

## Integrated Annual Curriculum 2026-2027

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
<p><b>Lesson –The Turkish Cap</b></p> <ul style="list-style-type: none"> <li>• Introduction, model reading</li> <li>• Textual exercises (discussion+ notebook exercises)</li> <li>• Extra exercises (Vocabulary exercises like</li> </ul>	PA-I(a) SA-I	<ul style="list-style-type: none"> <li>*To enable the learners to understand the reading at an appropriate pace with correct pronunciation, expression and intonation.</li> <li>*To enable the learners to identify the characters and sequence of events in the story.</li> <li>*To enable the learners to comprehend the story.</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive-to bring the learners to the central idea of the lesson.</li> <li>• Reading aloud by the teacher.</li> <li>• Written exercises</li> <li>• Interactive</li> <li>• Silent reading by the learners.</li> <li>• Listen and answer</li> </ul> <p>ACTIVITY- Writing Integrated to S.St and Art]</p>	<ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>• Cognitive</li> <li>• Reading</li> </ul>	<ul style="list-style-type: none"> <li>➤ Oral and Written Test,</li> <li>➤ Revision</li> </ul>	<ul style="list-style-type: none"> <li>• make inferences based on the comprehension of the text.</li> <li>• apply the understanding of the story to answer the questions.</li> <li>• identify the speaker and apply comprehension skills.</li> <li>• interpret, evaluate and analyse the situations occurring in the lesson to answer in grammatically correct sentence.</li> <li>• will be able to read the story fluently with proper speed, expression and correct pronunciation.</li> </ul>

<p>antonyms, synonyms, frame sentences)</p> <p>• Silent reading and Dictation</p>		<p>*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>	<p>Make a Turkish cap for your father and speak a few lines about how you prepared it.</p> <p>Rubrics:          Creativity-2½          Speaking skills-2 ½</p>			<p>Values</p> <ul style="list-style-type: none"> <li>• Love and gratitude</li> <li>• Thoughtfulness</li> </ul> <p>Values:</p> <ul style="list-style-type: none"> <li>• Responsibility and Initiative</li> <li>• Empathy and Compassion</li> <li>• Selflessness and Generosity</li> </ul> <p>SDG 4 – Quality Education</p>
<p><b>Comprehension Passage</b></p>	<p>SA-I</p>	<p>*To develop the learner's comprehension and analytical skills and logical reasoning.</p>	<ul style="list-style-type: none"> <li>• Silent reading</li> <li>• Comprehending</li> <li>• Analysis</li> <li>• Logical answering</li> </ul> <p>ACTIVITY</p> <p>Listen to the story</p>	<ul style="list-style-type: none"> <li>• Reading</li> <li>• Cognitive</li> <li>• Logical reasoning</li> <li>• Writing</li> </ul>	<p>Written</p>	<p>Answer the given questions from the given passage.          Students are able to think logically.</p> <p>Values:          * Respect and Empathy</p>

			<p>and answer the questions.</p> <ol style="list-style-type: none"> <li>1. Listening comprehension: (2)</li> <li>2. Attention to detail: (2)</li> <li>3. Critical thinking: (2)</li> <li>4. Communication skills: (2)</li> <li>5. Time management: (2)</li> </ol>			<p>SDG 4 – Quality Education, as it improves listening and comprehension skills.</p>
<p><b>Poem- Colours</b></p> <ul style="list-style-type: none"> <li>• Introduction , poet’s biography and model recitation</li> <li>• Interaction and explanation.</li> </ul>	<p>SA-I</p>	<ul style="list-style-type: none"> <li>• To enable the learners to appreciate poetry.</li> <li>• To develop learner’s expressions.</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive-to bring the learners to the central idea of the poem.</li> <li>• Reading aloud by the teacher.</li> <li>• Interactive</li> <li>• Silent reading by the learners.</li> </ul>	<ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>• Cognitive</li> <li>• Reading</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive</li> <li>• Oral and written</li> </ul>	<p>Recite poems with appropriate expression and intonation to demonstrate understanding of poem. Voice Modulation.</p>

<ul style="list-style-type: none"> <li>Recitation by the students</li> </ul>		<ul style="list-style-type: none"> <li>To enable learners to interpret the central idea of the poem.</li> <li>To enable learners to recite with proper voice modulation.</li> </ul>	<ul style="list-style-type: none"> <li>Listen and answer</li> </ul> <p><b>ACTIVITY (Integrated to Art and Music)</b> Have you heard of 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.</p> <p>Composition-2 Recitation-2 Voice modulation-1</p>			<p>Values:</p> <ul style="list-style-type: none"> <li>Appreciation of nature</li> <li>Simplicity and awareness</li> </ul> <p>SDG 13 – Climate Action</p>
<p><b>Grammar</b></p> <p><b>Singular and Plural</b> (Introduction)</p>	<p>PA-1A SA-I</p>	<p>To enable the</p>	<ul style="list-style-type: none"> <li>Audio-Visual aids</li> <li>Worksheets</li> </ul>	<ul style="list-style-type: none"> <li>Cognitive</li> <li>Logical reasoning</li> </ul>	<p>➤ Oral and written</p>	<p>Write sentences changing the number of nouns.</p>

<p>and explanation)</p> <p>*Explanation and textual exercises</p> <p>*Extra exercises in the notebook</p>	<p>PA-I(A)</p>	<p>students change the number of nouns in the given sentences and make other necessary changes and rewrite them.</p>	<ul style="list-style-type: none"> <li>• PPTs</li> <li>• Grammar games</li> <li>• Discussions</li> </ul> <p>ACTIVITY (Integrated with language and Maths)</p> <p>The class will be divided into 5 groups: plural <b>-s, -es, -ies, no change in spelling,</b> and <b>no change</b> group.</p> <p>The teacher will say a singular noun. The group that knows its plural will stand up, say the plural form, and make sentences using both the singular and plural nouns.</p> <p><b>Example:</b> fairy – singular noun I saw a fairy in my dream.</p>			<p>Values:</p> <ul style="list-style-type: none"> <li>• Teamwork and cooperation</li> <li>• Confidence and Public Speaking</li> <li>• Respect for others</li> <li>• Fairness and Honesty</li> </ul> <p><b>SDG 4: Quality Education.</b> <b>SDG 5: Gender Equality.</b></p>
---	----------------	--	---	--	--	--

			<p>fairies – plural noun I drew pictures of beautiful fairies in my art file.</p> <p>Accuracy-1</p> <p>Pronunciation and clarity- 1</p> <p>Sentence Formation- 1</p> <p>Confidence and Presentation-2</p>			
<p><b>Lesson – Adventure in the Andamans</b></p> <ul style="list-style-type: none"> <li>• Introduction, model reading</li> <li>• Textual exercises (discussion+ notebook exercises)</li> <li>• Extra</li> </ul>	<p>PA-I(b) SA-I</p>	<p>*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</p>	<ul style="list-style-type: none"> <li>• Interactive-to bring the learners to the central idea of the lesson.</li> <li>• Reading aloud by the teacher.</li> <li>• Written exercises</li> <li>• Interactive Silent reading by the learners. Listen and answer</li> </ul>	<ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>• Cognitive</li> <li>• Reading</li> </ul>	<ul style="list-style-type: none"> <li>➤ Oral and Written Test,</li> <li>➤ Revision</li> </ul>	<ul style="list-style-type: none"> <li>• make inferences based on the comprehension of the text</li> <li>• apply the understanding of the story to answer the questions.</li> <li>• identify the speaker and apply comprehension skills.</li> <li>• interpret, evaluate and analyse the situations occurring in the lesson to answer in grammatically correct sentence.</li> <li>• summarise the story in their own words.</li> </ul>

<p>exercises (Vocabulary exercises like antonyms, synonyms, frame sentences)</p> <p>• Silent reading and Dictation</p>		<p>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 the key words.</p> <p>*To encourage reading habit.</p>	<p><b>ACTIVITY (Integrated with Science and Art)</b></p> <p>Make a colourful poster inviting students to watch a film on the various plants and animals that live in the sea. Remember to include these details an interesting heading, time ,date and place attractive picture (you may draw the pictures or cut them from magazines or newspapers).</p> <p>1. Creativity and originality -2 ½</p> <p>2. Relevance to theme/topic -2 ½</p> <p>3. Clarity and readability -2 ½</p>			<ul style="list-style-type: none"> <li>• logically thinks about true friendship and hard work.</li> <li>• will be able to read the story fluently with proper speed, expression and correct pronunciation.</li> </ul> <p>Values:</p> <ul style="list-style-type: none"> <li>• Respect and appreciation for nature.</li> <li>• Interconnectedness and Interdependence</li> <li>• Responsibility</li> </ul> <p><b>SDG 14: Life Below Water –</b>  <b>SDG 13: Climate Action</b>  <b>SDG 12: Responsible Consumption and Production</b></p>
--	--	---	--	--	--	--

			4. Visual appeal and aesthetics -2 ½			
<p><b>Grammar Articles</b></p> <p>(Introduction and explanation)</p> <p>*Explanation and textual exercises</p> <p>*Extra exercises in the notebook</p>	<p>PA-I(A)</p> <p>SA-I</p>	<p>To enable the students differentiate between definite and indefinite articles.</p> <p>To enable students use definite in articles in an appropriate way.</p> <p>To enable the learners to apply articles in an appropriate manner.</p>	<p>Audio Visual aids</p> <p>Worksheets</p> <p>PPts</p> <p>Grammar games</p> <p>Interactive sessions</p> <p><b>Activity integrated with Art)</b></p> <p>The students will prepare six flashcards for each of the articles ‘a, an, and the’ before the nouns. Also, write sentences below the</p>	<p>* Cognitive</p> <p>* Logical reasoning</p>	<p>* Interaction</p> <p>* Oral and written</p>	<ul style="list-style-type: none"> <li>state the definition of an article.</li> <li>identify definite and indefinite article.</li> <li>choose proper article for a given noun.</li> <li>Identify articles and use them correctly in a sentence.</li> </ul> <p>Values:</p> <p>* Time Management and Organization</p> <p>* Honesty and Integrity</p> <p><b>SDG 4: Quality Education</b></p> <p><b>SDG 12: Responsible Consumption and Production</b></p> <p><b>SDG 13: Climate Action</b></p>

			flashcard. 1. Content (4): 2. Presentation (3): 3. Creativity (3)			<b>SDG 14: Life Below Water</b> <b>SDG 15: Life on Land</b> <b>SDG 11: Sustainable Cities and Communities</b>
<b>Grammar</b>  <b>Collective Nouns</b> (Introduction and explanation)  • 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.	Audio Visual aids Worksheets PPTs Grammar games Interactive sessions <b>ACTIVITY (Integrated with language)</b> Unscramble the letters to give the Collective Noun. Then, frame sentences with each collective noun.  1. Content (2): 2. Language and	* Cognitive * Logical reasoning	* Interaction * Oral and written	<ul style="list-style-type: none"> <li>• Use collective nouns in an efficient manner.</li> </ul> Values: <ul style="list-style-type: none"> <li>• Honesty and Integrity</li> <li>• Patience and Perseverance</li> </ul> <b>SDG 4: Quality Education</b> <b>SDG 14: Life Below Water</b> <b>SDG 15: Life on Land .</b> <b>SDG 12: Responsible Consumption and Production</b> <b>SDG 11: Sustainable Cities and Communities</b>

			grammar (2): 3. Overall presentation (1):			
<p><b>Grammar Nouns-Gender</b> (Introduction and explanation)</p> <ul style="list-style-type: none"> <li>• Explanation and textual exercises</li> <li>• Extra exercises in the notebook</li> </ul>	SA-I PA-I(B)	To enable the students replace the opposite gender in crosswords / puzzles/ sentences	<ul style="list-style-type: none"> <li>• Audio Visual aids</li> <li>• Worksheets</li> <li>• PPTs</li> <li>• Grammar games</li> <li>• Oral and written drills</li> </ul> <p><b>ACTIVITY (Integrated with language)</b></p> <p>Crossword puzzle- Solve using nouns of the opposite gender.</p> <p>1. Content (2):</p>	* Cognitive * Logical reasoning	* Interaction * Oral and written	<ul style="list-style-type: none"> <li>• Use nouns gender confidently in the grammar games.</li> </ul> <p>Values:</p> <ul style="list-style-type: none"> <li>• Honesty and Integrity</li> <li>• Patience and Perseverance</li> </ul> <p>SDG 4: Quality Education</p> <p>SDG 5: Gender Equality</p>

			<p>2. Language and grammar (2):</p> <p>3. Time management (1)</p>			
Formal letter writing	SA-I	<ul style="list-style-type: none"> <li>•To promote brainstorming among the learners.</li> <li>•To enhance learners' critical thinking.</li> <li>•To boost their confidence and enhance their expressions.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Analysis</li> <li>• Writing</li> </ul> <p>Activity- (Integrated with language)</p> <p>Your best friend was absent on the day your teacher taught 'Formal letter writing'. 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"> <li>• Cognitive</li> <li>• Critical thinking</li> <li>• Writing</li> </ul>	Written	<ul style="list-style-type: none"> <li>• identify the elements of a letter.</li> <li>• apply the elements to compose a formal letter.</li> </ul> <p>Values:</p> <ul style="list-style-type: none"> <li>• Empathy and Understanding</li> <li>• Respect and Appreciation for Diversity</li> <li>• Self-Awareness and Reflection</li> </ul> <ul style="list-style-type: none"> <li>• <b>SDG 4: Quality Education</b></li> <li>• <b>SDG 16: Peace, Justice, and Strong Institutions</b></li> <li>• <b>SDG 17: Partnerships for the Goals</b></li> </ul>

