



Queens' College, Indore

Annual Curriculum Plan COMPENDIUM

Exam-Wise Syllabus

Class – III

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Dear Students

Success depends upon the efforts you put in your work. You can create a picturesque landscape for a better tomorrow only when you work industriously with a single-minded objective i.e. to reach your mission. Work with nerve and verve and you will surely create a milestone in all your endeavours.

The compendium will help you to organize your studies throughout the session. You will also be exposed to a variety of co-scholastic activities whereby you can unfold your talents.

The last page of the compendium has general tips to help you study all the subjects. Do read the tips.

I wish that this compendium will guide and help you in planning meticulously throughout the session.

GOD BLESS YOU ALL

Ms. SmitaRathore

Principal

SUBJECT: ENGLISH

Term I Month-(March- September)- Volume-1	ELO and Success Criteria
Oral+Written	Students will be able to:-

UNIT-1 From The Cat's Eyes

1) Poem- Harry, Be Good!

• Grammar

1) Collective Nouns

- ❖ Create sentences using collective nouns

2) Negative sentences

- ❖ Construct negative sentences using 'not'

COGNITIVE

- Learn common words relating to animals.
- Recite aloud with actions and develop memorization skills.
- Recite the poem with fun and talk about taking care of pets.
- Identify nouns (plural and collective).
- Describe the function of collective nouns.
- Construct the collective nouns to match plural nouns.
- Create sentences using collective nouns.
- Identify negative sentences (Using not)
- Express meaning of sentences using not.
- Compare affirmative and negative sentences(using not).
- Create negative sentences (using not)

SOCIAL(Indicator)

- Describe the simple relationship between helping others and being helped.
- State positive ways of interacting in relationships.

EMOTIONAL (Indicator)

- Identify different emotions.
- Describe what effects influences have on their emotions.

UNIT-2

- **The Missing Trinkets**
 - 1) Lesson- Misha Solves a Mystery

- Grammar
 - 1) Plural Nouns
 - ❖ Create sentences using plural forms of nouns
 - 2) 'May' as a modal
 - ❖ Create sentences using 'may' as a modal.

COGNITIVE

- Solve a problem smartly.
- Read aloud with correct pronunciation, intonation, voice modulation and expression.
- Identify and describe the key elements of a mystery story.
- Comprehend and find out the culprit in a mystery story.

- Identify plural nouns (with endings s/es/ves/ies)
- Demonstrate ability to write plural forms of nouns
- Categories plural forms of nouns based on the endings they take (s/es/ves/ies)
- Create sentences using the plural forms of nouns.
- Identify modals in sentences
- Describe the function of 'may' as a modal
- Interpret instances of possibility or permission (using the modal 'may') in sentences
- Create sentences using 'may' as a modal

SOCIAL(Indicator)

- Identify verbal and non-verbal communication clues in relationships.
- Identify the community they belong to.

EMOTIONAL (Indicator)

- Identify good and bad decisions

UNIT-3

- **In a Nutshell**

- 1) Lesson-Ranbir and the Wizard of Dentistry

- Grammar

- 1) Irregular Plurals
- 2) Conjunctions

ELO-1 Create sentences using the plural forms of nouns(irregular)

ELO-2 Create sentences using suitable conjunctions

Cognitive

- Identify and learn the importance of eating healthy food.
- Read aloud with correct pronunciation, intonation, voice modulation and expression.
- Identify and describe the characters of a story.
- Comprehend the text.
- Identify the plural forms of nouns
- Describe the plural forms of nouns
- Classify nouns according to the plural form they take
- Create sentences using plural forms of nouns (irregular)
- Identify conjunctions in sentences (range: but, because)
- Describe the function of given conjunctions (range: but, because)
- Interpret the idea/meaning conveyed in sentences using conjunctions (range: but, because)
- Create sentences using suitable conjunctions(range: but, because)

SOCIAL(Indicator)

- State that people in a community may have views different from theirs.

EMOTIONAL(Indicator)

- Identify personal strengths and areas of improvement
- Describe self-discipline
- Analyze what they have learnt about themselves.

UNIT-4

- **The Road to Safety**
 - 1) **Lesson-The Misadventure**
- Grammar
 - 1) Possessive nouns
 - 2) Adjectives of Comparison

ELO-1 Create sentences using the possessive nouns.

ELO-2 Create sentences using adjectives of comparison

Cognitive

- Identify and learn the importance of safety rules while on roads.
- Consequences of breaking the rules
- Understand and learn the key words relating to traffic.
- Read aloud with correct pronunciation, intonation, voice modulation and expression.
- Comprehend the text
- Identify nouns (common and proper nouns)
- Describe ownership/belonging using nouns
- Explain ownership/belonging using nouns
- Create sentences using possessive nouns (to indicate ownership/belonging)
- Identify adjectives in sentences
- Describe nouns suitably using adjectives
- Construct suitable adjectives to compare nouns
- Create sentences using adjectives of comparison

SOCIAL (Indicator)

- Describe the relationship among different members in a community for its progress.

EMOTIONAL(Indicator)

- Identify different emotions.

	<ul style="list-style-type: none"> • Describe influences for particular emotions • Describe what effect influences have on their emotions. • Identify good and bad strategies in managing emotions.
<p>UNIT-5</p> <ul style="list-style-type: none"> • From the Heart of a Tree <ol style="list-style-type: none"> 1) Poem-Before I Became a Tree • Grammar <ol style="list-style-type: none"> 1) Modal Verbs (must/mustn't/should/shouldn't) 2) Reflexive pronouns <p>ELO-1 Create sentences using modal verbs</p> <p>ELO-2 Create sentences using reflexive pronouns</p>	<p><u>Cognitive</u></p> <ul style="list-style-type: none"> • Empathize with the trees • Learn and describe the importance of trees in our life • Importance of protecting nature • Enjoy poem recitation with actions and develop self expressions. • Identify modal verbs in sentences • Describe the function of modal verbs • Interpret meanings conveyed in sentences using modal verbs • Create sentences using modal verbs • Identify pronouns in sentences • Demonstrate the ability to form reflexive pronouns • Compare actions performed by subjects using reflexive pronouns • Create sentences using reflexive pronouns <p><u>SOCIAL(Indicator)</u></p>

- Describe the simple relationship between helping others and being helped.
- Describe the relationship among different members in a community for its progress.
- Identify situations of conflicts.

EMOTIONAL (Indicator)

- Identify different emotions
- Describe influences for particular emotions.
- State coping strategies
- Describe coping strategies used in a particular situation.
- Describe self-discipline

UNIT-6

- **Yours, or Mine**

- 1) Lesson-Birbal
Catches a Thief

- Grammar

- 1) Present Continuous Tense
- 2) Possessive adjectives
(my/his/her/its/our/your/their)

Cognitive

- Understand what are manners
- Think that how can they be well-mannered in life situations?
- Read aloud with correct pronunciation, intonation, voice modulation and expression.
- Comprehend the text
- Identify verbs in the present continuous tense form
- Construct verbs in the present continuous form
- Create sentences in the present continuous tense

ELO-1 Create sentences in present continuous tense.

