbally his/ her opinion about the characters of the story.➤
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			<p>Now frame sentences with adjective and adverb to bring out the difference.</p> <p>For example-</p> <p>brave- adjective</p> <p>Ram is a brave boy.</p> <p>bravely- adverb</p> <p>Ram fought bravely with the thieves.</p> <p>1. Accuracy (2):</p> <p>2. Creativity:(2):</p> <p>3. Grammar and syntax:(2)</p> <p>4. Vocabulary:(2)</p> <p>5. Overall impression (2)</p>			<p>Values-</p> <ul style="list-style-type: none">• Empathy and Understanding• Collaboration and Communication• Responsibility
<p>Lesson:</p> <p>The Cruel king of the Jungle – II</p>	<p>L/S/ R/ W</p>	<p>*To enable the learners to understand the reading at an appropriate pace with</p>	<ul style="list-style-type: none">• Reading aloud by the teacher.• Interactive	<ul style="list-style-type: none">• Listening• Speaking• Cognitive• Reading	<p>➤ Oral and Written</p>	<p>➤ make inferences based on the comprehension of the text</p>

<p>(New Radiant Readers)</p> <ul style="list-style-type: none">•Introduction, model reading•Textual exercises (discussion+ notebook exercises)•Extra exercises (Vocabulary exercises like antonyms, synonyms, frame sentences)•Silent reading and Dictation		<p>correct pronunciation, expression and intonation.</p> <p>*To enable the learners to identify the characters and sequence of events in the story.</p> <p>*To enable the learners to comprehend the story.</p> <p>*To enrich the learners vocabulary and expressions.</p> <p>*To enable the learners to appreciate English literature.</p> <p>*To retrieve thekey words.</p> <p>*To encourage reading habit</p>	<p>Listen andanswer</p> <p>ACTIVITY: (Integrated with Art)</p> <p>Draw and colour</p> <ol style="list-style-type: none">1. The hero of the story.2. The villain or the bad character of the story. <p>Give reasons for your answer. Also, give another suitable title to the story.</p> <ol style="list-style-type: none">1. Accuracy: (2):2. Creativity: (2):3. Color scheme: (2)4. Reasoning: (2)5. Alternative title: (2)			<ul style="list-style-type: none">➤ apply the understanding of the story to answer the questions.➤ identify the speaker and apply comprehension skills.➤ interpret, evaluate and analyse the situations occurring in the lesson to answer in grammatically correct sentence.➤ summarise the story in their own words.➤ will be able to read the story fluently with proper speed, expression and correct pronunciation.➤ expresses verbally his/ her opinion about the characters of the story. <p>Values:</p> <ul style="list-style-type: none">• Courage and Resilience• Empathy and Compassion• Loyalty and Friendship• Morality and Justice
<p>Grammar</p> <p>Sentences – Kinds and Parts</p>	<p>SA-I</p>	<ul style="list-style-type: none">• To enable the students to	<ul style="list-style-type: none">• Audio Visual	<ul style="list-style-type: none">• Cognitive• Logical reasoning	<ul style="list-style-type: none">➤ Oral and written	<ul style="list-style-type: none">• To identify the parts of a sentence.

<p>(Introduction and explanation)</p> <p>*Explanation and textual exercises</p> <p>*Extra exercises in the notebook</p>		<p>understand the parts of a sentence.</p>	<p>aids</p> <ul style="list-style-type: none">• Worksheets• PPTs• Grammar games• Interactive sessions• Writing drills <p>Activity: Integrated with drama and language)</p> <p>This is a group activity. The teacher will give a picture of a situation to the group, each group member has to form a sentence of one type. Then each member will come and speak the sentence and others will guess the kind of sentence.</p> <p>1. Sentence structure and grammar: (2)</p> <p>2. Relevance to the picture: (2)</p> <p>3. Clarity and concision</p>			<ul style="list-style-type: none">• to differentiate between the four different types of sentences. <p>Values:</p> <ul style="list-style-type: none">• Communication and Teamwork• Respect and Empathy• Self-Confidence and Self-Esteem
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			(2) 4. Creativity and originality (2) 5. Effective communication:(2):			
<p>Grammar- Verbs (Introduction and Explanation)</p> <p>*Explanation and textual exercises</p> <p>*Extra exercises in the notebook.</p>	SA-I	<p>*To enable the learners to recall the definition, examples of verbs.</p> <p>* To enable the students understand that the subject and the verb in a sentence must agree in number.</p>	<p>* Interactive</p> <p>* Lecture</p> <p>*Written exercises</p> <p>Audio Visual aids</p> <p>Worksheets</p> <p>* PPTs</p> <p>* Grammar games</p> <p> * Oral and written drills</p> <p>Activity (Integrated with Art)</p> <p>*Knowing proper tenses makes the world a more colorful place! Kids add sentences for the past, present, and future tense of any verb they choose.</p>	<p>*Logical reasoning</p> <p>*Cognitive</p>	<p>* Interaction</p> <p>* Oral and written</p>	<ul style="list-style-type: none">• define and identify the types of verbs.• demonstrates correct usage of verbs.• identify and use doing, being and possession verbs.• construct their own sentences using correct Subject- Verb Agreement. <p>Values:</p> <p>Self-Confidence and Self-Esteem</p>

		<p>*To enable the learners to understand that verbs are doing , being and possession words.</p> <p>* To use verbs correctly</p>	<p>1. Accuracy (2):</p> <p>2. Verb choice: (2):</p> <p>3. Sentence structure: (2):</p> <p>4. Creativity:(2):</p> <p>5. Completeness: (2)</p>			
<p>Grammar</p> <p>Tenses (Simple)</p> <p>(Introduction and explanation)</p> <p>*Explanation and textual exercises</p> <p>*Extra exercises in the notebook</p>	SA-I	<ul style="list-style-type: none">• To enable the students identify the tenses in the sentences and change them using the learnt rules.• 	<ul style="list-style-type: none">• Interactive• Lecture• Audio-Visual aids• Worksheets• PPts• Grammar games• Written and oral drills <p>Activity (Integrated with GK)</p>	<ul style="list-style-type: none">• Cognitive Logical reasoning	Oral and written	<ul style="list-style-type: none">• discover that verbs change forms depending on their relationship to time.• recognise the past, present and the future tenses of regular and irregular verbs.• identify the correct tense and uses them confidently in writing.

			<p>The recordings of short advertisements, and interviews will be played in front of the students. The students will be asked to listen to the recording carefully and note the verb tenses used in it. Later, they discuss those notes and determine why and what tenses were used in those sentences.</p> <p>1. Accuracy in identifying verb tenses:(2)</p> <p>2. Attention to detail: (2)</p> <p>3. Understanding of context: (2):</p> <p>4. Critical thinking and analysis: (2)</p> <p>5. Effective communication: (2)</p>			<p>Values:</p> <ul style="list-style-type: none">• Open-Mindedness and Empathy• Intellectual Curiosity and Love of Learning
<p>Creative Writing</p> <ul style="list-style-type: none">• Introduction	SA-I	<ul style="list-style-type: none">• To enable the students to frame few more grammatically	<ul style="list-style-type: none">• Interactive sessions• Speaking	<ul style="list-style-type: none">• Cognitive• Critical thinking• Writing	Written	<p>Display confidence and frame few more grammatically correct</p>

<ul style="list-style-type: none">• Frame a rough sketch• Reading of the suggestions by the teacher• Final layout		<p>correct sentences using variety of nouns, pronouns, adjectives, prepositions, conjunctions and punctuation marks appropriately on a given topic.</p> <ul style="list-style-type: none">• To boost self confidence by demonstrating oral and written skills.	<ul style="list-style-type: none">• Writing <p>Activity (Integrated with Art and Science)</p> <p>Find the difference between the two pictures which seem to be identical.</p> <p>1. Attention to detail : (2):</p> <p>2. Observation skills : (2):</p> <p>3. Analytical thinking : (2):</p> <p>4. Communication skills : (2):</p> <p>5. Perseverance and patience : (2):</p>	<ul style="list-style-type: none">• Speaking		<p>sentences using variety of nouns, pronouns, adjectives, prepositions, conjunctions and punctuation marks appropriately on a given topic.</p> <p>Values:</p> <ul style="list-style-type: none">• Honesty and Integrity• Attention to Detail and Responsibility
Recapitulation		<ul style="list-style-type: none">• To recapitulate the topics taught.• To make them confident in the topic taught. <p>To prepare them for</p>	<ul style="list-style-type: none">• Interactive <p>Written exercises for practice.</p>	<ul style="list-style-type: none">• Cognitive• Writing <p>SpeakingReading</p>	Oral and written.	<p>Students will be able to perform well in their assessment.</p>

		the upcoming assessment.				
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TERM-II

Topic		Learning Objectives (Students will learn)	Methodology	skills to be developed	Assessment	Learning Outcomes (Students will be able to)
Lesson – Kareem’s Forest •Introduction, model reading •Textual exercises (discussion + notebook exercises) •Extra exercises (Vocabulary exercises like antonyms, synonyms, frame	FA-2(a) [SA-II]	*To enable the learners to understand the reading at an appropriate pace with correct pronunciation, expression and intonation. *To enable the learners to identify the characters and sequence of events in the story. *To enable the learners to comprehend the story. *To enrich the learners vocabulary and expressions. *To enable the learners to	• Interactive-to bring the learners to the central idea of the lesson. • Reading aloud by the teacher. • Written exercises • Interactive Silent reading by the learners. Listen and answer ACTIVITY (Integrated with Art and Science) • Picture Composition • Go for a walk and look out for any interesting flowers or	• Listening • Speaking • Cognitive • Reading	➤ Oral and Written Test, ➤ Revision	➤ make inferences based on the comprehension of the text ➤ apply the understanding of the story to answer the questions. ➤ identify the speaker and apply comprehension skills. ➤ interpret, evaluate and analyse the situations occurring in the lesson to answer in grammatically correct sentence. ➤ summarise the story in their own words. ➤ will be able to read the story fluently with proper speed, expression and correct pronunciation. ➤ expresses verbally his/ her opinion about the characters of the story.

<p>sentences)</p> <p>•Silent reading and Dictation</p>		<p>appreciate English literature.</p> <p>*To retrieve the key words.</p> <p>*To encourage reading habit.</p>	<p>leaves lying on the ground. Collect them and paste them in your scrapbook. Label them with the date on which you found them. Note how they change with time. You can also sketch them in your scrapbook.</p> <p>1. Observation and collection skills: (2)</p> <p>2. Organization and presentation: (2)</p> <p>3. Attention to detail: (2)</p> <p>4. Creativity and artistic skills (2)</p> <p>5. Record-keeping and documentation (2)</p>			<p>Values_</p> <ul style="list-style-type: none"> • Appreciation and Respect for Nature • Patience and Observation • Responsibility
<p>Grammar</p> <p>Prepositions (Introduction and explanation)</p> <p>*Explanation and textual exercises</p>	<p>SA-II FA-2(a)</p>	<ul style="list-style-type: none"> • To enable the learners to recall prepositions. <p>To enable the learners to use prepositions in their language.</p> <p>To enable the</p>	<ul style="list-style-type: none"> • Interactive • Lecture • Audio-Visual aids • Worksheets • PPTs • Grammar games 	<ul style="list-style-type: none"> • Cognitive Logical reasoning 	<p>➤ Oral and written</p>	<ul style="list-style-type: none"> • identify and define prepositions. • use different and suitable prepositions in the given sentences.

*Extra exercises in the notebook		<p>students to identify and use different prepositions.</p>	<ul style="list-style-type: none">• Written and oral drills <p>Activity</p> <p>Complete this poem about Alfonso, the mouse. The first word should be a preposition:</p> <p>Alfonso, the mouse,</p> <p>Went for a walk</p> <p>In the house,</p> <p>Up the clock</p> <p>_____</p> <p>_____</p> <p>1. Creativity and imagination: (2)</p> <p>2. Poetic devices and techniques: (2)</p> <p>3. Coherence and flow: (2)</p> <p>4. Language and vocabulary: (2)</p> <p>5. Originality and uniqueness: (2)</p>			<p>Values:</p> <ul style="list-style-type: none">• Creativity and Self-Expression
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[illegible]

		possession words. * To use verbs correctly .	2. Environmental awareness: (2) 3. Creativity and originality: (2) 4. Clarity and concision: (2) 5. Organization and coherence: (2)			Cooperation • Responsibility
Grammar Adverbs (Introduction and explanation) *Explanation and textual exercises *Extra exercises in the notebook	FA-2(b) SA-II	<p>To enable the students understand that adverbs are the words that tell us more about the verbs, adjectives and adverbs, and understand their kinds.</p> <p>To enable the learners to use adverbs in their language.</p> <p>To enable the students to identify and use different adverbs.</p>	<ul style="list-style-type: none"> • Interactive • Lecture • Audio-Visual aids • Worksheets • PPTs • Grammar games • Written and oral drills. <p>Activity (Integrated with language)</p> <p>The class would be divided into groups of three. Each group will write a simple noun</p>	<ul style="list-style-type: none"> • Cognitive Logical reasoning 	➤ Oral and written	<ul style="list-style-type: none"> • identify the kinds of adverbs and can use them in the sentences in a suitable manner. • articulate that adverbs modify verbs by telling how something is done, when something is done, where something.

