

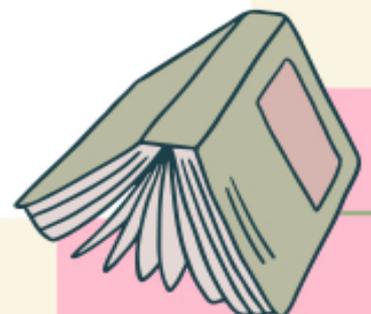
# R.V.NORTHLAND INTERNATIONAL SCHOOL

ACADEMIC

PLANNER

SESSION: 2025-26

CLASS- 4<sup>Th</sup>



# English

APRIL

Topic	1st Week	2nd Week	3rd Week	4th Week
<p><b>Literature:</b></p> <p>Chapter 1: Bird watching</p> <p><b>Grammar:</b></p> <p><b>Section-C</b></p> <p>Ch-1: The Sentence</p> <p>Ch-2 Subject &amp; Predicate</p>	<p><b>Literature:</b></p> <p>Introduction to theme and reading comprehension of Chapter 1.</p> <p><b>Grammar:</b></p> <p>Ch-1 The Sentence – explanation and examples.</p> <p><b>Writing:</b> Write some sentence to introduction. (Use of punctuation marks- (capital letter, question marks, exclamation marks)</p>	<p><b>Literature:</b></p> <p>Detailed explanation, meanings, and discussion.</p> <p><b>Listening:</b></p> <p>Students must rearrange the words in the correct order and write or say the full sentence.</p> <p><b>Speaking:</b> students practice creating complete sentences and improve their speaking and listening skills.</p> <p><b>Grammar: Ch-2 Subject &amp; predicate</b></p>	<p><b>Literature:</b></p> <p>Textual Q&amp;A and role play.</p> <p><b>Speaking:</b></p> <p>Role Play between characters representing different generations.</p> <p><b>Grammar:</b> Ask students to walk around the classroom &amp; make sentence related to them</p> <p><b>Writing:</b> Attempt 1 unsolved comprehension passage</p>	<p><b>Literature:</b> Character sketch, message, paragraph writing.</p> <p><b>Speaking:</b> Small groups, give each group a set of pictures. They should collaborate to create a short story based on the pictures and then present it to the class.</p> <p><b>Listening:</b> Identify subject &amp; predicate while listening to a short passage.</p> <p><b>Grammar:</b> Worksheet on grammar recap.</p> <p><b>Writing:</b> Peer review of paragraph writing and comprehension passage</p>
<b>Learning Objectives</b>	<ol style="list-style-type: none"> <li>1. Understanding Sentence Structure</li> <li>2. Recognizing Different Types of Sentences</li> <li>3. Punctuation Awareness</li> </ol>			
<b>Expected learning outcome-</b>	<ol style="list-style-type: none"> <li>1. Identify and define a sentence as a group of words that make complete sense.</li> <li>2. Distinguish between complete and incomplete sentences.</li> <li>3. Construct simple and meaningful sentences using correct word order.</li> <li>4. Identify and use different types of sentences: declarative, interrogative, imperative, and exclamatory.</li> <li>5. Use correct punctuation marks at the end of sentences (full stop, question mark, exclamation mark).</li> </ol>			
<b>Assessment</b>	<p>Story Telling, Group discussion, role play activity</p> <p><b>Grammar</b></p> <ol style="list-style-type: none"> <li>1. Quizzes or worksheets to identify parts of speech</li> <li>2. Writing exercises to apply parts of speech correctly</li> <li>3. Class discussions to reinforce understanding</li> </ol>			
<b>Teaching aids</b>	Teaching Aids			

	<p>Visual Aids</p> <ol style="list-style-type: none"> <li>1. Charts</li> <li>2. Diagrams Half yearly examination</li> <li>3. Flashcards</li> </ol>
<b>Activity</b>	<p>Hands-on Activities</p> <ol style="list-style-type: none"> <li>1. Word sorting</li> <li>2. Sentence building</li> <li>3. Role-playing</li> </ol>

## May

Topic	1st Week	2nd Week	3rd Week	4th Week
<b>Literature</b> Chapter-2 A Gift for Maa	Reading and Hindi explanation of the chapter	Difficult word and word meaning and dictation of the chapter	Question answer and activity related to the chapter	Summar Break
<b>Grammar</b> Reading Comprehension, The Sentence, Application	Application on sick leave Application	Explanation of Sentences	Explain the methods to comprehend a passage and exercise related to that	Summar Break
<b>Learning objectives</b>	<p>Students will improve vocabulary, communication skills, and appreciate literary style. They'll connect the story to personal experiences and develop a love for literature.</p> <p><b>Grammar</b></p> <ol style="list-style-type: none"> <li>1. Identify and define: Students will be able to identify and define different parts of speech (nouns, verbs, adjectives, adverbs, etc.).</li> <li>2. Recognize in sentences: Students will recognize and identify parts of speech in given sentences.</li> </ol>			
<b>Expected learning outcome</b>	<p>Students will comprehend the narrative and analyze literary elements. They'll develop critical thinking and improve communication skills. Students will effectively summarize and discuss the story. They'll gain a deeper understanding of the story's meaning and significance.</p>			
<b>Assessment</b>	<p>Story telling, Group discussion, role play activity</p> <p><b>Grammar</b></p> <ol style="list-style-type: none"> <li>1. Quizzes or worksheets to identify parts of speech</li> <li>2. Writing exercises to apply parts of speech correctly</li> <li>3. Class discussions to reinforce understanding</li> </ol>			
<b>Teaching aids</b>	<p>Teaching Aids Visual Aids</p> <ol style="list-style-type: none"> <li>1. Charts</li> <li>2. Diagrams</li> </ol> <p>Interactive Tools</p> <ol style="list-style-type: none"> <li>1. Flashcards</li> </ol>			
<b>Activity</b>	<p>Hands-on Activities</p> <ol style="list-style-type: none"> <li>1. Word sorting</li> <li>2. Sentence building</li> <li>3. Role-playing</li> </ol>			

## July

Topic	1st Week	2nd week	3rd week	4th & 5th Week
<b>Literature</b>	Revision and	Explanation, Reading,	Question /Answer	Revision and class test

Chapter-2 A Gift for Maa Chapter -3 The Strength Within Poem-The Canary	pending work of chapter-2	Difficult word and word meaning of chapter-3	and activity related to the chapter-3 Poetry Explanation	related to the chapters
<b>Grammar</b> Reading Comprehension, Notice writing, Part of speech (Noun)	Explanation of "How to write a notice"	Explanation of (Noun- Number and Gender) with lots of example And exercise related to the topic.	Explain the methods to comprehend a passage and exercise related to that	Revision of all the chapters and Assignment
Learning objectives	Students will improve vocabulary, communication skills, and appreciate literary style. They'll connect the story to personal experiences and develop a love for literature. Here are the expected learning outcomes for learning poetry: 1. Analyze and interpret poetic devices. 2. Identify themes, tone, and mood. 3. Appreciate different poetic forms. <b>Grammar</b> 1. Identify and define: Students will be able to identify and define different parts of speech (nouns- Number and Gender.) 2. Recognize in sentences: Students will recognize and identify parts of speech in given sentences. 3. Use correctly: Students will use parts of speech correctly in their own writing and speaking. Writing 1. Use proper format and tone. 2. Include essential details (date, time, venue, purpose).			
Expected learning outcome	Students will identify and define nouns, understanding their types and functions. They will accurately classify and use nouns in sentences, distinguishing between noun types. Effective application of nouns will enhance reading comprehension, writing, and communication skills.			
Assessment	Story telling, Group discussion, role play activity <b>Grammar</b> 1. Quizzes or worksheets to identify parts of speech 2. Writing exercises to apply parts of speech correctly 3. Class discussions to reinforce understanding			
Teaching aids	Visual Aids 1. Posters 2. Charts 3. Diagrams			
Hands-on Activities	1. Word sorting 2. Sentence building 3. Role-playing			
Syllabus for PT-1	Literature- Chapter-1 (Bird watching), ch-2 (A Gift for Maa) Grammar- Notice writing Reading comprehension Part of speech (Noun)			

## August

Topic	1st Week	2nd Week	3rd Week	4 <sup>th</sup> Week
<b>Literature</b> Chapter-4 My Childhood Days Chapter-5 From the Diary of a Pilgrim	Reading and Hindi explanation of the chapter	Difficult word and word meaning and dictation of the chapter	Question/Answer and activity related to the chapter	Explanation and notebook work related to the chapter
<b>Grammar</b> Report and Email Writing, Paragraph Pronoun, Verb and Adjective, Reading	Explanation of "How to write a Message, Report, E-mail, Paragraph	Explanation of Pronoun, Verb and Adjective with lots of example and exercise	Explain the methods to comprehend a passage	Revision of all the chapters Assignment and Reading Comprehension

Comprehension				
<b>Expected learning outcome</b>	<p>Students will comprehend the narrative and analyze literary elements. They'll develop critical thinking and improve communication skills. Students will effectively summarize and discuss the story. They'll gain a deeper understanding of the story's meaning and significance.</p> <p>Writing</p> <ol style="list-style-type: none"> <li>1. Write a clear and concise email.</li> <li>2. Use proper email format (subject line, greeting, body, signature).</li> <li>3. Effectively convey message and purpose.</li> </ol>			
<b>Assessment</b>	<p>Story telling, Group discussion, role play activity</p> <p><b>Grammar</b></p> <ol style="list-style-type: none"> <li>1. Quizzes or worksheets to identify parts of speech</li> <li>2. Writing exercises to apply parts of speech correctly</li> <li>3. Class discussions to reinforce understanding</li> </ol>			
<b>Teaching aids</b>	<p>Visual Aids</p> <ol style="list-style-type: none"> <li>1. Posters</li> <li>2. Charts</li> <li>3. Diagrams</li> </ol>			
<b>Hands-on Activities</b>	<ol style="list-style-type: none"> <li>1. Word sorting</li> <li>2. Sentence building</li> <li>3. Role-playing</li> </ol>			

## September

Topic	1st Week	2nd Week	3rd Week	4th Week
<b>Literature</b>	Revision of the syllabus	Revision of the syllabus	Half Yearly Examination	Half Yearly Examination
<b>Grammar</b>	Revision of the syllabus	Revision of the syllabus	Half Yearly Examination	Half Yearly Examination
<b>Learning objectives</b>	<p>Students will understand the plot, analyze characters, and identify themes. They'll recognize literary devices, evaluate character development, and think critically. Students will improve vocabulary, communication skills, and appreciate literary style. They'll connect the story to personal experiences and develop a love for literature.</p> <ol style="list-style-type: none"> <li>1. Use correctly: Students will use parts of speech correctly in their own writing and speaking.</li> <li>2. Understand functions: Students will understand the functions of different parts of speech in sentences.</li> </ol>			
<b>Expected learning outcome</b>	<p>Students will comprehend the narrative and analyze literary elements. They'll develop critical thinking and improve communication skills. Students will effectively summarize and discuss the story. They'll gain a deeper understanding of the story's meaning and significance.</p> <p>Sketch writing</p> <ol style="list-style-type: none"> <li>1. Describe living organisms, their characteristics, and habitats.</li> </ol>			
<b>Assessment</b>	<p>Story telling, Group discussion, role play activity</p> <p><b>Grammar</b></p> <ol style="list-style-type: none"> <li>1. Quizzes or worksheets to identify parts of speech</li> <li>2. Writing exercises to apply parts of speech correctly</li> <li>3. Class discussions to reinforce understanding</li> </ol>			
<b>Teaching aids</b>	<p>Visual representation of the story sequence on a smart board You've outlined effective teaching aids for parts of speech:</p> <p>Teaching Aids</p> <p>Visual Aids</p> <ol style="list-style-type: none"> <li>1. Posters</li> <li>2. Charts</li> <li>3. Diagram</li> </ol>			
<b>Syllabus for Half Yearly Examination</b>	<p>Literature-- Chapter-3,4,5 Grammar Reading comprehension</p>			

## October

Topic	1st Week	2nd week	3rd week	4th & 5th week
<b>Literature</b> Chapter-6 Lattoo and Koel	Reading and Hindi explanation of the chapter	Difficult word and word meaning and dictation of the chapter	Question /Answer and activity related to the chapter	Class test related to the chapters
<b>Grammar</b> Part of speech, letter and Reading Comprehension	Explanation of how to write a Letter (formal and Informal)	Explanation of Adverb and Preposition with lots of example	Explain the methods to comprehend a passage and exercise related to that	Revision of all the chapters
<b>Learning objectives</b>	Students will understand the plot, analyze characters, and identify themes. They'll recognize literary devices, evaluate character development, and think critically. 1. Identify and define: Students will be able to identify and define different parts of speech (nouns, verbs, adjectives, adverbs, etc.). 2. Recognize in sentences: Students will recognize and identify parts of speech in given sentences. 3. Use correctly: Students will use parts of speech correctly in their own writing and speaking. 4. Understand functions: Students will understand the functions of different parts of speech in sentences.			
<b>Expected learning outcome</b>	Students will comprehend the narrative and analyze literary elements. They'll develop critical thinking and improve communication skills. Students will effectively summarize and discuss the story.			
<b>Assessment</b>	Story telling, Group discussion, role play activity <b>Grammar</b> 1. Quizzes or worksheets to identify parts of speech 2. Writing exercises to apply parts of speech correctly 3. Class discussions to reinforce understanding			
<b>Teaching aids</b>	Visual representation of the story sequence on a smart board You've outlined effective teaching aids for parts of speech: Hands-on Activities 1. Word sorting 2. Sentence building 3. Role-playing			
<b>Hands-on Activities</b>	1. Word sorting 2. Sentence building 3. Role-playing			

## November

Topic	1st Week	2nd Week	3rd Week	4th & 5th Week
<b>Literature</b> Chapter-7 The Necklace Poem- The Cheese Moon	Reading and Hindi explanation of the chapter	Difficult word, word meaning and dictation of the chapter Poetry Explanation	Question answer and activity related to the chapter	Class test related to the chapters
<b>Grammar</b> Part of speech (Conjunction & Interjection) and Speech Writing	Explanation of how to write Dialogue and Speech	Explanation of Conjunction and Interjection with lots of example	Explain the methods to comprehend a passage and exercise related to that	Revision of all the chapters Assignment
<b>Learning objectives</b>	Students will understand the plot, analyze characters, and identify themes. They'll recognize literary devices, evaluate character development, and think critically. Students will improve vocabulary, communication skills, and appreciate literary style. They'll connect the story to personal experiences and develop a love for literature. Here are the expected learning outcomes for learning poetry: 1. Analyze and interpret poetic devices. 2. Identify themes, tone, and mood. 3. Appreciate different poetic forms.			

