

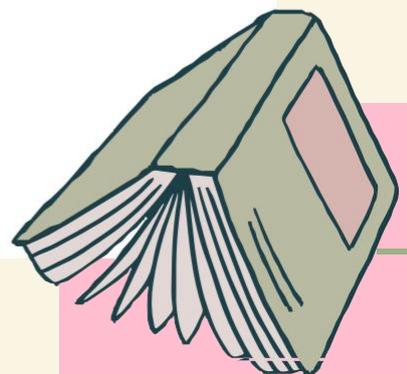
# **R.V.NORTHLAND INTERNATIONAL SCHOOL**

**ACADEMIC**

**PLANNER**

**SESSION: 2025-26**

**CLASS- V**



**SUBJECT: ENGLISH**

**MONTH: APRIL**

Topic	1st Week	2nd Week	3rd Week	4th Week
<p><b>Literature:</b> Chapter 1: Sparky Tarun</p> <p><b>Grammar:</b></p> <p><b>Section-C</b> Ch-1: The Sentence  Ch-2 Subject &amp; Predicate</p>	<p><b>Literature:</b> Introduction to theme and reading comprehension of Chapter 1.</p> <p><b>Grammar:</b> 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> Detailed explanation, meanings, and discussion.</p> <p><b>Listening:</b> 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:</b> <b>Ch-2 Subject &amp; predicate</b></p>	<p><b>Literature:</b> Textual Q&amp;A and role play.</p> <p><b>Speaking:</b> 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>
<p><b>Learning Objectives</b></p>	<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>			
<p><b>Expected learning outcome-</b></p>	<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> </ol>			

	<p>4. Identify and use different types of sentences: declarative, interrogative, imperative, and exclamatory.</p> <p>5. Use correct punctuation marks at the end of sentences (full stop, question mark, exclamation mark).</p>
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**MONTH: MAY**

<b>Chapter</b>	<b>1st Week</b>	<b>2nd week</b>	<b>3rd week</b>	<b>4th week</b>
<b>Literature</b> Chapter-2 Daddy's Tour	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> Reading comprehension, The Sentence, Application	Application on sick leave	Explanation of sentences	Explain the methods to comprehend a passage and exercise related to that	Revision of all the chapters
Learning objectives	<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> <p>1. *Identify and define*: Students will be able to identify and define different parts of speech (nouns, verbs, adjectives, adverbs, etc.).</p> <p>2. *Recognize in sentences*: Students will recognize and identify parts of speech in given sentences.</p>			
Expected learning outcome	<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>			
Assessment	<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>			
Teaching aids	<p>Teaching Aids</p> <p>Visual Aids</p> <p>1. Charts</p> <p>2. Diagrams</p> <p>Interactive Tools</p> <p>1. Flashcards</p>			
Activity	<p>Hands-on Activities</p> <p>1. Word sorting</p> <p>2. Sentence building</p> <p>3. Role-playing</p>			

**MONTH: JULY**

Chapter	1st Week	2nd week	3rd week	4th week
<p><b>Literature</b> Chapter-2 Daddy’s Tour Chapter -3 The Sole survivor Poem-Forest life</p>	<p>Revision and pending work of chapter-2</p>	<p>Explanation, Reading, Difficult word and word meaning of chapter-3</p>	<p>Question answer and activity related to the chapter-3</p>	<p>Class test related to the chapters Poetry Explanation</p>
<p><b>Grammar</b> Reading comprehension, notice writing, Part of speech (Noun)</p>	<p>Explanation of “How to write a notice”</p>	<p>Explanation of (Noun- Number and Gender) with lots of example And exercise related to the topic.</p>	<p>Explain the methods to comprehend a passage and exercise related to that</p>	<p>Revision of all the chapters and Assignment</p>
<p>Learning objectives</p>	<p>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:</p> <ol style="list-style-type: none"> <li>1. Analyze and interpret poetic devices.</li> <li>2. Identify themes, tone, and mood.</li> <li>3. Appreciate different poetic forms.</li> <li>4. Express thoughts and emotions through poetry.</li> </ol> <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- Number and Gender.)</li> <li>2. *Recognize in sentences*: Students will recognize and identify parts of speech in given sentences.</li> <li>3. *Use correctly*: Students will use parts of speech correctly in their own writing and speaking.</li> <li>4. *Understand functions*: Students will understand the functions of Noun.</li> </ol> <p>Writing</p> <ol style="list-style-type: none"> <li>1. Use proper format and tone.</li> <li>2. Include essential details (date, time, venue, purpose).</li> </ol>			
<p>Expected learning outcome</p>	<p>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.</p>			
<p>Assessment</p>	<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>			
<p>Teaching aids</p>	<p>Visual Aids</p> <ol style="list-style-type: none"> <li>1. Posters</li> <li>2. Charts</li> <li>3. Diagrams</li> </ol>			

Activity	Story Sequencing*: Cut out scenes from the story and have students sequence them in order.
<b>Syllabus for PT-1</b>	Literature- Chapter-1, 2 Grammar- Notice writing Reading comprehension Part of speech (Noun)

### MONTH :AUGUST

Chapter	1st Week	2nd week	3rd week	4th week
<b>Literature</b> Chapter-4 Sudha Murthy	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> Report and email writing, Parts of the speech and Reading comprehension	Explanation of “ How to write an Message, Report, E-mail	Explanation of pronoun and Adjective with lots of example And exercise related to the chapter	Explain the methods to comprehend a passage and solve reading passage	Revision of all the chapters Assignment and reading comprehension yes yes
Expected learning outcome	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. Writing 1. Write a clear and concise email. 2. Use proper email format (subject line, greeting, body, signature). 3. Effectively convey message and purpose.			
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	Hands-on Activities 1. Word sorting 2. Sentence building 3. Role-playing			
Activity	Illustrate a Scene*: Ask students to draw or paint a favorite scene from the story.			

### MONTH :SEPTEMBER

Chapter	1st Week	2nd week	3rd week	4th week
<b>Literature</b> Chapter-5 The Golden plate Poem- The Ballad of Semmerwater	Explanation and notebook work related to the chapter	Revision	Class test related to the chapters2	Half yearly exams
<b>Grammar</b>				Half yearly exams

Paragraph writing, Parts of speech	Explanation of “ How to write Biographical sketch and paragraph Explanation of Verb with lots of example	Revision	Revision of all the chapters and Assignment	
Learning objectives	<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> <p>1. <b>*Use correctly*</b>: Students will use parts of speech correctly in their own writing and speaking.  2. <b>*Understand functions*</b>: Students will understand the functions of different parts of speech in sentences.</p>			
Expected learning outcome	<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> <p>1. Describe living organisms, their characteristics, and habitats.</p>			
Assessment	<p>Story telling, Group discussion, role play activity</p> <p><b>Grammar</b></p> <p>1. Quizzes or worksheets to identify parts of speech  2. Writing exercises to apply parts of speech correctly  3. Class discussions to reinforce understanding</p>			
Teaching aids	<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  Visual Aids</p> <p>1. Posters  2. Charts  3. Diagram</p>			
<b>Syllabus for Half yearly examination</b>	<p>Literature-- Chapter-3,4,5  Grammar  Reading comprehension  Parts of speech (pronoun adjectives And verb and vocabulary) paragraph writing</p>			

**MONTH: OCTOBER**

Chapter	1st Week	2nd week	3rd week	4th week
<b>Literature</b> Chapter-6 Tansen	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
Learning objectives	<p>Students will understand the plot, analyze characters, and identify themes. They'll recognize literary devices, evaluate character development, and think critically.</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> <li>3. *Use correctly*: Students will use parts of speech correctly in their own writing and speaking.</li> <li>4. *Understand functions*: Students will understand the functions of different parts of speech in sentences.</li> </ol>			
Expected learning outcome	<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.</p>			
Assessment	<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>			
Teaching aids	<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>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>			
Syllabus for P.T-2	<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>			

#### MONTH: NOVEMBER

Chapter	1st Week	2nd week	3rd week	4th week
<p><b>Literature</b></p> <p>Chapter-7</p> <p>Ice Ice</p> <p>Poem- Never ask your mom</p>	<p>Reading and Hindi explanation of the chapter</p>	<p>Difficult word and word meaning and dictation of the chapter</p> <p>Poetry Explanation</p>	<p>Question answer and activity related to the chapter</p>	<p>Class test related to the chapters</p>

<b>Grammar</b> Part of speech 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
Learning objectives	<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. Here are the expected learning outcomes for learning poetry:</p> <ol style="list-style-type: none"> <li>1. Analyze and interpret poetic devices.</li> <li>2. Identify themes, tone, and mood.</li> <li>3. Appreciate different poetic forms.</li> <li>4. Express thoughts and emotions through poetry.</li> </ol> <p><b>Grammar</b></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>			
Expected learning outcome	<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>			
Assessment	<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>			
Teaching aids	<p>Interactive Tools</p> <ol style="list-style-type: none"> <li>1. Flashcards</li> </ol>			
Activity	<p>Story telling, Group discussion, role play activity</p>			
<b>Syllabus for PT-2</b>	<p>Literature- Chapter-6,7 Grammar- Reading comprehension Description writing, letter writing Parts of speech( prepositions, conjunction, Interjection, pronoun)</p>			

**MONTH :DECEMBER**

Chapter	1st Week	2nd week	3rd week	4th week
Ch-8 Noble Deeds to Nobel prize Ch-9 The Elephant's child	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

Poem- Granny's Little laptop				
<b>Grammar</b> Part of speech and description writing	Description writing and debate	Explanation of Articles with lots of example	Explain the methods to comprehend a passage and exercise related to that	Revision of all the chapters Assignment
Learning objectives	<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> <p>1. *Identify and define*: Students will be able to identify and define different parts of speech (nouns, verbs, adjectives, adverbs, etc.).</p>			
Expected learning outcome	<p>1. Use vivid and descriptive language. 2. Create sensory details to engage the reader. 3. Organize descriptions logically. 4. Develop writing skills to convey imagery.</p> <p>Students will learn to write engaging descriptions that capture the reader's imagination.</p>			
Assessment	<p>Story telling, Group discussion, role play activity</p> <p><b>Grammar</b></p> <p>1. Quizzes or worksheets to identify parts of speech 2. Writing exercises to apply parts of speech correctly 3. Class discussions to reinforce understanding</p>			
Teaching aids	<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 Visual Aids</p> <p>1. Posters 2. Charts 3. Diagrams</p>			
Activity	Worksheet Activity			

**MONTH: JANUARY**

Chapter	1st Week	2nd week	3rd week	4th week
<b>Literature</b> Chapter-10  Sinbad the sailor	Winter break	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>  Parts of speech and Diary writing	Winter break	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
Learning objectives	<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.</p>			

	They'll connect the story to personal experiences and develop a love for literature.
Expected learning outcome	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.
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 representation of the story sequence on a smart board You've outlined effective teaching aids for parts of speech:

#### MONTH : FEBRUARY

Chapter	1st Week	2nd week	3rd week	4th week
<b>Literature</b> Chapter-8,9,10	Revision	Revision	Revision	Revision
<b>Grammar</b>	Revision	Assignment And vocabulary	Explain the methods to comprehend a passage and exercise related to that	Revision of all the chapters

#### MONTH: MARCH

Chapter	1st Week	2nd week	3rd week	4th week
<b>Literature</b> Chapter-8,9,10	Annual examinations	Annual examinations	Annual examinations	Annual examinations
<b>Grammar</b>	Annual examinations	Annual examinations	Annual examinations	Annual examinations
<b>Syllabus for Annual Exams</b> Literature - Chapter-8,9,10 Grammar- Reading comprehension Description writing, letter writing Parts of speech (prepositions, conjunction, Interjection, pronoun)				

## विषय- हिन्दी

माह- अप्रैल

विषय	पहला सप्ताह	दूसरा सप्ताह	तीसरा सप्ताह	चौथा सप्ताह
हिन्दी -१	पाठ -१( नया मेहमान ) पाठ पठन, कठिन शब्द तथा संज्ञा शब्दों की जानकारी देना ।	प्रश्नोत्तर व पुस्तककार्य ।	पाठ-२( गड़बड़झाला ) पाठ पठन ,कठिन शब्द तथा शब्दार्थ ।	प्रश्नोत्तर व पुस्तककार्य ।
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 (शब्द विचार ) पर्यायवाची ,विलोम शब्द लिखवाना तथा याद करवाना ।	इकाई -3 (रचना प्रखण्ड) पत्र लेखन सरकारी या औपचारिक पत्र लेखन कार्य करवाना ।

### शिक्षा के उद्देश्य -

- 1- पाठ से संबंधित कठिन शब्दों व व्याकरण की जानकारी देना ।
- 2-विभिन्न देशों में बोली जाने वाली भाषाओं का ज्ञान करवाना ।

### अपेक्षित सीखने का परिणाम-

- 1-बच्चे कठिन शब्द सिख सकेंगे ।
- 2- विभिन्न देशों की भाषाओं को जान सकेंगे ।

### गतिविधि -

तुलनात्मक गतिविधि -एक ही वाक्य को दो अलग अलग लिपिओं में (जैसे देव नागरी और रोमन ) में लिखो ।

### इकाई परीक्षा -1 पाठ्य क्रम

हिन्दी -1 पाठ -1,2

हिन्दी -2 पाठ -1

विलोम शब्द

पर्यायवाची

माह - मई

विषय	पहला सप्ताह	दूसरा सप्ताह	तीसरा सप्ताह
हिन्दी -1	पाठ-3( सयानी बुआ ) पाठ पठन ,पाठ के कठिन शब्द ।	प्रश्नोत्तर तथा पुस्तककार्य	पाठ -4 माँ कह एक कहानी पाठ पठन ,पाठ के कठिन शब्द तथा प्रश्नोत्तर
हिन्दी -2	पाठ-2- वर्ण विचार वर्ण ,वर्णमाला ,स्वर ,व्यंजन आदि का ज्ञान देना ।	पाठ के प्रश्नोत्तर तथा पुस्तक कार्य ।	पाठ -3- शब्द विचार -शब्द की परिभाषा तथा शब्द के 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 विधि</b> -स्वर और व्यंजन को अलग अलग रंगीन कागज पर लिखना व बच्चों से स्वर व व्यंजन को अलग समूहों में बाटने को कहना ।			

माह - जुलाई

विषय	पहला सप्ताह	दूसरा सप्ताह	तीसरा सप्ताह	चौथा सप्ताह
हिन्दी -1 साहित्य	पाठ 4( माँ कह एक कहानी ) पुस्तक कार्य	पाठ -5 एक किरण आई छाई पाठ पठन तथा कठिन शब्द तथा शब्दअर्थ	पाठ से संबंधित व्याकरण की जानकारी देना तथा प्रश्नोत्तर व पुस्तिका कार्य ।	पाठ का पुनरावलोकन अभ्यास पुस्तिका निरीक्षण कार्य।
हिन्दी -2 व्याकरण	पाठ 3 शब्द रचना – हिन्दी भाषा के शब्दों की रचना के प्रकारों को समझना ।	प्रश्नोत्तर तथा पुस्तककार्य	पाठ -वाक्य विचार परिभाषा तथा भेदों की पूर्ण जानकारी देना ।	प्रश्नोत्तर तथा पुस्तककार्य पत्र लेखन कार्य

