

Session 2021-2022



Queens' College, Indore

**Annual Curriculum Plan
COMPENDIUM**

Exam-Wise Syllabus

Class – IV

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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 March- September (Volume-1)	ELO and Success Criteria
Beauty of the Night <ul style="list-style-type: none"> ● Poem 1- Don't Be Afraid of the Dark ● Homographs 	Students will be able to :- Cognitive <ul style="list-style-type: none"> ● Identify keywords related to fear. ● Explain the keyword and comprehend poem. ● Describe the keywords to overcome fear of darkness. ● Comprehend the poem using the keyword. ● Identify homographs and use them in sentences.
Grammar <ul style="list-style-type: none"> ● Nouns without singular counter parts 	<ul style="list-style-type: none"> ● Identify plural forms of given nouns. ● Describe nouns that are always in the plural form (without singular counterparts). ● Demonstrate the ability to construct nouns without singular counterparts. ● Create sentences using nouns without singular counterparts (with suitable verbs).

<p>Collective Nouns</p>	<ul style="list-style-type: none"> • Identify collective nouns in sentences . • Describe groups of nouns using suitable collective nouns. • Demonstrate ability to write suitable collective nouns for groups of nouns. • Differentiate between the use of different collective nouns for the same group of nouns. • Social(Indicator) : <ul style="list-style-type: none"> • Explain the values of diverse views • EMOTIONAL(Indicator): <ul style="list-style-type: none"> • Identify personal strength and areas of improvement. • Analyse factors that influence ability/ inability to self regulate.
<ul style="list-style-type: none"> • Lesson-2 Tricky Business Tom Sawyer- The Smart Whitewasher <p>Prefix</p>	<ul style="list-style-type: none"> • Identify keywords related to curiosity . • Explain the keywords and comprehend the lesson. • Learn the different ways of forming prefixes. • How adding prefixes forms the opposites of words.
<p>Grammar</p> <p>Possessive nouns</p>	<ul style="list-style-type: none"> • Identify possession in nouns . • Describe possession in suitable nouns. • Demonstrate the ability to form nouns indicating possession.

	<ul style="list-style-type: none"> • Create sentences indicating possession(Singular and Plural Nouns). <p>Social(Indicator):</p> <ul style="list-style-type: none"> • Describe ways of establishing and managing relationships. • Describe factors contributing to positive relationships. • Analyse and improve cooperative behavior in teams. <p>EMOTIONAL(Indicator):</p> <ul style="list-style-type: none"> • Explain how different emotions influence their actions.
<ul style="list-style-type: none"> • Plural Possessive nouns 	<ul style="list-style-type: none"> • Identify plural possessions in nouns. • Create sentences using plural possession.
<ul style="list-style-type: none"> • Lesson-3 Light Years Ahead The Electrifying Life of Nikola Tesla 	<ul style="list-style-type: none"> • Identify keywords related to curiosity. • Explain the keyword and comprehend the lesson. • Describe the keyword to learn better and overcome challenges.
<ul style="list-style-type: none"> • Quantifiers 	<ul style="list-style-type: none"> • Able to identify Quantifiers . • Differentiate between quantifiers between some and any.
<ul style="list-style-type: none"> • Grammar Direct and Indirect objects 	<ul style="list-style-type: none"> • Identify direct and indirect objects in sentences . • Explain the action (doer or receiver) in a sentence using direct and indirect objects. • Create sentences using direct and indirect objects. <p>Social (Indicator):</p> <ul style="list-style-type: none"> • Analyse and improve cooperative behavior in teams .

	<ul style="list-style-type: none"> • Identify factors that influence effective communications in relationships. • Describe ways of establishing and managing relationships. <p>EMOTIONAL(Indicator):</p> <ul style="list-style-type: none"> • Explain how different emotions influence their actions. • Analyze factors that influence ability/ inability to self regulate. • Describe consequences of decisions.
<ul style="list-style-type: none"> • A Pillar of Strength Poem-4 The Strength of a Tree 	<ul style="list-style-type: none"> • Identify keywords relate to tree. • Describe the keywords to know about the nature. • Explain the keyword and comprehend the poem.
<ul style="list-style-type: none"> • Grammar • Common and neuter gender 	<ul style="list-style-type: none"> • Identify nouns denoting gender (in sentences) . • Describe the function/ purpose of common and. neuter gender nouns. • Categorize nouns into different genders. • Construct nouns denoting common and neuter genders. • Create sentences using nouns denoting common and neuter genders. <p>Social(Indicator):</p> <ul style="list-style-type: none"> • Describe ways of establishing and managing relationships. • Describe how to make a difference in own community.

Similes

EMOTIONAL(Indicator) :

- Explain the effect of their different emotions and actions on others.
- Describe consequences of decisions .
- Identify similes in sentences .
- Describe the comparison conveyed through a similes.
- Construct similes using given adjectives and nouns.
- Create sentences using similes.

**Lost and Found
Lesson-5 The Missing Papers**

- Identify keywords related to stealing/ offence .
- Describe the keywords to overcome the habit of stealing.
- Explain the keyword and comprehend the lesson.

**Grammar
Simple future tense**

- Identify the tense forms of verbs in sentences .
- Describe the function of simple future tense .
- Construct verbs in the simple future tense form (Using modals will/ shall).
- Create sentences using simple future tense.

Conjunctions

- Identify conjunctions that join words and sentences.
- Describe the function of given conjunctions.
- Demonstrate the ability to join sentences using conjunctions.

- Create sentences using suitable conjunctions.

Social(Indicator):

- Identify factors that influence effective communication in relationships.
- Analyze and improve cooperative behavior in teams.
- Describe strategies to resolve conflict in a variety of situations.

EMOTIONAL(Indicator):

- Explain the effect of their different emotions and action son others.
- Explain the values of diverse views.

**Lesson-6 A Tale of Courage
Theseus and Minotaur**

**Grammar
Phrasal Verbs**

- Identify keywords related to courage.
- Describe the keywords to overcome challenges in life.
- Explain the keyword and comprehend the lesson.
 - Identify verbs in sentences.
 - Describe phrasal verbs and their components .
 - Construct phrasal verbs using prepositions/ adverbs.
 - Create sentences using phrasal verbs .