			<p>and an action it can perform, on a slip of paper (e.g.: rabbit /run, student/ study, dog/ fetch). Let the groups exchange their slips. Now each group would be asked to use the words to make two sentences each, with an adverb of manner and time.</p> <p>1. Grammar and sentence structure: (2) 2. Creativity and originality: (2) 3. Adverb usage: (2) 4. Collaboration and teamwork: (2) 5. Communication skills: (2)</p>			<ul style="list-style-type: none"> • Cooperation & Teamwork – <input type="checkbox"/> Respect for Others <input type="checkbox"/> Patience & Open-Mindedness <input type="checkbox"/> Responsibility & Accountability
Comprehension Passage	SA-II	*To develop the learner's comprehension and analytical skills and logical reasoning.	<ul style="list-style-type: none"> • Silent reading • Comprehending • Analysis • Logical answering <p>Activity</p>	<ul style="list-style-type: none"> • Reading • Cognitive • Logical reasoning • writing 	➤ Written	<p>Answer the given questions from the given passage. Students are able to think logically.</p> <p>Values: Respect for others</p>

			Listen and Answer 1. Listening and Comprehension (4 marks) 2. Relevance and Accuracy (3 marks) 3. Clarity and Coherence (2 marks) Skills (1 mark)			
Grammar Pronouns (Introduction and explanation) *Explanation and textual exercises *Extra exercises in the notebook	SA-II	<ul style="list-style-type: none"> To enable the learners to recall types of pronouns. To enable the learners to use pronouns in their language. To enable the learners to apply pronouns in an appropriate manner. To use pronouns practically.	<ul style="list-style-type: none"> Interactive Lecture Audio-Visual aids Worksheets PPts Grammar games Written and oral drills ACTIVITY (Integrated with language) In this activity, the teacher will ask each student to come in front	<ul style="list-style-type: none"> Cognitive Logical reasoning 	➤ Oral and written	<ul style="list-style-type: none"> identify all kinds of pronouns. ➤ use the correct pronoun in a sentence. Value Empathy Teamwork and Class Bonding

			<p>of the class one by one and pretend to be another student of the class and introduce himself/herself in 4-5 sentences. They have to make the introduction funny and creative.</p> <ul style="list-style-type: none"> • Creativity & Humor (2) <input type="checkbox"/> Accuracy of Imitation (2) <input type="checkbox"/> Fluency & Clarity (2) <input type="checkbox"/> Body Language & Expression (2) <input type="checkbox"/> Grammar & Sentence Structure (2) 			
<p>Lesson – The bird with the broken wing</p> <p>•Introduction, model</p>	<p>FA-2(b) SA-II</p>	<p>*To enable the learners to understand the reading at an appropriate pace with correct</p>	<ul style="list-style-type: none"> • Interactive-to bring the learners to the central idea of the lesson. • Reading aloud by the teacher. 	<ul style="list-style-type: none"> • Listening • Speaking • Cognitive • Reading 	<ul style="list-style-type: none"> ➤ Oral and Written Test, ➤ Revision 	<ul style="list-style-type: none"> ➤ make inferences based on the comprehension of the text ➤ apply the understanding of the story to answer the questions.

<p>reading</p> <ul style="list-style-type: none"> •Textual exercises (discussion + notebook exercises) •Extra exercises (Vocabulary exercises like antonyms, synonyms, frame sentences) •Silent reading and Dictation 		<p>pronunciation, expression and intonation. *To enable the learners to identify the characters and sequence of events in the story. *To enable the learners to comprehend the story. *To enrich the learners vocabulary and expressions. *To enable the learners to appreciate English literature. *To retrieve the key words. *To encourage reading habit.</p>	<ul style="list-style-type: none"> • Written exercises • Interactive • Silent reading by the learners. • Listen and answer. <p>Activity (Integrated with Science)</p> <ul style="list-style-type: none"> • Role Play • Sanctuary is a place where animals are protected in their natural surroundings. Locate and mark ten famous wildlife sanctuaries on Indian Political map. <p>1. Accuracy and Location (4 marks) 2. Identification and Labeling (3 marks) 3. Map Skills and Presentation (2 marks) 4. Research and Understanding (1 mark)</p>		<p>➤</p>	<ul style="list-style-type: none"> ➤ identify the speaker and apply comprehension skills. ➤ interpret, evaluate and analyse the situations occurring in the lesson to answer in grammatically correct sentence. ➤ summarise the story in their own words. ➤ will be able to read the story fluently with proper speed, expression and correct pronunciation. ➤ expresses verbally his/ her opinion about the characters of the story. <p>Values Conservation and Environmental Awareness</p> <p>Responsibility</p>
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<p>Grammar</p> <p>Homophones</p> <p>(Introduction and explanation)</p> <p>*Explanation and textual exercises</p> <p>*Extra exercises in the notebook.</p>	SA-II	To enable the children identify homophones.	<ul style="list-style-type: none">•Audio-Visual aids•Worksheets•PPts•Grammar games•Written and oral drills <p>Activity (Integrated with Art)</p> <p>The students will work in groups in this activity. The teacher will give each group a Dictionary and a list of homophone pairs. With the help of the dictionary, the students will differentiate homophones. Draw their pictures, and frame sentences to show the difference.</p> <p>1.Understanding of Homophones</p>	<ul style="list-style-type: none">* Cognitive* Logical reasoning	<ul style="list-style-type: none">* Interaction<ul style="list-style-type: none">➤ * Oral and written	<ul style="list-style-type: none">• identify homophones and use them effectively. <p>Values:</p> <ol style="list-style-type: none">1. Empathy2. Self-Confidence
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			<p>(2 ½)</p> <p>2. Accuracy of Differentiation (2 ½)</p> <p>3. Creativity of Pictures and Illustrations (2 ½)</p> <p>4. Sentence Framing and Usage (2 ½)</p> <p>5. Collaboration and Teamwork (2 ½)</p>			
<p>Lesson- Uncle Tom- I (New Radiant Readers)</p> <p>•Introduction, model reading</p> <p>•Textual exercises (discussion + notebook exercises)</p> <p>•Extra</p>	L/S/ R/W	<p>*To enable the learners to understand the reading at an appropriate pace with correct pronunciation, expression and intonation.</p> <p>*To enable the learners to identify the characters and sequence of events in the story.</p> <p>*To enable the learners to comprehend the story.</p>	<ul style="list-style-type: none"> • Reading aloud by the teacher. • Interactive • Listen and answer. <p>ACTIVITY (Integrated with Language)</p> <p>Complete the puzzle with the help of clues given.</p> <p>1. Accuracy of Answers (4 marks)</p> <p>2. Completeness of Puzzle (3 marks):</p>	<ul style="list-style-type: none"> • Listening • Speaking • Cognitive • Reading • 	<p>➤ Oral and Written</p> <p>➤</p>	<p>➤ make inferences based on the comprehension of the text</p> <p>➤ apply the understanding of the story to answer the questions.</p> <p>➤ identify the speaker and apply comprehension skills.</p> <p>➤ interpret, evaluate and analyse the situations occurring in the lesson to answer in grammatically correct sentence.</p> <p>➤ summarise the story in their own words.</p> <p>➤ will be able to read the story fluently with proper speed,</p>

<p>exercises (Vocabulary exercises like antonyms, synonyms, frame sentences)</p> <p>• Silent reading and Dictation</p>		<p>*To enrich the learners vocabulary and expressions.</p> <p>*To enable the learners to appreciate English literature.</p> <p>*To retrieve the key words.</p> <p>*To encourage reading habit</p>	<p>3. Problem-Solving Skills (2 marks):</p> <p>4. Time Management (1 mark):</p>			<p>expression and correct pronunciation.</p> <p>➤ expresses verbally his/ her opinion about the characters of the story.</p> <p>.Values: Responsibility and Accountability</p>
<p>Lesson Uncle Tom-II (New Radiant Readers)</p> <p>• Introduction, model reading</p> <p>• Textual exercises (discussion + notebook exercises)</p> <p>• Extra exercises (Vocabulary exercises)</p>	L/S/R/W	<p>*To enable the learners to understand the reading at an appropriate pace with correct pronunciation, expression and intonation.</p> <p>*To enable the learners to identify the characters and sequence of events in the story.</p> <p>*To enable the learners to comprehend the story.</p> <p>*To enrich the</p>	<ul style="list-style-type: none"> • Reading aloud by the teacher. • Interactive Listen and answer <p>ACTIVITY (INTEGRATED WITH ART)</p> <p>Write the story of the accident and draw a picture of the accident, as Eva would have told her mother.</p> <p>1. Storytelling and Narrative (4 marks)</p> <p>2. Creativity and</p>	<ul style="list-style-type: none"> • Listening • Speaking • Cognitive • Reading 	<p>➤ Oral and Written</p> <p>➤</p>	<p>➤ make inferences based on the comprehension of the text</p> <p>➤ apply the understanding of the story to answer the questions.</p> <p>➤ identify the speaker and apply comprehension skills.</p> <p>➤ interpret, evaluate and analyse the situations occurring in the lesson to answer in grammatically correct sentence.</p> <p>➤ summarise the story in their own words.</p> <p>➤ will be able to read the story fluently with proper speed, expression and correct pronunciation.</p>

like antonyms, synonyms, frame sentences) •Silent reading and Dictation		learners vocabulary and expressions. *To enable the learners to appreciate English literature. *To retrieve the key words. *To encourage reading habit	Originality (3 marks) 3. Drawing and Artistic Skills (2 marks) 4.Communication and Expression (1 mark):			➤ expresses verbally his/ her opinion about the characters of the story. Values: 1. Collaboration and Teamwork 2. Respect for Others' Work 3. Effective Communication
Grammar Conjunctions (Introduction and explanation) *Explanation and textual exercises *Extra exercises in the notebook	FA- 2(b) SA- II	To enable students touse joining words to indicate connection To enable the learners to use conjunctions in their language. To enable the students to identify and use different conjunctions.	<ul style="list-style-type: none"> Interactive Lecture Audio-Visual aids Worksheets PPts Grammar games Written and oral drills ACTIVITY The teacher will give a starting of a story and students have to build the story	<ul style="list-style-type: none"> Cognitive Logical reasoning 	➤ Oral and written	<ul style="list-style-type: none"> define the term ‘conjunction’ explain the purpose of conjunction. join given words and sentences using the conjunctions – and, but, or, because,so and when. Value: 1. Collaboration and Teamwork 2. Respect for Others' Work

			<p>using conjunctions and read aloud in the class.</p> <p>1. Story Building and Creativity (4 marks) 2. Use of Conjunctions (3 marks) 3. Reading Aloud and Presentation (2 marks) 4. Grammar and Language Skills (1 mark)</p>			
Grammar Tenses (Simple) (Introduction and explanation) *Explanation and textual exercises *Extra exercises in	SA-II	<ul style="list-style-type: none"> To enable the students identify the tenses in the sentences and change them using the learnt rules. 	<ul style="list-style-type: none"> Interactive Lecture Audio-Visual aids Worksheets PPTs Grammar games Written and oral drills <p>Activity (Integrated</p>	<ul style="list-style-type: none"> Cognitive Logical reasoning 	➤ Oral and written	<ul style="list-style-type: none"> discover that verbs change forms depending on their relationship to time. recognise the past, present and the future tenses of regular and irregular verbs. identify the correct tense and uses them confidently in writing. <p>Values: 1. Teamwork and Collaboration</p>

the notebook			<p>with GK and Art)</p> <p>This activity is a group activity. The students will get a few newspapers and magazines, a chat, scissors and glue. They have to look for funny pictures that can be used to create a story about something that is happening in the world at present time, or about any scientific invention. Cut them out and paste them on the chat people using the colours of their choice. They will create interesting sentences about the picture of their news item in the simple present tense, and no sentence should be copied from the newspaper or magazine. They have to ensure that the work is in simple present tense and</p>			<p>2. Creativity and Originality</p> <p>3. Responsibility and Accountability</p>
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			agrees with the subject. 1. Creativity and Originality (3 marks) 2. Use of Simple Present Tense (3 marks) 3. Collaboration and Teamwork (2 marks) 4. Presentation and Visual Appeal (2 marks)			
Lesson – Dr. Dolittle •Introduction, model reading •Textual exercises (discussion + notebook exercises) •Extra exercises (Vocabulary exercises like	SA-II	*To enable the learners to understand the reading at an appropriate pace with correct pronunciation, expression and intonation. *To enable the learners to identify the characters and sequence of events in the story. *To enable the learners to comprehend the story. *To enrich the	<ul style="list-style-type: none"> • Interactive-to bring the learners to the central idea of the lesson. • Reading aloud by the teacher. • Written exercises • Interactive Silent reading by the learners. Listen and answer <p>ACTIVITY (Integrated with language)</p>	<ul style="list-style-type: none"> • Listening • Speaking • Cognitive • Reading 	<ul style="list-style-type: none"> ➤ Oral and Written Test, ➤ Revision 	<ul style="list-style-type: none"> ➤ make inferences based on the comprehension of the text ➤ apply the understanding of the story to answer the questions. ➤ identify the speaker and apply comprehension skills. ➤ interpret, evaluate and analyse the situations occurring in the lesson to answer in grammatically correct sentence. ➤ summarise the story in their own words. ➤ will be able to read the story fluently with proper speed, expression and correct pronunciation.