ELO-2 Create sentences using suitable possessive adjectives

- Identify adjectives in sentences
- Describe the possession indicated using adjectives
- Demonstrate the ability to use adjectives denoting possession
- Create sentences using suitable possessive adjectives

SOCIAL(Indicator)

- State the people in a community may have views different from theirs.
- Identify situations of conflict
- Describe ways of solving conflicts.

EMOTIONAL (Indicator)

- Identify different emotions
 - Describe what effect influences have on their emotions.
 - Describe coping strategies used in a particular situation.
 - Describe self-discipline
-
- Conduct a survey of stray animals and suggest ways to help them. Also create a poster showing do's and don'ts to help these animals.
 - Think, analyze and find out stepwise solution of a problem.
 - Prepare a personal weekly diet chart. Use plural noun forms and conjunctions in your writing.
 - Discuss and record possible dangers that may be faced in certain

	<p>situations.</p> <ul style="list-style-type: none"> • Frame guidelines for a place and make a poster to help others understand these guidelines. • Write a story using the given templates. Use present continuous tense form and possessive adjectives in writing
Writing and Reading Skills	
Story Outline	<ul style="list-style-type: none"> • Create an outline of a story using its key elements in given word limit. • Using relevant words, idioms and similes. • Using appropriate parts of speech
Paragraph	<ul style="list-style-type: none"> • Well-structured paragraph using relevant words , idioms and similes • Using appropriate forms of tenses.
Create a poster	<ul style="list-style-type: none"> • Create a suitable title. • Illustrate the given title along with relevant caption or slogans.
Unseen Passage and Poem	<ul style="list-style-type: none"> • Read and comprehend. • Answer questions based on them and infer meanings of unfamiliar words.
Term II (October to February)- Volume -2	ELO and Success Criteria

UNIT-7**The Girl Who Beat All Odds**

Lesson- The Life of Helen Keller

- Grammar

- 1) Determiners (articles)

- ❖ Create sentences using articles (a/an/the)

- 2) Prepositions of place

- ❖ Create sentences using prepositions of place

Success Criteria**Cognitive****Students will be able to :-**

- Understand the importance of teacher in student's life
- Read aloud with correct pronunciation, intonation, voice modulation and expression.
- Comprehend the text
- Identify articles in sentences (Ratio: a/an/the)
- Describe nouns using suitable articles. (Ratio: a/an/the)
- Create sentences using articles. (Ratio: a/an/the)
- Identify prepositions indicating place (in sentences).
- Locate nouns using preposition indicating place
- Demonstrate the ability to use prepositions indicating place with nouns
- Create sentences using prepositions indicating pace with nouns.

SOCIAL(Indicator)

- Describe the simple relationship between helping others and being helped.
- Describe methods that help them learn.
- State that the brain is neuroplastic (in simple terms)

EMOTIONAL (Indicator)

- Identify different emotions.
- Identify personal strengths and areas of improvement.

	<ul style="list-style-type: none"> Analyse what they have learnt about themselves.
<p>UNIT-8</p> <ul style="list-style-type: none"> Three 'R's to Get Clean Poem-Working on the Trash Grammar <ol style="list-style-type: none"> Kinds of sentences (imperative, exclamatory) Create imperative and exclamatory sentences Kinds of Punctuation (exclamation) Usage of punctuations 	<p><u>Cognitive</u></p> <ul style="list-style-type: none"> Understand and learn how waste can be recycled, reduced and reused Find out that how can they keep the environment clean Recite poem with correct expression and voice modulation. <ul style="list-style-type: none"> Identify imperative and exclamatory sentences Describe elements of imperative and exclamatory sentences. Explain the function/purpose of types of sentences. Create imperative and exclamatory sentences. Identify punctuation marks in sentences Describe the function of punctuation marks in sentences Use punctuation marks correctly in sentences. <p><u>SOCIAL (Indicator)</u></p> <p>Describe the relationship among different members in a community for its progress.</p> <p>Identify situations of conflict.</p>

	<p>Describe the ways of resolving conflicts.</p> <ul style="list-style-type: none"> • <u>EMOTIONAL (Indicator)</u> • Identify different emotions. • Describe influences for particular emotions. • Describe coping strategies used in particular situation.
<p>UNIT-9</p> <ul style="list-style-type: none"> • Different, Yet Similar A Day at GurukulVidyalaya <p>Grammar</p> <p>1. Simple Past Tense Form</p> <ul style="list-style-type: none"> • Create sentences in simple past tense form <p>2. Adverb of time</p>	<ul style="list-style-type: none"> • <u>Cognitive</u> • Learn about different cultures that exist in the world. • Learn about cultural diversities across the world. • Read aloud with correct pronunciation, intonation, voice modulation and expression. • Comprehend the text <ul style="list-style-type: none"> • Identify verbs in sentences • Describe time of an action indicted (by verb) in a sentence • Demonstrate the ability to form verbs (regular/irregular) in simple past tense • Create sentences in simple past tense <p><u>SOCIAL (Indicator)</u></p> <ul style="list-style-type: none"> • Describe the relationship among different members in a community for its

<ul style="list-style-type: none"> • Create sentences using adverbs indicating time. 	<p>progress.</p> <ul style="list-style-type: none"> • Identify situations of conflict. <p><u>EMOTIONAL (Indicator)</u></p> <ul style="list-style-type: none"> • Identify different emotions. • Describe what effect influences have on their emotions. • Describe self-discipline
<p>UNIT-10 A Plea to the World Poem- Letter to Grown-ups</p> <p>Grammar</p> <p>1. Verb 'To Do'</p> <ul style="list-style-type: none"> • Create sentences using verbs <p>2. Quantifiers</p> <ul style="list-style-type: none"> • Create sentences using quantifiers 	<p><u>Cognitive</u></p> <ul style="list-style-type: none"> • Learn how to conserve nature • Recite poem with correct expression and voice modulation. <ul style="list-style-type: none"> • Identify verbs (in a sentence) • List different forms of verbs(to do) • Create sentences using different forms of the verb (to do) <ul style="list-style-type: none"> • Identify quantifiers(in a sentence) • Create sentences using quantifiers • Demonstrate the ability to use suitable quantifiers with nouns <p><u>SOCIAL (Indicator)</u></p> <ul style="list-style-type: none"> • Describe the relationship among different members in a community for its

	<p>progress.</p> <ul style="list-style-type: none"> • Identify situations of conflict. <p><u>EMOTIONAL (Indicator)</u></p> <ul style="list-style-type: none"> • Identify different emotions. • Describe what effect influences have on their emotions. • Describe self-discipline
<p>UNIT-11 Every Drop Counts Lesson-Animal's on Old Mac Donald's Farm</p> <p>Grammar Past Continuous Tense Create sentences in past continuous tense</p>	<p><u>Cognitive</u></p> <ul style="list-style-type: none"> • Learn the importance of conserving water and reducing its wastage. • Read aloud with correct pronunciation, intonation, voice modulation and expression. • Comprehend the text <ul style="list-style-type: none"> • Identify verbs in sentences • Describe the time of an action indicated (by verb) in a sentence • Demonstrate the ability to form verbs (regular/irregular) in past continuous tense • Create sentences in past continuous tense <ul style="list-style-type: none"> • Identify prepositions (in sentences).