<p><b>Lesson – The Four String Band</b></p> <ul style="list-style-type: none"> <li>• Introduction, model reading</li> <li>• Textual exercises (discussion+ notebook exercises)</li> <li>• Extra exercises (Vocabulary exercises like antonyms, synonyms, frame sentences)</li> <li>• Silent</li> </ul>	<p>SA-I</p>	<ul style="list-style-type: none"> <li>• To enable the learners to understand the reading at an appropriate pace with correct pronunciation, expression and intonation.</li> <li>• To enable the learners to identify the characters and sequence of events in the story.</li> <li>• To enable the learners to comprehend the story.</li> <li>• To enrich the learners vocabulary and expressions.</li> <li>• To enable the</li> </ul>	<ul style="list-style-type: none"> <li>• Reading aloud by the teacher.</li> <li>• Interactive</li> <li>• Listen and answer</li> </ul> <p>Activity (Integrated with Art)</p> <p>Pair with your partner and make the drum. Talk about how you made it.</p> <ol style="list-style-type: none"> <li>1. Creativity and originality (2):</li> <li>2. Teamwork and collaboration (2):</li> <li>3. Craftsmanship and attention to detail (2):</li> <li>4. Presentation and communication (2)</li> <li>5. Overall impression (2)</li> </ol>	<ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>• Cognitive</li> <li>• Reading</li> </ul>	<ul style="list-style-type: none"> <li>➤ Oral and Written Test,</li> <li>➤ Revision</li> </ul>	<ul style="list-style-type: none"> <li>➤ make inferences based on the comprehension of the text</li> <li>➤ apply the understanding of the story to answer the questions.</li> <li>➤ identify the speaker and apply comprehension skills.</li> <li>➤ interpret, evaluate and analyse the situations occurring in the lesson to answer in grammatically correct sentence.</li> <li>➤ summarise the story in their own words.</li> <li>➤ will be able to read the story fluently with proper speed, expression and correct pronunciation.</li> <li>➤ expresses verbally his/ her opinion about the characters of the story.</li> </ul> <p>Values:</p>
--	-------------	--	--	---	--	--

<p>reading and Dictation</p>		<p>learners to appreciate English literature.</p> <ul style="list-style-type: none"> <li>• To retrieve the key words.</li> <li>• To encourage reading habit.</li> </ul>				<ol style="list-style-type: none"> <li>1. Teamwork and collaboration</li> <li>2. Creativity and self-expression</li> <li>3. Problem-solving and adaptability</li> <li>4. Perseverance and resilience</li> </ol> <p><b>SDG 4: Quality Education</b>  <b>SDG 12: Responsible Consumption and Production</b>  <b>SDG 9: Industry, Innovation, and Infrastructure</b>  <b>SDG 17: Partnerships for the Goals</b></p>
<p><b>Lesson:</b>  <b>The Cruel king of the Jungle – I</b>  <b>(New Radiant Readers)</b></p> <ul style="list-style-type: none"> <li>• Introduction, model reading</li> </ul>	<p>L/S/  R/  W</p>	<p>*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</p>	<ul style="list-style-type: none"> <li>• Reading aloud by the teacher.</li> <li>• Interactive</li> <li>• Listen and answer</li> </ul> <p>ACTIVITY  (Integrated to language and Art)</p>	<ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>• Cognitive</li> <li>• Reading</li> </ul>	<p>Oral and Written</p>	<ul style="list-style-type: none"> <li>➤ make inferences based on the comprehension of the text</li> <li>➤ apply the understanding of the story to answer the questions.</li> <li>➤ identify the speaker and apply comprehension skills.</li> <li>➤ interpret, evaluate and analyse the situations occurring in the lesson to</li> </ul>

<ul style="list-style-type: none"> <li>•Textual exercises (discussion+ notebook exercises)</li> <li>•Extra exercises (Vocabulary exercises like antonyms, synonyms, frame sentences)</li> <li>•Silent reading and Dictation</li> </ul>		<p>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>	<ol style="list-style-type: none"> <li>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.</li> <li>2. Form five adverbs from the list of adjectives. Now frame sentences with adjective and adverb to</li> </ol>			<p>answer in grammatically correct sentence.</p> <ul style="list-style-type: none"> <li>➤ summarise the story in their own words.</li> <li>➤ will be able to read the story fluently with proper speed, expression and correct pronunciation.</li> <li>➤ expresses verbally his/ her opinion about the characters of the story.</li> </ul> <p><b>SDG 4: Quality Education</b>  <b>SDG 15: Life on Land</b>  <b>SDG 12: Responsible Consumption and Production</b></p>
--	--	--	---	--	--	---

			<p>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"> <li>• Empathy and Understanding</li> <li>• Collaboration and Communication</li> <li>• Responsibility</li> </ul>
<p><b>Lesson:</b></p> <p><b>The Cruel king of the Jungle – II</b></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"> <li>• Reading aloud by the teacher.</li> <li>• Interactive</li> </ul>	<ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>• Cognitive</li> <li>• Reading</li> </ul>	<p>➤ Oral and Written</p>	<p>➤ make inferences based on the comprehension of the text</p>

<p><b>(New Radiant Readers)</b></p> <ul style="list-style-type: none"> <li>•Introduction, model reading</li> <li>•Textual exercises (discussion+ notebook exercises)</li> <li>•Extra exercises (Vocabulary exercises like antonyms, synonyms, frame sentences)</li> <li>•Silent reading and Dictation</li> </ul>		<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 the key words.</p> <p>*To encourage reading habit.</p>	<p>Listen and answer correctly</p> <p><b>ACTIVITY:</b> (Integrated with Art) Draw and colour</p> <ol style="list-style-type: none"> <li>1. The hero of the story.</li> <li>2. The villain or the bad character of the story.</li> </ol> <p>Give reasons for your answer. Also, give another suitable title to the story.</p> <ol style="list-style-type: none"> <li>1. Accuracy: (2):</li> <li>2. Creativity: (2 ):</li> <li>3. Color scheme: (2)</li> <li>4. Reasoning: (2)</li> <li>5. Alternative title: (2 )</li> </ol>			<ul style="list-style-type: none"> <li>➤ apply the understanding of the story to answer the questions.</li> <li>➤ identify the speaker and apply comprehension skills.</li> <li>➤ interpret, evaluate and analyse the situations occurring in the lesson to answer in grammatically correct sentence.</li> <li>➤ summarise the story in their own words.</li> <li>➤ will be able to read the story fluently with proper speed, expression and correct pronunciation.</li> <li>➤ expresses verbally his/ her opinion about the characters of the story.</li> </ul> <p>Values:</p> <ul style="list-style-type: none"> <li>• Courage and Resilience</li> <li>• Empathy and Compassion</li> <li>• Loyalty and Friendship</li> <li>• Morality and Justice</li> </ul> <p><b>SDG 4: Quality Education</b></p>
--	--	--	---	--	--	--

						<b>SDG 15: Life on Land</b>
<p><b>Grammar</b></p> <p><b>Sentences – Types and Parts of sentences</b> (Introduction and explanation)</p> <p>*Explanation and textual exercises *Extra exercises in the notebook</p>	SA-I	<ul style="list-style-type: none"> <li>To enable the students to understand the parts of a sentence.</li> </ul>	<ul style="list-style-type: none"> <li>Audio Visual aids</li> <li>Worksheets</li> <li>PPTs</li> <li>Grammar games</li> <li>Interactive sessions</li> <li>Writing drills</li> </ul> <p>Activity: Integrated with drama and language)</p> <p>Teacher gives groups a picture. Each member makes one sentence type. They say it; others guess (statement, question, command, exclamation).</p>	<ul style="list-style-type: none"> <li>Cognitive</li> <li>Logical reasoning</li> </ul>	➤ Oral and written	<ul style="list-style-type: none"> <li>To identify the parts of a sentence.</li> <li>to differentiate between the four different type of sentences.</li> </ul> <p>Values:</p> <ul style="list-style-type: none"> <li>Communication and Teamwork</li> <li>Respect and Empathy</li> <li>Self-Confidence and Self-Esteem</li> </ul> <p><b>SDG 4: Quality Education</b> <b>SDG 17: Partnerships for the Goals</b></p>

			<p>1. Sentence structure and grammar: (2)</p> <p>2. Relevance to the picture: (2)</p> <p>3. Clarity and concision (2)</p> <p>4. Creativity and originality (2)</p> <p>5. Effective communication:(2 ):</p>			
<p><b>Grammar- Verbs</b> (Introduction and Explanation)</p> <p>*Explanation and textual exercises *Extra exercises in the notebook.</p>	SA-I	<p>*To enable the learners to recall the definition, examples of verbs.</p>	<p>* Interactive * Lecture *Written exercises Audio Visual aids Worksheets * PPTs * Grammar games</p>	<p>*Logical reasoning *Cognitive</p>	<p>* Interaction * Oral and written</p>	<ul style="list-style-type: none"> <li>• define and identify the types of verbs.</li> <li>• demonstrates correct usage of verbs.</li> <li>• identify and use doing, being and possession verbs.</li> <li>• construct their own sentences using correct</li> </ul>

	<p>* To enable the students understand that the subject and the verb in a sentence must agree in number.</p> <p>*To enable the learners to understand that verbs are doing , being and possession words.</p> <p>* To use verbs correctly</p>	<p>* Oral and written drills</p> <p>Activity (Integrated with Art)</p> <p>*Kids pick a verb and write one sentence each for past, present, and future tense.</p> <ol style="list-style-type: none"> <li>1. Accuracy (2):</li> <li>2. Verb choice: ( 2):</li> <li>3. Sentence structure: ( 2 ):</li> <li>4. Creativity:(2 ):</li> <li>5. Completeness: (2)</li> </ol>			<p>Subject- Verb Agreement.</p> <p>Values:</p> <p>Self-Confidence and Self-Esteem</p> <p><b>SDG 4: Quality Education</b>  <b>SDG 17: Partnerships for the Goals</b></p>
--	--	--	--	--	---

<p><b>Grammar</b></p> <p><b>Tenses (Simple)</b> (Introduction and explanation)</p> <p>*Explanation and textual exercises</p> <p>*Extra exercises in the notebook</p>	<p>SA-I</p>	<ul style="list-style-type: none"> <li>To enable the students identify the tenses in the sentences and change them using the learnt rules.</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Interactive</li> <li>Lecture</li> <li>Audio-Visual aids</li> <li>Worksheets</li> <li>PPts</li> <li>Grammar games</li> <li>Written and oral drills</li> </ul> <p>Activity (Integrated with GK )</p> <ul style="list-style-type: none"> <li>The teacher will <b>play short recordings</b> of: <ul style="list-style-type: none"> <li>Advertisements</li> <li>Interviews</li> </ul> </li> <li>Students will <b>listen carefully</b> and <b>write down the verbs</b> they hear.</li> </ul>	<ul style="list-style-type: none"> <li>Cognitive Logical reasoning</li> </ul>	<p>Oral and written</p>	<ul style="list-style-type: none"> <li>discover that verbs change forms depending on their relationship to time.</li> <li>recognise the past, present and the future tenses of regular and irregular verbs.</li> <li>identify the correct tense and uses them confidently in writing.</li> </ul> <p>Values:</p> <ul style="list-style-type: none"> <li>Open-Mindedness and Empathy</li> </ul>
--	-------------	---	---	---	-------------------------	---

			<ul style="list-style-type: none"> <li>• After listening, students will <b>discuss in pairs or groups</b>: <ul style="list-style-type: none"> <li>• Which tense is used (past, present, future)</li> <li>• Why that tense was used in the sentence</li> </ul> </li> </ul> <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>			<ul style="list-style-type: none"> <li>• Intellectual Curiosity and Love of Learning</li> </ul> <p><b>SDG 4: Quality Education</b> <b>SDG 17: Partnerships for the Goals</b></p>
<p><b>Creative Writing</b></p> <ul style="list-style-type: none"> <li>• Introduction</li> </ul>	SA-I	<ul style="list-style-type: none"> <li>• To enable the students to frame few more grammatically correct sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive sessions</li> <li>• Speaking</li> <li>• Writing</li> </ul>	<ul style="list-style-type: none"> <li>• Cognitive</li> <li>• Critical thinking</li> <li>• Writing</li> </ul>	Written	<p>Display confidence and frame few more grammatically correct sentences using variety of nouns,</p>

<ul style="list-style-type: none"> <li>• Frame a rough sketch</li> <li>• Reading of the suggestions by the teacher</li> <li>• Final layout</li> </ul>		<p>using variety of nouns, pronouns, adjectives, prepositions, conjunctions and punctuation marks appropriately on a given topic.</p> <ul style="list-style-type: none"> <li>• To boost self confidence by demonstrating oral and written skills.</li> </ul>	<p>Activity (Integrated with Art and Science)</p> <p>Find the difference between the two pictures which seem to be identical.</p> <ol style="list-style-type: none"> <li>1. Attention to detail : (2):</li> <li>2. Observation skills : (2):</li> <li>3. Analytical thinking : (2):</li> <li>4. Communication skills : (2):</li> <li>5. Perseverance and patience : (2):</li> </ol>	<ul style="list-style-type: none"> <li>• Speaking</li> </ul>		<p>pronouns, adjectives, prepositions, conjunctions and punctuation marks appropriately on a given topic.</p> <p>Values:</p> <ul style="list-style-type: none"> <li>• Honesty and Integrity</li> <li>• Attention to Detail and Responsibility</li> </ul> <p><b>SDG 4: Quality Education</b></p> <p><b>SDG 17: Partnerships for the Goals</b></p>
<p><b>Recapitulation</b></p>		<ul style="list-style-type: none"> <li>• To recapitulate the topics taught.</li> <li>• To make them confident in the</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive</li> </ul> <p>Written exercises for practice.</p>	<ul style="list-style-type: none"> <li>• Cognitive</li> <li>• Writing</li> <li>• Speaking</li> <li>• Reading</li> </ul>	<p>Oral and written.</p>	<p>Students will be able to perform well in their assessment.</p>

		topic taught. To prepare them for the upcoming assessment.				
--	--	---	--	--	--	--