### शिक्षा के उद्देश्य –

पाठ के कठिन शब्दों को लिखना सीखना ।।

व्याकरण मे 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 –

बच्चों को कुछ वाक्य देना और उन्हें वर्गीकृत करवाना ।

### आवधिक परीक्षा -1

हिन्दी 1 पाठ 3 ,4

हिन्दी 2 पाठ 2,3

माह - अगस्त

विषय	पहला सप्ताह	दूसरा सप्ताह	तीसरा सप्ताह	चौथा सप्ताह
हिन्दी -1 साहित्य	पाठ -6 अधूरा घड़ा पाठ पठन तथा कठिन शब्द एवं शब्द अर्थ	प्रश्नोत्तर तथा पुस्तककार्य	पाठ 7 भारत का स्कॉटलैंड -कूर्ग पाठ पठन तथा कठिन शब्द एवं शब्द अर्थ	पुनरावलोकन तथा निरीक्षण कार्य
हिन्दी -2 व्याकरण	पाठ -6संज्ञा परिभाषा तथा संज्ञा के भेदों की जानकारी देना   पाठ 8 -कारक परिभाषा तथा कारक के भेद	प्रश्नोत्तर तथा पुस्तककार्य	पाठ 7-लिंग एवं वचन परिभाषा तथा प्रकारों की पूर्ण जानकारी देना	प्रश्नोत्तर तथा पुस्तककार्य  संवाद लेखन कार्य

**शिक्षा के उद्देश्य –**

कविता वचन सीखना |

कठिन शब्द सीखना |

पाठ की रचयिता के बारे में जानकारी प्राप्त करना |

**अपेक्षित सीखने के परिणाम –**

बच्चे कविता वाचन कर सकेंगे |

बच्चे कठिन शब्द सिख सकेंगे |

बच्चे सर्वनाम की जानकारी प्राप्त कर सकेंगे |

**गतिविधि –**

एक पैराग्राफ लिखवाकर उसमें संज्ञा शब्दों को पहचान कर रेखांकित करवाना |

माह - सितंबर

विषय	पहला सप्ताह	दूसरा सप्ताह	तीसरा सप्ताह	चौथा सप्ताह
	पाठों का दोहराव	अर्द्धवार्षिक परीक्षा	अर्द्धवार्षिक परीक्षा	अर्द्धवार्षिक परीक्षा
<p>गतिविधि - वर्क शीट</p> <p><b>अर्द्धवार्षिक परीक्षा –</b></p> <p>हिन्दी 1 पाठ 4,5 ,6,7</p> <p>हिन्दी 2- पाठ 5,6,7, पत्र लेखन</p>				

माह - अक्टूबर

विषय	पहला सप्ताह	दूसरा सप्ताह	तीसरा सप्ताह	चौथा सप्ताह
हिन्दी -1 साहित्य	पाठ 8 दीवानों की हस्ती पाठ पठन तथा कठिन शब्द शब्दअर्थ	प्रश्नोत्तर तथा पुस्तककार्य	पाठ 9 गोपालदास पाठ पठन तथा कठिन शब्द ,शब्दअर्थ	प्रश्नोत्तर तथा पुस्तककार्य
हिन्दी -2 व्याकरण	पाठ 9 सर्वनाम परिभाषा तथा भेद । पाठ 8 -विशेषण परिभाषा तथा भेद	प्रश्नोत्तर तथा पुस्तककार्य	पाठ 10 क्रिया परिभाषा तथा भेद	प्रश्नोत्तर तथा पुस्तककार्य संवाद लेखन कार्य
<p>शिक्षा के उद्देश्य-</p> <p>1-श्रुतिसम भिन्नार्थक शब्द सीख सकेंगे । 2-पाठ से संबंधित व्याकरण की जानकारी प्राप्त करना । 3-विशेषण तथा क्रिया की परिभाषा व भेद को सीखना ।</p>				
<p>अपेक्षित सीखने का परिणाम –</p> <p>1-बच्चे गोपालदास के जीवन से सिख ले सकेंगे । 2-कारक के भेद समझ सकेंगे । 3-विशेषण तथा क्रिया को सिख सकेंगे ।</p>				

**गतिविधि -**

- 1-एक्शन वर्डस गेम |
- 2"-मुह पर ताला" खेल

**माह - नवम्बर**

विषय	पहला सप्ताह	दूसरा सप्ताह	तीसरा सप्ताह	चौथा सप्ताह
हिन्दी -1 साहित्य	पाठ- 10 गुनो और कोयो पाठ पठन तथा कठिन शब्द ,शब्दअर्थ	प्रश्नोत्तर तथा पुस्तककार्य	पाठ 11 खूनी हस्ताक्षर पाठ पठन तथा कठिन शब्द ,शब्दअर्थ	प्रश्नोत्तर तथा पुस्तककार्य
हिन्दी 2 व्याकरण	पाठ 11 काल परिभाषा तथा भेद	प्रश्नोत्तर तथा पुस्तककार्य	पाठ 12 अविकारी शब्द ( अव्यय) परिभाषा तथा भेद	प्रश्नोत्तर तथा पुस्तककार्य अनुच्छेद लेखन

**शिक्षा के उद्देश्य-**

- 1-पाठ के कठिन शब्द सीख सकेंगे |
- 2- क्रिया विशेषण सिख 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 -**

- 1-कक्षा में कविता वाचन |
- 2-छात्र अपने जीवन की तीनों कालों से संबंधित घटना लिखें |

**आवधिक परीक्षा -2 पाठ्यक्रम**

हिन्दी-1 पाठ-8,9

हिन्दी 2 पाठ -9, 10

संवाद लेखन

**माह - दिसंबर**

विषय	पहला सप्ताह	दूसरा सप्ताह	तीसरा सप्ताह	चौथा सप्ताह
हिन्दी -1 साहित्य	पाठ -12 -जैसलमेर की राजकुमारी पाठ पठन तथा कठिन शब्द ,शब्दअर्थ	प्रश्नोत्तर तथा पुस्तककार्य	पाठ -13 हेलन केलर पाठ पठन तथा कठिन शब्द	प्रश्नोत्तर तथा पुस्तककार्य निबंध लेखन
हिन्दी 2 व्याकरण	पाठ 13 अशुद्धि शोधन वाक्यों को शुद्ध रूप से लिखना सीखना ।	प्रश्नोत्तर तथा पुस्तककार्य	पाठ-14 विराम चिह्न विराम चिह्नों की पूर्ण जानकारी देना ।	प्रश्नोत्तर तथा पुस्तककार्य
<p>शिक्षा के उद्देश्य-</p> <p>1-कठिन शब्द तथा पाठ से संबंधित व्याकरण की जानकारी प्राप्त करना ।</p> <p>2- वाक्यों को सुदध रूप से लिखना सीखना ।</p> <p>3-विराम चिह्नों का पूर्ण ज्ञान प्राप्त करना ।</p>				
<p>अपेक्षित सीखने का परिणाम-</p> <p>1-बच्चे वाक्यों को सुदध रूप से लिख सकेंगे ।</p> <p>2-सही स्थान पर विराम चिह्नों का प्रयोग कर सकेंगे ।</p> <p><b>गतिविधि-</b></p> <p>विराम चिह्न जोड़ें खेल ।</p>				

**माह - जनवरी**

विषय	पहला सप्ताह	दूसरा सप्ताह	तीसरा सप्ताह	चौथा सप्ताह
हिन्दी -1 साहित्य	सर्दियों की छुट्टी	पूरे हुए पाठों का दोहराव	पाठ -14 एक पहल - पाठ पठन तथा कठिन शब्द ,शब्दअर्थ	प्रश्नोत्तर तथा पुस्तककार्य
हिन्दी 2 व्याकरण	सर्दियों की छुट्टी	निरीक्षण तथा अभ्यास	पाठ 18 अनेक शब्दों के लिए एक शब्द ,पाठ 19 भिन्नार्थक शब्द	निरीक्षण तथा अभ्यास
<p>शिक्षा के उद्देश्य-</p> <p>1-बच्चे अनेक शब्दों के लिए बोले जाने वाले एक शब्द सीख सकेंगे ।</p>				

2-कठिन शब्दों को सीख सकेंगे
अपेक्षित सीखने का परिणाम-
1- वाक्य के भेदों को समझ सकेंगे
2- कठिन शब्द व पाठ से संबंधित व्याकरण सीख सकेंगे
3-बच्चे मिलते जुलते शब्दों को जन सकेंगे तथा उनके अर्थ समझ सकेंगे
<b>गतिविधि-</b>
मुझे पहचानो मैं कौन हूँ-खेल

## माह - फरवरी

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

### शिक्षा के उद्देश्य

1-सभी पाठों का पूर्ण ज्ञान |

2-बच्चों को वार्षिक परीक्षा के लिए तैयार करना |

### अपेक्षित सीखने का परिणाम-

1- बच्चे सभी पथों को पूर्ण रूप से सिख सकेंगे |

2- वार्षिक परीक्षा की तैयारी कर सकेंगे |

### गतिविधि-

वर्कशीट

## माह मार्च

विषय	पहला सप्ताह	दूसरा सप्ताह	तीसरा सप्ताह	चौथा सप्ताह
हिन्दी -1 साहित्य	पाठों का दोहराव तथा कक्षा परीक्षण	वार्षिक परीक्षा	वार्षिक परीक्षा	वार्षिक परीक्षा
हिन्दी -2 व्याकरण	पाठों का दोहराव तथा कक्षा परीक्षण	वार्षिक परीक्षा	वार्षिक परीक्षा	वार्षिक परीक्षा

### गतिविधि -

वर्कशीट

**वार्षिक परीक्षा -पाठ्यक्रम**

हिन्दी 1-पाठ -2,10,11,12,13,14,

हिन्दी 2-पाठ -11,12,13,14,18,19

अनुच्छेद लेखन ,निबंध लेखन |

**SUBJECT: MATHEMATICS****MONTH: APRIL**

<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>
<b>Ch – 1 Large Numbers</b>	*Introduction to seven- and eight-digit numbers *Indian and International system of numeration	*Expanded form of numbers *Predecessor and Successor	*Comparing and ordering large numbers *Rounding off numbers	Roman Numerals
<b>Learning Objectives</b>	The students will develop the ability to- 1. Understand the concept of large numbers Recognize and read numbers up to 9-digit numbers (hundred crores). Understand the Indian and International place value systems. 2. Write large numbers in words and figures Convert numbers from numerals to words and words to numerals in both place value systems. 3. Compare and order large numbers Use place value to compare numbers. Arrange numbers in ascending and descending order. 4. Form and expand numbers Form numbers using given digits. Write numbers in expanded form and standard form. 5. Round off large numbers Round numbers to the nearest 10, 100, 1,000, etc.			

<b>Expected Learning Outcomes</b>	The students will be able to- <ol style="list-style-type: none"> <li>1. Read and write large numbers (up to 9 digits) using both the Indian and International place value systems.</li> <li>2. Identify the place and place value of digits in large numbers.</li> <li>3. Write numbers in numerals and words correctly.</li> <li>4. Compare and order large numbers based on their values.</li> <li>5. Form the greatest and smallest numbers using a given set of digits.</li> </ol>
<b>Assessment</b>	Worksheet, By activity on 'Roman Numerals treasure hunt '
<b>Teaching Aids</b>	Smart Board, Worksheets

**MONTH: MAY**

<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>
<b>Ch – 2 Addition and Subtraction of large numbers</b>  <b>Ch – 3 Multiplication and division of large numbers</b>	*Introduction to addition and subtraction of numbers  * Problems involving addition and subtraction of large numbers	*Estimated sum and difference of large numbers  * Competency based questions	* Multiplication by a 3 digit and a 4 digit number  * Quick multiplication  Lattice multiplication	* Division in large numbers  * Estimating product and Quotient  * Unitary method and competency-based questions  Activity Title: "City Budget Challenge"   Objective: Apply all four operations with large numbers to manage a fictional city's budget.
<b>Learning Objectives</b>	The students will develop the ability to- <b>Addition</b> <ul style="list-style-type: none"> <li>• Add large numbers (up to 7 digits) accurately with and without regrouping.</li> <li>• Solve real-life word problems involving addition of large numbers.</li> <li>• Estimate sums using rounding to check reasonableness of results.</li> </ul> <b>Subtraction</b> <ul style="list-style-type: none"> <li>• Subtract large numbers (up to 7 digits) accurately with and without regrouping.</li> <li>• subtraction to solve real-world problems (e.g., population differences, money).</li> <li>• Use estimation to check the reasonableness of answers.</li> </ul> <b>Multiplication</b> <ul style="list-style-type: none"> <li>• Multiply up to 4-digit numbers by 2-digit numbers using standard algorithm.</li> <li>• Use area models or partial products to explain multiplication.</li> <li>• Solve multi-step word problems involving multiplication of large numbers.</li> <li>• Estimate products to check the reasonableness of answers.</li> </ul>			

	<p><b>Division</b></p> <ul style="list-style-type: none"> <li>• Divide up to 4-digit numbers by 1- or 2-digit numbers using long division.</li> <li>• Interpret remainders in real-world contexts (e.g., groups, leftover items).</li> <li>• Use estimation and multiplication to check the accuracy of division.</li> <li>• Solve multi-step problems involving division and other operations.</li> </ul>
<b>Expected Learning Outcomes</b>	<p>The students will be able to-</p> <ul style="list-style-type: none"> <li>• Add numbers up to 9 digits accurately using column method.</li> <li>• Students will demonstrate the ability to solve real-life problems involving addition.</li> <li>• Students will estimate sums to verify the reasonableness of their answers.</li> </ul> <p>Students will multiply up to 4-digit numbers by 2-digit numbers using appropriate strategies.</p> <ul style="list-style-type: none"> <li>• Students will explain multiplication processes using models or written methods.</li> <li>• Students will apply multiplication in real-life contexts and multi-step problems.</li> </ul> <p>Students will verify their answers using estimation and inverse operations.</p>
<b>Assessment</b>	Worksheet , By activity on “City Budget Challenge” ‘
<b>Teaching Aids</b>	Smart Board, Worksheets

**MONTH: JULY**

<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>
<b>Ch – 3 Multiplication and division of large numbers</b>	<p>*Introduction to multiplication and division of large numbers</p> <p>*Quick multiplication and lattice multiplication</p>	<p>* Division in large numbers</p> <p>*Division by 10,100,1000</p>	<p>*Estimating product and Quotient involving word problems</p> <p>*Unitary method (application of multiplication and division )</p>	<p>*Using division to find average</p> <p>* Competency based questions</p> <p>Activity Title: "City Budget Challenge"</p> <p>Objective: Apply all four operations with large numbers to manage a fictional city's budget.</p>
<b>Learning Objectives</b>	<p>The students will develop the ability to-</p> <p><b>Multiplication</b></p> <ul style="list-style-type: none"> <li>• Multiply up to 4-digit numbers by 2-digit numbers using standard algorithm.</li> <li>• Use area models or partial products to explain multiplication.</li> <li>• Solve multi-step word problems involving multiplication of large numbers.</li> <li>• Estimate products to check the reasonableness of answers.</li> </ul> <p><b>Division</b></p> <ul style="list-style-type: none"> <li>• Divide up to 4-digit numbers by 1- or 2-digit numbers using long division.</li> <li>• Interpret remainders in real-world contexts (e.g., groups, leftover items).</li> </ul>			