Subjects and predicates

- Identify subjects and predicates in sentences.
- Describe subjects and predicates, their functions and components.
- Construct subjects and predicates to form sentences.

	<ul style="list-style-type: none"> • Create sentence using subject + predicate. <p>Social(Indicator):</p> <ul style="list-style-type: none"> • Explain the values of diverse views. • Describe how to make difference in own community. <p>EMOTIONAL(Indicator) :</p> <ul style="list-style-type: none"> • Explain how different emotions influence their actions. • Explain the effect of their different emotions and actions on others. • Analyze factors that influence ability/inability to self regulate. • Describe consequences of decisions . • Describe how their strength can be used .
<p>Writing +Reading Skills</p>	
<p>Create a poem</p>	<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.
<p>Paragraph</p>	<ul style="list-style-type: none"> • Well structured paragraph using relevant words ,idioms and similes. • Using appropriate forms of tenses.

Letter	<ul style="list-style-type: none"> • Identify the elements of formal letter. • Letter to the principal or the class teacher using relevant words.
Create a poster	<ul style="list-style-type: none"> • Create a suitable title. • Illustrate the given title along the 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.
Informal Letter	<ul style="list-style-type: none"> • Write a letter using the appropriate format to sibling, friend or relative.

Term II October- February (Volume-2)	ELO and Success Criteria
Team Trouble <ul style="list-style-type: none"> • Lesson 7- The Musicians of Bremen 	Students will be able to :- Cognitive <ul style="list-style-type: none"> • Identify keywords related to strength and weaknesses. • Explain the keyword and comprehend lesson. • Describe the keywords to overcome weaknesses. • Comprehend the lesson using the keyword.

<ul style="list-style-type: none"> • Prepositions of directions 	<ul style="list-style-type: none"> • Identify prepositions and use them in sentences. • Describe the use/ function of prepositions of direction. • Demonstrate the ability to use preposition of direction to express movements. • Create sentences using prepositions of directions.
<p>Grammar</p> <ul style="list-style-type: none"> • Adverbs denoting frequency 	<ul style="list-style-type: none"> • Identify adverbs in a sentence. • Describe the function of adverbs (denoting frequency). • Demonstrate the ability to use adverbs denoting frequency to qualify verbs. • Create sentences using suitable adverbs denoting frequency. <p>Social(Indicator):</p> <ul style="list-style-type: none"> • Analyze and improve cooperative behaviour in teams • Explain the values of diverse views <p>EMOTIONAL(Indicator) (Indicator)(Indicator):</p> <ul style="list-style-type: none"> • Identify personal strength and areas of improvement. • Set goals to work on their areas of improvement.
<p>Scare Tactics</p> <ul style="list-style-type: none"> • Lesson-8 The Dentist and The Crocodile 	<ul style="list-style-type: none"> • Identify keywords related to mischievous . • Explain the keyword and comprehend lesson. • Describe the keywords to appreciate humour and incorporate in their lives. • Comprehend the lesson using the keyword.

Grammar
Conjunctions (Expressing time)

Modals

- Identify conjunctions that joints words/sentences .
 - Describe the function/ purpose of conjunctions expressing time.
 - Create sentences using conjunctions(Expressing time).

 - Identify modals in sentences .
 - Describe the function/purpose of modals (could/may/might).
 - Create sentences using suitable modals (could/may/might).
- Social(Indicator):**
- Describe consequences of decisions.
 - Describe ways of establishing and managing relationships.
- EMOTIONAL (Indicator):**
- Explain how different emotions influence their actions.
 - Explain the effect of their different emotions and actions on others.

Delight in Discovery
• **Poem 9 I Found That Out
Myself**

- Identify keywords related to interesting way to learn.
- Explain the keyword and comprehend poem.
- Describe the keywords to show courage and curiosity to explore and discover things.

	<ul style="list-style-type: none"> Comprehend the poem using the keyword:
<ul style="list-style-type: none"> Grammar Interrogative adjectives <p>Possessive pronouns</p>	<ul style="list-style-type: none"> Identify adjectives in sentences . Describe the function of interrogative adjectives. Demonstrate the ability to use suitable interrogative adjectives and nouns. Create questions using interrogative adjectives. Identify possessions in sentences. Describe the sentences of possessive pronouns. Demonstrate the ability to use possessive pronoun. Create sentences using possessive pronouns. <p>Social(Indicator):</p> <ul style="list-style-type: none"> Analyse and improve cooperative behavior in teams Describe strategies to resolve conflict in a variety of situations <p>EMOTIONAL(Indicator):</p> <ul style="list-style-type: none"> Explain how different emotions influence their actions Analyze factors that influence ability/ inability to self regulate
<ul style="list-style-type: none"> Land of Fantasy Lesson 10 The Adventures of Gulliver 	<p>Identify keywords related to voyage</p> <ul style="list-style-type: none"> Describe the keywords to know about the voyage Explain the keyword and comprehend the text

● Grammar

Preposition of time

Articles (a/an/the)

- Identify prepositions (in sentences)
- Describe the time/ duration of an activity or event using prepositions
- Demonstrate the ability to use prepositions of time with nouns
- Create sentences using suitable prepositions of time

- Identify articles in sentences (a/an/the)
- Describe nouns using suitable articles (a/an/the)
- Explain instances of the use of definite articles 'the'
- Create sentences using articles (a/an/the)

Social(Indicator):

- Explain the values of diverse views.
- Identify factors that influences effective communication in relationships.
- Describe strategies to resolve conflict in a variety of situations.
- Analyze and improve cooperative behaviour in teams.

EMOTIONAL(Indicator):

- Set goals to works on their areas of improvement

Spreading the Cheer
Poem-11 As Simple As A Smile

- Identify keywords related to smile.
- Describe the keywords to overcome describe smile can be simple and effective.
- Explain the keyword and comprehend the poem.