<p>antonyms, synonyms, frame sentences)</p> <p>• Silent reading and Dictation</p>		<p>learners vocabulary and expressions.</p> <p>*To enable the learners to appreciate English literature.</p> <p>*To retrieve the key words.</p> <p>*To encourage reading habit.</p>	<p>*Imagine that one day you get the power to speak to animals. Write a paragraph on how you will use it.</p> <p>1. Creativity and Imagination (4 marks)</p> <p>2. Empathy and Understanding (3 marks)</p> <p>3. Clarity and Coherence (2 marks)</p> <p>4. Responsibility and Action (1 mark)</p>		➤	<p>➤ expresses verbally his/ her opinion about the characters of the story.</p> <p>Values Empathy Responsibility Coexistence and Mutual Respect</p>
Formal letter writing	SA-II	<ul style="list-style-type: none"> To promote brainstorming among the learners. To enhance learners' critical thinking. To boost their confidence and enhance their expressions. 	<ul style="list-style-type: none"> Discussion Analysis Writing <p>Activity- (Integrated with language)</p> <p>The students will be asked to make a Teacher's Day card for their Class Teacher. The creative and attractive, with a message or a poem for the teacher.</p>	<ul style="list-style-type: none"> Cognitive Critical thinking Writing 	➤ Written	<ul style="list-style-type: none"> identify the elements of a letter. apply the elements to compose a formal letter. <p>Value: Empathy Gratitude and Respect Self-Awareness</p>

			1. Creativity and Originality (4 marks) 2. Message or Poem (3 marks) 3. Craftsmanship and Presentation (2 marks) 4. Thoughtfulness and Effort (1 mark)			
Poem- God made them all <ul style="list-style-type: none"> • Introduction, poet's biography and model recitation • Interaction and explanation. Recitation by the students	SA-II	<ul style="list-style-type: none"> • To enable the learners to appreciate poetry. • To develop learner's expressions. • To enable learners to interpret the central idea of the poem. To enable learners to recite with proper voice modulation.	<ul style="list-style-type: none"> • Interactive-to bring the learners to the central idea of the poem. • Reading aloud by the teacher. • Interactive • Silent reading by the learners. • Listen and answer ACTIVITY (Integrated with Art and Science) Draw and colour any five things made by God. Write how you would protect them for future generation.	<ul style="list-style-type: none"> • Listening • Speaking • Cognitive Reading 	<ul style="list-style-type: none"> • Interactive <ul style="list-style-type: none"> ➤ Oral and written 	Recite poems with appropriate expression and intonation to demonstrate understanding of poem. Voice Modulation. Values <ul style="list-style-type: none"> <input type="checkbox"/> Respect for Nature <input type="checkbox"/> Responsibility <input type="checkbox"/> Awareness & Action <input type="checkbox"/> Gratitude <input type="checkbox"/> Compassion

			1. Creativity and Artistry (2 marks) 2. Identification and Labeling (1 mark) 3. Protection and Conservation (1 mark) 4. Written Expression (1 mark)			
Creative Writing/ Paragraph writing Introduction Frame a roughsketch Reading of the suggestions bythe teacher Final layout	SA-II	<ul style="list-style-type: none"> To enable the students to frame few more grammatically correct sentences using variety of nouns, pronouns, adjectives, prepositions, conjunctions and punctuation marks appropriately on a given topic. To boost self confidence by demonstrating 	Interactive sessions Speaking Writing ACTIVITY Poster Making Creativity and design (2 ½ marks) Clarity of message (2 ½ marks) theme relevance (2 ½ marks) neatness and presentation (2 ½ marks) Effort and Originality (2 ½ marks)	Cognitive Critical thinking Writing Speaking	➤ Written	Display confidence and frame few more grammatically correct sentences using variety of nouns, pronouns, adjectives, prepositions, conjunctions and punctuation marks appropriately on a given topic. Values Empathy Team spirit Awareness and Social responsibility

		oral and written skills.				
Lesson- Guru Nanak –I (New Radiant Readers) •Introduction, model reading •Textual exercises (discussion + notebook exercises) • Extra exercises (Vocabulary exercises like antonyms, synonyms, frame sentences) • Silent	L/S/ R/W	*To enable the learners to understand the reading at an appropriate pace with correct pronunciation, expression and intonation. *To enable the learners to identify the characters and sequence of events in the story. *To enable the learners to comprehend the story. *To enrich the learners vocabulary and expressions. *To enable the learners to appreciate English literature. *To retrieve the key words. *To encourage	<ul style="list-style-type: none"> • Reading aloud by the teacher. • Interactive Listen and answer ACTIVITY: (Integrated with Language) People believe that even as a young boy Nanak was blessed by God with remarkable powers. Write 10 lines describing some of the unusual things that he did as a boy and as a young man. 1. Content and Accuracy (2 marks) 2. Writing Style and Clarity (1 mark) 3. Creativity and Originality (1 mark) 4. Spelling and Grammar (1 mark)	<ul style="list-style-type: none"> • Listening • Speaking • Cognitive • Reading 	➤ Oral and Written ➤	➤ make inferences based on the comprehension of the text ➤ apply the understanding of the story to answer the questions. ➤ identify the speaker and apply comprehension skills. ➤ interpret, evaluate and analyse the situations occurring in the lesson to answer in grammatically correct sentence. ➤ summarise the story in their own words. ➤ will be able to read the story fluently with proper speed, expression and correct pronunciation. ➤ expresses verbally his/ her opinion about the characters of the story. Values Service to others Equality and Justice Spirituality and Faith Truthfulness

reading and Dictation		reading habit				
Lesson-Guru Nanak –II (New Radiant Readers) •Introduction, model reading •Textual exercises (discussion + notebook exercises) •Extra exercises (Vocabulary exercises like antonyms, synonyms, frame sentences) •Silent	L/S/R/W	*To enable the learners to understand the reading at an appropriate pace with correct pronunciation, expression and intonation. *To enable the learners to identify the characters and sequence of events in the story. *To enable the learners to comprehend the story. *To enrich the learners vocabulary and expressions. *To enable the learners to appreciate English literature. *To retrieve the key words. *To encourage	<ul style="list-style-type: none"> • Reading aloud by the teacher. • Interactive Listen and answer <p>Activity (Integrated with Art)</p> <p>Make the sketch of Guru Nanak and write his teachings.</p> <ol style="list-style-type: none"> 1. Creativity and Artistry (2 marks) 2. Accuracy and Relevance (1 mark) 3. Clarity and Organization (1 mark) 4. Spelling and Grammar (1 mark) 	<ul style="list-style-type: none"> • Listening • Speaking • Cognitive • Reading 	<ul style="list-style-type: none"> ➤ Oral and Written ➤ 	<ul style="list-style-type: none"> ➤ make inferences based on the comprehension of the text ➤ apply the understanding of the story to answer the questions. ➤ identify the speaker and apply comprehension skills. ➤ interpret, evaluate and analyse the situations occurring in the lesson to answer in grammatically correct sentence. ➤ summarise the story in their own words. ➤ will be able to read the story fluently with proper speed, expression and correct pronunciation. ➤ expresses verbally his/ her opinion about the characters of the story. <p>Values Spiritual awareness Honesty and hard work Selfless service</p>

reading and Dictation		reading habit.				
Grammar-Adjectives and comparison (Introduction and Explanation) *Explanation and textual exercises *Extra exercises in the notebook	SA-II	<p>*To enable the learners to recall the definition, examples and degrees of adjectives.</p> <p>*To enable the learners to use adjectives in their language.</p> <p>*To enable the learners to apply adjectives in an</p>	<p>* Interactive * Lecture</p> <p>*Written exercises Audio Visual aids Worksheets</p> <p>* PPTs</p> <p>* Grammar games</p> <p>* Oral and written drills.</p> <p>ACTIVITY (integrated with language)</p> <p>Word Power Find the opposites of the given adjective in the grid and encircle them.</p>	<p>*Logical reasoning</p> <ul style="list-style-type: none">*Cognitive	<p>* Interaction</p> <ul style="list-style-type: none">* Oral and written	<ul style="list-style-type: none">correctly identify the adjectives.create or select vivid adjectives to enhance their writing as they write and revise.use degrees of comparison in speech and writing. <p>Values Perseverance Respect for Differences</p>

		appropriate manner.	Accuracy(2) Completeness (1) Neatness (1) Time Management (1)			
Recapitulation		<ul style="list-style-type: none"> To recapitulate the topics taught. To make them confident in the topic taught. <p>To prepare them for the upcoming assessment.</p>	<ul style="list-style-type: none"> Interactive Written exercises for practice. 	<ul style="list-style-type: none"> Cognitive Writing Speaking Reading 	➤ Oral and written.	Students will be able to perform well in their assessment.

Curriculum plan Hindi Session 2025-2026

Month month	Content	Learning objectives	Methodology	Skills developed	Mode of assessment	Value Added Activity
April	कविता -आया वसंत आया वसंत	सस्वर कविता पाठ ,सचित्र लेखन ज्ञान	कविता का सस्वर वाचन, व्याख्या विधि	सस्वर कविता पाठ तथा स चित्र लेखन, कल्पना शक्ति का विकास	कविता पाठ -2 मौखिक प्रश्न -2 उत्तर पुस्तिका-2	विभिन्न ऋतुओं का चित्र वर्णन करते हुए देश के प्रति गर्व की भावना विकसित करना।
	पाठ -ईदगाह विधा - कहानी लेखक -मुंशी प्रेमचंद	कहानी विधा तथा मुंशी प्रेमचंद के विषय में जानकारी।	कहानी कथन ,वार्तालाप विधि	वाचन तथा लेखन कौशल , भाषा ज्ञान	विभिन्न मौखिक लिखित अभ्यास 2 प्रश्न-उत्तर 2 उत्तर पुस्तिका 2	घर के किसी बुजुर्ग सदस्य के लिए ग्रीटिंग कार्ड बनाना

		व्यावहारिक ज्ञान , व्याकरण ज्ञान में वृद्धि				
	संज्ञा	संज्ञा का महत्व तथा भेद समझाना, व्याकरण ज्ञान में वृद्धि	आगमन निगमन विधि, दृश्य श्रव्य सामग्री ,गुलमोहर हिंदी व्याकरण के अभ्यास	संज्ञा का व्याकरण सम्मत प्रयोग	अभ्यास कार्य 3 कार्य पत्रिकाएँ। 3	संज्ञा शब्दों से अंताक्षरी खेलना। हिंदी भाषा के प्रति सम्मान की भावना।
	लिंग	लिंग का उचित प्रयोग सिखाना	आगमन निगमन विधि, दृश्य -श्रव्य सामग्री	व्याकरण, भाषा ज्ञान	कार्य पत्रिकाएँ 3 मौखिक ,लिखित अभ्यास3	आसपास की वस्तुओं के लिंग बताना (वार्तालाप) हिंदी भाषा ज्ञान में वृद्धि।
	वचन	वचन का सही प्रयोग	वार्तालाप विधि, दृश्य श्रव्य सामग्री	व्याकरण ज्ञान	विभिन्न मौखिक ,लिखित अभ्यास 3 कार्य पत्रिकाएं 3	एकवचन तथा बहुवचन शब्दों से वाक्य बनाना।
मई	पाठ- उड़ने का सुख कहानी	कहानी के द्वारा छात्रों को पशु पक्षियों के प्रति संवेदनशील होने का ज्ञान देना, उनके भाषा तथा व्याकरण ज्ञान में वृद्धि	कहानी कथन तथा प्रश्नावली	चिंतन -मनन वाचन तथा लेखन कौशल, भाषा ज्ञान	विभिन्न मौखिक -लिखित प्रश्न 2 अभ्यास कार्य 2 उत्तर पुस्तिका 2	सलीम अली बर्डमैन ऑफ इंडिया के विषय में बातचीत, पक्षियों के लिए छत पर दाना -पानी रखना
	भाषा लिपि तथा व्याकरण	व्याकरण ज्ञान में वृद्धि	आगमन निगमन, दृश्य श्रव्य सामग्री	शुद्ध भाषा तथा व्याकरण ज्ञान	मौखिक लिखित अभ्यास प्रश्न 3 ,कार्य पत्रिकाएँ 3	विभिन्न भाषाओं की लिपियों के नाम लिखना। सामान्य ज्ञान में वृद्धि।
जुलाई	पाठ -एक पत्र ऐसा भी	पत्र- विधा की जानकारी	पाठ का सस्वर वाचन,	वाचन, लेखन ,चिंतन	मौखिक -लिखित प्रश्न 2	महान ग्रंथों रामायण तथा महाभारत के विषय में वार्तालाप। पौराणिक ग्रंथों के