	<p>4. Express thoughts and emotions through poetry.</p> <p><b>Grammar</b></p> <p>1. Use correctly: Students will use parts of speech correctly in their own writing and speaking.</p> <p>2. Understand functions: Students will understand the functions of different parts of speech in sentences.</p>
<b>Expected learning outcome</b>	<p>Students will comprehend the narrative and analyze literary elements.</p> <p>They'll develop critical thinking and improve communication skills.</p> <p>Students will effectively summarize and discuss the story.</p> <p>They'll gain a deeper understanding of the story's meaning and significance.</p>
<b>Assessment</b>	<p>Story telling, Group discussion, role play activity</p> <p><b>Grammar</b></p> <p>1. Quizzes or worksheets to identify parts of speech</p> <p>2. Writing exercises to apply parts of speech correctly</p> <p>3. Class discussions to reinforce understanding</p>
<b>Teaching aids</b>	<p>Interactive Tools</p> <p>1. Flashcards</p> <p>2. Smart Board</p>
<b>Syllabus for P.T-2</b>	<p>Literature- Chapter-6,7</p> <p>Grammar- Reading comprehension</p> <p>Description writing, letter writing</p> <p>Parts of speech (prepositions, conjunction, Interjection, pronoun)</p>

## December

Topic	1st Week	2nd Week	3rd Week	4th Week
Ch-8 He knew the Way Ch-9 Shekhar Naik-! The cricketers with a Difference Poem- Don't Give Up!	Explanation and notebook work of chapter-8	Question /Answer and activity related to the chapter	Explanation and notebook work of chapter-9 And poetry Explanation	Class test related to the chapters
<b>Grammar</b> Articles and Description Writing	Description and Debate Writing	Explanation of Articles with lots of example	Explain the methods to comprehend a passage and exercise related to that	Revision of all the chapters and Assignment
<b>Learning objectives</b>	Students will improve vocabulary, communication skills, and appreciate literary style. They'll connect the story to personal experiences and develop a love for literature. <p><b>Grammar</b></p> <p>1. Identify and define: Students will be able to identify and define different parts of speech (nouns, verbs, adjectives, adverbs, etc.).</p>			
<b>Expected learning outcome</b>	<p>1. Use vivid and descriptive language.</p> <p>2. Create sensory details to engage the reader.</p> <p>3. Organize descriptions logically.</p> <p>4. Develop writing skills to convey imagery.</p> <p>Students will learn to write engaging descriptions that capture the reader's imagination.</p>			
<b>Assessment</b>	<p>Story telling, Group discussion, role play activity</p> <p><b>Grammar</b></p> <p>1. Quizzes or worksheets to identify parts of speech</p> <p>2. Writing exercises to apply parts of speech correctly</p> <p>3. Class discussions to reinforce understanding</p>			
<b>Teaching aids</b>	<p>Visual representation of the story sequence on a smart board</p> <p>You've outlined effective teaching aids for parts of speech:</p> <p>Teaching Aids</p> <p>Visual Aids</p> <p>1. Posters</p>			

	2. Charts 3. Diagrams
<b>Hands-on Activities</b>	1. Word sorting 2. Sentence building 3. Role-playing

## January

Topic	1st Week	2nd Week	3rd Week	4th Week
<b>Literature</b> Chapter-10 I miss My Home Poem- Cypress Street	<b>Winter break</b>	Explanation and notebook work related to the chapter	Question/Answer and activity related to the chapter	Class test related to the chapters
<b>Grammar</b> Diary/Story Writing	<b>Winter break</b>	Diary writing /Story writing and Assignment And Vocabulary	Explain the methods to comprehend a passage and exercise related to that	Revision of all the chapters and Assignment
<b>Learning objectives</b>	Students will understand the plot, analyze characters, and identify themes. They'll recognize literary devices, evaluate character development, and think critically. Students will improve vocabulary, communication skills, and appreciate literary style. They'll connect the story to personal experiences and develop a love for literature.			
<b>Expected learning outcome</b>	Students will comprehend the narrative and analyze literary elements. They'll develop critical thinking and improve communication skills. Students will effectively summarize and discuss the story. They'll gain a deeper understanding of the story's meaning and significance.			
<b>Assessment</b>	Story telling, Group discussion, role play activity <b>Grammar</b> 1. Quizzes or worksheets to identify parts of speech 2. Writing exercises to apply parts of speech correctly 3. Class discussions to reinforce understanding			
<b>Teaching aids</b>	Visual representation of the story sequence on a smart board You've outlined effective teaching aids for parts of speech			
<b>Hands-on Activities</b>	1. Word sorting 2. Sentence building 3. Role-playing			

## February

Topic	1st Week	2nd Week	3rd Week	4th Week
<b>Literature</b>	Revision	Revision	Revision	Revision
<b>Grammar</b>	Revision	Revision	Revision	Revision

## March

Topic	1st Week	2nd Week	3rd Week	4th Week
	<b>ANNUAL EXAMINATION</b>			
<b>Syllabus for Annual Examination</b>	Literature - Chapter-8,9,10 Grammar- Reading comprehension Picture Composition, letter Writing Parts of speech (Prepositions, Conjunction, Interjection, Pronoun)			

## हिन्दी

## अप्रैल

विषय	पहला सप्ताह	दूसरा सप्ताह	तीसरा सप्ताह	चौथा सप्ताह
हिन्दी -1	पाठ -1( कजाकी ) पाठ पठन, कठिन शब्द तथा अनेक शब्दों के	प्रश्नोत्तर व पुस्तक कार्य।	पाठ-२( हम सब सुमन एक उपवन पाठ पठन ,कठिन शब्द तथा	प्रश्नोत्तर व पुस्तक कार्य।

	लिए एक शब्द की जानकारी देना।		शब्दार्थ ।	
हिन्दी -2 (व्याकरण )	इकाई -1 (व्याकरण प्रखण्ड ) पाठ -1 (भाषा और व्याकरण ) भाषा बोली लिपि एवं व्याकरण का ज्ञान करवाना तथा समझाना।	प्रश्नोत्तर तथा पुस्तककार्य ।	पाठ 2 (वर्ण शब्द और वाक्य) पर्यायवाची ,विलोम शब्द लिखवाना तथा याद करवाना ।	इकाई -3 पत्र लेखन सरकारी या औपचारिक पत्र
<b>शिक्षा के उद्देश्य –</b>				
1- पाठ से संबंधित कठिन शब्दों व व्याकरण की जानकारी देना।				
2-विभिन्न देशों में बोली जाने वाली भाषाओं का ज्ञान करवाना।				
<b>अपेक्षित सीखने का परिणाम-</b>				
1-बच्चे कठिन शब्द सीख सकेंगे।				
2-विभिन्न देशों की भाषाओं को जान सकेंगे।				
<b>गतिविधि –</b> किसी शब्द को दो लिपिओं में लिखना।				
<b>इकाई परीक्षा -1 पाठ्यक्रम = पूर्णांक -20</b>				
हिन्दी 1- पाठ 1- कजाकी पाठ ,2-हम सब सुमन एक उपवन के				
हिन्दी 2-पाठ 1, पाठ 2 विलोम शब्द ,पर्यायवाची शब्द				

## मई

विषय	पहला सप्ताह	दूसरा सप्ताह	तीसरा सप्ताह
हिन्दी -1	पाठ-3( प्रेरक प्रसंग ) पाठ पठन, पाठ के कठिन शब्द ।	प्रश्नोत्तर तथा पुस्तक कार्य	पाठ से संबंधित व्याकरण की जानकारी देना
हिन्दी -2	पाठ-2- वर्ण शब्द और वाक्य -वर्ण, वर्णमाला, स्वर, व्यंजन आदि का ज्ञान देना।	पाठ के प्रश्नोत्तर तथा पुस्तक कार्य ।	पाठ -3- संज्ञा- परिभाषा तथा भेद की जानकारी देना।
<b>शिक्षा के उद्देश्य –</b>			
1-पाठ के कठिन शब्द तथा व्याकरण सीखना ।			
2- वर्णमाला के भेदों को समझना ।			
3-शब्द तथा शब्द के भेदों को सीखना ।			
<b>अपेक्षित सीखने का परिणाम –</b>			
1- बच्चे कठिन शब्दों को लिख व बोल पाएंगे ।			
2- बच्चे वर्णमाला से परिचित हो सकेंगे ।			
3- बच्चे शब्दों से परिचित हो सकेंगे तथा शब्द के भेदों को जान सकेंगे ।			
<b>गति</b>			
<b>विधि –</b> संज्ञा पहचान खेल -बच्चों को अपने आस पास दिखने वाली वस्तुओं के नाम लिखवाना ।			

## जुलाई

विषय	पहला सप्ताह	दूसरा सप्ताह	तीसरा सप्ताह	चौथा सप्ताह
हिन्दी -1 साहित्य	पाठ 4( बुलंद हौसले ) पाठ पठन एक वचन तथा बहुवचन की जानकारी देना।	प्रश्नोत्तर तथा पुस्तक कार्य	पाठ से संबंधित व्याकरण की जानकारी देना ।	पाठ का पुनरावलोकन तथा अभ्यास पुस्तिका निरीक्षण कार्य।
हिन्दी -2 व्याकरण	पाठ 3 लिंग और वचन के प्रकारों को समझना।	प्रश्नोत्तर तथा पुस्तक कार्य	पाठ 4 -कारक- परिभाषा तथा भेदों की पूर्ण जानकारी देना ।	प्रश्नोत्तर तथा पुस्तक कार्य विलोम शब्द

#### शिक्षा के उद्देश्य -

पाठ के कठिन शब्दों को लिखना सीखना ||  
व्याकरण में शब्द की उत्पत्ति की पूर्ण जानकारी देना ।

#### अपेक्षित सीखने का परिणाम -

बच्चे कठिन शब्दों से परिचित हो सकेंगे ।  
शब्द की रचना को समझ सकेंगे ।  
वाक्य रचना को समझ सकेंगे ।

गतिविधि - दादी या नानी को छुट्टी में आने के लिए पत्र लिखना ।

#### आवधिक परीक्षा -1 पाठ्यक्रम पूर्णांक -20

हिन्दी 1 -पाठ 3 प्रेरक प्रसंग  
हिन्दी-2 पाठ-3 लिंग और वचन, पाठ-4 कारक  
विलोम शब्द

## अगस्त

विषय	पहला सप्ताह	दूसरा सप्ताह	तीसरा सप्ताह	चौथा सप्ताह
हिन्दी -1 साहित्य	पाठ -5 सभा का खेल पाठ पठन तथा कठिन शब्दों की जानकारी देना।	प्रश्नोत्तर तथा पुस्तक कार्य।	पाठ -6 खेल खेल में एक मुलाकात - पाठ पठन तथा कठिन शब्द एवं शब्द अर्थ	पाठ 7 अनोखी यात्रा पाठ पठन तथा कठिन शब्द एवं शब्द अर्थ।
हिन्दी -2 व्याकरण	पाठ -6 सर्वनाम परिभाषा तथा सर्वनाम के भेदों की जानकारी देना।	प्रश्नोत्तर तथा पुस्तककार्य।	पाठ 7-विशेषण परिभाषा तथा प्रकारों की पूर्ण जानकारी देना।	पाठ 8 -क्रिया परिभाषा तथा कारक के भेद, पत्र लेखन, मुहावरे व लोकोक्तियाँ

#### शिक्षा के उद्देश्य -

कठिन शब्द सीखना ।  
पाठ की रचयिता के बारे में जानकारी प्राप्त करना ।

**अपेक्षित सीखने के परिणाम –**

सर्वनाम तथा विशेषण को सीख सकेंगे।

बच्चे कठिन शब्द सिख सकेंगे।

बच्चे सर्वनाम के भेद की जानकारी प्राप्त कर सकेंगे।

गतिविधि – खेल -नाम के अक्षर से विशेषण बोलो।

**सितंबर**

विषय	पहला सप्ताह	दूसरा सप्ताह	तीसरा सप्ताह	चौथा सप्ताह
हिन्दी -1 साहित्य	अर्द्धवार्षिक परीक्षा की तैयारी	अर्द्धवार्षिक परीक्षा की तैयारी	अर्द्धवार्षिक परीक्षा	अर्द्धवार्षिक परीक्षा
हिन्दी -2 व्याकरण	अर्द्धवार्षिक परीक्षा की तैयारी	अर्द्धवार्षिक परीक्षा तैयारी	अर्द्धवार्षिक परीक्षा	अर्द्धवार्षिक परीक्षा

गतिविधि – वर्क शीट।

अर्द्धवार्षिक परीक्षा पाठ्यक्रम –हिंदी -1 पाठ -2, 4, 5, 6

हिंदी -2 पाठ- 5 से 8 तक

**अक्टूबर**

विषय	पहला सप्ताह	दूसरा सप्ताह	तीसरा सप्ताह	चौथा सप्ताह
हिन्दी -1 साहित्य	पाठ 8 ऐसे थे बापू पाठ पठन तथा कठिन शब्द शब्दार्थ	प्रश्नोत्तर तथा पुस्तक कार्य	पाठ 9 पपाईरस की आत्म कथा- पाठ पठन तथा कठिन शब्द, शब्दार्थ	प्रश्नोत्तर तथा पुस्तक कार्य
हिन्दी -2 व्याकरण	पाठ 9 काल- परिभाषा तथा भेद पाठ 10 -अव्यय परिभाषा तथा भेद	प्रश्नोत्तर तथा पुस्तक कार्य	पाठ 11 विराम चिह्न परिभाषा तथा भेद	प्रश्नोत्तर तथा पुस्तक कार्य निबंध लेखन