<p>Prepositions of directions Create sentences using prepositions of directions</p>	<ul style="list-style-type: none"> • Describe the use/function of preposition of direction. • Demonstrate the ability to use prepositions of directions to express movement. • Create sentences using prepositions of directions <p><u>SOCIAL (Indicator)</u></p> <ul style="list-style-type: none"> • State the people in a community may have views different from theirs. • Identify situations of conflict • Describe ways of resolving conflicts. <p><u>EMOTIONAL (Indicator)</u></p> <ul style="list-style-type: none"> • Identify different emotions. • Describe influences for particular emotions. <ul style="list-style-type: none"> • Describe coping strategies used in particular situation
<p>UNIT-12 TopsyTurvy Poem- When the World Turns Upside Down</p>	<ul style="list-style-type: none"> ▪ Learn to accept and manage any change in their lives. ▪ Learn to respond in any particular change • Recite poem with correct expression and voice modulation. • Identify adjectives (in sentences). • Describe one's personal state/condition using adjectives.

<p>Grammar Adjectives (describe feelings, emotion, taste/touch)</p> <p>ELO-1 Create sentences using suitable adjectives.</p>	<ul style="list-style-type: none"> • Demonstrate the ability to use adjectives describing feeling/emotions/taste/touch. • Create sentences using suitable adjectives describing feeling/emotions/taste/touch.
<p>Adverbs (place- here/there/everywhere/nowhere /somewhere/anywhere)</p> <p>ELO-1 Create sentences using adverbs denoting place.</p>	<ul style="list-style-type: none"> • . Identify adverbs in sentences • Describe the location of an action using adverbs • Demonstrate the ability to use adverbs denoting place in a sentence • Create sentences using adverbs denoting place.
	<p><u>SOCIAL (Indicator)</u> State positive ways of interacting in relationships</p>
	<ul style="list-style-type: none"> • <u>EMOTIONAL (Indicator)</u> • Identify different emotions. • Describe influences for particular emotions. • Describe coping strategies used in particular situation. • Describe influences have on their emotions.

	<ul style="list-style-type: none">Analyse what they have learnt about themselves.
Writing and Reading Skills	
Paragrah	<ul style="list-style-type: none">Well-structured paragraph using relevant words , idioms and similesUsing appropriate forms of tenses
Create a Poster	<ul style="list-style-type: none">Create a suitable title.Illustrate the given title along with relevant caption or slogans.
Create a Poem	<ul style="list-style-type: none">Create a poem based on its appropriate form.Using elements in suitable manner.Using appropriate rhyming words, different parts of speech to express emotions and mood.
Unseen Passage and Poem	<ul style="list-style-type: none">Read and comprehend.Answer questions based on them and infer meanings of unfamiliar words.

SUBJECT :HINDI

टर्म-1 (मार्च से सितंबर)	विषयवस्तु	उद्देश्य विद्यार्थी निम्न दक्षता प्राप्त करेंगे-
मौखिक एवं लिखित पाठ्यक्रम	'उत्कर्ष' पाठ-1 जय हिंद (कविता)	<ul style="list-style-type: none"> ■ कविता का लययुक्त वाचन करना। ■ समानता की भावना विकसित करना। ■ देश की सेवा का अर्थ समझना। ■ सुबह जल्दी उठने तथा परिश्रम की भावना का विकास करना। ■ समान तुक वाले शब्द समझना एवं वर्ण-विच्छेद करना।
	पाठ-6 एक शरीर में कितने दो हैं? (कविता)	<ul style="list-style-type: none"> ■ कविता का लयसहित सस्वर वाचन करना। ■ संख्या-गणित का दैनिक जीवन में महत्त्व। ■ अंकों को शब्दों में लिखना। ■ शरीर के अंगों की जानकारी देना। ■ क्रिया तथा वचन शब्दों का उचित प्रयोग।
	पाठ-2 ज्ञान-मार्ग (एकांकी)	<ul style="list-style-type: none"> ■ पात्रानुकूल वाचन। ■ गुरु तथा गुरुकुल प्रथा के महत्त्व को समझना।

		<ul style="list-style-type: none"> ■ अहंकार तथा गर्व में अंतर समझना। ■ अनेकार्थी शब्द, लिंग तथा विलोम शब्दों का उचित प्रयोग करना।
	पाठ-4 चूड़ों से दोस्ती (कहानी)	<ul style="list-style-type: none"> ■ पशु-प्रेम की भावना का विकास करना। ■ पशु तथा उनके रहने के स्थान की साफ-सफ़ाई की जानकारी प्राप्त करना। ■ पशुओं की देखभाल करना, उनके साथ प्रेम पूर्ण व्यवहार करना। ■ सर्वनाम तथा वचन शब्दों का प्रयोग करना।
	पाठ-3 किस्सा तेनालीराम का (कहानी)	<ul style="list-style-type: none"> ■ सम्मान की भावना का विकास करना। ■ संकट के समय चतुराई एवं बुद्धिमत्ता का परिचय देना। ■ संयुक्त व्यंजन से शब्द बनाना। ■ संज्ञा तथा प्रत्यय द्वारा भाषा ज्ञान में वृद्धि।
व्याकरण	भाषा, वर्णमाला, मात्राएँ, शब्द तथा वाक्य-रचना, संख्या (1-30), संज्ञा, लिंग, वचन, विलोम शब्द, मुहावरे, विरामचिह्न	<ul style="list-style-type: none"> ■ भाषा की दक्षता का विकास करना। ■ शब्द-भंडार में वृद्धि करना। ■ मुहावरों का उचित प्रयोग करना। ■ हिंदी अंकों का ज्ञान एवं दैनिक जीवन में उनका महत्त्व समझना। ■ विराम-चिह्न का उचित प्रयोग करना।

रचनात्मक-लेखन	अनुच्छेद-लेखन, चित्रवर्णन, अनौपचारिक पत्र	<ul style="list-style-type: none"> ■ संकेत बिंदुओं की सहायता से अपने विचार व्यक्त करना। ■ लेखन कौशल का विकास करना ■ कल्पना शक्ति का विकास।
अपठित बोध	अपठित गद्यांश एवं पद्यांश	<ul style="list-style-type: none"> ■ गद्यांश एवं पद्यांश के माध्यम से पठन की रुचि जाग्रत करना। ■ भाषा ज्ञान में वृद्धि करना।
गतिविधि	एकांकी मंचन	बहुमुखी प्रतिभा का विकास करना।
टर्म-2 (अक्टूबर से फरवरी)	विषयवस्तु	उद्देश्य
मौखिक एवं लिखित पाठ्यक्रम	पाठ-11 हम नन्हे-नन्हे बच्चे हैं (कविता)	<ul style="list-style-type: none"> ■ देश-प्रेम की भावना का विकास करना। ■ कविता का लययुक्त वाचन, गायन तथा भावार्थ समझना। ■ आत्मविश्वास तथा दृढ़-निश्चय की भावना का विकास करना। ■ विशेषण व पर्यायवाची शब्दों के द्वारा भाषा ज्ञान बढ़ाना।
	पाठ- 13 हल्ला-गुल्ला (कविता)	<ul style="list-style-type: none"> ■ कविता का लययुक्त वाचन, गायन तथा भावार्थ समझना। ■ अपने लक्ष्यों का निर्माण करना। ■ भविष्य का निर्माण एवं लक्ष्यों की प्राप्ति के लिए कार्य करना।
	पाठ-9 अकल का पौधा (एकांकी)	<ul style="list-style-type: none"> ■ वनस्पति जगत के बारे में जानकारी प्राप्त करना। ■ जीव-जंतुओं के जीवन-चक्र को समझना।