	विधा-पत्र लेखक -श्री जवाहरलाल नेहरू	देना छात्रों के वाचन, लेखन ,पठन ज्ञान में विधि	व्याख्या विधि	व्यावहारिकता	अभ्यास कार्य 2 उत्तर पुस्तिका2	ज्ञान में वृद्धि।
	कविता - शून्य कवि - रमेश कौशिक	काव्य के प्रति रुचि, सामान्य ज्ञान में वृद्धि	स्वर के उतार-चढ़ाव के साथ कविता पाठ ,व्याख्या	सचित्र कविता लेखन, सूक्ष्म अवलोकन, गणितीय समझ	कविता पाठ 3 उत्तर पुस्तिका 3	1 से 100 तक गिनती हिंदी के अंकों तथा शब्दों में लिखना हिंदी भाषा के अंकों शब्दों की पहचान।
	विलोम शब्द	विलोम शब्दों की जानकारी, शब्द भंडार में वृद्धि	दृश्य श्रव्य सामग्री, प्रश्नावली	भाषा तथा व्याकरण ज्ञान	विभिन्न मौखिक लिखित, प्रश्न 3 कार्य पत्रिकाएँ	फ्लैश कार्ड्स बनाना
	ध्वनियाँ तथा वर्ण	व्याकरण ज्ञान में वृद्धि	व्याख्यात्मक विधि , दृश्य श्रव्य सामग्री	व्याकरण सम्मत वर्तनी	अभ्यास कार्य 3 कार्य पत्रिकाएँ 3	ध्वनियों को ध्यान से सुनना तथा वर्णों को जोड़कर शब्द बनाकर लिखना।
	सर्वनाम	सर्वनाम की परिभाषा तथा भेद समझाना	आगमन निगमन विधि, दृश्य श्रव्य सामग्री	सर्वनाम का उचित स्थान पर उचित प्रयोग	अभ्यास कार्य 3 कार्य पत्रिकाएँ 3	साथी छात्रों द्वारा प्रयोग किए गए गलत सर्वनाम शब्दों को शुद्ध करना
	अनुच्छेद -बारिश का एक दिन	मन के भावों को क्रमबद्ध करते हुए रचनात्मक लेखन सिखाना।	वार्तालाप, अनुभवों की अभिव्यक्ति	रचनात्मक लेखन कौशल	उत्तर पुस्तिका 3 वर्षा ऋतु का सुंदर चित्र बनाकर रंग भरना 3	वर्षा के दिनों के अनुभवों की कक्षा में अभिव्यक्ति। प्रकृति के प्रति प्रेम तथा प्रेम तथा आनंद।
	अनौपचारिक पत्र उपहार के लिए मित्र	अनौपचारिक पत्र लेखन का प्रारूप समझाना तथा	श्यामपट्ट	पत्र लेखन कौशल (अनौपचारिक)	उत्तर पुस्तिका 4	अंतर्देशीय पत्र पोस्टकार्ड के विषय में जानकारी प्राप्त करना। भारतीय

	/सखी को धन्यवाद पत्र	अभ्यास करवाना।	दृश्य श्रव्य सामग्री			संस्कृति का ज्ञान उसके बाद है नेक्स्ट श्रेष्ठ दान पाठ इसमें विभिन्न मौखिक
अगस्त	पाठ -श्रेष्ठ दान विधा -एकांकी	छात्रों को एकांकी विधा का ज्ञान देना। वाचन लेखन व्याकरण तथा भाषा ज्ञान में वृद्धि करना।	अभिनय तथा व्याख्या वार्तालाप	चिंतन मनन तथा लेखन	विभिन्न मौखिक लिखित प्रश्न 2 अभ्यास कार्य 2 उत्तर पुस्तिका 2	छात्रों द्वारा एकांकी का अभिनय। अपनी पुरानी पुस्तकें खिलौने तथा कपड़े गरीब बच्चों को देना।
	पाठ -तोत्तो चान : घायलों से मिलना विधा -संस्मरण	संस्मरण विधा से परिचित कराना। छात्रों के व्यावहारिक ज्ञान ,व्याकरण ज्ञान भाषा ज्ञान में वृद्धि करना।	कहानी कथन ,प्रश्नावली	व्यावहारिकता, वाचन ,लेखन	मौखिक लिखित प्रश्न 2 अभ्यास कार्य 2 उत्तर पुस्तिका2	देश भक्ति की कविता अथवा गीत याद करके सुनाना।
व्याकरण	पर्यायवाची शब्द	शब्द भंडार में वृद्धि ,पर्यायवाची शब्दों का महत्व	आगमन निगमन दृश्य -श्रव्य सामग्री	सशक्त शब्दावली	अभ्यास कार्य 3, कार्य पत्रिका 3	चित्र बनाकर विभिन्न पर्याय लिखना।
	चित्र लेखन	चित्र का ध्यानपूर्वक अवलोकन कर मन के भावों को क्रम बद्ध करना।	वार्तालाप अवलोकन तथा लेखन।	अभिव्यक्ति तथा लेखन कौशल	उत्तर पुस्तिका 3	कल्पना शक्ति की सहायता से सुंदर चित्र बनाकर उसके बारे में लिखो।
	अपठित गद्यांश	गद्यांश पढ़कर संबंधित प्रश्नों के उत्तर ढूंढना सिखाना।	ध्यानपूर्वक पठन, प्रश्नावली	पठन, चिंतन	उत्तर पुस्तिका 4	साथी छात्रों से प्रश्न पूछना।

	अनौपचारिक पत्र।	छोटे भाई को पुरस्कार मिलने पर बधाई पत्र लिखने का अभ्यास।	पत्र लेखन	चिंतन तथा लेखन	उत्तर पुस्तिका 4	परिवार के प्रिय सदस्य के लिए सद्भावना संदेश लिखकर मन के भाव प्रकट करना
	अनुच्छेद-वृक्षों का महत्व	लेखन अभ्यास, वृक्षों का महत्व समझाना	वृक्षों के महत्व पर चर्चा तत्पश्चात लेखन	चिंतन तथा लेखन	उत्तर पुस्तिका 4	पेड़ पौधों के लाभों पर जी०ओ० बनाना। एक पौधा लगाकर स्वयं उसकी देखभाल करो।
	विषय संवर्धन गतिविधि भाषा खेल	व्याकरण तथा भाषा का विकास	खेल विधि	समृद्ध भाषा	कार्य पत्रिका 5	व्याकरण से संबंधित खेल
	बहु खंडीय मूल्यांकन ,श्रुतभाव ग्रहण परीक्षा	श्रवण कौशल का विकास	कहानी कथन प्रश्नावली	श्रवण कौशल	प्रश्नों के उत्तर 5	
अक्टूबर	पाठ-गुब्बारे की आत्मकथा विधा -आत्मकथा	आत्मकथा लेखन ज्ञान, लेखन, व्याकरण, भाषा तथा व्यवहारिक ज्ञान में वृद्धि	पाठ का वाचन ,वार्तालाप	वैज्ञानिक दृष्टिकोण ,चिंतन तथा लेखन	मौखिक लिखित प्रश्न 2 अभ्यास कार्य 2 उत्तर पुस्तिका 2	2021में काशी में आयोजित हॉट एयर बैलून फेस्टिवल पर चर्चा
	कविता- मेट्रो रेल है बड़ी निराली कवि- डॉक्टर नीरू मोहन वागीश्वरी	काव्य के प्रति रुचि उत्पन्न करना, कविता का अर्थ समझाना	कविता पाठ ,अर्थ व्याख्या	सचित्र कविता लेखन ,सस्वर कविता पाठ	कविता पाठ 3 ,उत्तर पुस्तिका 3	मेट्रो रेल की यात्रा के अपने अनुभव पर आधारित स्वरचित कविता अपने मित्रों को सुनाओ।

	पाठ सैंडलवुड सिटी मैसूर विधा -लेख	छात्रों के व्याकरण ज्ञान, भाषा ज्ञान ,व्यवहारिक ज्ञान में वृद्धि भारतीय संस्कृति से परिचय।	सस्वर वाचन, व्याख्यात्मक विधि	चिंतन -मनन तथा लेखन ,व्यावहारिक ज्ञान	प्रश्न उत्तर 2 अभ्यास कार्य 2 उत्तर पुस्तिका 2	मैसूर के दर्शनीय स्थलों के चित्र चिपक कर उनके नाम लिखो। पर्यटन के प्रति रुचि।
	विशेषण	विशेषण की परिभाषा तथा भेद समझाना ।	प्रश्नावली, दृश्य श्रव्य सामग्री	विशेषण का उचित प्रयोग	मौखिक लिखित अभ्यास 3 कार्य पत्रिका3	विभिन्न संज्ञाओं के साथ विशेषण जोड़कर साथियों को बताओ।
	अनेकार्थी शब्द	शब्द भंडार तथा भाषा ज्ञान में वृद्धि।	आगमन निगमन ,दृश्य श्रव्य सामग्री	अनेकार्थी शब्दों का ज्ञान	अभ्यास कार्य 3 कार्य पत्रिकाएं 3	अनेकार्थी शब्दों का वाक्यों में प्रयोग।
नवंबर	पाठ-संगति का प्रभाव	भाषा ज्ञान तथा व्यवहारिक ज्ञान में वृद्धि, वैज्ञानिक दृष्टिकोण का विकास।	वार्तालाप तथा व्याख्यात्मक विधि।	चिंतन मनन तथा लेखन ,वैज्ञानिक दृष्टिकोण	मौखिक लिखित प्रश्न 3 अभ्यास कार्य 3 ,उत्तर पुस्तिका3	संगति के अच्छे बुरे प्रभाव पर कक्षा में चर्चा।
	पाठ -शनि ग्रह की सैर विज्ञान कथा	छात्रों के भाषा ज्ञान पठन तथा व्यावहारिक ज्ञान में वृद्धि ,कल्पना शक्ति तथा वैज्ञानिक दृष्टिकोण का विकास	प्रश्नावली तथा वार्तालाप	चिंतन मनन ,लेखन	मौखिक लिखित प्रश्न ,अभ्यास, उत्तर पुस्तिका	पाठ पर अभिनय
	क्रिया तथा काल	व्याकरण ज्ञान में वृद्धि क्रिया तथा काल की	आगमन निगमन , दृश्य श्रव्य सामग्री	क्रिया तथा काल का मानक ज्ञान	अभ्यास कार्य 3 उत्तर पुस्तिका 3	कक्षा में साथियों को विभिन्न क्रियाएं करके दिखाना और दूसरे छात्रों द्वारा

		परिभाषा तथा भेद समझाना।				पहचाना।
	क्रिया विशेषण	व्याकरण ज्ञान में वृद्धि, क्रिया विशेषण की परिभाषा तथा भेद समझाना।	प्रश्नावली दृश्य श्रव्य सामग्री	क्रिया विशेषण का ज्ञान	अभ्यास कार्य 3 उत्तर पुस्तिका 3	कक्षा में विभिन्न क्रियाओं की विशेषता बताते हुए चर्चा।
	औपचारिक पत्र -मुख्य अध्यापिका जी को अवकाश के लिए प्रार्थना पत्र।	औपचारिक पत्र का प्रारूप समझाना ,पत्र लेखन अभ्यास।	श्यामपट्ट , दृश्य श्रव्य सामग्री	औपचारिक पत्र लेखन ज्ञान।	उत्तर पुस्तिका4	
	अनुच्छेद- मेरा प्रिय कार्यक्रम	अनुच्छेद लेखन का अभ्यास कराना।	वार्तालाप ,दृश्य श्रव्य सामग्री	अभिव्यक्ति तथा लेखन कौशल	उत्तर पुस्तिका4	अपने प्रिय कार्यक्रम के मुख्य पात्र का चित्र बनाकर उसमें रंग भरो तथा उस से मिलने वाली सीख लिखो।
दिसंबर	कविता -नदी	कविता पाठ तथा सचित्र कविता लेखन अभ्यास	सस्वर कविता पाठ ,अर्थ व्याख्या	काव्य आनंद	कविता पाठ 3 उत्तर पुस्तिका 3	भारत की प्रमुख नदियों के नाम की सूची बनाओ।
	पाठ -अबऔर प्लास्टिक नहीं	पर्यावरण के प्रति जागरूकता भाषा ज्ञान ,व्याकरण ज्ञान	प्रश्नावली वार्तालाप	पठन, चिंतन ,लेखन	मौखिक लिखित प्रश्न 3 अभ्यास कार्य 3,उत्तर पुस्तिका3	पर्यावरण प्रदूषण पर चर्चा

		,व्यवहारिक ज्ञान में वृद्धि				
	वाक्यांशों के लिए एक शब्द	भाषा कौशल ,व्याकरण ज्ञान वृद्धि	आगमन निगमन ,दृश्य श्रव्य सामग्री	मानक भाषा ज्ञान	अभ्यास कार्य 3कार्य पत्रिकाएँ 3	
	अशुद्धि शोधन	शुद्ध मानक भाषा प्रयोग सिखाना	श्यामपट्ट दृश्य श्रव्य सामग्री शुद्ध उच्चारण	शुद्ध उच्चारण मानक भाषा	अभ्यास कार्य3 कार्य पत्रिकाएँ 3	श्यामपट्ट पर लिखे अशुद्ध शब्दों को शुद्ध करके लिखना
	अनुच्छेद - प्रातः काल की सैर	अनुभवों तथा मन के भावों को क्रमबद्ध कर लिखना	प्रातः काल पर चर्चा लेखन	अभिव्यक्ति तथा लेखन कौशल	उत्तर पुस्तिका4	प्रातः काल का सुंदर चित्र बनाकर रंग भरना
जनवरी	चित्र लेखन	चित्रों का ध्यान पूर्वक अभी अवलोकन कर मन के भावों को क्रमबद्ध करना सिखाना।				
	अपठित गद्यांश					
	गतिविधि -भाषा क खेल					
	गतिविधि - श्रुतभाव ग्रहण परीक्षा					

Annual Curriculum (2025 – 2026)

Subject : Maths

Class : IV

Term 1

Topic	Learning Objectives	Methodology	Skills to be developed	Assessment	Learning Outcomes
Unit 1: Large Numbers (PA1/SA1) <ul style="list-style-type: none"> ➤ Writing of 5/6 digit numbers in numeral form and number names. ➤ Face value and Place value. ➤ Comparing Numbers. ➤ Building of greatest and smallest number. ➤ Roman Numerals (1 to 39) 	Student will able to <ul style="list-style-type: none"> ➤ Read and write 5 and 6-digit numbers in the Indian System. ➤ Able to write Place and Place Value of 5/6-digit number. ➤ Expanded and Short form of the 5/6-digit numbers ➤ Comparing of Numbers. ➤ Forming of 5and 6-digit numbers using digits. ➤ Able to write Roman Numerals using basic 7 symbols of Roman System and Hindu Arabic (1-39). 	<ul style="list-style-type: none"> ➤ By using PPT's, Smart Boards and activities according to the topic. ➤ Open discussion of topic with students 	<ul style="list-style-type: none"> ➤ Logical thinking, Understanding and observing the concept ➤ To develop the work habits, self-dependency in mathematical concepts 	Evaluation will be done through class tests, portfolios and periodic tests.	<ul style="list-style-type: none"> ➤ Read and write 5- and 6-digit number in the Indian system and use them in daily life. ➤ Use place-value to write 5- with the given digits. and 6- digit numbers in the expanded form and vice versa. ➤ Compare 5- and 6 digit number and arrange them in ascending/descending order. ➤ Make the greatest and smallest number with the given digits. ➤ Represent numbers upto 39 in the Roman number system.