**शिक्षा के उद्देश्य-**

1-श्रुतिसम भिन्नार्थक शब्द सीख सकेंगे।

2-पाठ से संबंधित व्याकरण की जानकारी प्राप्त करना।

3-अव्यय तथा विराम चिह्न की परिभाषा व भेद को सीखना।

**अपेक्षित सीखने का परिणाम –**

1-बापू के जीवन से सीख।

2-कारक के भेद समझ सकेंगे।

3-विशेषण तथा क्रिया को सिख सकेंगे।

गतिविधि – कहानी या अनुच्छेद में विराम चिह्न भरना।

**नवंबर**

विषय	पहला सप्ताह	दूसरा सप्ताह	तीसरा सप्ताह	चौथा सप्ताह
हिन्दी -1 साहित्य	पाठ- 10 जोया का संसार पाठ पठन तथा कठिन शब्द, शब्दार्थ	प्रश्नोत्तर तथा पुस्तक कार्य	पाठ 11 कितनी बड़ी दिखती होगी पाठ पठन तथा कठिन शब्द, शब्दार्थ	प्रश्नोत्तर तथा पुस्तक कार्य
हिन्दी 2 व्याकरण	पाठ 11 अशुद्धि शोधन	प्रश्नोत्तर तथा पुस्तक कार्य	पाठ 12 शब्द रचना शब्द रचना के प्रकार	प्रश्नोत्तर तथा पुस्तक कार्य चित्र वर्णन, पर्यायवाची

**शिक्षा के उद्देश्य-**

1-पाठ के कठिन शब्द सीख सकेंगे |  
 2- क्रिया विशेषण सीख सकेंगे |  
 3-काल तथा अव्यय की पूर्ण जानकारी प्राप्त कर सकेंगे |

**अपेक्षित सीखने का परिणाम**

1-कविता वचन सीख सकेंगे |  
 2 कविता के कठिन शब्दों को लिखना व बोलना सीख सकेंगे |  
 3-काल तथा अव्यय की पूर्ण जानकारी प्राप्त करके हिन्दी भाषा को सुदृढ़ लिखना सीख सकेंगे |

**गतिविधि** – अशुद्ध वाक्य को शुद्ध करो गतिविधि |

**आवधिक परीक्षा -2 पाठ्यक्रम पूर्णांक -20**

हिन्दी-1 पाठ 7 से 9 तक

हिन्दी 2 पाठ 8,9 ,11

चित्र वर्णन

पर्यायवाची

**दिसंबर**

विषय	पहला सप्ताह	दूसरा सप्ताह	तीसरा सप्ताह	चौथा सप्ताह
हिन्दी -1 साहित्य	पाठ -12 -बादल कब आओगे पाठ पठन तथा कठिन शब्द ,शब्दअर्थ	प्रश्नोत्तर तथा पुस्तक कार्य	पाठ -13 साथी हाथ बढ़ाना पाठ पठन तथा कठिन शब्द	प्रश्नोत्तर तथा पुस्तक कार्य निबंध लेखन
हिन्दी 2 व्याकरण	पाठ 13,14 पर्यायवाची ,विलोम	अभ्यास तथा पुस्तक कार्य	पाठ 15 ,16 -अनेकार्थक शब्द समदर्शी शब्द	अभ्यास तथा पुस्तक कार्य पाठ 24कहानी लेखन को विस्तार को समझाना।

**शिक्षा के उद्देश्य-**

1-कठिन शब्द तथा पाठ से संबंधित व्याकरण की जानकारी प्राप्त करना |  
 2- वाक्यों को सुदृढ़ रूप से लिखना सीखना |  
 3-विराम चिह्नों का पूर्ण ज्ञान प्राप्त करना |

**अपेक्षित सीखने का परिणाम-**

1-बच्चे वाक्यों को शुद्ध रूप से लिख सकेंगे |  
 2-सही स्थान पर विराम चिह्नों का प्रयोग कर सकेंगे |

**गतिविधि** – चित्रों की मदद से शब्दों को पहचानना |

**जनवरी**

विषय	पहला सप्ताह	दूसरा सप्ताह	तीसरा सप्ताह	चौथा सप्ताह
हिन्दी -1 साहित्य	सर्दियों की छुट्टी	पाठ -14 दहाड़ नहीं पुकार पाठ पठन तथा कठिन शब्द,शब्दअर्थ	अभ्यास पुस्तिक निरीक्षण कार्य	पाठ दोहराव
हिन्दी 2 व्याकरण	सर्दियों की छुट्टी	पाठ 18 अनेक शब्दों के लिए एक शब्द	पाठ 19 भिननार्थक शब्द	निरीक्षण तथा अभ्यास

**शिक्षा के उद्देश्य-**

1-कठिन शब्द तथा पाठ से संबंधित व्याकरण की जानकारी प्राप्त करना |  
 2- वाक्यों को शुद्ध रूप से लिखना सीखना |  
 3-विराम चिह्नों का पूर्ण ज्ञान प्राप्त करना |

**अपेक्षित सीखने का परिणाम-**

1-बच्चे वाक्यों को शुद्ध रूप से लिख सकेंगे |  
 2-सही स्थान पर विराम चिह्नों का प्रयोग कर सकेंगे |

**गतिविधि** – समूह प्रतियोगिता |

**फरवरी**

विषय	पहला सप्ताह	दूसरा सप्ताह	तीसरा सप्ताह	चौथा सप्ताह
हिन्दी -1	पाठों का दोहराव तथा कक्षा			

	परीक्षण	परीक्षण	परीक्षण	परीक्षण
हिन्दी -2 व्याकरण	मुहावरे व लोकोक्तियाँ दोहराव तथा कक्षा परीक्षण	पाठों का दोहराव तथा कक्षा परीक्षण	पाठों का दोहराव तथा कक्षा परीक्षण	पाठों का दोहराव तथा कक्षा परीक्षण
<b>मार्च</b>				
विषय	पहला सप्ताह	दूसरा सप्ताह	तीसरा सप्ताह	चौथा सप्ताह
हिन्दी 1	दोहराव	वार्षिक परीक्षा	वार्षिक परीक्षा	वार्षिक परीक्षा
हिन्दी 2	दोहराव	वार्षिक परीक्षा	वार्षिक परीक्षा	वार्षिक परीक्षा
गतिविधि - वर्क शीट				
<b>वार्षिक परीक्षा – पाठ्यक्रम पूर्णांक -80</b> हिन्दी 1 पाठ 2,5, 10, 10,11,12,13, 14 पाठ 11,12, 18,19, निबंध लेखन ,				

## Mathematics

### APRIL

Topic	1 <sup>st</sup> Week	2 <sup>nd</sup> Week	3 <sup>rd</sup> Week	4 <sup>th</sup> Week
Ch – 1 Numbers	Recalling previous knowledge. Introduction to 5 and 6 digit numbers Indian and International system of numeration	<ul style="list-style-type: none"> <li>Successor and predecessor or</li> </ul> Comparing numbers Ascending and descending order	<ul style="list-style-type: none"> <li>Rounding off numbers</li> </ul> Rounding off to nearest 10 and nearest 100	Roman Numerals Repetition, addition and subtraction of Roman Numerals Fun activity on roman numerals using matchsticks. Ex- (Move one stick to make the correct statement)
Learning Objectives	The students will develop the ability to- 1. Understand Place Value and Face Value Identify place value and face value of digits in 3-digit and 4-digit numbers. Expand numbers using place value. 2. Read and Write Numbers Read and write numbers up to 4 digits (i.e., up to 9999). Write numbers in numeral and word form. 3. Compare and Order Numbers			
Expected Learning Outcomes	The students will be able to- 1. Reads and Writes Numbers Correctly Can read and write numbers up to 9999 in both numerals and words. 2. Understands Place Value and Face Value Identifies and uses place and face value of digits in 3-digit and 4-digit numbers. 3. Forms and Expands Numbers Forms numbers using given digits and expands numbers correctly (e.g., $432 = 400 + 30 + 2$ ). 4. Compares and Orders Numbers Compares numbers using greater than, less than, and equal to signs.			
Assessment	Recitation, worksheets, class test			
Teaching Aids	Smart Board, Worksheets			

### MAY

Topic	1 <sup>st</sup> Week	2 <sup>nd</sup> Week	3 <sup>rd</sup> Week	4 <sup>th</sup> Week
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Ch – 2 (Addition of Numbers) Ch – 3 (Subtraction of numbers)	Recalling previous knowledge. <ul style="list-style-type: none"> <li>• Introduction to addition of numbers</li> <li>• Addition questions with missing digits.</li> </ul>	<ul style="list-style-type: none"> <li>• Competency based questions for practice</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to subtraction of numbers.</li> <li>• Subtraction questions with missing digits.</li> </ul>	Summar Beak
<b>Learning Objectives</b>	The students will develop the ability to- <ul style="list-style-type: none"> <li>•Understand the concept of addition and subtraction and its real-life applications.</li> <li>•Develop fluency in adding and subtracting whole numbers up to 4 digits.</li> <li>•Learn and apply addition and subtraction properties (commutative, associative, identity).</li> <li>•Solve addition and subtraction word problems involving everyday contexts.</li> <li>•Estimate sums by rounding numbers.</li> <li>•Understand and apply regrouping (carrying over) in addition and subtraction.</li> <li>•Enhance mental math strategies for quicker addition and subtraction.</li> </ul>			
<b>Expected Learning Outcomes</b>	At the end of the chapter the students will be able to- <p><b>Understand and Explain:</b></p> <ul style="list-style-type: none"> <li>•Define addition, subtraction and use related terms such as sum, addend, and addition sentence correctly.</li> <li>•Describe the importance of addition and subtraction in daily life situations.</li> <li>•Perform and Subtraction Accurately:</li> </ul> <p><b>Apply Mathematical Properties:</b></p> <ul style="list-style-type: none"> <li>•Use the Commutative Property to rearrange addends without changing the sum.</li> <li>• Apply the Identity Property of addition confidently.</li> </ul> <p><b>Problem-Solving Skills:</b></p> <ul style="list-style-type: none"> <li>• Solve addition-based word problems, involving single and multi-step operations.</li> <li>• Check the correctness of their answers by estimation and using inverse operations (subtraction).</li> </ul>			
<b>Assessment</b>	Recitation, worksheets, class test			
<b>Teaching Aids</b>	Smart Board, Worksheets			

## JULY

Topic	1 <sup>st</sup> Week	2 <sup>nd</sup> Week	3 <sup>rd</sup> Week	4th & 5th Week
Ch – 3 (Multiplication) Ch – 4 (Division)	<ul style="list-style-type: none"> <li>* Multiplication by 3digit number</li> <li>* Word problems and lattice multiplication</li> <li>* Competency based questions</li> </ul>	<ul style="list-style-type: none"> <li>* Introduction to division by 1 digit number by long division method</li> <li>* Properties of division</li> </ul>	<ul style="list-style-type: none"> <li>* Division by a 2digit number</li> <li>* Word problems</li> <li>* Patterns in division</li> <li>*Division by 10,100,1000</li> </ul>	<ul style="list-style-type: none"> <li>* Competency based questions</li> <li><u>Activity Title:</u> "Math market challenge"</li> <li><u>Objective:</u></li> <li>*To reinforce the concepts of multiplication and division through engaging, real life scenerious.</li> <li>*To promote collaborative learning and communication skills when working in pairs or small groups.</li> </ul>

<b>Learning Objectives</b>	Students will be able to: 1. Understand multiplication as repeated addition and an operation used to find the total number of items in equal groups. 2. Understand division as equal sharing and grouping, and as the inverse operation of multiplication. 3. Recall multiplication and division facts up to $10 \times 10$ with speed and accuracy. 4. Use the standard multiplication algorithm for 2-digit and 3-digit numbers multiplied by 1-digit numbers. 5. Use long division for dividing 2-digit and 3-digit numbers by 1-digit divisors, with and without remainders. 6. Apply multiplication and division to solve real-world word problems.
<b>Expected Learning Outcomes</b>	By the end of the chapter, students should be able to: 1. Recall and apply multiplication and division facts up to $10 \times 10$ fluently. 2. Multiply 2-digit and 3-digit numbers by 1-digit numbers using the standard algorithm. 3. Divide 2-digit and 3-digit numbers by 1-digit numbers using long division, with or without remainders. 4. Understand and explain the inverse relationship between multiplication and division. 5. Solve real-life word problems involving multiplication and division accurately. 6. Estimate answers before solving and check results using inverse operations.
<b>Assessment</b>	Worksheet, By Activity on "Math market challenge"
<b>Teaching Aids</b>	Smart Board, Worksheets
<b>PT 1 Syllabus</b>	<b>Ch 2(Addition and subtraction of numbers)</b> <b>Ch 3 (Multiplication)</b>

## AUGUST

Topic	1 <sup>st</sup> Week	2 <sup>nd</sup> Week	3 <sup>rd</sup> Week	4 <sup>th</sup> Week
<b>Ch – 5 (Multiples and factors)</b> <b>Ch – 6 (Geometry)</b> <b>Ch – 8 (Fractions)</b>	* Introduction to multiples * Common multiples and least common multiples * Even and odd numbers	* Introduction to factors * Common factors and highest common factors * Prime and composite numbers	* Introduction to lines and shapes * Measurement of a line segment * Constructing line segment of given length using a ruler	* Introduction to fractions * Equivalent fraction * Tangram and symmetry <u>Activity Title:</u> "Factor pairs and multiples game show"
<b>Learning Objectives</b>	<b>Factors and Multiples</b> 1. Understand the concepts of factors and multiples. 2. Identify factor pairs of whole numbers up to 100. 3. Recognize and list the first 10 multiples of a number. 4. Distinguish between prime and composite numbers. <b>Geometry</b> 1. Recognize and name common 2D shapes and 3D objects. 2. Identify properties of shapes (e.g., sides, angles, faces, edges, vertices). 3. Understand and describe lines (parallel, perpendicular) and angles (acute, right, obtuse). 4. Understand the concept of symmetry.			
<b>Expected Learning Outcomes</b>	<b>Factors and multiples</b> By the end of the lesson/unit, learners should be able to: 1. Define and explain what a factor and a multiple is. 2. Identify all factor pairs for a given number (e.g., factors of 36). 3. List the first 10 multiples of given numbers (e.g., multiples of 4). <b>Geometry</b> By the end of the lesson/unit, learners should be able to: 1. Identify and name 2D shapes (triangle, square, rectangle, hexagon, etc.) and 3D objects (cube, sphere, etc.). 2. Describe shapes based on their attributes (number of sides, angles, faces, edges, and vertices). 3. Identify types of angles and lines in shapes.			
<b>Assessment</b>	Worksheet, By Activity on "Factor pairs and multiples game show"			
<b>Teaching Aids</b>	Smart Board, Worksheets			