	<ul style="list-style-type: none"> <li>• Use estimation and multiplication to check the accuracy of division.</li> <li>• Solve multi-step problems involving division and other operations.</li> </ul>
<b>Expected Learning Outcomes</b>	<p>The students will be able to-</p> <p>Students will multiply up to 4-digit numbers by 2-digit numbers using appropriate strategies.</p> <ul style="list-style-type: none"> <li>• Students will explain multiplication processes using models or written methods.</li> <li>• Students will apply multiplication in real-life contexts and multi-step problems.</li> </ul> <p>Students will verify their answers using estimation and inverse operations.</p>
<b>Assessment</b>	Worksheet, By activity on "City Budget Challenge" ‘
<b>Teaching Aids</b>	Smart Board, Worksheets
<b>PT 1 SYLLABUS</b>	<p>Ch – 2 (Addition and subtraction of large numbers)</p> <p>Ch – 3 ( Multiplication and division of large numbers)</p>

**MONTH: AUGUST**

Topic	1 <sup>st</sup> Week	2 <sup>nd</sup> Week	3 <sup>rd</sup> Week	4 <sup>th</sup> Week
<p><b>Ch – 4 (Playing with numbers)</b></p> <p><b>Ch – 5 (Geometry)</b></p>	<p>*Introduction to the factors and multiples</p> <p>* Divisibility rules and method to find prime numbers from 1 to 100</p>	<p>* Introduction to highest prime factor(HCF) and least common factor (LCM)</p> <p>* Competency based questions</p>	<p>* Introduction to some terms used in geometry like, point,line,ray,line segment etc.</p> <p>* Introduction to angles and classification of angles.</p>	<p>* Intoduction to circles and triangles and their respective properties</p> <p>* Competency based questions</p> <p><u>Activity Title:</u> "Angle hunt around the classroom"</p> <p><u>Objective:</u> Students will identify, measure, and classify angles in their environment to develop an understanding of acute, obtuse, right, and straight angles.</p>
<b>Learning Objectives</b>	<p><b>Chapter: Geometry</b></p> <p>By the end of this chapter, students should be able to:</p> <ol style="list-style-type: none"> <li>1. Identify and classify 2D shapes (triangles, quadrilaterals, circles, etc.) based on their properties (sides, angles, symmetry).</li> <li>2. Measure and draw angles using a protractor.</li> <li>3. Recognize and differentiate between types of angles: Acute, right, obtuse, and straight angles.</li> <li>4. Understand basic terms such as point, line, line segment, ray, and angle.</li> <li>5. Identify lines as parallel, perpendicular, and intersecting.</li> </ol> <p><b>Chapter: Playing with numbers</b></p> <p>By the end of this chapter, students should be able to:</p> <ol style="list-style-type: none"> <li>1. Understand the concept of factors and multiples of whole numbers.</li> <li>2. Find the HCF (Highest Common Factor) of two or more numbers using listing or prime factorization.</li> </ol>			

	<p>3. Find the LCM (Least Common Multiple) of two or more numbers using listing or prime factorization.</p> <p>4. Differentiate between prime and composite numbers: Understand that a prime number has exactly two factors (1 and itself). A composite number has more than two factors.</p> <p>5. Identify prime numbers up to 100, using divisibility rules or prime number charts.</p>
<b>Expected Learning Outcomes</b>	<p><b>Geometry</b> By the end of this unit, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Identify and name basic 2D geometric shapes such as triangles, quadrilaterals, and circles.</li> <li>2. Classify triangles based on sides (equilateral, isosceles, scalene) and angles (acute, right, obtuse).</li> <li>3. Measure and draw angles using a protractor accurately.</li> <li>4. Differentiate between angle types: acute, right, obtuse, and straight angles.</li> <li>5. Recognize and draw lines that are parallel, perpendicular, or intersecting.</li> </ol> <p><b>Playing with numbers</b> By the end of this unit, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Identify factors and multiples of a given number.</li> <li>2. Find the HCF (Highest Common Factor) of two or more numbers using listing and/or prime factorization.</li> <li>3. Find the LCM (Least Common Multiple) of two or more numbers using listing and/or prime factorization.</li> <li>4. Recognize and distinguish between prime and composite numbers up to 100.</li> <li>5. Use divisibility rules for 2, 3, 5, and 10 to identify factors or simplify number operations.</li> </ol>
<b>Assessment</b>	Worksheet , By activity on “Angle hunt around the classroom” ‘
<b>Teaching Aids</b>	Smart Board, Worksheets

#### MONTH: SEPTEMBER

Topic	1 <sup>st</sup> Week	2 <sup>nd</sup> Week	3 <sup>rd</sup> Week	4 <sup>th</sup> Week
	Revision	Half yearly examinations	Half yearly examinations	Half yearly examinations
<b>Half yearly syllabus</b>	Ch 4 (Playing with numbers) Ch 5 (Geometry) Ch 7 (Fractions) Ch 9 (Measurement)			

#### MONTH: OCTOBER

Topic	1 <sup>st</sup> Week	2 <sup>nd</sup> Week	3 <sup>rd</sup> Week	4 <sup>th</sup> Week
<b>Ch –7 (Fractions)</b> <b>Ch – 9 (Measurement)</b> <b>Ch – 8 (Decimals and percentage)</b>	*Introduction to fractions  * Method to check equivalent fractions  *Converting improper fraction to a mixed fraction and vice versa	*Addition and subtraction of decimals  * Multiplication and division of decimals  * Competency based questions	* Word problems on decimals  * Division by whole numbers	* Introduction to percentage * Competency based questions <u>Activity Title:</u> "Percentage pie chart – My day in percent"  <u>Objective:</u> To help students understand percentages by relating them to daily activities.

	<p>*Introduction to decimals</p> <p>* Like and unlike decimals</p> <p>*Expanded notation of decimals.</p>	<p>* Conversion of measurement units</p> <p>* Addition and subtraction in units of measurement</p> <p>*Addition and subtraction of fractions</p> <p>* Multiplication and division of fractions by whole numbers.</p>		
<b>Learning Objectives</b>	<p><b>Decimals</b></p> <p>By the end of the chapter on Decimals, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Understand the concept of place value in decimals (tenths, hundredths, etc.).</li> <li>2. Read, write, and represent decimal numbers using words, numbers, and visual models.</li> <li>3. Compare and order decimal numbers.</li> <li>4. Convert fractions to decimals and vice versa (especially tenths and hundredths).</li> <li>5. Add and subtract decimal numbers with and without regrouping.</li> <li>6. Solve word problems involving decimal operations.</li> <li>7. Understand the use of decimals in real-life situations (e.g., money, measurements).</li> </ol> <p><b>Percentage</b></p> <p>By the end of the chapter on Percentage, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Understand that percent means “per hundred.”</li> <li>2. Convert between fractions, decimals, and percentages.</li> <li>3. Calculate simple percentages of whole numbers (e.g., 50% of 60, 25% of 80).</li> <li>4. Identify common percentages such as 25%, 50%, 75%, and 100%.</li> <li>5. Apply percentages in everyday contexts such as discounts, marks, and time usage.</li> <li>6. Represent percentages using visual aids like bar graphs and pie charts.</li> </ol>			
<b>Expected Learning Outcomes</b>	<p><b>Decimals</b></p> <p>After completing this chapter, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Recognize and write decimal numbers up to two decimal places.</li> <li>2. Convert simple fractions (like <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{3}{4}</math>, <math>\frac{1}{10}</math>) to decimal form and back.</li> <li>3. Accurately compare and arrange decimal numbers using place value understanding.</li> <li>4. Perform addition and subtraction with decimal numbers in real-life contexts (e.g., money and measurement).</li> <li>5. Solve real-world problems involving decimals confidently and accurately.</li> </ol> <p><b>Percentage</b></p> <p>After completing this chapter, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Define and use the term “percent” correctly.</li> <li>2. Convert fractions and decimals to percentages and vice versa.</li> <li>3. Calculate percentages of quantities using mental math or written strategies.</li> <li>4. Interpret and solve simple word problems involving percentages (e.g., finding discounts, test scores).</li> <li>5. Relate percentages to real-life situations with confidence.</li> </ol>			
<b>Assessment</b>	Worksheet, By activity on “Percentage pie chart – My day in percent” ‘			
<b>Teaching Aids</b>	Smart Board, Worksheets			

**MONTH: NOVEMBER**

Topic	1 <sup>st</sup> Week	2 <sup>nd</sup> Week	3 <sup>rd</sup> Week	4 <sup>th</sup> Week
<b>Ch – 10 (Time)</b> <b>Ch – 11 (Money)</b>	*Introduction to time * Conversion of units of time * Addition and subtraction of time	* Duration of an event * Years of event and word problems related o time * Competency based questions	* Introduction to money * Cost of one and many * Word problems related to money	* Profit and Loss * Measure of money in other countries <u>Activity Title:</u> "Daily routine planner"  <u>Objective:</u> Students estimate and calculate elapsed time for everyday activities.
<b>Learning Objectives</b>	<p><b>Time:</b></p> <ul style="list-style-type: none"> <li>*Understand the concept of 12-hour and 24-hour clock formats.</li> <li>*Read and write time accurately from clocks and timetables.</li> <li>*Calculate elapsed time (duration between two time points).</li> <li>*Solve problems involving conversion of units (minutes ↔ hours, seconds ↔ minutes).</li> </ul> <p><b>Money:</b></p> <ul style="list-style-type: none"> <li>*Recognize Indian currency symbols, denominations, and value.</li> <li>*Perform addition, subtraction, multiplication, and division using money.</li> <li>*Solve real-life word problems involving buying, selling, discounts, and balance amounts.</li> <li>*Convert rupees and paise and understand how to express money in decimal form.</li> </ul>			
<b>Expected Learning Outcomes</b>	<p>By the end of the chapter, students will be able to:</p> <p><b>Time:</b></p> <ul style="list-style-type: none"> <li>*Read and interpret both digital and analog clocks.</li> <li>*Differentiate between a.m. and p.m..</li> <li>*Calculate how much time has passed between two events.</li> <li>*Convert between hours, minutes, and seconds.</li> <li>*Read and use timetables/schedules (like bus or train charts).</li> </ul> <p><b>Money:</b></p> <ul style="list-style-type: none"> <li>*Identify Indian currency notes and coins, including paise and rupees.</li> <li>*Convert paise to rupees and vice versa.</li> <li>*Add and subtract money amounts, including in decimal format (e.g., ₹25.75).</li> <li>*Solve word problems involving transactions, discounts, and savings.</li> <li>*Make cost-effective choices based on price comparisons.</li> </ul>			
<b>Assessment</b>	Worksheet , By activity on “Daily routine planner” ‘			
<b>Teaching Aids</b>	Smart Board, Worksheets			
<b>PT 2 SYLLABUS</b>	Ch 8 (Decimals and percentage)			

**MONTH: DECEMBER**

Topic	1 <sup>st</sup> Week	2 <sup>nd</sup> Week	3 <sup>rd</sup> Week	4 <sup>th</sup> Week
<b>Ch – 12 (Perimeter, Area and Volume)</b>  <b>Ch – 6(Data Handling)</b>	* Perimeter of Square, rectangle and triangle  * Word problems related to perimeter of different shapes	* Introduction to area regular and irregular figures  * Word problems  * Volume of the mentioned figures	* Data collection and organization  * Introduction to bar graph  * Circle graph	* Competency based questions  <u>Activity Title:</u> "Build a gift box"  <u>Objective:</u> To help students understand and apply the concepts of area, perimeter, and volume by designing and constructing a gift box.
<b>Learning Objectives</b>	<p><b>Chapter: Perimeter, Area, and Volume</b> Students will be able to:</p> <ol style="list-style-type: none"> <li>Understand the concepts of perimeter, area, and volume.</li> <li>Identify and apply formulas for perimeter and area of regular shapes (square, rectangle, triangle).</li> <li>Estimate and calculate the perimeter and area of irregular shapes using grid methods.</li> <li>Understand the concept of volume as the amount of space occupied by a 3D object.</li> <li>Learn to measure volume using standard units (cubic centimeters/meters).</li> <li>Apply real-life problems involving perimeter, area, and volume.</li> </ol> <p><b>Chapter: Data Handling</b></p> <ol style="list-style-type: none"> <li>Understand the concept of data and the need to collect and organize it.</li> <li>Learn different ways of recording data (lists, tally marks, tables).</li> <li>Interpret and construct pictographs and bar graphs.</li> <li>Understand scales and use them appropriately in graphs.</li> <li>Draw conclusions from data represented in various forms.</li> </ol>			
<b>Expected Learning Outcomes</b>	<p>By the end of the chapter, students will be able to:</p> <p><b>Chapter: Perimeter, Area, and Volume</b></p> <ol style="list-style-type: none"> <li>Define and explain perimeter, area, and volume in their own words.</li> <li>Use rulers and grid paper to measure and estimate perimeter and area.</li> <li>Correctly apply formulas:</li> <li>Perimeter = Sum of all sides</li> <li>Area of a rectangle = Length × Breadth</li> </ol> <p><b>Chapter: Data Handling</b></p> <ol style="list-style-type: none"> <li>Define data and explain why it is important to organize it.</li> <li>Collect and organize simple data using tally marks and tables.</li> <li>Read and interpret pictographs and bar graphs.</li> <li>Create their own pictographs and bar graphs using collected data.</li> </ol>			
<b>Assessment</b>	Worksheet , Class test			
<b>Teaching Aids</b>	Smart Board, Worksheets			

**MONTH: JANUARY**

TOPIC	1 <sup>ST</sup> WEEK	2 <sup>ND</sup> WEEK	3 <sup>RD</sup> WEEK	4 <sup>TH</sup> WEEK
Revision	WINTER BREAK	Revision of ch 10, 11 (Money)	Revision of ch 12	Revision of ch 6 (Data handling)

			(Perimeter, area and volume )	
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**MONTH: 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	Annual examinations

**MONTH: MARCH**

Topic	1 <sup>st</sup> Week	2 <sup>nd</sup> Week	3 <sup>rd</sup> Week	4 <sup>th</sup> Week
Syllabus of annual exams	Annual exam	Annual exam	Showing answer sheets	Achiever's day
Annual syllabus	Ch 6 (Data handling) Ch 10 (Time) Ch 11 (Money) Ch 12 (Perimeter, area and volume)			