		<ul style="list-style-type: none"> ■ वृक्ष तथा उसके रोपण का महत्त्व समझना। ■ काल पहचानकर बदलकर लिखना।
	पाठ-12 चुभती भूल (गद्य- पाठ)	<ul style="list-style-type: none"> ■ व्यवहार कुशलता का ज्ञान प्राप्त करना। ■ बुजुर्गों का आदर-भाव करना। ■ एक अच्छा इंसान बनने की सीख देना। ■ शब्द युग्म की जानकारी प्राप्त करना। ■ लिंग व विलोम से अवगत कराना।
	पाठ-16 मोगली आया गाँव में (विदेशी कथा)	<ul style="list-style-type: none"> ■ फिल्म 'द जंगल बुक' फिल्म की चर्चाकर जंगल के नाम के साथ अनुभवों से परिचित कराना। ■ साहस, चातुर्य व सूझ-बूझ के द्वारा विषम परिस्थिति का सामना करने का साहस करना। ■ सुरक्षा के उपायों से अवगत कराना। ■ चित्रवर्णन करना। ■ वचन तथा मुहावरों का उचित प्रयोग करना।
व्याकरण	सर्वनाम, विशेषण, क्रिया, विराम-चिह्न, अनेकार्थक शब्द, वाक्यांश के लिए एक शब्द, पर्यायवाची, विलोम एवं मुहावरे	<ul style="list-style-type: none"> ■ भाषा की दक्षता का विकास करना। ■ शब्द.भंडार में वृद्धि करना। ■ मुहावरों का अर्थ समझना एवं उनका वाक्य में प्रयोग करना।

रचनात्मक.लेखन	अनौपचारिक पत्र-लेखन, अनुच्छेद-लेखन, कहानी-निर्माण, संवाद-लेखन	<ul style="list-style-type: none"> ■ कहानी का निर्माण करना। ■ लेखन कौशल का विकास करना ■ कल्पना शक्ति का विकास करना। ■ दिए गए चित्रों के आधार पर संवाद लिखना।
अपठित बोध	अपठित गद्यांश व पद्यांश	<ul style="list-style-type: none"> ■ गद्यांश/पद्यांश को पढ़कर समझना एवं उससे संबंधित अभ्यास करना। ■ पठन व पाठन की क्षमता का विकास करना।
गतिविधि	कविता निर्माण	<ul style="list-style-type: none"> ■ कल्पनाशीलता एवं रचनात्मकता का विकास करना।

MATHEMATICS

TERM – I (March-September)- Volume-1	ELO and Success Criteria
Oral + Written	Students will be able to
Chapter-1 Shapes around us	<ul style="list-style-type: none"> ● Cognitive <ol style="list-style-type: none"> 1. Create shapes using tangram <ul style="list-style-type: none"> ❖ Identify the number of diagonals that can be drawn in a flat shape ❖ Describe a shape using its properties. ❖ Create shape using tangram 2. Describe a solid shape using the words corners, edges and faces <ul style="list-style-type: none"> ❖ Identify different views of a solid shape ❖ Draw different views of a solid shape ❖ Describe a solid shape using the words corners, edges and faces 3. Create tessellations using one or more shapes <ul style="list-style-type: none"> ❖ Identify shapes that tessellate ❖ Identify how many shapes tessellate in a given pattern ❖ Create tessellations using one or more shapes ● SOCIAL (Indicator)

	<ol style="list-style-type: none"> 1. Describe the simple relationship between helping others and being helped. <ul style="list-style-type: none"> • EMOTIONAL (Indicator) <ol style="list-style-type: none"> 1. Identify personal strengths and areas of improvement. • Metacognitive <ol style="list-style-type: none"> 1. Describe how they check on their learning.
Chapter-2 Numbers (up to 4 digits)	<ul style="list-style-type: none"> • Cognitive <ol style="list-style-type: none"> 1. Represent the value of four digit numbers in words, numerals and pictorially <ul style="list-style-type: none"> ❖ Identify the value of each place in a four digit number ❖ Represent the value of four digit numbers in words, numerals and pictorially 2. Arrange numbers in ascending and descending order <ul style="list-style-type: none"> ❖ Identify numbers before ,after, between and in multiples (skip counting- 100's , 500's, 1000's) ❖ Compare 4 digit numbers(using <, > and =) ❖ Arrange 4 digit number in ascending and descending order. • SOCIAL (Indicator) <ol style="list-style-type: none"> 1. State that people in a community may have views different from others. 2. State positive ways of interacting in relationships.
Chapter-3 Addition and	<ul style="list-style-type: none"> • Cognitive <ol style="list-style-type: none"> 1. Create addition word problems.

Subtraction

- ❖ Add simple 4 digit numbers with and without regrouping.
- ❖ Apply the concept of addition to solve real life problems.
- ❖ Create addition word problems.
- 2. Apply the concept of subtraction and addition to create word problems.
 - ❖ Subtract simple 4 digit number with and without carryovers.
 - ❖ Apply the concept of subtraction to solve word problems.
 - ❖ Apply the concept of subtraction and addition to create word problems.
- 3. Inverse relationship between addition and subtraction
 - ❖ Explain the relationship between addition and subtraction
 - ❖ Verify problems using inverse relationship.
- **SOCIAL (Indicator)**
 1. Identify positive ways of interacting in relationships.
- **EMOTIONAL (Indicator)**
 1. Identify good and bad decisions.

Chapter -4
Multiplication 1

- **Cognitive**
 1. Create different multiplication tables by adding or subtracting tables already learnt
 - ❖ Derive multiplication table of 6,7,8 and 9
 - ❖ Create different multiplication tables by adding or subtracting tables already learnt

	<ul style="list-style-type: none">2. Estimate the product of two numbers<ul style="list-style-type: none">❖ Multiply a 2 digit number by single digit with or without regrouping❖ Apply the concept of multiplication in real life situation.❖ Estimate the product of two numbers.• SOCIAL (Indicator)<ul style="list-style-type: none">1. Describe the simple relationship between helping other and being helped.• EMOTIONAL (Indicator)<ul style="list-style-type: none">1. Describe self discipline.• Metacognitive<ul style="list-style-type: none">1. Describe methods that help them learn.
Chapter-5 Division 1	<ul style="list-style-type: none">• Cognitive<ul style="list-style-type: none">1. Apply division to solve real life problems.<ul style="list-style-type: none">❖ Identify the amount in equal groups while dividing a quantity.❖ Identify the number of equal groups that can be formed while dividing a quantity.❖ Express a division fact using symbols.❖ Apply division to solve real life problems.• SOCIAL (Indicator)<ul style="list-style-type: none">1. Describe ways of resolving conflicts.• EMOTIONAL (Indicator)<ul style="list-style-type: none">1. Identify good and bad decisions