## TERM-II

Topic		Learning Objectives (Students will learn)	Methodology	skills to be developed	Assessment	Learning Outcomes (Students will be able to)
<b>Lesson – Kareem’s Forest</b>  • Introduction, model reading  • Textual	FA-2(a) [SA-II]	*To enable the learners to understand the reading at an appropriate pace with correct pronunciation, expression and intonation.	<ul style="list-style-type: none"> <li>• Interactive-to bring the learners to the central idea of the lesson.</li> <li>• Reading aloud by the teacher.</li> <li>• Written exercises</li> <li>• Interactive</li> </ul>	<ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>• Cognitive</li> <li>• Reading</li> </ul>	<ul style="list-style-type: none"> <li>➤ Oral and Written Test,</li> <li>➤ Revision</li> </ul>	<ul style="list-style-type: none"> <li>➤ make inferences based on the comprehension of the text</li> <li>➤ apply the understanding of the story to answer the questions.</li> <li>➤ identify the speaker and apply comprehension skills.</li> <li>➤ interpret, evaluate and analyse the situations occurring in the lesson to</li> </ul>

<p>exercises (discussion + notebook exercises)</p> <ul style="list-style-type: none"> <li>•Extra exercises (Vocabulary exercises like antonyms, synonyms, frame sentences)</li> <li>•Silent reading and Dictation</li> </ul>		<ul style="list-style-type: none"> <li>*To enable the learners to identify the characters and sequence of events in the story.</li> <li>*To enable the learners to comprehend the story.</li> <li>*To enrich the learners vocabulary and expressions.</li> <li>*To enable the learners to appreciate English literature.</li> <li>*To retrieve the key words.</li> <li>*To encourage reading habit.</li> </ul>	<p>Silent reading by the learners. Listen and answer</p> <p>ACTIVITY (Integrated with Art and Science)</p> <ul style="list-style-type: none"> <li>• Picture Composition</li> <li>• Go for a walk and look out for any interesting flowers or 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.</li> </ul> <p>1. Observation and collection skills: (2) 2. Organization and presentation: (2)</p>			<p>answer in grammatically correct sentence.</p> <ul style="list-style-type: none"> <li>➤ summarise the story in their own words.</li> <li>➤ will be able to read the story fluently with proper speed, expression and correct pronunciation.</li> <li>➤ expresses verbally his/ her opinion about the characters of the story.</li> </ul> <p>Values_</p> <ul style="list-style-type: none"> <li>• Appreciation and Respect for Nature</li> <li>• Patience and Observation</li> <li>• Responsibility</li> </ul> <p><b>SDG 4: Quality Education</b> <b>SDG 15: Life on Land</b></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><b>SDG 12: Responsible Consumption and Production</b></p>
<p><b>Grammar</b></p> <p><b>Prepositions</b> (Introduction and explanation)</p> <p>*Explanation and textual exercises</p> <p>*Extra exercises in the notebook</p>	<p>SA-II FA-2(a)</p>	<ul style="list-style-type: none"> <li>• To enable the learners to recall prepositions.</li> </ul> <p>To enable the learners to use prepositions in their language.</p> <p>To enable the students to identify and use different prepositions.</p>	<ul style="list-style-type: none"> <li>• Interactive</li> <li>• Lecture</li> <li>• Audio-Visual aids</li> <li>• Worksheets</li> <li>• PPTs</li> <li>• Grammar games</li> <li>• Written and oral drills</li> </ul>	<ul style="list-style-type: none"> <li>• Cognitive Logical reasoning</li> </ul>	<p>➤ Oral and written</p>	<ul style="list-style-type: none"> <li>• identify and define prepositions.</li> <li>• use different and suitable prepositions in the given sentences.</li> </ul> <p>Values:</p> <ul style="list-style-type: none"> <li>• Creativity and Self-Expression</li> </ul>

			<p>Activity</p> <p><b>Preposition Art &amp; Drawing</b></p> <p><b>Objective:</b> Connect grammar with creativity.</p> <ul style="list-style-type: none"> <li>• Students <b>draw a room, park, or classroom.</b></li> <li>• Then, <b>write sentences using prepositions</b> about the objects in their picture.</li> </ul> <p>Example: <i>“The cat is on the sofa.”</i></p> <p><i>“The tree is behind the bench.”</i></p> <ul style="list-style-type: none"> <li>• <b>Grammar –4</b></li> <li>• <b>Creativity -3</b></li> <li>• <b>Neatness- 3</b></li> </ul>			<p><b>SDG 4 (Quality Education),</b></p> <p><b>SDG 12 (Responsible Consumption if using recycled materials).</b></p>
--	--	--	--	--	--	--

<p><b>Grammar-Verbs</b> (Introduction and Explanation)</p> <p>*Explanation and textual exercises</p> <p>*Extra exercises in the notebook.</p>	<p>SA-II</p>	<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>*To enable the learners to understand</p>	<p>* Interactive</p> <p>* Lecture</p> <p>*Written exercises Audio Visual aids</p> <p>Worksheets</p> <p>* PPTs</p> <p>* Grammar games</p> <p style="padding-left: 20px;">* Oral and written drills</p> <p>Activity (Integrated with Science)</p> <p>*Write down 10 sentences about how you would save your environment. Underline the verbs in your sentences and segregate as doing/ being and possession.</p>	<p>*Logical reasoning</p> <p>*Cognitive</p>	<p>* Interaction</p> <p>* Oral and written</p>	<ul style="list-style-type: none"> <li>● define and identify the types of verbs.</li> <li>● demonstrates correct usage of verbs.</li> <li>● identify and use doing, being and possession verbs.</li> <li>● construct their own sentences using correct Subject- Verb Agreement.</li> </ul> <ul style="list-style-type: none"> <li>● Empathy and Compassion</li> <li>● Community and Cooperation</li> <li>● Responsibility</li> </ul>
---	--------------	---	--	---	--	---

		<p>that verbs are doing , being and possession words.</p> <p>* To use verbs correctly</p>	<ol style="list-style-type: none"> <li>1. Grammar and verb usage: (2)</li> <li>2. Environmental awareness: (2)</li> <li>3. Creativity and originality: (2)</li> <li>4. Clarity and concision: (2)</li> <li>5. Organization and coherence: (2)</li> </ol>			<p><b>SDG 4: Quality Education</b>  <b>SDG 12: Responsible Consumption and Production</b>  <b>SDG 13: Climate Action</b>  <b>SDG 15: Life on Land</b></p>
<p><b>Grammar</b></p> <p><b>Adverbs</b> (Introduction and explanation)</p> <p>*Explanation and textual exercises</p> <p>*Extra exercises in</p>	<p>FA-2(b) SA-II</p>	<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</p>	<ul style="list-style-type: none"> <li>• Interactive</li> <li>• Lecture</li> <li>• Audio-Visual aids</li> <li>• Worksheets</li> <li>• PPTs</li> <li>• Grammar games</li> <li>• Written and oral drills.</li> </ul>	<ul style="list-style-type: none"> <li>• Cognitive Logical reasoning</li> </ul>	<p>➤ Oral and written</p>	<ul style="list-style-type: none"> <li>• identify the kinds of adverbs and can use them in the sentences in a suitable manner.</li> <li>• articulate that adverbs modify verbs by telling how something is done, when something is done, where something.</li> </ul>

<p>the notebook</p>	<p>language.</p> <p>To enable the students to identify and use different adverbs.</p>	<p><b>Activity (Integrated with language)</b></p> <p>The class will be divided into groups of three. Each group will write a noun and an action on a slip of paper (e.g., rabbit/run, student/study, dog/fetch).</p> <p>Groups will exchange their slips. Then, each group will make two sentences using the given words—one with an adverb of manner and one with an adverb of time.</p> <ol style="list-style-type: none"> <li>1. Grammar and sentence structure: (2)</li> <li>2. Creativity and originality: (2)</li> <li>3. Adverb usage: (2)</li> <li>4. Collaboration and teamwork: (2)</li> <li>5. Communication skills: (2)</li> </ol>			<ul style="list-style-type: none"> <li>• Cooperation &amp; Teamwork – <ul style="list-style-type: none"> <li><input type="checkbox"/> Respect for Others</li> <li><input type="checkbox"/> Patience &amp; Open-Mindedness</li> <li><input type="checkbox"/> Responsibility &amp; Accountability</li> </ul> </li> <li>• <b>SDG 4 – Quality Education</b></li> <li>• <b>SDG 5 – Gender Equality</b></li> <li>• <b>SDG 10 – Reduced Inequalities</b></li> <li>• <b>SDG 16 – Peace, Justice and Strong Institutions</b></li> </ul>
---------------------	---	--	--	--	--

<p><b>Comprehension Passage</b></p>	<p>SA-II</p>	<p>*To develop the learner's comprehension and analytical skills and logical reasoning.</p>	<ul style="list-style-type: none"> <li>• Silent reading</li> <li>• Comprehending</li> <li>• Analysis</li> <li>• Logical answering</li> </ul> <p>Activity Listen and Answer</p> <ol style="list-style-type: none"> <li>1. Listening and Comprehension (4 marks)</li> <li>2. Relevance and Accuracy (3 marks)</li> <li>3. Clarity and Coherence (2 marks)</li> </ol> <p>Skills (1 mark)</p>	<ul style="list-style-type: none"> <li>• Reading</li> <li>• Cognitive</li> <li>• Logical reasoning</li> <li>• writing</li> </ul>	<p>➤ Written</p>	<p>Answer the given questions from the given passage. Students are able to think logically.</p> <p>Values: Respect for others</p> <p><b>SDG 10 – Reduced Inequalities</b> <b>SDG 5 – Gender Equality</b> <b>SDG 4 – Quality Education</b></p>
<p><b>Grammar</b></p> <p><b>Pronouns</b> (Introduction and explanation)</p> <p>*Explanation</p>	<p>SA-II</p>	<ul style="list-style-type: none"> <li>• To enable the learners to recall types of pronouns.</li> <li>• To enable the learners to use pronouns in their</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive</li> <li>• Lecture</li> <li>• Audio-Visual aids</li> <li>• Worksheets</li> <li>• PPTs</li> </ul>	<ul style="list-style-type: none"> <li>• Cognitive</li> <li>• Logical reasoning</li> </ul>	<p>➤ Oral and written</p>	<ul style="list-style-type: none"> <li>• identify all kinds of pronouns.</li> <li>➤ use the correct pronoun in a sentence.</li> </ul>

<p>and textual exercises *Extra exercises in the notebook</p>		<p>language.</p> <ul style="list-style-type: none"> <li>• To enable the learners to apply pronouns in an appropriate manner.</li> </ul> <p>To use pronouns practically.</p>	<ul style="list-style-type: none"> <li>• Grammar games</li> <li>• Written and oral drills</li> </ul> <p><b>ACTIVITY</b> (Integrated with language)</p> <p>In this activity, the teacher will ask each student to come in front 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"> <li>• Creativity &amp; Humor (2)</li> </ul>			<p>Value Empathy Teamwork and Class Bonding</p> <ul style="list-style-type: none"> <li>• <b>SDG 4 – Quality Education</b></li> <li>• <b>SDG 5 – Gender Equality</b></li> <li>• <b>SDG 10 – Reduced Inequalities</b></li> <li>• <b>SDG 16 – Peace, Justice and Strong Institutions</b></li> </ul>
---	--	---	---	--	--	--

			<p>Accuracy of Imitation (2)</p> <p>Fluency &amp; Clarity (2)</p> <p>Body Language &amp; Expression (2)</p> <p>Grammar &amp; Sentence Structure (2)</p>			
<p><b>Lesson – The bird with the broken wing</b></p> <ul style="list-style-type: none"> <li>• Introduction, model reading</li> <li>• Textual exercises (discussion + notebook exercises)</li> <li>• Extra exercises (Vocabular</li> </ul>	<p>FA-2(b) SA-II</p>	<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"> <li>• Interactive-to bring the learners to the central idea of the lesson.</li> <li>• Reading aloud by the teacher.</li> <li>• Written exercises</li> <li>• Interactive</li> <li>• Silent reading by the learners.</li> <li>• Listen and answer.</li> </ul> <p>Activity (Integrated with Science)</p>	<ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>• Cognitive</li> <li>• Reading</li> </ul>	<ul style="list-style-type: none"> <li>➤ Oral and Written Test,</li> <li>➤ Revision</li> </ul>	<ul style="list-style-type: none"> <li>➤ make inferences based on the comprehension of the text</li> <li>➤ apply the understanding of the story to answer the questions.</li> <li>➤ identify the speaker and apply comprehension skills.</li> <li>➤ interpret, evaluate and analyse the situations occurring in the lesson to answer in grammatically correct sentence.</li> <li>➤ summarise the story in their own words.</li> <li>➤ will be able to read the story fluently with proper speed,</li> </ul>

<p>y exercises like antonyms, synonyms, frame sentences)</p> <ul style="list-style-type: none"> <li>• Silent reading and Dictation</li> </ul>		<p>*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"> <li>• Role Play</li> <li>• Sanctuary is a place where animals are protected in their natural surroundings. Locate and mark ten famous wildlife sanctuaries on Indian Political map.</li> </ul> <ol style="list-style-type: none"> <li>1. Accuracy and Location (4 marks):</li> <li>2. Identification and Labeling (3 marks)</li> <li>3. Map Skills and Presentation (2 marks)</li> <li>4. Research and Understanding (1 mark)</li> </ol>		<p>➤</p>	<p>expression and correct pronunciation.</p> <p>➤ expresses verbally his/ her opinion about the characters of the story.</p> <p>Values          Conservation and Environmental Awareness</p> <p>Responsibility</p> <ul style="list-style-type: none"> <li>• <b>SDG 15 – Life on Land.</b></li> <li>• <b>SDG 13 – Climate Action</b></li> <li>• <b>SDG 4 – Quality Education</b></li> <li>• <b>SDG 14 – Life Below Water</b></li> </ul>
---	--	--	---	--	----------	--

<p><b>Grammar</b></p> <p><b>Homonyms</b></p> <p>(Introduction and explanation)</p> <p>*Explanation and textual exercises</p> <p>*Extra exercises in the notebook.</p>	<p>SA-II</p>	<p>To enable the children identify homophones.</p>	<ul style="list-style-type: none"> <li>• Audio-Visual aids</li> <li>• Worksheets</li> <li>• PPTs</li> <li>• Grammar games</li> <li>• Written and oral drills</li> </ul> <p><b>Activity (Integrated with Art )</b></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>	<ul style="list-style-type: none"> <li>* Cognitive</li> <li>* Logical reasoning</li> </ul>	<ul style="list-style-type: none"> <li>* Interaction <ul style="list-style-type: none"> <li>➤ * Oral and written</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• identify homonyms and use them effectively.</li> </ul> <p>Values:</p> <ol style="list-style-type: none"> <li>1. Empathy</li> <li>2. Self-Confidence</li> </ol> <ul style="list-style-type: none"> <li>• <b>SDG 4 – Quality Education</b></li> <li>• <b>SDG 5 – Gender Equality</b></li> <li>• <b>SDG 10 – Reduced Inequalities</b></li> </ul>
---	--------------	--	--	--	---	--

