

Integrated Annual Curriculum 2026-2027

Subject : English

Class : V

TERM-1

Topic		Learning Objectives Students will learn	Methodology	skills to be developed	Assessment	Learning Outcomes Students will be able to
<p>Lesson –Monkey Trouble</p> <ul style="list-style-type: none"> ● Introduction, model reading ● Textual exercises (discussion+ notebook exercises) ● Extra exercises (Vocabulary exercises like antonyms, 	<p>PA-1(a) 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"> ● Interactive-to bring the learners to the central idea of the lesson. ● Reading aloud by the teacher. ● Written exercises ● Interactive Silent reading by the learners. Listen and answer 	<ul style="list-style-type: none"> ● Listening ● Speaking ● Cognitive ● Reading 	<ul style="list-style-type: none"> ➤ Oral and Written Test, ➤ Revision 	<ul style="list-style-type: none"> ➤ make inferences based on the comprehension of the text ➤ apply the understanding of the story to answer the questions. ➤ identify the speaker and apply comprehension skills. ➤ interpret, evaluate and analyse the situations occurring in the lesson to answer in grammatically correct sentence. ➤ summarise the story in their own words.

<p>synonyms, frame sentences)</p> <p>●Silent reading and Dictation</p>		<p>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>ACTIVITY- Writing Integrated with Moral Values] Fun and frolic: Time spent with pet Write a short paragraph expressing your experience. Paste the picture of the pet.</p> <ol style="list-style-type: none"> 1. Content-(2 marks) 2. Creativity-(1 mark) 3. Original idea-(2 marks) 			<ul style="list-style-type: none"> ➤ will be able to read the story fluently with proper speed, expression and correct pronunciation. ➤ expresses verbally his/ her opinion about the characters of the story. ➤ logically thinks about how to take care of pets. <p>Value: Empathy Respect for life Self awareness and reflection</p> <p>SDG 15: Life on Land (Simple Explanation)</p>
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<p>Grammar- Verbs (Introduction and Explanation)</p> <p>*Explanation and textual exercises *Extra exercises in the notebook</p>	<p>FA-1(a) SA-I</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 * Lecture</p> <p>*Written exercises Audio Visual aids Worksheets</p> <p>* PPTs</p> <p>* Grammar games</p> <p>* Oral and written drills ACTIVITY- Writing Integrated with language] Verb Bingo</p> <p>Create bingo cards with verbs. Call out sentences with missing verbs, and students mark the verb on their cards if they have it.</p>	<p>*Logical reasoning *Cognitive</p>	<p>* Interaction * Oral and written</p>	<ul style="list-style-type: none"> ● define and identify the types of verbs. ● demonstrates correct usage of verbs. ● identify and use doing, being and possession verbs. ● construct their own sentences using correct Subject- Verb Agreement <p>value 1. Teamwork 2. Time Management</p> <p>SDG 17: Partnerships for the Goals SDG 4: Quality Education</p>
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		<p>that verbs are doing , being and possession words. * To use verbs correctly .</p>	<ol style="list-style-type: none"> 1. Participation (2½) 2. Verb Identification (2½) 3. Listening Skills (2½) 4. Marking Accuracy (2½) 			
<p>Comprehension Passage</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"> • Silent reading • Comprehending • Analysis • Logical answering <p>ACTIVITY- Asking Questions Integrated with language]</p>	<ul style="list-style-type: none"> • Reading • Cognitive • Logical reasoning • writing 	<p>Written</p>	<p>Answer the given questions from the given passage. Students are able to think logically.</p> <p>Values Teamwork and Collaboration Respect for Language and Learning Responsibility and Accountability</p>

			<ul style="list-style-type: none"> Have students illustrate a scene or concept from the passage to deepen understanding. <p>Understanding of Passage (2 ½)</p> <p>Creativity and originality (2 ½)</p> <p>Neatness and presentation (2 ½)</p> <p>Details and Lables- (2 ½)</p>			<p>SDG 4: Quality Education</p> <p>SDG 17: Partnerships for the Goals</p> <p>Excellent (4) Good (3) Satisfactory (2) Needs Improvement (1)</p>
Grammar	FA-1(a)	To enable the	Audio Visual aids	<ul style="list-style-type: none"> * Cognitive * Logical reasoning 	* Interaction	<ul style="list-style-type: none"> *use collective nouns in an

<p>Collective Nouns (Introduction and explanation)</p> <p>*Explanation and textual exercises *Extra exercises in the notebook</p>	<p>SA-I</p>	<p>students understand the names given to a group of people, animals or things of the same kind spoken of as one whole.</p>	<p>Worksheets PPTs Grammar games Interactive sessions</p> <p>ACTIVITY (Integrated to Art)</p> <p>The teacher will divide the class into five groups each group has to pick a category like farm animals/forest animals insects birds /people things etc. Each group will draw 5 pictures of their category. Once everyone has finished drawing, a member of each group will come in front and show the</p>		<p>* Oral and written</p>	<p>efficient manner.</p> <ul style="list-style-type: none"> • Expand vocabulary • identify collective nouns • construct sentences using collective nouns <p>Teamwork and Collaboration Respect and Appreciation</p> <p>SDG 15: Life on Land (Simple Explanation)</p> <p>SDG 4: Quality Education</p>
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			<p>picture, the members of the other team will guess the collective noun for the animal/ bird/ insect/thing/ people in the picture.</p> <ol style="list-style-type: none">1. Creativity and Originality (3 marks)2. Collective Noun Accuracy (3 marks)3. Teamwork and Collaboration (2 marks)4. Presentation and Communication (1 mark)5. Participation and Engagement (1 mark)			
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<p>Lesson: The boy and the apple tree – I (New Radiant Readers)</p> <ul style="list-style-type: none"> ● Introduction, model reading ● Textual exercises (discussion+ notebook exercises) ● Extra exercises (Vocabulary exercises like antonyms, synonyms, frame sentences) ● Silent reading 	<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</p>	<ul style="list-style-type: none"> ● Reading aloud by the teacher. ● Interactive ● Listen and answer <p>ACTIVITY- Writing and speaking Integrated with Moral Values]</p> <p>Baloo’s friend, the apple tree, misses Baloo and is weeping. Write and speak an imaginary conversation between the apple tree and another neighbouring tree. You can make it creative by drawing illustrations.</p> <p>1. Creativity and Originality (1 mark)</p>	<ul style="list-style-type: none"> ● Listening ● Speaking ● Cognitive ● Reading 	<p>➤ Oral and Written</p>	<ul style="list-style-type: none"> ➤ make inferences based on the comprehension of the text ➤ apply the understanding of the story to answer the questions. ➤ identify the speaker and apply comprehension skills. ➤ interpret, evaluate and analyse the situations occurring in the lesson to answer in grammatically correct sentence. ➤ summarise the story in their own words. ➤ will be able to read the story fluently with proper speed, expression and correct pronunciation. ➤ expresses verbally his/ her opinion about the characters of the story. ➤ logically thinks about trees are like our parents.
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and Dictation		learners to appreciate English literature. *To retrieve the key words. *To encourage reading habit.	2. Language and Communication (1 mark) 3. Illustrations and Visuals (1 mark) 4. Empathy and Understanding (1 mark) 5. Overall Presentation (1 mark)			Value Empathy and Compassion Friendship and Loyalty SDG 4: Quality Education SDG 15: Life on Land
<p>Lesson: The boy and the apple tree – II (New Radiant Readers)</p> <ul style="list-style-type: none"> • Introduction, model reading • Textual exercises (discussion+ notebook exercises) 	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</p>	<ul style="list-style-type: none"> • Reading aloud by the teacher. • Interactive Listen and answer <p>ACTIVITY- Writing Integrated with Science]</p> <p>Make a list of things that give us shelter against rain and sun. Draw and colour them.</p>	<ul style="list-style-type: none"> • Listening • Speaking • Cognitive • Reading 	➤ Oral and Written	<ul style="list-style-type: none"> ➤ make inferences based on the comprehension of the text ➤ apply the understanding of the story to answer the questions. ➤ identify the speaker and apply comprehension skills. ➤ interpret, evaluate and analyse the situations occurring in the lesson to answer in grammatically correct sentence.

<ul style="list-style-type: none"> •Extra exercises (Vocabulary exercises like antonyms, synonyms, frame sentences) •Silent reading and Dictation 		<p>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"> 1. Creativity and Originality (1 mark) 2. Accuracy and Relevance (1 mark) 3. Colouring and Presentation (1 mark) 4. Completeness and Variety (1 mark) 5. Neatness and Organization (1 mark) 			<ul style="list-style-type: none"> ➤ summarise the story in their own words. ➤ will be able to read the story fluently with proper speed, expression and correct pronunciation. ➤ expresses verbally his/ her opinion about the characters of the story. ➤ logically thinks about trees thinks about true friendship. <p>Value Appreciation for Basic Needs Creativity and Self-Expression</p> <p>SDG 11: Sustainable Cities and Communities SDG 3: Good Health and Well-being</p>
<p>Poem- The Fly</p> <ul style="list-style-type: none"> • Introduction, poet's biography 	<p>FA-1(b) SA-I</p>	<ul style="list-style-type: none"> • To enable the learners to appreciate 	<ul style="list-style-type: none"> • Interactive- to bring the learners to the central 	<ul style="list-style-type: none"> • Listening • Speaking • Cognitive • Reading 	<ul style="list-style-type: none"> • Interactive • Oral and written 	<p>Recite poems with appropriate expression and intonation to demonstrate understanding of poem. Voice Modulation.</p>

<p>and model recitation</p> <ul style="list-style-type: none"> • Interaction and explanation and reference to the context • Recitation by the students 		<p>poetry.</p> <ul style="list-style-type: none"> • To develop learner's expressions. • To enable learners to interpret the central idea of the poem. • To enable learners to recite with proper voice modulation 	<p>idea of the poem.</p> <ul style="list-style-type: none"> • Reading aloud by the teacher. • Interactive • Silent reading by the learners. • Listen and answer <p>ACTIVITY (Integrated with Music) Listen to the song. Now answer the questions raised on the song. (Pg 68)</p> <p>1. Listening Comprehension (1 mark)</p>			<p>Respect for Art and Culture:</p> <p>SDG 3: Good Health and Well-being SDG 4: Quality Education</p>
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			<p>2. Accuracy of Answers (1 mark)</p> <p>3. Critical Thinking (1 mark)</p> <p>4. Attention to Detail (1 mark)</p> <p>5. Participation and Engagement (1 mark)</p>			
<p>Grammar</p> <p>Pronouns (Introduction and explanation)</p> <p>*Explanation and textual exercises</p> <p>*Extra exercises in the notebook</p>	<p>FA-1(b)</p> <p>SA-I</p>	<ul style="list-style-type: none"> • To enable the learners to recall types of pronouns. <p>To enable the learners to use pronouns in their language.</p> <p>To enable the learners to apply</p>	<ul style="list-style-type: none"> • Interactive • Lecture • Audio-Visual aids • Worksheets • PPTs • Grammar games • Written and oral 	<ul style="list-style-type: none"> • Cognitive • Logical reasoning 	<p>➤ Oral and written</p>	<ul style="list-style-type: none"> • identify all kinds of pronouns. • use the correct pronoun in a sentence. <p>Values</p> <ol style="list-style-type: none"> 1. Appreciation and Respect for Others 2. Empathy and Understanding 3. Positive Communication

		<p>pronouns in an appropriate manner.</p> <p>To use pronouns practically.</p>	<p>drills</p> <p>ACTIVITY (INTEGRATED WITH language)</p> <p>The teacher will call each student in front of the class by turns. The students then have to describe one of their classmates using personal pronouns, without taking their names. The student can describe their appearance, their hobbies, their special qualities, your friendship with them and so on.</p> <p>1. Use of Personal</p>			<p>4. Confidence and Self-Esteem</p> <p>SDG 10: Reduced Inequalities</p> <p>SDG 4: Quality Education</p>
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			<p>Pronouns (2 marks)</p> <p>2. Description and Details (3 marks)</p> <p>3. Positive and Respectful Language (2 marks)</p> <p>4. Creativity and Originality (2 marks)</p> <p>5. Confidence and Public Speaking (1 mark)</p>			
<p>Lesson – An encounter in the woods</p> <p>•* Introduction, model reading</p>	<p>FA-1(b)</p> <p>SA-I</p>	<p>*To enable the learners to understand the reading at an appropriate pace with correct pronunciation,</p>	<ul style="list-style-type: none"> • Interactive-to bring the learners to the central idea of the lesson. • Reading aloud by the teacher. 	<ul style="list-style-type: none"> • Listening • Speaking • Cognitive • Reading 	<ul style="list-style-type: none"> ➤ Oral and Written Test, ➤ Revision 	<ul style="list-style-type: none"> ➤ make inferences based on the comprehension of the text ➤ apply the understanding of the story to answer the questions. ➤ identify the speaker and apply comprehension skills.

