ARMY WELFARE EDUCATION SOCIETY

# SYLLABUS BIFURCATION PREPARATORY STAGE Class 4

A detailed syllabus mapped at Preparatory Stage for APS

APS

2023-24

FACULTY DEVELOPMENT & RESEARCH CENTRE

AWES
TRUTH IS GOD

# आर्मीपब्लिकस्कूलपाठ्यक्रम विभाजन अवलोकन

## शैक्षणिक सत्र :२०२३-२४

**कक्षा: चौथी** **विषय: हिंदी**

**पाठ्यपुस्तक :गुंजन/व्याकरण वाटिका**

**प्रकाशक :मधुबन**

| अवधि-१<br>रिपोर्टकार्डकुल१००अंककाहोगा। | | अवधि-२<br>रिपोर्टकार्डकुल१००अंककाहोगा। | |
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| आवधिकपरीक्षण १ - जुलाई<br>(३०% पाठ्यक्रम - अधिकतमअंक-४०)<br>(रिपोर्टकार्डमेंभारांक(वेटेज)- १०अंक) | अर्धवार्षिकपरीक्षा-सितंबर<br>(५०% पाठ्यक्रमअधिकतमअंक-८०)<br>(रिपोर्टकार्डमेंभारांक (वेटेज)-८०अंक) | आवधिकपरीक्षण२- दिसंबर<br>(३०% पाठ्यक्रम - अधिकतमअंक-४०)<br>(रिपोर्टकार्डमेंभारांक (वेटेज)- १०अंक) | वार्षिकपरीक्षा-मार्च<br>(५०% पाठ्यक्रमअधिकतमअंक-८०)<br>(निर्धारितपाठ्यक्रममें१०% पाठ्यक्रमअवधि-१सेऔरबाकीसंपूर्णपाठ्यक्रमअवधि-२सेहोगा।)<br>(रिपोर्टकार्टमेंभारांक (वेटेज)-८०अंक) |
| **अप्रैल**<br>गुंजन<br>पाठ-१ भारत के बच्चे (कविता)<br>व्याकरण<br>पाठ-१ भाषा लिपि और व्याकरण<br>पाठ-२ वर्णमाला<br>पाठ-३ संज्ञा | **अगस्त**<br>गुंजन<br>पाठ-५ हमारा तिरंगा झंडा<br>पाठ-६ एवेरस्ट के साथ मेरी भेंट<br>पाठ-७ चींटी और कबूतर (कविता)<br>व्याकरण<br>पाठ-६ क्रिया<br>शब्द भंडार (पर्यायवाची शब्द ) | **अक्टूबर**<br>गुंजन<br>पाठ-८ कबड्डी<br>पाठ-९ कदंबका पेड़ (कविता)<br>व्याकरण<br>पाठ-१२ रचनात्मक लेखन (कहानी लेखन)<br>पाठ-५ विशेषण | **दिसंबर**<br>गुंजन<br>पाठ-१२ पानी अमृत है।<br>पाठ-१३ एक पत्र श्री नंदिनी के नाम<br>व्याकरण<br>पाठ-१२ रचनात्मक लेखन (पत्र लेखन )<br>पाठ-८ शब्द भंडार (वाक्यांश के लिए एक शब्द ) |
| **मई**<br>गुंजन<br>पाठ-२ ईदगाह<br>व्याकरण<br>पाठ-२ संज्ञा<br>लिंग, वचन | **सितंबर**<br>गुंजन<br>पाठ-६ एवेरस्ट के साथ मेरी भेंट<br>पाठ-७ चींटी और कबूतर (कविता)<br>व्याकरण<br>शब्द भंडार<br>समूहवाची शब्द<br>समश्रुत भिन्नार्थक शब्द | **नवंबर**<br>गुंजन<br>पाठ-१० अपना गाँव<br>पाठ-११ आइज़कन्यूटन<br>व्याकरण<br>पाठ-७ विराम चिन्ह<br>पाठ-८ शब्द भंडार (वचन,अनेकार्थी शब्द ) | **जनवरी**<br>गुंजन<br>पाठ-१४ केरल का निमंत्रण<br>पाठ-१५ तीन शर्तें<br>व्याकरण<br>पाठ-१२ रचनात्मक लेखन (सूचना लेखन, अनुच्छेद लेखन, संवाद लेखन ) |

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| | | | पाठ-११ अपठित गद्यांश |
| **जुलाई**<br>**गुंजन**<br>**पाठ-३ स्वामी विवेकानंद**<br>**पाठ-४ प्रकति की सुषमा (कविता)**<br>**व्याकरण**<br>**पाठ-८ शब्द भंडार (वचन)**<br>**पाठ-४ सर्वनाम** | | | **फरवरी**<br>**गुंजन**<br>**पाठ-१६ सपना (कविता)**<br><br>**व्याकरण**<br>**पाठ-१० वाक्य**<br>**रचनात्मक लेखन (कविता लेखन)**<br>**पुनरावृति कार्य**<br><br>**१. उत्तर-पुस्तिका प्रस्तुतीकरण (जमा करना) - अधिकतम अंक २५ (भारांक ५)**<br>**२. विषय संवर्धन गतिविधि -अधिकतम अंक २५ (भारांक ५)** |

**रिपोर्टकार्डकुल१००अंककाहोगा |**

| **मूल्यांकन** | **% पाठ्यक्रम** | **अधिकतम अंक** | **भारांक (वेटेज)** |
|---|---|---|---|
| आवधिक परीक्षण-१ (जुलाई माह में) | ३० % | ४० | १० अंक |
| उत्तर पुस्तिका प्रस्तुतीकरण | ____ | २५ | ५ अंक |
| विषय संवर्धन गतिविधि | ____ | २५ | ५ अंक |
| अर्धवार्षिक परीक्षा (सितंबर माह ) | ५०% पाठ्यक्रम | ८० | ८० अंक |

**रिपोर्टकार्डकुल१००अंककाहोगा |**

| **मूल्यांकन** | **% पाठ्यक्रम** | **अधिकतम अंक** | **भारांक (वेटेज)** |
|---|---|---|---|
| आवधिक परीक्षण-२ (दिसंबर माह में) | ३० % | ४० | १० अंक |
| उत्तर पुस्तिका प्रस्तुतीकरण | ____ | २५ | ५ अंक |
| विषय संवर्धन गतिविधि | ____ | २५ | ५ अंक |
| वार्षिक परीक्षा (मार्च माह ) | १०% पाठ्यक्रमअवधि-१सेऔर बाकीसंपूर्णपाठ्यक्रमअवधि-२सेहोगा। | ८० | ८० अंक |

# केंद्रीकृत पाठ्यक्रम विभाजन ( कक्षा-४)

| मासिक पाठ्यक्रम | इकाई / पाठ<br><br>कालांश की संख्या | ज्ञान क्षेत्र और पाठ्यक्रम लक्ष्य (आधारभूत मानचित्रण)<br><br>(CG-9, CG-10) | योग्यता /अधिगम परिणाम<br><br>CG 9.1, CG-9.2, CG-9.3, CG-9.4<br><br>CG10.1 TO CG-10.10 | 21 वीं सदी के कौशल | एकीकृतAWESपहल | अंतः विषय एकीकरण | अधिगम स्थल | प्रदत्त कार्य | अध्यापन शास्त्र<br><br>(संकेतात्मक) |
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| अप्रैल<br><br>21 दिन | पाठ१–भारत के बच्चे(कविता)<br><br>अवधारणा– देशभक्तों के बारे में जानकारी<br><br>उप अवधारणा:-<br><br>देशभक्तिकेगुणों तथात्याग के बारे में जानकारी<br><br>दी गईकविता में वीर रस के साथ देशप्रेम की भावना का चित्रण किया गया है। | भाषाऔरसाक्षरताविकास<br><br>CG-10. Children develop fluency in reading and writing in language – कोश:<br><br>विज्ञानकोश,आनंदमयी कोश, मनोमय कोश | C 10.6 – reads short poems and begins to appreciate the poem for its choice of words and imagination.<br><br>C 10.8 -write a paragraph to express their understanding and experiences.<br><br>सीखने का परिणाम<br>मूल रूप-बच्चे कविता का लय व तान के साथ वाचन करने योग्य हो जाएंगे \|<br>माध्यमिकविद्यार्थीदिशभक्तोंकेबारेमें,उन केत्याग,बलिदान,वीरता,साहसजैसेगुणों केबारेमेंजानकारीप्राप्तकरेंगे।<br>उच्चस्तरीय<br>छात्रदेशकेजागरूकनागरिकमेंकौन-कौनसेगुणहोनेचाहिएइसकीजानकारीप्राप्तकरपाएंगेविद्यार्थीजीवन में आने वाली मुसीबतों या कठिनाइयों से नहीं डरेंगे। | जीवनकौशल<br><br>कठिनाइयोंकासामना करना<br><br>अधिगमकौशल<br><br>तार्किकचिंतन<br><br>सहयोगकरना<br><br>उन्नतिकामार्गप्रशस्तक रना \| | कला– देशभक्ति के नारे लिखना व उन्हें बोलना।<br><br>वैज्ञानिक स्वभाव–<br><br>तकनीकी प्रौद्योगिकी :-<br>यूट्यूब लिंक का उपयोग। | कला– चित्रण करना सीखेंगे<br><br>संगीत– कविता को लयबद्ध तरीके से गायन करना | कक्षा विस्तार<br><br>संगीत कक्ष | कक्षा कार्य:<br>कविता का वाचन करवाना, कविता में आए कठिन शब्दों को लिखवाकर उनका वाक्य प्रयोग करवाना।<br>योग्यता शिक्षण पर आधारित कार्यपत्रक।<br>गृह कार्य:-<br><br>कविता लिखो और याद करो।<br>कविता से संबंधित कोई चित्र बनाओ \| | भाषा अधिगम और भ<br>अर्जन<br><br>नारा लेखन<br><br>सांकेतिकमूल्यांकन –<br>कार्यपत्रकबहुविकल्पीय<br>भाषा ज्ञान। मूल्यपरक प<br><br>कार्यपत्रिका<br><br>उच्चत्तर वर्ग चिंतन कौ |

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| | **कालांश संख्या 3**<br><br>**व्याकरण:**<br><br>**पाठ 1**<br><br>**भाषा, लिपि और व्याकरण**<br><br>**पाठ 2संज्ञा**<br><br>**अवधारणा –भाषा के अनेक रूपों से परिचय**<br><br>**वर्णमाला का ज्ञान**<br><br>**सरल और सहज भाषा के साथ संज्ञा की परिभाषा का ज्ञान**<br><br>**उपअवधारणा**<br><br>**भाषा के रूप लिखित, मौखिक और सांकेतिक** | **CG-10.** Children develop fluency in reading and writing in language | **सीखने का परिणाम**<br>**मूल रूप-**<br><br>छात्रों का व्याकरण के नियमों से परिचय होना छात्र सांस्कृतिक लिखित व मौखिक भाषा के स्वरूप को पहचान पाएंगे।छात्र नाम वाले शब्दों को जान पाएंगे \|<br><br>**माध्यमिक**<br><br>अक्षरों का ज्ञान होना। स्वर तथा व्यंजन से परिचय होना।संज्ञा की परिभाषा से परिचित होंगे \|संज्ञा के भेदों की जानकारी होगी \|व्यवाहरिक व्याकरण का ज्ञान<br><br>**उच्चतर**<br><br>देश के विभिन्न राज्यों में बोले जाने वाली भाषाओं का ज्ञान छात्रों को होगा एवंवेअक्षरों का शुद्ध उच्चारण करना सीख पाएंगे \|<br><br>संज्ञा शब्दों का दैनिक जीवन में प्रयोग<br><br>लिंग और वचन के प्रकार की जानकारी**विशेष आवश्यकता वाले बच्चोंके सहायक शिक्षण-**<br><br>दृष्टिबाधित छात्रों की सहायता: कृपया अध्याय के मुख्य बिंदुओं को निर्दिष्ट करते हुए पाठ को अपनी आवाज में रिकॉर्ड करें | | | | | **कक्षा कार्य**<br><br>**सरल भाषा में पाठ को समझाना, परिभाषा** एवं**संज्ञा** के**प्रकार** सेसंबंधित**अभ्यास कार्य।**<br><br>**गृहकार्य**<br><br>**कार्य पत्रिका**<br><br>**एकवचन व बहुवचन शब्दोंकी सूची।** | |

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| | **स्वर तथा व्यंजन का ज्ञान**<br><br>**संज्ञा के प्रकार:**<br><br>**व्यक्तिवाचक संज्ञा**<br><br>**जातिवाचक संज्ञा**<br><br>**भाववाचक संज्ञा**<br><br>**लिंग**<br><br>**वचन** | | और बच्चे को अलग से भी सुनने दें। कृपया इसे सीखने में सहायक सामग्री के रूप में घर पर भेजें।<br><br>**श्रवण बाधित छात्रों की सहायता**:<br><br>शब्दों को पढ़ने में बच्चे की मदद करने के लिए बड़े फॉन्ट वाले फ्लैश कार्ड का इस्तेमाल करें। | | | | | | |
| **मई**<br><br>**(१४ दिन)** | **कालांशोंकीसंख्या-६**<br><br>**पाठ-२पाठकानाम- ईदगाह**<br><br>**अवधारणा:**-ईद के त्योहार के बारे में जानकारी<br><br>**उप अवधारणा**-<br><br>त्याग,पारिवारिक प्रेम, आदरएवंमुहावरों का प्रयोग \| | **भाषाऔरसाक्षरताकाविकास**<br><br>**C-2.6**Begins integrating sensorial perceptions to get a holistic awareness of their experiences<br>**C-4.7**Understands and responds positively to different thoughts, Preferences, and | **सीखने का परिणाम**<br><br>**C-4.3**Interacts comfortably with other children and adults<br><br>**मूल रूप**<br><br>**बच्चे पाठ की व्याख्या के बाद त्योहार के बारे में जानकारी प्राप्त करेंगे और आपस में सद्भावना के साथ रहना सीखेंगे।** | **जीवन कौशल**<br><br>**आपसी सहयोग, तार्किक चिंतन**<br><br>**भावनात्मक कौशल उदारता,त्याग,आदर**<br><br>**अधिगम कौशल**<br><br>**पारिवारिक प्रेम** | **कला**–कहानी का नाटक के रूप में मंचन<br><br>**खेलकूद –**<br><br>**वैज्ञानिक स्वभाव –**<br><br>**तकनीकी प्रौद्योगिकी- यूट्यूब लिंक का प्रयोग** | **कला–भारत में मनाए जाने वाले प्रमुख त्योहारों के चित्रों का कोलाज बनाना।**<br><br>**खेल**<br><br>**संगीत**<br><br>**गणित- वस्तुओं का मूल्य भाव** | **कक्षा विस्तार**<br><br>**विद्यालय परिसर** | **कक्षा कार्य:**<br><br>**पाठ से संबंधित नवीन शब्द प्रश्न उत्तर का लेखन कार्य**<br><br>**पाठ का पठन – पाठन**<br><br>**गृहकार्य:**<br><br>**स्वयं से पाठ पढ़कर** | **भाषा अधिगम और भ अर्जन**<br><br>**नाट्य मंचन**<br><br>**मूल्यांकन:-**<br><br>**सांकेतिक मूल्यांकन**<br><br>कार्यपत्रक बहुविकल्पीय प्रश्न भाषाज्ञान। |

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| | वृद्धों कीआवश्यकताओंका ध्यानरखना \|<br><br>**कालांश संख्या 3**<br><br>**व्याकरण:**<br><br>**पाठ 2संज्ञा**<br><br>**अवधारणा –भाषा के अनेक रूपों से परिचय**<br><br>**उपअवधारणा**<br><br>**संज्ञा के प्रकार:**<br><br>**व्यक्तिवाचक संज्ञा**<br><br>**जातिवाचक संज्ञा**<br><br>**भाववाचक संज्ञा**<br><br>**लिंग** | emotional needs of other children<br><br>**कोश-**<br><br>**आनंदमय कोश**<br><br>**CG-10.** Children develop fluency in reading and writing in language | **विकसित**<br><br>**विद्यार्थियों में दूसरों के प्रति दया , निस्वार्थ कीभावना से काम जैसे गुणों का विकास हो जाएगा ।**<br><br>**विद्यार्थी पाठ पढ़कर जीवन में सहनशीलता और स्वयं से निर्णय लें पाएंगे \|**<br><br>**उच्चस्तरीय**<br><br>**छात्र दूसरे बच्चों और बुज़ुर्गलोगोंकीसहायता करने के लिए प्रेरित होंगे \|**<br><br>**सीखने का परिणाम**<br>**मूल रूप-**<br><br>छात्रों का व्याकरण के नियमों से परिचय होना<br><br>छात्र नाम वाले शब्दों को जान पाएंगे \|<br><br>**माध्यमिक**<br><br>संज्ञा की परिभाषा से परिचित होंगे \|संज्ञा के भेदों की जानकारी होगी \|व्यवाहरिक व्याकरण का ज्ञान | **कल्पनाशीलता** | | **करना**<br><br>– | | **कठिन शब्द ढूंढना**<br><br>**सचित्र-सुलेख एवं पाठ आधारित अभ्यास**<br><br>**कक्षा कार्य**<br><br>**सरल भाषा में पाठ को समझाना परिभाषा संज्ञा से प्रकार अभ्यास कार्य।**<br><br>**गृहकार्य**<br><br>**कार्य पत्रिका**<br><br>**एकवचन व बहुवचन की सूची।** | मूल्यपरक प्रश्न<br>व्यवहारिक व्याकरण |

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| | वचन | | उच्चतर<br><br>संज्ञा शब्दों का दैनिक जीवन में प्रयोग | | | | | | |
| जुलाई<br><br>21दिन | कालांशों की संख्या-४<br>पाठ -३<br><br>पाठ का नाम- स्वामी विवेकानंद<br><br>अवधारणा-<br><br>स्वामी विवेकानंद के जीवन व उनके कार्यों के बारे में जानकारी<br><br>उपअवधारणाएं<br><br>सच्चाई,ईमानदारीएवं देश की संस्कृति की पहचान। महान विभूतियों पर गर्व, एकाग्रताएवंभाषा ज्ञान \|<br><br>विपरीतार्थक शब्द<br><br>वर्ण विच्छेदन<br><br>संज्ञा- सर्वनाम | भाषाऔर साहित्य का विकास<br><br>C-9.5 Comprehends narrated/read-out stories and identifies Characters, storyline and what the author wants to say<br><br>CG-10 Children develop fluency in reading and writing in Language 1<br><br>कोश:<br><br>विज्ञान कोश | आधारभूत- पाठ के पठन के बाद स्वयं से कठिन शब्दों को ढूंढना।<br><br>मध्यम: विवेकानंद के जीवन से संबंधित गुणों के बारे में जैसे ईमानदारी,एकाग्रता, देश की संस्कृति के बारे में जानकारी प्राप्त करेंगे \|<br><br>उन्नत:<br><br>छात्र देश की संस्कृति व महान विभूतियों पर गर्व करना सीखेंगे। | सामाजिक कौशल<br>जीवन कौशल<br><br>एकाग्रता से लक्ष्य की प्राप्ति<br><br>देश की संस्कृति के बारे में ज्ञान प्राप्त करना<br><br>शब्दों का सही उच्चारण<br><br>कल्पना शक्ति का विकास। | कला- स्वामी विवेकानंद के कोई पांच प्रेरक कथनों का कार्ड बनाना \|<br><br>वैज्ञानिक स्वभाव<br><br>खेल<br><br>तकनीकी प्रौद्योगिकी- यूट्यूब लिंक का प्रयोग<br><br>www.youtube.com/OxhaeoYGSU0 | | कक्षा विस्तार<br><br>AV रूम<br>पुस्तकालय<br>विद्यालय प्रांगण | कक्षा कार्य:<br><br>शुद्धउच्चारणकेसाथ पाठकापठन।बच्चोंद्वारापाठकापठन अभ्यास-कार्य।मौखिकवलिखितप्रश्न।कठिनशब्दों को लिखवाकरउनकावाक्य प्रयोग करवाना।<br>गृह कार्य प्रश्न/उत्तर याद करें \| स्वामी विवेकानंद जी के किन्हीं पांच प्रेरक कथनों को इंटरनेट की सहायता से ढूंढ कर लिखें। | भाषा अधिगम और भ<br>अर्जन<br><br>नाट्य मंचन<br><br>मूल्यांकन:-<br><br>सांकेतिक मूल्यांकन<br><br>कार्यपत्रक<br>बहुविकल्पीय प्रश्न<br>भाषाज्ञान।<br>मूल्यपरक प्रश्न<br>व्यवहारिक व्याकरण,<br>शब्द निर्माण व मूल्यपरक प्रश्न<br>उच्चतर वर्ग<br><br>चिंतन कौशल |

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| | पाठ४ कालांशोंकीसंख्या-६पाठकानाम-प्रकृति की सुषमा(कविता)<br><br>अवधारणा- प्रकृति की सुंदरता के बारे में जानकारी जैसे फल- फूल ,पेड़-पौधे आदि।<br><br>उपअवधारणाएं<br><br>प्रकृति प्रेम।<br>वातावरण के प्रति प्रेम-भाव।<br>प्रकृति की सराहना \|<br><br>दी गई कविता में प्राकृतिक सौंदर्य का बड़ा ही सुंदर चित्रण किया गया है।<br><br>व्याकरण:<br><br>पाठ 8 शब्द भंडार, वचन<br><br>पाठ 4 सर्वनाम<br><br>अवधारणा:<br><br>विपरीतार्थक शब्दएवंसर्वनाम की | प्रकृति प्रेम की भावना का विकास<br><br>CG-6 Children develop a positive regard for the natural environment around them<br><br>CG-7 Children make sense of the world around through observation and logical thinking<br><br>कोश:<br><br>आनंदमय कोश | मूलरूप-कविता कालयबद्ध तरीके से गायन<br><br>माध्यमिक<br><br>वातावरण के प्रति प्रेम-भाव और प्रकृति की सराहना करना सीखेंगे \|<br><br>उच्चतर- प्रकृति की सुंदरता की ओर बच्चों का ध्यान आकर्षित होगा पर्यावरण संरक्षण के प्रति जागरूकता आएगी।<br><br>**अध्यापक/**अध्यापिका द्वारा देश की ऋतु की जानकारी दी जाएगी \| फूलों की घाटी नामक राष्ट्रीय उद्यान के बारे में जानेंगे।<br><br>सीखने का परिणाम<br><br>मूल रूप<br><br>छात्रों के शब्द-भंडार में वृद्धि<br><br>माध्यमिक<br><br>विलोम शब्दों का ज्ञान | सामाजिक कौशल<br><br>अनुस्वार और अनुनासिक शब्दों का ज्ञान प्राप्त करना \|<br><br>प्रकृति के प्रति प्रेम भावना का विकास \|<br><br>भाषा कौशल का विकास | वैज्ञानिक स्वभाव<br><br>खेल<br><br>तकनीकी प्रौद्योगिकी- यूट्यूब लिंक का प्रयोग<br><br>कला- इंद्रधनुष बनाकर उसमें सात रंग भरो। | कला:चित्र बनाना सीखेंगे<br><br>संगीत- कविता का गायन | कक्षा विस्तार<br><br>संगीत कक्ष | गृहकार्य:<br><br>स्वयं से कविता का<br><br>लयबद्ध तरीके से गायन \|<br><br>चित्र बनाकर कविता लिखना \|<br><br>कक्षा कार्य:<br><br>कविता से संबंधित कठिन शब्द व शब्द- अर्थ का लेखन-कार्य<br><br>कक्षाकार्य<br><br>विलोम शब्दों की सूची सर्वनाम शब्द अभ्यास कार्य | भाषा अधिगम और भ अर्जन<br><br>कार्य पत्रिका |

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| | परिभाषा**उपअवधारणाएं:**<br><br>**विपरीतार्थक शब्द के बारे में जानकारी सर्वनाम शब्द के भेद सामान्य रूप से प्रयोग में आने वाले कुछ सर्वनाम शब्द।** | | सर्वनाम शब्दों की पहचान हो पाना \|<br><br>**विकसित**<br><br>उचित सर्वनाम शब्दों का प्रयोग दैनिक जीवन में करना।<br><br>**विशेष आवश्यकता वाले बच्चोंके सहायक शिक्षण-**<br><br>दृष्टिबाधित छात्रों की सहायता: कृपया अध्याय के मुख्य बिंदुओं को निर्दिष्ट करते हुए पाठ को अपनी आवाज में रिकॉर्ड करें और बच्चे को अलग से भी सुनने दें। कृपया इसे सीखने में सहायक सामग्री के रूप में घर पर भेजें।<br><br>श्रवण बाधित छात्रों की सहायता:<br><br>शब्दों को पढ़ने में बच्चे की मदद करने के लिए बड़े फॉन्ट वाले फ्लैश कार्ड का इस्तेमाल करें। | **व्याकरण के मूल भाग से परिचय** | | | | **गृहकार्य**<br><br>**पाठ से संबंधित कार्य पत्रिका विलोम शब्द याद करिए** | |
| **अगस्त २१ दिन** | **कालांशों की संख्या-६**<br>**पाठ संख्या५**<br><br>**पाठ का नाम - हमारा तिरंगा झंडा**<br><br>**अवधारणा- राष्ट्रीय ध्वजव राष्ट्रीय गान के बारे** | **भाषा और साहित्य का** | **सीखने का परिणाम**<br><br>**मूल रूप**<br><br>**शुद्ध उच्चारण के साथ पाठ का पठन कर पाना।**<br><br>**राष्ट्रीय पर्वो जैसे:-गणतंत्र दिवस व** | **सहभागिता** | **कला- राष्ट्रीय राष्ट्रीय ध्वज का चित्र बनाइए**<br><br>**खेल अपने राष्ट्रीय खेलों के बारे में जानकारी**<br><br>**वैज्ञानिक स्वभाव**<br><br>**तकनीकीप्रौद्योगिकी** | **कला-राष्ट्रीय झंडा बनाना सीखेंगे** | **कक्षा विस्तार**<br><br>**कक्षा विस्तार संगीत कक्ष** | | **शब्द कोष में वृद्धि**<br><br>**सांकेतिक मूल्यांकन -**<br><br>**कार्य पत्रिका** |

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| सितंबर<br><br>21 दिन | मेंजानकारी<br><br>उपअवधारणाएं<br><br>देशभक्ति की भावना का विकास।<br>देश-प्रेम की भावना, देश की संस्कृति पर गर्व होना।<br>समानार्थक शब्द<br><br>कालांशों की संख्या-५<br>पाठ -६<br><br>पाठ का नाम- एवरेस्ट के साथ मेरी भेंट<br><br>अवधारणा: एवरेस्ट की चोटी पर पहुंचने वाली पहली भारतीय महिला के | विकास<br><br>CG-5 Children develop a positive attitude towards productive work and service or 'Seva'<br><br>C-4.1 Starts recognizing 'self' as an individual belonging to a family and community<br><br>कोश:<br><br>मनोमय कोश | स्वतंत्रता दिवस की जानकारी।<br><br>माध्यमिक<br><br>राष्ट्रीय चिन्हों की जानकारी होना।<br>उच्चतर<br><br>राष्ट्रीय चिन्हों में छिपे भाव को जानना तथा उनके प्रति आदर भाव जगाना।<br>भारतीय संस्कृति के प्रति गौरव की भावना उत्पन्न करना।<br><br>सीखने का परिणाम<br><br>मूल रूप<br><br>शुद्ध उच्चारण के साथ पाठ का पठन कर पाना। छात्र पाठ के पठन और व्याख्या के बाद यात्रा के दौरान आने वाली मुश्किलों के बारे में ज्ञान प्राप्त करेंगे | सामाजिकता ( जीवन कौशल)<br><br>देश के प्रति सेवा की भावना का विकास<br><br>कर्मठता<br><br>परिश्रम का महत्व<br><br>गुरुजन और पथ प्रदर्शकों के प्रति | कला- हिमालय की प्रमुख पर्वत श्रृंखलाओं का चित्र बनाओ ।<br><br>वैज्ञानिक स्वभाव<br><br>खेल<br><br>तकनीकीप्रौद्योगिकी<br><br>यूट्यूब लिंक का उपयोग।<br>www.al ananette.com/kids/everestfact.php | संगीत<br><br>राष्ट्रीय गान व राष्ट्रीय गीत का गायन<br><br>गणित<br><br>गणित:- | | कक्षा कार्य:<br><br>शुद्धउच्चारणकेसाथ पाठकापठन।बच्चोंद्वारापाठकापठन अभ्यासकार्य।मौखिकवलिखितप्रश्न।कठिनशब्दोंको लिखवाकरउनकावाक्य प्रयोग करवाना।<br>गृहकार्य-<br><br>पाठ से संबंधित कठिन शब्दों को ढूंढना। प्रश्न उत्तर याद करो।हमारा राष्ट्रीय पक्षी।विषय पर अनुच्छेद लिखिए।<br><br>कक्षा कार्य: | भाषा अधिगम और भ अर्जन<br><br>नाट्य मंचन<br><br>मूल्यांकन:-<br><br>सांकेतिक मूल्यांकन<br><br>कार्यपत्रक<br>बहुविकल्पीय प्रश्<br>भाषाज्ञान।मूल्यप<br>प्रश्न<br>व्यवहारिक व्याक |

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| | **बारे में जानकारी**<br><br>**उपअवधारणाएं**:-<br><br>**पथ प्रदर्शको के प्रति आदर भाव**<br><br>**कालांश ओं की संख्या**<br><br>**पाठ का नाम**<br><br>**पाठ 7 चींटी और कबूतर(कविता)**<br><br>**अवधारणा**: | **भाषा और साहित्य का विकास**<br><br>C-1.5 Shows awareness of safety in movements (walking, running, cycling) and acts appropriately<br><br>C-3.3 Shows precision and control in working with their hands and fingers<br><br>C-3.4 Shows strength and endurance in carrying, walking, and<br><br>**कोश:**<br><br>**विज्ञान कोश**<br><br>**भाषा और साहित्य का विकास**<br><br>C-1.6 Understands unsafe situations and | **माध्यमिक**<br><br>**एवरेस्ट की चोटी पर पहुंचने वाली प्रथम महिला बछेंद्री पाल के बारे में जानेंगे\|**<br><br>**उच्चतर**<br><br>**हिमालय पर्वत की चोटियों के नाम के बारे में जानकारी प्राप्त करेंगे**<br><br>**सीखने का परिणाम**<br><br>**मूल रूप**<br><br>अपनी भाषा में बात कहने **,** बातचीत करने की भरपूर आज़ादी और अवसर मिलेंगे **\|**<br><br>कविता का स्वर गायन<br><br>**माध्यमिक**<br><br>कविता के द्वारा दूसरों की मदद करने के | **आदर भाव**<br><br>**साहस**<br><br>**जीवन कौशल**<br><br>आत्मविश्वास<br><br>परोपकार और सहयोग की भावना<br><br>सामाजिक कौशल | **कला**:-कविता से सम्बंधित चित्र बनाओ<br>**खेल**:-<br><br>**वैज्ञानिक स्वभाव**:-<br><br>**तकनीकी प्रौद्योगिकी** यूट्यूब लिंक का उपयोग। | **कला**:-रचनात्मक विकास।<br><br>**संगीत**<br><br>**गणित**:-<br>**कला**:-रचनात्मक विकास।<br>**संगीत**<br><br>कविता का गीत के रूप में प्रस्तुतीकरण | **कक्षा विस्तार**<br><br>**संगीत कक्ष**<br><br>कक्षा कक्ष।<br>AV रूम।<br>**संगीत कक्ष**विद्यालयप्रांगण। | शुद्धउच्चारणकेसाथ पाठकापठन।बच्चोंद्वारापाठकापठन अभ्यासकार्य।मौखिकवलिखितप्रश्न।कठिनशब्दोंको लिखवाकरउनकावाक्य प्रयोग करवाना।**गृह कार्य** :-<br><br>कुछ अन्य पर्वतारोहियों के नाम लिखिए ।<br><br>प्रश्नोत्तरयादकरें।<br><br>**कक्षा कार्य**:<br>कविता का वाचन करवाना, कविता में आए कठिन शब्दों | **हिमालय की चोटियों के विषय में जानकारी प्राप्त करना तथा सूची बनाना**<br><br>**सांकेतिक मूल्यांकन**-<br>कार्यपत्रक<br>बहुविकल्पीय प्रश्न<br>भाषाज्ञान।मूल्यपरकप्रश्न<br>व्यवहारिक व्याकरण<br><br>**पाठ पर आधारित कार्य पत्रिका**<br><br>**सांकेतिक मूल्यांकन** |