**SUBJECT: SCIENCE**

**MONTH: APRIL**

Chapter	1st Week	2nd Week	3rd Week	4th Week
<b>Chapter 1: Growing Plants</b>	<b>Structure of seeds:</b> Introduction to seeds, types of seeds, and parts and their functions.	<b>Seed germination:</b> Explanation of the germination process, stages, and conditions required.	<b>Dispersal of Seeds and Vegetative Reproduction:</b> Methods and examples of dispersal of seeds through different mediums. Vegetative reproduction with examples like potato and money plant.	<b>Crop Production &amp; Protection:</b> Stages of crop production, tools and techniques used by farmers, and methods of crop protection.
<b>Learning Objectives</b>	<u>The students will develop the ability to:</u> <ul style="list-style-type: none"> <li>Identify parts of a seed and understand its structure.</li> <li>Understand the conditions necessary for seed germination.</li> <li>Recognize different methods of seed dispersal.</li> <li>Explore how new plants grow from different plant parts (vegetative reproduction).</li> <li>Learn about agricultural practices and crop protection methods.</li> </ul>			

<b>Expected Learning Outcomes</b>	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>• Explain the structure and function of seeds.</li> <li>• Describe the process and requirements for germination.</li> <li>• Identify and explain various seed dispersal methods.</li> <li>• Understand vegetative reproduction with examples.</li> <li>• Discuss stages of crop production and protective measures.</li> </ul>
<b>Assessment/ Activity</b>	<p>Seed sorting and its classification activity.  Diagram labeling (Seed structure, Germination stages)  Oral Q&amp;A and quiz.  Practice worksheets and group discussions.</p>
<b>Teaching Aids</b>	<p>Diagrams  Videos on plant growth  Smart Board  Worksheets</p>

**MONTH: MAY**

<b>Chapters</b>	<b>1st Week</b>	<b>2nd Week</b>	<b>3rd Week</b>	<b>4th Week</b>
<p><b>Chapter 2: The Animal World</b></p> <p><b>Chapter 3: Food, Health, and Diseases</b></p>	<p><b>Adaptations in Animals:</b>  Introduction to adaptations and how animals survive in different environments.  Body Coverings of Animals:  Types (fur, feathers, scales, shells) and their functions.</p> <p><b>Organs of Breathing in Animals:</b>  Breathing through lungs, gills, skin, spiracles.</p> <p><b>Feeding Habits of Animals:</b>  Herbivores, carnivores, omnivores, scavengers with examples.</p>	<p><b>Movement in Animals:</b>  Different modes of movement (walking, flying, swimming, crawling) and adaptations for movement.</p> <p><b>Special Behaviors:</b>  Migration, hibernation, camouflage — meaning, importance, and examples.</p>	<p><b>Components of Food:</b>  Carbohydrates, proteins, fats, vitamins, minerals, water, and roughage — their importance and sources.</p> <p><b>Balanced Diet:</b>  Meaning, importance, and examples of a balanced diet.</p> <p><b>Food Pyramid:</b>  Understanding food groups and daily recommended intake through the food pyramid.</p> <p><b>Diseases and their Types:</b>  Acute and chronic diseases, infectious and non-infectious diseases.</p>	<p><b>Deficiency Diseases:</b>  Diseases caused by the lack of nutrients (like scurvy, rickets, anemia).</p> <p><b>Communicable and Non-Communicable Diseases:</b>  Differences, examples, and prevention methods.</p> <p><b>Ways to Stay Healthy and Fit:</b>  Importance of hygiene, exercise, healthy eating habits, vaccinations, and regular medical checkups.</p>

<b>Learning Objectives</b>	<p><u>Learning objectives for “The Animal World”</u>  Students will develop the ability to:</p> <ul style="list-style-type: none"> <li>• Understand various adaptations animals have for survival.</li> <li>• Identify different types of body coverings and their purposes.</li> <li>• Recognize different breathing organs among animal groups.</li> <li>• Explore feeding habits and classify animals accordingly.</li> <li>• Learn about different types of animal movement.</li> <li>• Understand special behaviors like migration, hibernation, and camouflage.</li> </ul> <p><u>Learning objectives for “Food, Health, and Diseases”</u>  Students will develop the ability to:</p> <ul style="list-style-type: none"> <li>• Identify different components of food and their functions.</li> <li>• Understand the importance of a balanced diet and food pyramid.</li> <li>• Recognize types of diseases and their causes.</li> <li>• Understand the consequences of nutrient deficiencies.</li> <li>• Differentiate between communicable and non-communicable diseases.</li> <li>• Learn ways to maintain good health and prevent diseases.</li> </ul>
<b>Expected Learning Outcomes</b>	<p><u>Learning outcomes of “The Animal World”</u>  Students will be able to:</p> <ul style="list-style-type: none"> <li>• Describe different adaptations and body coverings.</li> <li>• Explain how animals breathe through different organs.</li> <li>• Classify animals based on their diet.</li> <li>• Identify movement adaptations.</li> <li>• Understand and explain behaviors like migration, hibernation, and camouflage.</li> </ul> <p><u>Learning outcomes of “Food, Health, and Diseases”</u>  Students will be able to:</p> <ul style="list-style-type: none"> <li>• List components of food and explain their roles.</li> <li>• Design a balanced diet using the food pyramid.</li> <li>• Classify diseases based on cause and mode of transmission.</li> <li>• Identify symptoms and prevention of deficiency diseases.</li> <li>• Suggest ways to stay healthy and avoid illnesses.</li> </ul>
<b>Assessment/ Activity</b>	<p>Draw your favorite animal, write and tell about its feeding habits, breathing organs and adaptations activity.  Diagram labeling (Seed structure, Germination stages)  Oral Q&amp;A and quiz.  Practice worksheets and group discussions.</p>
<b>Teaching Aids</b>	<p>Diagrams  Videos on hygiene and health  Storybooks or documentaries on animals  Smart Board  Worksheets</p>

**MONTH: JULY**

<b>Chapters</b>	<b>1st Week</b>	<b>2nd Week</b>	<b>3rd Week</b>	<b>4th Week</b>
<b>Chapter 4: Safety and First Aid</b>  <b>Chapter 5: The Skeletal System</b>	<b>Safety from Fire</b> — Causes of fire, fire safety rules at home and school.  <b>Safety from Electricity</b> — Safe handling of electrical appliances, hazards of electric shocks	<b>First Aid</b> — Importance of first aid, first aid kit essentials.  <b>First Aid for Common Emergencies</b> — Cuts, burns, nosebleeds, insect bites, fainting.	<b>The Skeletal System</b> — Introduction and functions.  <b>Major Bones and Their Functions</b> — Skull, rib cage, spine, limbs.	<b>Joints, Muscles and Movements</b> — Types of joints; how muscles help in movement.  <b>Care for Joints and Bones</b> — Nutrition, exercise, posture.
<b>Learning Objectives</b>	<u>Learning objectives for “Safety and First Aid”</u> Students will develop the ability to: <ul style="list-style-type: none"> <li>• Understand potential dangers related to fire and electricity and how to stay safe.</li> <li>• Learn the importance of first aid and the role it plays in emergencies.</li> <li>• Recognize and respond appropriately to minor injuries and common medical situations.</li> </ul> <u>Learning objectives for “The Skeletal System”</u> Students will develop the ability to: <ul style="list-style-type: none"> <li>• Understand the structure and purpose of the skeletal system.</li> <li>• Identify key bones and their roles in protection, support, and movement.</li> <li>• Learn how muscles and joints work together to enable motion.</li> <li>• Practice healthy habits to keep bones and joints strong.</li> </ul>			
<b>Expected Learning Outcomes</b>	<u>Learning outcomes of “Safety and First Aid”</u> Students will be able to: <ul style="list-style-type: none"> <li>• Follow safety rules to prevent fire and electric accidents.</li> <li>• Identify items in a first aid kit and their uses.</li> <li>• Demonstrate simple first aid procedures for common injuries.</li> </ul> <u>Learning outcomes of “The Skeletal System”</u> Students will be able to: <ul style="list-style-type: none"> <li>• Describe the main functions of the skeletal system.</li> <li>• Name major bones and explain their importance.</li> <li>• Demonstrate understanding of joint types and muscle movement.</li> <li>• List ways to care for bones and joints through diet and activity.</li> </ul>			
<b>Assessment/ Activity</b>	Role-play on fire and electrical safety situations Draw and label a basic first aid kit Class discussion on real-life safety experiences Labeling diagram of the human skeleton Model making: joints using clay or craft materials Exercise demo: movements involving joints and muscles			
<b>Teaching Aids</b>	Videos and posters on safety measures First aid kit (real or model) Flashcards of safety signs and equipment Smartboard demonstrations of first aid steps			

	<p>Skeleton models or charts</p> <p>Joint models or videos showing movement</p> <p>Smartboard visuals of muscle-bone coordination</p> <p>Interactive quiz or 3D apps for exploring body structure</p>
<b>Syllabus of P.T- 1</b>	<p>Chapter 2: The Animal World</p> <p>Chapter 3: Food, Health and Disease</p>

**MONTH: AUGUST**

<b>Chapters</b>	<b>1st Week</b>	<b>2nd Week</b>	<b>3rd Week</b>	<b>4th Week</b>
<p><b>Chapter 6: The Nervous System</b></p> <p><b>Chapter 7: Matter Around Us</b></p> <p><b>Chapter 8: Force, Work, and Energy</b></p>	<p><b>The Nervous System</b> — Introduction, parts, and function; <b>The Brain</b> — Cerebrum, cerebellum, medulla.</p> <p><b>The Spinal Cord</b> — Function and connection to brain; <b>Reflex Actions</b> — Meaning and examples.</p> <p><b>Sense Organs</b> — Eye, ear, nose, skin, tongue; <b>Structure of Eye and Ear</b></p>	<p><b>Care of Sense Organs</b> — Good practices for eyes, ears, skin, tongue, and nose.</p> <p><b>Matter and Its Components</b> — Definition, properties, elements, compounds.</p> <p><b>States of Matter</b> — Solid, liquid, gas; characteristics and examples.</p>	<p><b>Solution and Its Types</b> — Solute, solvent; types of solutions.</p> <p><b>Physical and Chemical Changes</b> — Differences, examples, reversible and irreversible changes.</p> <p><b>Contact Forces</b> — Push, pull, friction; real-life applications.</p>	<p><b>Non-Contact Forces</b> — Magnetic force, gravitational force, electrostatic force.</p> <p><b>Work and Energy</b> — Definition of work, types of energy (kinetic, potential).</p> <p><b>Electric Energy and Sources of Energy</b> — Solar, wind, water, fuel</p>
<b>Learning Objectives</b>	<p><u>Learning objectives for “The Nervous System”</u> Students will develop the ability to:</p> <ul style="list-style-type: none"> <li>• Understand the structure and function of the nervous system.</li> <li>• Identify the brain, spinal cord, and sense organs and their roles.</li> <li>• Recognize reflex actions as quick protective responses.</li> <li>• Learn and apply proper care of sense organs.</li> </ul> <p><u>Learning objectives for “Matter Around Us”</u> Students will develop the ability to:</p> <ul style="list-style-type: none"> <li>• Understand what matter is and its basic composition.</li> <li>• Classify the three states of matter and give examples.</li> <li>• Explore how solutions form and the meaning of solubility.</li> <li>• Distinguish between physical and chemical changes.</li> </ul> <p><u>Learning objectives for “Force, Work, and Energy”</u> Students will develop the ability to:</p> <ul style="list-style-type: none"> <li>• Understand the difference between contact and non-contact forces.</li> <li>• Recognize how different forces act in everyday life.</li> <li>• Learn the concepts of work and energy, and types of energy.</li> <li>• Explore renewable and non-renewable energy sources.</li> </ul>			

<b>Expected Learning Outcomes</b>	<p><u>Learning outcomes of “The Nervous System”</u> Students will be able to:</p> <ul style="list-style-type: none"> <li>• Describe parts of the nervous system and their functions.</li> <li>• Label the brain and major sense organs.</li> <li>• Explain reflex actions with daily life examples.</li> <li>• List and follow good habits for maintaining healthy sense organs.</li> </ul> <p><u>Learning outcomes of “Matter Around Us”</u> Students will be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate safe behavior around strangers.</li> <li>• Identify and report unsafe situations or touch.</li> <li>• Practice basic internet safety habits.</li> </ul> <p><u>Learning outcomes of “Force, Work, and Energy”</u> Students will be able to:</p> <ul style="list-style-type: none"> <li>• Classify forces as contact or non-contact.</li> <li>• Explain how energy is used to do work.</li> <li>• Identify different forms and sources of energy.</li> <li>• Demonstrate understanding of electric and natural energy use.</li> </ul>
<b>Assessment/ Activity</b>	<p>Label the brain and sense organ diagrams Role-play on reflex actions Sorting activity: states and changes of matter Make a saltwater or sugar solution in class Experiment: observe and record physical vs. chemical change Push-pull activity using classroom objects Magnet experiment: attract and repel Energy source collage: renewable vs. non-renewable</p>
<b>Teaching Aids</b>	<p>Smartboard visuals of sense organs Videos on reflex action and organ care Solids, liquids, gases (real items for demonstration) Salt, sugar, water, and beakers for making solutions Magnets, rubber bands, objects to push/pull Smartboard animations of forces in action</p>

**MONTH: SEPTEMBER**

Chapters	1st Week	2nd Week	3rd Week	4th Week
<b>Chapter 5, 6, 7 &amp; 8</b>	<p>Revision for Half Yearly Examination. Remark: No new chapter, only the revision for Half Yearly Examination.</p>			

<b>Syllabus of Half Yearly Examination.</b>	Chapter 5: The Skeletal System Chapter 6: The Nervous System Chapter 7: Matter around Us Chapter 8: Force, Work, and Energy
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**MONTH: OCTOBER**

Chapters	1st Week	2nd Week	3rd Week	4th Week
<b>Chapter 9: Simple Machines</b>  <b>Chapter 10: Air and Water</b>	<b>Machines</b> — What are machines, how they make work easier.  <b>Types of Machines</b> — Manual, electrical, mechanical	<b>Simple Machines</b> — Lever, inclined plane, wedge, screw, wheel and axle.  <b>Pulley</b> — Use, how it works, examples in daily life.	<b>Air and Its Composition</b> — Oxygen, nitrogen, carbon dioxide; <b>Properties of Air.</b> <b>Uses of Air and The Atmosphere</b> — Importance of air, layers of the atmosphere.	<b>Uses of Air and The Atmosphere</b> — Importance of air, layers of the atmosphere. <b>Journey of Water</b> — Natural water cycle, use in daily life, saving water.
<b>Learning Objectives</b>	<p><u>Learning objectives for “Simple Machines”</u> Students will develop the ability to:</p> <ul style="list-style-type: none"> <li>• Understand what machines are and how they help in work.</li> <li>• Identify different types of machines and their functions.</li> <li>• Explore common simple machines and their uses.</li> <li>• Learn how pulleys work and their applications.</li> </ul> <p><u>Learning objectives for “Air and Water”</u> Students will develop the ability to:</p> <ul style="list-style-type: none"> <li>• Understand the composition and importance of air.</li> <li>• Learn the physical properties of air and its role in life processes.</li> <li>• Recognize sources and types of water impurities.</li> <li>• Explore the journey of water through the water cycle and human use.</li> </ul>			
<b>Expected Learning Outcomes</b>	<p><u>Learning outcomes of “Simple Machines”</u> Students will be able to:</p> <ul style="list-style-type: none"> <li>• Define and explain the purpose of machines.</li> <li>• Classify machines and recognize examples around them.</li> <li>• Describe simple machines and how they reduce effort.</li> <li>• Demonstrate the function of a pulley in lifting objects.</li> </ul> <p><u>Learning outcomes of “Air and Water”</u> Students will be able to:</p> <ul style="list-style-type: none"> <li>• Identify components of air and explain its uses.</li> <li>• Describe the atmosphere and its layers.</li> <li>• Differentiate between clean and impure water.</li> <li>• Illustrate the journey of water and the importance of saving it.</li> </ul>			
<b>Assessment/ Activity</b>	<p>Draw and label different types of simple machines Hands-on demo: using ruler as a lever, toy pulley setup Match tools with type of simple machine Experiment: Show air has weight or occupies space</p>			