<ul style="list-style-type: none"> •Textual exercises (discussion+ notebook exercises) •Extra exercises (Vocabulary exercises like antonyms, synonyms, frame sentences) •Silent reading and Dictation 	<p>expression and intonation. *To enable the learners to identify the characters and sequence of events in the story. *To enable the learners to comprehend the story. *To enrich the learners vocabulary and expressions. *To enable the learners to appreciate English literature. *To retrieve thekey words. *To encourage reading habit.</p>	<ul style="list-style-type: none"> • Written exercises • Interactive Silent reading by the learners. Listen and answer <p>ACTIVITY- Integrated with Science and Computer] Illegal hunting of animals is a great threat to wildlife. Many animals are cruelly killed for their skin, bones or teeth, which are sold at very high price. This criminal practice is called poaching. Look up newspapers,</p>			<ul style="list-style-type: none"> ➤ interpret, evaluate and analyse the situations occurring in the lesson to answer in grammatically correct sentence. ➤ summarise the story in their own words. ➤ will be able to read the story fluently with proper speed, expression and correct pronunciation. ➤ expresses verbally his/ her opinion about the characters of the story. ➤ logically thinks about how clever, kind and brave animals can be . <p>Values Awareness and Activism Responsibility Compassion and Empathy</p>
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			<p>magazines and articles on internet to find out more about poaching and the measures being taken to stop it. Prepare a power point presentation using this information and present it to the class.</p> <ol style="list-style-type: none">1. Research and Content (3 marks)2. Organization and Structure (2 marks)3. Design and Visuals (2 marks)4. Presentation Skills (2 marks)5. Depth of Understanding (1 mark)			<p>SDG 15: Life on Land</p>
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<p>Grammar Nouns- Gender (Introduction and explanation)</p> <p>*Explanation and textual exercises *Extra exercises in the notebook</p>	<p>SA-I</p>	<p>To enable the students replace the opposite gender in crosswords / puzzles/ sentences</p>	<ul style="list-style-type: none"> • Audio Visual aids • Worksheets • PPTs • Grammar games • Oral and written drills <p>ACTIVITY- Speaking Integrated with language] In this activity, students will work in pairs. The teacher will give each pair a list of words that are scrambled up. They have to unscramble the words and categorize them into masculine, feminine,</p>	<ul style="list-style-type: none"> * Cognitive * Logical reasoning 	<ul style="list-style-type: none"> * Interaction * Oral and written 	<p>*use nouns gender confidently in the grammar games.</p> <p>Teamwork and Collaboration Time Management and Efficiency</p> <p>SDG 4: Quality Education SDG 17: Partnerships for the Goals</p>
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			<p>common and neuter genders.</p> <ol style="list-style-type: none"> 1. Accuracy and Completeness (1 mark) 2. Teamwork and Collaboration (1 mark) 3. Language and Grammar (1 mark) 4. Creativity and Originality (1 mark) 5. Time Management and Efficiency (1 mark) 			
Formal letter writing	SA-I	<p>To promote brainstorming among the learners.</p> <p>To enhance learners' critical thinking.</p>	<ul style="list-style-type: none"> • Discussion • Analysis • Writing <p>ACTIVITY (Integrated with Art)</p> <p>The students will be asked to make a greeting card</p>	<ul style="list-style-type: none"> • Cognitive • Critical thinking • Writing 	Written	<ul style="list-style-type: none"> • identify the elements of a letter. • apply the elements to compose a formal letter. <p>Values Sibling Love and Appreciation Empathy and Understanding</p>

		<p>To boost their confidence and enhance their expressions.</p>	<p>expressing their love for their brother or sister. Make your greeting card colourful and attractive with drawings, stickers, cut-out patterns, etc. They can also write a poem/message in the card expressing their feelings.</p> <ol style="list-style-type: none">1. Creativity and Originality (3 marks)2. Artistic Skills (2 marks)3. Message and Content (2 marks)4. Craftsmanship and Neatness (2 marks)5. Emotional Expression (1 mark)			<p>Gratitude and Thankfulness:</p> <p>SDG 3: Good Health and Well-being SDG 4: Quality Education</p>
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<p>Lesson – At the games</p> <ul style="list-style-type: none"> ● Introduction, model reading ● Textual exercises (discussion+ notebook exercises) ● Extra exercises (Vocabulary exercises like antonyms, synonyms, frame sentences) ● Silent reading and Dictation 	<p>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 learners to comprehend the story. *To enrich the learners vocabulary and expressions. *To enable the</p>	<ul style="list-style-type: none"> ● Interactive-to bring the learners to the central idea of the lesson. ● Reading aloud by the teacher. ● Written exercises ● Interactive Silent reading by the learners. Listen and answer . <p>ACTIVITY (Integrated to Art)</p> <ul style="list-style-type: none"> ● There are many games that many people do not play. Here is the list of a few such games: 	<ul style="list-style-type: none"> ● Listening ● Speaking ● Cognitive ● Reading 	<ul style="list-style-type: none"> ➤ Oral and Written Test, ➤ Revision 	<ul style="list-style-type: none"> ➤ make inferences based on the comprehension of the text ➤ apply the understanding of the story to answer the questions. ➤ identify the speaker and apply comprehension skills. ➤ interpret, evaluate and analyse the situations occurring in the lesson to answer in grammatically correct sentence. ➤ summarise the story in their own words. ➤ will be able to read the story fluently with proper speed, expression and correct pronunciation. ➤ expresses verbally his/ her opinion about the characters of the story.
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		<p>learners to appreciate English literature. *To retrieve the key words. *To encourage reading habit.</p>	<ol style="list-style-type: none">1. hopscotch2. trampolining3. tag of war4. skipping5. marbles6. cats cradle <p>Choose any two from this list. Collect pictures and gather information about your chosen game. Make sure you cover these points in your research</p> <ol style="list-style-type: none">1. How many players are there per team?2. How does the player or team win the game?			
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			<p>3. Is the game played in India? Make a chart Display and put it up in the classroom.</p> <p>1. Research and Information (2 marks) 2. Chart Preparation (1 mark) 3. Display and Presentation (1 mark) 4. Teamwork and Collaboration (1 mark)</p>			<p>Teamwork and Collaboration:</p> <p>SDG 3: Good Health and Well-being SDG 4: Quality Education SDG 11: Sustainable Cities and Communities</p>
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<p>Grammar Articles</p> <p>(Introduction and explanation)</p> <p>*Explanation and textual exercises *Extra exercises in the notebook</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 ACTIVITY- Writing Integrated with Art and language]</p> <p>Form 5 groups. Each group will make five-finger puppets. You can make people, animals or objects. You can even make fairy tale characters. Now, using these puppets narrate a short story using correct</p>	<p>* Cognitive * Logical reasoning</p>	<p>* Interaction * Oral and written</p>	<ul style="list-style-type: none"> ● state the definition of an article. ● identify definite and indefinite article. ● choose proper article for a given noun. ● Identify articles and use them correctly in a sentence
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			<p>articles. The team which narrates the most interesting story is the winner.</p> <ol style="list-style-type: none"> 1. Creativity and Originality (2 marks) 2. Storytelling and Narrative (1 mark) 3. Use of Articles (1 mark) 4. Puppet Making and Presentation (1 mark) 			<p>Value Teamwork and Collaboration</p> <p>SDG 4: Quality Education SDG 17: Partnerships for the Goals</p>
<p>Grammar-Adjectives and Comparison (Introduction and Explanation)</p> <p>*Explanation</p>	SA-I	*To enable the learners to recall the definition, examples and	<p>* Interactive</p> <p>* Lecture</p> <p>*Written exercises Audio Visual aids</p>	<p>*Logical reasoning</p> <p>*Cognitive</p>	<p>* Interaction</p> <p>* Oral and written</p>	<ul style="list-style-type: none"> • correctly identify the adjectives. • create or select vivid adjectives to enhance their writing as they write and

<p>and textual exercises *Extra exercises in the notebook</p>		<p>degrees of adjectives.</p> <p>*To enable the learners to use adjectives in their language.</p> <p>*To enable the learners to apply adjectives in an appropriate manner. * To use adjectives practically.</p>	<p>Worksheets</p> <p>* PPTs</p> <p>* Grammar games * Oral and written drills.</p> <p>ACTIVITY: (Integrated with Art, Moral Science)</p> <p>The students in this activity will visualize a person, real or unreal. Write a paragraph about his/her personality, underline the adjectives and share it in the class.</p> <p>1. Creativity and Originality (2 marks): 2. Use of Adjectives</p>			<p>revise.</p> <ul style="list-style-type: none"> • use degrees of comparison in speech and writing. <p>Values Empathy and Understanding</p> <p>SDG 10: Reduced Inequalities SDG 4: Quality Education</p>
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			(1 mark) 3. Writing and Communication (1 mark) 4. Sharing and Presentation (1 mark)			
<p>Lesson : The Shoemaker and the elves (New Radiant Readers)</p> <ul style="list-style-type: none"> ● Introduction, model reading ● Textual exercises (discussion+ notebook exercises) ● Extra exercises (Vocabulary exercises like antonyms, 	L/S/ R/ W	<p>*To enable the learners to understand the reading at an appropriate pace with correct pronunciation, expression and intonation.</p> <p>*To enable the learners to identify the characters and sequence of events in the story.</p> <p>*To enable the learners to comprehend the</p>	<ul style="list-style-type: none"> ● Reading aloud by the teacher. ● Interactive Listen and answer <p>ACTIVITY (integrated with art)</p> <p>Design a poster for the Shoemaker to advertise his leather shoes. The poster you design should highlight different types of shoes available and high the quality of</p>	<ul style="list-style-type: none"> ● Listening ● Speaking ● Cognitive ● Reading 	➤ Oral and Written	<ul style="list-style-type: none"> ➤ make inferences based on the comprehension of the text ➤ apply the understanding of the story to answer the questions. ➤ identify the speaker and apply comprehension skills. ➤ interpret, evaluate and analyse the situations occurring in the lesson to answer in grammatically correct sentence. ➤ summarise the story in their own words. ➤ will be able to read the story fluently with proper speed,

<p>synonyms, frame sentences)</p> <p>•Silent reading and Dictation</p>		<p>story. *To enrich the learners vocabulary and expressions. *To enable the learners to appreciate English literature. *To retrieve thekey words. *To encourage reading habit.</p>	<p>workmanship. Display your poster.</p> <p>1. Creativity and Originality (2 marks) 2. Visual Appeal (1 mark) 3. Content and Information (1 mark) 4. Overall Presentation (1 mark)</p>			<p>expression and correct pronunciation.</p> <ul style="list-style-type: none"> ➤ expresses verbally his/ her opinion about the characters of the story. ➤ logically thinks about helping others. <p>Values Appreciation of Skilled Labour Respect for Craftsmanship</p> <p>SDG 8: Decent Work and Economic Growth SDG 4: Quality Education</p>
<p>Vocabulary (suffix, prefix) Explanation and textual exercises *Extra exercisesin the notebook</p>	SA-I	<p>To enable the children identify prefix, suffix, synonyms, antonymsand homophones.</p>	<ul style="list-style-type: none"> • Audio-Visual aids • Worksheets • PPTs • Grammar games • Written and oral 	<ul style="list-style-type: none"> * Cognitive * Logical reasoning 	<ul style="list-style-type: none"> * Interaction * Oral and written 	<p>Identify the prefix and suffix to enrich their vocabulary.</p>

			<p>drills</p> <p>ACTIVITY (Integrated with Art) The students will work in groups in this activity. The teacher will give each group a dictionary and a list of homophone pairs. With the help of the dictionary, the students will differentiate homophones draw their pictures, and frame sentences to show the difference.</p> <p>1. Understanding of Homophones (2 marks) 2. Creativity and</p>			<p>Values Respect for Roles Teamwork and Collaboration</p> <p>SDG 17: Partnerships for the Goals SDG 4: Quality Education</p>
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			Originality (1 mark) 3. Teamwork and Collaboration (1 mark) 4. Presentation and Communication (1 mark)			
Poem- My Shadow <ul style="list-style-type: none"> • Introduction, poet's biography and model recitation • Interaction and explanation. Recitation by the students	SA-I	<ul style="list-style-type: none"> • To enable the learners to appreciate poetry. • To develop learner's expressions. • To enable learners to interpret the central idea of the poem. To enable learners to recite	<ul style="list-style-type: none"> • Interactive- to bring the learners to the central idea of the poem. • Reading aloud by the teacher. • Interactive • Silent reading by the learners. • Listen and answer 	<ul style="list-style-type: none"> • Listening • Speaking • Cognitive Reading 	<ul style="list-style-type: none"> • Interactive Oral and written	Recite poems with appropriate expression and intonation to demonstrate understanding of poem. Voice Modulation. Values Appreciation of Nature Empathy

		with proper voice modulation.	<p>ACTIVITY- Integrated with Art and language] Write an Acrostic Poem</p> <p>1. Creativity and Originality (2 marks) 2. Poetic Devices and Imagery (1 mark) 3. Spelling and Grammar (1 mark) 4. Overall Presentation (1 mark)</p>			<p>SDG 3: Good Health and Well-being SDG 4: Quality Education</p>
<p>Creative Writing</p> <p>Introduction</p> <p>Frame a rough sketch</p> <p>Reading of the</p>	SA-I	<ul style="list-style-type: none"> To enable the students to frame few more grammatically correct sentences using variety of nouns, 	<ul style="list-style-type: none"> Interactive sessions Speaking Writing <p>ACTIVITY- speaking</p>	<ul style="list-style-type: none"> Cognitive Critical thinking Writing Speaking 	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>suggestions by the teacher</p> <p>Final layout</p>		<p>pronouns, adjectives, prepositions, conjunctions and punctuation marks appropriately on a given topic.</p> <ul style="list-style-type: none"> To boost self confidence by demonstrating oral and written skills. 	<p>A day without trees</p> <p>Content and relevance to the topic (1 mark)</p> <p>Expression of ideas and feelings (1 mark)</p> <p>Clarity, fluency, and pronunciation (1 mark)</p> <p>Body language and confidence (1 mark)</p> <p>Creativity and originality (1 mark)</p>			<p>Values: Responsibility Gratitude Empathy Sustainability</p> <p>SDG 15: Life on Land SDG 13: Climate Action</p>
<p>Recapitulation</p>		<ul style="list-style-type: none"> To recapitulate the topics taught. To make them confident in the topic 	<ul style="list-style-type: none"> Interactive <p>Written exercises for practice.</p>	<ul style="list-style-type: none"> Cognitive Writing Speaking Reading 	<p>Oral and written.</p>	<p>Students will be able to perform well in their assessment.</p>

		taught. To prepare them for the upcoming assessment.				
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TERM-II

Topic		Learning Objectives (Students will learn)	Methodology	skills to be developed	Assessment	Learning Outcomes (Students will be able to)
Lesson – The Bishop’s Candlesticks •Introducti	FA- 2(a)	*To enable the learners to understand the reading at an appropriate pace	<ul style="list-style-type: none"> • Interactive-to bring the learners to the central idea of the lesson. 	<ul style="list-style-type: none"> • Listening • Speaking • Cognitive • Reading 	<ul style="list-style-type: none"> ➤ Oral and Written Test, ➤ Revision 	<ul style="list-style-type: none"> ➤ make inferences based on the comprehension of the text ➤ apply the understanding of the story to answer the questions.