Activity 1 : Writing 5- and 6 digit number on abacus and write the number name.

Activity 2 : In box 5/6 numbers are given in which the place values are written in jumbled order. Correct the order and represent the number on place value chart.

Topic	Learning Objectives	Methodology	Skills to be developed	Assessment	Learning Outcomes
Unit 2: Addition and Subtraction (PA2 / SA1) <ul style="list-style-type: none"> ➤ Addition and subtraction of 5/6 digit numbers . ➤ Combining addition and subtraction. 	Students will able to <ul style="list-style-type: none"> ➤ To develop interest in mathematics and make them aware of facts. ➤ Find out the value of different things and use them in their daily lives. ➤ Understand and able to add and subtract with and without regrouping. 	<ul style="list-style-type: none"> ➤ By using PPT's, Smart Boards and activities according to the topic. ➤ Open discussion of topic with students. ➤ Learning by doing. 	<ul style="list-style-type: none"> ➤ Logical thinking, Understanding and observing the concept ➤ To develop the work habits, self-dependency in mathematical concepts 	Evaluation will be done through class tests, portfolios and periodic tests.	<ul style="list-style-type: none"> ➤ Add and subtract upto 5/6 digit numbers with and without grouping. ➤ Apply the skill of addition and subtraction to solve real life problems. ➤

Activity 1 : A magic square should have same total horizontally, vertically, and diagonally.

Activity 2 : The length of some rivers are given. Find

- a) Which is the longest and shortest river.
- b) How much longer is the first river than the second one.
- c) What is the total length of first three rivers.

Topic	Learning Objectives	Methodology	Skills to be developed	Assessment	Learning Outcomes
Unit 3: Multiplication (SA1) <ul style="list-style-type: none"> ➤ Properties of multiplication ➤ Multiplication by 10, 100, 1000 ➤ Multiplication by, $1/2/3$ digit number 	Students will able to <ul style="list-style-type: none"> ➤ Understand and apply properties of multiplication. ➤ Multiplying 4-digit number by 1 digit number. ➤ Multiplying 3-digit number by $2/3$ digit number. ➤ Story sums related to real life 	<ul style="list-style-type: none"> ➤ By using PPT's, Smart Boards and activities according to the topic. ➤ Open discussion of topic with students. ➤ Learning by doing. 	<ul style="list-style-type: none"> ➤ Logical thinking, Understanding and observing the concept ➤ To develop the work habits, self-dependency in mathematical concepts ➤ Learning of tables 	Evaluation will be done through class tests, portfolios activities.	<ul style="list-style-type: none"> ➤ State the properties of multiplication.. ➤ Apply multiplication to solve real life problems. ➤ Multiply upto 3-digit number by 2 or 3 digit number.

Activity 1: Enhancing the multiplication skills.

Acitivity 2 : Double of numbers.

Topic	Learning Objectives	Methodology	Skills to be developed	Assessment	Learning Outcomes
Unit 4: Division (SA1) <ul style="list-style-type: none"> ➤ Properties of division. ➤ Division by 10, 100 ➤ Division by, $1/2$ digit number and checking of division. 	Students will able to <ul style="list-style-type: none"> ➤ Write division fact for multiplication fact. ➤ Dividing $3/4$ digit number by $1/2$ digit number. ➤ Solve story sums. 	<ul style="list-style-type: none"> ➤ By using PPT's, Smart Boards and activities according to the topic. ➤ Open discussion of topic with students. ➤ Learning by doing. 	<ul style="list-style-type: none"> ➤ Logical thinking, Understanding and observing the concept ➤ To develop the work habits, self-dependency in mathematical concepts ➤ Learning of tables 	Evaluation will be done through class tests, portfolios activities.	<ul style="list-style-type: none"> ➤ State properties of division. ➤ Students can explain the relationship between multiplication and division. ➤ Students can use the long division to divide 4 digit dividend by $1/2$ digit divisor with or without remainder. ➤ Apply division to real life problems.

Activity 1: Division as sharing.

Activity 2: Division games/ Maths puzzle

Topic	Learning Objectives	Methodology	Skills to be developed	Assessment	Learning Outcomes
Unit 5: Multiples and Factors (SA1) <ul style="list-style-type: none"> ➤ Multiples in real life ➤ Multiples ➤ Properties of multiples and Factors. ➤ Finding multiples and factors of given number ➤ Common multiples and factors ➤ Factor Tree ➤ Test of divisibility. 	Students will able to <ul style="list-style-type: none"> ➤ Recognize and learn multiples and factors. ➤ Understand how to find factors and multiples. ➤ Find common multiples and factors of two numbers. ➤ Understand and draw factor tree. ➤ Real life examples ➤ Use of divisibility rules 	<ul style="list-style-type: none"> ➤ By using PPT's, Smart Boards and activities according to the topic. ➤ Open discussion of topic with students. ➤ Learning by doing. 	<ul style="list-style-type: none"> ➤ Logical thinking, Understanding and observing the concept ➤ To develop the work habits, self-dependency in mathematical concepts ➤ Learning of tables 	Evaluation will be done through class tests, portfolios activities.	<ul style="list-style-type: none"> ➤ List the multiples of a number. ➤ Students can find common multiples of two numbers. ➤ Students can list the factors of a number. ➤ Find common factors of two numbers. ➤ Make the factor tree of a number. ➤ List properties of multiples and factors. <ul style="list-style-type: none"> ➤ Check divisibility of a number by 2, 3, 5, 9 and 10

Activity 1 : Make a pair and ask them to find the number with more than 4 factors between 1 – 50 Activity 2:

Divide the class into 10 groups. Ask each group to make a number chart (1 – 100)

Topic	Learning Objectives	Methodology	Skills to be developed	Assessment	Learning Outcomes
Unit 6:Geometry (SA1) <ul style="list-style-type: none"> ➤ Geometry in real life ➤ Point, line, line segment, ray. ➤ Measuring of line segment. ➤ quadrilaterals ➤ circles 	Students will able to <ul style="list-style-type: none"> ➤ Recognize and draw point, ray, line, line segment. ➤ Measure and draw line segment. ➤ identify open and closed figure. ➤ Types of quadrilaterals. E.g square and rectangle. ➤ Circle and its elements. E.g centre, radius, chord and diameter. ➤ Drawing of circles. 	<ul style="list-style-type: none"> ➤ By using PPT's, Smart Boards and activities according to the topic. ➤ Open discussion of topic with students. ➤ Learning by doing. 	<ul style="list-style-type: none"> ➤ Logical thinking, Understanding and observing the concept ➤ Visual skills, verbal skills, drawing skills and applied skills. 	Evaluation will be done through class tests, portfolios activities.	Students will able to : <ul style="list-style-type: none"> ➤ Define simple geometrical concepts such as point, line, ray and line segment. ➤ Measure a line segment and draw a line segment of given length. ➤ Identify different kind of closed figures. ➤ Find the centre, radius, diameter and circumference of a circle. ➤ Draw a circle of given radius.

Activity 1 : Making of different shapes and rangoli using circles. Activity 2:

Making of quadrilaterals using toothpicks or earbuds.

Topic	Learning Objectives	Methodology	Skills to be developed	Assessment	Learning Outcomes
Unit 13: Time (SA1) <ul style="list-style-type: none"> ➤ Reading of Clock ➤ Use of a.m and p.m. ➤ 24 hour clock. ➤ Reading of calender. 	Students will able to <ul style="list-style-type: none"> ➤ Read the clock and write the time in two ways. ➤ Know the use of a.m. and p.m while writing the time. ➤ Convert 12 hour clock time to 24 hour clock time and vice versa. ➤ Calculate the interval of time between two given timings. ➤ Read the calender. 	<ul style="list-style-type: none"> ➤ By using PPT's, Smart Boards and activities according to the topic. ➤ Open discussion of topic with students. ➤ Learning by doing. 	<ul style="list-style-type: none"> ➤ Logical thinking, Understanding and observing the concept ➤ Dealing with life challenges . ➤ Time management skills. ➤ Confidence and self esteem. 	Evaluation will be done through class tests, portfolios activities.	Students will able to : <ul style="list-style-type: none"> ➤ Tell the time on clock to the exact minute. ➤ Use of a.m. and p.m to write the time of a day. ➤ Explain why airlines, railways etc use the 24- hour clock. ➤ Convert time between 12 – hour clock and 24 hour clock. ➤ Calculate the time duration for an activity in hours/minutes and in days.

Activity 1: Activity on A.M. and P.M

Activity 2 : Making of a clock with paper .

Annual Curriculum (2025 – 2026)

Subject : Maths

Class : IV

Term 2

Topic	Learning Objectives	Methodology	Skills to be developed	Assessment	Learning Outcomes
Unit 7: Symmetry and Patterns (SA2) <ul style="list-style-type: none">➤ Reflections.➤ Lines of symmetry.➤ Patterns.	Student will able to <ul style="list-style-type: none">➤ Understand the concept of symmetry and lines of symmetry.➤ Reflection along the mirror line.➤ Various types of patterns (numerical/drawings)	<ul style="list-style-type: none">➤ By using PPT's, Smart Boards and activities according to the topic.➤ Open discussion of topic with students.➤ Learning by doing.	<ul style="list-style-type: none">➤ Logical thinking, Understanding and observing the concept.➤ To develop the work habits, self-dependency in mathematical concepts	Evaluation will be done through class tests, portfolios and periodic tests.	Students will able to : <ul style="list-style-type: none">➤ Recognise reflection symmetry in shapes.➤ Use patterns to make simple codes.

Activity 1 : Activity of lines of symmetry using origami sheets.

Activity 2 : By drawing geometric patterns and write a message using different codes.

Topic	Learning Objectives	Methodology	Skills to be developed	Assessment	Learning Outcomes
Unit 8: Fractions (PA2B/SA2) <ul style="list-style-type: none">➤ Fractions of collection.➤ Equivalent fractions and finding equivalent fractions.➤ Simplest form of fraction.➤ Like and unlike fractions.➤ Comparing of like fractions.➤ Addition and subtraction of like fractions.	Student will able to <ul style="list-style-type: none">➤ Understand part of a fraction of the whole and of a collection.➤ Ability to use words instead of fraction example half and quarter in daily expressions.➤ Identification of fraction with same numerator /denominator.➤ Converting fraction into equivalent fraction and identification of equivalent fraction.➤ Simplification of fractions.➤ Comparison of like fractions.➤ Problem solving and ability. (addition and subtraction)	<ul style="list-style-type: none">➤ By using PPT's, Smart Boards and activities according to the topic.➤ Open discussion of topic with students.➤ Learning by doing.	<ul style="list-style-type: none">➤ Logical thinking, Understanding and observing the concept.➤ Decision making, creative thinking.➤ To develop the work habits, self-dependency in mathematical concepts.	Evaluation will be done through class tests, portfolios and periodic tests.	Students will able to : <ul style="list-style-type: none">➤ Calculate the required fraction of a given collection.➤ Find equivalent fractions of a given fractions.➤ Simplify the fraction to its lowest terms.➤ Distinguish between like and unlike fractions.➤ Compare like fractions and arrange them in ascending/descending order.➤ Add and subtract like fractions.➤ Change an improper to a mixed number and vice versa.

Activity 1 : Making fraction pictiornary.

Activity 2: Pizza Fractions.

Topic	Learning Objectives	Methodology	Skills to be developed	Assessment	Learning Outcomes
Unit 9: Decimals (SA2) <ul style="list-style-type: none"> ➤ Place Value Chart. ➤ Reading of decimal numbers. ➤ Applications of decimals. 	Student will able to <ul style="list-style-type: none"> ➤ Decimals as fractions with denominators 10 and 100. ➤ Conversion of a decimal into fraction and vice versa. ➤ Relationship between measures using decimals (cm, mm). ➤ Using decimals in money transaction. 	<ul style="list-style-type: none"> ➤ By using PPT's, Smart Boards and activities according to the topic. ➤ Open discussion of topic with students. ➤ Learning by doing. 	<ul style="list-style-type: none"> ➤ Logical thinking, Understanding and observing the concept. ➤ To develop the skill of accuracy ➤ To relate fractional numbers and concept of decimals. ➤ To know about decimal notation used in Indian currency. 	Evaluation will be done through class tests, portfolios and periodic tests.	Students will able to : <ul style="list-style-type: none"> ➤ Write the fraction with 10 and 100 as denominator, as decimal numbers. ➤ Write the decimal in place value chart. ➤ Write money and length as decimals.

Activity 1 : Collect price tags and observe decimal notation of rupees and paise.