Grammar

Relative pronouns

Identify pronouns in sentences .
Describe the function of relative pronouns .
Demonstrate the ability to relate parts of a sentence using relative pronouns
Create sentences using relative pronouns

Different types of sentences

Identify different types of sentences.
Describe the function of each sentence type.
Compare different type of sentences.
Create different type of sentences.

Social(Indicator):

- Analyze factors that influence ability/inability to self regulate.
- Describe strategies to resolve conflict in a variety of situations.
- Describe ways of establishing and managing relationships .
- Explain the values of diverse views.

EMOTIONAL(Indicator):

- Explain how different emotions influence their actions .
- Analyze factors that influence ability/inability to self regulate.
- Set goals to assist them to self regulate.

A friendship to remember

Lesson-12 Hachiko- The Dog Who Waited

Grammar

Adjectives and comparisons

- Identify keywords related to friendship and love.
- Describe the keywords on how to maintain friendship and love.

- Identify adjectives and comparisons.
- Describe the function of adjectives and comparisons.
- Compare nouns using suitable adjectives (regular/ irregular).
- Create sentences using adjectives and comparisons.

Social(Indicator):

- Describe how to make difference in own community.
- Describe factors related to contributing to positive relationship.
- Analyze and improve cooperative behavior in teams.
- Describe ways of establishing and managing relationships.

EMOTIONAL (Indicator):

- Describe consequences of decisions .

Writing and reading skills

Create a poem

- Create a poem based on its appropriate form.
- Using elements in suitable manner.
- Using appropriate rhyming words, different parts of speech to express emotions.

Paragraph

- Well-structured paragraph using relevant words ,idioms, and similes.

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	<ul style="list-style-type: none">• Using appropriate forms of tenses.
Create a travel brochure	<ul style="list-style-type: none">• Using required things.• Use relevant key elements and parts of speech.• Illustrate the brochure.
Unseen passage and poem	<ul style="list-style-type: none">• Read and comprehend.• Answer questions based on them and infer meanings of unfamiliar words.
Formal Letter	<ul style="list-style-type: none">• Write an application using the appropriate format to the class teacher or the principal of the school

SUBJECT :HINDI

टर्म-1 (मार्च से सितंबर)	विषयवस्तु	उद्देश्य विद्यार्थीनिम्न दक्षताप्राप्तकरेंगे-
मौखिक एवं लिखित पाठ्यक्रम	उत्कर्ष पाठ-1 यह है त्योहारों का देश (कविता)	<ul style="list-style-type: none"> ■ कविता का लय व भाव युक्त वाचन करना। ■ कविता का मूलभाव समझना। ■ कविता के माध्यम से विभिन्न त्योहारों की सामान्य जानकारी एवं एकता की भावना का विकास करना। ■ वर्ण-विच्छेदकरना।
	पाठ-5 सरकस का सिंह (कविता)	<ul style="list-style-type: none"> ■ कविता का उचित हाव-भाव के साथ सस्वर वाचन करना। ■ कविता में से तुकांत शब्दों को छाँटना। ■ स्मरण शक्ति का विकास करना। ■ पशु जगत के प्रति संवेदना एवं प्रेम-भाव जागृत करना। ■ व्यक्तिवाचक एवं जातिवाचक संज्ञा का सामान्य भेद एवं विलोम शब्द का ज्ञान।
	पाठ-2 चिड़िया की बच्ची (कहानी)	<ul style="list-style-type: none"> ■ कहानी का भावपूर्ण वाचन करना। ■ प्रकृति प्रेम के साथ पशु-पक्षियों की संवेदनाओं का सूक्ष्म अवलोकन करना। ■ मीठी बातों एवं कठोर स्पर्श से बचने का संदेश देना।

		<ul style="list-style-type: none"> ■ पर्यायवाची शब्द एवं लिंग संबंधी अभ्यास कार्य करना।
	पाठ-8 दीक्षा की देन (प्रेरक प्रसंग)	<ul style="list-style-type: none"> ■ प्रसंग का भाव-पूर्ण वाचन एवं अर्थ बोध। ■ समाज-सेवा, सहयोग द्वारा समाधान के भाव जागृत करना। ■ विनम्रता एवं उत्तरदायित्वों की सामान्य जानकारी प्राप्त करना। ■ 'उपसर्ग' एवं 'विशेषण' शब्दों का उचित प्रयोग करना।
	पाठ-12 मोहन का दुःख (एकांकी)	<ul style="list-style-type: none"> ■ पात्रानुकूल भावपूर्ण वाचन करना। ■ तर्क-वितर्क, विस्तृत-विवरण, विश्लेषण करना। ■ छुआछूत कुरीति का परिचय एवं दिखावे से दूर रहकर समानता की भावना का विकास करना। ■ ध्वनियों का अभ्यास, पात्र-अनुसार आवाज़ के उतार-चढ़ाव का अभ्यास। ■ क्रिया शब्द एवं विरामचिह्नों का अभ्यास करना।
व्याकरण	भाषा, वर्ण विचार, संज्ञा, लिंग, वचन, सर्वनाम, विशेषण, मुहावरों का प्रयोग, वाक्य, विराम चिह्न, समश्रुत भिन्नार्थक शब्द, पर्यायवाची शब्द, विलोम शब्द, गिनती (1-50)	<ul style="list-style-type: none"> ■ भाषिक दक्षता कौशल का विकास करना। ■ नाम का महत्त्व, एकवचन एवं बहुवचन, स्त्रीलिंग-पुल्लिंग में भेद को समझना, मुहावरों का उचित प्रयोग करना। ■ शब्द भंडार में वृद्धि करना। ■ देवनागरी लिपि में अंकों को शब्दों में लिखने का अभ्यास करना।