<p>on, model reading</p> <ul style="list-style-type: none"> • Textual exercises (discussion+ notebook exercises) • Extra exercises (Vocabulary exercises like antonyms, synonyms, frame sentences) • Silent reading and Dictation 	<p>SA-II</p>	<p>with correct pronunciation, expression and intonation. *To enable the learners to identify the characters and sequence of events in the story. *To enable the learners to comprehend the story. *To enrich the learners vocabulary and expressions. *To enable the learners to appreciate English literature. *To retrieve the key words.</p>	<ul style="list-style-type: none"> • Reading aloud by the teacher. • Written exercises • Interactive Silent reading by the learners. Listen and answer <p>ACTIVITY- Speaking Integrated with language] Role Play</p> <ol style="list-style-type: none"> 1. Creativity and Originality (2 marks) 2. Communication and Interaction (1 mark) 3. Problem-Solving and Conflict Resolution (1 mark) 4. Empathy and Understanding (1 mark) 			<ul style="list-style-type: none"> ➤ identify the speaker and apply comprehension skills. ➤ interpret, evaluate and analyse the situations occurring in the lesson to answer in grammatically correct sentence. ➤ summarise the story in their own words. ➤ will be able to read the story fluently with proper speed, expression and correct pronunciation. ➤ expresses verbally his/ her opinion about the characters of the story. <p>Values: Empathy and Understanding</p> <p>SDG 17: Partnerships for the Goals SDG 4: Quality Education</p>
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		*To encourage reading habit.				
<p>Grammar</p> <p>Sentences – Types of Sentences, subject and predicate (Introduction and explanation)</p> <p>*Explanation and textual exercises *Extra exercises in</p>	<p>FA-2(a) SA-II</p>	<p>To enable the students to understand the parts of a sentence.</p>	<ul style="list-style-type: none"> • Audio Visual aids • Worksheets • PPTs • Grammar games • Interactive sessions • Writing drills <p>Activity:</p>	<ul style="list-style-type: none"> • Cognitive Logical reasoning 	<p>Oral and written</p>	<ul style="list-style-type: none"> • To identify the parts of a sentence. • to differentiate between the four different type of sentences.

the notebook						
Comprehension Passage	SA-II	*To develop the learner's comprehension and analytical skills and logical reasoning.	<ul style="list-style-type: none"> • Silent reading • Comprehending • Analysis <p>Logical answering ACTIVITY- Framing Questions] Integrated to language The teacher will divide the class in four groups. A student from each team will frame question from the passage. The team which frames grammatically correct questions wins. The students have to write answers simultaneously. The team which writes all the answers wins.</p>	<ul style="list-style-type: none"> • Reading • Cognitive • Logical reasoning writing 	Written	<p>Answer the given questions from the given passage. Students are able to think logically.</p> <p>Values: Patience and Listening Skills</p> <p>SDG 4: Quality Education SDG 17: Partnerships for the Goals</p>

			<p>1. Grammatical Correctness (2 marks):</p> <p>2. Relevance and Accuracy (1 mark)</p> <p>3. Teamwork and Collaboration (1 mark)</p> <p>4. Time Management (1 mark)</p>			
<p>Lesson – Finding the toothbrush</p> <ul style="list-style-type: none"> • Introduction, model reading • Textual exercises (discussion+ notebook exercises) 	<p>PA-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</p>	<ul style="list-style-type: none"> • Interactive-to bring the learners to the central idea of the lesson. • Reading aloud by the teacher. • Written exercises • Interactive Silent reading by the learners. Listen and answer 	<ul style="list-style-type: none"> • Listening • Speaking • Cognitive • Reading 	<ul style="list-style-type: none"> ➤ Oral and Written Test, ➤ Revision 	<ul style="list-style-type: none"> ➤ make inferences based on the comprehension of the text ➤ apply the understanding of the story to answer the questions. ➤ identify the speaker and apply comprehension skills. ➤ interpret, evaluate and analyse the situations occurring in the lesson to answer in grammatically correct sentence. ➤ summarise the story in their own words.

<p>•Extra exercises (Vocabulary exercises like antonyms, synonyms, frame sentences)</p> <p>•Silent reading and Dictation</p>		<p>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>ACTIVITY-Poster Integrated with Science]</p> <p>Chef Sanjiv Kapoor is going to hold a workshop in your school. Make a poster to announce the workshop. Remember to mention the date, time and place of workshop.</p> <p>Creativity and visual appeal: (1)</p> <p>Inclusion of all important information (date, time, venue, purpose): (1)</p> <p>Relevance to the theme</p>			<ul style="list-style-type: none"> ➤ will be able to read the story fluently with proper speed, expression and correct pronunciation. ➤ expresses verbally his/ her opinion about the characters of the story. ➤ logically thinks about protecting our traditions is our heritage. <p>Values:</p> <p>Appreciation for Skills & Talents</p> <p>Awareness & Participation</p> <p>SDG 8: Decent Work and Economic</p>
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			(Chef/Cooking/Workshop)(1) Clarity and organization of content (1) Neatness and overall presentation (1)			Growth SDG 4: Quality Education
Grammar Tenses (Simple and continuous) (Introduction and explanation) *Explanation and textual	PA-2(b) SA-II	To enable the students understand that continuous tenses are used for actions which are/were/ will be going on at a particular time in present, past or future	<ul style="list-style-type: none"> • Interactive • Lecture • Audio-Visual aids • Worksheets • PPTs • Grammar games • Written and oral 	<ul style="list-style-type: none"> • Cognitive • Logical reasoning 	➤ Oral and written	Identify the correct tense and uses them confidently in grammar and everyday speaking and writing.

<p>exercises</p> <p>*Extra exercises in the notebook</p>			<p>drills</p> <p>Activity (Integrated with language)</p> <p>This activity is a group activity. The class will be divided into two groups. Members from both groups will come and talk to each other in past continuous tense on the given situation. The first person to not speak in past continuous tense loses and moves to the back.</p> <p>Correct usage of past continuous tense (1) Fluency and clarity of speech (1)</p>			<p>Values: Discipline Confidence Team spirit</p> <p>SDG 4: Quality Education SDG 17: Partnerships for the Goals</p>
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			<p>Relevance of sentences to the given situation (1)</p> <p>Active participation and team spirit (1)</p> <p>Confidence and expression (1)</p>			
<p>Creative Writing/ Paragraph writing</p> <p>Introduction</p> <p>Frame a rough sketch</p> <p>Reading of the suggestions by the teacher</p>	SA-II	<p>To enable the students to frame few more grammatically correct sentences using variety of nouns, pronouns, adjectives, prepositions, conjunctions and punctuation marks appropriately on a given topic.</p> <p>To boost self confidence by demonstrating</p>	<p>Interactive sessions</p> <p>Speaking</p> <p>Writing</p> <p>ACTIVITY- Speaking Integrated with language]</p> <p>Paste/ draw picture of your favourite festival and describe why you like it.</p> <p>1. Creativity and</p>	<p>Cognitive</p> <p>Critical thinking</p> <p>Writing</p> <ul style="list-style-type: none"> • Speaking 	➤ 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>Values: Cultural Appreciation</p> <p>SDG 4: Quality Education</p>

Final layout		oral and written skills.	<p>Originality (2 marks)</p> <p>2. Description and Explanation (2 marks)</p> <p>3. Organization and Neatness (1 mark)</p> <p>4. Content and Relevance (1 mark)</p>			SDG 11: Sustainable Cities and Communities
Lesson – Smriti at the wicket	SA-II	*To enable the learners to understand the	<ul style="list-style-type: none"> • Interactive-to bring the learners to the 	<ul style="list-style-type: none"> • Listening • Speaking • Cognitive • Reading 	<ul style="list-style-type: none"> ➤ Oral and Written Test, ➤ Revision 	<ul style="list-style-type: none"> ➤ make inferences based on the comprehension of the text

<ul style="list-style-type: none"> • Introduction, model reading • Textual exercises (discussion+ notebook exercises) • Extra exercises (Vocabulary exercises like antonyms, synonyms, frame sentences) • Silent reading and 		<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>central idea of the lesson.</p> <ul style="list-style-type: none"> • Reading aloud by the teacher. • Written exercises • Interactive Silent reading by the learners. <p>Listen and answer</p> <p>ACTIVITY- Integrated with G.K.</p> <p>This is a group activity. The teacher will divide the class into four groups. Each group has to think of some person who is well-known for his or her achievements in their respective field. For example, a</p>	<ul style="list-style-type: none"> • 		<ul style="list-style-type: none"> ➤ apply the understanding of the story to answer the questions. ➤ identify the speaker and apply comprehension skills. ➤ interpret, evaluate and analyse the situations occurring in the lesson to answer in grammatically correct sentence. ➤ summarise the story in their own words. ➤ will be able to read the story fluently with proper speed, expression and correct pronunciation. ➤ expresses verbally his/ her opinion about the characters of the story. <p>Values Teamwork and Collaboration</p>
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<p>Dictation</p>		<p>*To retrieve the key words. *To encourage reading habit.</p>	<p>sportsperson, a singer, an actor, and so on. Then, use the superlative degree to describe them. Each group member has to use at least one superlative in a sentence of his or her own.</p> <ol style="list-style-type: none"> 1. Correct usage of superlative degree (2 marks) 2. Creativity and Originality (1 mark) 3. Participation and Engagement (1 mark) 4. Content and Relevance (1 mark) 			<p>Respect and Appreciation:</p> <p>SDG 4: Quality Education SDG 10: Reduced Inequalities</p>
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<p>Grammar</p> <p>Prepositions (Introduction and explanation)</p> <p>*Explanation and textual exercises</p> <p>*Extra exercises in the notebook</p>	<p>SA-II</p>	<ul style="list-style-type: none"> • To enable the learners to recall prepositions. <p>To enable the learners to use prepositions in their language.</p> <p>To enable the students to identify and use different prepositions.</p>	<ul style="list-style-type: none"> • Interactive • Lecture • Audio-Visual aids • Worksheets • PPTs • Grammar games • Written and oral drills <p>Activity</p> <div style="border: 1px solid black; padding: 5px;"> <p>Four Corners</p> <p>Label each corner of the classroom with a different preposition (e.g., <i>on, under, beside, in</i>)</p> </div>	<ul style="list-style-type: none"> • Cognitive Logical reasoning 	<p>➤ Oral and written</p>	<p>Use different and suitable prepositions in the given sentences.</p> <p>Values Respect for rules Team work</p> <p>SDG 4: Quality Education SDG 3: Good Health and Well-being</p>
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			<p><i>front of</i>). Read sentences aloud with missing prepositions, and students must run to the corner that completes the sentence correctly. For example: "The book is ___ the table" (Answer: <i>on</i>).</p> <p>1. Accuracy and Completion (2 marks)</p> <p>2. Critical Thinking and Problem-Solving (1 mark)</p> <p>3. Attention to Detail (1 mark)</p> <p>4. Persistence and Patience (1 mark)</p>			
Poem- Shopping for Time			<ul style="list-style-type: none"> • Interactive- 	<ul style="list-style-type: none"> • Listening • Speaking 	<ul style="list-style-type: none"> • Interactive Oral and written	Recite poems with appropriate expression and intonation to demonstrate understanding of poem.

<ul style="list-style-type: none"> • Introduction, poet's biography and model recitation • Interaction and explanation and reference to the context. • Recitation by the students 	<p>SA-II</p>	<ul style="list-style-type: none"> • To enable the learners to appreciate poetry. • To develop learner's expressions. • To enable learners to interpret the central idea of the poem. <p>To enable learners to recite with proper voice modulation.</p>	<p>to bring the learners to the central idea of the poem.</p> <ul style="list-style-type: none"> • Reading aloud by the teacher. • Interactive • Silent reading by the learners. • Listen and answer <p>Activity (Integrated with Art)</p> <p>This is a group activity. Each group will be assigned the name of an animal. The group then has to think of at least six</p>	<ul style="list-style-type: none"> • Cognitive Reading 		<p>Voice Modulation.</p> <p>Values Teamwork and Collaboration</p> <p>SDG 4: Quality Education SDG 17: Partnerships for the Goals</p>
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			<p>words that rhyme with the name of the animal. Once the list with the main word has been prepared, the group has to attempt to create a poem using the set of rhyming words. Draw the picture of the animal given and write the poem neatly on chart paper.</p> <ol style="list-style-type: none"> 1. Rhyming Words (2 marks) 2. Poem Creation (2 marks) 3. Presentation and Neatness (1 mark) 			
Grammar		To enable the students				<ul style="list-style-type: none"> • Identify the kinds of adverbs

<p>Adverbs (Introduction and explanation)</p> <p>*Explanation and textual exercises</p> <p>*Extra exercises in the notebook</p>	<p>SA-II</p>	<p>understand that adverbs are the words that tell us more about the verbs, adjectives and adverbs, and understand their kinds.</p> <p>To enable the learners to use adverbs in their language.</p> <p>To enable the students to identify and use different adverbs.</p>	<ul style="list-style-type: none"> • Interactive • Lecture • Audio-Visual aids • Worksheets • PPTs • Grammar games • Written and oral drills <p>ACTIVITY (Integrated with language) This activity is a group activity. The teacher will divide the class into 2 teams. One team will give an adjective a verb and a noun to a student in the other team. The student from the other team must use that</p>	<ul style="list-style-type: none"> • Cognitive Logical reasoning 	<p>➤ Oral and written</p>	<p>and can use them in the sentences in a suitable manner.</p> <ul style="list-style-type: none"> • articulate that adverbs modify verbs by telling how something is done, when something is done, where something. <p>Values</p> <p>Teamwork and Collaboration</p> <p>SDG 17: Partnerships for the Goals SDG 4: Quality Education</p>
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			<p>adjective as an adverb and construct a sentence within 1 minute using the verb and the noun.</p> <ol style="list-style-type: none"> 1. Correct usage of adverb (2 marks) 2. Sentence construction (2 marks) 3. Time management (1 mark) 			
<p>Grammar</p> <p>Conjunctions (Introduction and explanation)</p> <p>*Explanation and textual exercises</p>	SA-II	<p>To enable students touse joining words to indicate connection</p> <p>To enable the learners to use conjunctions in their language.</p>	<ul style="list-style-type: none"> • Interactive • Lecture • Audio-Visual aids • Worksheets • PPTs • Grammar games 	<ul style="list-style-type: none"> • Cognitive Logical reasoning 	➤ Oral and written	<ul style="list-style-type: none"> • define the term ‘conjunction’ • explain the purpose of conjunction. • join given words and sentences using the conjunctions.