			<p>1. Understanding of Homophones (2 ½)</p> <p>2. Accuracy of Differentiation (2½)</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><b>Lesson- Uncle Tom- I (New Radiant Readers)</b></p> <ul style="list-style-type: none"> <li>● Introduction, model reading</li> <li>● Textual exercises (discussion + notebook)</li> </ul>	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>	<ul style="list-style-type: none"> <li>● Reading aloud by the teacher.</li> <li>● Interactive</li> <li>● Listen and answer.</li> </ul> <p>ACTIVITY (Integrated with Language)</p> <p>Complete the puzzle with the help of clues given.</p> <p>1. Accuracy of</p>	<ul style="list-style-type: none"> <li>● Listening</li> <li>● Speaking</li> <li>● Cognitive</li> <li>● Reading</li> <li>●</li> </ul>	<ul style="list-style-type: none"> <li>➤ Oral and Written</li> <li>➤</li> </ul>	<ul style="list-style-type: none"> <li>➤ make inferences based on the comprehension of the text</li> <li>➤ apply the understanding of the story to answer the questions.</li> <li>➤ identify the speaker and apply comprehension skills.</li> <li>➤ interpret, evaluate and analyse the situations occurring in the lesson to answer in grammatically correct sentence.</li> <li>➤ summarise the story in their own words.</li> </ul>

<p>exercises)</p> <ul style="list-style-type: none"> <li>•Extra exercises (Vocabulary exercises like antonyms, synonyms, frame sentences)</li> <li>•Silent reading and Dictation</li> </ul>		<p>*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>	<p>Answers (4 marks)</p> <p>2. Completeness of Puzzle (3 marks):</p> <p>3. Problem-Solving Skills (2 marks):</p> <p>4. Time Management (1 mark):</p>			<ul style="list-style-type: none"> <li>➤ will be able to read the story fluently with proper speed, expression and correct pronunciation.</li> <li>➤ expresses verbally his/ her opinion about the characters of the story.</li> </ul> <p>.Values:          Responsibility and Accountability</p> <ul style="list-style-type: none"> <li>• <b>SDG 4 – Quality Education</b></li> <li>• <b>SDG 10 – Reduced Inequalities</b></li> <li>• <b>SDG 16 – Peace, Justice and Strong Institutions</b></li> </ul>
<p><b>Lesson Uncle Tom-II (New Radiant Readers)</b></p> <ul style="list-style-type: none"> <li>•Introductio</li> </ul>	<p>L/S/ R/W</p>	<p>*To enable the learners to understand the reading at an appropriate pace with correct pronunciation,</p>	<ul style="list-style-type: none"> <li>• Reading aloud by the teacher.</li> <li>• Interactive Listen and answer</li> </ul> <p><b>ACTIVITY (INTEGRATED)</b></p>	<ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>• Cognitive</li> <li>• Reading</li> </ul>	<ul style="list-style-type: none"> <li>➤ Oral and Written</li> <li>➤</li> </ul>	<ul style="list-style-type: none"> <li>➤ make inferences based on the comprehension of the text</li> <li>➤ apply the understanding of the story to answer the questions.</li> <li>➤ identify the speaker and apply comprehension skills.</li> </ul>

<p>n, model reading</p> <ul style="list-style-type: none"> <li>•Textual exercises (discussion + notebook exercises)</li> <li>•Extra exercises (Vocabulary exercises like antonyms, synonyms, frame sentences)</li> <li>•Silent reading and Dictation</li> </ul>	<p>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 the key words.</p> <p>*To encourage reading habit.</p>	<p><b>WITH ART)</b></p> <p>Write the story of the accident and draw a picture of the accident, as Eva would have told her mother.</p> <ol style="list-style-type: none"> <li>1. Storytelling and Narrative (4 marks)</li> <li>2. Creativity and Originality (3 marks)</li> <li>3. Drawing and Artistic Skills (2 marks)</li> <li>4. Communication and Expression (1 mark):</li> </ol>			<ul style="list-style-type: none"> <li>➤ interpret, evaluate and analyse the situations occurring in the lesson to answer in grammatically correct sentence.</li> <li>➤ summarise the story in their own words.</li> <li>➤ will be able to read the story fluently with proper speed, expression and correct pronunciation.</li> <li>➤ expresses verbally his/ her opinion about the characters of the story.</li> </ul> <p>Values:</p> <ol style="list-style-type: none"> <li>1. Collaboration and Teamwork</li> <li>2. Respect for Others' Work</li> <li>3. Effective Communication</li> </ol> <ul style="list-style-type: none"> <li>• <b>SDG 4 – Quality Education</b></li> <li>• <b>SDG 3 – Good Health and Well-being</b></li> <li>• <b>SDG 16 – Peace, Justice and Strong Institutions</b></li> </ul>
---	---	---	--	--	--

<p><b>Grammar</b></p> <p><b>Conjunctions</b> (Introduction and explanation)</p> <p>*Explanation and textual exercises</p> <p>*Extra exercises in the notebook</p>	<p>FA-2(b) SA-II</p>	<p>To enable students to use joining words to indicate connection</p> <p>To enable the learners to use conjunctions in their language.</p> <p>To enable the students to identify and use different conjunctions.</p>	<ul style="list-style-type: none"> <li>• Interactive</li> <li>• Lecture</li> <li>• Audio-Visual aids</li> <li>• Worksheets</li> <li>• PPTs</li> <li>• Grammar games</li> <li>• Written and oral drills</li> </ul> <p><b>ACTIVITY</b></p> <p>The teacher will give a starting of a story and students have to build the story using conjunctions and read aloud in the class.</p> <p>1. Story Building and Creativity (4 marks) 2. Use of Conjunctions (3</p>	<ul style="list-style-type: none"> <li>• Cognitive Logical reasoning</li> </ul>	<p>➤ Oral and written</p>	<ul style="list-style-type: none"> <li>• define the term ‘conjunction’</li> <li>• explain the purpose of conjunction.</li> <li>• join given words and sentences using the conjunctions – and, but, or, because, so and when.</li> </ul> <p>Value:</p> <p>1. Collaboration and Teamwork 2. Respect for Others' Work</p> <ul style="list-style-type: none"> <li>• <b>SDG 4 – Quality Education</b></li> <li>• <b>SDG 5 – Gender Equality</b></li> <li>• <b>SDG 10 – Reduced Inequalities</b></li> </ul>
---	--------------------------	--	--	---	---------------------------	---

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

			<p>Students will work in groups with newspapers, magazines, and craft materials. They will cut and paste funny pictures to create a story about current events or inventions.</p> <p>They will write their own sentences in simple present tense based on the pictures, ensuring correct subject-verb agreement.</p> <ol style="list-style-type: none"> <li>1. Creativity and Originality (3 marks)</li> <li>2. Use of Simple Present Tense (3 marks)</li> <li>3. Collaboration and Teamwork (2 marks)</li> <li>4. Presentation and Visual Appeal (2 marks)</li> </ol>			Accountability
<b>Lesson – Dr. Dolittle</b>		*To enable the learners to understand the	<ul style="list-style-type: none"> <li>• Interactive-to bring the learners to the central</li> </ul>	<ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>• Cognitive</li> <li>• Reading</li> </ul>	<ul style="list-style-type: none"> <li>➤ Oral and Written Test,</li> <li>➤ Revision</li> </ul>	<ul style="list-style-type: none"> <li>➤ make inferences based on the comprehension of the text</li> </ul>

<ul style="list-style-type: none"> <li>● Introduction, model reading</li> <li>● Textual exercises (discussion + notebook exercises)</li> <li>● Extra exercises (Vocabulary exercises like antonyms, synonyms, frame sentences)</li> <li>● Silent reading and Dictation</li> </ul>	SA-II	<p>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 the key words.</p> <p>*To encourage reading habit.</p>	<p>idea of the lesson.</p> <ul style="list-style-type: none"> <li>● Reading aloud by the teacher.</li> <li>● Written exercises</li> <li>● Interactive Silent reading by the learners.</li> </ul> <p>Listen and answer</p> <p><b>ACTIVITY</b> (Integrated with language)</p> <p>*Imagine that one day you get the power to speak to animals. Write a paragraph on how you will use it.</p> <ol style="list-style-type: none"> <li>1. Creativity and Imagination (4 marks)</li> <li>2. Empathy and Understanding (3 marks)</li> <li>3. Clarity and Coherence (2 marks)</li> </ol>		➤	<ul style="list-style-type: none"> <li>➤ apply the understanding of the story to answer the questions.</li> <li>➤ identify the speaker and apply comprehension skills.</li> <li>➤ interpret, evaluate and analyse the situations occurring in the lesson to answer in grammatically correct sentence.</li> <li>➤ summarise the story in their own words.</li> <li>➤ will be able to read the story fluently with proper speed, expression and correct pronunciation.</li> <li>➤ expresses verbally his/ her opinion about the characters of the story.</li> </ul> <p>Values Empathy Responsibility Coexistence and Mutual Respect</p>
---	-------	--	---	--	---	---

			4. Responsibility and Action (1 mark)			<ul style="list-style-type: none"> <li>• <b>SDG 4 – Quality Education</b></li> <li>• <b>SDG 12 – Responsible Consumption and Production</b></li> <li>• <b>SDG 10 – Reduced Inequalities</b></li> </ul>
Formal letter writing	SA-II	<ul style="list-style-type: none"> <li>• To promote brainstorming among the learners.</li> <li>• To enhance learners' critical thinking.</li> <li>• To boost their confidence and enhance their expressions.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Analysis</li> <li>• Writing</li> </ul> <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> <p>1. Creativity and Originality (4 marks)</p>	<ul style="list-style-type: none"> <li>• Cognitive</li> <li>• Critical thinking</li> <li>• Writing</li> </ul>	➤ Written	<ul style="list-style-type: none"> <li>• identify the elements of a letter.</li> <li>• apply the elements to compose a formal letter.</li> </ul> <p><b>Value:</b> Empathy Gratitude and Respect Self-Awareness</p> <ul style="list-style-type: none"> <li>• <b>SDG 4 – Quality Education</b></li> <li>• <b>SDG 5 – Gender Equality</b></li> <li>• <b>SDG 10 – Reduced Inequalities</b></li> <li>• <b>SDG 16 – Peace, Justice and Strong Institutions</b></li> </ul>

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

			<p>God. Write how you would protect them for future generation.</p> <ol style="list-style-type: none"> <li>1. Creativity and Artistry (2 marks)</li> <li>2. Identification and Labeling (1 mark)</li> <li>3. Protection and Conservation (1 mark)</li> <li>4. Written Expression (1 mark)</li> </ol>			<ul style="list-style-type: none"> <li>• <b>SDG 15 – Life on Land</b></li> <li>• <b>SDG 13 – Climate Action</b></li> <li>• <b>SDG 14 – Life Below Water</b></li> <li>• <b>SDG 4 – Quality Education</b></li> </ul>
<p><b>Creative Writing/ Paragraph writing</b></p> <p>Introduction</p> <p>Frame a roughsketch</p> <p>Reading of the suggestions</p>	SA-II	<ul style="list-style-type: none"> <li>• To enable the students to frame few more grammatically correct sentences using variety of nouns, pronouns, adjectives, prepositions, conjunctions and punctuation</li> </ul>	<p>Interactive sessions</p> <p>Speaking</p> <p>Writing</p> <p><b>ACTIVITY</b></p> <p>Poster Making</p> <p>Creativity and design (2 ½ marks)</p> <p>Clarity of message (2 ½ marks)</p>	<p>Cognitive</p> <p>Critical thinking</p> <p>Writing</p> <p>Speaking</p>	➤ Written	<p>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.</p> <p><b>Values</b></p> <p>Empathy</p> <p>Team spirit</p>

<p>by the teacher</p> <p>Final layout</p>		<p>marks appropriately on a given topic.</p> <ul style="list-style-type: none"> <li>To boost self confidence by demonstrating oral and written skills.</li> </ul>	<p>theme relevance (2 ½ marks)</p> <p>neatness and presentation (2 ½ marks)</p> <p>Effort and Originality (2 ½ marks)</p>			<p>Awareness and Social responsibility</p> <ul style="list-style-type: none"> <li><b>SDG 4 – Quality Education</b></li> <li><b>SDG 13 – Climate Action</b></li> <li><b>SDG 15 – Life on Land</b></li> <li><b>SDG 12 – Responsible Consumption and Production</b></li> </ul>
<p><b>Poem- Rain in Summer</b></p> <ul style="list-style-type: none"> <li>Introduction, poet's biography and model recitation</li> <li>Interaction and explanation.</li> </ul> <p>Recitation by</p>	<p>SA-II</p>	<ul style="list-style-type: none"> <li>To enable the learners to appreciate poetry.</li> <li>To develop learner's expressions.</li> <li>To enable learners to interpret the</li> </ul>	<ul style="list-style-type: none"> <li>Interactive-to bring the learners to the central idea of the poem.</li> <li>Reading aloud by the teacher.</li> <li>Interactive</li> <li>Silent reading by the learners.</li> <li>Listen and answer</li> </ul>	<ul style="list-style-type: none"> <li>Listening</li> <li>Speaking</li> <li>Cognitive Reading</li> </ul>	<ul style="list-style-type: none"> <li>Interactive <ul style="list-style-type: none"> <li>➤ Oral and written</li> </ul> </li> </ul>	<p>Recite poems with appropriate expression and intonation to demonstrate understanding of poem. Voice Modulation.</p> <p>Values</p> <p>Respect for Nature</p> <p>Responsibility</p> <p>Awareness &amp; Action</p>

the students		<p>central idea of the poem.</p> <p>To enable learners to recite with proper voice modulation.</p>	<p><b>ACTIVITY</b> (Integrated with Art and Science) Speak few lines on hoe you feel on a rainy day in summer.</p> <ol style="list-style-type: none"> <li>1. Creativity and Artistry (2 marks)</li> <li>2. Identification and Labeling (1 mark)</li> <li>3. Protection and Conservation (1 mark)</li> <li>4. Written Expression (1 mark)</li> </ol> <ul style="list-style-type: none"> <li>•</li> </ul>			<p>Gratitude</p> <p>Compassion</p> <ul style="list-style-type: none"> <li>• <b>SDG 15 – Life on Land</b></li> <li>• <b>SDG 13 – Climate Action</b></li> <li>• <b>SDG 14 – Life Below Water</b></li> <li>• <b>SDG 4 – Quality Education</b></li> </ul> <p>➤</p>
<p><b>Lesson- Guru Nanak –I (New Radiant Readers)</b></p> <p>• Introduction, model</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>	<ul style="list-style-type: none"> <li>• Reading aloud by the teacher.</li> <li>• Interactive Listen and answer</li> </ul> <p><b>ACTIVITY:</b> (Integrated with Language)</p>	<ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>• Cognitive</li> <li>• Reading</li> </ul>	<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</p>