	<ul style="list-style-type: none">• Metacognitive<ol style="list-style-type: none">1. Describe how they check on their learning
Chapter- 6 Measurement	<ul style="list-style-type: none">• Cognitive<ol style="list-style-type: none">1. Solve real life problems using different units of length.<ul style="list-style-type: none">❖ Identify the right unit of length to measure objects(mm, cm, and m).❖ Measure objects using mm, cm and m.❖ Convert m to cm and cm to mm.❖ Solve real life problems using different units of length.2. Solve real life problems using capacity.<ul style="list-style-type: none">❖ Identify the appropriate unit to measure a given capacity.❖ Measure the capacity of objects using l and ml.❖ Solve real life problems using capacity.3. Solve real problems on mass of objects.<ul style="list-style-type: none">❖ Identify appropriate unit to measure a given object.❖ Convert Kilogram to gram and vice versa.❖ Solve real problems on mass of objects.• EMOTIONAL (Indicator)<ol style="list-style-type: none">1. Describe influences for particular emotions.
Chapter-7 Patterns	<ul style="list-style-type: none">• Cognitive<ol style="list-style-type: none">1. Create patterns having unit of repeat.

- ❖ Identify the unit of repeat for a given pattern.
- ❖ Extend patterns using unit of repeat.
- ❖ Create pattern having unit of repeat.
- **SOCIAL(Indicator)**
 1. Identify ways of keeping friends.
- **EMOTIONAL (Indicator)**
 1. Describe influences for a particular emotions.

TERM – II Month –Volume-2)

TERM-II
October – February
(Volume-2)

ELO and Success Criteria

Students will be able to

Chapter-8
Multiplication -2

- **Cognitive**
 1. Apply the concept of multiplication in real life situations.
 - ❖ Multiply a 2 digit number by single and double digit number with and without regrouping.
 - ❖ Apply the concept of multiplication in real life situations.
- **SOCIAL (Indicator)**
 1. State positive ways of interacting in relationships.
- **EMOTIONAL (Indicator)**

Chapter-9 Division -2	<p>1. Identify good and bad decisions.</p> <ul style="list-style-type: none">• Cognitive<ol style="list-style-type: none">1. Apply the concept of division to real life situations.<ul style="list-style-type: none">❖ Explain the components of grouping (range: quotient and remainder)❖ Divide number by a single digit (long division method)❖ Apply the concept of division to real life problems.2. Verify problems using inverse relationships<ul style="list-style-type: none">❖ Explain the relationship between multiplication and division.❖ Verify problems using inverse relationship.• SOCIAL (Indicator)<ol style="list-style-type: none">1. Identify ways of interacting in relationships.• EMOTIONAL (Indicator)<ol style="list-style-type: none">1. Identify ways of keeping friends.
Chapter -10 Fractions	<ul style="list-style-type: none">• Cognitive<ol style="list-style-type: none">1. Solve problems based on parts of a whole.<ul style="list-style-type: none">❖ Identify parts of a whole(one-fourth, half and three-fourth)❖ Represent fractions as numbers as numbers, words and on a number-line.❖ Solve problems based on parts of a whole.2. Arrange like fractions<ul style="list-style-type: none">❖ Identify like fractions.

- ❖ Compare like fractions
- ❖ Arrange like fractions.
- **SOCIAL (Indicator)**
 1. Identify the community they belong to.
- **EMOTIONAL (Indicator)**
 1. Identify likes, dislikes, wants and needs.

Chapter-11
Time

- **Cognitive**
 1. Represent the time in am and pm.
 - ❖ Represent the time in am and pm.
 2. Read and write time in intervals of 5 minutes.
 - ❖ Read and write time with respect to quarter hours.
 - ❖ Read and write time in intervals of 5 minutes.
 3. Solve real life problems on duration of time (hours, minutes).
 - ❖ Apply the concept of conversion and reading time to solve the problems.
- **SOCIAL (Indicator)**
 1. Describe the idea of sharing and caring.
 2. Identify ways of helping animals.
- **EMOTIONAL (Indicator)**

1. Describe self-discipline.

Chapter-12
Money

- Cognitive
 1. Add and subtract money.
 - ❖ Convert rupees into paise (and vice versa).
 - ❖ Form various combinations of number for an amount .
 - ❖ Add and subtract money.
- **SOCIAL (Indicator)**
 1. Identify positiveways of interacting in a relationship.
- **EMOTIONAL (Indicator) :**
 1. Identify likes, dislikes, wants and needs.

Chapter-13
Pictographs

- Cognitive
 1. Draw inferences by reading a pictograph or tally table.
 - ❖ Collect data with more than one attribute..
 - ❖ Represent data as pictograph and frequency distribution table(with scale)
 - ❖ Draw inference by reading a pictograph or tally table.
- **SOCIAL (Indicator)**
 1. State positiveways of interacting in relationships.
- EMOTIONAL (Indicator) :
 1. Identify good and bad decisions
- MetaCognitive
 1. State how they respond to feedback.

GENERAL SCIENCE

Term I
March- September
(Volume-1)

ELO and Success Criteria

Oral + Written	Students will be able to:-
Ch 1: The Magic of Life	<p>COGNITIVE</p> <p>1) Evaluate the importance of life processes in living things.</p> <ul style="list-style-type: none"> • Identify the life processes of living things. • Describe the functions of the life processes of living things. • Compare and contrast the life processes in different living things. • Evaluate the importance of life processes in living things.\ <p>EMOTIONAL (Indicator)</p> <p>1) Describe coping strategies used in a particular situation.</p>
Ch 2: The World of Green	<p>COGNITIVE</p> <p>1) Explain the importance of the functions of the parts of a plant.</p> <ul style="list-style-type: none"> • Identify the basic parts of a plant. • Describe the functions of the parts of a plant. • Explain the importance of the functions of the parts of a plant. <p>2) Classify plants based on their similarities.</p> <ul style="list-style-type: none"> • Describe the types of plants in my surroundings [range: root system, shoot system] • Classify plants based on their similarities [range: root system, shoot system] <p>3) Describe ways to care for plants that grow in my surroundings.</p> <ul style="list-style-type: none"> • List the factors required for a plant to grow and stay alive.

- Describe ways to care for plants that grow in my surroundings.

SOCIAL (Indicator)

- 1) Describe the simple relationship between helping others and being helped.
- 2) Describe the relationship among different members in a community for its progress.

EMOTIONAL (INDICATOR)

- 1) Identify different emotions.
- 2) Describe what effect influences have on their emotions.

Ch 3: Spots and Stripes Come Alive

COGNITIVE

- 1) Analyse the similarities and differences in animals using examples.
 - Identify the differences in animals that I see around me (range: place, body covering, movement, eating habits)
 - Describe the distinct features seen in animals (range: place, body covering, movement, eating habits)
 - Analyse the similarities and differences in animals using examples (range: place, body covering, movement, eating habits)
- 2) Describe ways to take care of different animals in my surroundings.
 - Identify the needs of different animals in my surroundings.
 - Describe ways to take care of different animals in my surroundings.

EMOTIONAL (INDICATOR)

- 1) Describe what effect influences have on their emotions.