<p>*Extra exercises in the notebook</p>		<p>To enable the students to identify and use different conjunctions.</p>	<ul style="list-style-type: none"> • Written and oral drills <p>ACTIVITY 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> <ol style="list-style-type: none"> 1. Creative Storytelling (2 marks) 2. Effective Use of Conjunctions (1 mark) 3. Reading Skills and Presentation (1 mark) 			<p>Values Confidence and Public Speaking</p> <p>SDG 4: Quality Education</p> <p>SDG 17: Partnerships for the Goals</p>
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			4. Collaboration and Listening (1 mark)			
Informal letter writing	SA-II	<p>To promote brainstorming among the learners.</p> <p>To enhance learners' critical thinking.</p> <p>To boost their confidence and enhance their expressions.</p>	<ul style="list-style-type: none"> • Discussion • Analysis • Writing <p>ACTIVITY</p> <p>Prepare a card for your father, write a message to thank him for being so supportive.</p> <ol style="list-style-type: none"> 1. Sincerity and Heartfelt Message (2 marks) 2. Writing Skills and Clarity (1 mark) 3. Creativity and Originality (1 mark) 4. Appreciation and Gratitude (1 mark) 	<ul style="list-style-type: none"> • Cognitive • Critical thinking • Writing 	➤ Written	<p>Display confidence and are able to write the letter in the correct format.</p> <ol style="list-style-type: none"> 1. Gratitude and Appreciation 2. Empathy and Understanding 3. Respect and Love <p>SDG 3: Good Health and Well-being SDG 4: Quality Education</p>

<p>Poem- Timothy Boon</p> <ul style="list-style-type: none"> • Introduction, poet's biography and model recitation • Interaction and explanation. <p>Recitation by the students</p>	<p>SA-II</p>	<ul style="list-style-type: none"> • To enable the learners to appreciate poetry. • To develop learner's expressions. • To enable learners to interpret the central idea of the poem. <p>To enable learners to recite with proper voice modulation.</p>	<ul style="list-style-type: none"> • Interactive- to bring the learners to the central idea of the poem. • Reading aloud by the teacher. • Interactive • Silent reading by the learners. • Listen and answer <p>ACTIVITY- Tongue Twisters</p> <ol style="list-style-type: none"> 1. Pronunciation and Fluency (2 marks) 2. Understanding of 	<ul style="list-style-type: none"> • Listening • Speaking • Cognitive Reading 	<ul style="list-style-type: none"> • Interactive <ul style="list-style-type: none"> ➤ Oral and written 	<p>Recite poems with appropriate expression and intonation to demonstrate understanding of poem. Voice Modulation.</p> <p>Values Perseverance and Practice</p> <p>SDG 4: Quality Education SDG 3: Good Health and Well-being</p>
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			Language Patterns (1 mark) 3. Creativity and Originality (1 mark) 4. Participation and Engagement (1 mark):			
<p>Grammar- Adjectives and Comparison (Introduction and Explanation)</p> <p>*Explanation and textual exercises</p> <p>*Extra exercises in the notebook</p>	SA-I	<p>*To enable the learners to recall the definition, examples and degrees of adjectives.</p> <p>*To enable the learners to use adjectives in their language.</p>	<p>* Interactive</p> <p>* Lecture</p> <p>*Written exercises</p> <p>Audio Visual aids</p> <p>Worksheets</p> <p>* PPTs</p> <p>* Grammar games</p> <p>* Oral and written drills.</p> <p>ACTIVITY: (Integrated with Art)</p>	<p>*Logical reasoning</p> <p>*Cognitive</p>	<p>* Interaction</p> <p>➤ * Oral and written</p>	<ul style="list-style-type: none"> • correctly identify the adjectives. • create or select vivid adjectives to enhance their writing as they write and revise. • use degrees of comparison in speech and writing. <p>Values Creativity and Problem Solving</p>

		<p>*To enable the learners to apply adjectives in an appropriate manner.</p> <p>* To use adjectives practically.</p>	<p>The teacher will divide the class in four groups. She will then ask students to make a riddle using -er, -est, as....as or not as....as. Then, read the riddle aloud for the rest of the class to guess the answer.</p> <ol style="list-style-type: none"> 1. Creativity and Originality (2 marks) 2. Language Skills and Grammar (1 mark) 3. Reading Skills and Presentation (1 mark) 4. Participation and Engagement (1 mark): 			<p>SDG 4: Quality Education SDG 17: Partnerships for the Goals</p>
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<p>Lesson- The bell of Atri (New Radiant Readers)</p> <ul style="list-style-type: none"> • Introduction, model reading • Textual exercises (discussion+ notebook exercises) • Extra exercises (Vocabulary exercises like antonyms, synonyms, 	<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</p>	<ul style="list-style-type: none"> • Reading aloud by the teacher. • Interactive • Listen and answer <p>ACTIVITY- Writing Integrated with language, art, computers. Draw the picture of a horse and colour it. Collect information from internet about horses and share it in class.</p> <ol style="list-style-type: none"> 1. Creativity and Artistic Skill (2 marks) 2. Research and Information Collection (1 mark) 	<ul style="list-style-type: none"> • Listening • Speaking • Cognitive • Reading 	<p>➤ Oral and Written</p> <p>➤</p>	<ul style="list-style-type: none"> ➤ make inferences based on the comprehension of the text ➤ apply the understanding of the story to answer the questions. ➤ identify the speaker and apply comprehension skills. ➤ interpret, evaluate and analyse the situations occurring in the lesson to answer in grammatically correct sentence. ➤ summarise the story in their own words. ➤ will be able to read the story fluently with proper speed, expression and correct pronunciation. ➤ expresses verbally his/ her opinion about the characters of the story. <p>Values</p>
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<p>frame sentences)</p> <ul style="list-style-type: none"> • Silent reading and Dictation 		<p>learners to appreciate English literature. *To retrieve the key words. *To encourage reading habit.</p>	<p>3. Presentation and Sharing (1 mark) 4. Participation and Engagement (1 mark)</p>			<p>Creativity and Self-Expression</p> <p>SDG 15: Life on Land</p> <p>SDG 4: Quality Education</p>
<p>Grammar Articles</p> <p>(Introduction and explanation)</p> <p>*Explanation and textual exercises *Extra exercises in the notebook</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</p>	<p>Audio Visual aids</p> <p>Worksheets</p> <p>PPTs</p> <p>Grammar games</p> <p>Interactive sessions ACTIVITY- Writing Integrated with Art and language] Complete the dialogues using articles.</p>	<p>* Cognitive * Logical reasoning</p>	<p>* Interaction ➤ * Oral and written</p>	<ul style="list-style-type: none"> • state the definition of an article. • identify definite and indefinite article. • choose proper article for a given noun. <p>Identify articles and use them correctly in a sentence</p> <p>Values: Effective Communication</p>

		articles in an appropriate manner.	<ol style="list-style-type: none"> 1. Correct Use of Articles (2 marks) 2. Contextual Understanding (1 mark) 3. Grammar and Sentence Structure (1 mark) 4. Completing Dialogues (1 mark) 			SDG 4: Quality Education
<p>Lesson- The Miser who was punished (New Radiant Readers)</p> <ul style="list-style-type: none"> • Introduction, model reading • Textual exercises (discussion) 	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</p>	<ul style="list-style-type: none"> • Reading aloud by the teacher. • Interactive Listen and answer <p>ACTIVITY- Speaking Integrated with language and moral values] Role Play- Pair Work You are among the crowd of people watching a blind boy crying because he was</p>	<ul style="list-style-type: none"> • Listening • Speaking • Cognitive • Reading 	<ul style="list-style-type: none"> ➤ Oral and Written ➤ 	<ul style="list-style-type: none"> ➤ make inferences based on the comprehension of the text ➤ apply the understanding of the story to answer the questions. ➤ identify the speaker and apply comprehension skills. ➤ interpret, evaluate and analyse the situations occurring in the lesson to answer in grammatically correct sentence.

<p>n+ notebook exercises)</p> <ul style="list-style-type: none"> •Extra exercises (Vocabulary exercises like antonyms, synonyms, frame sentences) •Silent reading and Dictation 		<p>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>	<p>robbed of the little money he had. Write a dialogue between the boy and the blind boy. The pair who writes the most effective dialogues and enacts wins.</p> <ol style="list-style-type: none"> 1. Empathy and Understanding (2 marks) 2. Dialogue Writing and Creativity (1 mark) 3. Role-Playing and Enactment (1 mark) 4. Emotional Expression and Sensitivity (1 mark) 			<ul style="list-style-type: none"> ➤ summarise the story in their own words. ➤ will be able to read the story fluently with proper speed, expression and correct pronunciation. ➤ expresses verbally his/ her opinion about the characters of the story. <p>Values Empathy and Compassion Understanding and Sensitivity Kindness and Helping Others</p> <p>SDG 10: Reduced Inequalities SDG 4: Quality Education</p>
<p>Lesson Three Sneezers (New Radiant</p>	<p>L/S/ R/W</p>	<p>*To enable the learners to understand the reading at an</p>	<ul style="list-style-type: none"> • Reading aloud by the teacher. • Interactive Listen and answer 	<ul style="list-style-type: none"> • Listening • Speaking • Cognitive 	<ul style="list-style-type: none"> ➤ Oral and Written 	<ul style="list-style-type: none"> ➤ make inferences based on the comprehension of the text

<p>Readers)</p> <ul style="list-style-type: none"> • Introduction, model reading • Textual exercises (discussion+ notebook exercises) • Extra exercises (Vocabulary exercises like antonyms, synonyms, frame sentences) • Silent 	<p>appropriate pace with correct pronunciation, expression and intonation. *To enable the learners to identify the characters and sequence of events in the story. *To enable the learners to comprehend the story. *To enrich the learners vocabulary and expressions. *To enable the learners to appreciate English literature. *To retrieve the</p>	<p>ACTIVITY- Speaking Integrated with Art and language] Based on your reading make a sketch of the 'stranger' and speak what kind of man was he. 1. Creativity and Originality (2 marks) 2. Understanding of the Lesson (1 mark) 3. Artistic Skills (1 mark) 4. Writing and Communication (1 mark)</p>	<ul style="list-style-type: none"> • Reading 		<ul style="list-style-type: none"> ➤ apply the understanding of the story to answer the questions. ➤ identify the speaker and apply comprehension skills. ➤ interpret, evaluate and analyse the situations occurring in the lesson to answer in grammatically correct sentence. ➤ summarise the story in their own words. ➤ will be able to read the story fluently with proper speed, expression and correct pronunciation. ➤ expresses verbally his/ her opinion about the characters of the story. <p>Value</p> <p>Empathy and Understanding</p>
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			<p>2. Critical Thinking and Problem-Solving (1 mark)</p> <p>3. Attention to Detail (1 mark)</p> <p>4. Persistence and Patience (1 mark)</p>			
Recapitulation		<ul style="list-style-type: none"> To recapitulate the topics taught. To make them confident in the topic taught. <p>To prepare them for the upcoming assessment.</p>	<ul style="list-style-type: none"> Interactive Written exercises for practice. 	<ul style="list-style-type: none"> Cognitive Writing Speaking Reading 	➤ Oral and written.	Students will be able to perform well in their assessment.

Class 5 Curriculum plan Hindi for the session 2026-2027

Month	Content	Learning objectives	Methodology	Skills developed	Mode of assessment	Value Added Activity
अप्रैल	कविता -हम कुछ कर दिखलाएँगे कवि राम नरेश त्रिपाठी	काव्य के प्रति रुचि उत्पन्न करना। सस्वर कविता पाठ तथा सचित्र कविता लेखन का ज्ञान देना।	स्वर कविता वाचन व्याख्यात्मक विधि	कविता पाठ, सचित्र कविता लेखन व्यावहारिकता	कविता पाठ 3 उत्तर पुस्तिका3	छात्रों द्वारा कक्षा में देशभक्ति की कविताओं का कविता पाठ, वीरता तथा साहस आदि गुणों पर चर्चा।
	पाठ - डाॅक्टर लेखक - रवींद्रनाथ ठाकुर	छात्रों के भाषा ज्ञान, व्याकरण ज्ञान में वृद्धि	कहानी कथन व्याख्यात्मक विधि	पठन, लेखन तथा चिंतन	मौखिक- लिखित प्रश्न 3, अभ्यास कार्य 3 उत्तर पुस्तिका3	छात्र कक्षा में ऐसी घटना का वर्णन करेंगे जब उन्होंने किसी जरूरतमंद की मदद की हो।
	संज्ञा	संज्ञा की परिभाषा तथा भेद समझाना।	आगमन - निगमन, दृश्य श्रव्य सामग्री	संज्ञा का शुद्ध प्रयोग	अभ्यास कार्य 3, कार्य पत्रिकाएँ 3	कक्षा में दिखाई देने वाली संज्ञाओं की सूची बनाना।
	लिंग	लिंग की परिभाषा तथा भेद समझाना	आगमन निगमन, दृश्य श्रव्य सामग्री	पुल्लिंग तथा स्त्रीलिंग शब्दों का	अभ्यास कार्य 3 कार्य पत्रिकाएँ 3	वार्तालाप विभिन्न संज्ञाओं के लिंग की

		,शब्द भंडार में वृद्धि		उचित प्रयोग तथा पहचान		पहचान
	वचन	वचन की परिभाषा तथा भेद समझाना, शब्द भंडार में वृद्धि	आगमन निगमन , दृश्य श्रव्य सामग्री	वचन का उचित प्रयोग ,शुद्ध मानक भाषा	अभ्यास कार्य 3 कार्य पत्रिकाएँ 3	एकवचन तथा बहुवचन शब्दों से वाक्य बनाना।
मई	पाठ - छत्रपति शिवाजी महाराज विधा प्रसंग	पठन, लेखन भाषा तथा व्यावहारिक ज्ञान में विधि	वार्तालाप तथा व्याख्यात्मक विधि	पठन ,चिंतन तथा लेखन,	मौखिक लिखित प्रश्न 2 ,अभ्यास कार्य 2 उत्तर पुस्तिका 2	शिवाजी की वीरता की गाथाएँ पढ़ना।
	विलोम शब्द	विलोम शब्दों का महत्व ,शब्द भंडार में वृद्धि	आगमन निगमन ,दृश्य -श्रव्य सामग्री	सशक्त शब्द भंडार तथा भाषा	मौखिक- लिखित प्रश्न अभ्यास 3 कार्य पत्रिकाएँ 3	फ्लैश कार्ड बनाकर दो समूहों में खेल खेलना। हिंदी भाषा ज्ञान में वृद्धि।
	मुहावरे (1-9)	मुहावरों का महत्व समझाना ,भाषा ज्ञान में वृद्धि	वार्तालाप ,आगमन - निगमन	सुंदर सशक्त ,भाषा	कार्य पत्रिकाएँ 3 उत्तर पुस्तिका 3	अभिनय कौशल द्वारा मुहावरों की पहचान।
जुलाई	पाठ - ब्रेल लिपि	छात्रों को जीवनी	प्रश्नावली ,वार्तालाप	पठन ,वाचन ,लेखन	मौखिक - लिखित प्रश्न	ब्रेल लिपि में अपना