## SEPTEMBER

Topic	1 <sup>st</sup> Week	2 <sup>nd</sup> Week	3 <sup>rd</sup> Week	4 <sup>th</sup> Week
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<b>Half Yearly Exam</b>	Revision of Half Yearly Exam Syllabus	Revision of Half Yearly Exam Syllabus	Half Yearly Exam	Half Yearly Exam
<b>Learning Objectives</b>	By the end of the unit, students will be able to: 1. Understand the concept of fractions as parts of a whole. 2. Identify and name fractions (e.g., $\frac{1}{2}$ , $\frac{1}{4}$ , $\frac{3}{4}$ , etc.) using visual models. 3. Compare and order fractions with like and unlike denominators using models and number lines. 4. Recognize equivalent fractions and generate simple equivalents. 5. Add and subtract fractions with like denominators.			
<b>Expected Learning Outcomes</b>	By the end of the lessons/unit, students should be able to: 1. Define a fraction and explain its parts (numerator and denominator). 2. Represent a fraction using shapes, objects, or a number line. 3. Accurately read and write fractions up to twelfths. 4. Compare two fractions using symbols ( $>$ , $<$ , $=$ ), with or without visual aids. 5. Find and explain equivalent fractions using models or multiplication.			
<b>Assessment</b>	Worksheet and class tests			
<b>Teaching Aids</b>	Smart Board, Worksheets			
<b>Half yearly syllabus</b>	Ch 4 (Division) Ch 5 (Multiples and factors) Ch 6 (Geometry) Ch 8 (Fractions)			

#### OCTOBER

Topic	1 <sup>st</sup> Week	2 <sup>nd</sup> Week	3 <sup>rd</sup> Week	4 <sup>th</sup> & 5 <sup>th</sup> Week
<b>Ch – 9 (Decimals)</b> <b>Ch – 10 (Measurement)</b>	* Introduction to decimals * Writing fraction as decimals	*Writing decimals as fraction * Competency based questions	* Measurement of length *Addition and Subtraction of length	* Measurement of weight * Addition and Subtraction of weight <b>Activity:</b> "Decimal Shopping Spree!"
<b>Learning Objectives</b>	By the end of the unit or lesson, students should be able to: 1. Understand the concept of decimals as an extension of the place value system. 2. Identify tenths and hundredths using place value. 3. Read and write decimal numbers up to hundredths in standard and word form. 4. Compare and order decimals using symbols ( $<$ , $>$ , $=$ ).			
<b>Expected Learning Outcomes</b>	After completing the decimal unit, students will be able to: <ul style="list-style-type: none"> <li>Write and interpret decimals (e.g., 0.4 as "four tenths").</li> <li>Locate decimals on a number line and recognize their position between whole numbers.</li> <li>Compare decimals (e.g., <math>0.75 &gt; 0.7</math>) and explain their reasoning.</li> <li>Use visual models like 10x10 grids to show decimal values.</li> </ul>			
<b>Assessment</b>	Worksheet, By Activity on "decimal shopping spree"			
<b>Teaching Aids</b>	Smart Board, Worksheets			

#### NOVEMBER

Topic	1 <sup>st</sup> Week	2 <sup>nd</sup> Week	3 <sup>rd</sup> Week	4 <sup>th</sup> & 5 <sup>th</sup> Week
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Ch – 10 (Measurement) Ch – 11 (Time)	* Measurement of capacity * Addition and Subtraction of capacity * Competency based questions	* Introduction to Time * Reading the exact time * 24 hours clock time	* Relating hours, minutes, and seconds * Addition and Subtraction of time	* Time duration * Calendar: Conversion in years, months and days <b>Activity: "Plan a Perfect Day!"</b> <b>Objective:</b> Students will apply their knowledge of time to create and manage a daily schedule, calculate elapsed time, and understand time intervals.
Learning Objectives	<p><b>Measurement:</b> Students will be able to:</p> <ol style="list-style-type: none"> <li>Understand and use standard units of measurement (metric and customary) for length, weight/mass, and capacity.</li> <li>Measure objects using appropriate tools (ruler, measuring tape, scale, beaker, etc.).</li> <li>Convert units of measurement within the same system (e.g., cm to m, g to kg).</li> <li>Estimate and compare measurements using benchmarks.</li> </ol> <p><b>Time:</b> Students will be able to:</p> <ol style="list-style-type: none"> <li>Read and write time to the nearest minute using analog and digital clocks.</li> <li>Understand and use AM and PM appropriately.</li> <li>Convert units of time, such as minutes to hours and vice versa.</li> <li>Calculate elapsed time using number lines or clock models.</li> </ol>			
Expected Learning Outcomes	<p><b>MEASUREMENT</b> By the end of the unit, students should be able to:</p> <ul style="list-style-type: none"> <li>Accurately <b>measure length, mass, and capacity</b> using correct tools and units.</li> <li><b>Compare and convert measurements</b> (e.g., 1.2 meters = 120 centimeters).</li> <li>Estimate reasonable measurements in real-life contexts.</li> <li>Use <b>multiplication and division</b> to convert between units.</li> </ul> <p><b>TIME</b> By the end of the unit, students should be able to:</p> <ul style="list-style-type: none"> <li><b>Tell time accurately</b> on analog and digital clocks to the nearest minute.</li> <li><b>Differentiate between AM and PM</b> in daily events.</li> <li>Solve problems involving: <ul style="list-style-type: none"> <li><b>Elapsed time</b> (e.g., How long did it take?)</li> <li><b>Start or end time</b> when one is missing.</li> </ul> </li> </ul>			
Assessment	Worksheet, By Activity on "Plan a perfect day"			
Teaching Aids	Smart Board, Worksheets			
PT 2 SYLLABUS	Ch 9 (Decimals) Ch 10 (Measurement)			

**DECEMBER**

Topic	1 <sup>st</sup> Week	2 <sup>nd</sup> Week	3 <sup>rd</sup> Week	4 <sup>th</sup> Week
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<b>Ch – 12 (Money)</b> <b>Ch – 13 (Patterns)</b>	* Introduction to money * Addition and Subtraction of money * Competency based questions	* Multiplication and Division of money * Introduction to patterns * Patterns in Addition, Multiplication and division	* Relating hours, minutes, and seconds * Competency based questions	* Revision of PT 2 syllabus <b>ACTIVITY: " PATTERN DETECTIVES" (PATTERNS)</b> <b>Objective:</b> Students identify, extend, and create number and shape patterns using logical reasoning.
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<b>Learning Objectives</b>	<b>Money:</b> Students will be able to: <ol style="list-style-type: none"> <li>1. Recognize and use decimal notation in money (e.g., \$2.75).</li> <li>2. Add and subtract amounts of money, including decimal values.</li> <li>3. Make change from a given amount (e.g., from \$5 or \$10).</li> <li>4. Solve real-life problems involving money (e.g., shopping, budgeting).</li> </ol> <b>Patterns:</b> Students will be able to: <ol style="list-style-type: none"> <li>1. Identify and describe patterns in numbers and shapes.</li> <li>2. Extend and create growing, shrinking, and repeating patterns.</li> <li>3. Understand and apply pattern rules using numbers (e.g., +3, x2).</li> <li>4. Use variables or symbols to represent patterns (e.g., input/output tables).</li> </ol>
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<b>Expected Learning Outcomes</b>	<b>Money:</b> By the end of the unit, students will be able to: <ul style="list-style-type: none"> <li>• Read and write amounts of money in dollars and cents (e.g., \$1.50).</li> <li>• Accurately add and subtract money with regrouping.</li> <li>• Calculate and give correct change in practical situations.</li> <li>• Solve multi-step word problems involving money.</li> </ul> <b>Patterns</b> By the end of the unit, students will be able to: <ul style="list-style-type: none"> <li>• Identify and continue both number and shape patterns.</li> <li>• Describe the rule for a given pattern (e.g., "add 5 each time").</li> <li>• Create their own patterns using numbers, operations, or shapes.</li> <li>• Analyze and solve pattern-based problems using logic and reasoning.</li> </ul>
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<b>Assessment</b>	Worksheet, By Activity on "Pattern detectives"
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<b>Teaching Aids</b>	Smart Board, Worksheets
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**JANUARY**

<b>Topic</b>	<b>1<sup>st</sup> Week</b>	<b>2<sup>nd</sup> Week</b>	<b>3<sup>rd</sup> Week</b>	<b>4<sup>th</sup> Week</b>
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Ch – 14 (Perimeter and Area)	Winter break	* Introduction to Area of different figures * Area of irregular figures * Competency based questions	* Introduction to Perimeter of different shapes * Word problems related to perimeter * Competency based questions * Introduction to Area of different figures * Area of irregular figure	* Revision <b>ACTIVITY: "PERIMETER &amp; AREA HUNT"</b> <b>Objective:</b> Students will find and measure objects in the classroom or at home, then calculate the <b>area</b> and <b>perimeter</b> using simple measurements.
Learning Objectives	<b>Perimeter and Area</b> Students will be able to: <ol style="list-style-type: none"> <li>Understand the concepts of <b>perimeter</b> (distance around a shape) and <b>area</b> (space inside a shape).</li> <li>Use formulas to calculate: <ul style="list-style-type: none"> <li><b>Perimeter</b> of rectangles and squares: <math>2 \times (\text{length} + \text{width})</math></li> <li><b>Area</b> of rectangles and squares: <math>\text{length} \times \text{width}</math></li> </ul> </li> <li>Measure side lengths using standard units (cm, m, in, ft).</li> <li>Solve real-world problems involving perimeter and area.</li> <li>Compare areas and perimeters of different shapes.</li> </ol>			
Expected Learning Outcomes	<b>Perimeter and Area</b> By the end of the unit, students will be able to: <ul style="list-style-type: none"> <li>Define and explain perimeter and area in their own words.</li> <li>Accurately measure and label lengths of sides.</li> <li>Apply formulas to find area and perimeter of rectangles and squares.</li> <li>Solve multi-step word problems involving perimeter and area.</li> <li>Identify when to use perimeter vs. area in real-life contexts (e.g., fencing a garden vs. laying a carpet)</li> </ul>			
Assessment	Worksheet, By Activity on "Perimeter and Area hunt"			
Teaching Aids	Smart Board, Worksheets			

## FEBRUARY

Topic	1 <sup>st</sup> Week	2 <sup>nd</sup> Week	3 <sup>rd</sup> Week	4 <sup>th</sup> Week
Ch-7(Data Handling)	* Pictograph and bar graphs *Competency based questions	* Introduction to Area of different figures * Area of irregular figures * Competency based questions	* Revision	*Revision
Learning Objectives	<b>Data Handling</b> Students will be able to: <ol style="list-style-type: none"> <li>Collect and organize data using tables or tally charts.</li> <li>Represent data using <b>pictographs</b>, <b>bar graphs</b>, and <b>line plots</b>.</li> <li>Read and interpret information from different types of graphs.</li> <li>Analyze data to answer questions and make comparisons.</li> <li>Draw conclusions based on data presented.</li> </ol>			

<b>Expected Learning Outcomes</b>	<b>Data Handling</b> By the end of the unit, students will be able to: <ul style="list-style-type: none"> <li>• Collect real-life data (e.g., favorite fruits, pets, or sports) and record it clearly.</li> <li>• Create accurate pictographs and bar graphs with appropriate scales and labels.</li> <li>• Interpret data to answer questions like "Which is the most/least popular?" or "How many more...?"</li> <li>• Identify trends or patterns in data.</li> <li>• Use data to make simple predictions or comparisons.</li> </ul>
<b>Assessment</b>	Worksheet, class test
<b>Teaching Aids</b>	Smart Board, Worksheets

### MARCH

Topic	1 <sup>st</sup> Week	2 <sup>nd</sup> Week	3 <sup>rd</sup> Week	4 <sup>th</sup> Week
	ANNUAL EXAMINATION REVISION	ANNUAL EXAMINATION	ANNUAL EXAMINATION	*Achiever's day
<b>Syllabus for Annual Examination</b>	Ch 7 (Data handling) Ch 11 (Time) Ch 12 (Money) Ch 13 (Patterns) Ch 14 (Perimeter and Area)			

## SOCIAL STUDIES

### APRIL

TOPIC	1 <sup>ST</sup> WEEK	2 <sup>ND</sup> WEEK	3 <sup>RD</sup> WEEK	4 <sup>TH</sup> WEEK
L- 1 THE STORY OF EARLY MAN  L-2 THE EARLY MAN AND FIRE	<u>Chapter-1</u> Reading and explanation difficult word	Question answers of Ch 1 <b>Activity-</b> Question and Answer Game Organize a quiz based on the chapter	<u>Chapter-2</u> Reading, explanation and difficult word	Question answers of Ch 2 <b>Activity-</b> Cave Art Creation
<b>LEARNING OBJECTIVES</b>	<ul style="list-style-type: none"> <li>• Understand who early humans were and where they originated</li> <li>• Identify the types of food, shelter, and tools used by early humans</li> <li>• Understand how early humans discovered fire and the different methods they used, such as rubbing stones or sticks together</li> <li>• Explain the importance of fire in the daily life of early humans, including its uses for cooking food, providing warmth, protection from wild animals, light, and hunting</li> </ul>			
<b>EXPECTED LEARNING OUTCOME</b>	<ul style="list-style-type: none"> <li>• Appreciate the key inventions and achievements of early humans, such as making tools and using fire</li> <li>• Describe the nomadic lifestyle of early humans and explain why they moved from place to place</li> <li>• Recognize the challenges faced by early humans before the discovery of fire and how fire improved their lives</li> <li>• Appreciate how the discovery of fire was a major step in human evolution and helped early humans survive and develop social behaviors</li> </ul>			
<b>TEACHING AIDS</b>	Whiteboard, duster, marker, smartboard, model			
<b>ASSESSMENT</b>	Diagram labelling of early man, poster making on fire a big invention			