Ch 4 : Push and Pull**COGNITIVE**

1. Design a working model to test the effects of force.
 - Identify force as a push or a pull [range: shape, movement, direction of movement]
 - Analyse the effects of force on an object [range: shape, Movement, direction of movement]
 - Design a working model to test the effects of force [range: shape, movement, direction of movement]

EMOTIONAL (INDICATOR)

- Describe what effect influences have on their emotions.

Ch. 5: What's the Matter?**COGNITIVE**

- 1) Explain the changes in state of matter.
 - Identify the different states of matter [range: solid, liquid, gas]
 - Describe the properties of the different states of matter [range: solid, liquid, gas]
 - Explain the changes in states of matter [range: solid to liquid, liquid to gas, liquid to solid, gas to liquid]

EMOTIONAL (INDICATOR)

- Describe influences for particular emotions.
- Describe what effect influences have on their emotions.

Term II October– February (Volume-2)	ELO and Success Criteria
Oral + Written	Students will be able to:-
Ch. 6: Systems of Our Body	<p>COGNITIVE</p> <ol style="list-style-type: none"> 1) Explain the roles played by the organ systems in the human body. <ul style="list-style-type: none"> • Name the organs of the organ systems in the human body. • Describe the functions of the organs in the different organ systems in the human body. • Explain the roles played by the 4 organ systems in the human body. <p>EMOTIONAL (INDICATOR)</p> <ol style="list-style-type: none"> 1) Describe strategies to manage emotions in different situations. <p>SOCIAL (Indicator)</p> <ul style="list-style-type: none"> • State that people in a community may have views different from theirs. • Identify verbal and non – verbal communication cues in relationships.
Ch 7 :The Winged Wonder	<p>COGNITIVE</p> <ol style="list-style-type: none"> 1) Explain how the characteristics of a bird help it. <ul style="list-style-type: none"> • Identify the characteristics of a bird. • Describe the characteristics of a bird. • Explain how the characteristics of a bird help it.

	<p>2) Propose ways to protect and care for birds.</p> <ul style="list-style-type: none">• Describe ways in which birds are harmed.• Propose ways to protect and care for birds. <p>SOCIAL (Indicator)</p> <p>1) Identify the community they belong to.</p> <p>2) State positive ways of interacting in relationships.</p> <p>EMOTIONAL (INDICATOR)</p> <ul style="list-style-type: none">• Describe influences for particular emotions.
<p>Ch 8 : Water Wise</p>	<p>COGNITIVE</p> <p>1) Explain the uses of the properties of water.</p> <ul style="list-style-type: none">• Identify the properties of water.• Describe the properties of water.• Explain the uses of the properties of water. <ul style="list-style-type: none">• Propose ways to conserve freshwater.<ul style="list-style-type: none">• List the sources of freshwater.• Explain the need to conserve freshwater.• Propose ways to conserve freshwater. <p>EMOTIONAL (INDICATOR)</p> <p>1) Analyse what they have learnt about themselves.</p> <p>SOCIAL (Indicator)</p> <p>1) Identify the community they belong to.</p>

	2) Describe the relationship among different members in a community for its progress.
Ch. 9: Where are We?	<p>COGNITIVE</p> <p>1) Explain how some of the different components in our Universe are ordered.</p> <ul style="list-style-type: none"> • Name some of the different components in our Universe • Describe some of the different components in our Universe. • Explain how some of the different components in our Universe are ordered. <p>EMOTIONAL (INDICATOR)</p> <p>1) Identify personal strengths and areas of improvement.</p>

SOCIAL STUDIES

Term I March- September (Volume -1)	Expected Learning Outcomes and Success Criteria
Oral+Written Ch 1- My Family	Students will be able to :- COGNITIVE

- 1) Interpret the differences and similarities in various types of families
 - Describe different types of families
 - Differentiate a joint family from a nuclear family
 - Interpret the existence of differences and similarities in various types of families
- 2) Reason out the need for parents to work
 - Explain why it is important for children to help parents at home
 - Reason out the need for parents to work
- 3) Explain the impact of changes on a family
 - List the changes that might occur in a family
 - Explain an event that has brought about a change in my family
 - Explain the impact of changes on a family

SOCIAL (Indicator)

- 1) Identify groups, they, their family, their classmates belong to
- 2) Describe relationships in a variety of situations
- 3) Describe the relationships among different members of the community
- 4) State that people in a community may have views different from theirs
- 5) Describe ways they help at home and school

EMOTIONAL (Indicator)

- 1) Identify different emotions
- 2) Describe influences for particular emotions

Time

- 1) Analyse a calendar to identify its purpose
 - Identify various types of calendars
 - Analyse various types of calendars to identify their purpose
- 2) Classify events as family, school and national events
 - Record important events using a calendar
 - Classify events as family, school and national events
- 3) Create a timeline to represent events
 - Organize events in chronological order based on a timeline
 - Create a timeline to represent events

SOCIAL (Indicator)

- 1) Identify the community they belong to
- 2) Describe ways they help at home and school
- 3) Attempt unfamiliar tasks

EMOTIONAL (Indicator)

- 1) Identify personal strengths
- 2) State the emotion they feel

Ch. 3- Then , Now and Tomorrow**COGNITIVE**

- 1) Explain how changes affect us.
 - Identify changes happening around us .
- 2) Explain ways and means of dealing with changes around us.
- 3) Design a vehicle for the future.

- Identify difference between new and old transport.
- Explain how development in transport has affected our lives.

SOCIAL (Indicator)

- 1) Identify themselves as a part of community.
- 2) State that people in the community may have views different from theirs.
- 3) Describe relationships in a variety of situations.

EMOTIONAL (Indicator)

- 1) Identify different emotions.
- 2) Describe influences for different emotions.
- 3) State coping strategies.

Ch. 4 – Beyond Our Skies**COGNITIVE**

- 1) Explain the characteristics of the objects in the solar system.
 - List the components of the solar system.
 - Explain the characteristics of the objects in the solar system (size, shape, order of distance from the sun, presence of natural satellites).
- 2) Explain why life is possible only on Earth.
 - Express the differences between Earth and one other planet.
 - Explain why life is possible only on Earth.

SOCIAL (Indicator)

- 1) Identify cooperative behaviours in play and team.

	<p>EMOTIONAL (Indicator)</p> <ol style="list-style-type: none"> 1) Identify different emotions. 2) Describe influences for a particular emotion.
<p>Ls 5- You and Me</p>	<p>COGNITIVE</p> <ol style="list-style-type: none"> 1) Develop ideas about behaviours, activities etc. that go with a particular gender. 2) Raise awareness of gender stereotyping. <p>SOCIAL (Indicator)</p> <ol style="list-style-type: none"> 1) Identify groups they, their family and classmates belong to. 2) Identify diverse views held by people. 3) Describe ways they help at home and school. 4) Describe relationships in a variety of situations. <p>EMOTIONAL (Indicator)</p> <ol style="list-style-type: none"> 1) Identify their likes, dislikes needs and wants.
<p>Ch. 6- Look Around, Be Alert Stay Safe</p>	<p>COGNITIVE</p> <ol style="list-style-type: none"> 1) Explain the need for safety rules. <ul style="list-style-type: none"> • List the ways to keep myself safe in school, at home and on the road. • Identify signs that help keep us safe on the road. • Explain the need for safety rules. 2) Create role plays to showcase few emergencies and first aid to be provided. <ul style="list-style-type: none"> • Sequence the steps involved in first aid during various medical emergencies. • Create role plays to showcase few emergencies and first aid to be provided.