	विधा- जीवनी	विधा का ज्ञान देना। लुई ब्रेल तथा ब्रेल लिपि से संबंधित जानकारी प्रदान करना।	,व्याख्या	,चिंतन ,वैज्ञानिक दृष्टिकोण	2 ,अभ्यास कार्य 2 उत्तर पुस्तिका2	नाम लिखने का अभ्यास। दिव्यांग छात्रों के प्रति संवेदनशील ता जागृत करना।
	कविता -मन का दर्पण कभी	काव्य के प्रति रुचि उत्पन्न करना ।सहनशील ता ,व्यावहारिक ता ,कठिनाइयों में हार न मानना आदि गुणों को विकसित करने के लिए प्रेरित करना।	सस्वर वाचन ,व्याख्या विधि	सस्वर कविता गायन सचित्र कविता लेखन	मौखिक प्रश्न 2 सचित्र कविता लेखन 2 कविता पाठ2	मन के भावों को प्रकट करने वाले मुखौटा बनाना। हर परिस्थिति में सकारात्मक रहना।
	भाषा तथा व्याकरण	छात्रों के भाषा तथा व्याकरण ज्ञान में वृद्धि।	आगमन - निगमन ,दृश्य- श्रव्य सामग्री	भाषा तथा व्याकरण	मौखिक - लिखित प्रश्न ,अभ्यास 3 कार्य पत्रिकाएँ 3	विभिन्न प्रदेशों की भाषाओं के नाम बताना। मेल जोल की भावना

						विकसित करना।
	ध्वनि तथा वर्ण	भाषा की ध्वनियों को व्यक्त करने के चिह्न तथा नियम समझाना, स्वर व्यंजन संयुक्त व्यंजन के विषय में समझाना।	आगमन निगमन, दृश्य श्रव्य सामग्री	भाषा ज्ञान	मौखिक लिखित प्रश्न ,अभ्यास 3, कार्य पत्रिकाएँ 3	विभिन्न ध्वनियों का उच्चारण कर शब्द बनाना।
	सर्वनाम	सर्वनाम की परिभाषा तथा भेद समझाना, व्याकरण ज्ञान में वृद्धि।	आगमन निगमन, दृश्य श्रव्य सामग्री	सर्वनाम का शुद्ध प्रयोग	मौखिक लिखित प्रश्न, अभ्यास कार्य 3 ,कार्य पत्रिकाएँ 3	सर्वनामों का प्रयोग करके जी०ओ ०बनाना
	औपचारिक पत्र -मुख्य अध्यापिका जी को भूल के लिए क्षमा याचना पत्र।	औपचारिक पत्र का प्रारूप समझाना, पत्र लेखन का अभ्यास करवाना।	वार्तालाप श्यामपट्ट	चिंतन तथा लेखन	उत्तर पुस्तिका 4	औपचारिक पत्रों पर चर्चा।
	अनुच्छेद - मोबाइल फोन :सहायक या मुसीबत	मन के भावों को क्रमबद्ध कर लिखना।	वार्तालाप अनुच्छेद लेखन	चिंतन तथा लेखन	उत्तर पुस्तिका 4	शारीरिक गतिविधियों व्यायाम के प्रति रुचि उत्पन्न करने

						के लिए वार्तालाप।
अगस्त	पाठ - नवरोज़	छात्रों के पठान ,वाचन, लेखन तथा व्यवहारिक ज्ञान में वृद्धि करना।	पाठ का सस्वर वाचन ,व्याख्या ,वार्तालाप	चिंतन मनन ,लेखन ,व्यावहारिक ता	मौखिक लिखित प्रश्न 2 ,अभ्यास कार्य 2 उत्तर पुस्तिका2	अपने प्रिय त्योहार का चित्र बनाकर वर्णन करना।
	पाठ -अपना स्थान स्वयं बनाइए विधा - कहानी	कथा साहित्य के प्रति रुचि उत्पन्न करना ।चिंतन ,लेखन तथा व्यावहारिक ज्ञान में वृद्धि करना।	कहानी कथन पाठ का वाचन व्याख्या प्रश्नावली	चिंतन वाचन लेखन व्यावहारिक ता	मौखिक लिखित प्रश्न 2 ,अभ्यास कार्य 2 ,उत्तर पुस्तिका2	कहानी के अभिनय द्वारा ईमानदारी लगन परिश्रम आदि मूल्यों का विकास करना।
	पर्यायवाची शब्द	पर्यायवाची शब्दों का महत्व तथा उचित प्रयोग सिखाना। शब्द भंडार में वृद्धि	आगमन निगमन दृश्य श्रव्य सामग्री	शुद्ध भाषा ज्ञान सशक्त शब्द भंडार	अभ्यास कार्य 3 कार्य पत्रिकाएँ 3	चित्र देखकर तीन तीन पर्यायवाची लिखना।
	अपठित गद्यांश	गद्यांश को ध्यानपूर्वक पढ़कर संबंधित	ध्यानपूर्वक पठन, उत्तर ढूंढना तथा लिखना।	चिंतन तथा लेखन	उत्तर पुस्तिका 4	गद्यांश में से कुछ शब्द चुनकर उनके लिंग

		प्रश्नों के उत्तर ढूँढना सिखाना।				तथा वचन बताना।
	चित्र लेखन	चित्र का ध्यान पूर्वक अवलोकन करके मन के भावों को क्रमबद्ध करना।	ध्यान पूर्वक अवलोकन तथा लेखन	अवलोकन अभिव्यक्ति तथा लेखन	उत्तर पुस्तिका 4	सुंदर चित्र बनाना तथा रंग भरना
	औपचारिक पत्र -मुख्य अध्यापिका जी को शाररती बच्चे के विषय में शिकायती पत्र।	औपचारिक पत्र लिखने का अभ्यास करवाना।	दृश्य श्रव्य सामग्री , पत्र लेखन	चिंतन तथा लेखन	उत्तर पुस्तिका4	औपचारिक पत्रों पर चर्चा
	अनुच्छेद - जीवन में त्योहारों का महत्व	अनुच्छेद लेखन का अभ्यास। त्योहारों का महत्व समझाना।	वार्तालाप ,दृश्य श्रव्य सामग्री ,अनुच्छेद लेखन	चिंतन तथा लेखन कौशल	उत्तर पुस्तिका 4	प्रिय त्योहार का चित्र बनाकर सुंदर रेखा चित्र बनाना।
	गतिविधि - भाषा खेल	गतिविधि के द्वारा भाषा ज्ञान में वृद्धि।	क्रियात्मक कार्य	सशक्त भाषा तथा मानक व्याकरण	छात्रों द्वारा किया गया कार्य	
	बहुखंडीय मूल्यांकन-	चिंतन तथा श्रवण	कहानी कथन ,दृश्य	चिंतन तथा श्रवण	छात्रों द्वारा दिए गए	कक्षा में चर्चा

	श्रुतभाव ग्रहण	कौशल वृद्धि।	श्रव्य सामग्री	कौशल	प्रश्नावली के उत्तर5	
अक्टूबर	पाठ - मेरी महत्वाकां क्षा छात्रों विधा - पत्र	छात्रों के श्रवण वाचन चिंतन , भाषा तथा व्यावहारिक ,ज्ञान में वृद्धि।	वाचन तथा व्याख्या प्रश्नावली देश के प्रथम राष्ट्रपति राजेंद्र प्रसाद पर वार्तालाप	चिंतन - मनन ,लेखन	विभिन्न मौखिक - लिखित प्रश्न 2 अभ्यास कार्य 2 ,उत्तर पुस्तिका2	देश सेवा का भाव समझना।
	पाठ - ऐसे बनी गुड़ियाँ विधा- नाटक	छात्रों के भाषा ज्ञान व्यावहारिक ज्ञान में वृद्धि। वाचन ,लेखन का अभ्यास	कहानी कथन अभिनय वार्तालाप	व्यवहारी ज्ञान चिंतन तथा लेखन कौशल	विभिन्न मौखिक लिखित प्रश्न 3 अभ्यास कार्य 3 ,उत्तर पुस्तिका3	
	कविता- चेतक की वीरता कवि - श्याम नारायण पांडेय	काव्यानुभू ति, वीर रस के साथ कविता पाठ का ज्ञान देना ,सचित्र काव्य लेखन	स्वर के उतार-चढ़ाव के साथ लयबद्ध कविता पाठ अर्थ व्याख्या	कविता पाठ, कविता लेखन काव्य रचना	विभिन्न मौखिक लिखित प्रश्न उत्तर पुस्तिका	वीरता तथा ओज से भरी 4 पंक्तियों की रचना
	विशेषण	विशेषण की परिभाषा तथा भेद समझाना। व्याकरण ज्ञान में	आगमन निगमन , दृश्य श्रव्य सामग्री	विशेषण का उचित प्रयोग	विभिन्न मौखिक लिखित अभ्यास, कार्य पत्रिकाएँ	संज्ञा उनके साथ

		वृद्धि।				
	वाक्यांशों के लिए एक शब्द	व्याकरण ज्ञान में वृद्धि। वाक्यांशों के स्थान पर एक शब्द का प्रयोग कर भाषा को सुंदर बनाना सिखाना।	आगमन निगमन , दृश्य श्रव्य सामग्री	वाक्यांशों के स्थान पर एक शब्द का प्रयोग सुंदर सशक्त भाषा	मौखिक लिखित प्रश्न अभ्यास कार्य	भाषा खेल
नवंबर	पाठ- नारायण का पागल (केरल की लोक कथा)	हिंदी साहित्य में लोक कथाओं के महत्व का ज्ञान देना। भाषा ज्ञान ,व्याकरण ज्ञान ,व्यावहारिक ज्ञान में वृद्धि।	कहानी कथन प्रश्नावली	कल्पना शक्ति का विकास ,चिंतन तथा लेखन	मौखिक लिखित प्रश्न अभ्यास ,उत्तर पुस्तिका	कहानी का अभिनय
	पाठ - गंगा की आत्मकथा विधा - आत्मकथा	आत्मकथा विधा का ज्ञान देना व्यावहारिक ज्ञान, भाषा ज्ञान में वृद्धि।	पाठ का वाचन, व्याख्या प्रश्नावली	व्यवहार कुशलता, चिंतन ,लेखन	मौखिक लिखित प्रश्न अभ्यास, उत्तर पुस्तिका	पानी की स्वच्छता पर वार्तालाप। जल संरक्षण से संबंधित नारे लिखना।
	क्रिया तथा	क्रिया तथा	आगमन	क्रिया तथा	मौखिक	वाक्यों को

	काल	काल की परिभाषा तथा भेद समझाना। व्याकरण ज्ञान में वृद्धि।	निगमन दृश्य श्रव्य सामग्री	कालका व्याकरण सम्मत प्रयोग	लिखित प्रश्न, अभ्यास कार्य, पत्रिकाएँ	तीनों कालों में परिवर्तित करना।
	क्रिया विशेषण	क्रिया विशेषण की परिभाषा तथा भेद समझाना। व्याकरण ज्ञान में वृद्धि।	आगमन निगमन, दृश्य श्रव्य सामग्री	क्रिया विशेषण का व्याकरण सम्मत प्रयोग	मौखिक लिखित प्रश्न, अभ्यास कार्य, कार्य पत्रिकाएँ	भाषा खेल (साथी छात्रों से क्रियाओं के साथ विशेषण जोड़ने के प्रश्न पूछना)
	अनौपचारिक पत्र - मित्र /सखी को अपनी यात्रा का वर्णन करते हुए पत्र।	लेखन ज्ञान में वृद्धि। अनौपचारिक पत्र लिखने का अभ्यास।	दृश्य श्रव्य सामग्री, श्यामपट्ट, वार्तालाप	चिंतन तथा लेखन रचनात्मक	उत्तर पुस्तिका	अपनी यात्रा से संबंधित चित्र बनाओ।
	अनुच्छेद - प्रकृति का संदेश	अनुच्छेद लेखन का अभ्यास।	वार्तालाप दृश्य श्रव्य सामग्री अनुच्छेद लेखन	अभिव्यक्ति चिंतन लेखन	उत्तर पुस्तिका	प्रकृति के संरक्षण के प्रति जागरूकता।
दिसंबर	पाठ 13 नीति के दोहे	दोहों का महत्व तथा अर्थ समझाना। सामान्य	दोहा वाचन वार्तालाप अर्थ व्याख्या	अभिव्यक्ति दोहा वाचन	छात्रों द्वारा याद किए गए दोहे उत्तर पुस्तिका	दोहे लिखने वाले विभिन्न कवियों के चित्र चिपकाकर

		व्यावहारिक ज्ञान में वृद्धि।				नाम लिखना।
	पाठ 14 किन्नौर देश की ओर (यात्रा-वृत्तांत) लेखक _राहुल सांकृत्यायन	छात्रों को भ्रमण का महत्व समझाना। वाचन, लेखन, भाषा ज्ञान में वृद्धि करना।	यात्रा वृत्तांत लेखन का ज्ञान देना। वाचन, लेखन भाषा ज्ञान की वृद्धि।	वार्तालाप प्रश्नावली व्याख्या	मौखिक लिखित प्रश्न, अभ्यास कार्य, उत्तर पुस्तिका	पहाड़ी स्थलों की यात्राओं के अनुभव अपने सहपाठियों से साँझा कीजिए।
	वाक्यांशों के लिए एक शब्द	वाक्यांशों के लिए एक शब्दों का अर्थ तथा महत्व समझाना।	आगमन निगमन दृश्य श्रव्य सामग्री	व्याकरण ज्ञान शुद्ध भाषा ज्ञान	मौखिक लिखित प्रश्न अभ्यास कार्य पत्रिकाएँ	कक्षा प्रतियोगिता।
	समुच्चयबोधक	समुच्चयबोधक की परिभाषा समझाना। समुच्चयबोधक शब्दों का ज्ञान देना।	प्रश्नावली दृश्य श्रव्य सामग्री	शुद्ध भाषा मानक व्याकरण का प्रयोग	मौखिक लिखित प्रश्न अभ्यास	समुच्चयबोधक शब्दों को कंजंक्शन से जोड़कर समझाना
	अनौपचारिक पत्र मित्र सखी को छुट्टियों में घर बुलाने	अनौपचारिक पत्र लेखन का अभ्यास करवाना,	वार्तालाप पत्र लेखन	अनौपचारिक पत्र लेखन	उत्तर पुस्तिका	छुट्टियों में आप कहाँ-कहाँ घूमने जाते हैं, विषय पर