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| | परोपकार और आत्मविश्वास<br><br>**उपअवधारणाएं**<br><br>साहस परोपकार और सहयोग की भावना का विकास<br><br>दी गई कविता में परस्पर सहयोग के भाव को दर्शाया गया है।<br><br>**व्याकरण**:<br><br>**पाठ 6 क्रिया** | asks for help<br><br>C-4.6 Shows kindness and helpfulness to others (including animals, plants) when they are in need<br><br>C-4.7 Understands and responds positively to different thoughts, preferences, and emotional needs of other children<br><br>**कोश:**<br><br>आनंदमयी कोश मनोमय कोश | बारे में सीखेंगे\|<br><br>**उच्चतर**<br><br>आत्मविश्वास और परोपकार से जीवन में क्या- क्या परिवर्तन होता है इसके बारे में जानकारी प्राप्त करेंगे\|<br><br>**विशेष आवश्यकता वाले बच्चे सहायक शिक्षण**<br><br>**दृष्टिबाधित छात्रों की सहायता**:<br><br>अध्याय के मुख्य बिंदुओं को निर्दिष्ट करते हुए पाठ को अपनी आवाज में रिकॉर्ड करें और बच्चे को अलग से भी सुनने दें। कृपया इसे सीखने में सहायक सामग्री के रूप में घर पर भेजें।<br><br>**श्रवण बाधित छात्रों की सहायता:**<br><br>शब्दों को पढ़ने में बच्चे की मदद करने के लिए बड़े फॉन्ट वाले फ्लैश कार्ड का इस्तेमाल करें। | | | | | को लिखवाकर उनका वाक्य प्रयोग करवाना।<br>योग्यता शिक्षण पर आधारित कार्यपत्रक।<br><br>**गृह कार्य**:-<br><br>कविता लिखो और याद करो।<br>कविता से संबंधित कोई चित्र बनाओ | कार्यपत्रकबहुविकल्पीय<br>भाषा ज्ञान। मूल्यपरक<br>**शब्दकोश में वृद्धि** |

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| **अवधी-३**<br><br>**गुंजन – पाठ , १०, ११,१२**<br><br>**व्याकरण**<br><br>**पाठ –विशेषण  कहानी लेखनविराम चिह्न, वचन, पर्यायवाची शब्द, पत्र लेखन** | | | | | | | | | |
| **अक्टूबर (१४दिन)** | **पाठ-८कबड्डी**<br>**कालांशो की संख्या-६**<br>**अवधारणा**<br>खेलों के बारे में जानकारी<br>शारीरिक विकास<br>**उपअवधारणाएं**<br>स्वस्थ जीवन शैली का विकास<br>कबड्डी के नियमों का ज्ञान<br>वाक्य लेखन<br>खेल कूद का महत्व<br>पारस्परिक सहभागिता | **ज्ञान क्षेत्र :**<br>**भाषा और साहित्य काविकास।**<br>**पाठ्यक्रम लक्ष्य-**<br>**CG-9**. Children develop effective communication skills for day to day interactions in two languages.<br><br>**CG-10.** Children develop fluency in reading and writing in language – 1.<br><br>**कोश**आनंदमयी कोश<br>मनोमय कोश | **C-9.4** understands oral instructions for a complex task and gives clear oral instructions for the same to others.<br><br>**C 10.8** write a paragraph to express their understanding and experiences.<br><br>**सीखने का परिणाम**<br><br>**मूल रूप-**छात्र कबड्डी के बारे में जानेंगे।<br>स्वस्थ जीवन शैली अपनाएंगे।<br>**मध्यम**<br>खेलने के तरीके, खिलाड़ियों की संख्या और खेल के नियमों केबारे में जानेंगे।<br>**विकसित**<br>कबड्डी के अंतरराष्ट्रीय प्रतियोगिताओं के बारे में जानेंगे।<br>छात्रों का आत्मविश्वास बढ़ेगा और पारस्परिक सहयोगिता  की भावना का विकास होगा। | **जीवन कौशल**<br><br>आत्मविश्वास<br>स्वस्थ जीवन शैली<br>कल्पना शक्ति का विकास<br>(अधिगम कौशल) | **कला**:-खेल के मैदान का चित्रण<br><br>**खेल**:- अंतराष्ट्रीय खेलों की जानकारी<br><br>**वैज्ञानिक स्वभाव**:-स्वास्थ्य के प्रतिजागरूकता<br><br>**तकनीकी प्रौद्योगिकी :-**<br>यूट्यूब लिंकद्वारा कबड्डी की जानकारी।<br>https://youtu.be/xTAUHiIeuP0<br>ओलंपिक खेलों की जानकारी।<br>https://youtu.be/cqoawsdnE-Y | **गणित**:-खिलाड़ियों की संख्या<br><br>**कला**:-<br>**संगीत**:- | कक्षाकक्ष।<br><br>AV रूम।<br><br>पुस्तकालय<br><br>विद्यालयप्रांगण। | **कक्षा कार्य**:<br><br>शुद्धउच्चारणकेसाथ पाठकापठन।बच्चोंद्वारापाठकापठन अभ्यासकार्य।मौखिकवलिखितप्रश्न।कठिनशब्दोंको लिखवाकरउनकावाक्य प्रयोग करवाना।<br>**गृह कार्य**प्रश्नोत्तरयादकरें।<br>'मेरा प्रिय खेल' विषय पर अनुच्छेद लिखें | **भाषा अधिगम और भ**<br>**अर्जन**<br><br>**नाट्य मंचन**<br><br>**मूल्यांकन:-**<br><br>**सांकेतिक मूल्यांकन**<br><br>कार्यपत्रक<br>बहुविकल्पीय प्रश्<br>भाषाज्ञान।मूल्यप<br>प्रश्न<br>व्यवहारिक व्याकरण |

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| | **पाठ 9- कदंब का पेड़**<br>**कालांशो की संख्या-६**<br>**अवधारणा**<br>बाल सुलभ लीला का आनंद<br>**उपअवधारणाएं**<br><br>वात्सल्यप्रेम, प्रकृति प्रेम, संगीत प्रेम।<br><br>भाषा ज्ञान, तुकांत शब्द, संयुक्त व्यंजन,<br>क्रिया रूप<br><br>कविता मे वात्सल्य रस को दर्शाया गया है। | **ज्ञान क्षेत्र :**<br>**भाषा और साहित्य काविकास।**<br>**पाठ्यक्रम लक्ष्य-**<br>**CG-9**. Children develop effective communication skills for day to day interactions in two languages.<br><br>**कोश**आनंदमयी कोश<br>मनोमय कोश | **C-9.1**listens to and appreciates simple songs, rhymes and poems.<br>**C 10.6** – reads short poems and begins to appreciate the poem for its choice of words and imagination..<br><br>**सीखने का परिणाम**<br><br>**मूल रूप-**<br>• छात्र लयबद्ध रूप से वाचन करना सीखेंगे।<br><br>**माध्यमिक-**<br>• छात्रों में कल्पनाशक्ति का विकास होगा<br>**उच्चस्तरीय**<br>• कविता में आए जीवन मूल्यों को छात्र अपने जीवन में अपनाएंगे।<br><br>CWSN : Assistive learning | **जीवन कौशल**<br><br>रचनात्मककल्पना शक्ति<br>(अधिगम कौशल)<br>**कल्पनाशीलता**<br><br>अंतवैयक्तिक | **कला**:-<br>प्राकृतिक चित्रण का ज्ञान।<br><br>**खेल**:-<br>पारंपरिक खेलों से परिचय।( छुपम छुपाई।)<br><br>**वैज्ञानिक स्वभाव**:-<br>कदंब के पेड़ का वैज्ञानिक महत्त्व।<br><br>**तकनीकी प्रौद्योगिकी :-**<br>यूट्यूब लिंक का उपयोग।<br>https://youtu.be/-gqTb4NX3EM<br><br>https://youtu.be/XvX7fAtQ7v8 | **गणित**:-<br>वस्तु विनिमय का ज्ञान।<br><br>**कला**:-रचनात्मक विकास।<br><br>**संगीत**:-कविता का लयबद्ध गायन। | कक्षा कक्ष।<br>AV रूम।<br>पुस्तकालय | **कक्षा कार्य**:<br>कविता का वाचन करवाना, कविता में आए कठिन शब्दों को लिखवाकर उनका वाक्य प्रयोग करवाना।<br>योग्यता शिक्षण पर आधारित कार्यपत्रक।<br><br>**गृह कार्य**:-<br><br>कविता लिखो और याद करो।<br>कविता से संबंधित कोई चित्र बनाओ | **सांकेतिक मूल्यांकन**<br><br>कार्यपत्रकबहुविकल्पीय<br>भाषा ज्ञान। मूल्यपरक प्र |

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| | | | Refer to special educator<br><br>Hearing Impairment students assistance – videos –<br><br>www.bbc.com/hindi/india<br><br>www.mocomi.com/ | | | | | | |
| **नवंबर**<br><br>**(२३दिन)** | **कालांशोंकीसंख्या-६**<br><br>**पाठसंख्या- १०**<br><br>**पाठकानाम - अपनागाँव**<br><br>**अवधारणा**<br><br>वातावरणसंरक्षण।<br>**उपअवधारणाएं**<br><br>ग्रामीणपरिवेशकाज्ञान।प्राकृतिकसौंदर्यकीअनुभूति। | **भाषा और साक्षरता विकास**<br><br>**CG-9**. Children develop effective communication skills for day to dayinteractions in two languages.<br><br>**CG-10.** Children develop fluency in reading and writing | **C-9.1**listens to and appreciates simple songs, rhymes and poems.<br><br>**C 10.8** write a paragraph to express their understanding and experiences.<br><br>**सीखने का परिणाम**<br><br>**मूल रूप**<br><br>• छात्र ग्रामीण परिवेश तथा ग्रामीण बोल-चाल में प्रयुक्त होने वाली भाषा से परिचित होंगें। जैसै- | **जीवन कौशल**<br><br>सामाजिकअनुकूलन शीलता (जीवनकौशल)<br><br>**भावनात्मक कौशल उदारता और समाज सेवा**<br><br>**अधिगम कौशल**<br><br>**वार्तालाप कौशल**<br><br>**कल्पनाशीलता** | **कला**:-प्राकृतिकचित्रणकाज्ञान।<br><br>**खेल**:-गाँवकेखेलोंसेपरिचय- जैसे गुल्ली डंडा, कबड्डी, कुश्ती, कंचे आदि।<br><br>**वैज्ञानिक स्वभाव**:- गोबरगैसकीजानकारी।<br><br>**प्रौद्योगिकीतकनीकी**यूट्यूब लिंक का प्रयोग<br><br>https://youtu.be/9F2rsoz56y4<br><br>https://youtu.be/EZOSmnOxtY | **अंग्रेजी भाषा**:-<br>**गणित**:-<br><br>**कला।**<br>रचनात्मकविकास।<br><br>पाठसेसंबंधितचित्र बनाना<br><br>**संगीत**:-:- बहतीनदियोंकीकल कलकीध्वनिकासंगीतकोमहसूसकरना। | कक्षाकक्ष।<br><br>AV रूम।<br><br>पुस्तकालय<br><br>विद्यालयप्रांगण। मेंस्थितफूलोंका बगीचा | **कक्षा कार्य**:<br><br>शुद्धउच्चारणकेसाथ पाठकापठन।बच्चोंद्वारापाठकापठन\| अभ्यास-कार्य।मौखिकवलिखितप्रश्न।कठिनशब्दों को लिखवाकरउनकावाक्य प्रयोग करवाना।<br><br>**गृह कार्य** :- | **भाषा अधिगम और भ अर्जन**<br><br>**नाट्य मंचन**<br><br>**मूल्यांकन:-**<br><br>**सांकेतिक मूल्यांकन**<br><br>कार्यपत्रक बहुविकल्पीय प्रश्न भाषाज्ञान।मूल्यप प्रश्न |

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| | शहरीऔरग्रामीणपरिवेशमें अंतरकरपाना।<br>भाषा ज्ञान।विपरीतार्थक शब्द क्रियाविशेषण<br>गिनती<br><br>**पाठ११कालांशोंकीसंख्या-६पाठकानाम-आइजक** | in language – 1.<br><br>**कोश:आनंदमय कोश**<br><br>**मनोमय कोश**<br><br>**CG-9.** Children | छाछ,भीतर,तांगा,लीपाई, उपले आदि।<br>**विकसित**<br>• शहरऔर गाँव केवातावरणजीवनरहनसहनमें अंतरजानपाएंगे।<br>**उच्चस्तरीय**<br>• पाठमेंआएकठिनशब्दोंकाशुद्ध उच्चारणकरपाएंगे।<br>**विशेष आवश्यकता वाले बच्चे सहायक शिक्षण**<br>**दृष्टिबाधित छात्रों की सहायता:**<br>अध्यायकेमुख्यबिंदुओंकोनिर्दिष्टकरतेहुएपाठकोअपनेआवाजमेंरिकॉर्डकरेंगेऔरदृष्टिबाधितबच्चोंकोअलगसेसुननेदेंगे।इसेसीखनेमें सहायकसामग्रीकेरूपमेंघरपरभीभेजेंगे।<br>**श्रवण बाधित छात्रों की सहायता:**शब्दोंकोपढ़नेमेंबच्चेकीमददकरने केलिएबड़ेअक्षरोंवालेफ़्लैशकार्डकाइस्तेमाल करेंगे।चलचित्रद्वाराबच्चेकोपाठसमझाएंगे। | | | | | 'मेरागांव'विषय परअनुच्छेदलेखन।<br><br>प्रश्नोत्तरयादकरें।<br><br>**कक्षा कार्य:**शुद्धउच्चारणके साथपाठकापठन।बच्चोंद्वारापाठकापाठन।<br>अभ्यासकार्यमौखिक वलिखितप्रश्न।कठिन शब्दोंको लिखवाकरउनकावा | व्यवहारिक व्याक<br><br>**सांकेतिक मूल्यांकन** |

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| | **न्यूटन**<br><br>**अवधारणा**<br><br>आइजक न्यूटन का जीवन परिचय<br><br>**उपअवधारणाएं**<br><br>ज्ञान प्राप्ति<br>परिश्रम<br>लगन<br>और कार्यनिष्ठासमानार्थक शब्द, समश्रुत भिन्नार्थक शब्द<br>अनुस्वार, काल<br><br>**व्याकरणपाठ १२रचनात्मक लेखन(कहानी लेखन )**<br><br>**पाठ ५ विशेषण**<br><br>**पाठ ८ - शब्द भंडार**<br><br>**(पर्यायवाची शब्द)**<br><br>**अवधारणा**<br><br>• संक्षिप्तता<br>• सूक्ष्मता और सांकेतिक ता<br><br>जो शब्द संज्ञा सर्वनाम या<br><br>बताते हैं वह विशेषण कहलाते | develop effective communication skills for day to day interactions in two languages.<br><br>**कोश:विज्ञानमय कोश**<br><br>**CG-9**. Children develop effective communication skills for day to day interactions in two languages.<br><br>**CG-10.** Children develop fluency in | **C 10.9** – shows interest in picking up and reading a variety of children's books.<br><br>**C 9.5** comprehends narrated/read-out stories and identifies characters, storyline and what the author wants today<br><br>**सीखने का परिणाम**<br><br>**मूल रूप**छात्र महान वैज्ञानिकों के बारे में जानेगे<br><br>**विकसित**उनके जीवन से प्रेरणा लेंगे\|<br><br>**उच्चस्तरीय**<br>उनके आविष्कारों केबारे में जानेंगे और शब्द भंडार में वृद्धि<br><br>**भाषा और साहित्य काविकास।**<br>**पाठ्यक्रम लक्ष्य-**<br>**सीखने का परिणाम**<br><br>**मूल रूप**<br><br>• लघुकथा का महत्व उसकी लघुता में है जो वह कथा को प्रदान करती है<br>• पर्यायवाची शब्दों के अर्थ लगभग समान होते हैं अतः उन्हें समानार्थी के रूप में पहचान | तकनीकी कौशल (साक्षरता कौशल) | **कला:**-मिट्टी के खिलौने बनाना।<br><br>**खेल:-**<br><br>**वैज्ञानिक स्वभाव:**-बच्चोंकी जिज्ञासु प्रवृत्ति होना।<br><br>पेपर से लालटेन कंदील बनाना<br><br>**प्रौद्योगिकीतकनीकी**<br><br>गुरुत्वाकर्षण के सिद्धांतोंको जानना।<br><br>https://youtu.be/Z-jFZmRrBKk | **अंग्रेजी भाषा:-**<br><br>**गणित:-**<br><br>न्यूटन के गणितीय सिद्धांत<br><br>**कला**रचनात्मकविकास।पाठसेसंबंधितचित्रबनाना।<br><br>**संगीत:-** | कक्षाकक्ष।<br><br>AV रूम।<br><br>पुस्तकालय<br><br>विद्यालयप्रांगणमें स्थितफूलोंकाबगीचा। | क्य प्रयोग करवाना<br><br>**गृह कार्य**प्रश्नोत्तरयादकरें। अन्य महान भारतीय वैज्ञानिको के नाम लिखें। | कार्यपत्रक<br>बहुविकल्पीय प्रश्<br>भाषाज्ञान।मूल्यप<br>प्रश्न<br>व्यवहारिक व्याक |

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| | हैं।<br><br>**उपअवधारणाएं**<br>• कथानक शैली<br>• उपदेश की प्रधानता।<br><br>विशेषण दो प्रकार के होते हैं-<br>• मूल विशेषण<br>• प्रकार्यात्मक विशेषण<br><br>विशेष्य के रूप में रंग आकार स्वभाव दशा स्थिति आदि गुणों की ओर संकेत करते हैं। | reading and writing in language – 1.<br><br>**कोश**<br>आनंदमयी कोश मनोमय कोश | सकेंगे।<br><br>**विकसित**<br>• छोटी-छोटी बातों में बड़े अर्थ निकाल पाएंगे और अपनी बात संदेश के रूप में कम से कम शब्दों में पाठक तक पहुंचा पाएंगे<br>• अर्थ में अंतर के कारण सभी पर्यायवाची एक दूसरे के स्थान पर प्रयुक्त नहीं हो पाते हैं यह जान पाएंगे<br><br>**उच्चस्तरीय**<br>• लघु कथा का सौंदर्य उसकी अपनी शैली बनावट कसावट कथ्य और शिल्प में निहित होता है।<br>• पर्यायवाची शब्दों का प्रयोग सावधानी से करना जान पाएंगे।<br>• | | | | | | |
| **दिसंबर**<br><br>**(२३दिन)** | **कालांशोंकीसंख्या-६पाठसंख्या–१२पाठकानाम – पानी अमृत है**<br><br>**अवधारणा**<br>वातावरण के प्रति जागरूकता<br>**उपअवधारणाएं** | **भाषा और साक्षरता विकास**<br><br>**CG-9**. Children develop effective communication skills for day to day interactions in two languages | **C 9.6 –** narrates short stories with clear plot and characters.<br><br>**C 10.9** – shows interest in picking up and reading a variety of children's books.<br><br>**आधारभूत:**<br><br>छात्रजल के महत्त्व को समझेंगे\|<br>**मध्यम:** | जीवन कौशल<br><br>सुचना साक्षरता सामाजिकता व् सहभागिता (जीवन व साक्षरता कौशल अधिगम कौशल<br><br>तार्किक चिंतन | **कला –** प्राकृतिकचित्रणकाज्ञान।'जल ही जीवन है' का पोस्टर बनाओ\|<br><br>**खेल**: तैराकी<br><br>**वैज्ञानिक स्वभाव**:-भाप के इंजन के बारे में जानकारी।<br><br>जल चक्र की जानकारी।<br><br>**प्रौद्योगिकीतकनीकी**यूट्यूबलिंककाउप | **कला**रचनात्मकविकास।पाठसेसंबंधितचित्रबनाना | **कक्षा विस्तार**<br><br>कक्षाकक्ष।<br><br>AV रूम।<br><br>पुस्तकालय<br><br>विद्यालयप्रांगण।प्रयोगशाला | **कक्षा कार्य:**शुद्धउच्चारणकेसाथपाठकापठन।बच्चोंद्वारापाठकापठन।अभ्यासकार्यमौखिकवलिखितप्रश्न।कठिनशब्दोंकोलिखवाकर उनकावाक्य प्रयोग करवाना\| | **भाषा अधिगम और भ**<br>**अर्जन**<br><br>**जल चक्र**<br><br>**सांकेतिक मूल्यांकन**<br>• कार्यपत्रक<br>• बहुविकल्पीय<br>• भाषाज्ञान।मू |

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| | वैज्ञानिक दृष्टिकोण<br>जीवन मूल्यों का विकास<br>विराम चिन्ह<br>समानार्थक शब्द<br><br>**कालांशोंकीसंख्या-** | .**CG-10.** Children develop fluency in reading and writing in language – 1.<br><br>**कोश**:<br><br>**विज्ञानमय कोश**आनंदमयी कोश | पठन एवं श्रवण क्षमता का विकास होगा|<br>**उन्नत:**<br>वाष्प इंजन की कार्य प्रणाली समझेंगे|<br>पाठमेंआएकठिनशब्दोंकाशुद्धउच्चारणकर पाएंगे।<br><br>**विशेष आवश्यकता वाले बच्चो के लिए सहायक शिक्षण**<br><br>**दृष्टिबाधित छात्रों की सहायता**:<br><br>अध्यायकेमुख्यबिंदुओंकोनिर्दिष्टकरतेहुएपाठकोअपनेआवाजमेंरिकॉर्डकरेंगेऔरदृष्टिबाधितबच्चोंकोअलगसेसुननेदेंगे।इसेसीखनेमें सहायकसामग्रीकेरूपमेंघरपरभीभेजेंगे।<br><br>**श्रवण बाधित छात्रों की सहायता:**<br><br>शब्दोंकोपढ़नेमेंबच्चेकीमददकरनेकेलिएबड़ेअक्षरोंवालेफ़्लैशकार्डकाइस्तेमालकरेंगे।चलचित्रद्वाराबच्चेकोपाठसमझाएंगे।<br><br>**सीखने का परिणाम**<br><br>**मूल रूप** | वार्तालाप<br><br>उन्नति का मार्ग प्रशस्त करना | योग।<br><br>https://youtu.be/ATfwSa82XGM | | कक्षाकक्ष। | योग्यताशिक्षणपरआधारितकार्यपत्रक।**गृह कार्य:**जल प्रदूषण पर अनुच्छेदलेखन।प्रश्नोत्तरयादकरें।<br><br>**कक्षा कार्य:**शुद्धउच्चारणके | क<br>• प्रश्न<br>• व्यवहारिक व्याकरण |

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| | **६पाठ१३पाठकानाम- एक पत्र -श्री नंदिनी के नाम**<br><br>**अवधारणा:-**<br><br>देश प्रेम<br><br>**उपअवधारणाएं**<br><br>ज्ञान प्राप्तिपत्र विधा का ज्ञान।प्रकृति प्रेम.<br>योजक शब्द<br><br>**व्याकरण**<br><br>**पाठ ८**शब्द भंडार<br><br>अनेकार्थी शब्द।<br>वाक्यांश के लिए एक शब्द**पाठ १२** रचनात्मक लेखन पत्र लेखन।**पाठ ७** विरामचिन्ह | **ज्ञानक्षेत्र : भाषाऔरसाहित्यकाविकास।**<br><br>**CG-9.** Children develop effective communication skills for day to day interactions in two languages.<br><br>**CG-10.** Children develop fluency in reading and writing in language – 1.<br><br>**कोश**<br><br>मनोमय कोश<br><br>विज्ञानमय कोश | छात्र रविंद्र नाथ टैगोर के बारे में जानेगे ।<br><br>**विकसित**<br><br>उनके जीवन से प्रेरणा लेंगे\|<br><br>पत्र लेखन का ज्ञान\|<br><br>**उच्चस्तरीय-**<br><br>पाठ में आये जीवन मूल्यों का पालन करेंगे \|<br><br>तार्किक चिंतन कर सकेंगे ।<br><br>CWSN : Assistive learning<br><br>Refer to special educator<br><br>Hearing Impairment students assistance – videos –<br><br>www.bbc.com/hindi/india<br><br>www.mocomi.com/ | रचनात्मकता और नवाचार (अधिगम कौशल)<br><br>प्रत्यास्मरण<br><br>प्राकृतिक सौंदर्यीकरणनैसर्गिक सुंदरताअंतवैयक्तिक | **कला**:- पत्र लेखन<br><br>**खेल**:-<br><br>**वैज्ञानिक स्वभाव**:-<br><br>**प्रौद्योगिकीतकनीकी**<br><br>ईमेल इंटरनेट की जानकारी | **अंग्रेजी भाषा**:-<br><br>**गणित**:- **समय की जानकारी**<br><br>**कला**पत्र का प्रारूप बनाना<br><br>**संगीत** | AV रूम।<br><br>पुस्तकालय<br><br>विद्यालयप्रांगण। | साथपाठकापठन।बच्चोंद्वारापाठकापाठन ।अभ्यासकार्यमौखिकवलिखितप्रश्न।कठिनशब्दोंकोलिखवाकर उनकावाक्य प्रयोग करवाना\|<br>योग्यताशिक्षणपरआधारितकार्यपत्रक।<br><br>**गृह कार्य** :-<br><br>प्रश्नोत्तरयादकरें।अध्यापिका जी को दो दिन के अवकाश के लिए प्रार्थना पत्र लिखे\| | |

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| **अवधि ४**<br><br>**गुंजन पाठ- १४,१५,१६**<br><br>**व्याकरण**<br><br>**पाठ सूचना लेखन संवाद लेखन कविता लेखन अपठित गद्यांश वाक्य** | | | | | | | | | | |
| **जनवरी( १७ दिन)** | **कालांशोंकीसंख्या-6**<br><br>**पाठसंख्या-१४**<br><br>**पाठकानाम - केरल का निमंत्रण**<br><br>**अवधारणा**<br><br>भारत की बहुमुखी संस्कृति को समझना<br><br>**उपअवधारणाएं**<br><br>प्रकृति प्रेम<br>देश प्रेम<br>प्रसिद्ध झीलो और झरनो की जानकारी \|अनेकार्थकशब्द | **ज्ञानक्षेत्र : भाषाऔरसाहित्यकाविकास।**<br><br>**CG-9.**Children develop effective communication skills for day to day interactions in two languages.<br><br>**CG-10.** Children develop fluency in reading and writing in language – 1.<br><br>**कोश**आनंदमयी कोश मनोमय कोश | C 10.8 – write a paragraph to express their understanding and experiences<br><br>C-9.4 understands oral instructions for a complex task and gives clear oral instructions for the same to others<br><br>**सीखने का परिणाम**<br><br>**मूल रूप**<br><br>पाठ का धारा प्रवाह में वाचन कर पाएंगे\|केरल की संस्कृति को समझ पाएंगे<br><br>**विकसित**दक्षिणभारत के अन्य राज्योंकी जानकारी<br><br>**उच्चस्तरीय-**<br><br>**पाठमेंआएकठिनशब्दोंकाशुद्धउच्चारण करपाएंगे।**<br>पाठ में आये जीवन मूल्यों का पालन करेंगे \| | सामाजिकअनुकूलन शीलता, संस्कृति का विकास (जीवनकौशल) नैसर्गिक सुंदरताप्राकृतिक सौंदर्यीकरण | **कला**:-केरल प्रान्त का नक्शा<br><br>**खेल** केरल का पारम्परिक खेल नौका दौड़ की जानकारी<br><br>**वैज्ञानिक स्वभाव**:-<br><br>राज्य में अतिरिक्त वर्षा का कारण<br><br>**प्रौद्योगिकीतकनीकी**यूट्यूबलिंककाउपयोग।<br><br>https://youtu.be/s27Cbex0_jU | **अंग्रेजी भाषा**:-<br>**गणित**:-<br><br>**कला**:-<br>रचनात्मकविकास। पाठसेसंबंधितचित्रबनाना।<br><br>**संगीत**:-केरल का प्रसिद्ध नृत्य "कथकली" | कक्षाकक्ष।AV रूम।पुस्तकालयमानचित्रविद्यालयप्रांगण। | **कक्षा कार्य:**शुद्धउच्चारणकेसाथपाठकापठन।बच्चोंद्वारापाठकापठन।अभ्यासकार्यमौखिकवलिखितप्रश्न।कठिनशब्दोंकोलिखवाकर उनकावाक्य प्रयोग करवाना\| योग्यताशिक्षणपरआधारितकार्यपत्रक।<br><br>**गृह कार्य** :-<br><br>प्रश्नोत्तरयादकरें।दक्षिण भारत के अन्य राज्यों में बोली जाने वाली भाषाओ के नाम लिखो | **सांकेतिक मूल्यांकन**<br><br>कार्यपत्रक<br>बहुविकल्पीय प्रश्न<br>भाषाज्ञान।मूल्यपर<br>व्यवहारिक व्याक<br>किसी यात्रा का वर्णन क<br>\|उच्चत्तर वर्ग चिंतन कौ |