## MAY

TOPIC	1 <sup>ST</sup> WEEK	2 <sup>ND</sup> WEEK	3 <sup>RD</sup> WEEK	4th WEEK
L-3 THE EARLY MAN AND WHEEL	<u>Chapter-3</u> Reading, explanation and difficult word	Question answers of Ch 3	Activity- Question and Answer Game Organize a quiz based on the chapter	Summar Break
LEARNING OBJECTIVES	<ul style="list-style-type: none"> <li>Understand who early humans were and where they originated</li> <li>Identify the types of food, shelter, and tools used by early humans</li> <li>Understand how early humans discovered wheel and the different methods they used.</li> <li>Explain the importance of wheel in the daily life of early humans.</li> </ul>			
EXPECTED LEARNING OUTCOME	<ul style="list-style-type: none"> <li>Appreciate the key inventions and achievements of early humans, such as making tools and using fire</li> <li>Describe the nomadic lifestyle of early humans and explain why they moved from place to place</li> <li>Recognize the challenges faced by early humans before the discovery of fire and how fire improved their lives</li> <li>Appreciate how the discovery of fire was a major step in human evolution and helped early humans survive and develop social behaviors</li> </ul>			
TEACHING AIDS	Whiteboard, duster, marker, smartboard, model			
ASSESSMENT	Diagram labelling of early man, poster making on fire a big invention			

## July

TOPIC	1 <sup>ST</sup> WEEK	2 <sup>ND</sup> WEEK	3 <sup>RD</sup> WEEK	4 <sup>TH</sup> & 5th WEEK
L-4 Modern Means of Transportation  L-5 Services in the Neighborhoods	<u>Chapter-4</u> Reading, explanation and difficult word	Question answers of Ch 4 <u>Activity-</u> Make a collage using magazine cutouts of modern transport.	<u>Chapter-5</u> Reading and explanation, difficult word	Question answers of Ch 5 <u>Activity-</u> Make cards to thank people who help the community, such as doctors, garbage collectors, or teachers
LEARNING OBJECTIVES	<p><b>Modern means of transportation</b></p> <ol style="list-style-type: none"> <li>Student will be able to describe each mode of transport</li> <li>Student will be able to understand the importance of transportation in daily life and the economy</li> </ol> <p><b>Services in the neighbourhood</b></p> <ol style="list-style-type: none"> <li>Student will be able to name and describe various neighbourhood services.</li> <li>Student will be able to explain their importance in daily life</li> </ol>			
EXPECTED LEARNING OUTCOME	<p><b>Modern means of transportation</b> 1. Categories different vehicles into land, water, or air transport. 2. Recognize the impact of modern transportation on society and the environment.</p> <p><b>Services in the neighborhood</b> 1. Recognize and respect the people who provide these services. 2. Show appreciation for diversity and good neighbourly behaviour.</p>			
TEACHING AIDS	Whiteboard, duster, marker, smartboard, model			
ASSESSMENT	Worksheet, board test, oral test			
SYLLABUS OF P.T-1	Chapter-3,4			

## AUGUST

TOPIC	1 <sup>ST</sup> WEEK	2 <sup>ND</sup> WEEK	3 <sup>RD</sup> WEEK	4 <sup>TH</sup> WEEK
L-6 Public Services and Institution L-7 THE MAP L-8 India on the Maps	<b>Chapter-6</b> Reading and explanation, difficult word <b>Question answers of Ch 6</b>	<b>Activity</b> -Make a list or draw pictures of different public services you use in your daily life <b>Chapter-7</b> Reading and explanation, difficult word	<b>Question answers of Ch 7 Activity</b> - Locating physical divisions like mountains, plateaus, and rivers on a physical map	<b>Chapter-8</b> Reading and explanation, difficult word and question answer
<b>LEARNING OBJECTIVES</b>	<b>PUBLIC SERVICES AND INSTITUTION</b> <ol style="list-style-type: none"> <li>Students will be able to Recognize the need for rules and the importance of following them in public places and institutions</li> <li>Students will be able to Understand the concept and importance of public services and institutions</li> </ol> <b>THE MAP</b> <ol style="list-style-type: none"> <li>Students will be able to locate India on the continent of Asia and identify the oceans surrounding it</li> <li>Students will be able to recognize and locate different physical features of India</li> </ol>			
<b>EXPECTED LEARNING OUTCOME</b>	<b>PUBLIC SERVICES AND INSTITUTION</b> <ol style="list-style-type: none"> <li>Identify different types of public services and their roles in daily life</li> <li>Develop leadership, empathy, and teamwork skills by participating in group activities related to community services</li> </ol> <b>THE MAP</b> 1. Identify India's neighboring countries on a map. 2. Use map skills such as understanding directions, using a compass, and differentiating between a map and a sketch			
<b>TEACHING AIDS</b>	Whiteboard, duster, marker, smartboard, model			
<b>ASSESSMENT</b>	Worksheet, board test, oral test			

## SEPTEMBER

<b>Half Yearly Exam</b>	<b>Activity</b> - On a physical map, locate and label the major physical divisions <b>Revision</b>	<b>Revision</b>	<b>Half Yearly Exam</b>	<b>Half Yearly Exam</b>
<b>LEARNING OBJECTIVES</b>	<b>Indian on the Maps</b> <ol style="list-style-type: none"> <li>Student will be able to Identify India's neighboring countries on a map</li> <li>Student will be able to Locate major physical features (mountain ranges, rivers, plains, deserts, plateaus, coastal plains, and islands) on a physical map of India</li> </ol> <b>Festival and National Days</b> <p>Student will be able to Identify and name major national festivals of India</p> <p>Student will be able to Recognize the difference between national, religious,</p>			
<b>EXPECTED LEARNING OUTCOME</b>	<b>Indian on the Maps</b> <p>Understand the difference between an island and a peninsula.</p> <p>Mark important features, such as the Seven Sisters</p>			

	<b>Festival and National Days</b> Share ways in which people celebrate festivals Describe how festivals promote unity, cultural harmony, and patriotism among people of different backgrounds
<b>TEACHING AIDS</b>	Whiteboard, duster, marker, smartboard, model
<b>ASSESSMENT</b>	Worksheet, board test, oral test
<b>Syllabus of Half Yearly Examination</b>	Chapter-5,6,7,8

## OCTOBER

TOPIC	1 <sup>ST</sup> WEEK	2 <sup>ND</sup> WEEK	3 <sup>RD</sup> WEEK	4 <sup>TH</sup> & 5 <sup>TH</sup> WEEK
<b>L-9 Festival and National</b> <b>L-11 Physical features of India</b> <b>L-12 Climate and seasons</b>	<b>Chapter-9</b> Reading, explanation, difficult word and question answer <b>Activity-</b> Festival Calendar Project: Collect pictures of festivals celebrated in each month and create a calendar showing festivals throughout the year	<b>Chapter-11</b> Reading and explanation, difficult word	<b>Question answers of Ch 11</b> <b>Activity-</b> Draw scenes showing people living in different physical regions (e.g., a snowy mountain, a sandy desert, a green plain)	<b>Chapter-12</b> Reading and explanation, difficult word and question answer <b>Activity-</b> Label each section with the season's name and related months
<b>LEARNING OBJECTIVES</b>	<b>Physical features of India</b> 1.Students will be able to locate and identify these physical features on a map of India 2.Students will be able to recognize and recall the different landforms of India, <b>Climate and seasons</b> 1.Students will be able to define and differentiate between climate and weather 2.Students will be able Identify and describe the main seasons of India (summer, monsoon, winter)			
<b>s</b>	<b>Physical features of India</b> Recognize the division of states and union territories and locate them on a political map Describe the importance of major physical features <b>Climate and seasons</b> Understand the difference between seasonal and daily weather changes Explain the importance of weather and climate in daily life,			
<b>TEACHING AIDS</b>	Whiteboard, duster, marker, smartboard, model			
<b>ASSESSMENT</b>	Worksheet, board test, oral test			

## NOVEMBER

TOPIC	1 <sup>ST</sup> WEEK	2 <sup>ND</sup> WEEK	3 <sup>RD</sup> WEEK	4 <sup>TH</sup> & 5 <sup>TH</sup> WEEK
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L-13 Agriculture, Soil and Crops L-14 Forest and Game Sanctuaries	Chapter-13 Reading and explanation, difficult word	Question answers of Ch 13 <b>Activity-</b> On a blank map of India, color and label regions with different soil types: alluvial, black, red, laterite, mountain, and desert soils	Chapter-14 Reading and explanation, difficult word	Question answers of Ch 14 <b>Activity-</b> pg no. 106
Learning Objectives	<b>Agriculture, soil and crops</b> 1. Student will be able to Understand the importance of agriculture for the country's progress and daily life 2. Student will be able to explain the importance of soil <b>Minerals wealth</b> Student will be able to Understand the importance of Mineral Wealth.			
Expected Learning Outcome	<b>Agriculture, soil and crops</b> Identify and describe different agricultural tools and their uses Identify different types of soil and describe their characteristics <b>Minerals wealth</b> Understand the importance of minerals in daily life and their uses Recognize the difference between metallic and non-metallic minerals			
TEACHING AIDS	Whiteboard, duster, marker, smartboard, model			
ASSESSMENT	Worksheet, board test, oral test			
Syllabus of P.T-2	Chapter-9,10			

## DECEMBER

TOPIC	1 <sup>ST</sup> WEEK	2 <sup>ND</sup> WEEK	3 <sup>RD</sup> WEEK	4 <sup>TH</sup> WEEK
L-15 Mineral Wealth L- 16 Industries in India	Chapter-15 Reading and explanation, difficult word	Question answers of Ch 15 <b>Activity-</b> pg no. 113	Chapter-16 Reading and explanation, difficult word	Question answers of Ch 16 <b>Activity-</b> On a blank map of India, mark and label four major industries
LEARNING OBJECTIVES	<b>Minerals India</b> 1. Student will be able to differentiate between raw materials and finished good 2. Student will be able to understand what industries are and their importance in daily life and economic growth			
EXPECTED LEARNING OUTCOME	<b>Minerals India</b> Identify different types of industries in India Explain how industries use resources to produce goods and contribute to the country's development			
TEACHING AIDS	Whiteboard, duster, marker, smartboard, model			
ASSESSMENT	Worksheet, board test, oral test			

## JANUARY

TOPIC	1 <sup>ST</sup> WEEK	2 <sup>ND</sup> WEEK	3 <sup>RD</sup> WEEK	4 <sup>TH</sup> WEEK
	WINTER BREAK	Revision	Revision	Revision

## FEBRUARY

TOPIC	1 <sup>ST</sup> WEEK	2 <sup>ND</sup> WEEK	3 <sup>RD</sup> WEEK	4 <sup>TH</sup> WEEK
	<b>Revision of Annual Exam Syllabus</b>			

## MARCH

TOPIC	1 <sup>ST</sup> WEEK	2 <sup>ND</sup> WEEK	3 <sup>RD</sup> WEEK	4 <sup>TH</sup> WEEK
	<b>ANNUAL EXAMINATION</b>			
SYLLABUS OF ANNUAL EXAM	Chapter 12,13,14,15,16			

## Science

### APRIL

Topic	1st Week	2nd Week	3rd Week	4th Week
Chapter 1: Eat Smart	<b>Features of Living Things:</b> Introduction to living things and their characteristics such as growth, movement, reproduction, etc.	<b>Non-living Things:</b> Understanding non-living things and classifying them into natural and man-made.	<b>Differences Between Living and Non-living Things:</b> Comparative study using examples.	Revision and example-based recap activities.
Learning Objectives	The students will develop the ability to: <ul style="list-style-type: none"> <li>Identify characteristics of living things.</li> <li>Differentiate between natural and man-made non-living things.</li> <li>Compare living and non-living things using various features.</li> <li>Observe surroundings to categorize objects as living or non-living.</li> </ul>			
Expected Learning Outcomes	The students will be able to: <ul style="list-style-type: none"> <li>List and explain features of living things.</li> <li>Identify and classify non-living things as natural or man-made.</li> <li>Point out key differences between living and non-living things.</li> <li>Apply knowledge in real-life situations to categorize items around them.</li> </ul>			
Assessment/ Activity	<ul style="list-style-type: none"> <li>Oral discussion and question round.</li> <li>Scavenger hunt activity.</li> </ul>			
Teaching Aids	<ul style="list-style-type: none"> <li>Videos explaining characteristics of living things.</li> <li>Real life objects to identify between living and non- living things.</li> </ul>			

### MAY

Topic	1st Week	2nd Week	3rd Week	4th Week
Chapter 4: Chew, Swallow, and Digest	<b>Teeth and Their Types:</b> Importance of teeth, types of teeth (incisors, canines, premolars, molars) and their functions.	<b>Care of Teeth:</b> Good oral hygiene practices, causes of tooth decay, and how to protect teeth.	<b>Human Digestive System:</b> Parts of the digestive system (mouth, esophagus, stomach, small intestine, large intestine) and their roles. <b>Healthy Eating Habits:</b> Importance of balanced diet, fiber, water, and good eating practices for a healthy digestive	Summar Break

			system.	
<b>Learning Objectives</b>	Students will develop the ability to: <ul style="list-style-type: none"> <li>• Understand the types and functions of human teeth.</li> <li>• Recognize the importance of caring for teeth and preventing decay.</li> <li>• Identify the parts of the human digestive system and their functions.</li> <li>• Learn about healthy eating habits and their impact on digestion.</li> </ul>			
<b>Expected Learning Outcomes</b>	Students will be able to: <ul style="list-style-type: none"> <li>• Name and explain the types of teeth and their functions.</li> <li>• Describe good oral hygiene practices.</li> <li>• Trace the path of food through the human digestive system.</li> <li>• List and explain healthy eating habits for better digestion.</li> </ul>			
<b>Assessment</b>	Diagram labeling (types of teeth, human digestive system). Quiz on functions of teeth and digestive organs. Group discussion: "What makes a healthy diet?" Role Play activity on "Types Of Teeth"			
<b>Teaching Aids</b>	Diagrams and charts of teeth and digestive system Smart Board videos and animations Worksheets and quizzes			