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संक्षेप	अपौरुषेय पत्र, अनुच्छेद लेखन, कहानी निर्माण एवं चित्र वर्णन	<ul style="list-style-type: none"> ■ कल्पनाशीलता एवं विचारात्मकता का उपयोग बढ़ाना। ■ पत्र प्रारूप के अनुसार, पत्र लेखन अभ्यास। ■ भाषाभिव्यक्ति का विकास करना, चित्र के अवलोकन द्वारा लेखन कौशल का विकास करना।
अपठितबोध	अपठित गद्यांश एवं पद्यांश	<ul style="list-style-type: none"> ■ अर्थ बोध एवं ज्ञानात्मक कौशल को विकसित करना।
गतिविधि	कविता निर्माण	<ul style="list-style-type: none"> ■ कल्पनाशीलता एवं रचनात्मकता का विकास करना।
टर्म-2 (अक्टूबर से फरवरी)	विषयवस्तु	उद्देश्य
	उत्कृष्ट पाठ-9 गीत खुशी के (कविता)	<ul style="list-style-type: none"> ■ कविता का लय-भाव सहित वाचन करना। ■ कविता के मूलभाव को समझना। ■ वैज्ञानिक दृष्टि व देश-प्रेम के भाव का विकास करना। ■ सौरमंडल की सामान्य जानकारी के साथ कल्पना शक्ति को विकसित करना। ■ संयुक्तत्व द्वित्व व्यंजन तथा एकवचन व बहुवचन शब्दों का उचित प्रयोग करना।
	पाठ-13 शरद का आकाश (कविता)	<ul style="list-style-type: none"> ■ कविता का लययुक्त वाचन करते हुए प्रकृति के वर्णनको समझना। ■ ऋतुओं की सामान्य जानकारी। ■ अनेकार्थी शब्दों का अनुप्रयोग।

	पाठ-14 शिक्षा (कहानी)	<ul style="list-style-type: none"> ■ कहानी का भावपूर्ण पठन-पाठन एवं अर्थ बोध करना। ■ पुरस्कार एवंदंड के साथ मनुष्य बनने, मानवता को श्रेष्ठ मानने की सीख प्राप्त करना। ■ शिक्षा के विभिन्न रूपों से परिचय एवं महत्त्व समझना। ■ पर्यायवाची, विलोम एवं बहुवचन शब्दों का उचित प्रयोग करना।
	पाठ-15 पहाड़ पुरुष (प्रेरक-जीवनी)	<ul style="list-style-type: none"> ■ पाठ का भावपूर्ण पठन-पाठन करना। ■ दृढ़ निश्चय व कर्मठता का उदाहरण दर्शाना। ■ पाठ का मूलभाव समझाते हुए समस्या-समाधान व एकला चलो की सीख समझना। ■ चिंतन व अनुमान से निष्कर्ष तक पहुँचने की दक्षता का विकास करना। ■ उपसर्ग से विलोम निर्माण, प्रत्यय व मुहावरों का उचित प्रयोग करना।
	पाठ-16 कमकम प्लीज़ कम (हास्य कथा)	<ul style="list-style-type: none"> ■ पाठ के मूलभाव, नाम के महत्त्व को समझना। ■ विनोद-प्रियता के साथ अच्छे व्यवहार की सीख देना। ■ किसी के नाम को न बिगाड़ने का संदेश देना। ■ क्रिया विशेषण शब्दों को उनके भेदों के अनुसार समझना।
व्याकरण	क्रिया, अव्यय, वाक्य, विराम चिह्न, विलोम	<ul style="list-style-type: none"> ■ अविकारी क्रिया-विशेषण शब्दों का दैनिक जीवन में महत्त्व

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	शब्द, पर्यायवाची शब्द, अनेकार्थक शब्द, वाक्यांश के लिए एक शब्द, मुहावरे	समझना। <ul style="list-style-type: none">■ भाषिक दक्षता कौशल का विकास करना।■ संकल्पना ज्ञान प्राप्ति हेतु उदाहरण सहित अभ्यास करना।■ शब्द भंडार में वृद्धि करना।
रचनात्मकलेखन	औपचारिक पत्र, संवाद-लेखन, अनुच्छेद लेखन, चित्र वर्णन।	<ul style="list-style-type: none">■ औपचारिक पत्र प्रारूप अनुसार लेखन कौशल विकास।■ कल्पनाशीलता, विचारात्मकता, अवलोकन, भावाभिव्यक्ति के अनुसार रचनात्मक लेखन करना।
अपठितबोध	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	एकांकीमंचन	<ul style="list-style-type: none">■ बहुमुखी प्रतिभा का विकास।

MATHEMATICS

TERM – I March- September (Volume-1)	ELO and Success Criteria
Oral + Written	Students will be able to
<ul style="list-style-type: none">• Chapter 1 Shapes Around Us	<ul style="list-style-type: none">• Cognitive<ol style="list-style-type: none">1. Identify concentric circles.<ul style="list-style-type: none">❖ Identify regular and irregular polygons, triangles, quadrilaterals, rectangles and squares.

- ❖ Find the radius, diameter and chord in a circle.
- ❖ Construct circles using compass.
- ❖ Identify concentric circles.
- 2. Predict the number of lines of symmetry in regular polygons.
 - ❖ Identify lines of symmetry.
 - ❖ Create shapes with one or more lines of symmetry.
 - ❖ Predict the number of lines of symmetry in regular polygons.
- Social (Indicator)
 1. Describe ways of managing relationships.
- EMOTIONAL(Indicator)
 1. Explain the effects of different emotions on themselves and others.

- Chapter 2
Numbers up
to 5-digits

- Cognitive
 1. Round off numbers to the highest place.
 - ❖ Identify the value of each place in a 5-digit number.
 - ❖ Represent the value of 5-digit numbers in words and numerals.
 - ❖ Round off numbers to the highest place.
 2. Arrange numbers in ascending and descending order.
 - ❖ Compare 5-digit numbers using $>$, $<$ and $=$.
 - ❖ Arrange 5-digit numbers in ascending and descending order.
- Social (Indicator)
 1. Describe factors contributing to positive relationship.