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| | **कालांशोंकीसंख्या- 6पाठ१५पाठकानाम- तीन शर्ते**<br><br>**अवधारणा –ज्ञान प्राप्ति उपअवधारणाहास्य विनोदप्रियता स्वभावहाजिर जवाबी**वर्ण विच्छेदन विशेषण-विशेष्य।<br>**शब्द परिवार**<br>**मुहावरे**<br><br>**व्याकरण**<br><br>**पाठ १२ रचनात्मक लेखन**<br>**संवाद लेखनसूचना लेखन अनुच्छेद लेखन**<br><br>**पाठ ११अपठित गद्यांश** | **ज्ञानक्षेत्र : भाषाऔरसाहित्यकाविकास।**<br><br>**CG-9. Children develop effective communication skills for day to day interactions in two languages.**<br><br>**CG-10. Children develop fluency in reading and writing in language – 1.**<br><br>**कोश**<br><br>**आनंदमयी कोश मनोमय कोश** | **सीखने का परिणाम**<br><br>**मूल रूप**<br><br>**पाठ का धारा प्रवाह में वाचन कर पाएंगे।**<br><br>**विकसित**<br><br>**सीखे गए नए शब्दों को अपनी रोजमर्रा की भाषा में प्रयोग में लाएंगे\|नाटक विधा से परिचय।**<br><br>**उच्चस्तरीय**<br><br>**विद्यार्थी परिश्रम, ईमानदारी, कर्तव्यनिष्ठाऔर बुद्धिमत्ता को अपने जीवन में अपनाएंगे\|**<br><br>**नाटक मंचन करपायेंगे और उनके शब्द भंडार में वृद्धि होगी \|**<br><br>CWSN : Assistive learning<br><br>Refer to special educator<br><br>Hearing Impairment students | जीवन कौशल<br><br>हाज़िर जवाबी और बुद्धिमत्ता को जीवन में अपनाएंगे<br><br>अधिगम कौशल<br><br>तार्किक चिंतन<br><br>वार्तालाप<br><br>अन्य प्रखर विद्यावान महापुरुषों के जीवन से सीख लेकर अपने जीवन में अपनाएंगे | **कला नाट्य मंचन कर पाठ कापठनकरेंगे खेल**नाट्य अभिनय**वैज्ञानिक स्वभाव:- प्रौद्योगिकीतकनीकी**<br><br>https://youtu.be/aFT1Rw_brFw<br><br>यूट्यूबलिंककाउपयोग। | **अंग्रेजी भाषागणित**रुपयों का जोड़ - घटाना<br><br>**संगीत**<br><br>**कला –** चित्रण करना सीखेंगे | **कक्षा विस्तार**<br><br>**विद्यालय परिसर**<br><br>**दृश्य-श्रव्य कक्ष** | **कक्षा कार्य:**<br><br>शुद्धउच्चारण के साथपाठ कापठन-पाठन\| अभ्यासकार्यमौखिक वलिखितप्रश्न।कठिन शब्दोंकोलिखवाकर उनकावाक्य प्रयोग करवाना\| योग्यताशिक्षणपरआधारितकार्यपत्रक।<br><br>**गृहकार्य:**प्रश्नोत्तरयाद करें।छात्र अपने शब्दों में नाटक की कहानी लिखेंगे | **भाषा अधिगम और भ अर्जन**<br><br>**सांकेतिक मूल्यांकन**<br>कार्यपत्रक<br>बहुविकल्पीय प्रश्न<br>भाषाज्ञान।मूल्यपर<br>व्यवहारिक व्याक<br><br>कहानी सुनाना<br><br>उच्चत्तर वर्ग चिंतन कौश<br><br>नेतृत्व अनुमान |

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| | | | assistance – videos –<br><br>www.bbc.com/hindi/india<br><br>www.mocomi.com/ | | | | | | |
| **फरवरी (२३ दिन)** | **कालांशोंकीसंख्या- ६पाठसंख्या– १६पाठकानाम – सपना)**<br><br>**अवधारणा**<br>कल्पनाशीलता का विकास<br>**उपअवधारणाएं**काव्य विधा से परिचय कविता वाचन।<br>समान तुक वाले शब्द प्रत्यास्मरण | **ज्ञानक्षेत्र : भाषाऔरसाहित्यकाविकास।**<br><br>**CG-9.** Children develop effective communication skills for day to dayinteractions in two languages.<br><br>**CG-10**. Children develop fluency in reading and writing in language – 1.<br><br>**कोश**<br><br>**आनंदमयी कोश**<br>**मनोमय कोश** | **C-10.3**converses fluently and can hold a meaningful conversation.<br><br>**C-9.2** creates simple songs and poems on their own.<br><br>**सीखने का परिणाम**<br><br>**मूल रूप**<br><br>कविता में आये काल्पनिक संदर्भो को स्पष्ट करना\|बच्चे कविता का लय व तान के साथ वाचन करने योग्य हो जाएंगे \|<br><br>**विकसित:**<br><br>कविताकाकाव्यगत अर्थ समझ पाना\|<br><br>**उच्चस्तरीय:**<br>कल्पना से स्वरचित कविता की रचना कर पाना।<br>कवितामेंआएकठिनशब्दोंकाशुद्धउच्चारण कर पाना\|<br><br>CWSN : Assistive learning<br><br>Hearing Impairment students | जीवन कौशल<br><br>लचक, रचनात्मकता और कल्पनाशीलता (अधिगम और जीवन कौशल) | **कला**- स्वरचित कविता<br><br>**खेल कौशल –**<br><br>**वैज्ञानिक स्वभाव**:-चाँद और तारों की जानकारी<br><br>**प्रौद्योगिकीतकनीकी**<br><br>**https://youtu.be/AIz1DHzDPY4**<br><br>यूट्यूबलिंककाउपयोग। | **अंग्रेजी भाषा**:-<br>**गणित**<br><br>**कला**देखे गए सपने को अपनी कल्पना के अनुसार चित्रित करना<br>\|**संगीत**सपनो पर आधिरित गीत | **कक्षा विस्तार**<br><br>**संगीत कक्ष**<br><br>**खेल परिसर** | **कक्षा कार्य:**<br><br>उचित धारा प्रवाह के साथ कविता का वाचनअभ्यासकार्य<br><br>मौखिकवलिखितप्रश्न ।<br><br>कठिनशब्दोंकोलिख वाकरउनकावाक्यप्र योगकरवाना\|<br><br>**गृहकार्य:**<br><br>कविता को कंठस्थ कर सस्वर वाचन करना सीखें<br><br>सचित्र-सुलेख एवं पाठ आधारित अभ्यास | **भाषा अधिगम और भ अर्जन**<br><br>**सांकेतिक मूल्यांकन -**<br><br>कार्यपत्रक<br>बहुविकल्पीय प्रश्न<br>भाषाज्ञान।मूल्यपर<br>व्यवहारिक व्याक<br><br>**उच्चत्तर वर्ग चिंतन कौ** |

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| | **व्याकरण**<br>**पाठ१०**वाक्य<br>**पाठ१२**रचनात्मक लेखन (कविता लेखन)<br>**अवधारणा**<br>वाक्य की पहचान और प्रयोग करना<br><br>हिंदी व्याकरण के काव्य विधा से परिचित होनाकविता लेखन<br><br>**उप अवधारणाएं**<br><br>वाक्य के दो प्रकार उदेश्श्य और विधेय कर्ता,कर्म और क्रिया से परिचय<br><br>**पुनरावृत्ति कार्य** | **CG-9.** Children develop effective communication skills for day to day interactions in two languages. | assistance – videos –<br><br>https://hi.wikipedia.org/<br><br>**C-9.2** creates simple songs and poems on their own.<br><br>**सीखने का परिणाम**<br><br>**मूल रूप**<br><br>सही वाकय लिख पाना कविता की अपने शब्दों में रचना कर पाना\|<br><br>**विकसित:**<br><br>शब्दों के सही अर्थ को स्पष्ट करना वाक्य शब्दों का सार्थक समूह है ।<br><br>**उच्चस्तरीय:**<br>शुद्ध व अशुद्ध वाक्यों की पहचान कर पाना।कविता के काव्यगत सौंदर्य से परिचित होना उचित सुर ,ले ताल में कविता का गायन कर पाना\|<br><br>**विशेष आवश्यकता वाले बच्चे सहायक शिक्षण**<br><br>**दृष्टिबाधित छात्रों की सहायता**:<br><br>अध्यायकेमुख्यबिंदुओंकोनिर्दिष्टकरतेहुएपाठकोअपनेआवाजमेंरिकॉर्डकरेंगेऔरदृष्टिबाधितबच्चोंकोअलगसेसुननेदेंगे।इसेसीखनेमें सहायकसामग्रीकेरूपमेंघरपरभीभेजेंगे।<br><br>**श्रवण बाधित छात्रों की** | | | | | **कक्षा कार्य**<br><br>**सरल भाषा में पाठ को समझाना अभ्यास कार्य।**<br><br>**गृहकार्य**<br><br>**कार्य पत्रिका**<br><br>**स्वरचित कविता लेखन** | |

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| | | | **सहायता:**शब्दोंकोपढ़नेमेंबच्चेकीमददकरने केलिएबड़ेअक्षरोंवालेफ़्लैशकार्डकाइस्तेमाल करेंगे।चलचित्रद्वाराबच्चेकोपाठसमझाएंगे। | | | | | | |

# APS Syllabus Bifurcation Overview (Class4)
## Academic Session 2023-24

**Class: IV** **Subject: ENGLISH**

| **Term I** | | **Term II** | |
|---|---|---|---|
| **Report card will consist of 100 marks** | | **Report card will consist of 100 marks** | |
| **Periodic Test I-Jul**<br>( 30% syllabus- MM 40)<br>(Weightage in report card-10 Marks) | **Half-yearly Exam -Sep**<br>(50% syllabus MM 80)<br>(Weightage in report card-80 Marks) | **Periodic Test II- Dec**<br>( 30% syllabus- MM 40)<br>(Weightage in report card-10 Marks) | **Annual Exam- Mar**<br>(50% syllabus MM 80-<br>Syllabus will have 10% Syllabus of Term-1 and the entire syllabus of Term 2)<br>(Weightage in report card-80 Marks) |
| **Apr-**<br>**Literature:**<br>**L-1-**The Giving Tree<br>**P-1-** Where Go the Boats?<br>**Grammar:**<br>**L-1** Nouns<br>**L-3** Gender | **Aug-**<br>**Literature:**<br>**L-5:** The Distinguished Stranger<br>**L- 6:** The Selfish Giant<br>**Grammar:**<br>**L-6** Verbs<br>**L-10-** The Present Tense | **Oct-**<br>**Literature:**<br>**P-3:** A Child's Evening Prayer<br>**L-7** Brave Rani Lakhsmibai<br>**Grammar:**<br>**L11-** The Past Tense<br>**L-13** Modals | **Dec-**<br>**Literature:**<br>**L-9:** The Great Barrier Reef<br>**L-10:** Aliens Pay a Visit<br>**Grammar:**<br>**L- 4** Articles<br>**L 14-**Conjunctions<br>Story Writing |

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| **May-**<br>**Literature:**<br>**L-2** Goa-A Tourist's Paradise<br>**Grammar:**<br>**L-5:** Adjectives | **Sep-**<br>**Grammar:**<br>**Composition:**<br>Unseen Passage, Letter Writing (Formal), Paragraph Writing | **Nov-**<br>**Literature:**<br>**L-8:** Birbal and the Barber<br>**P- 4:** Happy Mother's Day<br>**Grammar:**<br>**L-12** The Future Tense<br>**L-15** Preposition | **Jan-**<br>**Literature:**<br>**Lesson-11:** A Unique Party<br>**Poem-5:** Grandfather Clock<br>**Grammar:**<br>**L-7** Adverbs<br>**L-16** Interjections |
| **July-**<br>**Literature:**<br>**L-3**- Elias<br>**L-4:** The King and the Fiery Dragon<br>**Poem- 2:** The Noble Nature<br>**Grammar:**<br>**L-2** Pronoun<br>**L-8** Subject Verb Agreement | 1. Note Book submission MM 25 (Weightage 5 Marks)<br>2. Subject Enrichment Activity MM 25 (Weightage 5 Marks) | | **Feb-**<br>**Grammar:**<br>L-9 Active and Passive voice<br>L-17 Punctuations<br>Letter Writing<br>Unseen Passage Comprehension<br><br>1. Note Book submission MM 25 (Weightage 5 Marks)<br>2. Subject Enrichment Activity MM 25 (Weightage 5 Marks) |

| **Report card will consist of:- 100 marks** | | | | **Report card will consist of:- 100 marks** | | | |
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| **Evaluation** | **% syllabus** | **Maximum Marks** | **Weightage** | **Evaluation** | **% syllabus** | **Maximum Marks** | **Weightage** |
| Periodic Test-I in Jul | 30% | 40 Marks | 10 Marks | Periodic Test-2 in Dec | 30% | 40 Marks | 10 Marks |

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| Note Book submission | ---- | 25 Marks | 5 Marks | Note Book submission | --- | 25 Marks | 5 Marks |
| Subject Enrichment Activity | ---- | 25 Marks | 5 Marks | Subject Enrichment Activity | --- | 25 Marks | 5 Marks |
| Half-yearly Exam in Sep | 50% syllabus | 80 Marks | 80 Marks | Annual Exam in Mar | 10% Syllabus of Term-1 and entire syllabus of Term 2 | 80 Marks | 80 Marks |

Centrally Bifurcated Syllabus ENGLISH– Class IV

**Book: Roots and Wings**
**Grammar Trove**

**CLASS-IV: ENGLISH**

**Publisher: Srijan Publication**
**: Rohan Book Company**

**TERM -I**

| Month | UNIT/ LESSON:- Number- Lesson No | Domain & Curricular Goals (mapping with | Competency & Learning Outcome | 21st Century skills | Integration | Inter-disciplinary integratio | Learning Space | Assignments | Suggestive Pedagogies |
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| | Name:-<br>CONCEPT:- | Foundational stage) | | | | n | | | |
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| **April (22-25Days)**<br><br>**Pd: (24-28)** | **Literature:**<br>• **L1- The Giving Tree**<br>**(Parable)**<br><br>**Concept:**<br>1.usefulness of trees<br>2. trees in need<br>**Skills:** listening, understanding<br><br>**Sub Concept-** giving and forgiving | **DOMAIN:**<br>Language and literacy development<br><br>Socio-Emotional and Ethical Development<br>**(Manomaya Kosha)**<br>**Curricular Goal:-**<br>**CG 6**<br>Children develop a positive regard for the natural environment around them.<br>**CG-9**<br>Children develop effective communication skills for day- | **Competency**<br>**PROSE:**<br>**C-6.1**<br>Shows care for enjoy in engaging with all life forms.<br>**C-9.5**<br>Comprehends narrated/read-out stories and identifies characters, storyline and what the author wants to say<br><br>**Learning Outcomes:-**<br>**Basic** –<br>•Shows curiosity in observing plants and animals.<br>•Shows the relation between the trees and human beings.<br>•Identify the living and non-living things in nature.<br>**Medium-**<br>•Does not harm the components of nature (plants, water etc.) unnecessarily.<br>•Make sentences on the objects observed in our environment. | **Life skills**<br>Responsibility<br>Understanding<br>Self Confidence | **Arts:-**<br>Improving Origami skills.<br><br>**Scientific temper:-**<br>Critical thinking based on the usefulness of trees.<br><br>**Technology:-** | **Language English:-**<br>Identifying the parts of a sentence.<br><br>Understanding the kinds of sentences through the lessons.<br><br>**Art:-**<br>Making a paper boat<br><br>**EVS:-**<br>Enhancing the knowledg | Classroom and School Garden. | **Class assignments**<br>Individual loud reading under teacher's supervision.<br><br>**Home assignments:**<br>Write five sentences on the usefulness of the trees. | Inquiry based learning<br>Collaborative learning<br><br>**Suggestive Assessment :-**<br>Dictation<br>Worksheet |

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| | | today interactions in two languages | •Read properly and encourage others to read the lessons so that everyone can generate their own idea on importance of trees.<br><br>**Advance:**<br><br>•Takes responsibility for tending to and caring for saplings and plants.<br>•Understand the symbiotic relationship between nature and other living beings.<br>•Identify the kinds of sentences mentioned in prose and poetry as well. | | | e regarding the conservation of our environment. | | | |
| | • **POEM 1-** Where Go the Boats ?<br><br>(Literary device- rhyme and meter) | **DOMAIN:** Language and literacy development<br><br>Socio-Emotional and Ethical Development **(Manomaya Kosha)**<br>**Curricular Goal:-**<br>**CG-9** | **Competency**<br>**C-9.1:** Listens to and appreciates simple songs, rhymes, and poems.<br><br>**Learning Outcomes:-**<br>**Basic** –<br>•Listens and enjoys humming a variety of songs<br>in different languagesregularly heard<br>in the home andneighbourhood<br><br>**Medium-**<br>•Sings/recites short (4-5) sentences) | | | | | | |

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| | **CONCEPT:**<br>Style and rhythm of poem. Appreciating the nature and its beauty.<br><br>**Sub-concept:**<br>Meaning , summary<br><br>**Skills:**<br>Recitation skill | Children develop effective communication skills for day-today interactions in two languages | songs/poems<br><br>**Advance:**<br><br>•Shows interest in listening to certain kinds of<br><br>songs and poemsand explains the reason for their preference. | | | | | | |
| | **GRAMMAR**<br>• **L-1** Nouns<br>• **L-3** Gend | **DOMAIN:**<br>Language and literacy development<br><br>**Curricular Goal:-** | **Competency**<br>**C-9.7:**<br><br>Knows and uses enough words to carry out day-to-day interactions effectively and<br><br>can guess meaning of new words by using existing vocabulary. | | | | | | |

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| | er<br>**CONCEPT:-**<br>Identification of nouns and Types of nouns in the lesson<br><br>**Sub Concept:**<br>--To enable children putting a label to something they already do. | **CG-9**<br>Children develop effective communication skills for day-today interactions in two languages | **Learning Outcomes:-**<br>**Basic** –<br>•Begins to use appropriate vocabulary for some common andfamiliar objects and experiences. (e.g., tellstheir name, names of friends, common objects, and pictures, sweet, sour, round, big)<br><br>**Medium-**<br>•Uses expanded vocabulary with intentional use of actionwords,descriptive words, tenses,etc..<br><br>**Advance:**<br>•Uses children's dictionaries to Identifymeanings ofunknown wordsencountered intexts. | | | | | | |
| | | | **CwSN Assisted Learning:** | | | | | | **Suggestive** |

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| | | | **For Visually Impaired Students**<br><br>**The Giving Tree**<br>• This is the story of a boy and a tree.<br>• Tree loved the little boy a lot and the boy also comes to play near the tree daily.<br>• Both were very happy. Time went by and the boy grew older. One day, the boy said to the tree he wanted some money to buy things and have fun. The tree offered him to sell its wood in the city and earn money. As it is the tree always helped the boy by giving each of r part like branches for house, trunk to makeup boot, stamp for sitting and resting.<br>The story tells about the true friendship and different uses of trees.<br>• Tactile poster of Tree<br>• Bold and large font size text of uses of trees.<br>**For Hearing Impaired Students**<br>Flashcards of tree, parts of tree and it's uses<br>https://youtu.be/bsBE_2rayVs<br>https://youtu.be/HOVhV5a_3Sw | | | | | | **resources/Activities:** Make a list of five types of trees found in your neighbourhood |
| **May (12-14 days)** | **Literature**<br>• **PROSE:** | **DOMAIN:** Language and literacy development | **Competency**<br>**C-7.1**: Observes and understands different categories of objects and relationships<br><br>between them | **5 C's**<br>Critical Thinking<br>Collaboration | **Sports:-** improving the knowledge about | **Language English:-** Understanding the | Classroom and School Garde | **Class assignments**<br><br>Individua | Experiential learning<br>Problem solving<br>**Suggesti** |

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| **(12-14 pd)** | ●L2<br>Goa –A Tourists' Paradise (Travalogue)<br><br>**CONCEPT**<br>Different tourist places and environment<br><br>**SUB-CONCEPT:**<br>**P**eople, shelter, food of a place, different cuisines. | Aesthetic and Cultural development **(Manomaya Kosha)**<br>**Curricular Goal:-**<br>**CG-7**<br>Children make sense of world around through observation and logical<br>Thinking.<br><br>**CG-9**<br>Children develop effective communication skills for day-to-day interactions. | **C-9.3**: Converses fluently and can hold a meaningful conversation<br><br>**Learning Outcomes:-**<br>**Basic** –<br>•Identifies and names common<br>objects, people,pictures, animals,<br>birds, events etc.with assistance<br><br>•Listens attentively and speaks in short conversations with familiar people around.<br><br>**Medium-**<br><br>•Identifies and describes common objects, people, pictures, animals, birds, events etc. on their own<br>•Read properly and encourage others to read the lessons so that everyone can generate their own idea on importance of trees.<br><br>**Advance:**<br><br>•Identifies and describes finer details of the objects, signs, places, common activities in the in the immediate environment and in the | Communication<br>**Life skills**<br>Understanding<br>Responsibility<br>Connectedness | different water sports.<br><br>**Scientific temper:-**<br>Understanding the value of family members and their importance. | concept and usage of Nouns and Adjectives<br><br>**EVS:-**<br>Making a Family Tree | n. | l reading and Book exercises.<br><br>**Home assignments:**<br>Write five –six sentences about Goa and identify Nouns and Adjectives specifically. | **ve Assessment :-**<br>Dictation<br>Worksheet<br>**Suggestive resources/Activities:**<br>Identifying the different historical monuments of the country and write their names. |

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| | | | picture/models<br>•Engages in discussion about a topic and raise and respond to questions | | | | | | |
| | **GRAMMAR**<br>• **L5-** Adjectives<br>Skills: writing , reading, comparing, co-relating skills<br>**CONCEPT**<br>Types of adjectives<br>Types of Nouns<br><br>**SUB CONCEPT:**<br>Relation | **DOMAIN:**<br>Language and literacy development<br>**Curricular Goal:-**<br><br>**CG-9**<br>Children develop effective communication skills for day-today interactions in two languages | **Competency**<br><br>**C-9.7**: Knows and uses enough words to carry out day-to-day interactions effectively andcan guess meaning of new words by using existing vocabulary<br><br>**Learning Outcomes:-**<br><br>**Basic** –<br>•Begins to useappropriate vocabulary for some common and familiar objects and experiences.<br><br>**Medium-**<br>•Uses expanded vocabulary with intentional use of action words, descriptive words<br>•Uses nouns and adjectives as the basic pillars of sentences.<br><br>**Advance:**<br>•Uses children's dictionaries to identify meanings of unknown words encountered in texts<br>•Reflecting the uses of grammatical phenomena in | | | | | | |

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| | between nouns and adjectives<br>Comparison of Adjectives<br>Uses in sentences<br>--<br>Learning about different and their usage kinds of adjectives and degrees of comparison of adjectives.<br>**Sub Concepts:**<br>To | | literature.<br><br>**CwSN Assisted Learning:**<br>**For Visually Impaired students**- Main points of the chapter (in audio)<br>Story of all about Goa (Tourist place)<br><br>• Smallest state of India<br>• Goa is located on - Western cost of India along the Arabian Sea<br>• Four main languages - Marathi, Hindi, Portuguese and Konkani<br>• Official language - Konkani<br>• Traditional dishes - Fish curry, Rice, Arroz doce<br>• Famous beaches - Anjuna, Candolim, Calangute<br>• Food kinds of water sports - Water surfing, Water skiing and Scuba diving.<br><br>**For Hearing Impaired students**<br>• All above points in text form with few pictures. | | | | | | |

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| | enable the students to describe the world around them. | | https://youtu.be/xpcUSgEH9Po | | | | | | |
| **July (22-25 Days)**<br><br>**(26-28 pds)** | **PROSE**<br>**L3**- Elias (Psychological Fiction)<br>Skills: listening, speaking, reading, understanding<br><br>**CONCEPT**<br>1. Duties and | **DOMAIN:**<br><br>Language and literacy development<br><br>Socio-Emotional and Ethical Development<br>Cognitive Development<br>**(Vijananmaya Kosha)**<br>**Curricular Goal:-**<br>**CG-4**<br>Children develop emotional | **Competency**<br>**C-4.2**: Recognises different emotions and makes deliberate effort to regulate themappropriately<br><br>**C- 5.1:**<br>Demonstrates willingness and participation in specific work towards helping others.<br>C-9.3: Converses fluently and can hold a meaningful conversation.<br><br>**Learning Outcomes:-**<br><br>**Basic** –<br>•Associates emotions with words and facial expressions.<br>•Assists the teacher and organizes the classroom.<br>•Expresses their needs and feelings through | **5 C's**<br>Critical Thinking<br>Collaboration<br>Communication<br><br>**Life skills**<br>Inter personal skills<br>Conflict - Resolution skill | **Scientific temper:-**<br>Understanding the significance and purpose of life.<br>**Technology:-** | **Language English:-**<br>Understanding of difference between the concepts of nouns and pronouns, their usages in sentences.<br><br>**EVS:-**<br>Understa | Classroom and School Garden. | **Class assignments**<br><br>Peer learning<br>Book exercises.<br><br>**Home assignments:**<br>Find the rhyming words from the poem and | Story telling<br>Reflective learning<br>Synergistic Logic<br>**Suggestive Assessment:-**<br>Dictation<br>Worksheet<br>**Suggestive resources/Activities:** Make a book cover based on any story book which you like or have read during your |

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| | responsi bilities towards family member s and mankind<br><br>**Sub-concept :**<br>Summar y and compara tive study | intelligence ( ability to understand and manage their own emotions)<br><br>**CG-5**<br>Children develop a positive attitude towards productive work and service of "Seva". | short meaningful sentences<br>**Medium-**<br>•Shares with others (peer and familiar adults) their feelings/emotions<br>•Performs appropriate chores at home and/or at school (e.g., putting away toys, watering plants)<br>•Engages in conversations based on events, stories, or their needs and asks questions<br><br>**Advance:**<br>•Consciously uses strategies to calm themselves down (e.g., breathing, changing activity)<br>•Assists teachers to create TLM<br>•Maintains the thread of the conversation across multiple exchanges | | | nding different types of plants. | | Any three types of pronouns from the lesson. | vacations. |
| | **L4-** The King and the Fiery Dragon **(Fantasy)**<br>Skills: listening, speaking | **DOMAIN:**<br><br>Language and literacy development<br><br>Socio-Emotional and Ethical | **Competency**<br>**C-9.3:**<br>Converses fluently and can hold a meaningful conversation.<br><br>**Learning Outcomes:-** | | | | | | |

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| | , reading, understanding<br><br>**CONCEPT**<br>Fairy tales and their moral.<br>**Sub-concept:**<br>High fantasy stories and their morals and usefulness | Development Cognitive Development **(Vijananmaya Kosha)**<br>**Curricular Goal:-**<br><br>**CG-9**<br>Children develop effective communication skills for day-today interactions in two languages | **Basic** –<br>•Expresses their needs and feelings through short meaningful sentences<br>**Medium-**<br>•Engages with non-fictional content read aloud or discussed in class, is able to link knowledge from their own experiences, and talks about it<br>**Advance:**<br>•Maintains thethread of theconversationacross multipleexchanges | | | | | | |
| | **POETRY**<br>• **Poe** | **DOMAIN:**<br>Language and literacy | **Competency:**<br>**C-7.2:**<br>Observes and understands cause and effect | | | | | | |

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| | **m2**- The Noble Nature<br><br>(Literary device- Symbolisation, Comparison)<br>**CONCEPT:**<br>Intonation, appreciation<br>**SUB-CONCEPT:**<br>Characters of the poem, real-life analysis | development Socio-Emotional and Ethical Development Cognitive Development **(Vijananmaya Kosha)**<br>**Curricular Goal**:-<br>**CG7**<br>Children make sense of world around through observation and logical thinking.<br>**CG-10**<br>Children develop fluency in reading and writing in Language 1<br><br>**CG-9**<br>Children develop effective | relationship in nature.<br>**C-9.2**: Creates simple songs and poems on their own<br>**C-10.6**<br>Reads short poems and begins to appreciate the poem for its choice of words and imagination.<br><br>**Learning Outcomes:-**<br><br>**Basic** –<br>•Names objectsin the sky (sun,moon, stars,clouds)<br>•Enjoys familiar songs andpoems<br>**Medium-**<br><br>•Expresses own preferences, interests and makes choices<br>•Identifies rhyming words from familiar poems and creates new rhyming words<br>•Reads short poems and narrates the literal meaning of the poem<br>**Advance:**<br><br>•Develops a list of questions to break up a larger question related to natural phenomenon | | | | | | |

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| | | communication skills for day-today interactions in two languages | •Encourages reading more stories having morals.<br>•Creates short poems/rhymes independently in their own words<br>•Reads short poems and infers the imagination of the poet | | | | | | |
| | **GRAM-MAR**<br><br>**L-2** PRONOUN<br>**L-8** – Subject Verb Agreement<br>**CONCEPT** -- Learning about different types of pronouns and | **DOMAIN:** Language and literacy development<br>**Curricular Goal:-**<br><br>**CG-9** Children develop effective communication skills for day-today interactions in two languages | **COMPETENCY:**<br><br>**C-9.7**: Knows and uses enough words to carry out day-to-day interactions effectively and<br><br>can guess meaning of new words by using existing vocabulary<br>**Learning Outcomes:-**<br><br>**Basic** –<br>•Begins to use appropriate vocabulary for some common and familiar objects and experiences. (e.g., tells their name, names of friends, common objects, and pictures, sweet, sour, round, big)<br>•Begins to visually recognize and connects letters (Moolaksharas/ Bharakadi/ Kaguniita ) to corresponding sounds<br>**Medium-**<br><br>•Uses vocabulary acquired from specific themes, | | | | | | |

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| | their usage<br><br>**SUB-CON-CEPT**<br>To improve writing skills of learners | | and topics introduced in class in their conversations<br>•Recognizes all aksharas (including samyuktaksharas) and connects to corresponding sounds<br>**Advance:**<br><br>•Uses children's dictionaries to identify meanings of unknown words encountered in texts<br>•Recognizes as sight words commonly used articles, pronouns, and connecting words | | | | | | |
| | | | **CwSN Assisted Learning:**<br><br>**<u>For Intellectually Disabled Students</u>**<br>● Break down learning tasks into small steps. Each learning task is introduced, one step at a time.<br>● Use charts to map students' progress.<br>● Provide positive reinforcement for appropriate, on-task behaviour.<br>**For Visually Impaired Students**<br>● Course materials in braille or an accessible electronic format<br>● Verbal descriptions of visual aids, charts, graphs, and other images | | | | | | |

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| | | | • Raised-line drawings and tactile models of graphic materials<br>• Braille equipment labels, auditory lab warning signals<br>• Computer with optical character recognition, screen reader, braille embosser, and Braille printer.<br><br>https://youtu.be/yet77vB5dPo<br>https://youtu.be/P8SKXE_SdqM<br>https://youtu.be/auOvG-ZEnGg | | | | | | |
| **Aug (22-25 Days)**<br><br>**(26-28 pds)** | **PROSE:**<br><br>L5- The Distinguished Stranger ( Fiction)<br>Skills: listening, speaking, reading, understanding<br><br>**CON-** | **DOMAIN:**<br>Language and literacy development<br><br>Socio-Emotional and Ethical Development **(Manomaya Kosha)**<br>**Curricular Goal:-**<br>**CG4 :**<br>Children develop | **Competency**<br>**C- 4.6-**<br>Shows kindness and helpfulness to others when they are in need.<br>**C-9.6**<br>Narrates short stories with clear plot and characters<br><br>**Learning Outcomes:-**<br><br>**Basic** –<br><br>•Shows care and tenderness in dealing with other living beings. | **5 C's**<br><br>Cross - cultural understanding Communication<br>**Life skills**<br>Understanding Connectedness Respectfulness | **Scientific temper:-**<br>**Improving** life lessons learnt from gardening<br><br>**Technol** | **Language English:-**<br>Developing the concept of Simple Present Tense.<br><br>**EVS:-**<br>Inter-relationship between | Classroom and School Garden. | **Class assignments**<br><br>Individual reading and Book exercises.<br><br>**Home assignments:**<br>Write five | Story telling<br>Constructivism<br>Brain storming<br>**Suggestive Assessment :-**<br>Dictation<br>Worksheet<br>**Suggestive resources/ Activities:**<br>Draw a poster on Earth Day which is |