<p>reading</p> <ul style="list-style-type: none"> <li>• Textual exercises (discussion + notebook exercises)</li> <li>• Extra exercises (Vocabulary exercises like antonyms, synonyms, frame sentences)</li> <li>• Silent reading and Dictation</li> </ul>		<ul style="list-style-type: none"> <li>*To enable the learners to identify the characters and sequence of events in the story.</li> <li>*To enable the learners to comprehend the story.</li> <li>*To enrich the learners vocabulary and expressions.</li> <li>*To enable the learners to appreciate English literature.</li> <li>*To retrieve the key words.</li> <li>*To encourage reading habit.</li> </ul>	<p>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.</p> <ol style="list-style-type: none"> <li>1. Content and Accuracy (2 marks)</li> <li>2. Writing Style and Clarity (1 mark)</li> <li>3. Creativity and Originality (1 mark)</li> <li>4. Spelling and Grammar (1 mark)</li> </ol>			<p>occurring in the lesson to answer in grammatically correct sentence.</p> <ul style="list-style-type: none"> <li>➤ summarise the story in their own words.</li> <li>➤ will be able to read the story fluently with proper speed, expression and correct pronunciation.</li> <li>➤ expresses verbally his/ her opinion about the characters of the story.</li> </ul> <p>Values Service to others Equality and Justice Spirituality and Faith Truthfulness</p> <ul style="list-style-type: none"> <li>• <b>SDG 4 – Quality Education</b></li> <li>• <b>SDG 16 – Peace, Justice and Strong Institutions</b></li> <li>• <b>SDG 10 – Reduced Inequalities</b></li> <li>• <b>SDG 1 – No Poverty</b></li> </ul>
---	--	--	--	--	--	--

<p><b>Lesson- Guru Nanak –II (New Radiant Readers)</b></p> <ul style="list-style-type: none"> <li>● Introduction, model reading</li> <li>● Textual exercises (discussion + notebook exercises)</li> <li>● Extra exercises (Vocabulary exercises like antonyms, synonyms,</li> </ul>	<p>L/S/ R/W</p>	<p>*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</p>	<ul style="list-style-type: none"> <li>● Reading aloud by the teacher.</li> <li>● Interactive Listen and answer</li> </ul> <p>Activity (Integrated with Art)</p> <p>Make the sketch of Guru Nanak and write his teachings.</p> <ol style="list-style-type: none"> <li>1. Creativity and Artistry (2 marks)</li> <li>2. Accuracy and Relevance (1 mark)</li> <li>3. Clarity and Organization (1 mark)</li> <li>4. Spelling and Grammar (1 mark)</li> </ol>	<ul style="list-style-type: none"> <li>● Listening</li> <li>● Speaking</li> <li>● Cognitive</li> <li>● Reading</li> </ul>	<ul style="list-style-type: none"> <li>➤ Oral and Written</li> <li>➤</li> </ul>	<ul style="list-style-type: none"> <li>➤ make inferences based on the comprehension of the text</li> <li>➤ apply the understanding of the story to answer the questions.</li> <li>➤ identify the speaker and apply comprehension skills.</li> <li>➤ interpret, evaluate and analyse the situations occurring in the lesson to answer in grammatically correct sentence.</li> <li>➤ summarise the story in their own words.</li> <li>➤ will be able to read the story fluently with proper speed, expression and correct pronunciation.</li> <li>➤ expresses verbally his/ her opinion about the characters of the story.</li> </ul>

<p>frame sentences)</p> <ul style="list-style-type: none"> <li>• Silent reading and Dictation</li> </ul>		<p>appreciate English literature.</p> <ul style="list-style-type: none"> <li>*To retrieve the key words.</li> <li>*To encourage reading habit.</li> </ul>				<p>Values</p> <p>Spiritual awareness</p> <p>Honesty and hard work</p> <p>Selfless service</p> <ul style="list-style-type: none"> <li>• <b>SDG 4 – Quality Education</b></li> <li>• <b>SDG 16 – Peace, Justice and Strong Institutions</b></li> <li>• <b>SDG 10 – Reduced Inequalities</b></li> <li>• <b>SDG 1 – No Poverty</b></li> </ul>
<p><b>Grammar-Adjectives and comparison</b> (Introduction and Explanation)</p> <p>*Explanation and textual exercises</p> <p>*Extra</p>	<p>SA-II</p>	<p>*To enable the learners to recall the definition, examples and degrees of adjectives.</p>	<ul style="list-style-type: none"> <li>* Interactive</li> <li>* Lecture</li> <li>*Written exercises</li> </ul> <p>Audio Visual aids</p> <p>Worksheets</p> <ul style="list-style-type: none"> <li>* PPTs</li> <li>* Grammar games</li> </ul>	<p>*Logical reasoning</p> <ul style="list-style-type: none"> <li>• *Cognitive</li> </ul>	<p>* Interaction</p> <ul style="list-style-type: none"> <li>➤ * Oral and written</li> </ul>	<ul style="list-style-type: none"> <li>• correctly identify the adjectives.</li> <li>• create or select vivid adjectives to enhance their writing as they write and revise.</li> <li>• use degrees of comparison in speech and writing.</li> </ul>

<p>exercises in the notebook</p>		<p>*To enable the learners to use adjectives in their language.</p> <p>*To enable the learners to apply adjectives in an appropriate manner.</p> <ul style="list-style-type: none"> <li>•</li> </ul>	<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. Accuracy(2) Completeness (1) Neatness (1) Time Management (1)</p>			<p>Values Perseverance Respect for Differences</p> <ul style="list-style-type: none"> <li>• <b>SDG 4 – Quality Education</b></li> <li>• <b>SDG 10 – Reduced Inequalities</b></li> <li>• <b>SDG 16 – Peace, Justice and Strong Institutions</b></li> </ul>
<p>Recapitulation</p>		<ul style="list-style-type: none"> <li>• To recapitulate the topics taught.</li> <li>• To make them confident in the topic taught.</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive</li> <li>• Written exercises for practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Cognitive</li> <li>• Writing</li> <li>• Speaking</li> <li>• Reading</li> </ul>	<p>➤ Oral and written.</p>	<p>Students will be able to perform well in their assessment.</p>

		To prepare them for the upcoming assessment.				
--	--	--	--	--	--	--

Class 4 Curriculum plan Hindi Session 2026-2027

Month month	Content	Learning objectives	Methodolo gy	Skills developed	Mode of assessme nt	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 बकासुर वध विधा - कथा प्रसंग	प्रसंग विधा का ज्ञान। महाभारत के प्रसंग बकासुर वध के विषय में जानकारी। व्यावहारिक ज्ञान , व्याकरण ज्ञान में वृद्धि	कहानी कथन ,वार्तालाप विधि	वाचन तथा लेखन कौशल , भाषा ज्ञान	विभिन्न मौखिक लिखित अभ्यास 2 प्रश्न-उत्तर 2 उत्तर पुस्तिका2	<i>विभिन्न पौराणिक योद्धाओं के अस्त्र- शास्त्रों पर वार्ता</i>
	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	विभिन्न भाषाओं की लिपियों के नाम

					,कार्य पत्रिकाएँ 3	लिखना। सामान्य ज्ञान में वृद्धि।
जुलाई	पाठ - हिमालय और कैलाश पर्वत	पत्र- विधा की जानकारी देना छात्रों के वाचन, लेखन ,पठन ज्ञान में विधि	पाठ का सस्वर वाचन, व्याख्या विधि	वाचन, लेखन ,चिंतन व्यावहारिक ता	मौखिक - लिखित प्रश्न 2 अभ्यास कार्य 2 उत्तर पुस्तिका2	हिमालय और कैलाश पर्वत से संबंधित रोचक तथ्यों की जानकारी एकत्रित करना।
	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	व्याख्यात्मक विधि ,	व्याकरण सम्मत	अभ्यास कार्य 3	ध्वनियों को ध्यान से

		वृद्धि	दृश्य श्रव्य सामग्री	वर्तनी	कार्य पत्रिकाएँ 3	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 /सखी को धन्यवाद पत्र	अनौपचारिक पत्र लेखन का प्रारूप समझाना तथा अभ्यास करवाना।	श्यामपट्ट दृश्य श्रव्य सामग्री	पत्र लेखन कौशल (अनौपचारिक)	उत्तर पुस्तिका 4	अंतर्देशीय पत्र पोस्टकार्ड के विषय में जानकारी प्राप्त करना। भारतीय 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 - मीठी वाणी विधा - बोध कथा	छात्रों के व्यावहारिक ज्ञान ,व्याकरण ज्ञान भाषा ज्ञान में वृद्धि करना। बोध कथाओं से परिचय।	कहानी कथन ,प्रश्नावली	व्यावहारिक ता, वाचन ,लेखन	मौखिक लिखित प्रश्न 2 अभ्यास कार्य 2 उत्तर पुस्तिका 2	मीठी वाणी से संबंधित दो दोहे याद करके कक्षा में सुनाओ।
व्याकरण	पर्यायवाची शब्द	शब्द भंडार में वृद्धि ,पर्यायवाची शब्दों का	आगमन निगमन दृश्य -श्रव्य सामग्री	सशक्त शब्दावली	अभ्यास कार्य 3, कार्य पत्रिका 3	चित्र बनाकर विभिन्न पर्याय लिखना।

		महत्व				
	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 तत्पश्चात् 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 पत्रिका5	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 पुस्तिका3	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	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

		ज्ञान में वृद्धि भारतीय संस्कृति से परिचय।				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 पत्रिका 3	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-सत्संगति का प्रभाव	भाषा ज्ञान तथा व्यावहारिक 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 पुस्तिका 3	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	प्रश्नावली तथा वार्तालाप	चिंतन मनन, लेखन	मौखिक लिखित प्रश्न, अभ्यास, उत्तर पुस्तिका	पाठ पर अभिनय

		दृष्टिकोण का विकास				
	क्रिया तथा काल	व्याकरण ज्ञान में वृद्धि क्रिया तथा काल की परिभाषा तथा भेद समझाना।	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 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 पुस्तिका 4	
	अनुच्छेद- मेरा प्रिय कार्यक्रम	अनुच्छेद लेखन का अभ्यास कराना।	वार्तालाप, दृश्य श्रव्य सामग्री	अभिव्यक्ति तथा लेखन कौशल	उत्तर पुस्तिका 4	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 ,व्यवहारिक ज्ञान में वृद्धि	प्रश्नावली वार्तालाप	पठन, चिंतन ,लेखन	मौखिक लिखित प्रश्न 3 अभ्यास कार्य 3,उत्तर पुस्तिका3	पर्यावरण प्रदूषण पर चर्चा
	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 -	अनुभवों	प्रातः काल	अभिव्यक्ति	उत्तर	प्रातः काल

	प्रातः काल की सैर	तथा मन के भावों को क्रमबद्ध कर लिखना	पर चर्चा लेखन	तथा लेखन कौशल	पुस्तिका4	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 (2026 – 2027)

**Subject : Maths**

**Class : IV**

**Term 1**

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

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

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

**Activity 1: Enhancing the multiplication skills.**

**Acitivity 2 : Double of numbers.**

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

**Activity 1: Division as sharing.**

**Activity 2: Division games/ Maths puzzle**

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

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

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

**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**

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

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

**Activity 1 :** Making fraction pictinary.

**Activity 2:** Pizza Fractions.

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

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

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

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

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

**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 2026-2027

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"> <li>➤ <b><u>LESSON-1</u></b></li> <li>➤ <b><u>How Plants</u></b></li> <li>➤ <b><u>Make Food</u></b></li> <li>➤ Content to be taught</li> <li>➤ Structure of a leaf</li> <li>➤ Functions of a leaf</li> <li>➤ How Green Leaves Produce Food</li> <li>➤ Store houses of Food</li> <li>➤ Interdependence of Plants and Animals</li> <li>➤ Some Unusual Plants</li> </ul>	<p>APRIL</p> <p>[SA-1] [ PA-1A]</p>	<ul style="list-style-type: none"> <li>➤ to identify the parts and functions of the leaf,</li> <li>➤ recognize how plants and animals are interdependent</li> <li>➤ Process of Photosynthesis</li> <li>➤ Parasitic and Insectivorous plants.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Engaging , interactive and teacher guided discussion will be used</li> <li>➤ Use of ICT</li> </ul> <p style="text-align: center;"><a href="https://www.youtube.com/watch?v=g9snemVO78A">https://www.youtube.com/watch?v=g9snemVO78A</a></p>	<ul style="list-style-type: none"> <li>➤ Drawing,</li> <li>➤ Critical thinking</li> <li>➤ Communication</li> <li>➤ Reading</li> </ul>	<ul style="list-style-type: none"> <li>➤ Written Test,</li> <li>➤ Revision</li> <li>➤ Quiz</li> </ul> <p>ACTIVITY- Unscramble the following:<b>[ Integrated to language]</b></p> <p>AEFL OOSISTYTHEHPSN HPLCHORLLYO AAOSTTM ODOFIANHC</p> <p>Activity ;create a poster with actions of ‘ Helping Plants on one side and ‘Harming plants on the Other side</p>	<ul style="list-style-type: none"> <li>➤ identify the parts of a leaf,</li> <li>➤ list the functions of a leaf and</li> <li>➤ explain how plants and animals are dependent on each other</li> <li>➤ Correct formation of words</li> </ul> <p style="text-align: center;"><b>Aligned with SDG-12- Responsible Consumption and Production .</b></p>