Activity 2 : Representing a decimal number on place value chart.

Topic	Learning Objectives	Methodology	Skills to be developed	Assessment	Learning Outcomes
Unit 10 : Money(PA2A/SA2) <ul style="list-style-type: none"> ➤ Addition and Subtraction of money. ➤ Multiplication of Money. ➤ Division of money. 	Student will able to <ul style="list-style-type: none"> ➤ Addition and subtraction money. ➤ Multiplication of money by 1 / 2 digit numbers. ➤ Division of money by 1 digit number. ➤ Application of money in day to day life. 	<ul style="list-style-type: none"> ➤ By using PPT's, Smart Boards and activities according to the topic. ➤ Open discussion of topic with students. ➤ Learning by doing. 	<ul style="list-style-type: none"> ➤ Logical thinking, Understanding and observing the concept. ➤ To develop the skill of accuracy ➤ To manage money in day to day life. 	Evaluation will be done through class tests, portfolios and periodic tests.	Students will able to : <ul style="list-style-type: none"> ➤ Add, subtract, multiply and divide money in decimal form.

Activity 1 : Making of bill of different items.

Activity 2 : Pasting fake currencies of different studies.

Topic	Learning Objectives	Methodology	Skills to be developed	Assessment	Learning Outcomes
Unit 11: Measurement (only activity) <ul style="list-style-type: none"> ➤ Measurement of length. ➤ Measurement of mass. ➤ Measurement of capacity. 	Student will able to <ul style="list-style-type: none"> ➤ measure lengths in centimeters and meters, ➤ understand that 100 centimeters = 1 meter, ➤ measure distance in kilometers. 1 km = 1000m ➤ Able to know heavy and light things. ➤ 1kilogram = 1000 grams ➤ Understanding which unit of capacity is to be used for smaller quantities and bigger quantities. ➤ 1 litre = 1000 millilitres ➤ Convert bigger units into smaller units. 	<ul style="list-style-type: none"> ➤ By using PPT's, Smart Boards and activities according to the topic. ➤ Open discussion of topic with students. ➤ Learning by doing. 	<ul style="list-style-type: none"> ➤ Logical thinking, Understanding and observing the concept. ➤ To develop the skill of accuracy ➤ Analytical thinking. 	Evaluation will be done through class tests, portfolios and periodic tests.	Students will able to : <ul style="list-style-type: none"> ➤ State the units of measuring length, weight and capacity in the metric system and state the relationship between the units. ➤ Convert from one unit to another higher or lower unit. ➤ Measurements in real life.

Activity 1 : Write the suitable unit for the given objects.

Activity 2 : Measure any 5 things near you with the help of scale.

Topic	Learning Objectives	Methodology	Skills to be developed	Assessment	Learning Outcomes
Unit 12: Perimeter and Area <ul style="list-style-type: none"> ➤ Perimeter. ➤ Area. 	Student will able to <ul style="list-style-type: none"> ➤ Perimeter is defined as the sum of all sides of a closed figure. It is expressed in units cm/m depending upon the unit of the dimensions of the given figure. ➤ Concept of area by counting squares. . It is expressed in square units depending upon the unit of the dimensions of the given figure. (Sqcm/sqcm) 	<ul style="list-style-type: none"> ➤ By using PPT's, Smart Boards and activities according to the topic. ➤ Open discussion of topic with students. ➤ Learning by doing. 	<ul style="list-style-type: none"> ➤ Development of drawing skill. Skill of measurement, Skill of reasoning and thinking. ➤ Turning real-life problems into mathematical problems. ➤ To be able to do calculations in daily life activities, 	Evaluation will be done through class tests, portfolios and periodic tests.	Students will able to : <ul style="list-style-type: none"> ➤ Define perimeter and area, and state their units. ➤ Find perimeter of a shape from its sides. ➤ Find area of a shape by counting squares.

Activity 1 : Find the perimeter of Mathematics book by measuring its side.

Activity 2 : Make a figure on a graph paper and find the area by counting squares.

Topic	Learning Objectives	Methodology	Skills to be developed	Assessment	Learning Outcomes
Unit 14: Handling Data <ul style="list-style-type: none"> ➤ Collection of Data. ➤ Reading and Drawing of Tally Marks. ➤ Reading of Pictograph. ➤ Reading of Bar Graph. 	Student will able to <ul style="list-style-type: none"> ➤ Data collection based on daily activities like watching, T.V. Radio, liking/disliking of food items. ➤ different modes of transport used by children to reach school, ➤ games/sports liked by them etc. ➤ Read data/bar graph/Tally marks/Pictograph, 	<ul style="list-style-type: none"> ➤ By using PPT's, Smart Boards and activities according to the topic. ➤ Open discussion of topic with students. ➤ Learning by doing. 	<ul style="list-style-type: none"> ➤ Analytical thinking, ➤ Data analytical ability. ➤ Capability to set goals, to develop work habit. ➤ Presentation skill. 	Evaluation will be done through class tests, portfolios and periodic tests.	Students will able to : <ul style="list-style-type: none"> ➤ Read and draw tally marks chart for the given data. ➤ Read pictograph and bar graph and will able to answer the given questions according to given scale.

Activity 1 : Ask students to do survey in class.How they come to school and record the data and represent as tally marks chart.

Activity 2 : Answer the questions for the given pictograph or bar graph.

Integrated Annual Curriculum Plan 2025-2026

Subject : Science

Class : I V

TERM-1

Topic	Month	Learning Objectives Students will learn	Methodology	skills to be developed	Assessment	Learning Outcomes Students will be able to
<ul style="list-style-type: none"> ➤ Lesson-1 Green PLants ➤ Content to be taught ➤ Parts of a leaf ➤ Functions of a leaf ➤ How Green Leaves Produce Food ➤ Interdependenc e of Plants and Animals 	<p><u>May</u></p> <p>[SA-1]</p>	<ul style="list-style-type: none"> ➤ to identify the parts and functions of the leaf, ➤ recognize how plants and animals are interdepend ent 	<ul style="list-style-type: none"> ➤ Engaging , interactive and ➤ teacher guided discussion will be used ➤ Use of ICT <p>https://www.youtube.com/watch?v=g9snemVO78A</p>	<ul style="list-style-type: none"> ➤ Drawing, ➤ Critical thinking ➤ Communication ➤ Reading 	<ul style="list-style-type: none"> ➤ Written Test, ➤ Revision ➤ Quiz <p>ACTIVITY- Unscramble the following:[Integrated to language]</p> <p>AEFL OOSISTYTHEHPSN HPLCHORLLYO AAOSTTM ODOFIANHC</p> <p>Activity ;Save leaf _Say No to pluck leaves</p> <p>Rubrics Respect Nature (2)</p>	<ul style="list-style-type: none"> ➤ identify the parts of a leaf, ➤ list the functions of a leaf and ➤ explain how plants and animals are dependent on each other ➤ Correct formation of words <p>Value Imbided Respecting Nature and avoiding unnecessary harm to the plants</p>

<ul style="list-style-type: none"> ➤ LESSON-3 ➤ Animals and Their Babies ➤ Content to be taught ➤ Egg laying Animals ➤ Parts of an egg ➤ Metamorphosis ➤ Life cycle of butterfly, frog and insects ➤ Animals that give birth to babies ➤ Protection of Eggs and Babies 	<p><u>July</u></p> <p>For Reading and activity</p>	<ul style="list-style-type: none"> ➤ to name different egg laying animals, ➤ define metamorphosis, 	<ul style="list-style-type: none"> ➤ Experience sharing, ➤ discussions ➤ Questioning ➤ Showing videos related to the topic <p>https://www.youtube.com/watch?v=gMLJTmd5rSU</p>	<ul style="list-style-type: none"> ➤ Drawing, ➤ Critical thinking ➤ Communication ➤ Reading ➤ Creative ➤ Observational 	<p>Understanding the need of the plants (2)</p> <p>Catchy headline (1)</p> <ul style="list-style-type: none"> ➤ Written Test, ➤ Revision ➤ Quiz ➤ Book exercises ➤ AIL ACTIVITY : to show the life cycle of butterfly by using waste or ecofriendly materials (5) ➤ RUBRICS: <p>Neatness (1)</p> <p>Creativity (2)</p> <p>Labelling (2)</p>	<ul style="list-style-type: none"> ➤ learn about the similarities and dissimilarities between egg laying animals and mammals., ➤ parts of an egg and their uses, ➤ metamorphosis. <p>Value imbibed : Creativity, Caring and empathy.</p>
<ul style="list-style-type: none"> ➤ LESSON-4 	<p>April</p>				<ul style="list-style-type: none"> ➤ Written Test, 	

<ul style="list-style-type: none"> ➤ Where Animals Live ➤ Content to be taught ➤ Content to be taught ➤ Land or Terrestrial Animals ➤ Special adaptations ➤ Arboreal Animals ➤ Aquatic or Water Animals ➤ Aerial Animals ➤ Adaptations for food ➤ Adaptations for Protections ➤ Extinct band endangered animals 	FA-1B	<ul style="list-style-type: none"> ➤ recognize animals that give to about the different adaptations found in terrestrial, ➤ aquatic, ➤ arboreal and aerial animals 	<ul style="list-style-type: none"> ➤ Through easy and simple activities, ➤ song ➤ explaining, ➤ and showing videos followed by questioning. <p>https://youtu.be/KPvzOMREaYk</p> <p>https://youtu.be/Q_E3CFJjEAY</p> <p>Song on endangered animals (integrated to music .</p>	<ul style="list-style-type: none"> ➤ ➤ Critical thinking ➤ Communication ➤ Reading ➤ Creative 	<ul style="list-style-type: none"> ➤ Revision ➤ Worksheet ➤ Book exercises ➤ SDG- ACTIVITY Poster making on Wild Life Conservation <p>RUBRICS</p> <p>Understanding of the theme [1] Drawing [2] Colouring [2]</p>	<ul style="list-style-type: none"> ➤ communicate how animals differ from each other ➤ and discuss about the adaptations they possess ➤ know the need of conserving animals <p>Value imbibed : Empathy, appreciation and working towards SDGs.</p>
<ul style="list-style-type: none"> ➤ <u>LESSON-2</u> 	SA-1		<ul style="list-style-type: none"> ➤ Interactive image based questioning and nature walk in school garden ➤ Visiting different places with family 	<ul style="list-style-type: none"> ➤ Application of knowledge ➤ Observational 	<p>Written test Revisions Worksheets Quiz</p>	<ul style="list-style-type: none"> ➤ Identify different types of habitats ➤ Recognize adaptations in plants.

<ul style="list-style-type: none"> ➤ <u>Where Plants Live- Adaptations</u> ➤ Content to be taught ➤ Land or terrestrial plant ➤ Plants in Deserts, Mountains, Plains, Heavy rainfall areas, along the sea coast, marshy and swampy area ➤ Water or aquatic plants: Floating, fixed, under water plants ➤ Non green plants ➤ Carnivorous or insectivorous plants. 	<p><u>August</u></p>	<ul style="list-style-type: none"> ➤ about the different habitats ➤ about different adaptations in plants ➤ about some unusual plants 	<ul style="list-style-type: none"> ➤ Use of interactive smart board ➤ https://youtu.be/ca99WW_v0bA 	<ul style="list-style-type: none"> ➤ Experiential learning through indoor activities 	<p>ACTIVITY: [S.St. Integrated]</p> <p>Fill the gaps { name different habitats}</p> <ol style="list-style-type: none"> 1. In Kerala and Goa plenty of coconuts trees are found. Those are _____ regions. 2. In Kashmir and Himachal Pradesh, many evergreen, straight and cone shaped trees are found. Those are _____ regions. 3. In Rajasthan and some parts of Gujarat, thorny forests are found. Those are _____ regions. 4. In West Bengal, mangrove plants are found in the Sunderbans forest. That is a _____ region. <p>Rubrics</p>	<ul style="list-style-type: none"> ➤ Categorize the plants according to their habitats. ➤ The activity would be able to reinforce the concept. <p>Value imbibed: Biodiversity (EBSB)</p>
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<p><u>Lesson-6</u></p> <p><u>Digestion</u></p> <p><u>Content to be taught</u></p> <ul style="list-style-type: none"> ➤ The Digestive System- Parts and Stages ➤ Microbes – Useful and Harmful ➤ Teeth- Parts of a tooth ➤ Types of teeth ➤ Tooth Decay ➤ Looking after teeth 	SA-1		<ul style="list-style-type: none"> ➤ Toy pedagogy ➤ Story telling pedagogy ➤ Experience sharing session ➤ Through power point presentations ➤ Through Video https://www.youtube.com/watch?v=O2m25_PMU8&pp=ygUZZGlnZXN0aW9uIGNsYXNzIDQgc2NpZW5jZQ%3D%3D https://www.youtube.com/watch?v=0nO3-Ji65U&pp=ygUpIHNvbmcgb24gZGlnZXN0aXZlIH5c3RlbSBjbGFzcyA0IHJjaWVuY2U%3D 	<ul style="list-style-type: none"> ➤ Drawing ➤ Reading ➤ Communication ➤ Self awareness ➤ Singing 	<ul style="list-style-type: none"> ➤ Objective and Subjective exercises given in the book <p>Activity</p> <ul style="list-style-type: none"> ➤ Flow chart of Digestive System <p>Rubrics</p> <p>Shapes used/ creativity (2)</p> <p>Correctness (2)</p> <p>Communication (1)</p> <ul style="list-style-type: none"> ➤ Worksheets 	<ul style="list-style-type: none"> ➤ Identify the microbe responsible for covid-19 ➤ Identify different types of teeth ➤ Explain tooth decay and how to take care of their teeth. ➤ Make flow chart to show the process of digestion <p>Value Imbided –physical well being, self awareness.</p>
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<p>Lesson-7</p> <p><u>Safety and First aid</u></p>	<p><u>April</u></p>		<ul style="list-style-type: none"> • Exercise for teeth and gums 	<p>Integrated to Health and Physical Education</p>		
	<p>FA-1</p>		<ul style="list-style-type: none"> ➤ Story telling pedagogy ➤ Experience sharing ➤ Teaching through ppt. ➤ Through interactive smart board 		<ul style="list-style-type: none"> ➤ Book Exercises 	<ul style="list-style-type: none"> ➤ Explain safety at home ➤ In the kitchen ➤ In the bathroom ➤ Summarize safety outside the house ➤ -in the school <ul style="list-style-type: none"> - in the swimming pool - in the playground ➤ -on the road ➤ Define first aid ➤ Learn phone numbers
<p>SA-1</p>		<ul style="list-style-type: none"> ➤ Safety at home ➤ Safety at school ➤ Safety on road ➤ About first aid 	<p>https://www.youtube.com/watch?v=hRvGozdk56c&pp=ygUkc2FmZXR5IGFuZCBmaXJzdCBhaWQgY2xhc3MgNCBzY2llbmNl</p> <p>AIL- and Maths Integrated ACTIVITY</p> <p>Prepare a first aid kit. List 10 objects that you keep in your first aid box. Write the phone numbers of emergency services like ambulance, police station, nearest hospital and fire station.</p>	<ul style="list-style-type: none"> ➤ Understanding ➤ Analysing ➤ Recalling and memorizing ➤ Drawing ➤ Self Awareness ➤ Problem solving 	<ul style="list-style-type: none"> ➤ Assignments ➤ Quiz ➤ Experiential Learning <p>Role Play</p> <p>Rubrics</p> <p>Presentation (2)</p> <p>Understanding the theme (2)</p> <p>Readiness (1)</p>	<p>Value imbibed: Empathy and care for others, responsibility and preparedness</p>
<p>Content to be taught</p> <ul style="list-style-type: none"> ➤ Safety at home <p>In the kitchen and bathroom</p> <ul style="list-style-type: none"> ➤ Safety outside the house <p>In the playground and swimming pool</p> <ul style="list-style-type: none"> ➤ Safety on the road ➤ First Aid for Cuts and minor wounds ➤ Minor burns and insect bites 					<ul style="list-style-type: none"> ➤ Written Test <p>Rubrics</p> <p>Presentation [2]</p> <p>Things kept in First Aid box [2]</p> <p>Timely submission[1]</p>	