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| | **CEPT** Knowing universe as 'one family'.<br><br>**SUB-CON-CEPT**<br><br>Knowing more about fictional characters and reading about them. | emotional intelligence ( ability to understand and manage their own emotions)<br>**CG-9**<br>Children develop effective communication skills for day-today interactions in two languages | •Generates the idea of dialogue writing.<br>•Uses the correct form of verbs and tenses in sentences.<br>**Medium-**<br>•Uses social and moral values in our day-to-day life.<br>•Takes responsibility for tending and caring for saplings and plants<br>**Advance:**<br>•Shows affinity with different people on earth.<br>•Takes responsibilityfor tending to and caring for animals like kittens, puppies, chicken<br>•Feels encouraged reading more stories having morals. | Growth and development | **ogy:-** | the different areas of environment.( Graminivorous, green plants, consumers) | | –six sentences indicating simple present tense and discuss with your friends. | celebrated on 22 April. |
| | L6- The | **DOMAIN:** | **Competency** | | | | | | |

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| | Selfish Giant( Fiction) Skills: listening, speaking, reading, understanding<br><br>**CON-CEPT**<br>Concept of Kindness and doing good deeds<br><br>**SUB-CON-CEPT-**<br><br>Dialogue writing<br>Uses of 'ethical | Language and literacy development<br><br>Socio-Emotional and Ethical Development **(Manomaya Kosha)**<br>**Curricular Goal:-**<br>**CG6**: Children develop a positive regard to the different components of our nature including human beings.<br>**CG-9**<br>Children develop effective communication skills for day-today interactions in | **C-6.1-**<br>Shows care for and joy in engaging with all life forms.<br>**C-9.6**<br>Narrates short stories with clear plot and characters<br><br>**Learning Outcomes:-**<br><br>**Basic** –<br><br>•Shows care and tenderness in dealing with other living beings.<br>•Generates the idea of dialogue writing.<br>•Uses the correct form of verbs and tenses in sentences.<br>**Medium-**<br><br>•Uses social and moral values in our day-to-day life.<br>•Takes responsibility for tending and caring for saplings and plants<br><br>**Advance:** | | | | | | |

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| | values' | two languages | •Shows affinity with different people on earth.<br>•Takes responsibility for tending to and caring for animals like kittens, puppies, chicken<br>•Feels encouraged reading more stories having morals. | | | | | | |
| | **GRAM-MAR:**<br>**L-6**<br>Verbs<br>**L-10**- The Present Tense<br><br>**CON-CEPT**<br>Types of verb<br>Concept of Tense<br>**SUB CON-CEPT:**<br><br>Types of Tenses<br>Example | **DOMAIN:**<br>Language and literacy development<br>**Curricular Goal**:-<br><br>**CG-9**<br>Children develop effective communication skills for day-today interactions in two languages<br><br>Children develop their knowledge of action words | **Competency:**<br>**C-9.4:** Understands oral instructions for a complex task and gives clear oral instructions<br><br>for the same to others<br>**Learning Outcomes:-**<br><br>**Basic** –<br><br>•Listens and follows short instructions (e.g., bring the blocks here, wash hands properly, etc.)<br>•Uses the correct form of verbs and tenses in sentences.<br>**Medium-**<br><br>•Gives clear instructions to accomplish short tasks to other children or adults.<br>•Connects the relation between verbs and tenses.<br><br>**Advance:** | | | | | | |

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| | Transitive and Intransitive verb.<br><br>Skills: Reading, Writing, Assimilating, Adapting skills | and types of tenses through general conversation in class room. | •Gives clear instructions comprising of several steps (8 to 9 instructions at a time)<br>•Importance of verbs and tenses.<br><br>**GENERALISATION:**<br><br>Action words: verbs<br>Time of verbs: Tenses<br>Habits, universal truth, regularity: simple present tense | | | | | | |
| | | | **CwSN Assisted Learning:**<br><br>**For Hearing Impaired students**<br>● Use sign language interpreter, real-time captioning, and/ or FM system for teaching.<br>● Use Note taker in teaching learning process.<br>● Use visual aid.<br>● Write key phrases and lecture outlines on the blackboard or overhead projector.<br><br>**Children with Autism (Learning Assistance)**<br><br>**Teach the story using flow charts with connectors.** | | | | | | |

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| | | | **Use storyboards.**<br>**https://youtu.be/15DtZ0j4hy8**<br>**https://youtu.be/2fnt3BhbCNI**<br>**https://youtu.be/79K60mNmPKE**<br>https://youtu.be/ AUz4m4hvhPw | | | | | | |
| **Sept (22-25 Days )**<br><br>**( 12-14 pds)** | **GRAM-MAR**<br><br>1. Para graph writin g<br>2. Letter writin g(For mal)<br>3. Unse en Pass age Com prehe nsion<br>• **CONC EPT**<br><br>Format | **DOMAIN:**<br>Language and literacy development **(Vijnanamaya Kosha)**<br>**Curricular Goal**:-<br><br>**GRAMMAR**<br><br>**CG10:**<br>Children develop fluency in reading and writing in language. | **Competency**<br><br>**C- 10.4** –<br>Reads story and passages with accuracy and fluency with appropriate pauses and voice modulation.<br><br>**C-10.8** –<br>Writes a paragraph to express their understanding and experiences.<br>**Learning Outcomes:-**<br><br>**Basic** –<br>•Able to read the passage.<br>•Able to understand the passage.<br>•Able to write the answers of given question based on passage.<br>•Able to understand the formats.<br><br>**Medium-** | **5 C's**<br><br>Communi cation<br>Critical thinking<br>**Life skills**<br>Understa nding<br>Comprehending<br>Visualisati on | **Scientifi c temper:-**<br><br>**Technol ogy:-** | **Languag e English:-**<br>Concept of letters ( its kinds and format ) | Classr oom and School Garde n. | **Class assignm ents**<br><br>Picture composit ion on "Classro om"<br>Format of a formal letter.<br><br>**Home assignm ents:**<br>Two Formal letters | Story telling<br>Constructivis m<br>Brain storming<br>**Suggestive Assessment :-**<br>Dictation<br>Worksheet<br>**Suggestive resources/Ac tivities:** |

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| | of letters<br>Types of letters<br><br>Examples of paragraphs, letters and unseen passage<br><br>'How to write', 'what to write'<br>• **SUB CON-CEPT:**<br>Vocabulary Conversation Skills, writing, vocabulary building, constructi | | •Able to read with fluency and write with accuracy.<br>•Able to write paragraph, letter; generating new ideas.<br>**Advance:**<br>•Read, write comprehend and answer the questions correctly based on the paragraph.<br>•Developing imaginary and thinking skills of students. | | | | | | |

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| | ng, Assimilating skills | | | | | | | | |
| | | | **CwSN Assisted Learning:**<br><br>**Visual Impairment students' assistance:**<br>● Specific points of the topics in audio form.<br>● Use of Bold and Large font pictures book.<br>● Use of embossed flash cards.<br>● Words cut outs for formation of sentences.<br><br>**Hearing Impairment students' assistance:**<br>Teach the story using visual and concrete aids (flash cards, picture cards, puppets).<br>https://youtu.be/7Cu9Scak6UQ | | | | | | |
| | | | **TERM II** | | | | | | |
| **Oct (22-** | **POETRY** | **DOMAIN:** Cognitive | **Competency POETRY:** | **5 C's** | **Scientific** | **Language** | Classroom | **Class assignm** | Story telling Constructivis |

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| **25 Days )**<br><br>**(18-21 pds)** | •**POEM 3**<br>A Child's Evening Prayer (Literary device- Rhyme and Rhythm)<br><br>• **CONCEPT**<br><br>• Importance of Prayers appreciating the Poem.<br><br>• **SUB-** | Development Language development Literacy Development **(Vijnanamaya Kosha)**<br><br>**Curricular Goal:-**<br><br>**CG7** Children make sense of world around through observations and logical thinking.<br>**CG-9** Children develop effective communication skills for day-today interactions in two languages | **C-7.2:** Observes and understands cause and effect relationships in nature by forming<br><br>simple hypothesis and uses observations to explain their hypothesis<br>**C-9.2** Creates simple songs and poems on their own<br><br>**Learning Outcomes:-**<br><br>**Basic** –<br>•Differentiates between day and night<br>•Uses tools and implements effectively in work situations.<br><br>Enjoys rhymingwords in songsand poems<br><br>**Medium-**<br>•Differentiates between day and night<br>•Identifies rhyming words from familiar poems and creates new rhyming words<br><br>**Advance:**<br>•Describes how a balance must be maintained between the needs of humanSociety and the natural environment (e.g.,Being kind toAnimals enables them to work with us, correct garbage disposal is necessary to avoid diseases) | Collaboration Critical thinking<br><br>**Life skills** Goal Setting Discipline Reverence Efforts | **temper:-** Shaping the functional meaning or significance of temperamental characteristics in human development.<br><br>**Technology:-** | **English:-** Appreciation of the poem Understanding the rhyme rhythm and intonation.<br><br>**EVS:-** First War of Independence Sepoy Mutiny Revolt of 1857. | and School Garden. | **ents** Poem recitation Chapter reading **Home assignments:** Find the Rhyming words from the poem | m Brain storming **Suggestive Assessment :-** Dictation Worksheet **Suggestive resources/Activities:** Examples of simple Present Tense and Simple Past Tense.( In Sentences) |

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| | **CONCEPT:**<br><br>Recitation, intonation, figure of speech<br><br>Skills: Recitation, listening | | •Creates short poems/rhymes independently in their own words | | | | | | |
| | **PROSE:**<br><br>• **L7-** Brave Rani Lakhs mibai<br>(biography)<br>Skills: listening, speaking | **DOMAIN:**<br>Cognitive Development<br>Language development<br>Literacy Development<br>**(Vijnanamaya Kosha)**<br>**Curricular Goal:-**<br>**CG7** | **COMPETENCY:**<br>**C- 7.3**<br>Uses appropriate tools and technology in daily life situations and for learning.<br>**Learning Outcomes:-**<br><br>**Basic** –<br>•Uses tools and implements effectively in work situations.<br><br>**Medium-**<br>•Develop the understanding about the eminent | | | | | | |

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| | , reading, understanding<br>•**CONCEPT:**<br>Introduction of Historical characters<br>• **SUB-CONCEPT:**<br>Questions-answers<br>Reference to the context<br>New words<br>Word meanings | Children make sense of world around through observations and logical thinking. | personalities of our historical times.<br>**Advance:**<br>•Acknowledge the sacrifice of the eminent historical character.<br>•Inculcates the interest to know about them more. | | | | | | |

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| | **GRAM-MAR**<br><br>**L11**- The Past Tense<br>**L-13** Modals<br><br>**CON-CEPT:**<br>Uses of tenses<br><br>**SUB-CONCEP**<br>Types<br><br>Skill: Writing | **DOMAIN:**<br>Language and literacy development<br><br>**Curricular Goal**:-<br><br>**CG-9**<br>Children develop effective communication skills for day-today interactions in two languages<br>**CG11:**<br>Children begin to read and write in language comprehending the uses of tenses etc. | **COMPETENCY:**<br>**C-9.3**: Converses fluently and can hold a meaningful conversation<br><br>**C-11.2**: Recognises most frequently occurring letters of the alphabet (forms of akshara)<br><br>of the script, and uses this knowledge to read and write simple words and sentences<br><br>Generalization:<br>Difference between simple present and simple past tense<br>Working continuously: present continuous tense<br>**Learning Outcomes:-**<br><br>**Basic** –<br>•Initiatesconversations indaily life withpeers andteachers in avariety of schoolsettings<br><br>•Reads simple two-syllable words that are familiar and with known letters<br><br>•Develop the idea of difference between present and past tenses.<br><br>**Medium-**<br>•Engages in conversations based on events, stories, or their needs and asks questions | | | | | | |

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| | | | •Reads simple three to four syllable words that are familiar<br>•Able to write sentences mentioning their tenses.<br>**Advance:**<br>•Engages with non-fictional content read aloud or discussed in class, is able to link knowledge from their own experiences, and talks about it<br>•Recognizes as sight words their names and labels of objects in their environment | | | | | | |
| | | | **CwSN Assisted Learning:**<br><br>**Visual Impairment student's assistance:**<br>● Record the specific points of the chapter and allow the child to listen separately.<br>● Use embossed flash cards of the objects which are specifying in the chapter.<br>● Provide specific points of the chapter in Braille format.<br>**Hearing Impairment students' assistance:**<br>● Use words flashcard for the formation of simple sentences.<br>● Teach the Tenses using flow charts with connectors. | | | | | | |

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| | | | https://youtube.com/watch?v=fgo8na6brFQ&si=EnSIkaIECMiOmarE<br>https://youtu.be/fnAF80C2PDw<br>https://youtu.be/oWu4eosmrwE | | | | | | |
| **Nov (22-25 Days)**<br><br>**( 21-24 pds)** | **POETRY**<br><br>**POEM 4-**<br>Happy Mother's day (Literary Device-Rhyme)<br><br>**CON-CEPT**<br>Respecting parents<br>**SUB-CON-CEPT:**<br>Appreciation<br>Intonation | **DOMAIN:**<br>Cognitive Development (**Vijnanamaya Kosha)**<br>Language and Literacy development<br>Socio-Emotional and Ethical Development **(Manomaya Kosha)**<br><br>**Curricular Goal:-**<br>**:**<br>**CG-4:**<br>Children develop emotional intelligence.<br>**CG-9**: Children | **Competency**<br><br>**C- 4.1**<br>Starts recognising 'self' as an individual belonging to a family and community.<br>**C-9.1**<br>Listens to and appreciates simple songs, rhymes, and poems<br>**Learning Outcomes:-**<br><br>**Basic** –<br><br>•Shares other Identifying information (e.g., parent's name)<br>•Sings along tosongs and rhymes with intonation and gestures<br><br>**Medium-**<br>•Begins to express their capabilities and interest with a view to contribute to society – when I grow up, I want to be a farmer, a doctor, pilot, be a soldier, etc<br>•Sings/recites short (4-5 sentences) | **5 C's**<br><br>Collaboration<br>Critical thinking<br>Cooperation<br>**Life skills**<br>Presence of mind<br>Sense of humour<br>Connectedness | **Scientific temper:-**<br>Shaping character and values of a person<br><br>**Technology:-** | **Language English:-**<br>Understanding different tenses and their usages<br><br>**EVS:-**<br>Concept of 'My Family' | Classroom and School Garden. | **Class assignments**<br><br>Lesson reading and Identification of Tenses<br>**Home assignments:**<br>Book Exercises | Integrative Learning<br>Story telling<br>Brain storming<br>**Suggestive Assessment :-**<br>Dictation<br>Worksheet<br>**Suggestive resources/Activities:**<br>Make a Tense chart. |

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| | Recitation Summary | develop effective communication skills for day-to-day interactions in<br><br>two languages | songs/poems<br><br>Develop sense of responsibility towards family and community.<br><br>**Advance:**<br>•Values the work of adult members of the family (e.g., my mother is a farmer, and her work helps all of us to eat well)<br>•Sings/recites songs/poems with two to three stanzas<br><br>Uses intelligence in daily life situations. | | | | | | |
| | **PROSE**<br><br>**L8-** Birbal and the Barber Skills- Listening , speaking , reading, writing | **DOMAIN:** Cognitive Development (**Vijnanamaya Kosha)** Language and Literacy development Socio-Emotional and Ethical Development **(Manomaya Kosha)** **Curricular** | **PROSE:**<br>**C- 7.3 :** Uses appropriate tools and technologies in daily life situations.<br>**C-9.6:** Narrates short stories with clear plot and characters<br><br>**Learning Outcomes:-**<br>**Basic** –<br><br>•Shows inclination to use simple tools while playing<br>•Imagines and narrates personalized<br><br>endings of the story. | | | | | | |

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| | **CONCEPT:** To teach the importance of wit, humor, presence of mind and intelligence during difficult times.<br><br>**SUB-CON-CEPT:** Activity Application Intelligence Uses in daily-life | **Goal:-**<br>**PROSE:**<br><br>**CG7 :** Children make sense of world around through observations and logical thinking.<br><br>**CG-9** Children develop effective communication skills for day-today interactions in two languages | **Medium-**<br><br>•Uses tools and implements effectively in work situations<br>•Narrates their own short stories with simple plots and characters..<br><br>**Advance:**<br><br>•Builds simple tools and implements for using in day-to-day activities<br>•Creates their own stories, with complex plots and multiple characters (as a group)<br>•Uses intelligence in daily life situations. | | | | | | |

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| | situation s | | | | | | | | |
| | **GRAM-MAR**<br>•**L-15**<br>Preposition<br>• **L-12** The Future Tense<br>Skills: dictionary, vocabulary, reading<br>**CON-CEPT**<br>Types and differences writing<br>**SUB CON-** | **DOMAIN:**<br>Cognitive Development (**Vijnanamaya Kosha)**<br>Language and Literacy development<br>Socio-Emotional and Ethical Development **(ManomayaKosha)**<br>**Curricular Goal**:-<br><br>**CG-9**<br>Children develop effective communication skills for day-today interactions in two languages | **GRAMMAR:**<br><br>**C-9.7**: Knows and uses enough words to carry out day-to-day interactions effectively and<br><br>can guess meaning of new words by using existing vocabulary.<br><br>**Learning Outcomes:-**<br><br>**Basic** –<br><br>•Predicts meaning of unknown words in texts using picture and context cues.<br><br>**Medium-**<br><br>•Uses expanded vocabulary with intentional use of prepositions, action words, descriptive words, tenses, etc..<br><br>**Advance:**<br><br>•Uses children's dictionaries to identify meanings | | | | | | |

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| | **CEPT:** Tense-chart mentioning examples | Children develop the idea of different tenses in prose and poetry. | of unknown words encountered in texts. | | | | | | |
| | | | **CwSN Assisted Learning:**<br><br>**Visual Impairment student's assistance:**<br>Record the specific points of the chapter and allow the child to listen separately.<br>Use embossed flash cards of tree, lamp and other objects which are specific in the chapter.<br>Provide specific points of the chapter in Braille format.<br>**Hearing Impairment student's assistance:**<br>Add the videos with caption and embed in your presentations to support the child to learn with the rest of the class.<br>Make visible charts related to the topic with subtitles.<br>Refer apps for learning.<br>**https://youtube.com/watch?v=MVEZDqvtqbY&si=EnSIkaIECMiOmarE**<br>**https://youtu.be/6zHMANyTYbk**<br>**https://youtu.be/VWNIWjSsF4w** | | | | | | |
| **Dec** | • **PRO** | **DOMAIN:** | **Competency** | **5 C's** | **Scientifi** | **Languag** | Classr | **Class** | Interactive |

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| **(22-25 Days)**<br><br>**(24-28 pds)** | **SE:**<br><br>L9- The Great Barrier Reef (Travalogue)<br>**Skills- Listening, Reading**<br><br>**CON-CEPT**<br>• Nature and its Beauty<br>• Cooperation, affection<br><br>**SUB-** | Language development Literacy Development Socio-Emotional and Ethical Development**(Manomaya Kosha)** Aesthetic and cultural development. **(Anandamaya kosha)**<br>**Curricular Goal:-**<br>**PROSE:**<br>**CG4:** Children develop emotional intelligence | **PROSE:**<br>**C- 4.4**<br>Shows cooperative behaviour with other children.<br><br>**Learning Outcomes:-**<br><br>**Basic** –<br>•Understands the concept of World Heritage sites.<br>•Able to enhance thinking skills<br><br>**Medium-**<br>•Improves writing skills<br>•Inculcates the core meaning of prose<br><br>**Advance:**<br>•Introduces the concept of Joyful learning<br>•Able to make their own stories | Collaboration Critical thinking Cooperation<br><br>**Life skills**<br>Universal love and peace.<br><br>Conservation<br><br>Writing with imagination. | **c temper:-** Shaping character and values of a person.<br><br>**Technology:-** | **e English:-** Independent writing<br><br>**EVS:-** Conservation of natural resources. | oom and School Garden. | **assignments**<br><br>Lesson reading and Story telling<br><br>**Home assignments:** Book Exercises | Learning Story telling Brain storming Reflective learning.<br><br>**Suggestive Assessment :-** Dictation Worksheet<br><br>**Suggestive resources/Activities:** Locate Great Barrier Reef on a map of Australia. |

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| | **CON-CEPT**:<br><br>Value-based question Reference to the context | | | | | | | | |
| | • **PROSE:**<br>L10 Aliens Pay a Visit **(fiction) Skills- Listening, Reading**<br><br>**CON-CEPT**<br>• Universe and its inhabit | **DOMAIN:** Language development Literacy Development Socio-Emotional and Ethical Development**(Manomaya Kosha)** Aesthetic and cultural development. **(Anandamaya kosha)**<br>**Curricular Goal**:-<br>**PROSE:** | **Competency**<br><br>**C-9.6**<br>Narrates short stories with clear plot and characters<br><br>**Learning Outcomes:-**<br><br>**Basic** –<br>•Able to understand the types of sentences used in prose<br>•Able to enhance thinking skills<br><br>**Medium-**<br>•Improves critical thinking | | | | | | |

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| | ants.<br><br>**SUB-CON-CEPT**:<br><br>The interaction between humans and the extraterrestrial components and creatures<br>● | **CG-9**<br>Children develop effective communication skills for day-today interactions in two languages | •Inculcates the core meaning of prose<br><br>**Advance:**<br>•Introduces the concept of Joyful learning<br>•Able to make their own stories | | | | | | |
| | **GRAM-MAR**<br>● **L- 4** Articles<br>● **L 14-** Conju | **DOMAIN:**<br>Language and literacy development | **COMPETECY:**<br>**C-10.3**: Recognises all the letters of the alphabet (forms of akshara) of the script (L1) anduses this knowledge to read and write words<br><br>**C10.8:**<br>Writes a paragraph to express their | | | | | | |

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| | nction s<br>● Story Writin g<br><br>**CON-CEPT** Underst anding and Identifica tion of articles - proper usage of prepositi ons and conjuncti ons<br>**SUB CON-CEPT**: Learning to write sentenc es using | **Curricular Goal**:-<br><br>**CG-10** Children develop fluency in reading and writing<br>**CG-11** Children begin to read and write | understanding and experiences.<br>**C11.1**:<br>Develops phonological awareness.<br><br>**Learning Outcomes:-**<br><br>**Basic** –<br>•Knows that words are made of letters<br>•Identifies rhyming words and alliterations<br><br>**Medium-**<br>•Recognizes allaksharas(includingsamyuktaksharas)and connects tocorrespondingsounds<br>•Mimics and reproduces syllabic sounds<br><br>**Advance:**<br>•Recognizes as sightwords commonlyused articles,pronouns, andconnecting words<br>•Combines sounds (vowel and consonant) to form the most familiar words<br>•Introduces the concept of Joyful learning | | | | | | |

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| | articles, prepositions and conjunctions properly. | | •Able to make their own stories | | | | | | |
| | | | **CwSN Assisted Learning:**<br><br>**Children with Autism (Learning Assistance)**<br>Use of pictures books to teach the chapter.<br>Keep your sentences short & simple.<br>Assign partners with whom they feel comfortable while reciting poem or reading chapter.<br>Use storyboards.<br>**Hearing Impairment students assistance:**<br>Use visual aids.<br>Use chapter related videos with subtitle.<br>**https://youtu.be/mfvql8KEs2k**<br>**https://youtu.be/cmqjhB0H-lk**<br>**https://youtu.be/83ujFcGrxHI** | | | | | | |
| **Jan (22-25 Days)** | **PROSE AND POETRY:**<br>**L11-** A Unique | **DOMAIN:**<br>Language development<br>Literacy Development | **Competency**<br>**C- 4.4**<br>Shows cooperative behaviour with other children and society.<br>**C-10.5**<br>Reads short stories and comprehends its | **5 C's**<br><br>Collaboration<br>Critical thinking | **Scientific temper:-**<br>Making a specific objectivit | **Language English:-**<br>Uses of Parts of speech in | Classroom and School Garden. | **Class assignments:**<br>Loud reading of | Integrative learning<br>Connectedness to the community<br>Synergistic- |

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| **(18-21 pds)** | Party (Fiction)<br>Skills: Listening, Reading and writing<br><br>**CONCEPT:** Making children curious about reading fairy tales and story books.<br><br>**SUB-CONCEPT:** Reading and Compre | Socio-Emotional and Ethical Development<br>**Curricular Goal:**<br>**CG4:** Children develop emotional intelligence.<br>**CG-10** Children develop fluency in reading and writing in Language 1 (L1)2 | meaning – by identifying characters, storyline and what the author wanted to say – on their own<br><br>**Learning Outcomes:-**<br><br>**Basic** –<br><br>•Understands the concept of FAIRY TALE characters<br>•Enjoys playing with other children<br>•Reads picture books and identifies objects and actions<br>•Able to enhance thinking skills<br><br>**Medium-**<br>•Reads books aloud with short simple texts and uses both visual cues and text to infer and retell the story with accurate sequence and elaboration<br>•Demonstrates willingness to include other's ideas during play<br><br>**Advance:** | Cooperation<br><br>**Life skills**<br>Creativity<br>Model-building<br>Learning by doing<br>Learn-how to learn<br>Effective communication | y of lessons, improving imaginary skills, indicating as a 'multi-disciplinary'.<br><br>**Technology:-** | writing, Reading with appropriate pronunciation, Independent writing<br><br>**EVS-** Multidisciplinary approach (holistic development) | | lessons<br><br>Format of formal letters<br><br>Examples of formal letters<br><br>**Home assignments:** Practice of formal letters<br><br>Reference to the context (chapter related) | logic Experiential learning.<br>**Suggestive Assessment:-** Dictation Worksheet.<br>**Suggestive resources/Activities:** Making a Birthday Card. |

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| | hension | | •Frames rules for play with others and follows those rules.<br>•Begins "Independent Reading" of books of more textual content than visual content | | | | | | |
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| | **Poem 5**Grandfather Clock (Literary Device- Rhyme)<br>Skills:<br>Adaptation<br>Accommodation<br>LSRW<br>**CONCEPT**:<br>Appreciating and valuing elders and their | **DOMAIN:**<br>**Poetry :**<br><br>Language and Literacy Development<br><br>**Curricular Goal**:-<br>**CG-10**<br>Children develop fluency in reciting the poem.<br>**CG11 :**<br>Children begin to read and write in language independently | **COMPETENCY-**<br>**C-10.6**<br>Reads short poems and begins to appreciate the poem for its choice of words and imagination<br>**C11.2**:<br>Uses the knowledge to read and write simple words and sentences independently<br>**Learning Outcomes:-**<br><br>**Basic** –<br>•Begins to write the aksharas they recognize and uses them to form simple words<br>•Writes down short words on dictation<br>•Writes sentences with accuracy.<br><br>**Medium-**<br><br>•Reads short poems and narrates the literal meaning of the poem | | | | | | |

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| | things.<br>**SUB-CONCEPT:**<br>Respecting the traditions.<br>Reference to the context | | •Writes down with accuracy 3 or 4 syllable words when dictated<br>•Reads simple three to foursyllable words that are familiar<br>•Inculcates the core meaning of prose and poetry<br><br>**Advance:**<br>•Reads short poems and infers the imagination of the poet<br>•Creates a sequence of pictures and writes short sentences along with them with accuracy<br>•Recognizes as sight words commonly used articles, pronouns, and connecting words | | | | | | |
| | **GRAMMAR**<br>• **L-7** Adverbs<br>• **L-16** Interjections<br><br>**CON-CEPT:**<br>To enable | **DOMAIN:**<br>Language and literacy development<br><br>**Curricular Goal:-**<br><br>**CG-9**<br>Children develop effective | **COMPETENCY-**<br>**C-9.7**<br>Knows and uses enough words to carry out day-to-day interactions effectively .<br>**C11.2**:<br>Uses the knowledge to read and write simple words and sentences independently.<br>**Learning Outcomes:-**<br><br>**Basic** –<br><br>•Begins to write the aksharas they recognize and uses them to form simple words<br>•Writes down short words on dictation | | | | | | |

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| | the students to identify different types of adverbs in the sentenc es.<br>**Sub Con-cept:**<br><br>To enable students to use various kinds of adverbs in their writing. | communication skills for day-today interactions in two languages<br><br>**CG11 :** Children begin to read and write in language independently. | •Writes sentences with accuracy.<br><br>**Medium-**<br>•Writes down with accuracy 3 or 4 syllable words when dictated<br>•Reads simple three to foursyllable words that are familiar<br>•Inculcates the core meaning of prose and poetry<br><br>**Advance:**<br>•Creates a sequence of pictures and writes short sentences along with them with accuracy<br>•Recognizes as sight words commonly used articles, pronouns, and connecting words | | | | | | |
| | | | **CwSN Assisted Learning:**<br><br>**Visual Impairment students assistance:**<br>● Specific points of the topics in audio form. | | | | | | |

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| | | | ● Use of Bold and Large font pictures book.<br>● Use of embossed flash cards of adverbs.<br>Words cut outs for formation of sentences.<br>**Hearing Impairment students' assistance:**<br>Take some videos of sign language expert, videos with captions which are related to the chapters.<br>Use Visual aids like flash cards of different games, siblings with captions.<br>**https://youtu.be/uMZV7kmGJc4**<br>**https://youtu.be/LNH7z8VIPGA**<br>**https://youtu.be/nNGiDfCX7PI**<br>https://youtu.be/qVo6N4vMPfI | | | | | | |
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| **Feb (22-25 Days)** | **GRAM-MAR:**<br>● L-9 Active and Passive voice<br>● L-17 Punctuations | **DOMAIN:**<br>Language development<br>Literacy Development<br>Socio-Emotional and Ethical Development<br><br>**Curricular Goal:-**<br>**CG-10:**Children develop fluency | **Competency**<br>**C-10.8**: Writes a paragraph to express their understanding and experiences<br>**C11.2**:<br>Uses the knowledge to read and write simple words and sentences independently.<br><br>**Learning Outcomes:-**<br><br>**Basic** –<br><br>•Begins to write the aksharas they recognize and uses them to form simple words | **5 C's**<br><br>Collaboration<br>Critical thinking<br>Cooperation | **Scientific temper:-**<br>Making a specific objectivity of lessons, improving imaginary skills, indicating | **Language English:-**<br>Uses of Parts of speech in writing, Reading with appropriate pronunciation, | Classroom and School Garden. | **Class assignments:**<br>Loud reading of lessons<br><br>Format of formal letters<br><br>Example | Integrative learning<br>Connectedness to the community<br>Synergistic-logic<br>Experiential learning<br>**Suggestive Assessment:-**<br>Dictation |

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| | • Letter Writing(Informal letters)<br>• Unseen Passage Comprehension<br>**CON-CEPT:-**<br>- Understanding and usage of active and passive voice<br>- proper usage of interjections | in reading and writing in Language 1<br>**CG11 :** Children begin to read and write in language independently. | •Writes down short words on dictation<br>•Writes sentences with accuracy.<br><br>**Medium-**<br>•Writes down with accuracy 3 or 4 syllable words when dictated<br>•Reads simple three to foursyllable words that are familiar<br>•Inculcates the core meaning of prose and poetry<br><br>**Advance:**<br>•Creates asequence ofpictures andwrites shortsentencesalong withthem withaccuracy<br>•Recognizes as sight words commonly used articles, pronouns, and connecting words | **Life skills**<br>Creativity<br>Model-building<br>Learning by doing<br>Learn-how to learn<br>Effective communication | as a 'multi-disciplinary'. | Independent writing<br><br>**EVS-**<br>Multidisciplinary approach (holistic development) | | s of formal letters<br><br>**Home assignments:**<br>Practice of formal letters<br><br>Reference to the context (chapter related) | Worksheet<br>**Suggestive resources/Activities:**<br>Making a Birthday Card. |