<p>➤ Plants that do not make their Food.</p> <p>➤ <b><u>LESSON-3</u></b> ➤ <b><u>Adaptations in Animals</u></b></p> <p>➤ Content to be taught</p> <p>➤ What is Adaptation?</p> <p>➤ Adaptation For Habitat</p> <p>➤ Adaptation For Food Habit</p> <p>➤ Adaptation For Protection</p> <p>➤ Protection</p>	<p><u>APRIL</u></p> <p>[ PA-1 B]</p>	<p>➤ Adaptations in animals based on their habitats.</p> <p>➤ Adaptation for surviving extreme cold and heat</p> <p>➤ Adaptations for food habit and for</p>	<p>➤ Through easy and simple activities,</p> <p>➤ song</p> <p>➤ explaining,</p> <p>➤ and showing videos followed by questioning.</p> <p><a href="https://youtu.be/KPvzOMREaYk">https://youtu.be/KPvzOMREaYk</a></p> <p><a href="https://youtu.be/Q_E3CFJjEAY">https://youtu.be/Q_E3CFJjEAY</a></p> <p>Song on endangered</p>	<p>➤ Drawing,</p> <p>➤ Critical thinking</p> <p>➤ Communication</p> <p>➤ Reading</p> <p>➤ Creative</p> <p>➤ Application and Analytical</p>	<p>Rubrics</p> <p>Understanding the concept ( 2)</p> <p>Understanding the need of the plants ( 2 )</p> <p>Catchy headline ( 1 )</p> <p>➤ Written Test,</p> <p>➤ Revision</p> <p>➤ Quiz</p> <p>➤ Book exercises</p> <p><b>AIL ACTIVITY</b>” Draw a picture of yourself with the adaptation you will choose from animals. [5]</p>	<p><b>Value Imbided</b></p> <p>Respecting Nature and avoiding unnecessary harm to the plants</p> <p>➤ Experience sharing,</p> <p>➤ discussions</p> <p>➤ Questioning</p> <p>➤ Showing videos related to the topic</p> <p><a href="https://www.youtube.com/watch?v=gMLJTmd5rSU">https://www.youtube.com/watch?v=gMLJTmd5rSU</a></p> <p><b>Aligned with SDG 4 Quality Education</b></p>
--	--------------------------------------	--	--	--	---	--

<p>➤ <b><u>LESSON-2</u></b> <b><u>Adaptations in Plants</u></b></p> <p>➤ Content to be taught</p> <p>➤ Land or terrestrial plant</p> <p>➤ Plants in Deserts, Mountains, Plains, Heavy rainfall areas, along the sea coast, marshy and swampy area</p> <p>➤ Water or aquatic plants: Floating, fixed, under</p>	<p><u>MAY</u></p> <p>SA-1</p>	<p>protection</p> <p>➤ Special adaptations.</p> <p>➤ Different habitats of plants</p> <p>➤ Special features adapted by plants to survive in their habitats</p> <p>➤ Interlink between plant adaptations and the climatic conditions.</p>	<p>animals ( <b>integrated to Music</b>)</p> <p>➤ Interactive image based questioning and nature walk in school garden</p> <p>➤ Visiting different places with family</p> <p>➤ Use of interactive smart board</p> <p>➤ <a href="https://youtu.be/ca99WW_v0bA">https://youtu.be/ca99WW_v0bA</a></p>	<p>➤ Application of knowledge</p> <p>➤ Observational</p> <p>➤ Experiential learning through indoor activities</p>	<p>➤ RUBRICS:</p> <p>Neatness ( 1 )</p> <p>Creativity ( 2 )</p> <p>Reasoning ( 2 )</p> <p>➤ Written Test,</p> <p>➤ Revision</p> <p>➤ Worksheet</p> <p>➤ Book exercises</p> <p><b>ACTIVITY: [ S.St. Integrated ]</b></p> <p>Fill the gaps { name different habitats }</p> <ol style="list-style-type: none"> <li>1. In Kerala and Goa plenty of coconuts trees are found. Those are _____ regions.</li> <li>2. In Kashmir and</li> </ol>	<p><b>Value imbibed</b> : Creativity, understanding the need for adaptation</p> <p>➤ Identify different types of habitats</p> <p>➤ Recognize adaptations in plants.</p> <p>➤ Categorize the plants according to their habitats.</p> <p>➤ The activity would be able to reinforce the concept.</p> <p><b>Value imbibed: Biodiversity ( EBSB)</b></p>
--	-------------------------------	--	--	---	---	---

<p>water plants</p> <ul style="list-style-type: none"> <li>➤ Non green plants</li> <li>➤ Carnivorous or insectivorous plants.</li> </ul> <p>➤ <b><u>LESSON-5</u></b></p> <p>➤ <b><u>Respiratory and Circulatory System</u></b></p>	<p><u>JULY</u></p>	<ul style="list-style-type: none"> <li>➤ Organs of the respiratory</li> </ul>	<ul style="list-style-type: none"> <li>➤ See and feel[ breath</li> </ul>		<p>Himachal Pradesh, many evergreen, straight and cone shaped trees are found. Those are _____ regions.</p> <p>3. In Rajasthan and some parts of Gujarat, thorny forests are found. Those are _____ regions.</p> <p>4. In West Bengal, mangrove plants are found in the Sunderbans forest. That is a _____ region.</p> <p>Rubrics Understanding( 5)</p> <p><b>ACTIVITY AIL</b> Construction of Human Lungs with balloon</p>	<ul style="list-style-type: none"> <li>➤ Identify and name the organs of respiratory system</li> <li>➤ Can draw flow chart to show the working of respiratory system</li> <li>➤ Can tell about heart and its</li> </ul>
--	--------------------	---	--	--	---	---

<ul style="list-style-type: none"> <li>➤ Content to be taught.</li> <li>➤ Organs and Working of Respiratory System</li> <li>➤ Organs and Working of Circulatory System</li> </ul>		<p>system and its functions</p> <ul style="list-style-type: none"> <li>➤ Organs of the circulatory system and its functions</li> <li>➤ How does the heart work?</li> </ul>	<p>count]</p> <ul style="list-style-type: none"> <li>➤ Experiential learning through modeling and analogy</li> </ul> <p><a href="https://youtu.be/mOKmjYwfDGU">https://youtu.be/mOKmjYwfDGU</a></p> <p><a href="https://youtu.be/Dw0WO2XZ5fM?t=5">https://youtu.be/Dw0WO2XZ5fM?t=5</a></p>	<ul style="list-style-type: none"> <li>➤ Experimentation,</li> <li>➤ Observational</li> <li>➤ Interpretation, Reasoning.</li> </ul>	<p><b>Science Integration</b></p> <p>RUBRICS          Functionality [2]          Explanation [2]          Handling of materials [1]</p>	<p>function</p> <p><b>➤ Values imbibed</b></p> <ul style="list-style-type: none"> <li>➤ Patience and perseverance,</li> <li>➤ Respect for the body( gratitude)</li> <li>➤ Resourcefulness</li> </ul> <p><b>Aligned with SDG -3 Good Health and Well -Being</b></p>
<p><u>Lesson-6</u></p> <p><u>Digestive System</u></p> <p><u>Content to be taught</u></p> <ul style="list-style-type: none"> <li>➤ The Digestive System- Parts</li> </ul>	<p>SA-1</p>	<ul style="list-style-type: none"> <li>➤ about the different organs and stages of the digestive</li> </ul>	<ul style="list-style-type: none"> <li>➤ Toy pedagogy</li> <li>➤ Story telling</li> </ul>		<p><b>➤ ACTIVITY ( Integrated learning- ( G.K)</b></p> <ul style="list-style-type: none"> <li>➤ With the help of Alexa</li> <li>➤ Find out how people</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explain the process of digestion through flow chart</li> <li>➤ Identify and explain the types of teeth and their functions</li> <li>➤ Know how and why to take care of</li> </ul>

<p>and Stages</p> <ul style="list-style-type: none"> <li>➤ Teeth- Parts of a tooth</li> <li>➤ Types of teeth</li> <li>➤ Tooth Decay</li> <li>➤ Looking after teeth</li> <li>➤ Healthy Eating Habits</li> </ul>		<p>system</p> <ul style="list-style-type: none"> <li>➤ Teeth and tooth decay</li> </ul>	<p>pedagogy</p> <ul style="list-style-type: none"> <li>➤ Experience sharing session Through power point presentations</li> <li>➤ Through Video  <a href="https://www.youtube.com/watch?v=_O2m25_PMU8&amp;pp=ygUZZGlnZXN0aW9uIGNsYXNzIDQgc2NpZW5jZQ%3D%3D">https://www.youtube.com/watch?v=_O2m25_PMU8&amp;pp=ygUZZGlnZXN0aW9uIGNsYXNzIDQgc2NpZW5jZQ%3D%3D</a></li> </ul> <p><a href="https://www.youtube.com/watch?v=0nO3-_Ji65U&amp;pp=ygUpIHNvbmcgb24gZGlnZXN0aXZlIHN5c3RlbSBjbGFzcyA0IHNjaWVuY2U%3D">https://www.youtube.com/watch?v=0nO3-_Ji65U&amp;pp=ygUpIHNvbmcgb24gZGlnZXN0aXZlIHN5c3RlbSBjbGFzcyA0IHNjaWVuY2U%3D</a></p>	<ul style="list-style-type: none"> <li>➤ Verbal and written revisions</li> <li>➤ Book exercises</li> <li>➤ Word grid</li> </ul>	<ul style="list-style-type: none"> <li>➤ in the past cleaned their teeth and how dental care has changed over the times</li> </ul>	<p>teeth.</p> <p><b>Value imbibed</b> Digital age literacy , Curiosity, Inquiry.</p> <p><b>Aligned with SDG 9-</b> Industry ,Innovation and Infrastructure</p>
--	--	---	---	---	--	--

<ul style="list-style-type: none"> <li>➤ <b>Lesson-7</b></li> <li>➤ <u>Food- Our Basic Needs</u></li> <li>➤ Content to be taught</li> <li>➤ Carbohydrates</li> <li>➤ Proteins</li> <li>➤ Fats</li> <li>➤ Water and fat soluble</li> <li>➤ Vitamins</li> <li>➤ Minerals</li> <li>➤ Fibre and water</li> <li>➤ Balanced Diet</li> <li>➤ Junk food</li> <li>➤ Food Preservation</li> </ul>	<p><u>AUGUST</u></p> <p>SA-1</p>	<ul style="list-style-type: none"> <li>➤ about different kinds of food and their role</li> <li>➤ Balanced diet</li> <li>➤ Methods of food preservation</li> </ul>	<ul style="list-style-type: none"> <li>➤ Story telling pedagogy</li> <li>➤ Inquiry based learning</li> <li>➤ case based questioning</li> <li>➤ Through interactive smart board</li> </ul> <p><a href="https://www.youtube.com/watch?v=pQO-uUQKN4Q&amp;t=32s&amp;pp=ygUMRm9vZCBjbGFzcyA0">https://www.youtube.com/watch?v=pQO-uUQKN4Q&amp;t=32s&amp;pp=ygUMRm9vZCBjbGFzcyA0</a></p>	<ul style="list-style-type: none"> <li>➤ Self awareness</li> <li>➤ Compare and contrast</li> <li>➤ Drawing</li> <li>➤ Creative</li> <li>➤ Communication</li> </ul>	<ul style="list-style-type: none"> <li>➤ Written test</li> <li>➤ Revisions</li> <li>➤ Worksheets</li> <li>➤ Book exercises</li> <li>➤ Word grid</li> </ul> <p><b>Activity: AIL</b></p> <p>Collage making on Methods of Food Preservation</p> <p>Rubrics Creativity ( 2) Explanation ( 3 )</p>	<ul style="list-style-type: none"> <li>➤ Identify the different types of food</li> <li>➤ Importance of roughage and water</li> <li>➤ Explain balanced diet</li> <li>➤ Explain different methods of food preservation</li> </ul> <p><b>Values imbibed</b></p> <ul style="list-style-type: none"> <li>➤ Gratitude and respect for food, curiosity, Appreciation for cultural heritage, resourcefulness, sharing</li> </ul> <p><b>➤ Aligned with SDG – Zero Hunger</b></p>
<p>LESSON-4</p> <p>Reproduction in Animals</p> <ul style="list-style-type: none"> <li>➤ Reproduction</li> </ul>	<p><u>August</u></p>	<ul style="list-style-type: none"> <li>➤ to name different egg laying animals,</li> </ul>	<ul style="list-style-type: none"> <li>➤ Experience sharing,</li> <li>➤ discussions</li> </ul>			

<p>MID TERM EXAMS</p>	<p>SEPTEMBER</p>	<ul style="list-style-type: none"> <li>➤ define metamorphosis,</li> </ul>	<ul style="list-style-type: none"> <li>➤ Questioning</li> <li>➤ Showing videos related to the topic</li> </ul> <p><a href="https://www.youtube.com/watch?v=gMLJTmd5rSU">https://www.youtube.com/watch?v=gMLJTmd5rSU</a></p>	<ul style="list-style-type: none"> <li>➤ Drawing,</li> <li>➤ Critical thinking</li> <li>➤ Communication</li> <li>➤ Reading</li> <li>➤ Creative</li> </ul> <p>Observational</p>	<ul style="list-style-type: none"> <li>➤ Quiz</li> <li>➤ Book exercises</li> <li>➤ <b>AIL ACTIVITY</b> : to show the life cycle of butterfly by using waste or ecofriendly materials ( 5 )</li> <li>➤ RUBRICS:</li> </ul> <p>Neatness ( 1 ) Creativity ( 2 ) Labelling ( 2 )</p>	<ul style="list-style-type: none"> <li>➤ dissimilarities between egg laying animals and mammals.,</li> <li>➤ parts of an egg and their uses,</li> <li>➤ metamorphosis.</li> </ul> <p><b>Value imbibed</b> : Creativity, Caring and empathy.</p>
-----------------------	------------------	---	---	--	--	---