## JULY

Topic	1st Week	2nd Week	3rd Week	4th & 5th Week
<b>Chapter 3: Safety Check</b>  <b>Chapter 4: Wardrobe Wonders</b>	<b>Safety at Home, Kitchen, and Bathroom:</b> Identify common hazards; safe behavior with electrical items, sharp tools, and slippery surfaces.  <b>Safety at School and Playground:</b> Following classroom rules, safe use of school equipment, understanding personal boundaries, playground discipline.	<b>Safety at Swimming Pool and on Roads:</b> Water safety tips, use of floaters, traffic signals, pedestrian rules, using zebra crossings.  <b>Introduction to First Aid:</b> What first aid means, when and how to use it, items in a first aid kit, minor injuries (cuts, bruises, burns).	<b>Need for Clothes &amp; Types:</b> Why humans wear clothes; exploring casual, formal, traditional, and festive attire with examples.  <b>Seasonal &amp; Functional Clothing:</b> Clothes for summer, winter, rainy season; sportswear, work uniforms, safety wear (gloves, helmets, etc.).	<b>Fibres and Fabric:</b> Natural fibres (cotton, wool, silk), synthetic fibres (nylon, polyester); how fibre becomes fabric (brief process overview).  <b>Caring for Clothes:</b> How to wash, dry, iron, and store clothes properly; importance of hygiene and neat dressing.
<b>Learning Objectives</b>	<u>Learning objectives for "Safety Check"</u> Students will develop the ability to: <ul style="list-style-type: none"> <li>☒ Recognize hazards in everyday environments.</li> <li>☒ Practice safe behavior at home, school, and public spaces.</li> <li>☒ Learn the basics of first aid and emergency response.</li> </ul> <u>Learning objectives for "Wardrobe Wonder"</u> Students will develop the ability to: <ul style="list-style-type: none"> <li>☒ Understand why clothing is essential in daily life.</li> <li>☒ Identify different types and uses of clothing.</li> <li>☒ Differentiate between types of fibres and how fabric is created.</li> <li>☒ Practice habits for caring for clothes responsibly.</li> </ul>			
<b>Expected Learning Outcomes</b>	<u>Learning outcomes of "Safety Check"</u> Students will be able to: <ul style="list-style-type: none"> <li>☒ Describe safety rules and their importance.</li> <li>☒ Demonstrate awareness of safe and unsafe situations.</li> <li>☒ Identify items in a first aid kit and their correct use.</li> </ul> <u>Learning outcomes of "Wardrobe Wonder"</u> Students will be able to:			

	<ul style="list-style-type: none"> <li>☒ List various types of clothing and their uses.</li> <li>☒ Categorize clothes based on weather and activities.</li> <li>☒ Identify natural and synthetic fibres.</li> <li>☒ Demonstrate methods of taking care of clothes.</li> </ul>
<b>Assessment/ Activity</b>	<p>Group collage on types of clothing.  Sorting game: fibre to fabric.  Class talk: "How I take care of my clothes."  Safety role-plays and poster making.  Class quiz on emergency responses.  Group discussion on "What to do in an emergency?"</p>
<b>Teaching Aids</b>	<p>Smartboard videos and animations  Real/replica first aid kits.  Fabric samples</p>
<b>Syllabus of P.T-1</b>	<p>Chapter 1: Eat Smart  Chapter 2: Chew, Swallow, and Digest</p>

## August

Topic	1st Week	2nd Week	3rd Week	4th Week
<p><b>Chapter 5: States of Matter</b></p> <p><b>Chapter 6: Leafy Legends – The Story of Plants</b></p>	<p><b>What is Matter?</b> – Introduction, characteristics of matter (mass, occupies space)</p> <p><b>States of Matter</b> – Solid, liquid, gas; properties with examples</p>	<p><b>Changes in States of Matter</b> – Melting, freezing, evaporation, condensation.</p> <p><b>Solutions</b> – Soluble/insoluble substances, making a solution, real-life examples</p>	<p><b>Parts of a Leaf and Stomata</b> – Leaf structure, function of each part, stomata and their role.</p> <p><b>How Leaves Make Food (Photosynthesis)</b> – Process, importance of sunlight, chlorophyll, CO<sub>2</sub>, water</p>	<p><b>How Plants Use Food + Insectivorous Plants</b> – Food storage, special plants (pitcher plant, venus flytrap).</p> <p><b>Interdependence between Plants and Animals</b> – Oxygen/food cycle, role in food chains.</p>
<b>Learning Objectives</b>	<p><u>Learning objectives for "States of Matter"</u>  Students will develop the ability to:</p> <ul style="list-style-type: none"> <li>☒ Understand the concept and characteristics of matter.</li> <li>☒ Identify and differentiate between states of matter.</li> <li>☒ Explain how matter can change from one state to another.</li> <li>☒ Learn about solutions and common solutes/solvents.</li> </ul> <p><u>Learning objectives for "Leafy Legends – The Story of Plants"</u>  Students will develop the ability to:</p> <ul style="list-style-type: none"> <li>☒ Identify and explain parts of a leaf and their functions.</li> <li>☒ Understand photosynthesis and its role in plant life.</li> <li>☒ Discover how plants store and use food.</li> <li>☒ Learn how plants and animals rely on each other.</li> </ul>			
<b>Expected Learning Outcomes</b>	<p><u>Learning outcomes of "States of Matter"</u>  Students will be able to:</p> <ul style="list-style-type: none"> <li>☒ Define matter and its three states.</li> <li>☒ Describe characteristics of solids, liquids, and gases.</li> <li>☒ Observe and explain physical changes in state.</li> <li>☒ Make and describe simple solutions.</li> </ul> <p><u>Learning outcomes of "Leafy Legends – The Story of Plants"</u>  Students will be able to:</p> <ul style="list-style-type: none"> <li>☒ Label parts of a leaf and describe stomata.</li> <li>☒ Explain photosynthesis in simple terms.</li> <li>☒ Identify insect-eating plants and their adaptations.</li> <li>☒ Understand the concept of interdependence in nature</li> </ul>			
<b>Assessment/ Activity</b>	<p>Group experiment: observe ice melting  Worksheet: classify objects by state of matter.  Quiz  Draw and label a leaf diagram.  Observation experiment: stomata activity or photosynthesis demo.  Create a plant-animal interdependence flow chart.</p>			

<b>Teaching Aids</b>	Smartboard videos and animations Real-life objects (ice cube, balloon, water) Videos on photosynthesis Plant models
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## September

Topic	1st Week	2nd Week	3rd Week	4th Week
<b>Chapter 3, 4, 5 &amp; 6</b>	Revision for Half Yearly Examination. Remark: No new chapter, only the revision for Half Yearly Examination.			
<b>Syllabus of Half Yearly Examination.</b>	Chapter 3: Safety Check Chapter 4: Wardrobe Wonders Chapter 5: States of Matter Chapter 6: Leafy Legends – The Story of Plants			

## OCTOBER

Topic	1st Week	2nd Week	3rd Week	4th & 5th Week
<b>Chapter 7: Adaptation in Plants and Animals</b>  <b>Chapter 8: Animals Ages and Stages</b>	<b>Adaptations in Terrestrial Regions</b> – Plains, forests, deserts, mountains, coastal, and polar regions.  <b>Adaptations in Aquatic Plants</b> – Floating, submerged, and fixed aquatic plants and their features	<b>Special Adaptations in Plants</b> – Insectivorous plants (pitcher plant, sundew).  <b>Special Adaptations in Animals</b> – Camouflage and survival adaptations in different environments	<b>Reproduction by Laying Eggs</b> – Characteristics of birds and insects.  <b>Life Cycle Studies</b> – Butterfly (egg to adult), Cockroach	<b>Other Egg-Laying Animals</b> – Reptiles, fishes, frogs; unique features.  <b>Reproduction by Giving Birth</b> – Mammals and their care for young ones.
<b>Learning Objectives</b>	<u>Learning objectives for “Adaptation in Plants and Animals”</u> Students will develop the ability to: ☒ Identify and explain various adaptations in plants and animals. ☒ Understand how different habitats influence physical features. ☒ Describe how aquatic and insectivorous plants adapt to their environments. ☒ Understand how camouflage helps animals survive. <u>Learning objectives for “Animals Ages and Stages”</u> Students will develop the ability to: ☒ Identify animals that lay eggs and give birth. ☒ Understand the life cycle of various animals. ☒ Compare complete and incomplete metamorphosis. ☒ Recognize parental care among animals.			
<b>Expected Learning Outcomes</b>	<u>Learning outcomes of “Adaptation in Plants and Animals”</u> Students will be able to: ☒ List adaptations in plants and animals by habitat type. ☒ Compare adaptations in terrestrial and aquatic environments. ☒ Identify examples of insectivorous plants and camouflage animals. ☒ Explain the concept of survival adaptations. <u>Learning outcomes of “Animals Ages and Stages”</u> Students will be able to: ☒ Classify animals based on how they reproduce. ☒ Describe life cycle stages of butterfly and cockroach. ☒ Identify differences between egg-laying and live-birth animals. ☒ Appreciate the care given to young ones by different species.			
<b>Assessment/ Activity</b>	Sorting activity: match plant/animal with its habitat and adaptation. Poster: “Adaptations Around Us.” Quiz Draw life cycles (butterfly, cockroach). Label diagram activity. Sorting activity: Egg-laying vs. live birth animals.			
<b>Teaching Aids</b>	Smartboard videos and animations			

	Videos on animal survival and plant adaptations Real or model specimens of aquatic plants Life cycle models
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## NOVEMBER

Topic	1st Week	2nd Week	3rd Week	4th & 5th Week
<b>Chapter 9: Force, Work, and Energy</b>	<b>Introduction to Force</b> – What is force, effects of force, types of forces (muscular, magnetic, applied, etc.)	<b>Friction and Gravity</b> – Factors affecting friction, uses and disadvantages of friction, understanding gravity.	<b>Work and Energy</b> – What is work, what is energy, different forms of energy	<b>Sources of Energy</b> – Energy from fuels, water (hydropower), and wind energy
<b>Learning Objectives</b>	Students will develop the ability to: <ul style="list-style-type: none"> <li>Understand the concept of force and its effects on objects.</li> <li>Identify different types of forces, including contact and non-contact forces.</li> <li>Explain friction, its impact, and ways to reduce/increase it.</li> <li>Understand the basic principles of work and energy, and recognize natural sources of energy.</li> </ul>			
<b>Expected Learning Outcomes</b>	Students will be able to: <ul style="list-style-type: none"> <li>Define and give examples of different types of forces.</li> <li>Identify how friction can be helpful or harmful.</li> <li>Describe gravity and its effects.</li> <li>Explain what work and energy are, and identify sources like wind, water, and fuel</li> </ul>			
<b>Assessment/ Activity</b>	Hands-on experiment: Pushing objects across surfaces (friction demo). Worksheet: Match forces to examples. Quiz: Types of energy and their sources.			
<b>Teaching Aids</b>	Toy cars, ramps, magnets for demonstration Video clips on energy generation (windmills, dams) Friction testing kits (sandpaper, smooth boards) Smartboard visuals and interactive games			
<b>Syllabus of P.T- 2</b>	Chapter 7: Adaptation in Plants and Animals Chapter 8 : Animals Ages and Stages			

## DECEMBER

Topic	1st Week	2nd Week	3rd Week	4th Week
<b>Chapter 10: Understanding our Weather</b>	<b>Composition of Air &amp; about Wind</b> – Air as a mixture of gases, properties of wind, how and why wind moves.	<b>Water &amp; Water Cycle</b> – States of water, evaporation, condensation, precipitation, and importance of water.	<b>The Universe &amp; The Solar System</b> – Stars, planets, the Sun; names and order of planets.	<b>Movement of the Earth</b> – Rotation, revolution, day-night and seasons.
<b>Chapter 11 : Space Adventures</b>	<b>Sea Breeze &amp; Land Breeze</b> – Difference, causes, impact on daily weather	<b>Water Purification &amp; Storage</b> – Methods of purification, safe water storage, rainwater harvesting	<b>The Moon</b> – Features, phases of the moon, how it affects Earth	<b>Exploring Space</b> – Space travel, astronauts, satellites, space stations (basic intro)
<b>Learning Objectives</b>	<u>Learning objectives for “Understanding our Weather”</u> Students will develop the ability to: <ul style="list-style-type: none"> <li>Understand the role of air and wind in weather.</li> <li>Describe natural phenomena like land and sea breeze.</li> <li>Learn the steps and importance of the water cycle.</li> <li>Explore methods to purify and store water safely.</li> </ul> <u>Learning objectives for “Space Adventures”</u>			

	<p>Students will develop the ability to:</p> <ul style="list-style-type: none"> <li>• Understand the components of the universe and solar system.</li> <li>• Learn about the moon and its changing phases.</li> <li>• Explore how Earth's movement affects time and seasons.</li> <li>• Gain awareness of space travel and technology.</li> </ul>
<b>Expected Learning Outcomes</b>	<p><u>Learning outcomes of "Understanding our Weather"</u> Students will be able to:</p> <ul style="list-style-type: none"> <li>• Explain the composition of air and movement of wind.</li> <li>• Differentiate between sea breeze and land breeze.</li> <li>• Illustrate the water cycle and its impact on weather.</li> <li>• Identify ways to purify and store water for safe use.</li> </ul> <p><u>Learning outcomes of "Space Adventures"</u> Students will be able to:</p> <ul style="list-style-type: none"> <li>• Name and describe planets in the solar system.</li> <li>• Identify moon phases and their patterns.</li> <li>• Explain day-night and seasonal changes based on Earth's movement.</li> <li>• Understand the basics of space exploration.</li> </ul>
<b>Assessment/ Activity</b>	<p>Make a Wind Spinner to observe wind movement at home. Water Cycle in a Bag: DIY plastic bag experiment to demonstrate condensation and evaporation. Create a Mini Filter using sand, gravel, and cotton. Moon Journal: Record moon shapes over a week and create a flipbook. Space Quiz Game</p>
<b>Teaching Aids</b>	<p>Smartboard videos and animations Videos on rockets and space missions (e.g., ISRO, NASA) Weather charts Diagrams</p>

## JANUARY

Topic	1st Week	2nd Week	3rd Week	4th Week
<b>Chapter 12: Pollution Patrol</b>	<b>Winter Break</b>	<b>Pollution and Its Types – Air, water, land, and noise pollution; their sources and harmful effects</b>	<b>Reducing Pollution –</b> Basic methods to reduce pollution at home and in the community	<p><b>Biodegradable and Non-Biodegradable Waste –</b> Definitions, examples</p> <p><b>3Rs (Reduce, Reuse, Recycle) –</b> Meaning and practical application</p> <p><b>Importance of Trees –</b> How trees help control pollution and support the environment</p>
<b>Learning Objectives</b>	<p>Students will develop the ability to:</p> <ul style="list-style-type: none"> <li>• Understand what pollution is and identify its types.</li> <li>• Recognize the harmful effects of pollution on life and nature.</li> <li>• Differentiate between biodegradable and non-biodegradable waste.</li> <li>• Practice simple steps to reduce pollution and promote sustainability.</li> </ul>			

<b>Expected Learning Outcomes</b>	Students will be able to: <ul style="list-style-type: none"> <li>List and explain types of pollution.</li> <li>Identify the effects of pollution on humans and animals.</li> <li>Categorize waste items as biodegradable or non-biodegradable.</li> <li>Apply the 3Rs and describe ways to protect the environment.</li> </ul>
<b>Assessment/ Activity</b>	Poster-making: "Say No to Pollution" Sorting activity: biodegradable vs. non-biodegradable items Group discussion: "How can we help the Earth?" Plant-a-tree or virtual tree campaign activity
<b>Teaching Aids</b>	Smartboard videos on pollution and 3Rs Recycled material for craft or poster work

## FEBRUARY

Topic	1st Week	2nd Week	3rd Week	4th Week
Chapter 9, 10, 11 & 12	Revision for Annual Examination. Remark: No new chapter, only the revision for Annual Examination.			