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| | **Sub-Concept:** To enable students to write the sentences independently in active as well as in passive voice | | | | | | | | |
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| | | | **CwSN Assisted Learning:**<br><br>**Visual Impairment students assistance:**<br>● Specific points of the topics in audio form.<br>● Use of Bold and Large font pictures book.<br>● Use of embossed flash cards of adverbs.<br>Words cutouts for formation of sentences.<br>**Hearing Impairment students assistance:** | | | | | | |

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| | | | Take some videos of sign language expert, videos with captions which are related to the chapters.<br>Use Visual aids like flash cards of different games, siblings with captions.<br>**https://youtu.be/uMZV7kmGJc4**<br>**https://youtu.be/LNH7z8VIPGA**<br>**https://youtu.be/nNGiDfCX7PI**<br>https://youtu.be/qVo6N4vMPfI | | | | | | |

# APS Syllabus Bifurcation Overview (Class4)
# Academic Session 2023-24

**Class: IV** **Subject: MATHS**

| Term I | Term II |
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| **Report card will consist of 100 marks** | **Report card will consist of 100 marks** |

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| **Periodic Test I-Jul**<br>( 30% syllabus- MM 40)<br>(Weightage in report card-10 Marks) | **Half-yearly Exam** -Sep<br>(50% syllabus MM 80)<br>(Weightage in report card-80 Marks) | **Periodic Test I-** Dec<br>( 30% syllabus- MM 40)<br>(Weightage in report card-10 Marks) | **Annual Exam-** Mar<br>(50% syllabus MM 80-<br>Syllabus will have 10% Syllabus of Term-1 and the entire syllabus of Term 2)<br>(Weightage in report card-80 Marks) |
| **Apr**<br>**Unit-1** Number and Numeration<br>**Unit-2** Roman Numerals | **Aug**<br>**Unit-6** Division<br>**Unit-7** Multiples and Factors | **Oct**<br>**Unit-9** Decimals<br>**Unit-10** Metric System | **Dec**<br>**Unit-13** Time<br>**Unit-15** Number Patterns |
| **May**<br>**Unit-3**Addition<br>**Unit-4** Subtraction | **Sep**<br>**Unit-8**Fractions | **Nov**<br>**Unit-11**Geometry<br>**Unit-12**Perimeter and Area | **Jan**<br>**Unit-14**Money<br>**Unit-16**Data Handling |
| **July-**<br>**Unit-5**Multiplication | 3. Note Book submission MM 25 (Weightage 5 Marks)<br>4. Subject Enrichment Activity MM 25 (Weightage 5 Marks) | | **Feb-**<br>**Revision for Annual Exam** |

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| | | | | | | | 3. Note Book submission MM 25 (Weightage 5 Marks)<br>**4.** Subject Enrichment Activity MM 25 (Weightage 5 Marks) |
| **Report card will consist of:- 100 marks** | | | | **Report card will consist of:- 100 marks** | | | |
| **Evaluation** | **% syllabus** | **Maximum Marks** | **Weightage** | **Evaluation** | **% syllabus** | **Maximum Marks** | **Weightage** |
| Periodic Test-I in Jul | 30% | 40 Marks | 10 Marks | Periodic Test-2 in Dec | 30% | 40 Marks | 10 Marks |
| Note Book submission | **----** | 25 Marks | 5 Marks | Note Book submission | **---** | 25 Marks | 5 Marks |
| Subject Enrichment Activity | **----** | 25 Marks | 5 Marks | Subject Enrichment Activity | **---** | 25 Marks | 5 Marks |
| Half-yearly Exam in Sep | 50% syllabus | 80 Marks | 80 Marks | Annual Exam in Mar | 10% Syllabus of Term-1 and entire syllabus of Term 2 | 80 Marks | 80 Marks |

# Centrally Bifurcated Syllabus Maths – Class IV

TEXT BOOK: Learning MathsClass : IV
PUBLISHER: Frank Educational Aids

| Month | UNIT/ LESSON:- Number- Lesson No Name:- CONCEPT:- | Domain & Curricular Goals (mapping with Foundational stage) | Competency & Learning Outcome | CWSN | 21st Century skills | Integration | Inter-disciplinary integration | Periods | Learning Space | Assignments | Suggestive Pedagogies |
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| Apr. | UNIT:- 1 Name:- Number and Numeration<br><br>CONCEPT:- Writing 5-digit and 6-digit numbers<br>Sub-Concepts<br>*Place Value and Face Value<br>*Indian Place | Domain: Cognitive Development Developing Positive Learning Habits<br><br>Curricular Goal:- CG-7 Children make sense of the world | Competency C-8.2 Identifies and extends simple patterns in their surroundings and numbers.<br>C-8.4 Arranges numbers up to 999999 in ascending and descending order.<br>C-8.5 Recognizes and | Develop concept and communication amongst children through play activities and real life examples. | C's Communication, Critical Thinking, Creativity Collaboration<br><br>Life skills: Quantitative reasoning Logical thinking | Arts:-Count the beads on the abacus and write the numbers.<br><br>Sports:- Staircase game, speaking out the successive number after each step.<br><br>Scientific temper:- Observe the | English:- Reading the numbers written on the board.<br><br>EVS: Using the knowledge of numbers in daily life situations. | 12 to 14 days | Class room for discussing and explaining the concept of Numbers and Numeration.<br>Maths Lab for doing activity based on Numbers. | Class assignments Book Exercises and examples .<br><br>Home assignments Show the | Project - based learning Dice game with 5 and 6-digit numbers.<br><br>Problem solving<br>Suggestive Assessment :-<br>*Quiz<br>*Worksheet<br>*Google |

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| | Value System<br>*International Place Value System<br>*Ascending and Descending Order<br>*Successor and Predecessor<br>*Formation of greatest and smallest numbers<br>*Skip Counting in Ten thousands and Lakhs | around through observation and logical thinking.<br>CG-8 Children develop mathematical understanding and abilities to recognize the world through quantities.<br>Kosha -<br>*Vijnanamaya kosha, is emphasized to engage meaningfully with the cognitive and conscious aspects of human experience."<br>*Anandmaya kosha,or experience of | uses numerals to represent quantities up to 999999.<br>C-8.12 Develops adequate and appropriate vocabulary for comprehending and expressing concepts and procedures related to quantities.<br>C-8.13 Formulates and solves simple mathematical problems related to quantities.<br>Learning Outcomes:-<br>CG-8 Basic: Read and write numbers up to 999999.<br>Medium: CG-8 Learner will be able to work | | | pattern and fill in the blanks.<br><br>Technology:-<br>Use of ppt and video links. | Art:-<br>Showing the 5-Digit and 6-Digit numbers on the abacus.<br><br>Music:-<br>Number Song | | Activity room for role play. | given numbers on both Indian and International Place Value Systems. | Form<br>* Multiple Choice Questions<br><br>Suggestive resources/Activities<br>liveworksheets.com |

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| | | transcendence is best addressed for this age group through art and culture. | with large numbers. Advance: CG-8 Compare numbers up to 999999 for their value bassed on their place value. | | | | | | | | | |

| TEXT BOOK: Learning MathsClass : IV<br>PUBLISHER: Frank Educational Aids | | | | | | | | | | | |
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| Month | UNIT/<br><br>LESSON:-<br>Number-Lesson No<br>Name:-<br>CONCEPT:- | Domain & Curricular Goals (mapping with Foundational stage) | Competency &<br><br>Learning Outcome | CWSN | 21st Century skills | Integration | Inter-disciplinary integration | Periods | Learning Space | Assignments | Suggestive Pedagogies |
| Apr. | Unit - 2<br><br>Unit - Roman Numerals | DOMAIN: Cognitive Development<br>Curricular Goal:- CG-7 Children make sense of the | Competency C-7.3 Uses appropriate tools | Develop concept and communication amongst children | C's Communication, Critical thinking | Arts:- Drawing of a clock<br><br>Sports:- Arrange | Language<br>English:- Tell a story about how roman numerals came into being | 5 days | School Math lab Surroundings | Class assignments<br>Book Exercises and | Project - based learning<br><br>Chronologically collect |

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| | Concept - Identification of Roman Numbers upto 100<br><br>Sub Concept:<br>*Roman Numerals<br>*Rules for writing numerals<br>* Writing value of each numeral<br>*Identifying and converting Roman numerals to Hindu Arabic numbers and vice versa<br>*Use of | world around through observation and logical thinking.<br>CG-8 Children develop mathematical understanding and abilities to recognize the world through quantities.<br>Kosha Vijnanamaya kosha, is emphasized to engage meaningfully with the cognitive and conscious aspects of human experience.<br>*Anandmayakosha,or experience of transcendence is best addressed for this age group through art and | and technology in daily life situations and for learning<br><br>Learning Outcomes :-<br><br>Basic :-<br>CG-7 Identify roman numerals upto 10<br><br>Medium:-<br>CG-8 Usage of roman numerals in making clocks<br><br>Advance | through play activities and real life examples. | Life skills<br>Problem solving, quantitative reasoning | the pre numberdballs in ascending order<br><br>Scientific temper:-<br>Read a paragraph about roman history from Wikipedia<br><br>Technology:- Make a ppt about your understanding of roman numerals | EVS - Read the numbers written using Roman Numerals in surroundings<br><br>Art:- Draw a clock with roman numerals<br><br>Music:- Song on Roman Numerals https://youtu.be/cIadVJuOv4M | | | examples<br>Home assignments<br>Write in Roman numerals ..<br>a) What is a decade and 5 more<br>b) What is a century and 25 more | data off India's freedom movement<br><br>Problem solving Exercises and examples<br><br>Suggestive Assessment :-<br>Quiz, class interaction, forms quiz<br><br>Suggestive resources/Activities<br>Liveworksheets. com, wordwall.com |

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| | Roman Numerals * Addition of Roman Numerals | culture. | :-CG-8 Adddition of roman numerals and Identification of Roman numerals upto 1000 | | | | | | | | | |

TEXT BOOK: Learning MathsClass : IV
PUBLISHER: Frank Educational Aids

| Month | UNIT/ LESSON:- Number- Lesson No Name:- CONCEPT:- | Domain & Curricular Goals (mapping with Foundational stage) | Competency & Learning Outcome | CWSN | 21st Century skills | Integration | Inter-disciplinary integration | Periods | Learning Space | Assignments | Suggestive Pedagogies |
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| May | UNIT/ LESSON:- Number- UNIT-3 Name:- Addition<br><br>CONCEPT:- Addition of 5 or 6 digit | DOMAIN: Cognitive Development Curricular Goal:- CG-7 Children make sense of the world | Competency :- C-7.3 Uses appropriate tools and technology in daily life situations and for learning | Develop concept and communication amongst children through play activities | C's : Communication Collaboration Critical thinking, Creative Thinking Life skills : | Arts:-Draw the abacus and add the numbers shown in it. Sports:- Exploring and playing games that involves | English:- Read and comprehend the word problems<br><br>Evs:-Add the Birth year of father and mother taking the Day Month | 10 to 12 days | Home Classroom Maths Lab Surroundings | Class assignments: Book Exercises<br><br>Home assignments: - Add the date of birth of | Project -based learning Problem solving Suggestive Assessment :- Worksheets Quizzes Multiple Choice Questions<br><br>Suggestive |

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| | Numbers(with or without regrouping)<br>SUB CONCEPT:-<br><br>*Adding 5 or 6 digit Numbers(without regrouping)<br>*Adding 5 or 6 digit Numbers(with regrouping)<br>*Properties of Addition<br>*Finding the Missing Digits<br>*Word Problems<br>*Framing Word Problems<br>* Estimation in Addition | around through observation and logical thinking.<br>CG-8<br>Children develop mathematical understanding and abilities to recognize the world through quantities.<br>Kosha<br>*Anandmayakosha,or experience of transcendence is best addressed for this age group through art and culture. | C-8.6<br>Performs addition of 4-digit numbers fluently using flexible strategies of composition and decomposition<br>Learning Outcomes:-<br>Basic : CG-8 add the given 5 or 6 digit numbers<br>Medium -CG-8able to solve the problems related to addition<br>Advance:CG-7Frame the addition stories based on daily life situations | and real life examples. | Analytical thinking<br>Problem solving<br>Creative Thinking<br>Social skills | concept of additionScientific temper:-<br>Explore and calculate the population of any two adjacent villages of your paternal grandparents village.<br>Technology:-<br>Making a PPT on population of any three districts of Haryana | and Year(MMDDYYYY)<br><br>Art:- Draw the abacus and add the numbers shown in it.<br><br>Music:-Rhyme on addition of numbers | | | Father and mother taking the Day Month and Year(MMDDYYYY) | resources/Activities:<br>Live worksheets Games on wordwallhttps://www.liveworksheets.com/worksheets/en/MATH/Addition_and_subtraction/Addition_grade_4_yu1994166pg |

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| | | *Vijnanama ya kosha, is emphasized to engage meaningfull y with the cognitive and conscious aspects of human experience. | | | | | | | | | |

TEXT BOOK: Learning MathsClass : IV
PUBLISHER: Frank Educational Aids

| **Month** | UNIT/ LESSON:- Number- CONCEPT :- | Domain & Curricular Goals (mapping with Foundational stage) | Competency & Learning Outcome | CWSN | 21st Century skills | Integration | Inter-disciplinary integration | Periods | Learning Space | Assignments | Suggestive Pedagogies |
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| **MAY** | UNIT/<br><br>LESSON:-<br>Number-<br>UNIT-4<br>Name:-<br>Subtraction<br><br>CONCEPT :-<br>Subtraction of 5 or 6 digit Numbers( with or without regrouping ) SUB CONCEPT :-<br><br>*Subtracting 5 or 6 digit number (without borrowing)<br>*Subtracti | DOMAIN:<br>Cognitive Development<br><br>Curricular Goal:-<br>CG-7 Children make sense of the world around through observation and logical thinking.<br>CG-8 Children develop mathematical understanding and abilities to recognize the world through quantities.<br>Kosha<br>*Anandmayakosha,or experience of transcendence is best addressed for | Competency<br>C-7.3 Uses appropri/ate tools and technology in daily life situations and for learning<br>C-8.6 Performs subtraction of 5 or 6-digit numbers fluently using flexible strategies of composition and decomposition<br>Learning Outcomes:-<br>Basic :CG-8 subtract the given 5 or 6 digit numbers<br><br>Medium -CG-8 able to solve the problems related to | Develop concept and communication amongst children through play activities and real life examples. Audio visual aids will be used acc to the disabilities. | C's :<br>Communication Collaboration Critical thinking, Creative Thinking<br>Life skills :<br>Analytical thinking Problem solving Creative Thinking Social skills | Arts:-<br>Draw the abacus and subtrct the numbers shown in it.<br><br>Sports:-<br>Exploring and playing games that involves concept of subtraction<br><br>Scientific temper:-<br>Explore and calculate the population of any two adjacent | English:-<br>Read and comprehend the word problems<br>Evs:-<br>Subtract the Birth year of Father and sister/brother taking the Day Month and Year(MMDDYYYY)<br><br>Art:-<br>Draw the abacus and subtract the | 10 to 12<br><br>days | Class room Maths Lab Surroundings | Class assignments<br>Book Exercises<br><br>Home assignments:-<br>Subtract the number by writing date of birth your Father and mother in the following pattern (MMDDYYYY) | Project -based learning<br>Problem solving<br>Suggestive Assessment :-<br>Worksheets<br>Quizzes<br>Multiple Choice Questions<br><br>Suggestive resources/Activities:<br>Liveworksheets<br>Games on wordwall<br><br>https://www.liveworksheets.com/worksheets/en/Math/Subtraction/Class_4-_Subtraction_ec1874500yz |

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| | ng 5 or 6 digit number (with borrowing) *Properties of subtraction *Word problems *Estimation and Subtraction | this age group through art and culture. *Vijnanamaya kosha, is emphasized to engage meaningfully with the cognitive and conscious aspects of human experience. | subtraction Advance: CG-7 Frame the subtraction stories based on daily life situations | | | villages of your paternal grandparents village and subtract. Technology:-Making a PPT on population of any three districts of Haryana and compare them. | numbers shown in it. Music:-Rhyme/Poem on Subtraction. of numbers | | | | |

TEXT BOOK: Learning MathsClass : IV
PUBLISHER: Frank Educational Aids

| Month | UNIT/ LESSON:- Lesson Number- Name:- CONCEPT | Domain & Curricular Goals (mapping with Foundational stage) | Competency & Learning Outcome | CWSN | 21st Century skills | Integration | Inter-disciplinary integration | Periods | Learning Space | Assignments | Suggestive Pedagogies |
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| July | Lesson Number - UNIT-5<br>Name- Multiplication<br>Concept - Multiplication as repeated addition<br>Sub Concepts:-<br>* Multiplication of 2,3 & 4 digit number by 1 digit number<br>*Multiplication of 2 &3 digit numbers by 2 or 3 digit number<br>* Properties | DOMAIN: Cognitive Development<br><br>Curricular Goal:-<br>CG-7 Children make sense of the world around through observation and logical thinking.<br>CG-8 Children develop mathematical understanding and abilities to recognize the world through quantities.<br>Kosha | Competency<br>C-7.3 Uses appropriate tools and technology in daily life situations and for learning.<br>Learning Outcome<br>Basic: CG-7Participates in discussing the classroom norms and behaves according to the norms.<br>Medium:CG-7 Reads, | Develop concept and communication amongst children through play activities and real life examples. | C's<br>Creativity<br>Communication<br>Critical Thinking<br>Collaboration<br><br>Life skills<br>Decision making<br>Self awareness<br>Building skills. | Arts:-<br>Drawing of square grid for lattice multiplication.<br>Sports:-<br>Learning multiplication through repeated addition using balls.<br><br>Scientific temper:-<br>Framing word problems related to multiplication.<br><br>Technology:- | English-:- Reading and vacabulary development<br><br>Evs:- Multiply your birth year with your age.<br><br>Art:-Drawing square grids for doing lattice multiplication<br><br>Music:- Learning tables 2 to 10 in rhythmic way.https://youtu.be/cuvxmjgkjU0 | 10 days | Classroom, Mathematics Lab | Class assignments :<br>Discussion of word problems related to multiplication.<br><br>Home assignments :<br>Framing word problems related to multiplication. | Learning by doing<br><br>Problem solving<br>Suggestive Assessment :-<br>1.Role-playing<br>2.Worksheet<br>3. Multiple-choice questions<br>4. Lower order thunking skills questions<br>5. HOTS |

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| | of Multiplication<br>* Word Problems<br>*Lattice multiplication<br>*Estimating the product | Vijnanamaya kosha, is emphasized to engage meaningfully<br>with the cognitive and conscious aspects of human experience.<br>*Anandmayakosha,or experience of transcendence is best addressed for this age group through art and culture. | identifies and solve the problems given in the book using gained knowledge.<br><br>Advance: CG-8 Solve real life problems using multiplication facts. | | | Make a PPT on multiplication | | | | | questions<br>Suggestive resources/Activities<br>Live worksheets.com |

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| Month | UNIT/<br><br>LESSON:-<br>Number-Lesson No<br>Name:-<br>CONCEPT :- | Domain & Curricular Goals (mapping with Foundational stage) | Competency<br>&<br><br>Learning Outcome | CWSN Assistive Learning | 21st Century skills | Integration | Inter-disciplinary integration | Periods | Learning Space | Assignments | Suggestive Pedagogies |
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| Aug | Unit Number -6.<br>Unit Name-Division<br>Concept - Division<br>Sub Concepts :-<br>.<br>*Division with 10,100 and 1000<br>*Relation between Multiplication and Division.<br>*Division of a 4-digit number by a1- digit | DOMAIN: Cognitive Development<br>Curricular Goal:-<br>CG-7 Children make sense of the world around through observation and logical thinking.<br>CG-8 Children develop mathematical | Competency:-<br>C-7.3-Uses appropriate tools and technology in daily life situations and for learning<br>C-8.7 Recognises division as equal sharing.<br>C-8.12 Develop adequate and appropriate vocabulary for | Concept can be explained through games and videos. Give the child a fixed number of paper balls of different colours.Tell them to divide them equally between a certain number of boxes(Show them at | C's Creativity Critical Thinking, Collaboration,<br><br>Lifeskills : Decision making Problem solving. | Arts:-To strengthen the concept of division using short division method with coloured paper strips .<br><br>Sports:- Nil<br><br>Scientific temper:- Relationship between | Language<br>English-:- Reading and understanding<br><br>EVS- To share things equally among friends, family<br><br>Art:-To strengthen the concept of division using short division method with coloured paper strips.<br><br>Music:- Song on Division https://youtu.be/VvQelzRQe7k | 10days | Classroom, Mathematics Lab, | Class assignments : Discussion of problems related to division given in the book.<br><br>Home assignments : Framing word problems related to division and solving online | Problem solving - Solving real life problems<br><br>Suggestive Assessment :-<br><br>1.Worksheets<br>2. Multiple-choice questions<br>3. Lower order thinking skills questions<br>4.HOTS questions<br><br>Suggestive resources/Activities.<br>Live |

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| | number<br>*Division of a 2,3,4-digit number by a 2- digit number .<br>*Properties of Division.<br>*Division of 3&4digit number by 3 digit number.<br>*Word Problems and Framing word problems.<br>*Estimating the Quotient.<br>*Simplification using DMAS rule. | understanding and abilities to recognize the world through quantities.<br><br>Kosha<br>*The development of the intellect, or Vijnanamaya kosha, is emphasized to engage meaningfully with the cognitive and conscious aspects of human experience. | comprehending and expressing Concepts and procedures.<br>C-8.13 Formulates and solves simple mathematical problems related to quantities<br>Learning Outcomes:-<br>Basic: CG-7Understands meaning of division and terms associated with division.<br>Medium:CG-8 Reads, identifies and solve the problems | first how to divide them equally).Then gradually move to divide using different numbers.When they have left over balls ,we can explain the concept of remainders. | | multiplication and division.<br><br>Technology:-PPT, YouTube videos | | | | worksheets available. | worksheets.com |

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| | | | given in the book using gained knowledge. Advance: CG-8 Solve real life problems using division facts like how to handle money,how to get equal share etc., | | | | | | | | |

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| Month | UNIT/ LESSON NO :- Lesson Name:- | Domain & Curricular Goals (mapping with Foundational stage) | Competency & Learning Outcome | 21st Century skills | Integration | Inter-disciplinary integration | Periods | Learning Space | Assignments | Suggestive Pedagogies |
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| | CONCEPT & SUB CONCEPT: - | | | | | | | | | |

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| August | Unit : 7<br><br>Unit Name : Multiples and Factors<br><br>Concept: Factors and Multiples<br><br>Sub Concepts :<br>* Multiples<br>*Common multiples<br>*Even and odd numbers<br>*LCM, common factors, HCF, prime numbers and Factor tree | DOMAIN:<br>Cognitive Development<br><br>Curricular Goal:-<br>CG-7 Children make sense of the world around through observation and logical thinking.<br>CG-8 Children develop mathematical understanding and abilities to recognize the world through quantities.<br>Kosha<br>*Annamaya kosha and pranamaya kosha understood together,includes bodily awareness and embodied learning through active | Competencies :<br>C-7.1 Observes and understands different categories of objects and relationships between them.<br>C-8.7 Recognises multiplication as repeated addition and division as equal sharing.<br><br>Learning Outcomes<br>Basic :CG-7<br>Know about the basic concept of multiples and factors.<br><br>Medium :CG-8<br>Know about even numbers, odd numbers, prime numbers, composite | C's<br>*Creativity<br>*Communication<br>*Critical Thinking<br>*Collaboration<br><br>Life skills<br>*Problem solving<br>*Emotional skills-develop confidence, cope with challenges.<br>* Decision making | Arts:-By drawing and colouring of square grid of 10 X 10 to find prime numbers 1 to 100<br><br>Sports:-Understanding the basic concept of LCM skipping by 2 and 3 steps<br><br>Scientific temper:-Relationship between multiples and factors<br><br>Technology:- Solving | Language<br><br>English:-Reading, understanding and solving word problems<br><br>EVS :-Make a Factor tree of the age of your grand parents<br><br>Art:-Colouring even numbers red and odd numbers green.<br><br>Music:-Song on | 8 days | Maths Labs and Classroom | Class assignments: Book Exercises<br><br>Home assignments :Questions reframed under Competency based learning formats. | Activity based learning<br><br>Problem solving<br><br>Group Activity<br><br>Suggestive Assessment :-<br>1. Group discussion<br>2. Multiple-choice questions<br>3. Class Test<br>4. HOTS questions<br><br>Suggestive resources/ Activities : live worksheets .com (Free |

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| | | enegagement of all sensorial percepetions. Vijnanamaya kosha, is emphasized to engage meaningfully with the cognitive and conscious aspects of human experience.<br><br>" | numbers, lowest common multiple and highest common factor using different methods<br><br>Advance : CG-8<br>Solve real life problems using gained knowledge. | | online worksheets | Factors and multiples https://youtu.be/JSHqhzpM-As | | | | interactive exercises to practice online) |

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| **Month** | **UNIT/ LESSON :-**<br><br>**Number- Lesson No Name:-**<br><br>**CONCEPT:** | Domain & Curricular Goals (mapping with Foundational stage) | Competency & Learning Outcome | **CWSN** | **21st Century skills** | **Integration** | **Inter-disciplinary integration** | **Periods** | **Learning Space** | **Assignments** | **Suggestive Pedagogies** |

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| **Sept.** | **Lesson No 8: Fractions. Concept: Fractions and related concepts Sub Concepts :- *Equivalent Fractions *Types of Fractions *Comparison of Fractions *Mixed Fractions *Addition and Subtract** | DOMAIN: Cognitive Development<br><br>Curricular Goa l:- CG-7 Children make sense of the world around through observation and logical thinking. CG-8 Children develop mathematical understanding and abilities to recognize the world through quantities. Kosha Vijnanamaya kosha, is emphasized to engage meaningfully | Competency : C-7.1 Observes and understands cause and effect relationships in nature by forming simple hypothesis and uses observations to explain their hypothesis C-7.3 Uses appropriate tools and technology in daily life situations Learning Outcomes:-<br><br>Basic : CG-7 Understand | **Develop concept and communication amongst children through play activities and real life examples. Activity :Flower Fraction A flower with 8 petals will be drawn. The petals to be coloured as per the colourscheme,2/8** | **C's : Communication Collaboration Critical thinking Creative Thinking Life skills : Analytical thinking Problem solving Creative Thinking Social skills** | **Arts:- Showing Equivalent Fractions using figures such as rectangles<br><br>Sports:- Kaboom game to explain the concept of equivalent fraction<br><br>Scientific temper:- The students will be given questions to answer logical question<br><br>Technology:- Make a** | **Language English:- Communicating a given fraction using a complete sentence, 1/4 ,one part out of 4 equal parts<br><br>EVS- Make a peacock using fractional parts of a circle such as 1/2, 1/6, 1/10, 1/16 etc.<br><br>Art:- Shade the given fraction.** | **6 to 7 days** | **Class room Playground Maths Lab** | **Class assignments : Book exercises<br><br>Home assignments : Make a fraction wheel** | **Project - based learning : Make a chart showing Equivalent Fractions<br><br>Problem solving<br><br>Suggestive Assessment :- *Mental Ability Based Worksheet *Class Test<br><br>Suggestive resources/Activit** |

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| | **ion of Fractions** | with the cognitive and conscious aspects of human experience. *Anandmaya kosha,or experience of transcendence is best addressed for this age group through art and culture.<br><br>" | s the basic format of the fraction.<br><br>Medium :CG-8 Differentiate between like and unlike fractions, find equivalent fraction and compare the given fractions.<br><br>Advance: CG-8 Use the knowledge of fractions in day to day life and solve the given | **- Red , 1/8 Blue , 5/8 Yellow** | | **PPT on the most interesting topic of the unit.** | **Music: A song related to fractions. https://youtu.be/D3Va4gt1bPY** | | | | **ies : Livewor ksheets Word wall games** |

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| Month | UNIT-9/ Name:- Decimals Concept and Sub-concepts | Domain & Curricular Goals (mapping with Foundational stage) | Competency & Learning Outcome | CWSN | 21st Century skills | Integration | Inter-disciplinary integration | Periods | Learning Space | Assignments | Suggestive Pedagogies |
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| Oct | UNIT-9 Name:- Decimals CONCEPT:-Like and Unlike decimals and comparison of decimals Sub Concepts: - *Like decimals and Unlike | Domain: Cognitive Development Developing Positive Learning Habits Curricular Goal:- CG-7 Children make sense of the world around through observation and logical | Competency : C-8.10 Performs simple transactions using money. C-8.13 Formulates and solves simple mathematical problems related to quantitie | Develop concept and communication amongst children through play activities and real life examples. Activity: A shape will be given to students in fraction to match with its decimal value . | C's : Collaboration Critical thinking Life skills : Analytical thinking Problem solving Creative Thinking | Arts:- Draw the shaded portion to show the decimal value of the given number. Sports :- Money and | Language English:- Communicating a given decimals using a complete sentence, 25.25<br><br>EVS- Dividing soft drink equally among family members.<br><br>Art:- Shade the given decimal value in the figure.<br><br>Music: A song related to decimal. https://youtu.be/oF2fITujB4c | 5 days | *Classroom *Playground * Maths Lab | Class assignments : solved the problems related to decimal Book exercises<br><br>Home assign | Project - based learning Make a Place-value-chart on decimals<br><br>Problem solving - Solve daily life problems related to decimals Suggestive Assessme |

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| | decimals<br>*<br>conversion of decimals into fractions and vice-versa<br>*Types of Decimals<br>*Conversion of decimals into fraction and vice-versa<br>*Comparison of Decimals | thinking.<br>CG-8<br>Children develop mathematical understanding and abilities to recognize the world through quantities.<br>Kosha -<br>*Vijnanamaya kosha, is emphasized to engage meaningfully with the cognitive and conscious aspects of human experience.<br>"<br>*Anandma | s, measurements and money.<br><br>Learning Outcomes:-<br>Basic :<br>CG-7<br>,Understands the basic format of the decimals : Place value, diagrammatical representation<br><br>Medium:<br>CG-8<br>Differentiate between | | | time game<br>- To explain the concept of decimals<br>Scientific temper :-The students will be given the decimal terms to relate with fractional one.<br>Technology: | | | | ments :<br>Make a decimal wheel | nt :-<br>*Mental Ability Based Worksheet<br>*Multiple choice questions<br>*Class test<br>Suggestive resources/ Activities :<br>Livework sheets and word wall games<br>https://www.livewworksheets.com/worksheets/en/Math/Decimals |

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| | | yakosha,or experience of transcendence is best addressed for this age group through art and culture. | like and unlike decimal and compare the given decimals.<br><br>Advance : CG-7 Use the knowledge of decimals in day to day life and solve the given | | | - Make a PPT on the most interesting topic of the unit. | | | | | |