	के लिए निमंत्रण पत्र।	प्रारूप समझाना।				चर्चा।
	अनुच्छेद दिल्ली का प्रदूषण	अनुच्छेद लेखन का अभ्यास करवाना। प्रदूषण के बारे में जानकारी देना।	वार्तालाप अनुच्छेद लेखन।	अनुच्छेद लेखन	उत्तर पुस्तिका	प्रदूषण के स्वास्थ्य पर पढ़ने वाले प्रभावों के विषय में वार्तालाप।
जनवरी	अशुद्धि शोधन	छात्रों की सामान्य अशुद्धियों को दूर करना भाषा ज्ञान में वृद्धि ,शुद्ध वर्तनी का ज्ञान	आगमन निगमन दृश्य श्रव्य सामग्री	शुद्ध मानक भाषा शुद्ध वर्तनी	अभ्यास कार्य	श्यामपट्ट पर शुद्ध शब्द लिखकर शुद्ध उच्चारण करना
	मुहावरे 10 से 18	मुहावरों का ज्ञान देना। प्रभावशाली भाषा के लिए मुहावरों के प्रयोग का महत्व समझाना।	आगमन निगमन, दृश्य श्रव्य सामग्री	प्रभावशाली भाषा का उपयोग	अभ्यास कार्य कार्य पत्रिकाएँ	कुछ मुहावरों के चित्र बनाकर रचनात्मक वाक्य बनाना।
	अपठित गद्यांश	गद्यांश पढ़कर प्रश्नों	गद्यांश का वाचन,	वाचन, चिंतन, उत्तर	उत्तर पुस्तिका,	

		के उत्तर ढूढना सलखाना।	चलंतन तथा उत्तर ढूढना	रचना	छात्रों ढ्वारा दलए गए उत्तर	
	चलत्रलेखन	चलत्र का ध्यान पूर्वक अवलोकन कर मन के भावों को क्रमबद्ध करना सलखाना।	वार्तालाप रचनात्मक लेखन	अवलोकन चलंतन तथा लेखन	उत्तर पुस्तिका	सुंदर चलत्र बनाना तथा रंग भरना
	वलषय संवर्धन गतलवलधल भाषा खेल	भाषा खेल ढ्वारा व्याकरण ज्ञान को सशक्त करना।	क्रलयात्मक कार्य	शुद्ध भाषा	छात्रों ढ्वारा कलया गया कार्य	
	बहु खंडलया मूल्यांकन - श्रुत भाव ग्रहण परीक्षा	श्रवण कौशल के वलकास के ललए गतलवलधल।	कहानी कथन प्रश्रावली	श्रवण कौशल चलंतन मनन	उत्तर पुस्तिका	

ANNUAL CURRICULUM PLAN (2026-27)

CLASS-5

TOPIC	LEARNING OBJECTIVES	Methodology	ACTIVITY	Skills developed	Assessment	LEARNING OUTCOMES
UNIT 1: LARGE NUMBERS <ul style="list-style-type: none"> • Extension of numbers up to 7 and 8 digit numbers • Expanded form • Comparing numbers • Ascending /Descending order • International place value system • Roman numbers 	Students will learn to: Write number names up to 7 and 8 digit numbers according to Indian place value system Write standard and expanded form Compare the given numbers Arrange the given numbers in ascending and descending order Write number names up to 7 and 8 digit numbers according to International place value system Roman numbers up to 100	Learning by doing Inductive and deductive method	Abacus making Write the length of 5 longest rivers of the world in figures and words	Observation Application Thinking Problem solving Understanding	Periodic test Practice test Class assignments Mental maths Mcq's	Students will be able to: Write number names upto 7 and 8 digit numbers according to Indian place value system Write standard and expanded form Compare the given numbers Arrange the given numbers in ascending and descending order Write number names upto 7 and 8 digit numbers according to International place value system

						Roman numbers upto 100
<p>UNIT 2:</p> <p>ADDITION AND SUBTRACTION AND THEIR APPLICATIONS</p> <ul style="list-style-type: none"> Addition of large numbers Subtraction of large numbers Profit and loss 	<p>Students will learn to:</p> <p>Add and subtract large numbers</p> <p>Understand the meaning of profit and loss</p> <p>Understand the formula of profit and loss</p> <p>Apply the formula to solve word problems</p>	Learning by doing	<p>Create a market scene in the class and do Profit and loss activity in the class using toys</p>	<p>Observation</p> <p>Application</p> <p>Thinking</p> <p>Problem solving</p> <p>Understanding</p>	<p>Class work</p> <p>Practice sheets</p>	<p>Students will be able to:</p> <p>Add and subtract large numbers</p> <p>Understand the meaning of profit and loss</p> <p>Understand the formula of profit and loss</p> <p>Apply the formula to solve word problems</p>
<p>UNIT 3:</p> <p>MULTIPLICATION AND DIVISION AND THEIR APPLICATIONS</p> <ul style="list-style-type: none"> Multiplication by 2-digit numbers 	<p>Students will learn to:</p> <p>Multiply by 2-digit number</p> <p>Multiply by 3-digit number</p> <p>Division by 2-digit number</p> <p>Workout the problems on averages and unitary method</p>	Learning by doing	<p>Drill in tables</p> <p>Giving real life situations involving multiplication and division</p> <p>Division is repeated subtraction by taking an example and subtract a</p>	<p>Application</p> <p>Thinking</p> <p>Problem solving</p> <p>Understanding</p>	<p>Class work</p> <p>Practice sheets</p>	<p>Students will be able to:</p> <p>Multiply by 2-digit number</p> <p>Multiply by 3-digit number</p> <p>Division by 2-digit number</p>

<ul style="list-style-type: none"> • Multiplication by 3-digit number • Division by 2-digit number • Averages • Unitary method 			<p>number repeatedly till the result is zero.</p> <p>Puzzles on multiplication.</p>			<p>Workout the problems on averages and unitary method</p>
<p>UNIT 4:</p> <p>FACTORS AND MULTIPLES</p> <ul style="list-style-type: none"> • Multiples and factors • Rules of divisibility • Prime and composite numbers • Prime factorisation • Highest common factor (HCF) • Lowest common 	<p>Students will learn to:</p> <p>List the multiples and factors of a number</p> <p>Check the divisibility of a number by 2,3,4,5,6,9 and 10</p> <p>Differentiate between prime and composite numbers</p> <p>Find the prime factors of a given numbers</p> <p>Find the HCF and LCM of two or three numbers</p>	<p>Demonstration method</p>	<p>Students are asked to play games like chess and crosswords to develop their intellectual level</p> <p>Find prime numbers using Eratosthenes sieve's method</p>	<p>Problem solving</p> <p>Critical thinking</p> <p>Decision making</p>	<p>Practice test</p> <p>Class assignments</p> <p>Mental maths</p> <p>Mcq's</p>	<p>Students will be able to:</p> <p>List the multiples and factors of a number</p> <p>Check the divisibility of a number by 2,3,4,5,6,9 and 10</p> <p>Differentiate between prime and composite numbers</p> <p>Find the prime factors of a given numbers</p> <p>Find the HCF and LCM of two or three numbers</p>

multiples (LCM)						
<p>UNIT 5:</p> <p>FRACTIONS</p> <ul style="list-style-type: none"> • Equivalent fractions • Fractions in lowest term • Comparing fractions • Addition of fractions • Subtraction of fractions • Multiplication of fractions • Reciprocal (multiplicative inverse) • Division of fractions 	<p>Students will learn to:</p> <p>Find equivalent fractions of a given numbers</p> <p>Compare fractions and arrange them in ascending and descending orders</p> <p>Convert improper fractions into mixed numbers and vice versa</p> <p>Add and Subtract unlike fractions</p> <p>Carry out multiplication and division of fractional numbers</p>	<p>Learning by doing</p> <p>Inductive and deductive method</p>	<p>Draw the National flags any of 3 countries . Colour them and write the fraction of different colours.</p> <p>Making fraction strips</p>	<p>Observation Application Thinking Problem solving Understanding</p>	<p>Practice test Class assignments Mental maths Mcq's</p>	<p>Students will be able to:</p> <p>Find equivalent fractions of a given numbers</p> <p>Compare fractions and arrange them in ascending and descending orders</p> <p>Convert improper fractions into mixed numbers and vice versa</p> <p>Add and Subtract unlike fractions</p> <p>Carry out multiplication and division of fractional numbers</p>
UNIT 6:						

<p>DECIMALS</p> <ul style="list-style-type: none"> • Decimals place value chart • Equivalent decimals • Like and unlike decimals • Comparing and ordering of decimals • Addition of decimals • Subtraction of decimals • Multiplication of decimals • Division of decimals • Unitary method <p>UNIT 7:</p>	<p>Students will learn to:</p> <p>Convert fractions with 10,100 and 1000 as denominators into decimal numbers</p> <p>Write expanded form of decimals and compare decimals and arrange them in ascending or descending order</p> <p>Define equivalent ,like and unlike decimals</p> <p>Add and subtract decimals Multiply and divide decimal number by a whole number.</p> <p>Students will learn to:</p>	<p>Learning by doing</p> <p>Inductive and deductive method</p>	<p>Measure the things like table and book etc in cm and mm and write as decimal</p> <p>Using graph paper or grid 10 x 10 and represent the decimal 0.35 on it</p> <p>Observe the price tags on things</p>	<p>Observation Application Thinking Problem solving Understanding</p>	<p>Practice test Class assignments Mental maths Mcq's</p>	<p>Students will be able to:</p> <p>Convert fractions with 10,100 and 1000 as denominators into decimal numbers</p> <p>Write expanded form of decimals and compare decimals and arrange them in ascending or descending order</p> <p>Define equivalent ,like and unlike decimals</p> <p>Add and subtract decimals</p> <p>Multiply and divide decimal number by a whole number.</p>
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<p>SYMMETRY AND PATTERNS</p> <ul style="list-style-type: none"> • Symmetry and reflections • Patterns • Number patterns 	<p>Show the relationship between mirror image and symmetry by placing a mirror along and axis of symmetry.</p> <p>Recognise the rules followed by a given number pattern.</p>	<p>Play way</p> <p>Demonstration method</p>	<p>Design and color any geometrical pattern</p> <p>Make your own number pattern</p> <p>Solve number riddles</p> <p>Lines of symmetry of shapes by paper folding</p>	<p>Observation</p> <p>Application</p> <p>Thinking</p> <p>Problem solving</p> <p>Understanding</p>	<p>Practice test</p> <p>Class assignments</p> <p>Mental maths</p> <p>Mcq's</p>	<p>Students will be able to:</p> <p>Show the relationship between mirror image and symmetry by placing a mirror along and axis of symmetry.</p> <p>Recognise the rules followed by a given number pattern.</p>
<p>UNIT 8:</p> <p>GEOMETRY</p> <ul style="list-style-type: none"> • Angles • Types of angles • Measuring angles • Drawing angles 	<p>Students will learn to:</p> <p>Identify an angle and name its parts</p> <p>Identify the types of angles</p> <p>Measure and draw angles using protractor</p>	<p>Play way</p> <p>Demonstration method</p>	<p>Make flash cards of different types of angles.</p> <p>Activity using clock by showing the angles at different time in a day</p>	<p>Observation</p> <p>Application</p> <p>Thinking</p> <p>Problem solving</p> <p>Understanding</p>	<p>Practice test</p> <p>Class assignments</p> <p>Mental maths</p> <p>Mcq's</p>	<p>Students will be able to:</p> <p>Identify an angle and name its parts</p> <p>Identify the types of angles</p> <p>Measure and draw angles using protractor</p>
<p>UNIT 9:</p>						

<p>MEASUREMENT</p> <ul style="list-style-type: none"> • Measurement of length • Measurement of mass • Measurement of capacity • Addition and subtraction of metric measures 	<p>Students will learn to:</p> <p>Use decimals to represent metric measures.</p> <p>State the standard units for measurement</p> <p>Add and subtract metric measures</p>	<p>Learning by doing</p> <p>Inductive and deductive method</p>	<p>Measure the length of things like pencil, notebook etc.</p> <p>Measure the height of your family members</p>	<p>Observation Application Thinking Problem solving Understanding</p>	<p>Practice test Class assignments Mental maths Mcq's</p>	<p>Students will be able to:</p> <p>Use decimals to represent metric measures.</p> <p>State the standard units for measurement</p> <p>Add and subtract metric measures</p>
<p>UNIT 10:</p> <p>PERIMETER, AREA AND VOLUME</p> <ul style="list-style-type: none"> • Perimeter by formula • Area by formula • Volume by formula 	<p>Students will learn to:</p> <p>Find the perimeter of rectangle and square by using formula.</p> <p>Find the area of rectangle and square by using formula.</p> <p>Find the volume of cube and cuboid by using formula.</p> <p>Solve story sums on perimeter, area and volume</p>	<p>Learning by doing</p> <p>Inductive and deductive method</p>	<p>Derive formulas for finding perimeter and area of square and rectangle.</p> <p>Solve questions related to real life</p>	<p>Observation Application Thinking Problem solving Understanding</p>	<p>Practice test Class assignments Mental maths Mcq's</p>	<p>Students will be able to:</p> <p>Find the perimeter of rectangle and square by using formula.</p> <p>Find the area of rectangle and square by using formula.</p> <p>Find the volume of cube and cuboid by using formula.</p>

						Solve story sums on perimeter ,area and volume
<p>UNIT 11:</p> <p>TIME AND TEMPERATURE</p> <ul style="list-style-type: none"> • Conversion of time • Addition and subtraction of time • Time intervals • Temperature 	<p>Students will learn to:</p> <p>Convert time from one unit to another.</p> <p>Carry out addition and subtraction of time.</p> <p>Solve problems of time duration</p> <p>Compare Celsius and Fahrenheit scale</p>	<p>Learning by doing</p> <p>Inductive and deductive method</p>	<p>Record the temperature of Delhi (in degree Celsius) for one week</p> <p>Make your daily routine</p>	<p>Observation</p> <p>Application</p> <p>Thinking</p> <p>Accuracy</p> <p>Understanding</p>	<p>Practice test</p> <p>Class assignments</p> <p>Mental maths</p> <p>Mcq's</p>	<p>Students will be able to:</p> <p>Convert time from one unit to another.</p> <p>Carry out addition and subtraction of time.</p> <p>Solve problems of time duration</p> <p>Compare Celsius and Fahrenheit scale</p>
<p>UNIT 12:</p> <p>GRAPHS</p> <ul style="list-style-type: none"> • Tally marks • Pictograph 	<p>Students will learn to:</p> <p>Use tally marks to tabulate data</p>	<p>Play way</p> <p>Demonstration method</p>	<p>Draw pictograph of given data</p>	<p>Observation</p> <p>Application</p> <p>Thinking</p> <p>Understanding</p>	<p>Practice test</p> <p>Class assignments</p> <p>Mental maths</p> <p>Mcq's</p>	<p>Students will be able to:</p> <p>Use tally marks to tabulate data</p>