## MARCH

Topic	1st Week	2nd Week	3rd Week	4th Week
	<b>Annual Examination</b>			
<b>Syllabus of Annual Examination.</b>	Chapter 9: Force, Work, and Energy Chapter 10: Understanding our Weather Chapter 11: Space Adventures Chapter 12: Pollution Patrol			

## G.K

### April

TOPIC	1 <sup>ST</sup> WEEK	2 <sup>ND</sup> WEEK	3 <sup>RD</sup> WEEK	4 <sup>TH</sup> WEEK
Unit-1 India and world	Chapter 1 India's natural features	Chapter 2 Voyage of Discovery	Chapter 3 Global labels	Chapter 4 Global wallet
<b>LEARNING OBJECTIVES</b>	<ol style="list-style-type: none"> <li>Understand India's geographical location and its significance.</li> <li>Analyze India's relations with neighboring countries.</li> <li>Examine India's role in global affairs and international organizations.</li> <li>Appreciate India's cultural and economic contributions to the world.</li> </ol>			
<b>EXPECTED LEARNING OUTCOME</b>	<ol style="list-style-type: none"> <li>Understand India's global connections.</li> <li>Analyze India's foreign policy.</li> <li>Examine India's role in international relations.</li> <li>Recognize India's cultural and economic impact globally.</li> </ol> Students will gain insights into India's interactions with the world.			
<b>TEACHING AIDS</b>	<ol style="list-style-type: none"> <li>Maps and globes</li> <li>Documentaries and videos</li> <li>Interactive online resources</li> <li>Multimedia presentations</li> </ol>			
<b>ASSESSMENT</b>	<b>Assessment Methods</b> <ol style="list-style-type: none"> <li>Written tests</li> <li>Project presentations</li> <li>Group discussions</li> <li>Map-based assignments</li> </ol>			

### May

TOPIC	1 <sup>ST</sup> WEEK	2 <sup>ND</sup> WEEK	3 <sup>RD</sup> WEEK	4 <sup>TH</sup> WEEK
Unit I India and world	Chapter 6 Magnificent world	Chapter 7 Royal residencies	Revision	Summar Break
LEARNING OBJECTIVES	1. Understand India's geographical location and its significance. 2. Analyze India's relations with neighboring countries. 3. Examine India's role in global affairs and international organizations. 4. Appreciate India's cultural and economic contributions to the world.			
EXPECTED LEARNING OUTCOME	1. Understand India's global connections. 2. Analyze India's foreign policy. 3. Examine India's role in international relations. 4. Recognize India's cultural and economic impact globally. Students will gain insights into India's interactions with the world.			
TEACHING AIDS	1. Maps and globes 2. Documentaries and videos 3. Interactive online resources 4. Multimedia presentations			
ASSESSMENT	Assessment Methods 1. Written tests 2. Project presentations 3. Group discussions 4. Map-based assignments			

## July

TOPIC	1st week	2nd week	3rd week	4th & 5th week
Unit-2 Our Earth Unit 3 politics	Chapter 7 Ocean life	Chapter 8 blazing peaks	Chapter 9 Halls of power	Chapter 10 Indian government
LEARNING OBJECTIVES	1. Understand the impact of politics on environmental issues. 2. Analyze the role of governments in sustainable development. 3. Examine international cooperation on environmental concerns. 4. Evaluate the relationship between politics and environmental conservation.			
EXPECTED LEARNING OUTCOME	Expected Learning Outcomes 1. Understand the interconnectedness of politics and environmental issues. 2. Analyze the impact of political decisions on environmental sustainability. 3. Evaluate the effectiveness of international environmental agreements. 4. Develop critical thinking on environmental governance and policy-making.			
TEACHING AIDS	1. Maps (physical, political) 2. Globes 3. Diagrams (e.g., India's geographical location) 4. Infographics (e.g., trade relations, cultural exchange) 5. Videos/documentaries (e.g., India's foreign policy) 6. Online resources (e.g., news articles, government websites)			
ASSESSMENT	1. Map skills test 2. Short answer questions on India's relations with neighboring countries 3. Essay on India's role in global affairs 4. Case study on India's participation in international organizations 5. Quiz on India's geographical location and cultural exchange			
Activity	1. *Earth Model Making*: Create models of the Earth using clay or paper mache, highlighting its features like oceans, continents, and mountains. 2. *Mock Election*: Conduct a mock election in the classroom, teaching students about the democratic process, voting, and leadership roles.			

## August

TOPIC	1 <sup>ST</sup> WEEK	2 <sup>ND</sup> WEEK	3 <sup>RD</sup> WEEK	4 <sup>TH</sup> WEEK
Unit 4 science Unit 5 sports	Chapter 11 Skelton In Us Chapter 12	Chapter 15 Purpose Fleet Chapter 16	Chapter 19 Playing For Pride Chapter 20	Chapter 23 Roots Chapter 24

Unit-6 living world	Science lab Chapter 13 Computer Icons Chapter 14 Tools Gallery	Space Things Chapter 17 Good Old Games Chapter 18 Sporting League	Life Cycle Chapter 21 Mysterious Animal Id Chapter 22 Flightless Bird	Trees And Their Leaves Chapter 25 Plants Bite Back and revision.
LEARNING OBJECTIVES	<ol style="list-style-type: none"> <li>1. Understand the structure and functions of the human skeleton.</li> <li>2. Identify and label different bones in the skeletal system.</li> <li>3. Explain the importance of the skeleton in supporting movement and protection.</li> <li>4. Describe the role of the skeleton in overall health and well-being.</li> </ol>			
EXPECTED LEARNING OUTCOME	<ol style="list-style-type: none"> <li>1. Identify common computer icons and their functions.</li> <li>2. Understand the purpose of icons in graphical user interfaces.</li> <li>3. Recognize icons for various applications and files.</li> <li>4. Use icons to navigate and interact with digital environments.</li> </ol> <p>These outcomes can help users effectively utilize icons in computing.</p>			
TEACHING AIDS	<ol style="list-style-type: none"> <li>1. Models (human skeleton replicas)</li> <li>2. Diagrams (labeled skeletal system)</li> <li>3. Pictures (X-rays, illustrations)</li> <li>4. Interactive 3D software</li> </ol> <p>These aids can enhance understanding and engagement.</p>			
ASSESSMENT	<ol style="list-style-type: none"> <li>1. Labeling diagrams of the skeletal system</li> <li>2. Short answer questions on bone functions</li> <li>3. Multiple-choice questions on skeletal system facts</li> <li>4. Essay questions on the importance of the skeleton</li> </ol> <p>These assessments can evaluate students' understanding and knowledge of the skeletal system.</p>			
Activity	*Dancing Raisins Experiment*: Fill a glass with soda, add raisins, and watch them "dance" up and down. This activity demonstrates buoyancy and carbonation concepts in a simple and entertaining way!			

## September

TOPIC	1 <sup>ST</sup> WEEK	2 <sup>ND</sup> WEEK	3 <sup>RD</sup> WEEK	4 <sup>TH</sup> WEEK
Half Yearly Exam	Revision of Half Yearly Exam Syllabus	Revision of Half Yearly Exam Syllabus	Half Yearly Exam	Half Yearly Exam
Syllabus for Half Yearly Examination	Unit 4,5,6 Notebook work			

## October

TOPIC	1 <sup>ST</sup> WEEK	2 <sup>ND</sup> WEEK	3 <sup>RD</sup> WEEK	4 <sup>TH</sup> & 5th WEEK
Unit 7 Fun with Words Unit 8 Hours and Culture	Chapter 26 Dictionary Chronicles Chapter 27 Spice Of Speech	Chapter 28 Collective Gathering Chapter 29 Play With Riddles	Chapter-30 Indian Tongues Chapter 31 Masters Of Melodies	Chapter 32 Paint The Canvas Chapter 33 World Celebrates
LEARNING OBJECTIVES	Understanding Cultural Diversity*: Students will be able to identify and describe different cultural practices, traditions, and customs, demonstrating an appreciation for the richness of cultural diversity.			
EXPECTED LEARNING OUTCOME	Students will demonstrate an understanding and appreciation of different cultures, traditions, and customs, and be able to recognize the importance of cultural diversity in a globalized world.			
TEACHING AIDS	Images			
ASSESSMENT	Cultural fair			
ACTIVITY	Cultural Showcase: Ask students to research and present about a specific culture, including its traditions, customs, music, dance, food, and clothing. This activity promotes cultural awareness and appreciation!			

## November

TOPIC	1 <sup>ST</sup> WEEK	2 <sup>ND</sup> WEEK	3 <sup>RD</sup> WEEK	4 <sup>TH</sup> & 5th WEEK
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Unit 9 Personal Development Unit 10 Reasoning	Chapter 34 Stay safe Chapter 35 First Aid Kit	Chapter 36 Intense Fear	Chapter 37 Being Yogi Chapter 38 Make It Square	Chapter 39 Number Ninjas
LEARNING OBJECTIVES	1. Understand the importance of personal development and self-awareness. 2. Develop critical thinking and problem-solving skills. 3. Analyze personal strengths, weaknesses, and goals. 4. Apply reasoning skills to make informed decisions.			
EXPECTED LEARNING OUTCOME	1. Enhanced self-awareness and personal growth. 2. Improved critical thinking and problem-solving skills. 3. Ability to set and work towards personal goals. 4. Effective decision-making and reasoning skills.			
TEACHING AIDS	1. Self-assessment worksheets 2. Goal-setting templates 3. Case studies for critical thinking 4. Decision-making frameworks			
Activity	Pattern Blocks*: Provide students with pattern blocks or puzzles and ask them to create and extend patterns. This activity develops problem-solving skills, logical thinking, and reasoning abilities.			

## December

TOPIC	1 <sup>ST</sup> WEEK	2 <sup>ND</sup> WEEK	3 <sup>RD</sup> WEEK	4 <sup>TH</sup> WEEK
Unit 11 Environment Unit 12 Miscellaneous	Chapter 40 Green R's Chapter 41 Green Under Threat	Chapter 42 Print Media	Chapter 43 Study Field	Chapter 44 Legacy Builders
LEARNING OBJECTIVES	1. Understand the importance of environmental conservation. 2. Identify and explain various environmental issues (e.g., pollution, climate change). 3. Describe the impact of human activities on the environment. 4. Develop awareness of sustainable practices and eco-friendly behaviors. These objectives can guide students in gaining a deeper understanding of environmental concepts and issues.			
EXPECTED LEARNING OUTCOME	1. Understand environmental concepts and issues. 2. Analyze the impact of human activities on the environment. 3. Develop critical thinking on sustainability and conservation. 4. Apply knowledge to promote eco-friendly behaviors and practices.			
TEACHING AIDS	Diagrams Pictures			
ASSESSMENT	Case studies MCQ			
Activity	Create patterns using recycled materials - Build structures representing eco-friendly buildings			

## January

TOPIC	1 <sup>ST</sup> WEEK	2 <sup>ND</sup> WEEK	3 <sup>RD</sup> WEEK	4 <sup>TH</sup> & 5th WEEK
Revision	Winter break	Revision	Revision	Revision

## February

TOPIC	1 <sup>ST</sup> WEEK	2 <sup>ND</sup> WEEK	3 <sup>RD</sup> WEEK	4 <sup>TH</sup> WEEK
Revision	Revision	Revision	Revision	Revision

## March

TOPIC	1 <sup>ST</sup> WEEK	2 <sup>ND</sup> WEEK	3 <sup>RD</sup> WEEK	4 <sup>TH</sup> WEEK
Revision	ANNUAL EXAMINATION			
Syllabus for Annual	Unit- 9,10,11,12			

Examination	
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# Computer

## April

Topic	1 <sup>st</sup> Week	2 <sup>nd</sup> Week	3 <sup>rd</sup> Week	4 <sup>th</sup> Week
<b>Ch-1 All About Data and Storage</b> <b>Practical skills</b>	What is data? • Types of data: text, numbers, images, audio <b>Activity:</b> • Activity: Classify data types from pictures	• Need for storing data • Devices used to store data (pen drive, CD, hard disk, cloud) <b>Activity</b> Activity: Match devices with usage	Units of storage (bit, byte, KB, MB) • Arrange data sizes in order <b>Activity</b> Activity: Arrange images according to size	Recap and worksheet on data and storage <b>Activity</b> • Project: Draw or present different storage devices and their uses
<b>Learning Objectives</b>	<b>The students will develop the ability to-</b> Understand the meaning of data Identify different data types Explain importance of data storage Recognize different storage devices			
<b>Expected Learning Outcomes</b>	<b>The students will be able to-</b> <ul style="list-style-type: none"> <li>● Explain what data is and its different types</li> <li>● Identify and classify data storage devices</li> <li>● Understand units of data and compare their sizes</li> <li>● Present knowledge creatively through charts or posters</li> </ul>			
<b>Assessment</b>	Observation during Activities Worksheets and data classification			
<b>Teaching Aids</b>	Smartboard and flashcards of storage devices Real or dummy storage devices (pen drive, CD, etc.) Charts and printed worksheets			

## May

Topic	1 <sup>st</sup> Week	2 <sup>nd</sup> Week	3 <sup>rd</sup> Week	4 <sup>th</sup> Week
<b>Ch-2 Understanding Operating System</b> <b>Practical skills</b>	What is an Operating System? • Role of OS in a computer <b>Activity:</b> Identify OS from logos (Windows, macOS, Android)	Functions of an OS (booting, managing files, multitasking) <b>Activity:</b> Match function to OS task	• Types of OS (GUI vs CLI) • Introduction to GUI elements (icons, menus, desktop) <b>Activity:</b> Explore a basic desktop interface	Summar Break
<b>Learning Objectives</b>	<b>The students will develop the ability to-</b> Understand the meaning of data Identify different data types Explain importance of data storage Recognize different storage devices			
<b>Expected Learning Outcomes</b>	<b>The students will be able to-</b> <ul style="list-style-type: none"> <li>● Explain what data is and its different types</li> <li>● Identify and classify data storage devices</li> </ul>			