TEXT BOOK: Learning MathsClass : IV

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| Month | UNIT/ LESSON: - Number- Lesson No 10 Name:- Metric System | Domain & Curricular Goals (mapping with Foundational stage) | Competency & Learning Outcome: | CWSN | 21st Century skills | Integration | Inter-disciplinary integration | Periods | Learning Space | Assignments | Suggestive Pedagogies |
| Oct | UNIT/ LESSON: - Number- 10 Name:- The Metric System Concept: Units of Length, Mass and Capacity Sub Concepts: *Units of Length | Domain: Cognitive Development Developing Positive Learning Habits Curricular Goal:- CG-7 Children make sense of the world around through observatio | Competency : C-7.1 Observes and understands different categories of objects and relationship between them. C-8.9 Performssimple measurements of | Develop concept and communication amongst children through play activities and real life examples. Activity : A few objects will be kept on the | C's : Creativity Communication Critical thinking Collaboration<br><br>Life skills : Problem solving | Arts:- To draw two objects whose length is in cm amdmetres, whose weight is in grams and kilograms, whose capacity | Language English:- Reading and understanding word problems. EVS- To measure the height and weight of family members.<br><br>Art:- Drawing of a few objects of length in cm and metres, weight in grams and kg, capacity in litres and millilitres. | 8 days | Maths Lab, Classroom, Surroundings | Class assignments : Book exercises<br><br>Home assignments : To find and draw contai | Project - based learning : Problem solving<br><br>Suggestive Assessment :- Worksheets, Class test<br><br>Suggestive resources/ |

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| | *Conversions of units of Length<br><br>*Addition, Subtraction, Multiplication and Division of units of Length<br>*Word Problems based on four basic operations of units of length<br>*Units of Weight<br>*Conversions of units of Weight<br>*Addition, Subtracti | n and logical thinking. CG-8 Children develop mathematical understanding and abilities to recognize the world through quantities. Kosha - *Anandmayakosha, or experience of transcendence is best addressed for this age group through art and culture. | length, weight and volume of objects in their immediate environment.<br><br>Learning Outcomes :-<br>Basic( CG -8) Identifies and convert units of length, mass and capacity.<br><br>Medium (CG-8) Able to do addition, subtraction, multiplica | table. The students will be told to segregate them according to different ways of measurement | | is in litres and millilitres.<br><br>Sports: Races will be organized to enhance the concept of length.<br><br>Scientific temper:- To estimate the length of given objects, weight of given | Music: Composing and singing a song on comparison of measurement https://youtu.be/djTNUp4XIRo | | | ners whose capacity is in litres and in millilitres. | Activities : Live worksheets ( https://wordwall.net/resource/28299968 ) Measuring activities. |

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| | on, Multiplication and Division of units of Weight *Word Problems based on four basic operations of units of Weight *Units of Capacity *Conversions of units of Capacity *Addition, Subtraction, Multiplication and Division of units of Capacity | Vijnanamaya kosha, is emphasized to engage meaningfully with the cognitive and conscious aspects of human experience. | tion and division of different units of measurement.<br><br>Advance: (CG - 7)Able to solve word problems based on units of measurement. | | | items and capacity of given containers<br><br>Technology: To make a PPT on units of length, mass and capacity | | | | | |

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| Month | UNIT/ LESSON: - Number- Lesson No 10 Name:- Metric System | Domain & Curricular Goals (mapping with Foundational stage) | Competency & Learning Outcome: | CWSN | 21st Century skills | Integration | Inter-disciplinary integration | Periods | Learning Space | Assignments | Suggestive Pedagogies |

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| Oct | UNIT/ LESSON: - Number-10 Name:- The Metric System Concept: Units of Length, Mass and Capacity Sub Concepts: *Units of Length *Conversions of units of Length *Addition, Subtraction, Multiplication and Division | Domain: Cognitive Development Developing Positive Learning Habits Curricular Goal:- CG-7 Children make sense of the world around through observation and logical thinking. CG-8 Children develop mathematical understanding and abilities to recognize | Competency : C-7.1 Observes and understands different categories of objects and relationship between them. C-8.9 Performs simple measurements of length, weight and volume of objects in their immediate environment. Learning Outcomes | Develop concept and communication amongst children through play activities and real life examples. Activity : A few objects will be kept on the table. The students will be told to segregate them according to different ways of measurement | C's : Creativity Communication Critical thinking Collaboration Life skills : Problem solving | Arts:- To draw two objects whose length is in cm amdmetres, whose weight is in grams and kilograms, whose capacity is in litres and millilitres. Sports: Races will be organized to enhance | Language English:- Reading and understanding word problems. EVS- To measure the height and weight of family members. Art:- Drawing of a few objects of length in cm and metres, weight in grams and kg, capacity in litres and millilitres. Music: Composing and singing a song on comparison of measurement https://youtu.be/djTNUp4XIRo | 8 days | Maths Lab, Classroom, Surroundings | Class assignments : Book exercises Home assignments : To find and draw containers whose capacity is in litres and in millilitres. | Project - based learning : Problem solving Suggestive Assessment :- Worksheets, Class test Suggestive resources/ Activities : Live worksheets ( https://wordwall.net/resource/28299968) Measuring activities. |

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| | of units of Length *Word Problems based on four basic operations of units of length *Units of Weight *Conversions of units of Weight *Addition, Subtraction, Multiplication and Division of units of Weight *Word Problems based on four basic operations of units | the world through quantities. Kosha - *Anandmayakosha, or experience of transcendence is best addressed for this age group through art and culture.<br><br>Vijnanamaya kosha, is emphasized to engage meaningfully with the cognitive and | :- Basic( CG -8) Identifies and convert units of length, mass and capacity.<br><br>Medium (CG-8) Able to do addition, subtraction, multiplication and division of different units of measurement.<br><br>Advance: (CG - 7)Able to solve | | | the concept of length.<br><br>Scientific temper:- To estimate the length of given objects, weight of given items and capacity of given containers<br><br>Technology: | | | | | |

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| | of Weight *Units of Capacity *Conversions of units of Capacity *Addition, Subtraction, Multiplication and Division of units of Capacity | conscious aspects of human experience. | word problems based on units of measurement. | | | To make a PPT on units of length, mass and capacity | | | | | |

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| Month: | UNIT/<br>LESSON:-<br>Number-<br>Name:- | Domain & Curricular Goals (mapping with Foundational stage) | Competency<br>&<br>Learning Outcome | CWSN | 21st Century skills | Integration | Inter-discipinary integration | Periods | Learning Space | Assignments | Suggestive Pedagogies |
| Nov | Unit No 11<br>Unit Name: Geometry<br>*Revision of 2-D/3-D shapes<br>* Line Segment ,Line, Ray<br>* Tiling Patterns<br>*Reflection Symmerty<br>*Circle<br>Sub-Concepts<br>* Drawing line segments<br>*Tesellation using hexagons,rectangl | Domain: Cognitive Development<br><br>Curricular Goal:-<br>CG-7 Children make sense of the world around through observation | Competency<br>C 8.8 Recognises basic geometric shapes and their observable properties<br>C8.12 Develops adequate vocabulary for | Develop concept and communication amongst children through play activities and real life examples.<br>Activity : The child will be asked to pick up specific | C's : Creativity Critical thinking Collaboration<br><br>Life skills: Problem solving ,Analytical thinking | Arts:- Drawing of shapes with real objects<br><br>Sports:- Different standing patterns can be made by students<br><br>Scientific temper: | Language - English:- Vocabulary development, reading<br><br>EVS:- Weaving activity using satin ribbons of different colours showing patterns<br><br>Art:- Drawing | 6 days | Class-room Maths-lab Play ground | Class assignments - *Discuss the objects having different shapes, terms of a circle.<br>*Use different | Project - based learning Learning by doing<br><br>Problem solving- matching of shape with real life objects.<br><br>Suggesti |

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| | es and triangle<br>* Patterns<br>* Terms related to circle-Diameter,Chord,Radius<br>*Horizontal and vertical symmetry | and logical thinking.<br>CG-8 Children develop mathematical understanding and abilities to recognize the world through quantities.<br>Kosha -<br>*Anandmayakosha,or experience of transcendence is best addressed for this age group through art and culture.<br><br>*Vijnanamaya kosha, | comprehending concepts and procedures related to shapes.<br><br>Learning Outcomes :-<br>* Basic: (CG-7)Able to differentiate between 2D and 3D shapes around themselves<br>* Medium:(CG-8)Knows about Line segment, | coloured object around and tell its shape, use it to make a tesellation pattern . | | Helping students to develop scientific temper for mirror image/symmetry<br><br>Technology:-Make a PPT of patterns | of a scenery using different shapes.<br><br>Music:-Song based on 3D shapes will be recited https://youtu.be/guNdJ5MtX1A | | | types line and patterns to make tesselation patterns.<br><br>Home assignments-<br>*Make any one tiling pattern found in your surroundings.<br>*Measure the diameter of 5 objects find at your | ve Assessment :-using cubes make closed figure<br><br>Suggestive resources / Activities :<br>*Through thread painting make a pattern/<br>* Make tessellation pattern of your choice. |

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| | | is emphasized to engage meaningfully with the cognitive and conscious aspects of human experience. | Ray,urvedlines,circle,diameter ,tesellation -pattern *Advance: (CG-8)Able to calculate radius,diameter ,symmetry-horizontal and vertical both | | | | | | | home. | | |

TEXT BOOK: Learning MathsClass : IV

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| Month | UNIT/ LESSON:- Number- Lesson No 12 Name:- Perimeter and Area | Domain & Curricular Goals (mapping with Foundational stage) | Competency & Learning Outcome: | CWSN | 21st Century skills | Integration | Inter-disciplinary integration | Periods | Lear Spac |

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| November | UNIT/ LESSON:- Number-12 Name:- Perimeter and Area Concept: Perimeter and Area of irregular and regular shapes Sub Concepts: *Perimeter of irregular shapes *Perimeter of regular shapes *Word Problems based on Perimeter *Area of irregular fugures by counting the squares *Area of | Domain: Cognitive Development Developing Positive Learning Habits Curricular Goal:- CG-7 Children make sense of the world around through observation and logical thinking. CG-8 Children develop mathematical understanding and abilities to recognize the world through quantities. Kosha - *Anandmayak osha,or experience of transcendence is best | Competency : C-7.2 observes and understands cause and effects relationships in nature by forming simple hypothesis and uses observations to explain their hypothesis. C-8.13 formulates and solves simple mathematical problems related to quantities, shapes, space and measurements.<br><br>Learning Outcomes:- Basic(CG-8) : able to understand | Develop concept and communication amongst children through play +activities and real life examples. Activity : The students will paste the ribbon around given cutouts of rectangles and squares to know about perimeter. | C's Communication Critical thinking<br><br>Life skills *Problem solving *quantitative reasoning | Arts:- The students will draw the shape of a leaf and find its approximate area.<br><br>Sports:- Students will jog and take a round of playground.<br><br>Scientific temper:- Comparison of perimeter and area.<br><br>Technology: The students will draw a shape on a grid and find its area. | Language English:-reading and understanding word problems<br><br>EVS- To find perimeter and area of flower bed<br><br>Art:- To draw shape of a leaf/ star and find approximate area<br><br>Music: Composing and singing a song on perimeter.(https://youtu.be/Tpy09HOkHyI) | 6 days | Mat Clas Surr |

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| | square and rectangle<br>* Word Problems based on Area | addressed for this age group through art and culture.<br><br>*Vijnanamaya kosha, is emphasized to engage meaningfully with the cognitive and conscious aspects of human experience. | difference between Perimeter and Area<br><br>Medium(CG-8)able to find perimeter and area of regular and irregular shapes<br><br>Advance(CG-7): Able to solve word problems related to perimeter and area | | | | | | |

TEXT BOOK: Learning Maths 4 Class- IV

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| Month | UNIT/ LESSON :- Number- Name:- | Domain & Curricular Goals (mapping with Foundational | Competency & Learning Outcome: | CWSN | 21st Century skills | Integration | Inter-disciplinary integration | Periods | Learning Space | Assignments | Suggestive Pedagogies |
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| Dec | UNIT/ LESSON :- Number-13 Name:- Time Concept: Reading a clock Sub Concepts : *Minute hand and Hour hand * Telling Time to the correct 5 minutes * Reading Time to the exact minute * Concept | Domain: Cognitive Development<br><br>Curricular Goal CG-7 Children make sense of the world around through observation and logical thinking. CG-13 Children develop habits of learning that allow them to engage | Competency : C-8.10 Performs simple measurements of time in minutes, hours, day, weeks, and months C-13.1 Attention and intentional action: Acquires skills to plan, focus attention, and direct activities to achieve specific goals<br><br>Learning Outcomes:- Basic : CG-8Use of | Explain the concept of Time by making clock on a paper plate and taking real life situations.<br><br>Activity : Make a paper clock with the minutes underneath the hour | C's : Communication Collaboration Creative thinking Critical thinking Cooperation<br><br>Life skills : * Problem solving * Analytical thinking * Time management | Arts:- Make a table calender for the year 2023 of all the months in a year. - Use red colour for the months having 31 days. - Use blue colour for the months having 30 days. - Use brown colour for the month | Language English:- Reading Time and Calendar EVS- Planning day-to-day activities<br><br>Art:- Colour the birth dates of your family members on calendar .<br><br>Music: Poem on 'Time' https://youtu.be/RaAJZQxCExs | 7 days | Classroom Maths Lab Activity Room | Class assignments : Book Exercises<br><br>Home assignments : Plan your day, mentioning time at which you will carry out all the activ | Project - based learning : Make a model of the clock. Make calendar of your birth day month. Problem solving |

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| | of 'to' and 'past'<br>* am and pm<br>* Time Conversions<br>- Hours into minutes<br>- Minutes into seconds<br>- Hours into seconds<br>*Duration of Time<br>* Reading A Calendar<br>- The Knuckle | actively in formal learning environments like a school classroom<br><br>Kosha -<br>*Annamaya kosha and pranamaya kosha understood together,includesbodily awareness and embodied learning through active enegagement of all sensorial | vocabulary about Time and Calendar through discussion and story telling.<br><br>Medium : CG-8 read a clock and calendar.<br><br>Advance: CG-7 TOo solve real life problems like finding elapsed time,Analysing Time tables. | hand .it will help the child to learn the minutes that represent each hour numberSet the minute and hour hand and read the time .Then we can checktime in minute also. | | having 28/29 days.<br><br>Sports:-<br>Note the time taken to complete 100 m race . Convert this time in seconds and hours.<br><br>Scientific temper:-<br>Make a timeline for the events on a school day.<br><br>Technology: Use of ppt | | | | ities. | Suggestive Assessment :-<br>*Worksheet<br>*Multiple-choice question<br>*Lower order thinking skills questions<br>* Hot |

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| | Trick<br>*<br>Calendar Conversions<br>- Months into Days<br>- Weeks into Days<br>- Days into Hours | percepetions.<br><br>Vijnanamaya kosha is emphasized to engage meaningfully with the cognitive and conscious aspects of human experience. | | | | and animation videos. | | | | | questions<br><br>Suggestive resources/Activities : live worksheet https://www.liveworksheets.com/worksheets/en/Math/Ti |

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TEXT BOOK: Learning Maths 4 Class- IV

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| Month | UNIT/ LESSON:- Number- Lesson No Name:- | Domain & Curricular Goals (mapping with Foundational stage) | Competency & Learning Outcome: | CWSN | 21st Century skills | Integration | Inter-disciplinary integration | Periods | Learning Space | Assignments | Suggestive Pedagogies |
| Jan | UNIT/ LESSON:- Number- Unit No 14 Name:- Money Concept: Money Sub Concepts: *Addition and Subtraction of Money *Multiplication with Money *Division with Money *Word Problems | Domain: 2.4.3 Cognitive Development Curricular Goal:- CG-7 Children make sense of the world around through observation and logical thinking. CG-8 Children develop mathematical understanding and abilities to recognize the world through quantities. Kosha - | Competency -7.3 Uses ppropriate ools and echnology in aily life ituations . -8.11 erforms imple ransactions sing money p to INR 100 earning utcomes:- asic :(CG- )Learns to erify a ill,Understan s concept of | Develop concept and communication amongst children through play activities and real life examples . Activity : Build an ATM from cardboard that really | C's : Collaboration Critical thinking Life skills : Analytical thinking Problem solving Creative Thinking | Arts:- Making your own piggy bank using colourful paper,box etc Sports:- Kaboom game To explain the concept of Money Scientific temper:- | Language English:- Read out a paragraph on Importance of money. EVS- Make a table on a chart paper with heading country,capital,currency used and exchange rate with rupees. Art:- Make your own piggy bank. Music: Students will sing a jingle on Money. https://youtu.be/zY | 5 days | Classroom Maths Lab | Class assignments : Book exercises Home assignments : Make a bill for grocery items your mothe | Project -based learning : Model of ATM Problem solving Suggestive Assessment :- Worksheet Sugge |

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| | *Making Bills | Vijnanamaya kosha, is emphasized to engage meaningfully with the cognitive and conscious aspects of human experience. **Annamaya kosha and pranamaya kosha understood together,include sbodily awareness and embodied learning through active enegagement of all sensorial percepetions. | honey onversion<br><br>Medium :(CG-) Applies the our undamental rithmetic perations in olving riblems nvolving honey.<br><br>Advance:(CG-) Use the nowledge of Money in day o day life and ealing with he situation n their own. | dispenses money when you swipe a card. | | The students will observe and identify currency system.<br><br>Technology:-PPT and related videos will be shown. | yKH8Loe9s | | | r bought in a week. | stive resources/Activities: Livework sheets.com Games on wordwall https://www.liveworksheets.com/worksheets/en/Math/Money |

TEXT BOOK: Learning MathsClass : IV

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| Month | UNIT/ LESSON:-<br>Number- Lesson No<br>Name:- | Domain & Curricular Goals (mapping with Foundational stage) | Competency &<br><br>Learning Outcome: | CWSN | 21st Century skills | Integration | Inter-disciplinary integration | Periods | Learning Space | Assignments | Suggestive Pedagogies |
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| Dec | UNIT/ LESSON:-<br>Number-15<br>Name:-Number Patterns<br>Concept:Figurepatterns,patterns with consecutive numbers,patterns in even and odd numbers,casting out nines<br>Sub Concepts:<br>*Figure Patterns<br>*Finding Patterns in the 10x10 grid<br>*Patterns with consecutive numbers<br>*Patterns in multiplication | DOMAIN: Cognitive Development<br><br>Curricular Goal:-<br>CG-7 Children make sense of the world around through observation and logical thinking.<br>CG-8 Children develop mathematical understanding and abilities to recognize the | Competency : C-7.1 Observes and understands different categories of objects and relationships between them.<br>C-8.2 Identifies and | Explain the concept of patterns with real life situations.<br><br>Activity : students will be asked to comple | C's : Collaboration Critical Thinking<br><br>Life skills : Problem Solving Decision Making Creative thinking | Arts:- Students will be asked to draw and colour a pattern using various shapes<br><br>Sports:- Students will form a pattern accordin | Language<br>English:- Students will write a poem based on patterns<br>EVS- Students will observe the patterns in nature<br><br>Art:- Students will draw the animals having patterns<br><br>Music: Students will sing a song on patterns (Even and odd numbers)<br>https://youtu.be/4a2c7HsRyuk | 6 days | Classroom Surroundings Maths Lab | Class assignments : Book Exercises<br><br>Home assignments : Students will make patterns on even and odd numbers | Project -based learning : Problem solving<br><br>Suggestive Assessment :- Worksheet Quiz<br><br>Suggestive resources/Activities : Liveworksheets.com Games on wordwall |

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| | *Patterns in even and odd numbers<br>*Casting out nines | world through quantities,shapes and measures<br><br>Kosha KoshaVijnana maya kosha, is emphasized to engage meaningfully with the cognitive and conscious aspects of human experience.<br>*Anandmayakosha,or experience of transcendence is best addressed for this age group through art and culture. | extends simple patterns in their surroundings, shapes, and numbers.<br><br>Learning Outcomes:-<br>Basic : CG-8 identify symmetrical objects and patterns around in surroundings.<br><br>Medium : CG-8 Enlist symmetrical | te the figure patterns | | g to the houses<br><br>Scientific temper:- Students will explore the patterns.<br><br>Technology: Students will make a pattern using shapes on computer | | | | | |

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| | | | alphabets, numbers and complete the patterns in alphabets, numbers, designs.<br><br>Advance: CG-7 Solve the given problems on their own related to symmetry and patterns . | | | | | | | | |

TEXT BOOK: Learning MathsClass : V

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| Month | Unit/ Lesson No, Lesson Name, Concept & sub concepts | Domain & Curricular Goals (mapping with Foundational stage) | Competency & Learning Outcome: | CWSN | 21st Century skills | Integration | Inter-disciplinary integration | Periods | Learning Space | Assignments | Suggestive Pedagogies |
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| JAN | Unit : 16<br>Name : Data Handling<br>Concept : Reading and Drawing of different types of Graphs.( Pictograph, Bar Graph)<br><br>Sub | Domain:<br>Cognitive Development , Socio- Emotional and Ethical development.<br><br>Curricular Goal :<br>CG-7 Children make sense of the world around through observation and logical thinking. them<br>CG-6 Children develop a positive | Competency :<br>C-7.1 Observes and understands different categories of objects and relationships between them.<br><br>C-6.1 Shows care for and joy | Develop concept and communication amongst children through activity and real life examples.<br><br>Activity : Making pictograph to show the favourite fruit of 10 students. | C's :<br>*Communication<br>*Creativity<br>*Collaboration<br>*Critical Thinking<br><br>Life skills :<br>*Problem Solving<br>*Decision Making<br>*Self Awareness | Arts:-<br>Drawing and making patterns in pictograph .<br><br>Sports:-<br>Count different colour-balls and seggregate them.<br><br>Scientific temper:-<br>Interpret | Language English:-<br>Read different types of graphs<br><br>EVS-<br>Collect data of liking different colours of Dresses from 10 students | 4 days | Class room<br>Maths Lab<br>Playground | Class assignments :<br>solve questions based on reading and making of pictograph and Bar-Graph .<br><br>Home assignments : | Project -based learning<br>Problem solving<br>Experiential Learning<br><br>Suggestive Assessment :-<br>1) Quiz<br>2) Worksheet<br>3) Project ( Group activity)<br><br>Suggestive resources/Activi |

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| | concepts :<br>* Reading and representing data in tabular form with Pictograph<br>*Bar graph. | regard for the natural environment around them<br><br>Kosha :-<br>*<br>*Anandmayakosha,or experience of transcendence is best addressed for this age group through art and culture.<br><br>The development of the intellect, or vijnanamaya kosha, is emphasized to engage meaningfully with the cognitive and conscious aspects of human experience. | in engaging with all life forms<br><br>Learning Outcomes:-<br>Basic :<br>(CG-7)Read different types of graphs such as pictograph and bar graph and find answers .<br><br>Medium :(CG-7) Represent data in the form of Tally marks, Pictograph and bar graph.<br><br>Advance:(C | | *Analysis | different types of graph;Collect, analyze and represent data in different types of graphs.<br><br>Technology :- Interpret the information on display board of attendance ,which is given as tabular form. | and represent it in the form of Bar graph.<br><br>Art:- Drawing and colouring different types of Pictograph/ bar graph. Also fill them with different patterns.<br><br>Music: Nil | | | Make a Pictograph representing the favourite places of family members which they want to visit. | ties :<br>Collect the data of age of your family members and represent it in the form of Bar-graph. |

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| | | | G-6)Through survey collection of data, analysis and representing it in different types of graphs in daily life situation. | | | | | | | | | |
| **FEB. 2024 (22 days) No of Periods: 8** | Revision and Activities | | | | | | | | | | | |

# APS Syllabus Bifurcation Overview (Class4)
# Academic Session 2023-24

**Class: IV** **Subject:EVS**

| **Term I** | | **Term II** | |
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| **Report card will consist of 100 marks** | | **Report card will consist of 100 marks** | |
| **Periodic Test I-Jul**<br>( 30% syllabus- MM 40)<br>(Weightage in report card-10 Marks) | **Half-yearly Exam** -Sep<br>(50% syllabus MM 80)<br>(Weightage in report card-80 Marks) | **Periodic Test II**- Dec<br>( 30% syllabus- MM 40)<br>(Weightage in report card-10 Marks) | **Annual Exam**- Mar<br>(50% syllabus MM 80-<br>Syllabus will have 10% Syllabus of Term-1 and the entire syllabus of Term 2)<br>(Weightage in report card-80 Marks) |

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| **Apr**<br><br>**LESSON-1** Family & relationships<br><br>**LESSON-2**Inside our body | **Aug**<br><br>**LESSON-7**Teeth and tongue<br><br>**LESSON-8**Animal Kingdom | **Oct**<br><br>**LESSON-10**Plant Kingdom<br><br>**LESSON-11**Houses the and now | **Dec**<br><br>**LESSON-14**Water in our life<br><br>**LESSON-15**Clean and safe water |
| **May**<br><br>**LESSON-3 WE CAN SENSE**<br><br>**LESSON-4Fun and recreation** | **Sep**<br><br>**LESSON-9**Beaks, claws and nests | **Nov**<br><br>**LESSON-12**Garbage and its disposal<br><br>**LESSON-13**Mapping my neighbourhood | **Jan**<br><br>**LESSON-16**Animals for transport<br><br>**LESSON-17**Paying for travel |
| **July**<br><br>**LESSON-5The work we do**<br><br>**LESSON-6Food we eat** | 5. Note Book submission MM 25 (Weightage 5 Marks)<br>6. Subject Enrichment Activity MM 25 (Weightage 5 Marks) | | **Feb-**<br><br>**LESSON- 18**Buildings and bridges<br><br>5. Note Book submission MM 25 (Weightage 5 Marks)<br>**6.** Subject Enrichment Activity MM 25 (Weightage 5 Marks) |
| **Report card will consist of:- 100 marks** | | **Report card will consist of:- 100 marks** | |

| Evaluation | % syllabus | Maximum Marks | Weightage | Evaluation | % syllabus | Maximum Marks | Weightage |
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| Periodic Test-I in Jul | 30% | 40 Marks | 10 Marks | Periodic Test-2 in Dec | 30% | 40 Marks | 10 Marks |
| Note Book submission | ---- | 25 Marks | 5 Marks | Note Book submission | --- | 25 Marks | 5 Marks |
| ubject Enrichment Activity | ---- | 25 Marks | 5 Marks | Subject Enrichment Activity | --- | 25 Marks | 5 Marks |
| Half-yearly Exam in Sep | 50% syllabus | 80 Marks | 80 Marks | Annual Exam in Mar | 10% Syllabus of Term-1 and entire syllabus of Term 2 | 80 Marks | 80 Marks |

# CENTRALISED SYLLABUS Bifurcation for APS (Primary Preparatory Class 4)
## Environmental Studies

| Month Number of periods | Unit /Lesson Number: | Domain & curricular Goals<br><br>(Mapping with foundational stage) | Competency and learning outcomes | 21st Century Skills | Integrating AWES Initiatives | Interdisciplinary Integration | Learning space (suggestive) | Assignments ‘(suggestive) (observation , checklist, worksheets, rubrics & portfolio) | Pedagogies ( suggestive) |
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| **Apr (no of days-25)**<br><br>**Number of periods**=9 | **Unit /Lesson Number:**1<br><br>**Name:-Family and relationships**<br><br>**Concept-**<br>Family(As a unit of a society)<br><br>**Sub-concept:-**<br><br>Me and my family (understanding relationship)<br><br>Knowing my family type<br><br>Types of family-(nuclear, joint and extended)<br><br>Characteristics of a family(caring, respect, sharing, values, habits)<br><br>Categorization within the family (Paternal and Maternal, family tree) | **Domain**: socio-emotional and ethical development<br><br>**Curricular Goals:**<br>CG4<br>Children develop emotional intelligence i.e. ability to understand and manage their own emotions and respond positively towards a positive norms. | **Panchkosha Vikas-** Mannomaya kosha<br>**C4.1(Curricular progression from NCF FDLN stage)**<br>Starts recognizing self as an individual belonging to a family and community<br>**Learning Outcomes-**<br>**Basic-**identifies relationships with family members<br>**Medium-** Identifies names , and associates relationship with family and among extended family.<br>**Advanced-**<br>Expresses & demonstrates comprehension (oral, reading and writing)<br>The importance of a family.<br>**CWSN Assistive Learning: -Refer to the Special Educator**and set timings for using the IE Resource Room for learning support.**Visual Impairment students assistance:**Please record the lesson in your voice specifying the mainpoints in thechapter and allow the child to listen separately also. Please send this as a learning support material home.Use Flash cards having large font to help the read the words.<br>Use felt/flannel/ alphabets , cutouts to help form the words.<br>**Hearing Impairment studentsassistance:**<br>Take some videos of sign language experts and embed in your presentations to supportthe child to learn with the rest of the child. Use visual aids.<br>Refer apps for learning Involve & communicate with parents. | **Life skills**<br><br>Thinking skills<br><br>Social skills | **ARTS:-**<br>Identifying traditional art forms, as a family tradition culture in India<br><br>**Sports:-**<br>Exploring & playing games that families play together<br><br>**Scientific Temper:-**<br>Exploring family beliefs and applying rational thinking<br><br>**Technology-**<br>Creating newsletters on my family history | **Language-**English-Writing a narrative on "My Family history and roots"<br><br>**Maths-**<br>Looking at a bar graph/pie chart on Population survey.<br><br>**Art-**<br>Identifying Traditional Art forms as a family tradition and culture in India.<br><br>**Music:-**<br>Exploring popular songs on concept of Family | Assembly hall or Activity room for role play<br><br>AV room for presentations on origin and history of family<br><br>Library for studying family as a unit of society | **Class Assignments:-**<br>Worksheets based on Competency based learning<br><br>**Home Assignments:-**<br>Share your views on following statement-<br>" Without families, our life would become very difficult"<br><br>**Flipped Classroom:-**<br>Giving notes to study at home for discussion in class specific theme:<br><br>**Reference books:**<br>1. Including children with Autism in primary classes a teacher's handbook NCERT(Mar 2019)<br>2. Including children with special needs. NCERT(JUL 2014) | Project -based learning<br><br>Problem solving<br><br>Role- Playing<br><br>**Suggestive Assessment:-**<br>1. Worksheet<br>2. Multiple-choice questions.<br>3. Lower order thinking skills questions.<br>4. HOTS questions |

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| **MAY 2023**<br><br>**No. of periods-10** | **Lesson -3**<br>**Name- We can sense**<br><br>• Sense organs<br>• Taking care of sense organs<br>• Differently-abled people<br>• Good & bad touch | **Domain-** Physical development<br><br>**Curricular Goals-** CG2<br><br>Children develop sharpness in sensorial perceptions. | **Panchkosha Vikas-** Annamaya kosha<br><br>**CG-2.1-2.6**<br>Differentiate between different sensorial perceptions , discrimination of sense of touch and holistic awareness of their experiences.<br><br>**Learning Outcomes:-**<br>**Basic-**<br>Differentiate between different sense organs and know their functions.<br><br>**Medium-**<br>Taking care of sense organs.<br><br>**Advance-** Differentiate between types of touch and Being empathetic to differently-abled people. | • Initiative<br>• Self Awareness<br>• Collaboration | **Arts:-**Draw different types of sense organs.<br><br>**Sports:- Activities**<br>Using sense organs to recognize different types of Sounds, taste, texture etc.<br><br>**Scientific temper-**<br><br>Children will use their different sense organs for different activities.<br>**ICT**<br>Collect information through search engine about various achievementsof the some super achievers who were challenged people | **Language**<br><br>**English-**Read the story on Hellen Keller, Louis Braille<br><br>**Arts:-**<br>Draw different types of sense organs.<br><br>**Math:-**<br><br>Activity – Observe how Indian urrency is designed for Visually impaired (The Rs 100 note has a triangle and four raised lines, Rs 500 note has a circle and five lines and the Rs 2000 note has a rectangle and seven lines,) | Assembly area for role-play or a song.<br><br>Classroom for paragraph writing activity | **Classroom Activity- Observation and Memory Game-**<br>Showcasing around 10 to 15 items on tray for a minute and removing items from sight and list the items child remembers.<br><br>**Home Assignment -**<br>Discovering nature using sense organs<br><br>**Flipped Classroom: -**<br>Giving notes to study at home for discussion in class. | Scientific method<br><br>Learning by doing<br><br>Experiential learning |