	<p>SOCIAL (Indicator) 1) Identify cooperative behaviours in plays and teams.</p> <p>EMOTIONAL (INDICATOR) 1) Identify personal strengths and areas of improvement.</p>
<p>Term II September- February(Volume-2)</p>	<p style="text-align: center;">Expected Learning Outcome and Success Criteria</p>
<p>Ch. 7- Festivals and Celebrations</p>	<p>Students will be able to :-</p> <p>COGNITIVE</p> <ol style="list-style-type: none"> 1) Interpret the differences and similarities in various festivals. <ul style="list-style-type: none"> • List the types of festivals celebrated in India. • Describe the significance of the types of festivals celebrated. • Interpret the differences and similarities in various festivals. 2) Create a new festival of my choice. <ul style="list-style-type: none"> • Identify some important Indian epics. • Analyse a story from an Indian epic to understand the values. • Create a new festival of my choice. <p>SOCIAL (Indicator)</p> <ol style="list-style-type: none"> 1) Describe how to make a difference in their community. 2) Identify the community they belong to. 3) Explain the values of diverse views.

- 4) Share and cooperate in play and teams.

EMOTIONAL (Indicator)

- 1) Identify personal strengths and areas of improvement.
- 2) Identify different emotions.
- 3) Explain the effect of their different emotions and actions on others.

Ch. 8 – Me and My Community**COGNITIVE**

- 1) Explain how community helpers benefit the community.
 - Identify different types of helpers that are in the community.
 - Describe the roles of different types of helpers in the community.
 - Explain how community helpers benefit the community.
- 2) Analyse the significance of dignity of labour.
 - List reasons why people work.
 - Analyse the significance of dignity of labour.
- 3) Enact the role of a community helper of your choice.
 - Analyse ways to help the community.
 - Enact the role of a community helper of your choice.

SOCIAL (Indicator)

- 1) Identify their likes, dislikes, needs and wants.
- 2) Describe how to make a difference in own community.
- 3) Identify diverse views held by people.

	<p>4) Share and cooperate in play and teams. 5) State that people in a community may have views different from theirs.</p> <p>EMOTIONAL (Indicator)</p> <p>1) Describe influences for different emotions.</p>
<p>Ch. 9- Pride of India</p>	<p>COGNITIVE</p> <p>1) Match leaders with their achievements.</p> <ul style="list-style-type: none"> • Identify some of India's National leaders. • Match leaders with their achievements. <p>2) Explain the significance of any one National day celebrated in India.</p> <ul style="list-style-type: none"> • Relate National days to events (range: birthdays and death days of National leaders). • Explain the significance of any one National day celebrated in India. <p>3) Explain the reason behind the choice of each symbol.</p> <ul style="list-style-type: none"> • Identify National symbols of India. • Research ways and means to respect the National Anthem and flag. • Explain the reason behind the choice of each symbol. <p>SOCIAL (Indicator)</p> <p>1) Describe relationships in a variety of situations.</p> <p>EMOTIONAL (Indicator)</p> <p>1) Identify good and bad decisions and strategies.</p>
<p>Ch. 10- My</p>	<p>COGNITIVE</p>

Surroundings

- 1) Analyse a situation to list the interdependence of living and non living things in an environment.
 - Identify elements of the environment.
 - Analyse a situation to list the interdependence of living and non living things in an environment.
- 2) Propose ways to keep your surroundings clean through a role play.
 - State the meaning of pollution.
 - Identify the forms of pollution that make our surroundings unclean.
 - Describe the various forms of pollution and how they affect the environment.
 - Analyse an image of an unclean environment to list the after effects.
 - Propose ways to keep your surroundings clean through a role play.

SOCIAL (Indicator)

- 1) Describe ways of resolving conflict.
- 2) Identify the community they belong to.

EMOTIONAL (INDICATOR)

- 1) Identify ways to self-manage themselves

Ch. 11- Maps and Globes**COGNITIVE**

- 1) Relate places in my immediate surrounding using the four main directions
 - Explain the term map.
 - Locate places on a map with the help of a compass rose.
 - Relate places in my immediate surrounding using the four main directions.

- 2) Create a map for a place.
 - Describe the features of a map and a globe.
 - Compare and contrast the features of a map and a globe.
 - Create a map for a place.

SOCIAL (Indicator)

- 1) State ways of taking responsibilities in simple tasks.
- 2) Identify cooperative behaviours in play and teams.

EMOTIONAL (INDICATOR)

- 1) Identify different emotions.
- 2) State coping strategies.

Ch. 12- Heritage of India**COGNITIVE**

- 1) Role play a tale from Jataka or Panchatantra.
 - Compare and contrast Jataka and Panchatantra tales.
 - Identify the reasons behind the construction of a few famous monuments in India.
 - Create a quiz on a monument.
 - Role play a tale from Jataka or Panchatantra.

EMOTIONAL (INDICATOR)

- 1) Identify their likes, dislikes, needs and wants.

COMPUTER

TERM I	<u>Learning Skills</u>	TERM II	<u>Learning Skills</u>
Ch 1- A Computer System	<ul style="list-style-type: none"> • Hardware & Software • Various hardware devices • Software and its types • Working of a computer 	Ch 6- Introduction to SCRATCH	<ul style="list-style-type: none"> • Starting scratch, Saving & opening projects • Sprite: Moving & Copying
Ch 2- Understandi ng Windows	<ul style="list-style-type: none"> • User Interface and its types • Features of Windows 7 • Desktop: Components, operations , Gadgets 	Ch 7- Simple Movement of Sprite	<ul style="list-style-type: none"> • Creating Project • Sprite: Appearance, Speaking • Reaping actions • Adding sound
Ch 3- More on Tux Paint	<ul style="list-style-type: none"> • Tux Paint tools • Tux Paint effects 	Ch 8- The Internet – An Introduction	<ul style="list-style-type: none"> • Internet: Uses, Advantages and Disadvantages • Basic Terminology • Responsibilities of a good digital citizen
Ch 4- Word Processor	<ul style="list-style-type: none"> • Starting MS Word 2010 • Entering, Selecting and Editing the text • Undo, Redo, Spell check & Thesaurus 	Ch 9- Fun with Paint	<ul style="list-style-type: none"> • Drawing shapes • Colour picker tool • Picture : Modifying, Selecting, Flipping, Resizing/Skewing, Zooming • File formats supported by Paint • Saving a file in different format
Ch 5- Formatting a document	<ul style="list-style-type: none"> • Font type, bold, Italic, Underline • Text: Alignment, Color & Case • Line spacing, Listing, Border & Shading 		

GENERAL KNOWLEDGE

Term I Month- (March- September)	Term II Month- (October- February)
1 Land Animals	17 Computer World
2 Water Animals	18 Sports and Games
3 Birds	19 India: Sports personalities
4 Insects	20 World: Sports Personalities
5 Animal Cousins	21 Musical Instruments
6 Offsprings of Animals and Birds	22 People at Work
7 Homes of animals ,birds and Insects	23 Festivals
8 Cries of animals ,birds and Insects	24 Hello India
9 Animal Superlatives	25 States of India
10 Dried fruits	26 Important days
11 Leaves	27 India: Famous personalities
12 Spices	28. World: Famous Personalities
13 Animal Products	
14 Plant Products	
15 Food	
16 Common Tools	