	<p>2. Describe strategies that assist their learning.</p> <ul style="list-style-type: none"> • EMOTIONAL(Indicator) <ol style="list-style-type: none"> 1. Analyze the factors that influence ability/inability to self-regulate.
<ul style="list-style-type: none"> • Chapter 3 Addition and Subtraction 	<ul style="list-style-type: none"> • Cognitive <ol style="list-style-type: none"> 1. Solve real life problems using addition and subtraction. <ul style="list-style-type: none"> ❖ Add two or more numbers (with/without carryover). ❖ Subtract numbers (with/without borrow). ❖ Solve real life problems in addition and subtraction. 2. Apply estimation to solve real life addition/subtraction problems. <ul style="list-style-type: none"> ❖ Apply estimation to solve real life addition and subtraction problems. • Social (Indicator) <ol style="list-style-type: none"> 1. Describe how to make difference in own community. 2. Describe consequences of decisions.
<ul style="list-style-type: none"> • Chapter 4 Multiplication 	<ul style="list-style-type: none"> • Cognitive <ol style="list-style-type: none"> 1. Multiply numbers using different methods (long multiplication and lattice multiplication). <ul style="list-style-type: none"> ❖ Multiply numbers using different methods (long multiplication and lattice multiplication). 2. Solve problems based on Multiplication. <ul style="list-style-type: none"> ❖ Estimate the product of two numbers.

	<ul style="list-style-type: none"> ❖ Solve problems based on multiplication. • Social (Indicator) <ol style="list-style-type: none"> 1. Analyze and improve cooperative behavior in teams. • EMOTIONAL(Indicator) <ol style="list-style-type: none"> 1. Explain how different emotions influence their actions.
<ul style="list-style-type: none"> • Chapter 5 Division 	<ul style="list-style-type: none"> • Cognitive <ol style="list-style-type: none"> 1. Apply the inverse relationship of division and multiplication to solve problems. <ul style="list-style-type: none"> ❖ Divide numbers having using different methods. ❖ Explain inverse relationship between division and multiplication. ❖ Apply the inverse relationship of division and multiplication to solve problems. • Social (Indicator) <ol style="list-style-type: none"> 1. Analyze and improve cooperative behavior in teams. • EMOTIONAL(Indicator) <ol style="list-style-type: none"> 1. Explain how different emotions influence their actions. • Metacognitive <ol style="list-style-type: none"> 1. State how they respond to feedback.

Chapter 6
Factors and
Multiples

Cognitive

1. List the factors of a number.
 - ❖ Identify factors as numbers that divide a number without leaving a remainder.
 - ❖ Differentiate between prime and composite numbers.
 - ❖ List the factors of a number.
 2. List the multiples of a number.
 - ❖ Identify multiples as the product of two numbers.
 - ❖ List the multiples of a number.
 3. Apply divisibility tests to check whether a number is divisible by 2, 5 or 10.
 - ❖ Apply divisibility tests to check whether a number is divisible by 2, 5 or 10, especially for large numbers.
- Social (Indicator)
 1. Describe how to make a difference in own community.

<ul style="list-style-type: none"> Chapter 7 Patterns 	<ul style="list-style-type: none"> Cognitive <ol style="list-style-type: none"> Create a new pattern based on a rule. <ul style="list-style-type: none"> Identify the rule of a pattern. Extend a given pattern. Create a new pattern based on a rule. Social (Indicator) <ol style="list-style-type: none"> Describe ways of managing relationships. EMOTIONAL(Indicator) <ol style="list-style-type: none"> Set goals to assist them to self-regulate.
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TERM – II October- February (Volume-2)	ELO and Success Criteria
Oral + Written	Students will be able to:
<ul style="list-style-type: none"> Chapter 8 Area and Perimeter 	<ul style="list-style-type: none"> Cognitive <ol style="list-style-type: none"> Compare areas and perimeters of different shapes <ul style="list-style-type: none"> Measure areas of different shapes. Measure perimeters of different shapes. Compare areas and perimeters of different shapes.

	<ul style="list-style-type: none"> 2. Create shapes of same area and different perimeters. • Social (Indicator) <ul style="list-style-type: none"> 1. Describe ways of managing relationships. • EMOTIONAL(Indicator) (Indicator) <ul style="list-style-type: none"> 1. Identify likes, dislikes, needs and wants.
<ul style="list-style-type: none"> • Chapter 9 Fractions 1 	<ul style="list-style-type: none"> • Cognitive <ul style="list-style-type: none"> 1. Compare unit fractions. <ul style="list-style-type: none"> ❖ Represent fractions as a part of whole. ❖ Compare and arrange unit fractions. 2. Find equivalent fractions. <ul style="list-style-type: none"> ❖ Identify equivalent fractions. ❖ Find equivalent fractions. 3. Add and subtract like fractions. <ul style="list-style-type: none"> ❖ Identify like and unlike fractions. ❖ Compare and arrange like fractions. ❖ Add and subtract like fractions. • Social (Indicator) <ul style="list-style-type: none"> 1. Describe how they help their parents. 2. Describe how to manage relationships. • EMOTIONAL(Indicator) <ul style="list-style-type: none"> 1. Identify personal strengths and areas of improvement.

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<ul style="list-style-type: none">• Chapter 10 Fractions 2	<ul style="list-style-type: none">• Cognitive<ol style="list-style-type: none">1. Convert improper fraction to mixed fraction & viceversa.2. Identify types of fractions (proper, improper and mixed).3. Convert improper fractions to mixed fractions and vice versa.• EMOTIONAL(Indicator)<ol style="list-style-type: none">1. Describe consequences of decisions.
<ul style="list-style-type: none">• Chapter 11 Measurement	<ul style="list-style-type: none">• Cognitive<ol style="list-style-type: none">1. Add and subtract units of measurement.<ul style="list-style-type: none">❖ Convert between units of distance.❖ Convert between units of capacity.❖ Convert between units of mass.❖ Add and subtract units of measurement.• Metacognitive<ol style="list-style-type: none">1. Describe how they check on their learning.
<ul style="list-style-type: none">• Chapter 12 Tracking Time	<ul style="list-style-type: none">• Cognitive<ol style="list-style-type: none">1. Convert 24-hour format to 12-hour format and vice versa.<ul style="list-style-type: none">❖ Read and write time to the exact minute.❖ Convert 24-hour format to 12-hour format and vice versa.2. Calculate the duration in hours and minutes<ul style="list-style-type: none">❖ Convert between different units of time.❖ Calculate the duration in hours and minutes.