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| **MAY**<br>**No. of periods- 7 to 8 periods** | **Lesson-4 Fun & Recreation**<br>• **Importance of recreation**<br>• **Types of games**<br>• **Fair play, team spirit**<br>• **Means of recreation and its importance** | **Domain-**<br>Physical development<br><br>Socio-emotional and ethical development<br><br>**Curricular Goals-**<br>**CG3**<br>Children develop a fit and flexible body<br><br>**CG4**<br>Children develop emotional intelligence | **Panchkosha-**<br><br>**Anandmaya kosha**<br><br>**CG3.2**<br>Shows balance, coordination & flexibility in various physical activities.<br><br>**CG3.3**<br><br>Shows precision and control in working with their hands and fingers.<br><br>**CG3.4**<br><br>Shows strength and endurance in carrying, walking and running.<br><br>**Learning Outcomes-**<br><br>**Basic-** Differentiate between Indoor and Outdoor games<br><br>**Medium-** Practice fair play in school games<br><br>**Advance-** Develops leadership qualities and team spirit. | • Social skills<br>• Initiative<br>• Creativity<br>• Fle | **Sports-**<br>Playing different indoor and outdoor games<br><br>**Scientific Temper-**<br>Listing the rules for playing your favorite game. | **English** –<br>Make a collage on an A4 sheet, of the recreational activities popular among tourists in any state eg Goa. (carnival, water sports, beach activities, parasailing, scuba diving etc.)<br><br>**Maths-** Find the number of players in each team in Cricket,Football, volleyball,kabaddi, khokho, ice hockey, rugby, polo,basketball etc. Find their multiples,LCM,factors,HCF<br><br>**Arts-**<br>Draw and colour the different types of balls used in various games. | Playground, classroom, activity rooms | **Classroom Activity-**<br>Speak about your pass-time activities and hobbies.<br><br>Home Assignments-<br>Identify the given pictures of various sports person .<br>Find and write the sports they play. (page 34 & 35 of Text book) | Observation<br>Experiential learning |

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| **JULY No. of Periods-7** | **Unit/Lesson No. - 5**<br>**The Work we do**<br>● **Meaning of Occupation**<br>● **Workers around us**<br>● **Dignity of labour**<br>● **Gender & work** | **Domain-**<br>Socio-emotional & ethical development<br><br>**CG-5**<br>Children develop[ a positive attitude towards productive work and service or 'Seva' | **Panchkosha-**<br><br>**Anandmaya kosha**<br><br>**CG5.1**<br><br>Demonstrate willingness and participation in age-appropriate physical work towards helping others.<br><br>**Learning Outcomes:-**<br>**Basic-**Identification of different occupations<br>**Medium-**<br>Different profession along with the study and training related to them.<br>**Advanced-**<br>Acknowledging the Dignity of labour and being empathetic | ● Social skills<br><br>● Initiative<br><br>● empathy | **Arts-** Making a 'Thank you ' card for different helpers in the school.<br><br>**Technology-**<br>Making a collage of some famous women achievers of India.<br><br>**Scientific temper-**<br>Cleanliness drive will be conducted to help different helpers in school | **Language-**<br><br>Write a paragraph on "The famous / brave Women of India"<br><br>**Math**<br>Estimate daily/monthly income (salary) of our helpers.Survey and find the actual salary. | School campus<br><br>Classroom<br><br>Assembly | **Class Assignment-**<br>Making a 'Thank you ' card for different helpers in the school.<br><br>**Home Assignment-**<br>Exploring the people who help us at home<br><br>**Flipped Classroom-**<br>Watch the youtube videos on dignity of labor | Project method<br>Cooperative learning<br>Experiential learning |

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| **Month - July No. of periods8-9** | **Lesson-6 Food we eat**<br>• **Different types of food groups**<br>• **Journey of food.**<br>• **Special food for special occasions.**<br>• **Community meals.**<br>• **Foreign influence on our food.** | **Domain- Physical development**<br><br>Respect for culture<br><br>**Curricular Goals CG-1**<br>Children develop habits that keep them healthy and safe | **CG1.1-**<br>Shows a liking for an understanding of nutritious food and does not waste food.<br><br>**Learning Outcome-**<br><br>**Basic-**Differentiate between the nutrients and apply new knowledge into their healthy eating lifestyle.<br>2.Explain the journey of food.<br>3.Explain how the food is produced<br>4. Develop healthy eating lifestyle<br>**Medium-**<br>1. Able to share things<br>2. Suggest various ways to avoid food wastage.<br>3. Make a flowchart of the journey of food.<br>**Advance-**<br>Appreciate the need and importance of plant and environment in our life.<br>2. Respect forculture. | Critical Thinking<br><br>Communication<br><br>Flexibility<br><br>Social skills | Integration<br>**Sensorial** – Touch / various food items,<br>**Art -**<br>Draw different food items pasting food items in a Balanced diet pyramid.<br>healthy habit song<br>Making of Aamras/nimbupani<br>**Sports** Healthy food ,healthy body exercises<br>**Scientific temper**:Cbservationand differentiation (Categorize of different food items in different food groups)<br><br>**Technology** :-<br>use of ppt,video links | **English**<br><br>Find names of any two famous traditional dishes of your State . List the ingredients used in its recipe and the nutrients present in the same.<br><br>**Math**<br>Make a Bill of grocery items used by your family in a month<br>*Make a list of food items and their quantity eaten in a day. | Home<br><br>Classroom<br><br>Evs lab Discussion method, Interactive method<br><br>Classroom activity- Will encourage gross and fine motor skills along with socio emotional development. | **Home Assignment-** Read the labels of different food items and separate them as healthy and unhealthy food.<br><br>**Home Assignment-**<br>Find out ways to stop food wastage and also prepare a list.<br><br>**Flipped classroom-** Watch the given YouTube video- **https://youtu.be/0vypxpdmwEs** | Project method<br>Cooperative learning<br>Experiential learning |

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| **Aug 9 Periods** | **Lesson-7 Teeth and Tongue**<br>• **Types of teeth**<br>• **Parts of teeth**<br>• **Taking care of teeth**<br>• **Tongue structure**<br>• **Taste buds**<br>• **Taking care of tongue**<br>• **Teeth in animals** | **Domain-**<br>**Physical Development**<br>**Curricular Goals-**<br>**CG1-**<br>**Children develop habits that keep them healthy and safe.** | **Panchkosha-**<br>**Annamaya Kosha**<br>**CG1.2-**<br>Practices basic self care and hygiene.<br>**CG1.4-**<br>Practices safe use of material and simple tools.<br>**Learning Outcomes**<br>**Basic-**<br>Taking care of oral hygiene.<br>**Medium-**<br>Differentiate between different types of teeth and tell their functions.<br>**Advance-**<br>1.Concluding knowledge of different living beings around them.<br>2. Explain the usage of different tyoes of teetj in different types of animals. | **Critical Thinking**<br>**Observation**<br>**Identification**<br>**Classification** | **Arts-**<br>Draw the parts of a tooth.<br>**Scientific Temper-**<br>Observing types of teeth in different living beings. | **English-**<br>Recite a poem on tongue/ teeth<br>Write and learn tongue twister<br>**Maths-**<br>Count and write the number of teeth of your friend.<br>Incisors<br>Canines<br>Premolars/<br>Find number of teeth in different animals<br>**Music-**<br>Sing a song or poem on oral hygiene | Classroom for quiz activity<br>School for health check upprogramme | **Classroom Activity-**<br>Discussion on the importance of oral hygiene.<br>**Home Assignment:-**<br>Prepare an oral hygiene kit having toothpaste, toothbrush and a tongue cleaner.<br>**Flipped Classroom:-**<br>Giving notes to study at home for discussion in class. | Brainstorming session<br>Observation<br>Inquiry based<br>Independent study<br>Suggestive<br>Assessment<br>Reading<br>Worksheet<br>Multiple choice questions<br>HOTS questions. |

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| **Month-August**<br><br>**10 Periods** | **Lesson-8**<br>**Animal Kingdom**<br><br>• **Different types of animals.**<br>• **Shy and friendly animals**<br>• **Group behaviour**<br>• **Social animals**<br>• **Honey making in beehives**<br>• **Types of animal ear**<br>• **Shelter for animals.** | **Domain-**<br><br>**Socio-emotional and ethical development.**<br><br>**Curricular Goals:-**<br>**CG-6**<br>Children develop a positive regard for the natural environment around them. | **Panchkosha Vikas:-**<br><br>**Anandamaya Kosha**<br><br>**CG-6.1**<br>Shows care for and joy in engaging with all life forms.<br><br>**Learning Outcomes:-**<br><br>**Basic-**<br>Differentiate between the animals on the basis of their behaviour and types of ears.<br><br>**Medium:-**<br>Interrelate the relationship n between different types of animals.<br><br>**Advance:-**<br>Appreciate the importance of wildlife sanctuaries. | Social Skills<br><br>Critical Thinking<br><br>Initiative<br><br>Collaboration<br><br>Empathy | **Arts-**<br>Draw different types of animal shelter.<br><br>**Sports:-**<br>**(Indoor animal games)**<br><br>Solve the puzzle.<br><br>Using miniature animals classify them between shy and friendly animal.<br><br>**Scientific Temper:-**<br>Exploring different animals in zoos and ecological parks. | **Language**<br><br>**English:**<br><br>Slogan Writing Be kind to animals.<br><br>**Arts:**<br>Draw different types of animal shelter.<br><br>**Music:**<br>Animal song in school assembly | Assembly area for a role play showing care and empathy for animals.<br><br>Classroom for games activity. | **Classroom Activity:**<br>Slogan Writing on save animals.<br><br>**Home Assignment:**<br>Watch programmes based on discovery channel or BBC Earth.<br><br>**Flipped Classroom:**<br>Giving notes to study at home for discussion in class. | Experiential learning<br>Learning<br><br>Brainstorming sessions<br>Project based learning<br><br>Gamification<br><br>Suggestive AssessmentReading Worksheet<br>Multiple choice questions<br>Lower order thinking skills questions<br><br>HOTS questions. |

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| **Month-**<br><br>**Sep** | **Lesson-9**<br>**Beaks, Claws and Nests**<br><br>• **Different types of beaks in birds**<br>• **Different types of claws in birds.**<br>• **Importance and types of nests.** | **Domain:**<br>**Socio-emotional and ethical development.**<br><br>**Curricular Goals:**<br>**CG-6**<br><br>Children develop a positive regard for the natural environment around them. | **Panchakosha:**<br><br>**VijnanamayaKosha**<br><br>**CG-6.1**<br>Shows care for and joy in engaging with all life forms.<br><br>**Learning Outcomes:**<br><br>**Basic:**<br><br>Recognise different kinds of beaks in birds.<br><br>**Medium:**<br><br>Summarise the uses of beaks.<br><br>**Advance:**<br>Classify the birds according to their feet, claws and nest they make. | **Collaborative**<br><br>**Adaptability**<br><br>**Critical Thinking**<br><br>**Social Skills**<br><br>**Self Awareness** | **Arts:**<br>**Make two different kinds of claws using coloured clay.**<br><br>**Make a beautiful nest using waste material.**<br><br>**Scientific Temper:**<br><br>**Prepare a project on flightless birds of the world.** | **English:-**<br>Recite a poem on bird.<br><br>**Math:-**<br>Make a bar graph of Number of animals/ birds find in different National Parks of India. ( pictograph ,Tally marks ,bar graph | Classroom for drawing the different kinds of feet and claws in birds.<br><br>Assembly area for role play showing care and empathy for birds.<br>School campus to observe different types of birds. | **Classroom Activity:**<br><br>**Draw different kinds of beaks and claws.**<br><br>**Home Assignment:**<br>**Prepare a project on flightless birds of the world also find out their special features.** | Brain storming sessions.<br>Joyful learning.<br>Role-playing<br>Suggesstive<br>Assessment.<br>Reading<br>Worksheet<br>Lower order thinking skills questions<br>HOTS questions. |

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| **October**<br><br>**No. Of periods- 10** | **Unit/Lesson- 10 Plant Kingdom**<br>• **Parts of a plant**<br>• **Flowers**<br>• **Whom do trees belong to?**<br>• **People living in forests** | **Domain:-**<br><br>**Socio-emotional & ethical development**<br><br>**Cognitive development**<br><br>**CG-6**<br>Children develop a positive regard for the natural environment around them.<br><br>**CG-7**<br>Children make sense of the world around through observation and logical thinking | **Panchakoshavikas - Vijnanamaya kosha**<br>**CG-6. 1**<br>Shows care for and joy in engaging with all life forms.<br>**CG-7. 2**<br>Observes and understands cause and effect relationship s in nature by forming simple hypothesis and uses observations to explain their hypothesis.<br>**Learning Outcomes**<br>**Basic-** Draw parts of a plant and describetheir functions.<br>**Medium-**<br>Understands the parts of a flower & types of flowering plants.<br>**Advance-**<br>Understands importance of trees and responsibility of taking care ofplants. | Initiative<br><br>Social skills<br><br>Creativity<br><br>Leadership<br><br>Demonstration | **Arts-**<br>Creating leaf art using various types of leaves.<br><br>**Scientific temper-**<br>Poster on Love , conserve nature and its beauty. | **English**<br>Paste the picture of a forest. Imagine you are a stranger in that forest and you meet the tribals (adivasis) there. Write a conversation of about 8-10 dialogues between you and the tribals and enact it in the class in groups. | **Classroom Activity** -<br>Roleplay on being empathetic towards plants.<br>**Home assignment-**<br>prepare alist of herbal plants in your surroundings and also collect their leaves.<br>Flipped Classrooms-<br>Watch different drives carriedout for protection of plants. For eg- Chipko moveme | Herbal garden<br><br>Exploring school campus<br><br>Assembly | Inquiry based<br><br>Collaborative<br><br>Integrated |

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| **October**<br><br>**No. of Periods-7** | **Lesson- 11 Houses Then And Now**<br><br>• **Houses in villages**<br>• **Houses in cities and slums** | **Domain-**<br>Cognitive development<br><br>**Curricular goals-**<br>CG-7<br><br>Children make sense of the world around through observation and logical thinking. | **Panchakosha Vikas-**<br>VIjnanamaya Kosha<br><br>**CG7.1**<br><br>Observes and understands different categories of objects and relationships between them.<br><br>**Learning Outcomes:-**<br>**Basic-**<br>Differentiate between kutcha houses & pucca houses.<br>**Medium-**<br>Differentiate between the types of houses in Villages and cities and provides reason for the difference.<br>**Advance-**<br>Understand the importance and need of eco-friendly houses. | Creative skills<br><br>Critical Thinking<br><br>Initiative<br><br>Problem solving | **Art-**<br>Make a model of a kutcha house using waste materials.<br><br>**Scientific Temper-**<br>Collect information about the special houses of the world.<br>1. Rashtrapati Bhawan<br>2. Windsor castle<br>3. 10 Downing street | **Math**<br><br>Measure the length and width of your classroom and calculate area and perimeter<br><br>**English-**<br><br>Write an informal letter to your friend -You have shifted to a new house. Describe it | **Classroom Activity-**<br>Prepare a list of materials required to make a kutcha & pucca house.<br><br>**Home Assignment-**<br>Discuss with elders and note the features found in old houses. | Neighbourhood<br><br>Classroom | Inquiry based<br><br>Reflective Collaboration |

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| **November**<br><br>**No.of periods: 7 to 9 periods** | **Lesson-12**<br><br>**Concept: Garbage and its Disposal.**<br><br>**Sub concept:**<br>• **What is garbage?**<br>• **Urban and rural garbage.**<br>• **Disposal of garbage**<br>• **Waste Management** | **Domain: Socio-Emotional and Ethical Development.**<br><br>**Curricular Goals: CG-6**<br><br>**Children develop a positive regard for the natural environment around them.** | **Panchakosha Vikas- VIJNANAMAYA KOSHA**<br><br>**CG-6.1**<br><br>**Shows care for joy in engaging with all life forms.**<br><br>**Learning Outcome.**<br><br>**Basic:**<br>Identifying types of waste produced in our day to day life.<br><br>**Medium:**<br>Differentiate between biodegradable and nonbiodegradable<br><br>**Advance:**<br>Understand the need and importance of the 3 R's and able to apply in re**al** life situations. | Life Skills:<br><br>Critical Thinking<br><br>Problem Solving<br><br>Decision Making<br><br>Collaboration<br><br>Creativity. | **Arts:**<br>Make pots, piggy bank or pencil stand by reusing old coke tin, plastic bottles.<br><br>**Scientific Temperament**<br><br>Preparing a vermicompost | **English:**<br>Collect information about any one person who has given notable contribution towards cleanliness. Write a short paragraph on him / her.<br><br>**Math**<br>Find the Buying and selling Rate of Junk of your house (Amount spent in purchase of Newspaper for a month and sold to a junk seller. Calculate the difference)<br><br>**Music:**<br>Sing a song on the importance of keeping your surroundings clean. | Classroom for indoor activity or quiz | **Classroom Activity:**<br>Green and bluebin activity.<br><br>**Home Assignment**:<br>Make green bin and blue bin using old cardboard sheets or shoe boxes. | Joyful method learning.<br><br>Role-playing<br><br>Problem solving<br><br>**Suggestive Assessment.**<br><br>Reading<br>1. Work sheet.<br>2. Multiple - choice questions.<br>3. Lower order thinking skills questions.<br>4. HOTS questions. |

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| **November**<br><br>**No. of Periods:7 to 8** | **Lesson-13**<br><br>**Mapping My Neighbourhood.**<br><br>**Sub-concept:**<br>• **Landmarks.**<br>• **Directions and sub directions**<br>• **Map and sketches.**<br>• **Scale and legend of a map.** | **Domain:**<br><br>**Cognitive Development.**<br><br>**Curricular Goal:**<br><br>**CG-7**<br><br>Children make sense of the world around them through observation and logical thinking. | **PANCHKOSHA VIKAS:**<br><br>**VIJNANAMAYA KOSHA**<br>**C-7.3**<br>Use appropriate tools and technology in daily life situations and for learning.<br>**Learning Outcome:**<br>**Basic:**<br>Identify the places in their neighbourhood and able to find out the cardinal points and sub -directions using different methods.<br>**Medium:**<br>Differentiate between sketch, plan and a map. Able to recognize landmarks in their locality.<br>**Advance:**<br>Differentiate between political and physical map . Able to make a plan of aparticular place. | Critical Thinking<br><br>Creativity<br><br>Spatial Thinking | **Arts:**<br>Draw the **Scientific Temper:**<br>Children make use of directions in their real life situations. | **English:**<br><br>Prepare an invitation card for your friends , inviting them on your birthday party. Draw the sketch showing important landmarks near your house<br>On the back side of the invitation card helping them to locate your house.<br><br>**Math:-**<br>Reading and drawing of maps (scale drawing) | Classroom for map work. using the p | **Classroom Activity:**<br>Mark the different states in the political map of India.<br><br>**Home Assignment:**<br><br>Draw a sketch of your neighborhood with famous landmarks. | Direct Instruction.<br><br>Independent study.<br><br>**Suggestive Assessment.**<br>1. Reading<br>2. Work sheets<br>3. Multiple choice Questions<br>4. HOTS and Lower order thinking questions. |

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| **December No. of periods- 9 to 10** | **Lesson No.- 14**<br><br>**Water in our Life**<br><br>• **Natural sources of water**<br>• **States of Water**<br>• **Water Cycle** | **Domain-**<br>**Cognitive development**<br>**Curricular Goals-**<br>**CG-7**<br>Children make sense of world around through observation and logical thinking.<br>**Learning Outcomes-**<br>**Basic-**<br>1.Differentiate between the various sources of water- saline and fresh.<br>**Medium-**<br>Knows the states of water and their occurrence inreal lifesituations<br>**Advance-**<br>Understands the processes involved in the water cycle and makesobservations of such processesaround them. | **Panchakosha Vikas-**<br>**Vijnanamaya kosha**<br><br>**CG 7.2**<br><br>Observes and understands cause and effect relationships in nature by forming simple hypothesis and uses observations to explain their hypothesis. | Self Awareness<br><br>Initiative<br><br>Critical Thinking<br><br>Problem solving | **Arts-**<br>Prepare a poster "Conserve water"<br><br>**Scientific temper/ ICT**<br>**Group activity**<br>Prepare a presentation showing the process of evaporation connected to salt making from sea water | **English-**<br>Make a Pledge Certificate on Water Conservation.<br><br>**Math**<br><br>*Estimate the capacity of water used in daily activities and convert them in to given metric units (ml,cL,dl, l,hl,dal,kl). | **Classroom Activity-**<br>Give examples of other matter found in different states.<br><br>**Home Assignments-** Make a list of food items along with the states in which they are found.<br><br>**Flipped Classroom -** Watch the video and make observations.<br><br>Sources of water<br><br>Water Cycle | Neighbourhood<br><br>Classroom | Experiential Learning<br><br>Observation<br><br>Constructivist<br><br>Collaboration |

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| **December No. of Periods - 7 to 8** | **Lesson- 15 Clean and Safe water**<br>● **Water pollution**<br>● **Steps to control water pollution**<br>● **Potable water**<br>● **Conservation of water** | **Domain- Cognitive development**<br><br>**CG-7**<br><br>**Children make sense of world around through observation and logical thinking**<br><br>**Learning Outcomes-**<br>**Basic-**<br>1 List the causes of water pollution and makes effort to stop it.<br><br>**Medium-** Suggest ways to stop water pollution and how to make water fit for drinking.<br><br>**Advance-** Sensitizes others about the judicious use of water. | **Panchakosha Vikas- Vijnanamaya kosha**<br><br>**C7.2**<br><br>Observes and understands cause and effect relationships in nature by forming simple hypothesis and uses observations to explain their hypothesis | Critical thinking<br><br>Problem solving<br><br>Self awareness | **Music-**<br><br>Recite a poem on water pollution.<br><br>**.Scientific Temperament**<br>Experiments to be conducted / Examples to be cited for Condensation, transpiration and evaporation | **English-**<br>Write a composition on 'Water Pollution' highlighting Causes, Effects and Solutions | **Class Assignment-**<br>Speak five points how water pollution can be prevented.<br>**Home Assignment-**<br>Mark the multi purpose Projects on political map of India<br>**Flipped Classroom-**<br>Water the video on various modes of waterconservation. | Assembly<br><br>School Campus<br><br>Classroom<br><br>EVS lab | Demostration<br><br>Project method<br><br>Collaboration<br><br>Experiential learning |

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| **January.**<br><br>**No. of periods:8 to 9** | **Lesson-16**<br><br>**Animals for Transport**<br><br>**Sub Concept:**<br>• **Animals Powered Transport.**<br>• **Riding, Pack and Draught animals.**<br>• **Sensitivity towards animals** | **Domain:**<br><br>**Socio- emotional and ethical development.**<br><br>**Curricular Goal:**<br><br>**CG-6**<br>**Children develop a positive regard for the natural environment around them.** | **PanchakoshaVikas:**<br>**Vijnanamaya Kosha**<br><br>**C-6.1**<br>**Show care for joy in enganging with all life forms.**<br>**Learning Outcome:**<br><br>**Basic-**<br>1.Differentiate animals as riding, pack and draught according to their use and place they live in.<br>**Medium:**<br>Give examples of different types of animals used for transportation.<br>**Advance:**<br>Interpret how humans use animals for their livelihood. Become sensitized to be kind and will develop empatheticnature for animals. | Social skills<br><br>Critical Thinking<br><br>Initiative | **Arts:**<br><br>**Draw any two animals used for transportation today. Draw a poster against 'Cruelty towards animals.'**<br><br>**Scientific Temper:**<br><br>**Exploring and developing a cruelty free environment for animals around us.** | **Language**<br><br>**English: Write a short paragraph on how animals are useful to us.**<br><br>**Math**<br><br>**Conversion of units of length (Distance covered)**<br><br>**Music:**<br>**Poem or song on animals in school assembly.** | Assembly area for a role play showing care and empathy for animals.<br><br>Classroom for paragraph writing and for group activity.<br>**Flipped Classroom:**<br>Watch the video and mark observations. | **Classroom Activity:**<br>(Group Activity)<br>Choose few animals and create a short story and do the enactment in the class.<br><br>**Home Assignment:**<br>Visit an amusement park near by your area and observe different kinds of animalsand how they are treated.<br>(Later discuss in the class) | Cooperative Learning.<br><br>Role-Playing.<br><br>Observation<br><br>**Suggestive Assessment:**<br>Reading Worksheets<br>Multiple choice questions<br>HOTS and Lower order thinking questions. |

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| **January**<br><br>**No. of Periods- 8** | **Lesson- 17 Paying for Travel**<br><br>● **Why do we travel?**<br>● **Types of vehicles**<br>● **Paying for travel**<br>● **Currency of India** | **Domain -**<br>**Cognitive development**<br><br>**CG- 7**<br>Children make sense of world around through observation and logical thinking | **Panchakosha Vikas-**<br>**Vijnanamaya kosha**<br>**CG-7.2**<br>**Observes and understands cause and effects of relationships in nature by forming simple hypothesis and uses observations to explain their hypothesis.**<br>**Learning Outcome:**<br>**Basic-** 2.Differentiate between private and public transport and name them.<br>**Medium-**Knows the modes of payment used for travelling and is able to state examples from real life situations.<br>2.Differentiate between real and fake currency.<br><br>**Advance-**<br>Knows the fferent types currency used around the world with their symbols and their conversions in indian currency. | ● Global awareness<br>● Communication<br>● Critical Thinking<br>● Decision making<br>● Problem solving. | **Arts-**<br>**Prepare a collage of (fake)currency used around the world for travelling.**<br><br>**Scientific temper-**<br>**Collect different tickets of land, water & air transport and collect the given information .** | **English-**<br>Write about the different details on an Indian Currency note.<br><br>**Math**<br><br>**Mock Market /Activity**<br>*Make a table of Currency of different Countries and their exchange rate with rupees Conversion of unit of money,(Addition, Subtraction multiplication and division ) | EVS lab<br><br>Classroom<br><br>Home | Classroom Activity-<br>Write about the different details on an Indian Currency note.<br><br>Home Assignment-<br>**Find different modes of digital payment**<br><br>**Flipped Classroom-**<br>**Watch the video on YouTube and list 5 do's and dont's while travelling.** | Project Method<br><br>Experiential learning<br><br>Learning by doing<br><br>Collaboration. |

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| **February**<br><br>**No. of periods 7 to 8** | **Lesson-18**<br><br>**Buildings and bridges**<br><br>● **Process of making bricks**<br>● **People involved in the process of construction of Bridges.** | **Domain-**<br><br>**Cognitive development**<br><br>**CG-7**<br><br>**Children make sense of the world around through observation and logical thinking.** | **Panchakosha Vikas-**<br><br>**Vijnanamaya kosha**<br>**CG-7.2**<br>**Uses appropriate tools and technology in daily life situations and for learning.**<br>**Basic**- Knows about the people involved in a construction process of a house/ building/ bridges.<br>**Medium-** Make observations of the process of making bricks and correlate in real life.<br>**Advance-**<br>**1)**Understands the science and technology used in building of bridges and develops their own hypothesis.<br>**2)**Differentiate between different types of bridges and give examples. | Critical thinking<br><br>● Problem solving<br><br>● Decision making | **Arts-**<br>Draw and label the different types of bridges.<br><br>**Scientific temper-**<br>Find out details and examples of a Cantilever Bridges in India. | **English-**<br>Collect the information about the famos bridges of the world.<br><br>**Math:-**<br>Make figures (Building) using geometrical shapes | Neighbourhood<br><br>**Classroom**<br><br>Construction site in School Campus | **Home Assignment-**Draw and label the different types of bridges.<br><br>**Class Assignments-**<br>Discuss the safety norms to be followed by workers at the construction site. | Cooperative learning<br><br>Inquiry based<br><br>Exploration |

## Summary Bifurcation of Syllabus

**Class:IV** **Subject: COMPUTER**

| **Term I** | | **Term II** | |
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| **Periodic Test I**<br>Month and content coverage | **Half-Yearly Exam**<br>Month and content coverage | **Periodic Test II**<br>Month and content coverage | **Annual Exam**<br>Month and content coverage |
| **Apr- Lesson 1 Computer- Inside The System Unit** | **Aug- Lesson 4 Powerpoint** | **Oct-Lesson 6 Step- wise Thinking** | **Dec-Lesson 7 More about Scratch 3** |
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| **May- Lesson 2 Windows- Customizing and Personalizing** | **Sep- Lesson 5 Internet- Surfing And Security** | **Nov-Lesson 7 More about Scratch 3** | **Jan- Lesson 8 AI in Smart Homes** |
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| **July- Lesson 3 Word- Editing and Formatting** | | | **Feb- Revisions** |
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| Schedule of**Periodic Test I** to be scheduled in the month of **July (Third week)** | **Schedule of Mid termexam**to be scheduled in the month of**Sep (third week)** | Schedule of**Periodic Test II** to be scheduled in the month of **Dec (First week)** | Schedule of**Annualexam**to be scheduled in the month of**Mar (first week)** |

| CENTRALIZED SYLLABUS BIFURCATION FOR APS ( Primary – Preparatory Class 4 ) Computer | | | | | | | | | |
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| Month<br><br>No of Periods | UNIT/ LESSON:- Number- Lesson No1 | Domain & Curricular Goals(mapping with Foundational stage) | Competency &<br><br>Learning Outcome | 21st Century skills | Integrating AWES Initiatives | Inter-disciplinary integration (Based on the theme/Concept- Pl note every concept cannot be integrated) | Learning Space (Suggestive) | Assignments (Suggestive) ( Observation,Checklist , Worsheets,Rubrics,Portfolios) | Pedagogies ( Suggestive) |

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| **APRIL 2023 (21days) No of Periods: 8** | **Lesson 1-** Computer- inside the system unit **Concept:** • Components inside the system unit • Types of ports in the system unit | **Domain** Cognitive domain **Kosha:** Vijnanama yaKosha **Curricular Goal: CG-7**Children develop understanding of the system unit through observation and logical thinking | **Competency: C-7.3**Uses appropriate tools and technology in daily life situations and for understanding **Learning Outcome Basic** • Shows attention and regulation when interacting with audio-visual material **Medium** • Chooses approp | • Observation Power • Effective skills • Cognitive and Fine motor skills in students • Identification skill | **Technology:** Understanding the role of technology in our daily life | | • Classroom • Computer lab practicals | **Teacher's observation**: Observe learner's understanding through practical sessions **Checklist:** Prepare checklist based on the learning out comes | **Methodology:** Explanation& Discussion, Contextual Examples **Activity:**Identification/Recognition of various components of system unit Making word document of the components fitted inside system Unit. |

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| | | | riate tools for approp riate work and engage s with digital technol ogy with the assista nce of the teacher<br>**Advance**<br>• Shows simple usage of digital technol ogy in learnin g situatio ns | | | | | | |