	<ul style="list-style-type: none"> <li>• Understand units of data and compare their sizes</li> <li>• Present knowledge creatively through charts or posters</li> </ul>
<b>Assessment</b>	<p>Observation during Activities</p> <p>Worksheet and data classification</p>
<b>Teaching Aids</b>	<p>Smartboard and flashcards of storage devices</p> <p>Real or dummy storage devices (pen drive, CD, etc.)</p> <p>Charts and printed worksheets</p>

## July

Topic	1 <sup>st</sup> Week	2 <sup>nd</sup> Week	3 <sup>rd</sup> Week	4 <sup>th</sup> & 5 <sup>th</sup> week
<b>Ch-3 Managing Files and Folder</b> <b>Ch-1(coding)- Working with Scratch 3.0</b>  <b>Practical skills</b>	<ul style="list-style-type: none"> <li>• Introduction to file and folder concepts</li> <li>• Difference between file and folder</li> </ul> <p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>• Creating, renaming, and deleting folders</li> </ul>	<ul style="list-style-type: none"> <li>• Naming rules</li> <li>• Perform basic operations with files/folders</li> </ul> <p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>• Copying and moving files</li> <li>• Practical file handling</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to Scratch interface</li> <li>• Sprites and stage</li> <li>• Moving a sprite</li> </ul> <p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>• Creating a small program</li> <li>• Using looks and sound blocks</li> </ul>	<ul style="list-style-type: none"> <li>• Build simple programs</li> <li>• Apply multiple blocks to create animations</li> </ul> <p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>• Explore Scratch interface</li> <li>• Use blocks to animate a sprite</li> </ul>
<b>Learning Objectives</b>	<p><b>The students will develop the ability to-</b></p> <ul style="list-style-type: none"> <li>• Understand files &amp; folders</li> <li>• Identify types of files</li> <li>• Apply correct naming</li> <li>• Perform basic operations with files/folders.</li> </ul>			
<b>Expected Learning Outcomes</b>	<p><b>The students will be able to-</b></p> <p>Explore Scratch interface</p> <p>Use blocks to animate a sprite</p> <p>Build simple programs</p> <p>Apply multiple blocks to create animations</p>			
<b>Assessment</b>	<p>Observation during activities</p> <p>Class worksheet</p> <p>Scratch project submission</p>			
<b>Teaching Aids</b>	Computer lab with file explorer access			
<b>PT 1 SYLLABUS:</b>	<p>Ch - 2 Understanding operating systems</p> <p>Ch-3 Managing Files and Folder</p> <p>Ch-1(coding)- Working with Scratch 3.0</p>			

## August

Topic	1 <sup>st</sup> Week	2 <sup>nd</sup> Week	3 <sup>rd</sup> Week	4 <sup>th</sup> Week
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<b>Ch-4 Exploring Internet</b> <b>Ch-5 The Internet of Things</b> <b>Ch-2(Coding)- Sprite and Backdrop</b> <b>Ch-6 Stepwise Thinking</b>  <b>Practical skills</b>	What is Internet • Uses of Internet • Popular Web Browsers • Net Safety Rules  <b>Activity:</b> • Popular Web Browsers • Net Safety Rules  • Understanding Search Engines • How to browse safely	<b>Activity:</b> • Class activity on safe searching  • Introduction to ICT • Examples of ICT devices (smart home, watches, etc.)  <b>Activity:</b> • Class Discussion or PPT on ICT	• Working of ICT (basic concept) • Advantages and Disadvantages of ICT • Class Discussion or PPT on ICT  <b>Activity:</b> Use search engines responsibly • Practice safe browsing habits	• What is a sprite? • Changing sprites • Adding and editing backdrops  • What is stepwise thinking? • Breaking tasks into steps  <b>Activity:</b> Activities to apply stepwise thinking • Debugging simple instructions
<b>Learning Objectives</b>	<b>The students will develop the ability to-</b> • Understand what the Internet is • Identify uses of the Internet • Follow safety guidelines online			
<b>Expected Learning Outcomes</b>	<b>The students will be able to-</b> Use search engines responsibly Practice safe browsing habits			
<b>Assessment</b>	Class participation  Worksheet on safe browsing and ICT  Short quiz or presentation			
<b>Teaching Aids</b>	Smart-board with internet access  Videos/PPT on Internet & ICT			

## SEPTEMBER

Topic	1 <sup>st</sup> Week	2 <sup>nd</sup> Week	3 <sup>rd</sup> Week	4 <sup>th</sup> Week
	Revision	Revision	Half Yearly Examination	Half Yearly Examination
<b>Learning Objectives</b>	<b>The students will develop the ability to-</b> • Identify and modify sprites • Apply backdrops in Scratch • Understand logical order of steps • Break down problems into smaller steps			
<b>Expected Learning Outcomes</b>	<b>The students will be able to-</b> • Use multiple sprites and costumes • Create simple interactive scenes			
<b>Assessment</b>	Class participation  Worksheet and Scratch activities  Short quiz on concepts			
<b>Teaching Aids</b>	Smart-board with Scratch access.			
<b>SYLLABUS OF HALF YEARLY EXAM</b>	Ch-4 Exploring Internet  Ch-5 The Internet of Things  Ch-6 Stepwise Thinking  Ch-2(Coding)- Sprite and Backdrop			

## OCTOBER

Topic	1 <sup>st</sup> Week	2 <sup>nd</sup> Week	3 <sup>rd</sup> Week	4 <sup>th</sup> & 5th Week
<b>Chapter 3(Coding): Events and Loops</b>  <b>Chapter 7: Formatting Document</b>  <b>Practical skills</b>	<ul style="list-style-type: none"> <li>• What is an event?</li> <li>• Examples of events in Scratch</li> <li>• Using event block</li> </ul> <b>Activity:</b> <ul style="list-style-type: none"> <li>• Activity: make a sprite move continuously</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to loops</li> <li>• Repeat and forever loops</li> </ul> <b>Activity:</b> <ul style="list-style-type: none"> <li>• Activity: use 'when clicked' event</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to word processors</li> <li>• Changing font, size, and color</li> </ul> <b>Activity:</b> <ul style="list-style-type: none"> <li>• Formatting paragraphs</li> <li>• Class task: Format a paragraph</li> </ul>	<ul style="list-style-type: none"> <li>• Aligning text</li> <li>• Using bullet and numbering</li> <li>• Formatting paragraph</li> </ul> <b>Activity:</b> <ul style="list-style-type: none"> <li>• Using bold, italic, underline</li> </ul>
<b>Learning Objectives</b>	<b>The students will develop the ability to –</b> <ul style="list-style-type: none"> <li>• Understand and use events in Scratch</li> <li>• Trigger actions with events</li> <li>• Format text using font tools</li> <li>• Identify parts of word processor interface</li> </ul>			
<b>Expected Learning Outcomes</b>	<b>The students will be able to-</b> <ul style="list-style-type: none"> <li>• Apply loops in Scratch</li> <li>• Combine events and loops for animations</li> </ul>			
<b>Assessment</b>	Scratch project on events and loops  Formatted document assignment  Oral questioning and worksheet			
<b>Teaching Aids</b>	Smart-board with Scratch access  Word processing software (MS Word, etc.)  Sample formatted documents			

## NOVEMBER

Topic	1 <sup>st</sup> Week	2 <sup>nd</sup> Week	3 <sup>rd</sup> Week	4 <sup>th</sup> & 5th Week
<b>Chapter 4(coding): Using Sensing Blocks</b>  <b>Chapter 8: Enhancing Documents</b>  <b>Practical skills</b>	<ul style="list-style-type: none"> <li>• Introduction to sensing blocks</li> <li>• Using 'touching', 'mouse down', and 'key pressed' blocks</li> </ul> <b>Activity:</b> <ul style="list-style-type: none"> <li>• Activity: create interactive sprite reactions</li> </ul>	<ul style="list-style-type: none"> <li>• Advanced sensing blocks: 'ask and answer', 'distance to', etc</li> </ul> <b>Activity:</b> <ul style="list-style-type: none"> <li>• Create a basic quiz or interactive game using sensing</li> <li>• Class activity: ask and respond program</li> </ul>	<ul style="list-style-type: none"> <li>• Inserting pictures, shapes, and text boxes</li> <li>• Formatting images and text boxes</li> </ul> <b>Activity:</b> <ul style="list-style-type: none"> <li>• Activity: Create a document with images and caption</li> </ul>	<ul style="list-style-type: none"> <li>• Creating tables</li> <li>• Adding borders and shading</li> </ul> <b>Activity:</b> <ul style="list-style-type: none"> <li>• Project: create a formatted document with all enhancements</li> </ul>
<b>Learning Objectives</b>	<b>The students will develop the ability to –</b> <ul style="list-style-type: none"> <li>• Understand the use of sensing blocks</li> <li>• Make programs respond to inputs like key press or mouse click</li> </ul>			
<b>Expected Learning Outcomes</b>	<b>The students will be able to-</b> <ul style="list-style-type: none"> <li>• Enhance documents using multimedia</li> <li>• Format and position images and shapes</li> </ul>			
<b>Assessment</b>	Interactive Scratch project  Formatted document with enhancements			

	Quiz and worksheet
<b>Teaching Aids</b>	Smart-board with Scratch access Computers with MS Word or similar software Sample documents with enhancements
<b>PT-2 SYLLABUS-</b>	Chapter 3(coding): Using Sensing Blocks Chapter 7: Enhancing Documents

## DECEMBER

Topic	1 <sup>st</sup> Week	2 <sup>nd</sup> Week	3 <sup>rd</sup> Week	4 <sup>th</sup> Week
<b>Ch-9 Creating Presentation</b>  <b>Practical skills</b>	<ul style="list-style-type: none"> <li>• Introduction to presentation software (e.g., MS PowerPoint)</li> <li>• Exploring</li> </ul> <b>Activity:</b> • Exploring interface: slides, layout, title, and content	<ul style="list-style-type: none"> <li>• Adding new slides</li> <li>• Inserting text, pictures, and shapes</li> </ul> <b>Activity:</b> <ul style="list-style-type: none"> <li>• Activity: create a 3-slide animated presentation</li> </ul>	Applying transitions and animations <ul style="list-style-type: none"> <li>• Setting slide order</li> </ul> <b>Activity:</b> <ul style="list-style-type: none"> <li>• Class presentation and feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Final project: prepare a simple presentation on a topic (e.g., My Hobby, My School)</li> </ul> <b>Activity:</b> • Use transitions and animations
<b>Learning Objectives</b>	<b>The students will develop the ability to –</b> <ul style="list-style-type: none"> <li>• Understand basic parts of presentation software</li> <li>• Create a multi-slide presentation</li> <li>• Format slides with text and images</li> </ul>			
<b>Expected Learning Outcomes</b>	<b>The students will be able to-</b> <ul style="list-style-type: none"> <li>• Use transitions and animations effectively</li> <li>• Enhance presentation flo</li> </ul>			
<b>Assessment</b>	<ul style="list-style-type: none"> <li>● Final presentation project</li> <li>● Class participation and oral feedback</li> <li>● Worksheet on presentation software</li> </ul>			
<b>Teaching Aids</b>	<ul style="list-style-type: none"> <li>● Mortarboard with projector</li> <li>● Presentation software (MS PowerPoint, Google Slides)</li> <li>● Sample presentations and templates</li> </ul>			

## JANUARY

Topic	1 <sup>st</sup> Week	2 <sup>nd</sup> Week	3 <sup>rd</sup> Week	4 <sup>th</sup> & 5th Week
<b>Ch-10 Be Creative with AI</b>  <b>Practical skills</b>	Winter Break  <b>Activity:</b> <ul style="list-style-type: none"> <li>• Hands-on activity: use an AI tool for a creative task (e.g., create art or generate a story)</li> </ul>	<ul style="list-style-type: none"> <li>• AI in daily life (examples: voice assistants, smart devices)</li> </ul> <b>Activity:</b> <ul style="list-style-type: none"> <li>• Develop awareness of responsible AI use</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to Artificial Intelligence</li> </ul> <b>Activity:</b> <ul style="list-style-type: none"> <li>• Use AI tools creatively</li> <li>• Collaborate in a project involving AI</li> </ul>	<ul style="list-style-type: none"> <li>• Exploring creative uses of AI (drawing, music, storytelling)</li> <li>• Class discussion on ethical use of AI</li> </ul> <b>Activity:</b> <ul style="list-style-type: none"> <li>• Present creative AI project</li> <li>• Reflect on how AI works and its uses</li> </ul>

<b>Learning Objectives</b>	<b>The students will develop the ability to –</b> <ul style="list-style-type: none"> <li>• Understand what AI is</li> <li>• Identify examples of AI in real life</li> </ul>
<b>Expected Learning Outcomes</b>	<b>The students will be able to-</b> <ul style="list-style-type: none"> <li>• Recognize creative applications of AI</li> <li>• Develop awareness of responsible AI use</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>● AI project presentation</li> <li>● Class participation and discussion</li> <li>● Quiz or worksheet on AI basics</li> </ul>
<b>Teaching Aids</b>	<ul style="list-style-type: none"> <li>● Videos on AI and its applications</li> <li>● Devices with age-appropriate AI tools/apps</li> <li>● Smart-board or projector for demonstrations</li> </ul>

## FEBRUARY

Topic	1 <sup>st</sup> Week	2 <sup>nd</sup> Week	3 <sup>rd</sup> Week	4 <sup>th</sup> Week
<b>Annual Examination Syllabus</b>	Revision	Revision	. Revision	Revision

## MARCH

Topic	1 <sup>st</sup> Week	2 <sup>nd</sup> Week	3 <sup>rd</sup> Week	4 <sup>th</sup> Week
	ANNUAL EXAMINATION	ANNUAL EXAMINATION	ANNUAL EXAMINATION	Achiever's day
<b>Annual Exam Syllabus</b>	Chapter 8: Enhancing Documents Ch-9 Creating Presentation Ch-10 Be Creative with AI Chapter 4(coding): Using Sensing Blocks			