<ul style="list-style-type: none"> ➤ Nose bleeding, electric shock, broken bone, ➤ First Aid Box 						
<p><u>SECOND TERM</u></p> <p>➤ LESSON-12</p> <p>Force, Energy and Work</p> <p>Content to be taught</p> <ul style="list-style-type: none"> ➤ Types of Force in Nature ➤ Gravitational and Frictional Force ➤ ENERGY: Solar, Wind, Water, Fuel energy ➤ Work and Simple Machines <p>Lesson- 8</p>	<p>Decem ber</p> <p>SA-2</p> <p><u>Novem ber</u></p>	<ul style="list-style-type: none"> ➤ About different types of forces ➤ Different types of energy ➤ Different types of machines 	<ul style="list-style-type: none"> ➤ Toy pedagogy ➤ class discussion, ➤ Inquiry based learning ➤ https://www.youtube.com/watch?v=WSY4HzWZllo (ICT) <p>ACTIVITY: (AIL) Make a model of see-saw or wind mill using paper</p> <p>Teacher guided discussion</p>	<ul style="list-style-type: none"> ➤ Understanding ➤ Analysing ➤ Creative ➤ Drawing ➤ Communication ➤ Problem solving ➤ Observational ➤ Analyzing 	<ul style="list-style-type: none"> ➤ Competency Based Questions ➤ Revision ➤ Worksheet ➤ Written test <p>Rubrics Presentation [2] Explanation [2] Timely submission[1]</p> <ul style="list-style-type: none"> ➤ Quiz, ➤ Individual activities ➤ Learning by doing 	<ul style="list-style-type: none"> ➤ Identify the different sources of energy in their home ➤ Observe simple machines and their uses in daily life <p>Value imbibed: learning by doing , enhancing scientific skills.</p>

<p>Solids, Liquids and Gases</p> <p>Content to be taught</p> <ul style="list-style-type: none"> ➤ What is matter? ➤ Basic properties of Solids, Liquids and Gases ➤ Changing States Of Matter ➤ Solution: Parts of a Solution ➤ Miscible and Immiscible 	<p>SA-2</p>	<ul style="list-style-type: none"> ➤ About matter ➤ Changing states of matter, ➤ evaporation, condensation, melting, freezing ➤ miscible and immiscible liquids 	<p>Experimentation [EXPERIENTIAL LEARNING]</p> <ul style="list-style-type: none"> a) To observe the process of evaporation in a salt solution. b) To observe condensation c) To differentiate between miscible and immiscible liquids 	<ul style="list-style-type: none"> ➤ Applying facts ➤ Communication 	<ul style="list-style-type: none"> ➤ Finding similarities and differences between the given objects <p>Experiments on solubility Of different objects</p>	<ul style="list-style-type: none"> ➤ Define matter ➤ Explain changing states of matter ➤ Define solute, solvent and solution
<p>Lesson-9</p> <p>Clothes- Our Basic Needs</p> <p>Content to be taught</p> <ul style="list-style-type: none"> ➤ Types of clothes 	<p><u>November</u></p> <p>SA-2</p>	<ul style="list-style-type: none"> ➤ Explain types of clothes ➤ Define natural and synthetic fibres 	<p>Collage /poster making</p> <ul style="list-style-type: none"> ➤ Toy pedagogy ➤ Story telling pedagogy ➤ Exploration 	<ul style="list-style-type: none"> ➤ Reading ➤ Writing ➤ Communication ➤ Drawing 	<ul style="list-style-type: none"> ➤ Written test ➤ Revision Worksheet <p>Collage /poster making Activity on clothes suitable for different seasons and occasions</p> <ul style="list-style-type: none"> ➤ Rubrics Work Presentation [2] 	<p>Value imbibed Patience and Preservance, Curiosity and scientific enquiry.</p> <ul style="list-style-type: none"> ➤ Differentiate between natural and synthetic fibres ➤ Identify the importance of maintaining clothes

<ul style="list-style-type: none"> ➤ Clothes according to season, weather festivals, occasions ➤ How are clothes made ➤ Types of fibres ➤ Caring of clothes 		<ul style="list-style-type: none"> ➤ Importance of maintaining clothes 	https://www.youtube.com/watch?v=QcUAewAMmaQ		<p>Creativity[2] Value based message [1]</p> <p>Clothes donation drive</p>	<p>Collaborative learning</p> <p>Value imbibed: kindness and empathy ,gratitude</p>
<p>Lesson-10</p> <p>Weather, Water and Air</p> <p>Content to be taught</p> <ul style="list-style-type: none"> ➤ What is weather? ➤ How the Sun affects the weather? ➤ Effects on water and air ➤ Sea and Land Breeze 	<p><u>October</u></p> <p>FA-2A</p>	<ul style="list-style-type: none"> ➤ What is weather? ➤ How the sun affects the weather? 	<ul style="list-style-type: none"> ➤ Diagrams, videos and ppt- ICT ➤ group discussion ➤ analyzing situations ➤ Toy pedagogy <p>{ Making a parachute with polythene }</p>	<ul style="list-style-type: none"> ➤ Applying facts ➤ Communication ➤ Remembering and recalling ➤ Creative 	<ul style="list-style-type: none"> ➤ Competency based questions ➤ Unscramble the words (Language integration) ➤ Book Exercises ➤ Word grid 	<ul style="list-style-type: none"> ➤ Define weather ➤ Explain the Sun's ➤ Effect on water- water <p>Value imbibed :Problem Solving</p>

<p>Lesson-11</p> <p>Solar System</p> <p>Content to be taught</p> <ul style="list-style-type: none"> ➤ Stars ➤ Our Sun and its Family ➤ Dwarf planet ➤ Earth's Movement ➤ Satellites Natural and Man Made 	<p><u>Decem ber</u></p> <p>SA-2</p>	<ul style="list-style-type: none"> ➤ About solar system ➤ Earth's movement ➤ Satellites 	<ul style="list-style-type: none"> ➤ Discussion and learning by doing ➤ exploration ➤ Through interactive Smart Board for showing Power Point Presentation and video ➤ song on planets <p>https://www.youtube.com/watch?v=noiwY7kQ5NQ</p>	<ul style="list-style-type: none"> ➤ Reading ➤ Writing ➤ Communication ➤ Curiosity ➤ Problem solving <p>Music Integration</p>	<ul style="list-style-type: none"> ➤ Worksheet ➤ Book exercises ➤ Quiz <p>Role Play on planets</p> <p>Rubrics Presentation (2) Communication and confidence (2) Facts(1)</p>	<ul style="list-style-type: none"> ➤ Explain solar system ➤ Explain earth's movements and their effects ➤ Differentiate between man- made and natural satellites <p>Value imbibed: numeracy skills,ascending and descending order of planets, communication, gratitude</p>
<p>Lessn-13</p> <p>Soil</p> <p>Content to be taught</p>	<p><u>October</u></p> <p><u>FA-2B</u></p> <p>SA-2</p>	<ul style="list-style-type: none"> ➤ About formation of soil 	<ul style="list-style-type: none"> ➤ Through Power Point Presentation ➤ Reading and Explanation of the lesson 		<ul style="list-style-type: none"> ➤ Picture reading, ➤ Book exercises 	<ul style="list-style-type: none"> ➤ Define erosion and its effect ➤ Identify the need and importance of soil conservation

<p>➤ Formation of soil</p> <p>➤ Types of soil</p> <p>➤ Layers of soil</p> <p>➤ Soil Erosion</p> <p>➤ Conservation of soil</p>		<p>➤ Soil erosion and its effects</p> <p>➤ Conservation of soil</p>	<p>➤ Inquiry based Learning</p> <p>➤ Showing Video on smart interactive board</p> <p>➤ https://www.youtube.com/watch?v=csjtnlFhq_c</p> <p>➤ SUBJECT INTEGRATION ACTIVITY:</p> <p>{S,St.}</p> <p>Mark atleast two places on the map of India where the different types of soil are found.</p>	<p>➤ Reading</p> <p>➤ Drawing</p> <p>➤ Communication</p> <p>➤ Experimentation</p> <p>➤ Observation</p> <p>➤ Critical thinking</p>	<p>➤ Competency based questions</p> <p>➤ Worksheet</p> <p>➤ Written test and revisions</p>	
<p>Lesson-14</p> <p>Protecting the environment</p> <p>Content to be taught</p> <p>➤ Importance of Plants</p>	<p><u>January</u></p> <p><u>For</u></p> <p><u>reading</u></p> <p><u>and</u></p> <p><u>activity</u></p>	<p>➤ Identify the need of protecting plants and animals</p> <p>➤ significance of World Environment Day</p> <p>➤ Ways to reduce the</p>	<p>➤ Through Videos, Songs (Use of ICT)</p> <p>https://www.youtube.com/watch?v=-HE8HnoXbBs</p> <p>Music integration</p>	<p>➤ Communication</p> <p>➤ Problem solving-cross word Puzzle</p> <p>➤ Discussion on SDGs.</p> <p>➤ Creative</p> <p>➤ Self awareness</p>		<p>Value imbibed: Biodiversity.(Ek Bharat ,Shreshtha Bharat)</p>

<ul style="list-style-type: none">➤ Importance of Animals➤ Interdependence➤ Protecting plants and animals➤ Tips to conservati		damage to the environment	https://www.youtube.com/watch?v=4FQvJBS8DY0 <ul style="list-style-type: none">➤ Class discussion➤ Through Power Point➤ Presentation➤ Plantation drive		Rubrics Participation (2) Planting skills(2) Sharing skills (1)	<ul style="list-style-type: none">➤ Explain the importance of plants and animals➤ Identify the need and measures to protect the environment <p>Value imbibed: self awareness, Kindness ,</p> <p>Instilling the habit of achieving SDGs</p>
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INTEGRATED ANNUAL CURRICULUM PLAN (2025-26)

SUBJECT - S.St Class 4 Term -I

<i>Month</i>		<i>Name of the lesson/Topic</i>	<i>Textbook</i>	<i>Learning Objectives (Students will learn about.....)</i>	<i>Methodology</i>	<i>Assessment</i>	<i>Skill to be developed</i>
April		L-1 I Love My India	My Big Book of Studies Success Ratna Sagar	the states and UT of India neighbouring countries of India	Interactive SE 1 Activity (10 marks) -Marking of a)the states and UT of India (5 marks) b) the neighbouring countries of India (5 marks)	 Rubrics 1Marking(2) 2 neatness(1) 3 Identify (2) Rubrics 1Marking(2) 2 neatness(1) 3 Identify (2)	Map skill Geographical knowledge