<p><b><u>SECOND TERM</u></b></p> <p><b><u>Lesson-8</u></b></p> <p><b><u>Clothes- Our Protection</u></b></p> <p>Content to be taught</p> <ul style="list-style-type: none"> <li>➤ Types of clothes</li> </ul> <p>Clothes according to season, weather</p> <p>Content to be taught</p> <ul style="list-style-type: none"> <li>➤ Types of clothes</li> <li>➤ Clothes according to season, weather festivals, occasions</li> <li>➤ How are clothes made</li> </ul>	<p>DECEMBER</p> <p>SA-1</p>	<ul style="list-style-type: none"> <li>➤ Explain types of clothes</li> <li>➤ Define natural and synthetic fibres</li> <li>➤ Importance of maintaining clothes</li> </ul>	<ul style="list-style-type: none"> <li>➤ Diagrams, videos and ppt-ICT</li> <li>➤ group discussion</li> <li>➤ analyzing situations</li> <li>➤ Toy pedagogy</li> </ul> <p>{ Making a dress with paper folding}</p> <p><a href="https://www.youtube.com/watch?v=QcUAewAMmaQ">https://www.youtube.com/watch?v=QcUAewAMmaQ</a></p>	<ul style="list-style-type: none"> <li>➤ Observational</li> <li>➤ Analyzing</li> <li>➤ Applying facts</li> <li>➤ Communication</li> </ul>	<ul style="list-style-type: none"> <li>➤ Written test</li> <li>➤ Revision</li> <li>➤ Worksheet</li> <li>➤ <b>AIL ACTIVITY</b></li> <li>➤</li> </ul> <p>Collage /poster making on clothes suitable for different seasons and occasions</p> <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"> <li>➤ Differentiate between natural and synthetic fibres</li> <li>➤ Identify the importance of maintaining clothes</li> </ul> <p><b>Value imbibed:</b> Responsibility, mindfulness</p> <p><b>Aligned with SDG-12 and SDG-2</b> ( Children will be asked to donate their old clothes/uniform)</p>
--	-----------------------------	--	---	---	---	---

<ul style="list-style-type: none"> <li>➤ Types of fibres</li> <li>➤ Caring of clothes</li> </ul> <p><b><u>Lesson- 9</u></b></p> <p><b><u>Solids, Liquids and Gases</u></b></p> <p>Content to be taught</p> <ul style="list-style-type: none"> <li>➤ What is matter?</li> <li>➤ Basic properties of Solids, Liquid and Gases</li> <li>➤ Changing States Of Matter</li> <li>➤ Solution: Parts of a Solution</li> <li>➤ Miscible and Immiscible liquids</li> </ul>	<p>Decem ber</p>	<ul style="list-style-type: none"> <li>➤ About matter</li> <li>➤ Changing states of matter,</li> <li>➤ evaporation, condensatio n, melting, freezing</li> <li>➤ miscible and immiscible liquids</li> </ul>	<p>Teacher guided discussion Experimentation [ EXPERIENTIAL LEARNING]</p> <ul style="list-style-type: none"> <li>➤ To observe the process of evaporation in a salt solution.</li> <li>➤ To observe condensation</li> <li>➤ To differentiate between miscible and immiscible liquids</li> </ul>	<p>]</p> <ul style="list-style-type: none"> <li>➤ Understanding</li> <li>➤ Analysing</li> <li>➤ Recalling and memorizing</li> <li>➤ Drawing</li> <li>➤ Problem solving</li> </ul>	<ul style="list-style-type: none"> <li>➤ Quiz,</li> <li>➤ Individual activities</li> <li>➤ Learning by doing</li> <li>➤ Finding similarities and differences between the given objects</li> </ul> <p><b>Experiments on solubility</b> Of different objects</p>	<ul style="list-style-type: none"> <li>➤ Define matter</li> <li>➤ Explain changing states of matter</li> <li>➤ Define solute, solvent and solution</li> </ul> <p><b>Value imbibed:</b> learning by doing , enhancing scientific skills.</p>
---	----------------------	--	--	---	--	---

<ul style="list-style-type: none"> <li>➤ Soluble and Insoluble substances</li> </ul> <p>Methods of removing insoluble impurities from water</p> <ul style="list-style-type: none"> <li>➤ <b><u>LESSON-10</u></b></li> <li><b><u>Force, Work and Energy</u></b></li> </ul> <p>Content to be taught</p> <ul style="list-style-type: none"> <li>➤ Types of Force in Nature</li> <li>➤ Gravitational and Frictional Force</li> <li>➤ ENERGY: Solar, Wind, Water, Fuel energy</li> <li>➤ Work and Simple Machines</li> </ul>	<p>SA-2</p> <p>OCTOBER</p> <p>PA-2B</p>	<ul style="list-style-type: none"> <li>➤ About different types of forces</li> <li>➤ Different types of energy</li> <li>➤ Different types of machines</li> </ul>	<ul style="list-style-type: none"> <li>➤ Toy pedagogy</li> <li>➤ class discussion,</li> <li>➤ Inquiry based learning</li> <li>➤ <a href="https://www.youtube.com/watch?v=WSY4HzWZlIo">https://www.youtube.com/watch?v=WSY4HzWZlIo</a> ( ICT)</li> </ul> <p>ACTIVITY: ( AIL ) Make a model of see-saw or wind mill using paper</p>	<ul style="list-style-type: none"> <li>➤ Understanding</li> <li>➤ Analysing</li> <li>➤ Creative</li> <li>➤ Drawing</li> <li>➤ Communication</li> <li>➤ Problem solving</li> <li>➤ Applying facts</li> </ul>	<ul style="list-style-type: none"> <li>➤ Competency Based Questions</li> <li>➤ Revision</li> <li>➤ Worksheet</li> <li>➤ Written test</li> </ul> <p><b>AIL ACTIVITY</b></p> <p>Role Play-The Great Village Water Crisis</p> <p>Rubrics Presentation [ 2 ] Explanation [2 ] Timely submission[ 1 ]</p>	<ul style="list-style-type: none"> <li>➤ Identify the different sources of energy in their home</li> <li>➤ Observe simple machines and their uses in daily life</li> </ul> <p><b>Value imbibed:</b> learning by doing , enhancing scientific, Community service, caring Environment</p> <p><b>Aligned with SDG-6 And SDG skills -7</b></p>
---	---	---	---	---	--	--

<p><b><u>Lesson-11</u></b></p> <p><b><u>Air, Water and Weather</u></b></p> <p>Content to be taught</p> <ul style="list-style-type: none"> <li>➤ What is weather?</li> <li>➤ How the Sun affects the weather?</li> <li>➤ Effects on water and air</li> <li>➤ Sea and Land Breeze</li> <li>➤ Factors affecting rate of evaporation</li> <li>➤ Water cycle</li> </ul>	<p>PA-2A</p> <p>NOVEMBER</p> <p>SA-2</p>	<ul style="list-style-type: none"> <li>➤ What is weather?</li> <li>➤ How the sun affects the weather?</li> <li>➤ Which factors and how they increase the rate of evaporation</li> <li>➤ How land and sea breeze are caused?</li> </ul>	<ul style="list-style-type: none"> <li>➤ Diagrams,</li> <li>➤ videos and ppt-ICT</li> <li>➤ group discussion</li> <li>➤ analyzing situations</li> <li>➤ Toy pedagogy</li> </ul> <p>{ Making a parachute with polythene }</p>	<ul style="list-style-type: none"> <li>➤ Understanding</li> <li>➤ Analysing</li> <li>➤ Creative</li> <li>➤ Drawing</li> <li>➤ Communication</li> <li>➤ Problem solving</li> </ul>	<ul style="list-style-type: none"> <li>➤ Quiz,</li> <li>➤ Individual activities</li> <li>➤ Learning by doing</li> <li>➤ Book Exercises</li> </ul> <p><b>MATHS INTEGRATION</b></p> <p>Draw a bar graph showing the rise and fall in the temperature. Plot temperature on the vertical axis and days on the horizontal axis. Also mark the hottest day with red and coldest day with blue colour.</p> <p><b>Activity</b> Imagine you are made incharge of saving water in your school. What five simple steps would you suggest to your classmates for saving water everyday?</p>	<ul style="list-style-type: none"> <li>➤ Define weather</li> <li>➤ Explain the Sun's</li> <li>➤ Effect on water- water cycle</li> <li>➤ Factors affecting rate of evaporation</li> </ul> <p><b>Value imbibed:</b> Numeracy and analytical</p> <p><b>Aligned with SDG-4</b> Quality Education</p> <p><b>SDG-6</b>-Clean water and Sanitation.</p>
--	--	--	--	---	---	--

<p style="text-align: center;"><b><u>Lesson-12</u></b></p> <p><b><u>Solar System</u></b></p> <p>Content to be taught</p> <ul style="list-style-type: none"> <li>➤ Stars</li> <li>➤ Our Sun and its Family</li> <li>➤ Dwarf planet</li> <li>➤ Earth's Movement</li> <li>➤ Satellites Natural and Man Made</li> </ul>	<p style="text-align: center;"><u>NOVE</u> <u>MBER</u></p> <p style="text-align: center;">SA-2</p>	<ul style="list-style-type: none"> <li>➤ About solar system</li> <li>➤ Earth's movement</li> <li>➤ Satellites</li> </ul>	<ul style="list-style-type: none"> <li>➤ Toy pedagogy</li> <li>➤ Story telling pedagogy</li> <li>➤ Exploration</li> <li>➤ Discussion and learning by doing</li> <li>➤ exploration</li> <li>➤ Through interactive Smart Board for showing Power Point Presentation and video</li> <li>➤ song on planets( <b>Music integration</b> )</li> </ul> <p><a href="https://www.youtube.com/watch?v=noiwY7kQ5NQ">https://www.youtube.com/watch?v=noiwY7kQ5NQ</a></p>	<ul style="list-style-type: none"> <li>➤ Observational</li> <li>➤ Analyzing</li> <li>➤ Applying facts</li> <li>➤ Communication</li> <li>➤ Remembering and recalling</li> <li>➤ Creative</li> </ul>	<ul style="list-style-type: none"> <li>➤ Worksheet</li> <li>➤ Book exercises</li> <li>➤ Quiz</li> </ul> <p>Role Play on planets</p> <p>Rubrics Presentation (2) Communication and confidence (2) Facts( 1)</p> <p><b>HINDI INTEGRATION</b></p> <p>Write the hindi names of all the planets in your notebook</p>	<ul style="list-style-type: none"> <li>➤ Explain solar system</li> <li>➤ Explain earth's movements and their effects</li> <li>➤ Differentiate between man- made and natural satellites</li> </ul> <p>Value imbibed: numeracy skills, ascending and descending order of planets, communication, gratitude</p> <p><b>Aligned with SDG-4- Quality Education</b></p>
---	--	--	--	--	---	--

<p style="text-align: center;"><b><u>Lessn-13</u></b></p> <p><b><u>Our Environment- Pollution</u></b></p> <p>Content to be taught</p> <ul style="list-style-type: none"> <li>➤ Air pollution</li> <li>➤ Water pollution</li> <li>➤ Land pollution</li> <li>➤ Preventing pollution</li> </ul>	<p style="text-align: center;">NOVEMBER</p> <p style="text-align: center;"><u>SA-2</u></p>	<ul style="list-style-type: none"> <li>➤ The environment and its components.</li> <li>➤ Different types of pollution, their causes, effects and ways to prevent them</li> </ul>	<ul style="list-style-type: none"> <li>➤ Discussion and learning by doing</li> <li>➤ exploration</li> <li>➤ Through interactive Smart Board for showing Power Point Presentation and video</li> <li>➤ song on planets</li> </ul> <p style="text-align: center;"><a href="https://www.youtube.com/watch?v=noiwY7kQ5NQ">https://www.youtube.com/watch?v=noiwY7kQ5NQ</a></p> <ul style="list-style-type: none"> <li>➤ Class discussion</li> <li>➤ Through Power Point Presentation</li> <li>➤ Plantation drive</li> </ul> <p>Through Videos, Songs ( Use of ICT )</p> <p style="text-align: center;"><b>Music Integration</b></p> <ul style="list-style-type: none"> <li>➤</li> </ul> <p style="text-align: center;"><a href="https://www.youtube.co">https://www.youtube.co</a></p>	<ul style="list-style-type: none"> <li>➤ Applying facts</li> <li>➤ Communication</li> <li>➤ Remembering and recalling</li> <li>➤ Creative</li> </ul> <ul style="list-style-type: none"> <li>➤ Curiosity</li> <li>➤ Problem solving</li> </ul>	<ul style="list-style-type: none"> <li>➤ Competency based questions</li> <li>➤ Unscramble the words ( Language integration)</li> <li>➤ Book Exercises</li> <li>➤ Word grid</li> </ul> <ul style="list-style-type: none"> <li>➤ Quiz</li> <li>➤ Picture reading,</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explain solar system</li> <li>➤ Explain earth's movements and their effects</li> <li>➤ Differentiate between man-made and natural satellites</li> </ul> <p>Value imbibed: numeracy skills, ascending and descending order of planets, communication, gratitude</p> <ul style="list-style-type: none"> <li>➤ Define environment</li> <li>➤ Identify the need and importance of sanitation and hygiene practice</li> <li>➤ Proper ways of disposing wastes.</li> </ul>
--	--	---	---	--	---	---