	Worksheet on air composition and uses Water cycle poster or animation Videos on air and water properties
<b>Teaching Aids</b>	Real or toy tools (screwdriver, pulley, etc.) Video clips showing machines in action Smartboard diagrams of simple machines

**MONTH: NOVEMBER**

<b>Chapters</b>	<b>1st Week</b>	<b>2nd Week</b>	<b>3rd Week</b>	<b>4th Week</b>
<b>Chapter 11:</b> Rocks and Minerals  <b>Chapter 12:</b> Soil	<b>Rocks and Their Formation</b> — How rocks are formed through natural processes.  <b>Types of Rocks</b> — Igneous, sedimentary, metamorphic rocks with examples.	<b>Minerals and Their Types</b> — Common minerals, properties, and uses.  <b>Conservation of Natural Resources</b> — Importance of rocks and minerals, ways to conserve them.	<b>Formation and Composition of Soil</b> — Weathering of rocks, components like humus, clay, sand.  <b>Layers of Soil</b> — Topsoil, subsoil, parent rock.	<b>Importance of Soil</b> — Role in plant growth, habitat, water retention.  <b>Soil Erosion and Conservation</b> — Causes of erosion, steps to protect soil.
<b>Learning Objectives</b>	<u>Learning objectives for “Rocks and Minerals”</u> Students will develop the ability to: <ul style="list-style-type: none"> <li>• Understand how rocks and minerals are formed.</li> <li>• Identify different types of rocks and minerals.</li> <li>• Explore the uses of rocks and minerals in daily life.</li> <li>• Recognize the need for conserving natural resources.</li> </ul> <u>Learning objectives for “Soil”</u> Students will develop the ability to: <ul style="list-style-type: none"> <li>• Understand how soil is formed and what it contains.</li> <li>• Recognize soil layers and their characteristics.</li> <li>• Appreciate the role of soil in supporting life.</li> <li>• Identify causes of soil erosion and ways to prevent it.</li> </ul>			
<b>Expected Learning Outcomes</b>	<u>Learning outcomes of “Rocks and Minerals”</u> Students will be able to: <ul style="list-style-type: none"> <li>• Explain the process of rock formation.</li> <li>• Classify types of rocks and minerals.</li> <li>• List uses of rocks and minerals.</li> <li>• Suggest ways to conserve natural resources.</li> </ul> <u>Learning outcomes of “Soil”</u> Students will be able to: <ul style="list-style-type: none"> <li>• Describe the formation and structure of soil.</li> <li>• Label soil layers and explain their significance.</li> <li>• Explain the importance of soil for the environment.</li> <li>• Suggest methods for soil conservation.</li> </ul>			

<b>Assessment/ Activity</b>	Sorting activity: match rocks and minerals with their types Draw and label rock types with examples Draw and label layers of soil Group discussion on ways to prevent soil erosion
<b>Teaching Aids</b>	Smartboard videos on rock formation Interactive quiz or flashcards Videos on erosion and conservation methods
<b>Syllabus of P.T- 2</b>	Chapter 9: Simple Machines Chapter 10: Air and Water

**MONTH: DECEMBER**

<b>Chapters</b>	<b>1st Week</b>	<b>2nd Week</b>	<b>3rd Week</b>	<b>4th Week</b>
<b>Chapter 13: Environmental Issues</b>  <b>Chapter 14 : Nature’s Fury</b>	<b>Pollution and Its Types</b> — Air, water, land, and noise pollution; causes and examples.  <b>Greenhouse Effect and Global Warming</b> — Meaning, causes, and harmful effects	<b>3Rs Principle</b> — Reduce, reuse, recycle; applying the 3Rs in daily life.  <b>Forests and Conservation</b> — Importance of forests and ways to protect them	<b>Natural Calamities</b> — Earthquake, flood, cyclone, drought, volcanic eruption.  <b>Effects of Natural Calamities</b> — Damage to life, property, environment	<b>Safety Measures</b> — What to do before, during, and after natural disasters.  <b>Preparedness and Awareness</b> — Creating safety kits, mock drills, community response.
<b>Learning Objectives</b>	<u>Learning objectives for “Environmental Issues”</u> Students will develop the ability to: <ul style="list-style-type: none"> <li>Identify and explain different types of pollution.</li> <li>Understand the greenhouse effect and global warming.</li> <li>Apply the 3Rs principle in practical ways.</li> <li>Recognize the value of forests and how they can be conserved.</li> </ul> <u>Learning objectives for “Nature’s Fury”</u> Students will develop the ability to: <ul style="list-style-type: none"> <li>Identify major natural calamities and their characteristics.</li> <li>Understand the impact of natural disasters on people and the environment.</li> <li>Learn and practice safety rules for different natural events.</li> <li>Develop awareness and preparedness strategies.</li> </ul>			
<b>Expected Learning Outcomes</b>	<u>Learning outcomes of “Environmental Issues”</u> Students will be able to: <ul style="list-style-type: none"> <li>Describe various environmental issues and their causes.</li> <li>Explain the impact of global warming and the greenhouse effect.</li> <li>Suggest practical steps to reduce pollution and waste.</li> <li>Discuss the importance of forests and conservation methods.</li> </ul> <u>Learning outcomes of “Nature’s Fury”</u> Students will be able to:			

	<ul style="list-style-type: none"> <li>Name different types of natural disasters.</li> <li>Describe the effects of disasters on daily life.</li> <li>List safety measures for each type of natural calamity.</li> <li>Demonstrate basic awareness of disaster preparedness.</li> </ul>
<b>Assessment/ Activity</b>	Sorting activity: types of pollution with sources Create a “Green Tips” poster using 3Rs Role-play on safety during an earthquake or flood Create a “Disaster Emergency Kit” checklist
<b>Teaching Aids</b>	Videos on global warming and climate change Recyclable items for hands-on activity Smartboard visuals and forest conservation documentaries Videos of real-life disaster footage (age-appropriate) First aid kit samples and emergency contact charts

**MONTH: JANUARY**

<b>Chapters</b>	<b>1st Week</b>	<b>2nd Week</b>	<b>3rd Week</b>	<b>4th Week</b>
<b>Chapter 15: Our Universe</b>	<b>Winter Break</b>	<b>The Earth and Its Structure</b> — Crust, mantle, core; shape and rotation of the Earth	<b>Gravity and Eclipses</b> — Concept of gravity, solar and lunar eclipses.	<b>Satellites and Their Types</b> — Natural and artificial satellites, uses in communication and weather
<b>Learning Objectives</b>	Students will develop the ability to: <ul style="list-style-type: none"> <li>Understand the internal structure of the Earth.</li> <li>Learn about the Sun and Moon, and their role in supporting life.</li> <li>Comprehend the concept of gravity and how eclipses occur.</li> <li>Identify different types of satellites and their uses.</li> </ul>			
<b>Expected Learning Outcomes</b>	Students will be able to: <ul style="list-style-type: none"> <li>Describe the Earth's layers and its movements.</li> <li>Explain the significance of the Sun and Moon and identify moon phases.</li> <li>Understand gravity and describe how eclipses occur.</li> <li>Differentiate between natural and artificial satellites and their applications.</li> </ul>			
<b>Assessment/ Activity</b>	Label the layers of the Earth and phases of the Moon Explain solar and lunar eclipses			
<b>Teaching Aids</b>	Globe, torch, and ball for eclipse demonstration Smartboard videos on the universe and Earth's structure Charts showing satellites and their functions			

**MONTH: FEBRUARY**

Chapters	1st Week	2nd Week	3rd Week	4th Week
<b>Chapter 11, 12, 13, 14 &amp; 15</b>	Revision for Annual Examination. Remark: No new chapter, only the revision for Annual Examination.			

**MONTH: MARCH**

Chapters	1st Week	2nd Week	3rd Week	4th Week
<b>Chapter 9, 10, 11 &amp; 12</b>	Annual Examination			
<b>Syllabus of Annual Examination.</b>	Chapter 11: Rocks and Minerals Chapter 12: Soil Chapter 13: Environmental Issues Chapter 14: Nature's Fury Chapter 15: Our Universe			

**SUBJECT: SOCIAL SCIENCE**

**MONTH: APRIL**

Topic	1 <sup>st</sup> Week	2 <sup>nd</sup> Week	3 <sup>rd</sup> Week	4 <sup>th</sup> Week
<b>L-1: The pigeon post to the Internet</b> <b>L-2: Matchless Inventions that changed our lives.</b>	<b>Reading and explanation of chapter 1</b>	Copy work and class test related to chapter 1  Activity:- collect pictures of people who have made a contribution in the development of telecommunication. Past them into your scrapbook.	Reading and explanation of chapter 2  Activity:- collect small pieces of things made of paper. Preserve them in sample bag and stable that into your scrapbook.	Copy work and class test related to chapter.
<b>Learning Objectives</b>	<p>Here are the learning objectives of the chapter "The Pigeon Post to the Internet"</p> <p>Students will understand the evolution of communication from traditional methods to modern technology. They will learn about the history of postal services and their impact on society. Students will comprehend the concept of the internet and its role in modern communication. They will analyze the advantages and disadvantages of different communication methods. Students will develop critical thinking skills to appreciate the importance of effective communication in daily life.</p> <p>Here are the learning objectives of the chapter "Inventions That Change Our Life"</p> <p>Students will understand the impact of significant inventions on human life and society.</p>			

	<p>They will learn about the process of innovation and its effects on daily life.  Students will analyze how inventions have improved communication, transportation, and healthcare.  Students will develop critical thinking skills to appreciate the role of inventors and innovators in shaping our world.</p>
<b>Expected Learning Outcomes</b>	<p>Chapter: The Pigeon Post to the Internet  Students will understand the evolution of communication, know postal services, and comprehend the internet.  They will analyze advantages and disadvantages of different communication methods.  Students will develop critical thinking skills.</p> <p>Chapter: Inventions That Change Our Life  Students will understand the impact of inventions on human life and society.  They will know significant inventions and their effects on daily life.  Students will appreciate innovation and its benefits.</p>
<b>Assessment</b>	<p>Chapter: The Pigeon Post to the Internet  1. <i>*Quiz*</i>: Multiple-choice questions to test understanding of communication evolution and internet basics.  2. <i>*Short essay*</i>: Students write a short essay on the impact of the internet on daily life.  3. <i>*Timeline activity*</i>: Students create a timeline of major developments in communication history.</p> <p>Chapter: Inventions That Change Our Life  1. <i>*Project*</i>: Students research and present on a significant invention and its impact on society.  2. <i>*Quiz*</i>: Multiple-choice questions to test knowledge of notable inventions and their effects.  3. <i>*Case study*</i>: Students analyze a specific invention and its benefits and drawbacks.</p>
<b>Teaching Aids</b>	<p>Chapter: The Pigeon Post to the Internet  Interactive timeline, guest speaker, internet scavenger hunt, multimedia presentations.</p> <p>Chapter: Inventions That Change Our Life  Invention fair, case studies, inventor biographies, hands-on activities.</p>

**MONTH: MAY**

TOPIC	1 <sup>ST</sup> WEEK	2 <sup>ND</sup> WEEK	3 <sup>RD</sup> WEEK	4 <sup>TH</sup> WEEK
<b>Chapter -3 Contemporary life</b>	Reading and explanation of the chapter	Difficult word and book work of the chapter	Question answer Activity: visit the supermarket. Make a list of the food items that are throw away items.	Class test related to the chapter

<b>LEARNING OBJECTIVES</b>	<ul style="list-style-type: none"> <li>• Students will be able to gain knowledge about the contemporary.</li> <li>• Students will be able to understand about the effect of modern lifestyle.</li> <li>• Students will be able to develop environmental awareness.</li> <li>• Students will be able to create list some ways to control pollution.</li> </ul>
<b>EXPECTED LEARNING OUTCOME</b>	<ul style="list-style-type: none"> <li>• Understanding daily life in modern communities.</li> <li>• Develop awareness about social responsibilities and environmental care.</li> <li>• Recognize the role of cleanliness, health and safety.</li> <li>• Show respect for our earth.</li> </ul>
<b>TEACHING AIDS</b>	White board, smart board, worksheet.
<b>ASSESSMENT</b>	<ul style="list-style-type: none"> <li>• Diagram labelling ( land pollution, water pollution and air pollution).</li> <li>• Group discussion ( what are the problems of modern lifestyle?).</li> </ul>

**MONTH: JULY**

<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>
<b>L-4 Going around Delhi</b> <b>L-6 Rights and Duties</b>	<b>Chapter-4</b> Reading and explanation ,difficult word and question answer	<b>Activity-</b> create models of Delhi's landmarks or maps using newspapers and craft materials to understand the city's geography and important sites	<b>Chapter-6</b> Reading and explanation ,difficult word and question answer	<b>Activity-</b> write a class constitution with rules and duties
<b>LEARNING OBJECTIVES</b>	<p><b>Going around Delhi</b></p> <ol style="list-style-type: none"> <li>1. Students will be able to describe important historical monuments and landmarks in Delhi.</li> <li>2. Students will be able to understand their cultural and architectural value.</li> </ol> <p><b>Rights and Duties</b></p> <ol style="list-style-type: none"> <li>1. Recognize that the Constitution of India defines the rights and duties of every citizen</li> <li>2. Understanding the Constitution and Citizenship</li> </ol>			
<b>EXPECTED LEARNING OUTCOME</b>	<p><b>Going around Delhi</b> Understand Delhi's historical significance and its rich, varied heritage, especially its role as the capital for many dynasties such as the Slave Dynasty, Tughlaq Dynasty, Lodi Dynasty, and Mughal Empire</p> <p><b>Rights and Duties</b> Identify the main Fundamental Rights provided by the Indian Constitution</p>			

	Appreciate the importance of both rights and duties in maintaining a healthy democracy
<b>TEACHING AIDS</b>	Whiteboard, duster, marker, smartboard, model
<b>ASSESSMENT</b>	Worksheet, board test, oral test
<b>P.T. 1 Syllabus</b>	Ch-3(Contemporary life) Ch-4(Going around Delhi)