	<ul style="list-style-type: none"> • Social (Indicator) <ol style="list-style-type: none"> 1. Describe ways of communicating in a relationship. • EMOTIONAL(Indicator) <ol style="list-style-type: none"> 1. Describe ways to self-regulate.
<ul style="list-style-type: none"> • Chapter 13 HCF and LCM 	<ul style="list-style-type: none"> • Cognitive <ol style="list-style-type: none"> 1. Calculate the HCF of two or more numbers. <ul style="list-style-type: none"> ❖ Identify the common factors of two or more numbers. ❖ Calculate the HCF of two or more numbers. 2. Calculate the LCM of two or more numbers. <ul style="list-style-type: none"> ❖ Identify the common multiples of two or more numbers. ❖ Calculate the LCM of two or more numbers.
<ul style="list-style-type: none"> • Chapter 14 Bar Graph 	<ul style="list-style-type: none"> • Cognitive <ol style="list-style-type: none"> 1. Create bar graphs <ul style="list-style-type: none"> ❖ Interpret bar graphs. ❖ Create bar graphs. • Social (Indicator) <ol style="list-style-type: none"> 1. Describe ways of managing relationships. • EMOTIONAL(Indicator) <ol style="list-style-type: none"> 1. Analyze their ability to self-regulate.

GENERAL SCIENCE

Term -1 March-September (Volume-1)	ELO and Success Criteria
Oral +Written	Students will be able to:
1) Food, Our Fuel	<p>COGNITIVE</p> <ol style="list-style-type: none"> 1. Categorise foods based on the nutrients they provide. <ul style="list-style-type: none"> ● List the nutrients that food provides. ● Describe the role of the different nutrients in our food. ● Categorise foods based on the nutrients they provide. 2. Propose ways to improve our food habits. <ul style="list-style-type: none"> ● Describe food habits. ● Analyse food habits (range: healthy, harmful). ● Propose ways to improve our food habits. <p>SOCIAL (INDICATOR)</p> <ol style="list-style-type: none"> 1) Describe how to make a difference in one's own community. <p>EMOTIONAL(INDICATOR)</p>

1. Explain how different emotions influence their actions.
2. Explain the effect of their different emotions and actions on others.
3. Analyse factors that influence ability to self-regulate.

2) Our Invisible Friend

COGNITIVE

1. Explain the uses of the properties of air.
 - Describe the properties of air.
 - Explain the uses of the properties of air.
2. Describe ways to reduce air pollution
 - List ways in which air is polluted.
 - Describe ways to reduce air pollution

EMOTIONAL(INDICATOR)

1. Explain how different emotions influence their actions.

3) It's All A Cycle

COGNITIVE

1. Analyse the similarities and differences between the young ones of egg laying animals and mammals.
 - Identify the ways in which animals reproduce (range: egg-laying animals, animals that give birth).
 - Analyse the similarities and differences between the young ones of egg-laying animals and mammals.
2. Explain the changes in the stages in the life cycles of different animals.
 - Identify the stages of growth in the life cycle of a specific animal.

- Sequence the stages in the life cycle of a specific animal.
- Explain the changes that occur at each stage in the life cycle of a specific animal.

EMOTIONAL(INDICATOR)

1. Analyse what they have learnt about themselves.

SOCIAL (INDICATOR)

1. Describe how to make a difference in own community.

4) The Journey Of Food

COGNITIVE

1. Sequence the processes that aid with the digestion of food.
 - Name the organs that aid with the digestion of food.
 - Describe the functions of the organs that aid with the digestion of food.
 - sequence the processes that aid with the digestion of food.
2. Describe the roles played by different parts of the body in getting rid of waste.
 - List ways through which the body gets rid of waste.
 - Describe the roles played by different parts of the body in getting rid of waste.
3. Propose ways to improve our digestion and maintain a healthy excretory system.
 - Identify habits that are useful or harmful to our digestive health and excretory system.
 - propose ways to improve our digestion and maintain a healthy excretory system.

	<p>SOCIAL (INDICATOR)</p> <ol style="list-style-type: none"> 1. Explain the values of diverse views. 2. Identify factors that influence effective communication in relationships. 3. Describe factors contributing to positive relationships. 4. Analyse and improve cooperative behavior in teams.
<p>5) The Layer Of Life</p>	<p>COGNITIVE</p> <ol style="list-style-type: none"> 1. Explain the composition of the layers of soil. <ul style="list-style-type: none"> ● Describe the formation of the layers of soil. ● Explain the composition of the layers of soil. 2. Propose ways to conserve soil. <ul style="list-style-type: none"> ● Describe the causes and effects of soil erosion. ● Explain the need to conserve soil. ● Propose ways to conserve soil. <p>EMOTIONAL(INDICATOR)</p> <ol style="list-style-type: none"> 1. Explain how different emotions influence their actions.
<p>Term II October- February (Volume-2)</p>	<p>ELO and Success Criteria</p>
<p>Oral +Written</p>	<p>Students will be able to:</p>
<p>6)Say Cheese</p>	<p>COGNITIVE</p>

1. Explain the function of different types of teeth.
 - identify the different parts of teeth.
 - Describe different types of teeth (range:name,number,structure)
 - Explain the function of different types of teeth.
2. Propose ways to keep our teeth and gums healthy.
 - Describe the habits that harm our teeth and gums.
 - Propose ways to keep our teeth and gums healthy.

EMOTIONAL(INDICATOR)

1. Set goals that assist them to self -regulate.

7) What makes things?

COGNITIVE

1. Relate the properties of different types of materials to their use.
 - Identify the different types of materials.
 - Describe the properties of different types of materials.
 - Relate the properties of different types of materials to their use.

EMOTIONAL(INDICATOR)

- Identify personal strengths and areas of improvement.
- Describe the action they take based on feedback received.