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| | | | **CwSN Assistive learning**<br><br>Familiarising with the parts of a computer | | | | | | |

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| **MAY 2023 (21 days) No of Periods: 8** | **Lesson 2-** Windows-Customizing and Personalizing<br><br>**Concepts**<br>• Understanding windows 10<br>• Switch between running apps<br>• Organize running programs<br>• Lock and unlock your computer<br>• Use of settings app | **Domain** Cognitive domain<br><br>**Kosha:** Vijnanamaya Kosha<br><br>**Curricular goal CG-8**Children develop technological understanding and abilities to recognise the world of operating systems | **Competencies C-8.2**Identifies and extends the simple patterns in their technological surroundings<br><br>**Learning Outcomes Basic**<br>• Recognises and repeats the names of the start menu apps of Windows 10<br>**Medium**<br>• Recognises all start | • Logical thinking<br>• Spatial intelligence | **Technology:**<br><br>Learners will understand the applicability and importance of technology in daily life | | • Computer lab in school<br>• Home environment | | **Methodology:**<br><br>Explanation & Discussion, Contextual Examples,<br><br>**Experiential Learning**.<br><br>**Activity**:<br><br>• Opening of Windows and working with multiple applications<br>• Activity on |

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| | | | menu apps of Windows 10 and able to describe the function and usage of atleast 3 apps<br>**Advance**<br>• Describe the functioning and usage of all the start menu apps and extends practic | | | | | | switching among the Windows |

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| | | | ally on the compu ter<br>**CwSN Assistive Learning**<br><br>Based on the cognitive ability of individual. | | | | | | |

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| **JULY 2023 (23 days) No of Periods: 8** | **Lesson 3**- WORD- Editing and Formatting<br><br>**Concepts**:<br>• Edit and delete text in word document<br>• Format text to change its appearance<br>• Insert picture and word art<br>• Printing a document | **Domain** Aesthetic and Cultural Development<br><br>**Kosha**: Anandamaya Kosha<br><br>**Curricular Goal: CG-12**Children develop abilities and sensibilities in visual arts and express their ideas and skills through the usage of the app | **Competencies: C-12.3**innovates and works imaginatively to express a range of ideas and emotions through the use of Word<br><br>**Learning Outcomes Basic:**<br>• Shares their own ideas of the tools and usage in Word<br>**Medium:**<br>• Identifies and interprets a | • Logical thinking<br>• Creativity and innovation<br>• Cognitive thinking<br>• Communication skill | **Technology**<br><br>Using the word document to create projects and assignments and integrate technology into other curricular areas.<br><br>**Art:**<br><br>Creating art through the use of features of word | **English:**<br><br>Type an application for leave of absence addressing to the principal.<br><br>**EVS**:<br><br>Prepare a flowchart in word using the tools on the topic- Types of Natural Resources | • Classroom<br>• Home environment<br>• Tabs | | **Methodology:** Explanation& Discussion, Contextual Examples,<br><br>**Experiential Learning.**<br><br>**Activity:** Applying various formatting and features like spelling and grammar, thesaurus, find and replace, Drop cap etc in a word document<br><br>Creating a notice for school notice |

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| | | | variety of expressions, ideas, emotions through the app and applies the knowledge in their own artistic exploration<br>**Advance**:<br>• Pays attention to thematic details of the Word app | | | | | | board on the conduct of the CCA " Inter House Quiz" |

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| | | | while creating a document<br>CwSN Assistive Learning<br>• Autism - Spectrum:-- opening a word document with assistance<br>• Activities to be planned based on the disabili | | | | | | |

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| | | | ty as and when the need arises | | | | | | |

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| **AUGUST 2023 (23 days) No of Periods: 8** | **Lesson 4-** Powerpoint<br><br>**Concepts:**<br>• Understanding presentation software<br>• Components of powerpoint window<br>• Creating and adding slides<br>• Formatting and saving a powerpoint<br>• Running a slide show | **Domain:** Cognitive Domain<br><br>**Kosha:** Vijnanamaya Kosha<br><br>**Curricular Goal: CG-7** Children make sense of the technological world around them through understanding, observation and logical thinking | **Competencies**: **C-7.3**Uses appropriate tools and technology in daily life situations and for learning and expression of thought<br><br>**Learning Outcomes: Basic:**<br>• Shows inclination to use the basic tools of power point while creating a slide<br>**Medium** | • Creativity and innovation<br>• Initiative and self-direction<br>• Collaboration | **Technology:** Using powerpoint to create projects and assignments and integrate technology into other curricular areas. | **EVS:** Creating powerpoint slides on different concepts for their own understanding. | • Classroom<br>• Computer lab<br>• Home environment | **Class Assignment:**<br><br>Create a powerpoint presentation on ant topic of your choice. Understand and apply the important features | **Methodology:** Explanation & Discussion, Contextual Examples, **Experiential Learning**.<br><br>**Activity:**<br><br>Create a PowerPoint presentation on the topic – Different modes of Transport for going to Going |

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| | | | • Chooses appropriate tools for different functions for creating, arranging, adding slide and preparing a power point<br>**Advance**<br>• Shows fluency and comfort in using all tools | | | | | | |

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| | | | and applications of preparing a ppt and running the ppt on slide show mode.<br>**CwSN Assistive Learning** | | | | | | |

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| **SEPTEMBER 2023 (21days) No of Periods: 7** | **Lesson 5-** Internet- Surfing and Security<br>**Concepts:**<br>• Internet and its history<br>• Advantages and Disadvantages of using internet<br>• Equipments of internet<br>• Use of search engines and Web browser<br>• Guidelines for online safety | **Domain:** Cognitive Development<br><br>**Kosha:** Vijnanamaya Kosha<br><br>**Curricular Goal: CG-7**Children make sense of the digital world around through observation and logical thinking | **Competencies: C-7.3**observes and understands different categories of information and use appropriate tools and technology in daily life situations and for learning<br><br>**Learning Outcomes: Basic**<br>• Identifies and observes common web browsers and search engine | • Information Literacy<br>• Critical Thinking<br>• Logical Reasoning<br>• Operational skills | | **EVS:** Search the web and find out information about the seven wonders of the world<br><br>**English:**<br><br>Write a paragraph on the how to use the internet for finding information | • Classroom<br>• Computer lab<br>• Home environment | **Class Assignment:**<br><br>Open any search engine and look for information on the state that you belong to | **Methodology:** Explanation & Discussion, Contextual Examples,<br><br>**Experiential Learning.**<br><br>**Activity:**<br>• Open Microsoft Edge and enter the web address in the address box.<br>• Search About Planets/ISRO/ DR DO in the search engine (Google) and explore by surfing. |

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| | | | s and shows inclination to use them in internet surfing<br>**Medium**<br>• Notices and describes the usage of the common search engines in the internet environment and shows simple usage | | | | | | |

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| | | | of digital technology in learning<br>**Advance**<br>• Identifies and describes finer details of web surfing and shows fluency in filtering information, downloading materials, sequencing and sorting | | | | | | |

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| | | | data for learning<br><br>**CwSN Assistive Learning** | | | | | | |

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| **OCTOBER 2023 (15days) No of Periods: 7** | **Lesson 5-** Internet- Surfing and Security<br>**Concepts:**<br>• Internet and its history<br>• Advantages and Disadvantages of using internet<br>• Equipments of internet<br>• Use of search engines and Web browser<br>• Guidelines for online safety | **Domain:** Cognitive Development<br><br>**Kosha:** Vijnanamaya Kosha<br><br>**Curricular Goal: CG-7**Children make sense of the digital world around through observation and logical thinking | **Competencies: C-7.3**observes and understands different categories of information and use appropriate tools and technology in daily life situations and for learning<br><br>**Learning Outcomes: Basic**<br>• Identifies and observes common web browsers and search engine | • Information Literacy<br>• Critical Thinking<br>• Logical Reasoning<br>• Operational skills | | **EVS:** Search the web and find out information about the seven wonders of the world<br><br>**English:**<br><br>Write a paragraph on the how to use the internet for finding information | • Classroom<br>• Computer lab<br>• Home environment | **Class Assignment:**<br><br>Open any search engine and look for information on the state that you belong to | **Methodology:** Explanation & Discussion, Contextual Examples,<br><br>**Experiential Learning.**<br><br>**Activity:**<br>• Open Microsoft Edge and enter the web address in the address box.<br>• Search About Planets/ISRO/ DR DO in the search engine (Google) and explore by surfing. |

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| | | | s and shows inclination to use them in internet surfing<br>**Medium**<br>• Notices and describes the usage of the common search engines in the internet environment and shows simple usage | | | | | | |

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| | | | of digital technology in learning<br>**Advance**<br>• Identifies and describes finer details of web surfing and shows fluency in filtering information, downloading materials, sequencing and sorting | | | | | | |

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| | | | data for learning<br><br>**CwSN Assistive Learning** | | | | | | |

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| **NOVEMBER 2023 (23 days)**<br><br>**No of Periods: 8** | **Lesson 6-** Step- wise Thinking<br>**Concepts**:<br>• Understand the concept of steps, sequence<br>• Solve real life situations<br>• Understand reasoning and its application | **Domain:** Cognitive Development<br><br>**Kosha:** Vijnanamaya Kosha<br><br>**Curricular Goal: CG-8**Children develop logical and mathematical understanding of sorting, seriating, sequencing and abilities to recognise different real life situations | **Competencies: C-8.1**Sorts steps or developments of any situation into groups and sub-groups based on logical understanding of the situation and procedure to try and find solution to any problem or task<br>**Learning Outcomes: Basic**<br>• Sorts objects or tasks into patterns with minim | • Logical Reasoning<br>• Critical Thinking<br>• Problem Solving<br>• Understanding procedure | **Technology:**<br><br>Understanding the use of sorting, sequencing and how technology can be applied in problem solving. | **Maths:**<br><br>Use to solve mathematical concepts of reasoning | • Classroom<br>• Computer lab<br>• Games on logical reasoning | **Classroom assignment:**<br><br>Rearrange the steps/ events of the given story in proper order using step-wise thinking. | **Methodology:** Explanation& Discussion, Contextual Examples<br><br>**Activity:**<br><br>Perform Activities based on logical Reasoning, Mental ability and mental Maths, Analogy, Coding and decoding. |

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| | | | um linkage from one step to the next<br>**Medium**<br>• Sorts tasks into patterns in a more appropriate way to arrive into completion through proper sequencing<br>**Advance**<br>• Sorts, sequences and | | | | | | |

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| | | | illustrates tasks into appropriate completion using logical reasoning and understanding<br><br>**CwSN Assistive Learning** | | | | | | |

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| **DECEMBER 2023 (19 days) No of Periods: 7** | **Lesson 7-** More About Scratch 3<br>**Concepts:**<br>• Scratch and its elements<br>• Sprite stage and creating background<br>• Event based programming<br>• Forever block and saving a project | **Domain** Aesthetic and Cultural Development<br><br>**Kosha:** Manomaya Kosha<br><br>**Curricular Goal: CG-12**Children develop abilities and sensibilities in visual arts and expresses their emotions through programming art in meaningful and joyful ways | **Competencies: C-12.3**Innovates and works imaginatively to express a range of ideas and emotions through visual arts<br><br>**Learning Outcomes Basic:**<br>• Identify sprites, scripts and blocks used in the creation of a program<br>**Medium**<br>• Identif | • Programming skills.<br>• Cognitive skills<br>• Understanding skills.<br>• Creativity and Innovation<br>• Critical Thinking | | | • Classroom<br>• Computer lab<br>• Practical classes | **Practical Assignment:**<br><br>Follow the instructions of the teacher on how to work on Scratch 3<br><br>**Checklist** of Teacher's observation | **Methodology**: Live demonstration of scratch in computer lab. • Black Board |

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| | | | y and create a simple Scratch program using the applications<br>**Advance**<br>• Creates a variety of programs using appropriate graphics and sounds, making combinations | | | | | | |

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| | | | and arranging them<br>**CwSN Assistive Learning** | | | | | | |

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| **JAN. 2024 (21 days) No of Periods: 8** | **Lesson 8-** AI in Smart Homes **Concepts:** • Need and goal of Artificial Intelligence • Role of AI in Smart Homes • Some Smart Home Products | **Domain** Cognitive Development **Kosha**: Vijnanamaya Kosha **Curricular Goal CG-7**Children make sense of the world around through observation and logical thinking | **Competencies: C-7.1**Observes and understands different smart objects and the use of appropriate tools and techniques in daily life situations and for learning **Learning Outcomes Basic:** • Identifies and names common smart objects by observing | • Visual Skills • Spatial skills • Creativity and Innovation • Language Skills • Logical Reasoning | **Scientific temper**: Arousing creativity and understanding of the artificial intelligence and its usage in their homes | | • Classroom • Computer lab • Practical classes • Visiting the Atal Tinkering lab | **Teacher's Checklist:** To find out the level of learning of the learners | **Methodology:** Explanation& Discussion, Contextual Examples, **Experiential Learning.** **Activity:** Akinator (Domain-Data): Game based on guessing theme |

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| | | | them<br>**Medium**<br>• Identifies and names the smart objects like smart bulbs, online shopping apps and extends about them<br>**Advance**<br>• Describe the use and functioning of the smart objects and | | | | | | |

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| | | | how AI is used in comm unicati on<br><br>**CwSN Assistive Learning** | | | | | | |
| **FEB. 2024 (22 days) No of Periods: 8** | Revisions and Practicals | | | | | | | | |

**CENTRALIZED SYLLABUS BIFURCATION FOR APSs (PRIMARY PREPRATORY LEVEL**

**CLASS IV SUBJECT : Games / Physical Activities )**

| MONTH | ACTIVITIES |
|---|---|
| APRIL | Exercise on two, four and eight counts Calisthenics Jogging, Running Simple stretching General warm-up exercises - Toe-to-head - Head-to-toe, Skipping rope |
| MAY | **FREE MOVEMENTS AND COMMANDS:** Free movements Swinging, bending, twisting, turning, stretching of different body parts<br>Sprinting, Running in Variation Vertical jump Standing broad jump Mini kho |
| JULY | **Locomotors movements**- running, jumping, hopping, skipping and rolling Combination of their movements Running long jump Simple race, Dodge ball Hurdle race Drill |
| AUGUST | **Commands:** line up, attention, stand at ease, and stand easy, as you were, Dribble and pass throw Warm up activities Recreation games Relay race |
| SEPTEMBER | **Coupling Motor Ability** Forward roll, Backward roll, Forward roll and Leg split, Backward roll and leg split, Cartwheel, Up and down relay fitness exercise Relay race |
| OCTOBER | **RHYTHMIC MOVEMENTS**: a) Arms swing progression b) Foreword progression and backward progression c) Side bend Net games Dribble and pass |
| NOVEMBER | **SIMPLE COMBATIVES**: a) Push of the bench b) Push of stole c) Stepping on the toe, Recreational games hurdle |
| DECEMBER | **SMALL AREA GAMES**, Obstacle races Coordination movements |
| JANUARY | Skipping Obstacles race , Free play (informal games & sports) |
| FEBRUARY | **Rhythm and Reflexes** -Positions of 'On your marks' and 'Go' Positions of Attention, Stand at-ease, Right-turn, Left-turn, About-turn Marching on-the-spot |
| MARCH | Athletics Simple race Warming up Skipping Rope, Line Kho-kho |

**CENTRALIZED SYLLABUS BIFURCATION FOR APSs (PRIMARY PREPRATORY LEVEL**

**CLASS IV SUBJECT :Art and Craft**

| MONTH | SUGGESTED ACTIVITIES |
|---|---|
| APRIL | 1. Introduction Class<br>2. File Decorating activity<br>3. HW - Pages in book |
| MAY | 1. Mother's Day Greetings (8th may)<br>2. Pages in book |
| JULY | 1. International plastic bag free day - 3rd July<br>2. Kargil Vijay Diwas - 26th July<br>3. Friendship Day Greetings - HW |
| AUGUST | 1. Raksha Bandhan - 11th aug<br>2. Independence Day<br>3. Teachers Day |
| SEPTEMBER | 1. Teachers Day<br>2. Gandhi Jayanti<br>3. Pages in book - HW |
| OCTOBER | 1. Diwali Craft Class |
| NOVEMBER | 2. Painting Glass<br>3. Fun Class |
| DECEMBER | 1. Christmas & New Year Greetings Cards<br>2. HW Wall hanging craft |
| JANUARY | 1. Art Quotes Frames |

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| | 2. Abstract art |
| **FEBRUARY** | 1. Collage making<br>2. Poster on social topics |
| **MARCH** | 1. Fun with art |

**CENTRALIZED SYLLABUS BIFURCATION FOR APSs (PRIMARY PREPRATORY LEVEL**

**CLASS IV SUBJECT :Music**

**List of Songs Written, Self-Composed and uploaded on YouTube**

**for engaging the students additionally in own time**

**(APS Dhaula Kaun)**

SPANISH SONG https://www.youtube.com/watch? v=NewjDNMe1P8&t=48s

SAY NO TO PLASTIC https://www.youtube.com/watch?v=b9i_iTOFvhw&t=1s

AAO SOCHE KUCH ACHI BAATE https://www.youtube.com/watch?v=Q2aZPPMZau0

TEACHER'S DAY SONG https://www.youtube.com/watch?v=o_K15XsUJHg

STORY TIME PUPPET SHOW https://www.youtube.com/watch?v=vL8tygsVJJw

ENGLISH PRAYER (THANK YOU GOD) https://www.youtube.com/watch?v=Y56u2AYV7Kw

| Month | Songs and Prayers | Learning Objectives |
|---|---|---|
| April & May | 1. English prayer& Sanskrit prayers<br>2. Musical notes – Do Re Me Fa& Sa Re Ga Ma Pa……..<br>3. AWES song<br>4. Song – Environmental song | Perfecting Musical notes<br>Environmental awareness<br>Thankfulness and gratitude |
| July | 1. English prayer &Sanskrit prayer<br>2. Musical notes - practice<br>3. Song - Positive thinking | Perfecting musical notes<br>Collective group singing<br>Positive thinking |
| August | 1. English prayer& Sanskrit prayer<br>2. Patriotic song – I salute my flag<br>3. Country Songs | Calming minds<br>Developing harmony amongst the students and patriotism |
| September | 1. English Prayer&Sanskrit prayer<br>2. Ear training with musical notes<br>3. Foreign language song lessons<br>4. Teachers Day song<br>5. Evaluations | Learning foreign language words<br>Having fun while singing<br>Gratitude to teachers<br>Ear training – Listening skills |
| October | 1. English Prayer&Sanskrit prayer<br>2. Musical notes with rhythm<br>3. Community Songs<br>4. Choir based songs<br>5. Festival songs | Generating awareness towards cleanliness and other social community issues.<br>Musical notes training<br>Group singing |
| November | 1. English Prayer&Sanskrit prayer<br>2. Musical notes with rhythm<br>3. Community songs<br>4. Western singing<br>5. Festival songs | Importance of festive fervour<br>Community awareness<br>Rhythmic group songs |

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| December | 1. English Prayer&Sanskrit prayer<br>2. Musical notes with rhythm<br>3. Christmas Carols<br>4. Action songs | Speech improvement and general polishing of pronunciation using sounds of mantras while kindling affection and gratitude in children |
| January | 1. English Prayer&Sanskrit prayer<br>2. Musical notes with rhythm<br>3. Action songs<br>4. Patriotic Song | Enhancing creative movements, while singing as a form of language of expression. It stimulates critical and creative thinking |
| February | 1. English Prayer&Sanskrit prayer<br>2. Sarasvati Vandana<br>3. Seasonal Song (Basant Panchami)<br>4. Country songs | Importance of Sun moving into Northern declination and blooming of the environment around |
| March | 1. English Prayer&Sanskrit prayer<br>2. Festival songs<br>3 Rehearsals/ Revisions<br>4. Evaluations | Importance of cohesiveness and communal harmony by group singing. |

| Month | Lesson/Concept | Domain & Curricular Goals | Competency & Learning outcomes | 21st Century skills | Integration | Inter-Disciplinary integration |
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**CENTRALIZED SYLLABUS BIFURCATION FOR APSs (PRIMARY PREPRATORY LEVEL**

**CLASS IV SUBJECT :Dance**

| | | | | | | |
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| April | 1. Introduction of classical Kathak Dance | Domain - Aesthetic and Cultural Development | Competency – C-12.2 Explore and Plays with Own voice, Body, Space, and a variety of objects to create music, role-play, dance and movement. | Social Skill (confidence ) Inter personal (awareness) | Sports – Students Learn leg movements through Tatkar Through namaskar students move their overall body parts | Math's - Students Learn Tatkarand namaskar on counting Gk - students gain knowledge about Kathak classical dance EVS - students learn about World Dance Day celebration |
| | Namaskar and Tatkar - Ek Gun | Curricular Goal - cg-12 Children Develop abilities and sensibilities in performing Arts and express their emotions through art in Meaningful and Joyful Learning | C-12.3 innovates and works imaginatively to express a range Of ideas and emotions through the arts. | | | |
| | 2. Revision of all Kathak basic steps | | C-12.4 works collaboratively in the arts | | | |
| | 3. World Dance Day celebration | Kosha – Anandmaya kosha Students become responsible for peace, love, joy and unity | C- 12.5 communicates and appreciates a variety of responses while Creating and experiencing different forms of art, local culture And heritage. | | | |
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| | | | Learning outcome - 1. Students learn about Kathak classical dance form | | | |
| | | | 2. Students learn about World Dance Day values through dance | | | |
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| May | 1. Tatkar - dugun | Domain - Physical development | Competency – cg-1.5 shows awareness of safety in movements | Critical thinking ( creativity skill , collaboration ) Inter personal (team work ) | Sports – Students Learn leg movements through Tatkar Through namaskar students move their overall body parts | Math's - students learn tatkarand basic steps on counting Music - students learn hand movements with tatkar on teen |
| | 2. Five sanyukt hast mudras I) angali ii) kapotha iii) shivlinga Iv) shankh v) samputa | Curricular goal - cg-1 children develop habits that Keep them healthy and safe | Cg-2.2 Develop visual memory for gestures and representations. | | Exercise with basic Kathak steps that will help them to stay fit | |
| | 3. Five hand movements with tatkar | Cg-2 children develop sharpness in sensorial | Cg-2.3 differentiates sounds and sound patterns by their pitch, Volume, and | | | |

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| | | perceptions | tempo | | | |
| | | Cg-3 children develop a fit and flexible body | Cg-3.1 shows coordination between sensorial perceptions and Body movements in various activities. | | | |
| | | | Cg-3.2 shows balance, coordination, and flexibility in various Physical activities. | | | |
| | | Kosha - Annanamya kosha Students aware about the physical sheath that compose the outer layer | Cg-3.3 shows precision and control in working with their hands And fingers. | | | |
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| | | | Learning outcome 1. Learn new basic hand-movements that keep them fit. | | | |
| | | | 2. Learn the importance of hast mudras to show their thoughts through dance | | | |

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| June | Summer break | | Summer break | Summer break | | |
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| July | 1. Tatkar – tigun | Domain - Aesthetic and cultural development | Competency - c-12.2 explore and plays with own voice, body, Space, and a variety of objects to create music, role-play, dance and movement. | Inter personal (awareness , team work ) | Sports - students learn asanyunkt mudras and fast tatkar that will help them to increase their stamina | Music - Students learn classical dance on patriotic song and |
| | 2. Five asanyukt hast mudras I) pathakam ii) mushti iii) chandrakala Iv) kapitham v) sarpasirsham | Curricular goal - cg-12 children develop Abilities and sensibilities in performing Arts and express their emotions through art in Meaningful and Joyful Learning | C-12.3 innovates and works imaginatively to express a range of ideas and emotions through the arts. | | | |
| | 3. Kargil Vijay Diwas celebration | | C-12.4 works collaboratively in the arts | | | |
| | | Kosha – Anandmaya kosha Students become responsible for peace, love, joy and | C- 12.5 communicate and appreciate a variety of responses while Creating and experiencing different forms of art, local culture, | | | |

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| | | unity | and heritage. | | | |
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| | | | Learning outcomes 1. Learn the importance of Kargil Vijay Diwas | | | |
| | | | 2. Learn asanyukt mudras and their uses in dance | | | |
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| August | 1. Ist stanza of krishna classical song | Domain - Aesthetic and cultural development | Competency – C-12.2 explore and plays with own voice, body, Space, and a variety of objects to create music, role-play, dance and movement. | Inter personal (awareness , team work ) Critical thinking ( creativity skill , collaboration ) | | Music - Students learn dance steps on classical music EVS Janmashtami |
| | 2nd stanza of krishna classical song | Curricular goal - cg-12 children develop Abilities and sensibilities in performing Arts and express their emotions through art in Meaningful and joyful ways | C-12.3 innovates and works imaginatively to express a range of ideas and emotions through the arts. | | | |
| | 3. Complete | | C-12.4 works | | | |

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| | classical krishna dance Practice | | collaboratively in the arts | | | |
| | | Kosha – Anandmaaya kosha Students become responsible for peace, love, joy and unity | C- 12.5 communicates and appreciates a variety of responses while | | | |
| | | | Creating and experiencing different forms of art, local culture, | | | |
| | | | and heritage. | | | |
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| | | | Learning outcomes - 1. Express their feelings for our festivals through Dance and celebrate these special days. | | | |
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| September | 1.Janmashtami celebration | Domain - Aesthetic and cultural development | Competency – C-12.2 explore and plays with own voice, body, Space, and a variety of objects to create music, | Social skill (confidence ) Interpersonal (awareness) | Sports – students learn some basic dance steps that will help them to stay fit | Gk - Students aware about Janmashtami Day importance. |

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| | | | role-play, dance and movement. | | | |
| | 2. Half yearly exams | Curricular goal - cg-12 children develop Abilities and sensibilities in performing Arts and express their emotions through art in Meaningful and joyful ways | C-12.3 innovates and works imaginatively to express a range of ideas and emotions through the arts. | | | |
| | | | C-12.4 works collaboratively in the arts | | | |
| | | Kosha – Anandmaaya kosha Students become responsible for peace, love, joy and unity | C- 12.5 communicate and appreciate a variety of responses while Creating and experiencing different forms of art, local culture, and heritage. | | | |
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| | | | Learning outcome- learn the importance of Krishna Janmashtmi through the Celebration of Janmashtmi Day. | | | |
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| October | 1. Tatkar ki tihai on teen taal | Domain - Physical development | Competency – Cg-1.5 shows awareness of safety in movements and acts appropriately | Inter personal (awareness , team work ) | Sports – students learn some classical steps that will help them to stay fit | Music - Students learn Kathak dance on semi classical song |
| | 2. 1st stanza of semi classical dance song | Curricular goal - cg-1 children develop habits that Keep them healthy and safe | Cg-2.2 Develops visual memory for gestures and representations. | | | |
| | | Cg-2 children develop sharpness in sensorial perceptions | Cg-2.3 differentiates sounds and sound patterns by their pitch, Volume, and tempo | | | |
| | | Cg-3 children develop a fit and flexible body | Cg-3.1 shows coordination between sensorial perceptions and body movements in various activities. | | | |
| | | | Cg-3.2 shows balance, coordination, and flexibility in various physical activities. | | | |
| | | Kosha –Annamaya kosha Students aware | Cg-3.3 shows precision and control in working with their hands and | | | |

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| | | about the physical sheath that compose the outer layer | fingers. | | | |
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| | | | Learning outcome- 1. Learn some technical part of classical dance by doing tihai | | | |
| | | | On teen taal. | | | |
| | | | 2. Use of all basic steps on semi classical song. | | | |
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| November | 1. 2nd stanza of semi classical dance song | Domain - Aesthetic and cultural development | Competency – C-12.2 explore and plays with own voice, body, space, and a variety of objects to create music, role-play, dance and movement. | Inter personal (awareness , team work ) | Sports – students learn some classical steps that will help them to stay fit | Music - Students learn Kathak dance on semi classical song |
| | 2. Ending of semi classical dance song | Curricular goal - cg-12 children develop Abilities and sensibilities in performing Arts | C-12.3 innovates and works imaginatively to express a range of ideas and emotions through the arts. | | | |

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| | | and express their emotions through art in Meaningful and joyful ways | | | | |
| | | | C-12.4 works collaboratively in the arts | | | |
| | | Kosha – Anandmaaya kosha Students become responsible for peace, love, joy and unity | C- 12.5 communicate and appreciate a variety of responses while Creating and experiencing different forms of art, local culture, and heritage. | | | |
| | | Domain - Physical development | Competency - cg-1.5 shows awareness of safety in movements and acts appropriately | | | |
| | | Curricular goal - cg-1 children develop habits that Keep them healthy and safe | Cg-2.2 Develops visual memory for gestures and representations. | | | |
| | | Cg-2 children develop sharpness in sensorial perceptions | Cg-2.3 differentiates sounds and sound patterns by their pitch, volume, and tempo | | | |
| | | Cg-3 children | Cg-3.1 shows coordination | | | |

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| | | develop a fit and flexible body | between sensorial perceptions and body movements in various activities. | | | |
| | | | Cg-3.2 shows balance, coordination, and flexibility in various physical activities. | | | |
| | | Kosha – Annanamya kosha Students aware about the physical sheath that compose the outer layer | Cg-3.3 shows precision and control in working with their hands and fingers. | | | |
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| | | | Learning outcome- 1. Use of all basic steps on semi classical song. | | | |
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| December | Practice of complete semi classical dance Song | Domain - Aesthetic and cultural development | Competency - c-12.2 explore and plays with own voice, body, space, and a variety of objects to create music ,role-play, | Inter personal (awareness , team work ) | Sports – students learn some classical steps that will help them to stay fit | Music - Students learn Kathak dance on semi classical song |

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| | | | dance and movement. | | | |
| | | Curricular goal - cg-12 children develop Abilities and sensibilities in performing Arts and express their emotions through art in Meaningful and joyful ways | C-12.3 innovates and works imaginatively to express a range of ideas and emotions through the arts. | | | |
| | | | C-12.4 works collaboratively in the arts | | | |
| | | Kosha – Anandmaaya kosha Students become responsible for peace, love, joy and unity | C- 12.5 communicates and appreciates a variety of responses while creating and experiencing different forms of art, local culture, and heritage. | | | |
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| | | | Learning outcome - with all classical basic steps students become | | | |
| | | | Physically fit. | | | |
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| January | 1. Celebration of Army Day | Domain - Aesthetic and cultural | Competency – C-12.2 explore and plays | Inter personal (awareness , team work ) | Sports – students learn some basic dance steps | EVS –Student aware about the importance of Republic day |

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| | | development | with own voice, body, space, and a variety of objects to create music, role-play, dance and movement. | | that will help them to stay fit | |
| | 2. Celebration of Republic Day | Curricular goal - cg-12 children develop Abilities and sensibilities in performing Arts and express their emotions through art in Meaningful and joyful ways | C-12.3 innovates and works imaginatively to express a range of ideas and emotions through the arts. | | | |
| | | | C-12.4 works collaborate C- 12.5 communicates and appreciates a variety of responses while timely in the arts creating and experiencing different forms of art, local culture, and heritage. | | | |
| | | Kosha – Anandmaaya kosha Students become responsible for peace, love, joy and | | | | |

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| | | unity | | | | |
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| | | | Learning outcome - learn patriotic values through dance on republic day and Army day celebration | | | |
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| February | Overall revision | _____ | _____ | _____ | _____ | _____ |
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