**MONTH: AUGUST**

TOPIC	1 <sup>ST</sup> WEEK	2 <sup>ND</sup> WEEK	3 <sup>RD</sup> WEEK	4 <sup>TH</sup> WEEK
L-7 Government of India L-8 The UN L-9 Globe , map ant the Earth	<b>Chapter-7</b> Reading and explanation ,difficult word and question answer	<b>Activity-</b> Mock Election Reflection	<b>Chapter-8&amp; 9</b> Reading and explanation ,difficult word and question answer	<b>Activity-</b> Collage Activity: Peace and Cooperation
<b>LEARNING OBJECTIVES</b>	<b>Government of India</b> <ol style="list-style-type: none"> <li>1. Student will be able to Differentiate between state and Union governments</li> <li>2. Student will be able to Explain the process of elections and law-making in the Lok Sabha.</li> </ol> <b>The UN</b> <ol style="list-style-type: none"> <li>1. Student will be able to explain the purpose and historical context of the formation of the United Nations, especially after World War II</li> <li>2. Student will be able to Identify the main objectives of the UN</li> </ol>			
<b>EXPECTED LEARNING OUTCOME</b>	<b>Government of India</b> <ol style="list-style-type: none"> <li>1. Participate in activities like mock elections and debates to reinforce learning.</li> <li>2. Interpret the concept of secularism as it relates to the Fundamental Rights in the Constitution</li> </ol> <b>The UN</b> <ol style="list-style-type: none"> <li>1. Describe the main organs of the UN (e.g., General Assembly, Security Council) and their key functions</li> <li>2. Analyze the role of the UN in addressing global challenges like conflict resolution, poverty, climate change, and human rights</li> </ol>			
<b>TEACHING AIDS</b>	Whiteboard, duster, marker, smartboard, model			
<b>ASSESSMENT</b>	Worksheet, board test, oral test			

**MONTH: 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>Revision of Half Yearly Examination</b>	<b>Revision of Half Yearly Examination</b>	<b>Half Yearly Examination</b>	<b>Half Yearly Examination</b>
<b>Syllabus of Half Yearly Examination</b>	Ch-6 (Rights and Duties) Ch-7 (Government of India) Ch-8 (The UN) Ch-9 (globe, map and the earth)			

**MONTH: OCTOBER**

TOPIC	1 <sup>ST</sup> WEEK	2 <sup>ND</sup> WEEK	3 <sup>RD</sup> WEEK	4 <sup>TH</sup> WEEK
<b>L-11 The Ancient Valley</b> <b>L-12 Legends of India</b> <b>L-13 India's freedom struggle</b>	<b>Chapter-11</b> Reading and explanation ,difficult word and question answer	<b>Activity-</b> Poster Making: My Favourite Legend	<b>Chapter-12</b> Reading and explanation ,difficult word and question answer	<b>Activity-</b> Poster Making: Freedom Movement
<b>LEARNING OBJECTIVES</b>	<b>Legends of India</b> <ol style="list-style-type: none"> <li>1. Student will be able to Identify and describe key Indian legends and their contributions to the country's history and culture.</li> <li>2. Student will be able to Understand the historical context in which these legends lived and their impact on India's development</li> </ol> <b>India's freedom struggle</b> <ol style="list-style-type: none"> <li>1. Student will be able to Understand the main principles followed by Gandhiji, especially truth and non-violence</li> <li>2. Student will be able to Recognize the impact of British policies and the rise of nationalism among Indians</li> </ol>			
<b>EXPECTED LEARNING OUTCOME</b>	<b>Legends of India</b> <ol style="list-style-type: none"> <li>1. Develop the ability to collect information about Indian legends from various sources (books, oral stories, visuals).</li> <li>2. Show sensitivity and respect towards the achievements and struggles of these personalities</li> </ol> <b>India's freedom struggle</b> <ol style="list-style-type: none"> <li>1. Name important movements like Non-Cooperation, Civil Disobedience, and Quit India Movement</li> <li>2. Appreciate the sacrifices made by freedom fighters and the importance of independence</li> </ol>			
<b>TEACHING AIDS</b>	Whiteboard, duster, marker, smartboard, model			
<b>ASSESSMENT</b>	Worksheet, board test, oral test			

**MONTH-NOVEMBER**

TOPIC	1 <sup>ST</sup> WEEK	2 <sup>ND</sup> WEEK	3 <sup>RD</sup> WEEK	4 <sup>TH</sup> WEEK
<b>L-14 INDIA ON MAP</b>	<b>Chapter-14</b> Reading and explanation ,difficult word and question answer	<b>Activity-</b> Draw Map Symbols	<b>Chapter-15</b> Reading and explanation ,difficult word and question answer	<b>Activity-</b> Model Making

<b>L-15 PARALLEL AND MERIDIAN</b>				
<b>LEARNING OBJECTIVES</b>	<b>INDIA ON MAP</b> <ol style="list-style-type: none"> <li>Students will be able to Identify and list the different states and union territories of India</li> <li>Students will be able to Locate states and major cities on the map of India</li> </ol> <b>PARALLEL AND MERIDIAN</b> <ol style="list-style-type: none"> <li>Students will be able to Develop map and globe reading skills for finding locations using latitude and longitude</li> <li>Students will be able to Learn how to identify and number important parallels and meridians on a globe</li> </ol>			
<b>EXPECTED LEARNING OUTCOME</b>	<b>INDIA ON MAP</b> <ol style="list-style-type: none"> <li>Recognize important physical features (mountains, rivers, etc.) on the map</li> <li>Categorize states according to cardinal directions (north, south, east, west)</li> </ol> <b>PARALLEL AND MERIDIAN</b> <ol style="list-style-type: none"> <li>Understand what parallels (latitudes) and meridians (longitudes) are and their main features</li> <li>Recognize the Equator and Prime Meridian as reference lines dividing the Earth into hemispheres</li> </ol>			
<b>TEACHING AIDS</b>	Whiteboard, duster, marker, smartboard, model			
<b>ASSESSMENT</b>	Worksheet, board test, oral test			
<b>Syllabus P.T 2</b>	<b>CH- 11 (The Ancient Valley)</b> <b>CH-12( Legends of India)</b> <b>CH-13( Indias freedom fighter)</b>			

**MONTH: DECEMBER**

<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>
<b>L-16 Climate and us</b> <b>L-18 Amazing asian</b>	<b>Chapter-16</b> Reading and explanation ,difficult word and question answer	<b>Activity-</b> Group Discussion: How Climate Affects Us	<b>Chapter-18</b> Reading and explanation ,difficult word and question answer	<b>Activity-</b> Cityscape Building  Use recycled materials for students to create models of famous Asian cities or landmarks (like the Great Wall of China or Tokyo Tower)
<b>LEARNING OBJECTIVES</b>	<b>Climate and us</b> <ol style="list-style-type: none"> <li>Students will be able to Understand the difference between weather and climate.</li> <li>Students will be able to Analyze the causes and effects of climate change and global warming</li> </ol> <b>Amazing asian</b> <ol style="list-style-type: none"> <li>Students will be able to identify Asia as the largest continent on Earth.</li> </ol>			

	2. Students will be able to Locate important countries, mountains, rivers, and deserts of Asia on a map
<b>EXPECTED LEARNING OUTCOME</b>	<p><b>Climate and us</b></p> <ol style="list-style-type: none"> <li>1. Explain how climate influences the lifestyle, clothing, food, and shelter of people in different regions</li> <li>2. Develop awareness of how humans depend on, adapt to, and affect the Earth's climate</li> </ol> <p><b>Amazing Asian</b></p> <ol style="list-style-type: none"> <li>1. Understand the importance of Asia's natural resources and their impact on people's lives.</li> <li>2. Recognize the diversity in climate, vegetation, and cultures across Asia</li> </ol>
<b>TEACHING AIDS</b>	Whiteboard, duster, marker, smartboard, model
<b>ASSESSMENT</b>	Worksheet, board test, oral test

#### MONTH-JANUARY

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

#### MONTH-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	Class-test

#### MONTH-MARCH

TOPIC	1 <sup>ST</sup> WEEK	2 <sup>ND</sup> WEEK	3 <sup>RD</sup> WEEK	4 <sup>TH</sup> WEEK
	ANNUAL EXAMS	ANNUAL EXAMS	ANNUAL EXAMS	Achiever day
<b>SYLLABUS OF ANNUAL EXAM</b>	L-14 INDIA ON MAP L-15 PARALLEL AND MERIDIAN L-16 Climate and us L-18 Amazing Asian			

## Subject: Computer

### MONTH: APRIL

Topic	1 <sup>st</sup> Week	2 <sup>nd</sup> Week	3 <sup>rd</sup> Week	4 <sup>th</sup> Week
<b>L-1: The journey of computer</b> <b>Sub topic:</b> History of computer Generation of computer Characteristics of computer Limitation of computer	<b>Topic:</b> history of computer <b>Lab Activity</b> Prepare a chart of history of computer	Generation of computer <b>Activity</b> Students will write one thing they learned And one question of they still have about the history of computer	Characteristics of computer <b>Activity</b> Students perform a debate on class on topic advantage and disadvantage of computer and in computer lab learnt a basic knowledge of scratch 3.0	Limitation of computer <b>Activity</b> After learning limitations of computer students prepare a chart of advantage and disadvantage in software of a computer
<b>Learning Objectives</b>	The students will develop the ability: To learn how technology is updated Students also learn how difference devices is performed different tasks To learn appreciate of latest technology To be able the use of			
<b>Expected Learning Outcomes</b>	The students will be able to- Developing thinking skill Understand the how technology is changed the and answers the question			
<b>Assessment</b>	At the end of the lesson, students will take a quiz covering key concepts and mile stones in the history of computer . The quiz will consist a multiple choice questions			
<b>Teaching Aids</b>	Whiteboard , software to practical work , worksheet			

### MONTH: MAY

Topic	1 <sup>st</sup> Week	2 <sup>nd</sup> Week	3 <sup>rd</sup> Week	4 <sup>th</sup> Week
<b>L-2 Internet service</b> <b>Sub topics __ internet</b> <b>Way of connect the internet</b>	<b>Introduction about internet service.</b> <b>About internet</b> <b>How internet are used</b> Lab activity Scratch 3.0	About email, browser, In brief how internet are uses. How internet are work and connect Note – also revised the chapter 1.	Communication over the internet Student are able to describe the feature of email Video conference. Activity	How to send email to any one . Also discussed advantages of email writing Book work. Ques /ans Email writing Activity

<b>Browsing the internet</b> <b>Communication over the internet</b>	Activity Create a short role play skit on internet service.	Activity in lab Scratch 3.0	Student play role of different internet service  Lab activity — Scratch 3.0	Sending an email to computer teacher
<b>Learning Objectives</b>	Students will be able to identify and explain various types of internet services, describe their functions and uses, and demonstrate an understanding of how these services impact communication, information sharing, and daily life.			
<b>Expected Learning Outcomes</b>	The students will be able to- Student are able to understand by internet. How internet are use in different sector like education, bank etc Compare different internet service and their function			
<b>Teaching Aids</b>	White board, Smart Board, Worksheets, Internet aces			

**MONTH: JULY**

<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>
<b>Ch—2 Internet service</b> <b>Ch-3 Working with table in Word processor</b>	Recap of the chapter—2  Understand why Internet is important  Identify the 4 components of CT.	Engage students by showing real-life examples of tables:  Class schedules  Price lists  Comparison charts <b>REVISION OF CHAPTER 2 FOR PA—1</b>	Modify the Table:  Add a row or column  Delete a row or column  BOOK WORK, COPY WORK.)	Format the Table:  Merge/split cells  Change text alignment (left, center, right)  Apply borders and shading  Adjust column width and row height
<b>LEARNING OBJECTIVES</b>	By the end of the lesson, students will be able to: Insert a table into a document. Modify the structure of a table (add/delete rows and columns). Format table cells (align text, change borders, shading, font). Use tables for organizing data (e.g., schedules, comparisons, lists).			
<b>EXPECTED LEARNING OUTCOME</b>	By the end of the lesson, students will be able to: Insert a table into a document. Importance of table designing Format table cells (align text, change borders, shading, font).			
<b>TEACHING AIDS</b>	Whiteboard , lab ,chart book internet			
<b>ASSESSMENT</b>	<b>Check student work</b> using a simple rubric: <ul style="list-style-type: none"> <li>• Table inserted correctly</li> <li>• Data entered properly</li> <li>• Formatting applied</li> </ul> <b>Class discussion:</b>			

	<ul style="list-style-type: none"> <li>• What did you learn?</li> <li>• Any challenges?</li> </ul>
<b>LAB ACTIVITY</b>	Engage students by showing real-life examples of tables: Class schedules Price lists Comparison charts
<b>PT 1 SYLLABUS</b>	CH-2 Internet service

**MONTH: AUGUST**

<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>
<b>CH-4 Theme and layout in presentation</b>  <b>Ch-1 Introduction to Scratch</b>	introduction (5 min): What is programming? What is Scratch?  Open Scratch, show interface parts  Guided Practice (20 min):  Add a sprite  Use motion and looks blocks  Run a script with the green flag	Use motion and looks blocks  Run a script with the green flag  : Make a sprite move and say something  Review What did each block do?	? <b>Introduction</b> : What makes a presentation look good? ? <b>Demonstration</b> : Show how to: <ul style="list-style-type: none"> <li>• Open presentation software</li> </ul>	different layout types (title slide, content slide, comparison slide, etc. Apply a theme  Change layouts for different slides
<b>LEARNING OBJECTIVES</b>	By the end of the week, students will:  Understand what themes and layouts are in presentations  Apply different themes and layouts to slides  Understand the Scratch interface  Create basic scripts using Scratch blocks (motion, looks, events)			
<b>EXPECTED LEARNING OUTCOME</b>	Understand what a slide theme is Explore different layout types (title slide, content slide, comparison slide, etc.) Apply a theme and change slide layout			
<b>TEACHING AIDS</b>	Computers/laptops with spreadsheet software. Projector (for demonstration).  Practice worksheets.			
<b>ASSESSMENT</b>	Applied theme/layout Scratch script work Presentation content Creativity/effort			
<b>LAB ACTIIVITY</b>	students create a 5-slide presentation titled "My First Scratch Project"			

	Scratch : On your school My birthday party
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**MONTH: SEPTEMBER**

TOPIC	1 <sup>ST</sup> WEEK	2 <sup>ND</sup> WEEK	3 <sup>RD</sup> WEEK	4 <sup>TH</sup> WEEK
<b>Revision of chapter 1-4 Chapter-1 in Scratch</b>	Introduction to Programming (Python) Revision of chapter_1 introduction to number system ( black board test , oral test, copy test )	Revision of chapter 3 and 4 Oral test , White board test , and recap .	<b>HALF – YEARLY EXAM</b>	<b>HALF – YEARLY EXAM</b>
<b>LEARNING OBJECTIVES</b>	Recall definitions and applications of basic computer components, software, and file management. Summarize key features of Power point Identify main components of the internet and understand its safe usage. Recall basic Scratch			
<b>EXPECTED LEARNING OUTCOME</b>	Recall and explain major CS concepts Demonstrate skills in Power point and scratch Understand cyber safety rules and act responsibly online Prepare confidently for exams with reinforced knowledge			
<b>TEACHING AIDS</b>	Worksheet, Whiteboard , Computer lab			
<b>ASSESSMENT</b>	Regular involvement in class discussions, questions, attention 5 Notebook / Notes Maintenance Neatness, completeness, and correctness of Lab Activities Timely completion of practical tasks (e.g. Word formatting, Power [point ,Scratch )			
<b>LAB ACTIVITY</b>	Practical of Scratch Revision for practical			
<b>HALF YEARLY SYLLABUS</b>	L-1: The journey of computer L-2: Internet service L-3: Working with table L: 4 Theme and Layout CH-1 Introduction to Scratch			