<i>Month</i>		<i>Name of the lesson/Topic</i>	<i>Textbook</i>	<i>Learning Objectives (Students will learn about.....)</i>	<i>Methodology</i>	<i>Assessment</i>	<i>Skill to be developed</i>
April	PT-1A	L-2= The Northern Mountains	My Big Book of Studies Success Ratna Sagar	* the parts of the Northern Mountains. * the three mountain ranges of the Himalayas * the life of the people in the states of the Northern mountain region	*Discussion *Interactive *Use of Map tools *Graphic organizer * Integrated Computer Teaching *Subject integration- (Maths) Study the heights of the	*Written test * quiz Rubrics 1Marking(2) 2 neatness(1) 3 Identify (2)	Thinking skill Critical thinking Drawing skill Reading skill Value imbibed- Cultural awareness

<i>Month</i>		<i>Name of the lesson/Topic</i>	<i>Textbook</i>	<i>Learning Objectives (Students will learn about.....)</i>	<i>Methodology</i>	<i>Assessment</i>	<i>Skill to be developed</i>
					Himalayan and Karakoram ranges and answer the questions (refer pg.20 Q.G) https://www.youtube.com/watch?v=_awOes4OM5U	Rubrics *neatness(2) *Participation(2) *Problem solving(1)	

April	PT-1B	L-3= The Northern and Coastal Plains	My Big Book of Studies Success Ratna Sagar	<p>* the main physical features of the Northern & Coastal Plains</p> <p>*identify the location of Northern Plains and the Coastal Plains</p> <p>* the three main river basins</p> <p>* the life of the people in each state of the Northern & Coastal Plains</p>	<p>*Participatory *</p> <p>Inductive</p> <p>* Integrated Computer Teaching</p> <p>* Graphic Organizer</p> <p>*Use of map tools</p> <p>*through diagrams of delta, tributaries, Island</p>	<p>*Written test</p> <p>* quiz</p> <p>* revision</p> <p>Rubrics</p> <p>1Marking(2)</p> <p>2 neatness(1)</p> <p>3 Identify (2)</p>	<p>Thinking skill</p> <p>Creative skill</p> <p>Drawing skill</p> <p>Reading skill</p> <p>Value imbibed- Cultural awareness</p>
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					and coastal plain *Subject integration- (English)-Use of Proper Nouns (refer pg.29 Q.F) https://www.youtube.com/watch?v=4kmowMH5eWM	Rubrics *Correct labelling(2) *neatness(1) *identify(2) Rubrics *use of correct words (3) *neatness(2)	
May / July	MID TERM	L-4= The	My Big Book of Studies Success Ratna Sagar	* the location,	*Instructional		Thinking skill

		Western Desert		climate, landforms , vegetation & wildlife of the Thar Desert * its people, their dress, language and festival	* Inductive * Integrated Computer Teaching * Graphic Organizer /Mind map *collage of pictures related to the tourist places of Rajasthan *through diagram of oasis & sand dunes * Marking the desert state of India and its neighbouring states on the Indian Political map	Rubrics * creativity (2) *neatness(2) *submissio n on time	Creative skill Drawing skill Reading skill Conceptual understanding Value embedded- Cultural awareness
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					https://www.youtube.com/watch?v=AqqLzzfbE9s	(1) Rubrics *Marking(2) * neatness(1) * correct names (2)	
July	MID TERM	L-6 Our Climate	My Big Book of Studies Success Ratna Sagar	Meaning of weather and climate *Different seasons in India *Climatic conditions during different seasons	*Interactive *Discussion *Participatory *Use of integrated computer teaching *Graphic organiser https://www.youtube.com/watch?v=X9Ha41D6YO8	*WrittenTest *Revision *Quiz	Critical thinking Conceptual understanding Reading Life skill SDG goal- Climate action

July	MID TERM	L-7= Soil	My Big Book of Studies Success Ratna Sagar	<ul style="list-style-type: none">* process of soil formation* different types of soil found in India* meaning and causes of soil	<ul style="list-style-type: none">* Discussion* Critical Thinking* Integrated Computer Teaching &	<ul style="list-style-type: none">*WrittenTest*Revision*Quiz	Thinking skill Creative skill Drawing skill Reading skill
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				erosion and conservation *various ways to avoid it	Map tools * Graphic Organizer /Mind map *atlas *Marking the states where different types of soil found in India https://www.youtube.com/watch?v=csjtnlFhq_c	Rubrics *correct marking (2) *clear writing(2) *Neat marking(1)	Observatory skill Critical thinking Conceptual understanding Value imbibed:-respect and protect nature
July	Mid term	L 8 = Our Agriculture	My Big Book of Studies Success Ratna Sagar	*Meaning of Agriculture *Types of food crops *Types of cash crops *Reason for increase in Agricultural production in	Interactive Discussion Graphic Organizer Use	*WrittenTest *Revision *Quiz	Reading skill Observatory skill Thinking skill Discussion Creative skill SDG goal- responsible consumption

				<p>India</p> <p>*Meaning of horticulture and livestock</p> <p>*Types of fishing</p>	<p>On the Indian political map mark one rice producing and one jute producing state</p> <p>*Subject integration- Maths- division of the field as per the question (refer pg.63 Q.E)</p> <p>https://www.youtube.com/watch?v=cJXoIV8n5ow</p>	<p>Rubrics</p> <p>*Marking(2)</p> <p>2 *neatness(1)</p> <p>* Identify (2)</p> <p>Rubrics</p> <p>*correct calculation(3)</p> <p>* color and labels the exact number of parts(2)</p>	<p>and production</p>
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August	Mid term	L-9 Our Industries	My Big Book of Studies Success Ratna Sagar	<p>* three types of industries</p> <p>a) cottage industries</p> <p>b) small-scale industries</p> <p>c) large-scale industries</p> <p>* the important large-scale industries of India</p>	<p>Interactive</p> <p>Gathering Information</p> <p>Graphic Organizer</p> <p>Use of Integrated Computer Teaching</p> <p>*Subject integration-English -</p> <p>Match the occupations with the work done by them (refer pg.68 Q.D)</p> <p>https://www.youtube.com/watch?v=cHz5a57p9ZI</p>	<p>Written Assessment</p> <p>Revision</p> <p>Book Exercises</p> <p>Rubrics</p> <p>*understanding(3)</p> <p>*neatness(2)</p>	<p>Reading skill</p> <p>Observatory skill</p> <p>Thinking skill</p> <p>Discussion</p> <p>Creative skill</p> <p>Value imbibed-Rootedness in India</p>
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<u>Term 2</u>							
October	PT-2A	L-5 The Southern Plateaus and the Islands	My Big Book of Studies Success Ratna Sagar	<p>*location and physical features of the Southern Plateau region and the islands</p> <p>* life of the people in the plateau region and both the islands</p>	<p>* Interactive</p> <p>*Discussion</p> <p>* Graphic Organizer /Mind map</p> <p>* Use of Integrated Computer teaching</p> <p>Mark the states of the Southern Plateaus and two Islands of India</p> <p>Rubrics</p> <p>*correct marking</p> <p>*clear writing</p> <p>*Neat marking</p> <p>*Subject integration-</p>		<p>Critical thinking</p> <p>Problem solving</p> <p>Value imbibed- Cultural awareness</p>

					<p>Maths(refer pg.42 Q.G) Identification of landforms and their shapes</p> <p>https://www.youtube.com/watch?v=R39_hVmiazc</p>	<p>Rubrics</p> <p>*correct marking (2)</p> <p>*clear writing(2)</p> <p>*Neat marking(1)</p> <p>Rubrics</p> <p>*Understanding (2)</p> <p>*identifying (3)</p>	
October	PT-2B	L-11 Natural Resources	<p>My Big Book of Studies</p> <p>Success Ratna Sagar</p>	<p>*Meaning of resource</p> <p>*Two types of resources-exhaustible and inexhaustible resources</p> <p>*Conservation of natural resources</p>	<p>*Explanatory</p> <p>*Discussion</p> <p>*Graphic organiser</p> <p>*Use of integrated computer teaching</p> <p>https://www.youtube.com/watch?v=3DzUGyh7AiU</p>	<p>*Pen and paper</p> <p>*Book exercises</p>	<p>Reading</p> <p>Understanding</p> <p>Drawing</p> <p>Value imbibed-</p> <p>Awareness of the immediate</p>

							<p>environment</p> <p>SDG goal- responsible consumption and production</p>
November	MID TERM	L-12= Our Forests	<p>My Big Book of Studies</p> <p>Success Ratna Sagar</p>	<p>* importance of forests</p> <p>*different types forests and trees grown in these forests</p> <p>* the conservation of wildlife and forests</p>	<p>*Interactive</p> <p>* Critical Thinking *Use of integrated computer teaching *Graphic organizer</p> <p>* marking the states where different</p>	<p>*Written Test</p> <p>*Revision</p> <p>Rubrics</p> <p>*correct marking (2)</p> <p>*clear writing(2)</p> <p>*Neat marking(1)</p>	<p>Reading skill</p> <p>Observatory skill</p> <p>Thinking skill</p> <p>Creative skill</p> <p>Drawing skill</p> <p>Value imbibed:- Environment awareness</p> <p>SDG Goal-Life on land</p>

					wildlife sanctuaries, Bird Sanctuaries and National Parks are located on the map of India https://www.youtube.com/watch?v=423xZA5wq9U		
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November	Annual	L-13= Our Water Resources	My Big Book of Studies Success Ratna Sagar	* uses and sources of water * different means of irrigation	* Inductive *Discussion * smart board * Graphic Organizer /Mind map *through diagram of different sources of Water https://www.youtube.com/watch?v=0A2cnA-KIdU	Revision Written Test Rubrics *Drawing(2) *colouring (2) * labeling (1)	Critical Thinking skill Creative skill Critical Thinking Drawing skill Value imbibed-Humanistic Values SDG goals-Clean water and sanitation
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November	Annual	L-14= Our Mineral Resources	My Big Book of Studies Success Ratna Sagar	*Meaning minerals , mine and mining *Types of minerals - metallic & non metallic minerals * distribution in India *conservation of minerals	* Inductive *Discussion *Smart board * Map of India to show different metals found in different states * Graphic Organizer *Subject integration- English - complete the phrase with mineral words (refer pg.100 Q.D) https://www.youtube.com/watch?v=3Gz1H89lMHc	Revision Written Test Rubrics *correct marking (2) *clear writing(2) *Neat marking(1) Rubrics *Understanding (3) *easy to read(2)	Reading skill Observatory skill Thinking skill Discussion Creative skill Drawing skill Value imbibed-Awareness of the immediate environment
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December	Annual	L 15= They Rule India	My Big Book of Studies Success Ratna Sagar	<p>*Achievements of some of rulers who rule India such as:-</p> <p>* Rajaraja Chola</p> <p>*Emperor Ashoka</p> <p>* Lachit BorPhukan</p> <p>*Chhatrapati Shivaji</p>	<p>* Discussion</p> <p>* Gathering information</p>	<p>Revision</p> <p>Written Test</p>	<p>Reading skill</p> <p>Thinking skill</p> <p>Discussion</p> <p>Making vertical connection</p>
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Decem ber	Annual	L-18= Our Rights & Duties	My Big Book of Studies Success Ratna Sagar	<p>* meaning of constitution</p> <p>* Our Fundamental Rights & Fundamental Duties</p> <p>* the Directive Principles of the state policy</p>	<p>* Inductive</p> <p>*Participatory</p> <p>*Integrated</p> <p>Computer Teaching</p> <p>*Activity=Do and learn - write the Fundamental Rights violated in the following situations given (refer Pg.125 Q.D)</p> <p>https://www.youtube.co m/watch?v=- 6qOg6P_wgs</p>	<p>Revision</p> <p>Written Test</p> <p>Rubrics</p> <p>*confidence(2)</p> <p>* explanation of the situations(3)</p>	<p>Reading skill</p> <p>Observatory skill</p> <p>Thinking skill</p> <p>Discussion</p> <p>Critical thinking</p>
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January	Annual	L-19 Local Self-Government in Cities	My Big Book of Studies Success Ratna Sagar	<p>*meaning of civic amenities</p> <p>*Three levels of the government</p> <p>*the democratic nature, composition and duties of the local bodies</p> <p>*collection of taxes</p>	<p>Discussion</p> <p>Interactive</p> <p>Use of ICT</p> <p>Graphic organizer</p> <p>*Activity=Do and learn helping the government in the situations given (refer Pg.130 Q.D)</p> <p>https://www.youtube.com/watch?v=ydjV_EFqYQU</p>	<p>Revision</p> <p>Written Test</p> <p>Rubrics</p> <p>* understanding the situation(2)</p> <p>*clarity of the expression (2)</p> <p>*relevance of the Topic(1)</p>	<p>Reading</p> <p>Critical thinking</p> <p>Understanding</p> <p>Value imbibed=Awareness of the immediate environment</p>
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Janu ary		L-17 Our Rich Culture	My Big Book of Studies Success Ratna Saga	The rich culture of India	SE 2 (b) Activity= collage and presentation(group activity) * visually engaging * creative * all group members actively participate in presenting the activity ‘	Rubrics *content relevance(5) *creativity and originality (2) *neatness And presentation(3)	Creative Collaboration Team work
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Subject Enrichment Activity -Term I

L-1-I love My India= On the Indian political map mark

A.) the neighbouring countries of India

B.) All the states and union territories with their capital

Subject Enrichment Activity -Term II

L-17= Our Rich culture

Group Activity:-Make a collage and prepare a presentation on the topics & roll no mentioned below:-

Roll No. Topic

1-10= Dances of India

11-20 Monuments of India

21-30 Paintings of India

31 onwards- Special festivals celebrated in India