<ul style="list-style-type: none">• Bar graph• Circle graph	Read and interpret bar graphs, pictograph and circle graphs.		Collection of data of strength from classes 1 to 5			Read and interpret bar graphs, pictograph and circle graphs.
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INTEGRATED ANNUAL CURRICULUM PLAN 2026-2027

Subject : Science

Class : 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"> ➤ <u>LESSON-1</u> <u>PLANT REPRODUCTION</u> ➤ Content to be taught ➤ Reproduction in Plants ➤ Growing plants from Stem, Roots and Leaves 	PA-1A, SA APRIL	<ul style="list-style-type: none"> ➤ about the ways of plant reproduction , ➤ Reproduction in flowering plants ➤ Parts of a flower and their functions 	<ul style="list-style-type: none"> ➤ Engaging , interactive and teacher guided discussion will be used ➤ Use of ICT <p>https://youtu.be/6L50HNUPzHE</p> <p>ACTIVITY-</p>	<ul style="list-style-type: none"> ➤ Drawing, ➤ Sustainability ➤ Communication ➤ Reading ➤ Experimentation 	<ul style="list-style-type: none"> ➤ Written Test, ➤ Revision ➤ Quiz <p>Activity : AIL</p> <p>Subject link Science, S.St.</p> <p>Drip Irrigation practiced for the the school garden</p>	<ul style="list-style-type: none"> ➤ learn about the different methods of vegetative reproduction ➤ Differentiate between fertilization and pollination ➤ Parts of a flower and their functions <p>Value imbibed – Responsibility-caring for plants</p> <p>Aligned with SDG-6, Clean Water and sanitation and SDG-15 Life on</p>

<ul style="list-style-type: none"> ➤ Parts of a flower ➤ Fertilization and Pollination 			<p>Germination of rajma seed and growing of plants by vegetative means</p>	<p>Observation, understanding, critical thinking</p>	<p>Rubrics</p> <ul style="list-style-type: none"> .1.Participation (2) 2.Observation skills (2) 3.Value based understanding (1) 	<p>Land.</p>
<ul style="list-style-type: none"> ➤ LESSON-5 ➤ <u>Health, Diseases and Hygiene</u> ➤ Content to be taught ➤ Carbohydrates ➤ Proteins ➤ Fats Water and fat 	<p>PA-1B</p>	<ul style="list-style-type: none"> ➤ Diseases and their types ➤ Causes of diseases ➤ Spread of communicable diseases and preventive measures. 	<ul style="list-style-type: none"> ➤ Story telling pedagogy ➤ Inquiry based learning ➤ case based ➤ Inquiry based learning 	<ul style="list-style-type: none"> ➤ Communication ➤ Self awareness ➤ Creativity ➤ Application ➤ Observation 	<p>Activity;AII- Skit/ Advertisement</p> <p>Spread awareness and encourage people around you to stop wastage of food and donate food.</p>	<p>Students learn about and able to relate</p> <ul style="list-style-type: none"> ➤ Diseases and their types ➤ Causes of diseases ➤ Spread of communicable diseases and preventive measures ➤ Personal Hygiene ➤ Non communicable diseases <p>Aligned with SDG-2 Zero Hunger</p> <p>Values imbibed: applicative thinking, personal hygiene, initiative,</p>

<p>soluble</p> <ul style="list-style-type: none"> ➤ Spread of communicable diseases and their preventive measures ➤ Deficiency diseases ➤ Cleanliness, Hygiene and Exercise <p><u>LESSON -2</u> <u>Seed Germination and Dispersal</u></p> <ul style="list-style-type: none"> ➤ Structures of a seed ➤ Germination ➤ Seed 	<p>MAY</p>	<ul style="list-style-type: none"> ➤ Personal Hygiene ➤ Non communicable diseases. <ul style="list-style-type: none"> ➤ structure of seed and ➤ means of seed dispersal 	<ul style="list-style-type: none"> ➤ case based questioning ➤ Through interactive smart board <p>https://youtu.be/7FJKxHcITEI</p> <ul style="list-style-type: none"> ➤ Engaging , interactive and ➤ teacher guided discussion will be used ➤ Use of ICT <p>https://youtu.be/L3DhY</p>	<ul style="list-style-type: none"> ➤ Drawing, ➤ Sustainability ➤ Communication ➤ Reading ➤ Experimentation 	<ul style="list-style-type: none"> ➤ RUBRICS: <p>Clarity and Voice (2) Creativity and values (3)</p> <p>Subject Integration-Physical Education</p> <p>Learn some yoga and pranayama that you practice daily</p> <ul style="list-style-type: none"> ➤ Written Test, ➤ Revision ➤ Quiz ➤ Book exercises 	<p>interpersonal skills</p> <ul style="list-style-type: none"> ➤ learn that seeds need to be dispersed to optimize their chance of survival. ➤ identified the parts of seed in Red beans <p>Value imbibed – Responsibility-caring for plants.</p>
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<p>dispersal through different agents.</p> <p>➤ LESSON-4</p> <p>➤ <u>Nervous System</u> Brain and its parts and their functions</p> <p>➤ Reflex actions,</p> <p>➤ Sense organs and their working</p>	<p>SA-1</p>	<p>➤ know different parts of brain and their functions, and working of sense organs.</p> <p>➤ to provide</p>	<p>JSSTsQ</p> <p>ACTIVITY- Subject Integration: Science</p> <p>Germination of rajma seed</p> <p>➤ Interactive image based questioning</p> <p>➤ Use of interactive smart board</p> <p>➤ Teacher guided discussion</p> <p>https://youtu.be/mHsLLCa4YE4</p>	<p>➤ Application of knowledge</p> <p>➤ Observational</p>	<p>Rubrics</p> <p>.1.Participation (2)</p> <p>2.Observation skills (2)</p> <p>3.Value based understanding (1</p> <p>➤ Worksheets</p> <p>➤ Quiz</p> <p>➤ Brain Game</p> <p>ACTIVITY Integrated to Physical Education</p> <p>Learn some brain yoga to practice daily.</p>	<p>Problem solving by troubleshooting issues in plant care or why a plant isn't growing well.</p> <p>Adjusting conditions for seed germination.</p> <p>Aligned with SDG-13 Climate Change</p> <p>Learn about</p> <p>➤ Parts of the brain and their functions</p> <p>➤ Sense organs and their working and how to take care of them</p> <p>Value imbibed: Self awareness</p> <p>Aligned with SDG-3 Mental and Physical Well Being</p>
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<p>LESSON-6</p> <p><u>Safety and First Aid</u></p> <p><u>Content to be taught</u></p> <ul style="list-style-type: none"> ➤ Safety on roads ➤ Safety rules for pedestrians and vehicle driver ➤ First Aid for burns, animal bites, sprain and fractures ➤ Safety from Fire <p><u>LESSON-7</u></p>	<p>July</p>	<p>first aid to an injured person</p> <ul style="list-style-type: none"> ➤ and correct ways to put out fires ➤ safety rules for pedestrians and vehicle drivers 	<ul style="list-style-type: none"> ➤ Toy pedagogy ➤ Story telling pedagogy ➤ Experience sharing session ➤ Through power point presentations <p>https://youtu.be/LoJMoLYRPbE</p>	<ul style="list-style-type: none"> ➤ Reading ➤ Communication ➤ Self awareness 	<p>ACTIVITY</p> <p>LIFE SKILL</p> <p>Prepare placards on road safety signs and hold a show using them in the class</p> <p>Rubrics</p> <p>Creativity (1)</p> <p>Understanding (2)</p>	<ul style="list-style-type: none"> ➤ Identifying risks,causes and effects. ➤ Follow the safety rules on roads and everywhere ➤ about the first aid given in different situations and ➤ described the correct ways to put out fires <p>Values imbibed:</p> <p>Responsibility and problem solving</p> <p>Aligned with SDG-4 Quality Education</p>
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<p><u>Soil Erosion and Conservation</u></p> <p>Content to be taught</p> <ul style="list-style-type: none"> ➤ Soil and its layers. ➤ Soil Erosion ➤ Soil Conservation 	<p>SA-1</p>	<ul style="list-style-type: none"> ➤ Formation of soil and its layers ➤ Soil erosion and its agent ➤ Methods of Soil Conservation 	<ul style="list-style-type: none"> ➤ Storey telling ➤ class discussion, ➤ Inquiry based learning <p>https://youtu.be/uo_ntewAemw</p>	<ul style="list-style-type: none"> ➤ Drawing ➤ Reading ➤ Communication ➤ Self awareness 	<p>Written test</p> <p>Revisions</p> <p>Worksheets</p> <p>Quiz</p> <p>ACTIVITY: LIFE SKILL</p> <p>Create a soil superhero pledge.</p> <p>Subject Integration-English</p>	<p>Students learnt about</p> <ul style="list-style-type: none"> ➤ Formation of soil and its layers ➤ Soil erosion and its agent ➤ Methods of Soil Conservation <p>Value imbibed: Community service and gratitude.</p> <p>Aligned with SDG-15-Life on Land</p>
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<ul style="list-style-type: none"> ➤ LESSON-3 <u>Skeletal and Muscular System</u> ➤ Content to be taught ➤ Skeletal system ,its parts and functions ➤ Types of joints found in human body. 	August	<ul style="list-style-type: none"> ➤ how joints allow us to move our body parts, ➤ functions of skeletal system and ➤ different types of muscle 	<ul style="list-style-type: none"> ➤ Through easy and simple activities, ➤ explaining, ➤ and showing videos followed by questioning. <p style="text-align: center;"> https://youtu.be/nyHTvn_Cb2w https://youtu.be/Emox3Uo01C0 </p>	<ul style="list-style-type: none"> ➤ Application of knowledge ➤ Observational ➤ Experiential learning through indoor activities 	<p style="background-color: red; color: black; padding: 2px;">ACTIVITY: AIL</p> <p>1.Making of skeletal system using ear buds and drawing sheets.</p> <p>Rubrics</p> <p>Neatness (1) Understanding (2) Presentation (2)</p> <ul style="list-style-type: none"> ➤ Verbal anwritten revisions ➤ Book exercises ➤ Problem solving -word grid 	<ul style="list-style-type: none"> ➤ learn how bones , muscles and joints work together ➤ location of different joints in the body <p style="background-color: green; color: black; padding: 2px;">Value imbibed: Team work and cooperation, appreciation</p> <p style="background-color: yellow; padding: 2px;">Aligned with SDG-3, Physical and Mental Well Being and SDG-4 Quality Education</p>
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<p><u>SECOND TERM</u> <u>LESSON-10</u> <u>Machines We Use</u></p> <p>Content to be taught</p> <ul style="list-style-type: none"> ➤ Force and its effects ➤ Types of forces ➤ Simple machines ➤ Energy and its kinds ➤ Law of conservation of energy 	<p>October</p> <p>PA-2A</p> <p>SA-2</p> <p>t</p>	<ul style="list-style-type: none"> ➤ Learn about different kinds of forces ➤ Learn the effects of forces ➤ Energies and their utilities 	<ul style="list-style-type: none"> ➤ Diagrams, ➤ videos and ppt ➤ group discussion ➤ analyzing situations ➤ Toy pedagogy <p>https://www.youtube.com/watch?v=tk9iUjMEnaY&pp=ygUXbWFjaGluZXMGd2UgdXNlIGNsYXNzIDU%3D</p>	<ul style="list-style-type: none"> ➤ Observational ➤ Analyzing ➤ Applying facts ➤ Communication 	<ul style="list-style-type: none"> ➤ Competency based questions ➤ Book Exercises ➤ Concept map <p>ACTIVITY Subject Integration- S.St. Make an infographic on famous dams of India 2. AIL – Make a poster on renewable sources of energy. Rubric: Creativity (2) Heading and concept</p>	<ul style="list-style-type: none"> ➤ Describe different kinds of forces , ➤ energies and their utilities. ➤ Identify load, fulcrum and effort in the things used at home daily <p>Values imbibed- Environmental awareness, Responsible use of energy, Scientific temper</p> <p>Aligned with SDG- 7-Affordable Clean Energy</p>
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<p style="text-align: center;"><u>LESSON-13</u> <u>Earth and Its Satellites</u></p> <p>Content to be taught</p> <ul style="list-style-type: none"> ➤ Structure of Earth ➤ Moon, its surface and phases ➤ Movements of moon ➤ Conditions on the Moon ➤ Effects of the moon on tides ➤ Artificial satellites ➤ Space travel 	<p>PA-2B</p>	<p>the students will learn about</p> <ul style="list-style-type: none"> ➤ Structure of the earth ➤ The moon-its surface, phases, effect on tides ➤ Artificial satellites 	<ul style="list-style-type: none"> ➤ Toy pedagogy ➤ Story telling pedagogy ➤ Exploration <p>https://www.youtube.com/watch?v=W9auJkTu98M&pp=ygUVb3VyIHVuaXZlcnNIIGNsYXNzIDUg</p>	<ul style="list-style-type: none"> ➤ Understanding ➤ Analysing ➤ Creative ➤ Application ➤ Critical and Logical thinking ➤ Communication 	<p>(3)</p> <ul style="list-style-type: none"> ➤ Book exercise, revision, assignments, written test, quiz <p>AIL ACTIVITY</p> <p>Use innovative ways to show all phases of moon.</p> <p>Rubrics</p> <p>Drawing: (3)</p> <p>Understanding of concept (2)</p>	<ul style="list-style-type: none"> ➤ learn about the artificial satellites and their importance. ➤ Describe the phases of moon ➤ Understand the layers of earth <p>➤ Value imbibed: Scientific temper, Developing Creative skills</p> <p>Aligned with SDG-4 Quality Education</p>
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<p style="text-align: center;"><u>LESSON-12</u></p> <p style="text-align: center;"><u>Air and Water</u></p> <p>Content to be taught</p> <ul style="list-style-type: none"> ➤ Layers of atmosphere ➤ Composition of air ➤ Properties of air ➤ Removing soluble and insoluble impurities from water ➤ Purifying drinking water 	<p style="text-align: center;">November</p>	<ul style="list-style-type: none"> ➤ know about the layers of atmosphere ➤ , Properties of air and ➤ methods to remove impurities from water 	<ul style="list-style-type: none"> ➤ Teacher guided discussion ➤ Experimentation ➤ Showing video <p style="text-align: center;">https://youtu.be/3H6F0VEFBjk</p>	<ul style="list-style-type: none"> ➤ Understanding ➤ Recalling and memorizing ➤ Drawing ➤ Experiential Learning 	<ul style="list-style-type: none"> ➤ Competency Based Questions ➤ Revision ➤ Worksheet ➤ Written test ➤ <p style="text-align: center;">ACTIVITY</p> <ul style="list-style-type: none"> ➤ Integrated to Maths <p>Prepare a pie chart to show the composition of air</p> <p>Show properties of air- Integrated to Science</p> <p>Rubrics</p> <p>Presentation [2]</p> <p>Explanation [2]</p> <p>Participation [1]</p>	<ul style="list-style-type: none"> ➤ learn about the different layers of atmosphere and their importance. ➤ carry out simple experiments to demonstrate the properties of air and ➤ Learnt the different ways to remove insoluble impurities from water (critical thinking and problem solving) <p style="text-align: center;">Values imbibed- Learning by Doing</p> <p>Environmental awareness, responsibility</p> <p style="text-align: center;">Aligned with SDG-13 Climate Change</p>
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<p>LESSON-11</p> <p>Light and Shadow</p> <p>Content to be taught</p> <ul style="list-style-type: none"> ➤ Sources of light ➤ Properties of light ➤ Types of materials ➤ Shadows ➤ Size of a shadow ➤ Eclipses 		<ul style="list-style-type: none"> ➤ Light and Its properties ➤ Transparent, opaque, and translucent objects ➤ Shadows and eclipses 	<ul style="list-style-type: none"> ➤ Toy pedagogy ➤ Story telling pedagogy ➤ Exploration ➤ Videos 	<ul style="list-style-type: none"> ➤ Fine motor skill ➤ Observation ➤ Brainstorming ➤ Drawing ➤ Reading ➤ Communication ➤ Self awareness 	<ul style="list-style-type: none"> ➤ Quiz ➤ Competency based questions ➤ Learning by doing ➤ ACTIVITY- <p>Name some situations where natural sources of light can be used instead of artificial ones.</p>	<p>Learnt about</p> <ul style="list-style-type: none"> ➤ Light and Its properties ➤ Transparent, opaque, and translucent objects ➤ Shadows and eclipses ➤ <p>Values imbibed- Environmental awareness, responsibility</p> <p>Aligned with SDG-7 Affordable and Clean Energy</p>
<p>LESSON-14</p> <p>Our Environment</p> <p>Content to be taught</p>	<p>December</p>	<ul style="list-style-type: none"> ➤ Types of waste ➤ Need for waste management 	<ul style="list-style-type: none"> ➤ Discussion on SDGs ➤ Reading and Explanation of the lesson 			