**MONTH: OCTOBER**

TOPIC	1 <sup>ST</sup> WEEK	2 <sup>ND</sup> WEEK	3 <sup>RD</sup> WEEK	4 <sup>TH</sup> WEEK
<b>Ch—5 Animation and Transistor in Presentation Ch—2 Variable and look blocks</b>	Animations & Transitions in Presentation Differentiate between animations and transitions	Add a transition between slides  Animate text/images (e.g., fly in, fade, bounce)	Scratch Chapter 2 – Look Blocks & Variables Objectives: Use Look blocks (e.g., “say,” “switch costume,” “change size”)	Present a Scratch project with animations and transitions  Explain how look blocks and variables were used

	Apply entrance, emphasis, and exit animations  Use slide transitions with appropriate timing	Adjust duration and sequence	Create and use Variables (e.g., score, timer, name)  Combine blocks for interactive behavior	
<b>LEARNING OBJECTIVES</b>	By the end of the week, students will: Apply different animations and transitions in a presentation Understand when and how to use animations effectively Use the Look and Variable blocks in Scratch to control sprite appearance			
<b>EXPECTED LEARNING OUTCOME</b>	Student what a slide theme is Explore different layout types (title slide, content slide, comparison slide, etc.) Apply a theme and change slide layouts			
<b>TEACHING AIDS</b>	Computers with Power point software Sample data sets (can be student survey results) Projector/Smartboard Worksheet with chart-based questions			
<b>ASSESSMENT</b>	Animations/transitions used well Variables created and used Presentation content is clear Creativity and originality			
<b>LAB ACTIVITY</b>	Create a 4–5 slide presentation titled “My Variable Project in Scratch”			

**MONTH: NOVEMBER**

<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>
<b>Ch –6 Starting with Spreadsheet</b>  <b>Ch -3 using operator , Sensing and control block</b>	Define key terms: Database, Table, Record, Field Use an example like a Student Table: Fields: Name, Class, Roll No, Marks Record Open a simple database file in MS Access or Google Sheets: - Show how a table is created - Add a few records - Show how to sort or search data	Students create a table on paper or computer: Make a small database with 3 fields and 3 records (e.g., Books database with Title, Author, Genre)	Introduction Begin with a short discussion: "Why are images and links important on a website?" Show a webpage and point out where images ✔ How to insert an image from the internet ✔ How to create a hyperlink to another website ✔ Save and run HTML file in browser	<b>REVISION OF P.A.T EXAM SYLLABUS</b> ( ORAL TEST, Written test , white board test
<b>LEARNING OBJECTIVES</b>	Understand the spreadsheet environment Enter and edit data in cells Perform basic formatting			
<b>EXPECTED LEARNING OUTCOME</b>	Understand spreadsheet. Identify and define tables,			

	Recognize the importance of spreadsheet in daily life. use arithmetic, comparison, and logical operators Use operators within conditional blocks (e.g., if, if else)
<b>TEACHING AIDS</b>	Whiteboard, Projector, Database software
<b>ASSESSMENT</b>	Enter data in a sample table (e.g., student names and marks) Use basic formulas: =SUM(), =AVERAGE()
<b>LAB ACTIVITY</b>	Enter data in a sample table (e.g., student names and marks) Use basic formulas: =SUM(), =AVERAGE()
<b>P.T.2 Syllabus</b>	L-3: Working with table L-1: INTRODUCTION TO SCRATCH

**MONTH: DECEMBER**

<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>
<b>CH—7 Editing in spreadsheet CH-8 AI : and its domain</b>	Brief explanation: "What is animation?" Show examples of animated graphics (slides, logos, intros). 10 mins Demonstration in Canva Live demo: 1. Log into Canva 2. Select "Video" or "Presentation" template	Apply animation effects (fade, pan, rise, tumble) 5. Preview and play 15 mins Student Hands-On Activity Students create a short animated card or intro video:  Topic ideas: "My School", "My Favorite Animal", or "Save the Earth" Include: at least 1 animated text + 1 image + 1 transition	Ask: "Have you ever used Google Assistant, Siri, or YouTube recommendations? That's AI!" 10 min Concept Explanation Define AI in simple terms:  AI is a technology that helps machines think and learn like humans.	Show 1–2 minute video (optional) on AI in daily life. 10 min Examples & Use Cases Show real-life examples: - Google Translate (AI in languages) - Self-driving cars - Netflix suggestions - Chatbots on websites
<b>LEARNING OBJECTIVES</b>	By the end of the lesson, students will be able to: <ul style="list-style-type: none"> <li>Understand what animation is and its uses in digital media.</li> <li>Navigate the Canva interface and choose an animation template.</li> <li>Create simple animated graphics using text, images, and motion effects.</li> </ul>			
<b>EXPECTED LEARNING OUTCOME</b>	Students will be able to: <ul style="list-style-type: none"> <li>Describe the concept of animation in multimedia.</li> <li>Use Canva to design and animate slides or graphics.</li> <li>Apply visual storytelling with simple motion.</li> </ul>			
<b>TEACHING AIDS</b>	Computers with internet access, Canva account (free version), Projector (optional)			
<b>ASSESSMENT</b>	Creativity and originality Use of at least 2 types of animation effects Correct use of text and visuals Presentation or export of file			
<b>LAB ACTIVITY</b>	Canvas , PYTHON If yes, I can help with: How to create courses or assignments in Canvas			

	How students can submit work How teachers can grade and give feedback
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**MONTH: JANUARY**

TOPIC	1 <sup>ST</sup> WEEK	2 <sup>ND</sup> WEEK	3 <sup>RD</sup> WEEK	4 <sup>TH</sup> WEEK
<b>CH- 4 Sound block</b>	<b>WINTER BREAK</b>	Sound box How it is work How it will be help creativity	<i>MODEL TEST – 1 IN SCRATCH</i> Full Form	Revision of scratch
<b>LEARNING OBJECTIVES</b>	Explain what sound box in basic terms. Differentiate between Sound and sound box Understand that sound can be trained using data to improve performance.			
<b>EXPECTED LEARNING OUTCOME</b>	Define Artificial Sound box simple terms. Identify differences between AI and ML. Recognize examples of scratch in real life.			
<b>TEACHING AIDS</b>	Flashcards with examples A simple worksheet with matching, fill-in-the-blanks, and drawing tasks Board or chart for brainstorming			
<b>ASSESSMENT</b>	Create a short 4–5 sentence story using at least one sprite. Use the say and think blocks to make the sprite talk.			
<b>LAB ACTIVITY</b>	Make Your Sprite Talk Steps:  Choose a sprite. Use the when green flag clicked block.			

**MONTH: FEBRUARY**

TOPIC	1 <sup>ST</sup> WEEK	2 <sup>ND</sup> WEEK	3 <sup>RD</sup> WEEK	4 <sup>TH</sup> WEEK
<b>CH – ( 6 TO 9 ) PYTHON CH- 4 TO 5</b>	Revise key concepts: ✓ SCRATCH MS Excel: Formulas, Charts AI: Real-life examples, impact	Hand out or display 10–15 practice questions: ✓ Fill in the blanks ✓ MCQs ✓ Output prediction (Python) ✓ Label HTML tags ✓ Identify formula errors (Excel)	MODEL TEST PAPER –1 MODEL TEST PAPER 2 Shortcut keys Full forms	Check real-time understanding during recap Practice Sheet Evaluate written answers from the worksheet Peer Teaching See who can explain concepts to classmates clearly
<b>LEARNING OBJECTIVES</b>	Student will able to Be better prepared to take their annual computer exam Develop confidence in problem-solving and practical application			

<b>EXPECTED LEARNING OUTCOME</b>	After the revision session, students will: Recall and summarize core concepts confidently Be able to answer a variety of question types Be better prepared to take their annual computer exam Develop confidence in problem-solving and practical application
<b>TEACHING AIDS</b>	Whiteboard, Projector, Database software (MS Access or alternative), Worksheets
<b>ASSESSMENT</b>	Check real-time understanding during recap Practice Sheet Evaluate written answers from the worksheet Peer Teaching See who can explain concepts to classmates clearly

**MONTH: MARCH**

Chapters	1st Week	2nd Week	3rd Week	4th Week
<b>ANNUAL SYLLABUS</b>	<b>Annual Examination</b>			
<b>ANNUAL SYLLABUS</b>	Ch-5 Animation and Transistor in Presentation Ch -6 Starting with Spreadsheet CH-7 Editing in spreadsheet CH-8 AI: and its domain Ch-2 Variable and look blocks Ch -3 using operator, Sensing and control block CH-4 sound box			

**SUBJECT: GENERAL KNOWLEDGE**

**MONTH: APRIL**

Topic	1 <sup>st</sup> Week	2 <sup>nd</sup> Week	3 <sup>rd</sup> Week	4 <sup>th</sup> Week
<b>Unit 1 (India and world)</b>	*Introduction to India's neighborhood * India's cities reborn	* Indian waters * Institutions to know * Quiz recap	* Introduction to vertical wonders * Wings of the world	<u>Activity Title:</u> "To mark the neighboring countries on India's political map"  <u>Objective:</u> Students estimate and used to know about India.
<b>Learning Objectives</b>	By the end of this chapter, students will be able to: <ol style="list-style-type: none"> <li><b>Identify key facts about India</b>, including its geography, culture, major cities, and national symbols.</li> <li><b>Recognize India's position on the world map</b> and locate neighboring countries.</li> <li><b>Gain basic knowledge about important countries</b> in the world—their capitals, flags, and landmarks.</li> <li><b>Understand global connections</b>, such as international organizations (e.g., the UN), famous world leaders, and global events.</li> <li><b>Develop curiosity and awareness</b> about India's role in the international community.</li> </ol>			

<b>Expected Learning Outcomes</b>	<p>After completing the chapter, students should be able to:</p> <ol style="list-style-type: none"> <li>1. <b>Name India's neighboring countries</b> and locate them on a map.</li> <li>2. <b>Identify important Indian facts</b> (e.g., national animal, currency, languages, famous monuments).</li> <li>3. <b>List a few countries with their capitals</b> and flags (e.g., USA – Washington D.C., Japan – Tokyo).</li> <li>4. <b>Recognize global landmarks</b> like the Eiffel Tower, Great Wall of China, Statue of Liberty, etc.</li> <li>5. <b>Answer simple quiz questions</b> about India and other countries confidently.</li> <li>6. <b>Appreciate cultural and geographical diversity</b>, both within India and around the world.</li> </ol>
<b>Assessment</b>	Quiz , By activity
<b>Teaching Aids</b>	Smart Board, marker

**MONTH: MAY**

<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>
<b>Unit 2 (Our Earth)</b>	*Introduction to natural reliefs	* Nature's wrath	* Introduction to Indian constitution	<u>Activity Title:</u> "To know about the fundamental rights"
<b>Unit 3 (Politics)</b>	* Life in deserts	* Freedom struggle * Quiz recap	* House of lawmakers	Students will briefly describe the fundamental rights on A4 sheet

<b>Learning Objectives</b>	<p>By the end of this chapter, students will be able to:</p> <ol style="list-style-type: none"> <li>1. <b>Understand what a constitution is</b> and why it is important for a country.</li> <li>2. <b>Recognize the key features of the Indian Constitution</b>, such as justice, liberty, equality, and fraternity.</li> <li>3. <b>Know the key people involved</b> in the making of the Constitution, especially Dr. B.R. Ambedkar.</li> <li>4. <b>Identify the date of adoption</b> and implementation of the Indian Constitution.</li> <li>5. <b>Understand basic rights and duties</b> of Indian citizens as laid out in the Constitution.</li> <li>6. <b>Develop a sense of civic responsibility</b> and respect for democratic values.</li> </ol>
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<b>Expected Learning Outcomes</b>	<p>After completing the chapter, students should be able to:</p> <ul style="list-style-type: none"> <li>• <b>Define a constitution</b> in simple terms.</li> <li>• <b>Name the architect of the Indian Constitution</b> (Dr. B.R. Ambedkar).</li> <li>• <b>State important dates:</b> <ul style="list-style-type: none"> <li>○ Constitution adopted: <b>26 November 1949</b></li> <li>○ Constitution came into effect: <b>26 January 1950</b></li> </ul> </li> <li>• <b>List the fundamental rights</b> such as Right to Equality, Right to Freedom, etc.</li> <li>• <b>Name a few fundamental duties</b> (e.g., respecting the national flag and anthem, protecting public property).</li> <li>• <b>Explain the meaning of democracy and equality</b> at a basic level.</li> <li>• <b>Answer simple questions</b> related to the Constitution in a quiz or discussion.</li> <li>•</li> </ul>
<b>Assessment</b>	Quiz , By activity

<b>Teaching Aids</b>	Smart Board, marker

**MONTH: JULY**

<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>
<b>Unit 4 (Science)</b> <b>Unit 5 (Sports)</b>	* Taking breaths * Tools of discovery	* Internet terms * Earth to space * Quiz recap	* Indian Olympic starts * Players count * Winning moments	<u>Activity Title:</u> "To Categorize the Indian Olympic medal winners in notebook "
<b>Learning Objectives</b>	By the end of this chapter, students will be able to: <ol style="list-style-type: none"> <li><b>Understand the role of science in everyday life</b> and how it connects to the world of sports.</li> <li><b>Identify important inventions and discoveries</b> in science that have improved human life.</li> <li><b>Recognize famous Indian and international scientists</b> and their contributions.</li> <li><b>Know basic facts about popular sports</b>, including names of games, equipment, and playing fields.</li> <li><b>Identify famous sports personalities</b> from India and the world.</li> <li><b>Understand how science contributes to sports</b> (e.g., in training, nutrition, sports gear, and technology).</li> </ol>			
<b>Expected Learning Outcomes</b>	After completing the chapter, students should be able to: <ol style="list-style-type: none"> <li><b>Name key inventions</b> (e.g., light bulb, telephone, telescope) and their inventors.</li> <li><b>Recognize famous scientists</b>, such as C.V. Raman, Albert Einstein, and Thomas Edison.</li> <li><b>List major sports</b> (e.g., cricket, football, hockey, badminton) and the equipment used in each.</li> <li><b>Identify Indian sports stars</b>, like Sachin Tendulkar, P.V. Sindhu, and Neeraj Chopra.</li> <li><b>Match sports to their playing fields</b>, such as: <ul style="list-style-type: none"> <li>○ Football – Field</li> <li>○ Tennis – Court</li> <li>○ Cricket – Pitch/Ground</li> </ul> </li> </ol>			
<b>Assessment</b>	Quiz , By activity			
<b>Teaching Aids</b>	Smart Board, marker			

**MONTH: AUGUST**

<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>
<b>Unit 6 (Living world)</b>	* Categorized vertebrates * A call for action	* Seasonal travellers * Medicinal greens * Quiz recap	* Climbers and creepers * Surprising tidbits	<u>Activity Title:</u> "Activity on medicinal greens "