<p>Repetition of <b><u>Lesson-11</u></b> <b><u>Air, Water and Weather</u></b></p> <p>Revision for Annual Term End Exam</p> <p>ANNUAL EXAMS</p>	<p>JANUARY</p> <p>FEBRUARY</p> <p>MARCH</p>		<p><a href="https://www.youtube.com/watch?v=-HE8HnoXbBs">m/watch?v=-HE8HnoXbBs</a> <a href="https://www.youtube.com/watch?v=4FQvJBS8DY0">https://www.youtube.com/watch?v=4FQvJBS8DY0</a></p>	<ul style="list-style-type: none"> <li>➤ Observation</li> <li>➤ Application</li> <li>➤ Critical thinking</li> </ul>	<ul style="list-style-type: none"> <li>➤ Book exercises</li> <li>➤ Competency based questions</li> <li>➤ Worksheet</li> <li>➤ Written test and revisions</li> </ul>	<p><b>Value imbibed:</b> self awareness, Kindness , Instilling the habit of achieving <b>SDGs</b></p>
--	---	--	--	---	---	---

--	--	--	--	--	--	--

**Ramjas Public School (Day Boarding)**

**Anand Parbat**

**ANNUAL CURRICULUM PLAN (2026-27)**

**SUBJECT - S.St**

**Term -I**

<b>Month</b>	<b>FA / SA</b>	<b>Name of the lesson/Topic</b>	<b>Textbook</b>	<b>Learning Objectives ( Students will learn about..... )</b>	<b>Methodology</b>	<b>Assessment Tools</b>	<b>Skill to be developed</b>
April	FA 1A	<b>L-2= The Northern Mountains</b>	Social Studies Success Goyal Brother's Prakashan	* features of the Northern Mountain *the importance of Himalayas * the three mountain ranges of the Himalayas- a) the Himadri	•Discussion •Interactive *Use of Map tools *Graphic organizer/Mind maps *Use of ICT	Written test Revision Quiz ACTIVITY:- Map Mapping Mark the three main ranges of Himalayas on the Indian Political map Himadri Himachal Shivaliks	Thinking skill  Creative skill  Drawing skill  Reading skill  Observatory skill

				<p>b) the Himachal</p> <p>c) the Shiwalik</p> <p>* the life of the people in each state through which the Northern Mountains run</p>	<p>*Power Point Presentation</p> <p>* Integrated Computer Teaching</p> <p>*maps</p> <p>*pictures of the Himalayas and interesting features of the Himalayan states</p> <p>* Marking the states of the Northern Mountains on the Indian Political map</p>	<p>RUBRICS</p> <p>Marking (2)</p> <p>Neatness(1)</p> <p>Correct names(2)</p>	
April	FA -1B	L-3= <b>The</b>	Social Studies Success	*the main physical features	*Participatory	Written test Revision	Thinking skill

		<b>Northern Plains</b>	Goyal Brother's Prakashan	<p>of the Northern Plains</p> <p>*identify the location of Northern Plains</p> <p>* the three main river basins</p> <p>* the life of the people in each state Of the Northern Plains through which these rivers flow</p>	<p>* Inductive</p> <p>* Integrated Computer Teaching</p> <p>* Graphic Organizer</p> <p>* pictures of the three river basins-Ganga, Satluj and Brahmaputra &amp; features Northern Plains</p> <p>*through diagrams of delta &amp; tributaries</p>	<p>Quiz</p> <p>ACTIVITY</p> <p>Solve the cross word puzzle with the help of given clue (refer pg no.32 Q.F)</p> <p>RUBRICS</p> <p>Identify (3)</p> <p>Speed (2)</p>	<p>Creative skill</p> <p>Drawing skill</p> <p>Reading skill</p> <p>Observatory skil</p>
May / July	SA 1	<b>L-4= The Great</b>	Social Studies Success Goyal	* the location, climate, landforms ,	* Instructional	Written test Revision	Thinking skill

		<b>Indian Desert</b>	Brother's Prakashan	<p>vegetation of the Thar Desert</p> <p>* its people, their dress, language and festival</p>	<p>* Inductive</p> <p>* Integrated Computer Teaching</p> <p>* Graphic Organizer /Mind map</p> <p>* pictures of the tourist places of Rajasthan</p> <p>*through diagram of oasis &amp; sand dunes</p> <p>* Marking the desert state of India and its neighbouring states on the Indian Political map</p> <p>Activity- Fill the card related</p>	<p>Quiz</p> <p>ACTIVITY</p> <p>Mapping Map Mark the desert state of India and its neighbouring states on the Indian Political Map</p> <p>RUBRICS</p> <p>Marking(2)</p> <p>Neatness(1)</p> <p>Correct Names (2)</p>	<p>Creative skill</p> <p>Drawing skill</p> <p>Reading skill</p> <p>Observatory skill</p>
--	--	----------------------	---------------------	--	--	--	--

					to the Indian Desert (Pg. 39)		
July	SA-1	<b>L-8= Soil</b>	Social Studies Success Goyal Brother's Prakashan	<ul style="list-style-type: none"> <li>* the importance of soil as a natural resource</li> <li>* different types of soil found in India</li> <li>* meaning and causes of soil erosion and various ways to avoid it</li> </ul>	<ul style="list-style-type: none"> <li>* Discussion</li> <li>* Critical Thinking</li> <li>* Integrated Computer Teaching &amp; Map tools</li> <li>* Graphic Organizer /Mind map</li> <li>*atlas</li> <li>* Marking the states where different types of soil found in India</li> </ul>	<p>Written test</p> <p>Revision</p> <p>Quiz</p> <p>ACTIVITY</p> <p>Creating a Soil Jar to observe layers (topsoil, subsoil, bedrock), identifying sand clay and loam textures.</p> <p>RUBRICS</p> <p>Identify(3)</p> <p>Correct name (2)</p>	<p>Thinking skill</p> <p>Creative skill</p> <p>Drawing skill</p> <p>Reading skill</p> <p>Observatory skill</p>

August	SA-1	<b>L-9= Forests &amp; Wildlife of India</b>	Social Studies Success Goyal Brother's Prakashan	<ul style="list-style-type: none"> <li>* importance of forests</li> <li>*different types forests and trees grown in these forests</li> <li>* the conservationof wildlife and forests</li> </ul>	<ul style="list-style-type: none"> <li>*Interactive</li> <li>* Critical Thinking</li> <li>* Smart Board</li> <li>* Map of India to show different forests</li> <li>* Graphic Organizer</li> <li>* pictures of various trees that grow in the forests of India</li> <li>* marking the states where</li> </ul>		<ul style="list-style-type: none"> <li>Reading skill</li> <li>Observatory skill</li> <li>Thinking skill</li> <li>Global Awarness</li> <li>Creative skill</li> <li>Drawing skill</li> <li>Experiential Learning</li> </ul>

					different wildlife sanctuaries and National Parks are located on the map of India		
August	SA 1	<b>L-10= Our Water Resources</b>	Social Studies Success Goyal Brother's Prakashan	<ul style="list-style-type: none"> <li>* uses and sources of water</li> <li>* different ways in which water is provided to people</li> <li>* rainwater harvesting</li> </ul>	<ul style="list-style-type: none"> <li>* Inductive</li> <li>* Discussion</li> <li>* smart board</li> <li>* Graphic Organizer /Mind map</li> <li>* through diagram of different sources of water</li> </ul>	<p>Written test</p> <p>Revision</p> <p>Quiz</p> <p>ACTIVITY</p> <p>Collage Making:-Collect newspaper clippinh of water shortage, pollution or conservation methods to raise awarenes</p> <p>RUBRICS</p> <p>Creativity (2)</p>	<p>Thinking skill</p> <p>Creative skill</p> <p>Critical Thinking</p> <p>Drawing skill</p>



October	FA-2A	<b>L-11= Our Mineral Resources</b>	Social Studies Success Goyal Brother's Prakashan	mining  * metals & non- metals and their distribution in India  *exhaustible & inexhaustible resources	* Inductive  *Discussion  *Smart board  * Map of India to show different metals found in different states  * Graphic Organizer  *Activity= Identify the mineral(pg. 87	Written test  Revision  Quiz  ACTIVITY  To play Memory game with mineral types, simulating mining with edible materials and identifying minerals by properties like hardness.  Rubrics  Identify (3)  Speed (2)	Reading skill  Observatory skill  Thinking skill  Discussion  Creative skill  Drawing skill
---------	-------	--	---	---	--	---	--

October	FA -2A	<b>L-12=Agriculture in India</b>	Social Studies Success Goyal Brother's Prakashan	<p>*Agriculture in India and major crops grown here</p> <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>*Decision Making</p> <p>* Graphic Organizer /Mind map</p> <p>*Using Map of India to show various types of crops grown in India</p> <p>* through diagrams of different crops grown by farmers</p> <p>*Map work- On the map of India, shade</p>	<p>Written test</p> <p>Revision</p> <p>Quiz</p> <p>ACTIVITY</p> <p>Project making "Seed to table"</p> <p>Students trace the journey of a seed through steps like soil preparation, sowing, irrigation and harvesting</p> <p>RUBRICS</p> <p>Identify (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>Experiential Learning</p>
---------	--------	----------------------------------	--	---	---	---	--

					the area producing rice and wheat in different colours.		
November	FA- 2B	<b>L-5= The Southern Plateau</b>	Social Studies Success Goyal Brother's Prakashan	*location and physical features of the Southern Plateau region  * life of the people in the region	* Interactive  *Discussion  * Power Point Presentation  * Graphic Organizer /Mind map	Written test  Revision  Quiz  ACTIVITY  Map Mapping Mark the states of thr Southern Plateaus and t wo Islands of India  RUBRICS	Reading skill  Observatory skill  Thinking skill  Discussion  Creative skill  Experiential Learning

					<ul style="list-style-type: none"> <li>* pictures of the special features of the states of the region-dances, handicrafts, tourist places etc.</li> <li>* Marking the states of the Southern Plateau on the Indian Political map</li> </ul>	<ul style="list-style-type: none"> <li>Correct Marking (2)</li> <li>Clear Writing (2)</li> <li>Neatness (1)</li> </ul>	
November	SA- II	<b>L-6 = The Coastal Plains &amp; Islands</b>	Social Studies Success Goyal Brother's Prakashan	<ul style="list-style-type: none"> <li>* the Western and Eastern Coastal Plains</li> <li>* the two groups of the islands</li> <li>* life of the people</li> </ul>	<ul style="list-style-type: none"> <li>* Inductive</li> <li>* Participatory</li> <li>* Power Point Presentation</li> <li>* atlas</li> <li>* Graphic</li> </ul>		<ul style="list-style-type: none"> <li>Reading skill</li> <li>Observatory skill</li> <li>Thinking skill</li> <li>Discussion</li> <li>Creative skill</li> </ul>

				in the region	Organizer /Mind map  * pictures of beaches, tourist attractions of the region  * marking the states of the Eastern Coastal Plains and Western Coastal Plains & two groups of islands on the Indian Political map		
Decemb er	SA- II	<b>L-7= The Climate of India</b>	Social Studies Success Goyal Brother's Prakashan	*difference between weather & climate  * factors affecting	* Interactive  *Participatory		Reading skill  Observatory skill  Thinking skill

				<p>the climate of a place</p> <p>*the three main seasons of India-summer, winter &amp; monsoon.</p>	<p>*Smart board</p> <p>* Graphic Organizer /Mind map</p> <p>*Map of India</p>		<p>Discussion</p> <p>Creative skill</p>
Decemr	SA-II	<b>L-13= The Industrial Development Of India</b>	<p>Social Studies Success Goyal Brother's Prakashan</p>	<p>* three types of industries-a) cottage industries</p> <p>b) small-scale industries</p> <p>c) large-scale industries</p> <p>* Some iortant large-scale indstries of India</p>	<p>* Inductive</p> <p>*Participatory</p> <p>* Critical Thinking</p> <p>* Graphic Organizer /Mind map</p> <p>*Using Map of India to show various large</p>	<p>Written test</p> <p>Revision</p> <p>Quiz</p> <p>ACTIVITY</p> <p>Matching Match the occupations with the work done by them</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>Experiential Learning</p>

					scale industries * Use of Smart Board		
December	SA- II	<b>L-18= Our Government</b>	Social Studies Success Goyal Brother's Prakashan	*Our Government * Central Government *Lok Sabha or the Lower House *Rajya Sabha or the Upper House * State Government	* Inductive *Participatory * Role Play *Integrated Computer Teaching * Graphic Organizer/Mind map	Written test Revision Quiz  ACTIVITY Collect pictures of all the Presidents of India and paste them on a A4 sheet. Below each picture, write their	Reading skill Observatory skill Thinking skill Discussion Creative skill

				*Judiciary in India		names and tenures RUBRICS Presentation (3) Neatness (2)	
January	SA- II	<b>L-19= Our Rights &amp; Duties</b>	Social Studies Success Goyal Brother's Prakashan	* guiding principles of our Constitution * Our Fundamental Rights & Fundamental Duties * the Directive Principles of the state policy	* Inductive * Participatory * Role Play * Integrated Computer Teaching * Graphic Organizer/Mind map	Written test Revision Quiz ACTIVITY Project Work Make a project on your Fundamental Rights and Fundamental Duties on A4 sheet. RUBRICS	Reading skill Observatory skill Thinking skill Discussion Creative skill

						Preseentation (3)	
						Neatness (2)	
January	SE-2	<b>L-17 They Showed Us The Way</b>	Social Studies Success Goyal Brother's Prakashan	*Understand rich Indian culture and heritage  *religious leaders and the religion they founded  *social reformers and scientists of India	* Inductive  *Participatory  * Role Play	Subject Enrichment Activity	Creative skill  Thinking skill

**Subject Enrichment Activity -Term I**

L-1-Physical Features of India= On the map of India mark the following:-

- a) Physical features of India b) neighbouring countries of India

**Subject Enrichment Activity -Term II**

L-17- They Showed Us the Way= Role Play:-Prepare a role play according to the topics & roll no.-

<u>Roll No.</u>	<u>Topic</u>
1-10	Freedom fighters
11-20	Social Reformers
21-30	Scientists
31 onwards	Kings

**Holidays H.W.**- Make a collage on the topics given below:-

	<u>Roll No.</u>	<u>Topic</u>
L-14= Means of Transport	1-10	Means of Rural Transport
L-14= Means of Transport	11-20	Means of Urban Transport
L-15= Means of Communication	21-30	Means of Personal Communication
L-15= Means of Communication	31 onwards	Means of Mass Communication