8) Nature's Kitchen (VOL.2)

COGNITIVE

1. Explain the importance of the leaves of a plant.
 - Name the parts of a leaf of a plant.
 - Describe the functions of a leaves of a plant.
 - Explain the importance of the leaves of a plant.

EMOTIONAL(INDICATOR)

- State how they respond to feedback.
- Describe the action they take based on feedback received.

9) Seeds and Sprouts

COGNITIVE

1. Describe how the characteristics of seeds aid in dispersal.
 - Identify the characteristics of seeds.
 - Describe how the characteristics of seeds aid in dispersal.
2. Explain ways to help a seed grow into a plant.
 - Describe how the parts of a seed help in its growth.
 - Sequence the stages in the growth of a seed.
 - Explain ways to help a seed grow into a plant.

EMOTIONAL(INDICATOR)

1. Identify personal strengths and areas of improvement.
2. Describe consequences of decisions.

10.The Invisible Forces

COGNITIVE

1. Create models/toys that use the effects of invisible forces.
 - Identify invisible forces.
 - Describe the effects of invisible forces.
 - Explain how to use the effects of invisible forces.
 - Create models/toys that use the effects of invisible forces.

EMOTIONAL(INDICATOR)

1. Describe ways of establishing and managing relationships.

SOCIAL (INDICATOR)

1. Explain the value of diverse views.

SOCIAL SCIENCE

Term I March- September (Volume-1)	ELO and Success Criteria
Oral + Written	Students will be able to :-
Ch.1. Calendars we use	<p>COGNITIVE</p> <p>1) Create a timeline based on CE and BCE</p> <ul style="list-style-type: none"> ● List dates chronologically using the terms BCE and CE ● Sequence a set of events on a timeline involving BCE and CE ● Create a timeline to sequence dates based on BCE and CE <p>2) Create a calendar based on scenario</p> <ul style="list-style-type: none"> ● Identify the basis for introduction of different types of calendars ● Compare and contrast Gregorian, hijri and saka calendar ● Create a calendar based on a scenario <p>SOCIAL (INDICATOR)</p> <p>1) State positive ways of interacting in relationship</p> <p>EMOTIONAL(INDICATOR)</p> <p>1) Identify different emotions</p>
Ch.2. I make history	<p>COGNITIVE</p> <p>1) Analyse the reasons for studying history based on a case study</p>

- State what history is
 - Explain the need to study history
 - Analyse the reasons for studying history based on a case study
- 2) Apply a timeline to classify events as belonging to prehistory and history
- Identify the events that classifies the past into prehistory and history
 - Apply a timeline to classify events as belonging to prehistory and history

Ch. 3. Movement of Earth

COGNITIVE

- 1) Describe the two movements of Earth
- Identify the cause of day and night on Earth
 - Identify the causes of seasons on Earth
 - Analyse data to determine seasons are cyclic over a year at a place
 - Analyse a globe to determine day and night at a given place, at a particular time
- 2) Depict how movements of earth affect human activities on Earth
- Identify a season based on its characteristics
 - Depict how movements of Earth affect life on it

SOCIAL (INDICATOR)

- 1) Identify factors that influence effective communication in relationships
- 2) Describe how to make a difference in own community

EMOTIONAL(INDICATOR)

- 1) Identify situations that are a cause of selected emotions

Ch.4 Many States, One country

COGNITIVE

- Create an album report on the state I live in to highlight one interesting aspect of the state
- Identify, by labeling, important geographic aspects of India (water bodies and countries bordering India, states, union territories, and their capitals and major cities)
- Create an album report on the state I live in to highlight one interesting aspect of the state

SOCIAL (INDICATOR)

- Describe how to make a difference in own community

EMOTIONAL(INDICATOR)

- Identify situation that cause selected emotions
- Explain the effect of their different emotion and action on others

Ch.5. India- Land of diversity

COGNITIVE

1. Categorize the cultural variety in India
 - Identify India as a country with vast cultural variety (food, clothing, religion, housing, language, art)
 - Categorize the cultural variety in India.
2. Create a role play to depict cultural diversity in India
 - Identify the need to value difference in people across the country
 - Illustrate unity in diversity in India

- Create a freeze frame to depict cultural diversity in India

SOCIAL (INDICATOR)

1. Describe positive conversation skills
2. Identify cooperative behaviour in play and teams

EMOTIONAL(INDICATOR)

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

Ch.6. Earth our home

COGNITIVE

- 1) Relate the elements from everyday life to the three spheres of Earth
 - Identify that Earth is made up of land, water and air
 - Describe the extent of land water and air of Earth
 - Classify images with the spheres they are associated with
 - Compare and contrast the lithosphere, hydrosphere and atmosphere on Earth
- 2) Create a report on the elements of biosphere that play an important role in your day-to-day activities
 - Analyse a scenario and list the elements of each sphere mentioned
 - Predict what will happen to the biosphere if any of the other spheres fail to exist
 - Create a report on the elements of biosphere that play an important role in your day-to-day activities

SOCIAL (INDICATOR)

- 1) Identify the community they belong to
- 2) Describe how to make a difference in one's own community

	<p>EMOTIONAL(INDICATOR) 1) Identify situations that cause of selected emotions</p>
<p>Term II October-February (Volume-2)</p>	<p>ELO and Success Criteria</p>
<p>Oral + Written</p>	<p>Students will be able to :-</p>
<p>Ch.7. Ups and down of Earth</p>	<p>COGNITIVE 1) Compare and contrast the different landforms on Earth <ul style="list-style-type: none"> ● Identify the various landforms on Earth ● Compare and contrast the different landforms on Earth 2) Create a report on the kind of landforms you live in and the water body that supports your needs <ul style="list-style-type: none"> ● Identify the various water bodies on Earth ● Create a report on the kind of landform you live in and the water body that supports your needs <p>SOCIAL (INDICATOR) 1) Analyse and improve cooperative behaviour in teams</p> <p>EMOTIONAL(INDICATOR) 1) Analyse factors that influence ability/inability to self-regulate</p> </p>
<p>Ch. 8 Maps</p>	<p>COGNITIVE 1. Create a map using all the elements of a map.</p>