<b>Learning Objectives</b>	<p>By the end of this chapter, students will be able to:</p> <ol style="list-style-type: none"> <li><b>Understand the basic characteristics of living things</b>, including growth, movement, reproduction, and response to stimuli.</li> <li><b>Recognize the diversity of life forms</b>—plants, animals, birds, insects, and aquatic creatures.</li> <li><b>Identify different habitats</b> where living beings thrive, such as forests, deserts, oceans, and mountains.</li> <li><b>Learn about endangered and extinct species</b>, and understand the importance of protecting wildlife.</li> <li><b>Appreciate the interdependence between living things and the environment</b> (e.g., food chains, pollination).</li> <li><b>Foster respect and care for all forms of life.</b></li> </ol>			
<b>Expected Learning Outcomes</b>	<p>After completing the chapter, students should be able to:</p> <ol style="list-style-type: none"> <li><b>List the key features of living things</b>, such as breathing, growing, and reproducing.</li> <li><b>Classify animals and plants</b> based on their habitat (e.g., land, water, air).</li> <li><b>Give examples of herbivores, carnivores, and omnivores.</b></li> <li><b>Identify some endangered species</b> (e.g., tiger, rhinoceros) and extinct animals (e.g., dinosaur, dodo).</li> <li><b>Explain the importance of conservation</b> and how human actions impact wildlife.</li> <li><b>Draw or label a simple food chain</b> (e.g., grass → deer → tiger).</li> <li><b>Demonstrate awareness and empathy</b> toward animals and nature through class activities or discussions.</li> </ol>			
<b>Assessment</b>	Quiz , By activity			
<b>Teaching Aids</b>	Smart Board, marker			

**MONTH: SEPTEMBER**

TOPIC	1 <sup>ST</sup> WEEK	2 <sup>ND</sup> WEEK	3 <sup>RD</sup> WEEK	4 <sup>TH</sup> WEEK
<b>Revision</b>	<b>Revision of Half yearly syllabus</b>	<b>Half yearly examinations</b>	<b>Half yearly examinations</b>	<b>Half yearly examinations</b>
<b>Syllabus for half yearly exams</b>	Unit 1 (India and world) Unit 2 (Our Earth) Unit 3 (Politics) Unit 4 (Science) Unit 5 (Sports) Unit 6 (Living world)			

**MONTH: OCTOBER**

Topic	1 <sup>st</sup> Week	2 <sup>nd</sup> Week	3 <sup>rd</sup> Week	4 <sup>th</sup> Week
<b>Unit 7 (Fun with words)</b> <b>Unit 8 (Art and culture)</b>	* Introduction to different or similar words * Homographs * Usual mistakes	* Indian folktales * Indian ankle bells * Indian handicrafts * Quiz recap	* Civilian awards * Art lives here	<u>Activity Title:</u> "Collect some handmade handicrafts made in India and paste it in your scrapbook "
<b>Learning Objectives</b>	By the end of this chapter, students will be able to: <ol style="list-style-type: none"> <li><b>Understand the meaning of art and culture</b> and their importance in daily life.</li> <li><b>Identify various forms of Indian art</b>, such as painting, sculpture, dance, and music.</li> <li><b>Recognize major Indian classical and folk dance forms</b>, like Bharatanatyam, Kathak, and Bhangra.</li> <li><b>Learn about famous Indian festivals, traditional clothing, and regional food habits.</b></li> <li><b>Familiarize themselves with important cultural landmarks</b>, monuments, and heritage sites in India.</li> <li><b>Appreciate the cultural diversity of India</b> and the value of preserving traditions.</li> </ol>			
<b>Expected Learning Outcomes</b>	After completing the chapter, students should be able to: <ol style="list-style-type: none"> <li><b>Define art and culture</b> in simple terms.</li> <li><b>Name different Indian classical dances</b> (e.g., Odissi, Kuchipudi, Kathakali).</li> <li><b>Recognize popular Indian musical instruments</b>, like the tabla, sitar, and flute.</li> <li><b>Identify famous monuments and cultural sites</b>, such as the Taj Mahal, Qutub Minar, and Konark Sun Temple.</li> <li><b>Name major Indian festivals</b> (e.g., Diwali, Eid, Christmas, Pongal) and understand their cultural significance.</li> <li><b>List examples of traditional Indian arts and crafts</b>, such as Madhubani painting or pottery.</li> <li><b>Develop respect for different cultures and traditions</b> and express appreciation for India's rich heritage.</li> </ol>			
<b>Assessment</b>	Quiz , By activity			
<b>Teaching Aids</b>	Smart Board, marker			

**MONTH: NOVEMBER**

Topic	1 <sup>st</sup> Week	2 <sup>nd</sup> Week	3 <sup>rd</sup> Week	4 <sup>th</sup> Week
<b>Unit 9 (Personal development)</b> <b>Unit 10 (Reasoning)</b>	* Introduction to doctors * Essential vitamins * Who said this?	* Reasoning * Olace values * Quiz recap	*Words relationships * Quiz	<u>Activity Title:</u> "Activity on healthy and junk food "

<b>Learning Objectives</b>	<p>By the end of this chapter, students will be able to:</p> <ol style="list-style-type: none"> <li>1. <b>Understand the importance of personal development</b>, including good habits, manners, discipline, and self-awareness.</li> <li>2. <b>Build basic life skills</b> like time management, teamwork, empathy, and decision-making.</li> <li>3. <b>Learn how to think logically and solve problems</b> using reasoning and observation.</li> <li>4. <b>Improve their critical thinking skills</b> through fun and interactive reasoning exercises (e.g., puzzles, patterns, odd-one-out).</li> <li>5. <b>Recognize the value of self-confidence and a positive attitude</b> in school and everyday life.</li> </ol>
<b>Expected Learning Outcomes</b>	<p>After completing the chapter, students should be able to:</p> <ol style="list-style-type: none"> <li>1. <b>Demonstrate good personal habits</b>, such as honesty, cleanliness, punctuality, and responsibility.</li> <li>2. <b>Practice good manners and respect others</b> in different settings—home, school, and public places.</li> <li>3. <b>Solve simple reasoning problems</b>, like: <ul style="list-style-type: none"> <li>○ Finding patterns</li> <li>○ Completing sequences</li> <li>○ Matching related pairs</li> <li>○ Solving riddles</li> </ul> </li> <li>4. <b>Apply logical thinking</b> to everyday situations (e.g., making choices, organizing tasks).</li> <li>5. <b>Work effectively in groups</b>, showing cooperation and listening skills.</li> <li>6. <b>Express themselves confidently</b> and set simple personal goals.</li> <li>7. <b>Show increased self-awareness</b> and a willingness to improve themselves.</li> </ol>
<b>Assessment</b>	Quiz , By activity
<b>Teaching Aids</b>	Smart Board, marker

**MONTH: DECEMBER**

<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>
<b>Unit 11 (Environment)</b>  <b>Unit 12 (Miscellaneous)</b>	* Introduction to light pollution  * Work for Earth	* National parks  * Odd shapes  * Quiz recap	* Book terms  * Quiz  * Banking bits	<u>Activity Title:</u> "List about the wild animals protected under the national parks "
<b>Learning Objectives</b>	<p>By the end of this chapter, students will be able to:</p> <ol style="list-style-type: none"> <li>1. <b>Understand what the environment is</b> and why it is important for all living beings.</li> <li>2. <b>Identify the components of the environment</b>, including air, water, soil, plants, animals, and humans.</li> <li>3. <b>Recognize different types of environments</b>, such as forests, deserts, oceans, and urban areas.</li> <li>4. <b>Learn about pollution</b> (air, water, soil, noise) and its harmful effects.</li> <li>5. <b>Understand the importance of protecting natural resources</b> and conserving the environment.</li> <li>6. <b>Develop awareness of eco-friendly habits</b> like reducing waste, recycling, and saving energy and water.</li> </ol>			

<b>Expected Learning Outcomes</b>	<p>After completing the chapter, students should be able to:</p> <ol style="list-style-type: none"> <li>1. <b>Define the environment</b> and name its natural and man-made components.</li> <li>2. <b>Classify different types of pollution</b> and describe how they affect the Earth and living things.</li> <li>3. <b>List ways to protect the environment</b>, such as planting trees, using cloth bags, and turning off lights when not in use.</li> <li>4. <b>Identify renewable and non-renewable resources</b> (e.g., sunlight vs. coal).</li> <li>5. <b>Explain the role of plants, animals, and humans</b> in maintaining a healthy environment.</li> <li>6. <b>Demonstrate responsibility toward nature</b> through classroom activities or discussions.</li> <li>7. <b>Participate in eco-friendly practices</b> like clean-up drives, nature walks, or recycling projects.</li> </ol>
<b>Assessment</b>	Quiz , By activity
<b>Teaching Aids</b>	Smart Board, marker

#### MONTH: JANUARY

TOPIC	1 <sup>ST</sup> WEEK	2 <sup>ND</sup> WEEK	3 <sup>RD</sup> WEEK	4 <sup>TH</sup> WEEK
Revision	Winter break	Winter break	Revision of annual syllabus	Class test and revision

#### MONTH: FEBRUARY

TOPIC	1 <sup>ST</sup> WEEK	2 <sup>ND</sup> WEEK	3 <sup>RD</sup> WEEK	4 <sup>TH</sup> WEEK
Revision	Quiz	Revision	Revision of annual syllabus	Class test and revision

#### MONTH: MARCH

TOPIC	1 <sup>ST</sup> WEEK	2 <sup>ND</sup> WEEK	3 <sup>RD</sup> WEEK	4 <sup>TH</sup> WEEK
Revision	Annual examinations	Annual examinations	Annual examinations	Achiever's day
<b>Syllabus for annual exams</b>	Unit 7 (Fun with words) Unit 8 (Art and culture) Unit 9 (Personal development) Unit 10 (Reasoning) Unit 11 (Environment) Unit 12 (Miscellaneous)			

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## विषय- संस्कृत

माह - अप्रैल

विषय	पहला सप्ताह	दूसरा सप्ताह	तीसरा सप्ताह	चौथा सप्ताह
	पाठ-1 मम परिवार: पर्यायवाची	पुस्तक कार्य	पाठ-2 शरीरस्य अंगानि संख्यावाची शब्दाः	पुस्तक कार्य
<b>शिक्षा के उद्देश्य -</b> परिवार के सदस्यों के नाम संस्कृत में लिखें				
<b>गतिविधि -</b> परिवार के सदस्यों के नाम चित्र देखकर पहचानों				
<b>इकाई परीक्षा -1</b> पाठ 1,2 पर्यायवाची शब्द				

माह - मई

विषय	पहला सप्ताह	दूसरा सप्ताह	तीसरा सप्ताह	चौथा सप्ताह
	पाठ-3 दिशः/दिक	पुस्तक कार्य	पाठ -4 अस्माकं प्रकृति लेखन सामग्री नामानि	पुस्तक कार्य
<b>शिक्षा के उद्देश्य -</b> दिशाओं का ज्ञान संस्कृत में हो सकेगा				
<b>गतिविधि -</b> दिशा पहचानों खेल				

माह - जुलाई

विषय	पहला सप्ताह	दूसरा सप्ताह	तीसरा सप्ताह	चौथा सप्ताह
	पाठ 5 वर्णाः	पुस्तक कार्य	पाठ 6 फलानि	पुस्तक कार्य
<b>शिक्षा के उद्देश्य -</b> रंगों व फलों के नाम संस्कृत में सीख सकेंगे ।				
<b>गतिविधि -</b> मिलान करो गतिविधि ।				

आवधिक परीक्षा -1

पाठ -3,4 लेखन सामग्री नामानि

माह - अगस्त

विषय	पहला सप्ताह	दूसरा सप्ताह	तीसरा सप्ताह	चौथा सप्ताह
	पाठ 7 शाकानि	पुस्तक कार्य	पाठ 8 पक्षिणाम नामानि	पुस्तक कार्य
<b>शिक्षा के उद्देश्य -</b> सब्जियों तथा पक्षियों के नाम संस्कृत में सीख सकेंगे ।				
<b>गतिविधि -</b> संस्कृत नामों की अंताक्षरी ।				

माह - सितंबर

विषय	पहला सप्ताह	दूसरा सप्ताह	तीसरा सप्ताह	चौथा सप्ताह
	पाठ -9 पशूनाम नामानि	अर्द्धवार्षिक परीक्षा	अर्द्धवार्षिक परीक्षा	अर्द्धवार्षिक परीक्षा

**शिक्षा के उद्देश्य -**

पशुओं के नाम संस्कृत में सीख सकेंगे ।

**गतिविधि -**

चित्र पहचानो खेल ।

**अर्द्धवार्षिक परीक्षा -पाठ्यक्रम**

पाठ -2,5,6,7,8,संख्यावाचि शब्दाः ,लेखन सामग्री नामानि ।

माह - अक्टूबर

विषय	पहला सप्ताह	दूसरा सप्ताह	तीसरा सप्ताह	चौथा सप्ताह
	पाठ-10 यांनानि पाठ 11 अस्माकं सहायका;	पुस्तक कार्य	पाठ-12 पर्यायपदानि	पुस्तक कार्य

**शिक्षा के उद्देश्य -**

हमारे सहायकों के नाम संस्कृत में सीख सकेंगे ।

**गतिविधि -**

वाक्य बनाओ गतिविधि ।

माह - नवंबर

विषय	पहला सप्ताह	दूसरा सप्ताह	तीसरा सप्ताह	चौथा सप्ताह
	पाठ -13 भारतस्य प्रतीकानि	पुस्तक कार्य	पाठ 14 वाक्यबोध: षड ऋतवः	पुस्तक कार्य
<b>शिक्षा के उद्देश्य -</b> भारत के प्रतीकों को जान सकेगे				
<b>आवधिक परीक्षा –2 पाठ्यक्रम</b> पाठ -9,10 ,11 व्यवहार वाक्यानि ,संवाद				

माह - दिसंबर

विषय	पहला सप्ताह	दूसरा सप्ताह	तीसरा सप्ताह	चौथा सप्ताह
	पाठ 15 शुभाषितानि, सूक्तयः	पुस्तक कार्य	संवाद	पुस्तक कार्य
<b>शिक्षा के उद्देश्य –</b> बच्चे शुभाषित श्लोक सीख सकेंगे।				
<b>गतिविधि –</b> सूक्ति वाचन				

माह - जनवरी

विषय	पहला सप्ताह	दूसरा सप्ताह	तीसरा सप्ताह	चौथा सप्ताह
	सर्दियों की छुट्टी	दोहराव	दोहराव	दोहराव
<b>गतिविधि –</b> वर्क शीट				

माह - फरवरी

विषय	पहला सप्ताह	दूसरा सप्ताह	तीसरा सप्ताह	चौथा सप्ताह
	दोहराव	दोहराव	दोहराव	दोहराव

गतिविधि -

वर्क शीट

वार्षिक परीक्षा -

पाठ -6,7,12 13 14 15 षड ऋतवः,सूक्तय

माह - मार्च

विषय	पहला सप्ताह	दूसरा सप्ताह	तीसरा सप्ताह	चौथा सप्ताह
	दोहराव	दोहराव	दोहराव	दोहराव

गतिविधि -

वर्क शीट