29 India :Famous Buildings and Monuments

30 World: Famous Buildings and Monuments

31 Landforms of the earth

32 Natural Disasters

ART & CRAFT

Terms –I	Term-II
Card Making *Paper cutting and pasting using different types of papers	Paper Bags *Making different environment friendly usable paper bags
Paper Craft *Different Paper articles using different types of papers like tissue paper, Sheets, Scrap Paper etc	Diya Decoration *Decorative diyas using paint colours and stones etc.
Clay Modelling * Clay modelling and forming different shapes	Best Out OF Waste *Waste materials will be used to make different items of particular use
Collage Making *Creating different collages to enhance designing process	Tile Work *Creating decorative tiles
Table Calendar *Creating and designing different artful table calendars	Jute Work *Making articles of daily use by using Jute

DRAWING & PAINTING

TERM I	TERM II
<ul style="list-style-type: none"> • Types of lines. • Knowledge of colors and charts. 	<ul style="list-style-type: none"> • Flower Sketching • Fruit Composition
<ul style="list-style-type: none"> • Shape – Geometric and Organic • Geometry: Light and shadow 	<ul style="list-style-type: none"> • Landscape Sketching and shading • Shading in fruits
<ul style="list-style-type: none"> • Perspective study • Object drawing 1 - Different types of Fruit, Vegetables 	<ul style="list-style-type: none"> • Fruit Composition color • Bird sketching and shading

VOCAL MUSIC

TERM I	TERM II
<ul style="list-style-type: none"> • Introduction of Music and definition of Music • Aum Chant, Kharajkariyaaz, vowels practice 	<ul style="list-style-type: none"> • Raagbhupalialankaar, aroh,avroh pakad • Raagbhupalisargamgeet • Raagbhupalitarana

<ul style="list-style-type: none"> • Saptak knowledge or practice • Alankaars (1 to 5) in Aakaar • 10, that introduction and practice Raag Bhupali, Introduction of sargamgeet • Basic knowledge on taal and practice Teentaal, dadra, Keharawataal 	<ul style="list-style-type: none"> • Patriotic Song, moral songs, bhajan • Folk songs, devotional songs • Solo singing demonstration by children in class practice with mike
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INSTRUMENTAL MUSIC (GUITAR / KEYBOARD)

TERM – I	TERM – II
<p><u>For beginners:</u></p> <ul style="list-style-type: none"> • Introduction of Instruments (Guitar / Keyboard) • Basic finger practice on Guitar & Keyboard. • Assembly Prayers & Songs on Keyboard. <p><u>For Advance:</u></p> <ul style="list-style-type: none"> • Major Scale practice on Keyboard. • Preparation for assembly performances. 	<p><u>For beginners:</u></p> <ul style="list-style-type: none"> • Major Scale practice on keyboard. <p><u>For Advance:</u></p> <ul style="list-style-type: none"> • Introduction of Minor Scales. • Preparations for Accompanying Others.

INSTRUMENTAL MUSIC (PERCUSSION/RHYTHM)**TERM – I**For beginners:

- Introduction with Instruments
- Recognition of Tones
- Simple rhythm patterns on counts of 1,2,3& 1,2,3,4.

For Advance:

- Hand control exercise
- Introduction of Rudiments

TERM – IIFor beginners:

- Patterns style of Waltz.
- Pattern style of Slow Rock & Disco.

For advance:

- Introduction of Paradiddles
- Introduction of North Indian Rhythm Style

CLASSICAL DANCE

Term I	Term II
<ul style="list-style-type: none"> • Teen Taal –basic footwork • Tatkaar • Movements on different Shlokas • Folk dance /Patriotic Dance 	<ul style="list-style-type: none"> • Different hand movements and Hastaka (Sayutkta and Asayukta) • Introduction of Todas- Teentaal (Advanced) and definations. • Annual Function Preparation.

WESTERN DANCE

Term I	Term II
<ul style="list-style-type: none"> • Freestyle (Basic Movements) • Developing sensitivity and musical talent • Aerobics • Hip-Hop (basic movements) • Jazz(Basic movements) • Ballet Stretches And posture development 	<ul style="list-style-type: none"> • Freestyle ,hip hop ,jazz –Advance Movements • Movement of Hand and Footwork • Annual Function. • Patriotic Dance through clubbing of western and Indian style

SKATING

TERM I	TERM II
<ul style="list-style-type: none">• Introduction of game• General safety measures• Walking with skates• Roll with skates• Speed skating side – A• T – break• Side A Turning• Side A crossing	<ul style="list-style-type: none">• Side B speed skating• Backward skating (shadow practice)• T – break• Dribbling with Ball• Side B turning• Side B crossing• Hockey Break• Basics of Roll ball

SWIMMING

TERM I	TERM II
<ul style="list-style-type: none">• Orientation of game with general and safety rules.• Floor exercise.• Leg action and arm action.• Floating and Float by pushing the wall• Arm and Leg action with board• Basic Skills of life saving• Start and Turn Position	<ul style="list-style-type: none">• Arm and leg action with board and without board.• Balancing on water breathing style.• Free styles open swimming.• Floor exercises• Back floating• Endurance/build up practice with long swimming.• Preparation for next level with free style floor exercise.

BASKETBALL

Term I	Term II
<ul style="list-style-type: none"> • Introduction of game (Rules and regulations) • Warm-up exercise (Skills practice) • Ball holding • Types of Dribble (low ,high ,change of hand) 	<ul style="list-style-type: none"> • Types of passes (two hand side pass, over head and chest pass) • Lay up shot • Practice of defence and offence • Action of shooting • Match practice • Revision of Term I and Term II

KHO-KHO

TERM – I	Term- II
<ul style="list-style-type: none"> • Introduction of game & general rules • General & specific warm-up (Speed & Strength) • Terminologies – Chain kho, Pole dive & Defense. • Various kinds of Attack sitting. 	<ul style="list-style-type: none"> • Offensive technique- Pole Turning & Tapping Shoulder. • Team work- Competition preparations • Practice of TERM-I and TERM-II

BADMINTON

TERM – I	TERM –II
<ul style="list-style-type: none">• Introduction of game& general rules• General & Specific Warm up (Speed & strength)• Terminologies:- Griping of racket and foot work.	<ul style="list-style-type: none">• Various styles of attacks (back hand, overhead & net)• Offensive technique while receiving shuttle position of game• Team work- Competition preparation (singles , doubles and mix doubles)

Examination Schedule

TEST-1	15 JULY 2021 TO 23 JULY 2021
TERM-I	17 SEPTEMBER 2021 TO 1 OCTOBER 2021
TEST-2	2 DEC. 2021 TO 15 DEC.2021
TERM-II	FEB-MARCH

NOTE:

- 1. Date Sheet for exam will be provided well in advance.**
- 2. Kindly ensure that your ward is present during these days.**
- 3. Some competencies will be observed while teaching.**