<p>➤ Impact of human actions on the environment</p> <p>➤ Types of wastes around us</p> <p>➤ Need to manage waste</p> <p>➤</p> <p>Lesson -15</p> <p>Natural Calamities</p> <p>Content to be taught</p> <p>➤ Volcanoes and its types</p> <p>➤ Earthquakes,</p>	<p>SA-2</p>	<p>➤ Controlling different types of wastes.</p> <p>➤ Earthquakes why they occur</p> <p>➤ Types of volcanoes</p> <p>➤ Cyclones and floods</p> <p>➤ Tsunami</p>	<p>➤ Inquiry based Learning</p> <p>➤ Showing Video on smart interactive board</p> <p>https://www.youtube.com/watch?v=YnBjbkSSRi0&list=RDYnBjbkSSRi0&start_radio=1&pp=ygUfZGhhayBkaGFrIGRoYWsgZW52aXJvbm1lbnQgc29uZ6AHAQ%3D%3D</p> <p>➤ Mock drill, Videos,</p> <p>➤ Instructional</p> <p>➤ https://www.youtube.com/watch?v=mr3Hc6yOrhg</p>	<p>➤ Applying facts</p> <p>➤ Communication</p> <p>➤ Remembering and recalling</p> <p>➤ Creative and critical thinking</p> <p>➤ Singing</p> <p>➤ Understanding</p> <p>➤ Recalling and memorizing</p> <p>➤ Drawing</p> <p>➤ Self Awareness</p> <p>➤ Problem</p>	<p>➤ Written test</p> <p>➤ Revision Worksheet</p> <p>➤ ACTIVITY AIL+ EVS Integration</p> <p>➤ Best out of waste.</p> <p>➤ Rubrics Creativity (2)</p> <p>➤ Materials used (2)</p> <p>➤ Naming of the product(1</p> <p>➤ Competency based questions</p> <p>➤ Book Exercises</p> <p>➤ Quiz</p> <p>➤ Worksheets</p>	<p>Learnt about</p> <p>➤ Types of waste</p> <p>➤ Need for waste management</p> <p>➤ Controlling different types of wastes.</p> <p>Values imbibed: creativity, resourcefulness, respect for nature.</p> <p>Aligned with SDG-12 Responsible Consumption and Production.</p> <p>Learnt about</p> <p>➤ Earthquakes why they occur</p> <p>➤ Types of volcanoes</p> <p>➤ Cyclones and floods</p> <p>➤ Tsunami</p>
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<p>its effects and safety measures</p> <ul style="list-style-type: none"> ➤ Tidal waves and Tsunamis <p>Lesson-9</p> <p>Solids Liquids And Gases</p> <p>Content to be taught</p> <ul style="list-style-type: none"> ➤ Molecules and Atoms ➤ Elements and 		<ul style="list-style-type: none"> ➤ Drought <ul style="list-style-type: none"> ➤ Students will learn about Molecules and atoms ➤ Elements and compound ➤ Solubility o solids, 	<p>https://www.ppt.com/ppt-templates/3d-drought-ppt.html?pp=ygUZbmF0dXJhbCBkaXNhc3RlcuMgY2xhc3MgNQ%3D%3D</p> <ul style="list-style-type: none"> ➤ Ppt for explanation, ➤ Gathering information for class display 	<p>solving</p> <ul style="list-style-type: none"> ➤ Understanding ➤ Recalling and 	<p>ACTIVITY AIL</p> <p>Subject Integration</p> <p>G.K</p> <p>Using the internet gather information on natural disasters and make a project or collage.</p> <p>ACTIVITY-Subject</p> <p>Integration-Computer</p> <p>Make a power point presentation on causes of water pollution and preventive measures</p>	<p>Value Imbided- Kindness, Social responsibility, Community service</p> <p>Aligned with SDG-13 Climate Change</p> <p>Learnt about</p> <ul style="list-style-type: none"> ➤ Molecules and Atoms ➤ Elements and compounds ➤ Solutions and solubility ➤ Factors affecting solubility ➤ How does a solution form <ul style="list-style-type: none"> ➤ Floating and sinking ➤ Physical and chemical
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<p>Content to be taught</p> <ul style="list-style-type: none"> ➤ Formation of different kinds of rocks, their examples and uses ➤ Minerals – metallic and non metallic ➤ Fossil Fuels 		<p>uses</p> <ul style="list-style-type: none"> ➤ Formation of coal and petroleum ➤ Uses of coal and petroleum 	<ul style="list-style-type: none"> ➤ Toy pedagogy ➤ class discussion, ➤ Inquiry based learning <p>https://www.youtube.com/watch?v=17l2LrjZi9o&pp=ygUmcm9ja3MgbWluZXJhbHMgYW5kIHNVaWwgY2xhc3MgNSBhdW1zdW0%3D</p>	<ul style="list-style-type: none"> ➤ Drawing ➤ Self Awareness ➤ Problem solving ➤ Book Exercises ➤ Assignments ➤ Quiz 	<ul style="list-style-type: none"> ➤ Book Exercises ➤ Assignments ➤ Quiz <p>AIL ACTIVITY</p> <p>Make a collage on the uses of rocks</p> <p>Rubrics Neatness (1) Pictures (2) Presentation (2)</p>	<ul style="list-style-type: none"> ➤ Need to conserve fossil fuels. <p>Value imbibed- exploration , communication.</p> <p>Aligned with SDG-4 Quality Education</p> <p>Z</p>
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RAMJAS PUBLIC SCHOOL (DAY BOARDING)

Anand Parbat, Delhi 110005

ANNUAL CURRICULUM PLAN (2026-27)

SUBJECT: S.St.

TERM I

<u>Month</u>	<u>FA/SA</u>	<u>Name of the lesson/Topic</u>	<u>Textbook</u>	<u>Learning Objectives</u> (The students will learn about...)	<u>Methodology</u>	<u>Skills to be developed</u>
April	PT 1A	L-8= Means of Transport	Social Studies Success	*the invention of the wheel *the invention of steam engine * modern means of transport	*Interactive *Use of ICT & map tools *Graphic Organizer *through diagrams	Reading Drawing Thinking identification

April	PT 1B	L-1= Globe		<ul style="list-style-type: none"> *identify the shape of the Earth * know that globe is a model of the Earth *Know about important latitudes and longitudes 	<ul style="list-style-type: none"> *Instructional *Use of ICT & map tools *Graphic Organizer *through diagrams 	Reading Drawing Thinking Identification
May	PT 1B	L-2=Maps: Our Guides		<ul style="list-style-type: none"> *define the meaning of map *identify types of maps *understand the languages of maps 	<ul style="list-style-type: none"> *Discussion *Use of ICT *Graphic Organizer 	Reading Observation identification

July	SA	L-3= Weather and Climate		<ul style="list-style-type: none"> *difference between weather and climate * the factors that determine climate *the three heat zones of the earth 	<ul style="list-style-type: none"> *Discussion & observation *Use of ICT & map tools *Graphic Organizer *through diagrams 	Reading Observation Drawing identification
July	SA	L-4= Land of Dense Forests		<ul style="list-style-type: none"> *the location, climate and relief,vegetation of the DRC * life of the people living in DRC & transport 	<ul style="list-style-type: none"> *Interactive * Use of ICT & map tools *Graphic Organizer 	Reading Experiential Finding information

				* Variety of wildlife found in DRC		
July	SA	L-5= Greenland - The Land of Snow		*the location, climate, vegetation of the Greenland * its people living in Greenland	*Interactive *Use of ICT & map tools *Graphic Organizer *through drawings	Reading Drawing Experiential

August	SA	L-14= The Birth of the United Nations		<ul style="list-style-type: none"> *the formation of the UN * Aims and Principles of the UN * the objectives of the UN *achievements of the UN & India's contribution to the UN 	<ul style="list-style-type: none"> *Discussion *Use of ICT & map tools *Graphic Organizer *through drawings 	Reading Thinking Drawing Experiential
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August	SA	L-15= The Working of the United Nations		<ul style="list-style-type: none"> *Organs of the UN *Agencies of the United Nations * Achievement of the UN 	<ul style="list-style-type: none"> *Discussion *Use of ICT *Graphic Organizer *through drawings 	<ul style="list-style-type: none"> Reading Thinking Drawing Gathering information
			TERM 2			

<p>October</p>	<p>PT 2A</p>	<p>L-17= The Revolt of the 1857</p>		<p>Coming of European traders to India</p> <ul style="list-style-type: none"> *The Battle of Plassey (1757) *Domination of the British *The Revolt of 1857 *Suppression of the Revolt 	<ul style="list-style-type: none"> *Story telling *Use of ICT * G.O.'s * Timeline * Art Activity 	<p>Reading Thinking Drawing Experiential</p>
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<p>October</p>	<p>PT 2B</p>	<p>L-18= Beginning of the Freedom Struggle</p>		<ul style="list-style-type: none"> *Social Reformers *Birth of the Indian National Congress (INC) *Divide and Rule Policy - Partition of Bengal *Swadeshi Movement (1905 – 1907) * The Revolutionaries 	<ul style="list-style-type: none"> *Story Telling *Use of ICT * G.O.'s * Timeline * Collage Activity 	<p>Reading Thinking Creative Experiential</p>
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<p>November</p>	<p>SA</p>	<p>L-19= India Wins Freedom</p>		<ul style="list-style-type: none"> *Rowlatt Act and Jallianwala Bagh Tragedy * Non – Cooperation and Simon commission * Dandi march and Poorna Swaraj * Formation of INA 	<ul style="list-style-type: none"> *Story Telling *Integrated Computer Technology * Timeline * Map work 	<p>Reading Thinking Experiential</p>
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<p>November</p>	<p>SA</p>	<p>L-6=Saudi Arabia-The Land of Sand</p>		<p>*the location, climate, vegetation of the Saudi Arabia</p> <p>* its people, their dress, language and religion</p>	<p>*Instructional *Integrated Computer Technology</p> <p>* Graphic organizer</p> <p>*through diagram *Map work</p>	<p>Reading Observation Drawing Experiential</p>
<p>December</p>	<p>SA</p>	<p>L-7= Prairies-The Grasslands</p>		<p>*the location, climate, vegetation of the Grasslands of the North America</p> <p>* Agriculture and husbandry in the Prairies</p>	<p>*Instructional * Integrated Computer Technology</p> <p>* atlas * Graphic organizer *Map work</p>	<p>Reading Observation Drawing Experiential</p>

<p>December & January</p>	<p>SA</p>	<p>L-16= India and the United Nations</p>		<p>*India and the United Nations</p> <p>* India's contribution to the UN</p> <p>*UNs contribution to India's progress</p> <p>* Non – Aligned Movement</p>	<p>* Discussion</p> <p>*Integrated Computer Technology</p> <p>* Graphic organizer</p> <p>Art integrated Activity</p>	<p>Reading Observation Drawing</p>
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Holidays H.W. (10 marks)

L-9= Mean of Communication:- Collect several newspapers and magazines. Cut out interesting advertisements and make an attractive collage on A3 size sheet

L-10= The World of Growing Knowledge:-Draw and explain the process of making paper from Papyrus plant on a chart paper

Subject Enrichment Activity (Term 1)- (10 marks)

L- 13= Great Personalities:- Prepare a role play on any one great personality mention in the lesson eg. Abraham Lincoln, Mother Teresa, Martin Luther King & Gandhi ji

Subject Enrichment Activity (Term 2)-(10 marks)

L-12=The Machine Age:-Activity-Make a collage on various sources of energy on a A4 size sheet.