- List the elements of a map
- Describe the elements in the map
- Create a map using all the elements of a map

2. Interpret physical and political map

- Identify the physical and political map
- Describe political and physical maps
- Compare and contrast physical and political map
- Interpret physical and political map

SOCIAL (INDICATOR)

1. Describe relationships in a variety of situations.

EMOTIONAL(INDICATOR)

1. Identify different emotions

Ch. 9 Face of India

COGNITIVE

- Explain how the physical divisions of India affect the people of the country
- Identify the major physical divisions of India
- Describe the features of the physical divisions of India
- Explain how the physical divisions of India affect the people of the country
- Create a travel brochure on the landforms of India
- Identify the major perennial and non-perennial rivers of India
- Describe the features of perennial and non-perennial rivers of India
- Explain how the rivers have affected the lives of the people of India

	<ul style="list-style-type: none"> ● Create a travel brochure on the landforms of India <p>SOCIAL (INDICATOR)</p> <ul style="list-style-type: none"> ● Analyse and improve cooperative behaviour in teams <p>EMOTIONAL(INDICATOR)</p> <ul style="list-style-type: none"> ● Explain how different emotions influence their actions ● Describe influences for particular emotions
<p>Ch. 10 Agriculture of India</p>	<p>COGNITIVE</p> <ol style="list-style-type: none"> 1. Locate in a map, the distribution of crops in India' <ul style="list-style-type: none"> ● List different crops grown in India ● Locate in a map, the distribution of crops in India <p>SOCIAL (INDICATOR)</p> <ol style="list-style-type: none"> 1. Identify cooperative behavior in play and teams
<p>Ch. 11 Clean green earth</p>	<p>COGNITIVE</p> <ol style="list-style-type: none"> 1. Explain the causes and effects of each form of pollution. <ul style="list-style-type: none"> ● State what pollution means ● Identify forms of pollution ● Describe the forms of pollution we are subject to in our daily life ● Explain the causes and effects of each form of pollution 2. Propose ways to improve the environment in my community through a letter to the local news paper

- Identify the best method for disposing each type of waste
- Why it is important to be mindful of disposing ways using certain methods
- Propose ways to improve the environment in my community through a letter to the local news paper

SOCIAL (INDICATOR)

1. Describe ways of resolving conflict

EMOTIONAL(INDICATOR)

1. Analyse the effect of strategy on emotions

Ch.12. Our country Our people

COGNITIVE

- 1) Create a role play on being a good citizen
 - Describe the term 'Citizen'
 - Identify the responsibilities of a good citizen
 - Create a role play on being a good citizen

SOCIAL (INDICATOR)

- 1) Identify the community they belong to
- 2) Describe how to make a difference one's own community

EMOTIONAL(INDICATOR)

- 1) Identify personal strengths an areas of improvements

COMPUTER

TERM I	<u>Learning Skills</u>
Ch 1- Storage and memory devices	<ul style="list-style-type: none"> • Data and Information • Data storage Units& Devices • Types of Memory, Computer Port
Ch 2- GUI Operating System-Desktop Management	<ul style="list-style-type: none"> • Features of Windows 7 • The taskbar • Customizing the taskbar, desktop, Windows setup • Icons&Use of Shortcut Menu
Ch 3- Advanced Features of Tux Paint	<ul style="list-style-type: none"> • Introduction to Tux Paint • More Magic Tools: Mosaic, Kaleidoscope, Emboss, Lighten • Storyboard,Slide Show , Deleting a Drawing ,Quit Tool
Ch 4- Formatting in Microsoft Word 2010	<ul style="list-style-type: none"> • Format Painter , Header and Footer, Indenting Text • Applying Subscript, Superscript and Shadow Effects • Column and Column Break ,Page break and Line break • Margins, Page orientation, Paper Size, Working with Tabs
Ch 5- Advanced Features of Microsoft Word 2010	<ul style="list-style-type: none"> • Finding and Replacing text, Working with Shapes • Drawing tools, Cover Page, Watermark, WordArt, ClipArt • Borders & Shading

TERM II	<u>Learning Skills</u>
Ch 6- Stepwise Thinking	<ul style="list-style-type: none"> • Reasoning & Problem Solving • Step-wise Thinking • Encoding and Decoding
Ch 7- More about Scratch	<ul style="list-style-type: none"> • Introduction, Component & Sprite, Setting Sprite Position • Rotation Style, Pen Shade • Backdrop of the stage • Playing the Instrument
Ch 8- Microsoft PowerPoint 2010	<ul style="list-style-type: none"> • Features & Components • Placeholder, Slide Show • Creating, saving, closing and exiting • Adding pictures
Ch 9- The Internet- Web Browser	<ul style="list-style-type: none"> • Network, Internet, History of Internet • Internet Terms ,Requirement for an Internet Connection • Web Browser ,Online Safety

GENERAL KNOWLEDGE

Term I Month- March- September	Term II Month- September- February
<ol style="list-style-type: none"> 1. Hello India 2. India –Administrative Divisions 3. Presidents of India 4. Prime-Ministers of India 5. India-Famous buildings and Monuments 6. World- Famous buildings and Monuments 7. First in India 8. First in the World 9. India’s Superlatives 10. World’s Superlatives 11. Animal’s Superlatives 12. Fast facts 13. Flags of different Countries 14. Countries and their people 15. Abbreviations 16. Internal Organs of Our Body 	<ol style="list-style-type: none"> 17. Body Conditions 18. Extreme Machines 19. Scientific Instruments 20. Inventions 21. Common tools 22. Musical Instruments 23. Books and their authors 24. Sports and Games 25. Sports Pictograms 26. National games of different Countries 27. India: Sports Personalities 28. World: Sports Personalities

ART & CRAFT

Terms –I	Term-II
Jute Work *Making articles of daily use by using Jute	Paper Bags *Making different environment friendly usable paper bags
Card Making *Paper cutting and pasting using different types of papers	Wooden art *Creating & designing Decorative Wooden Objects
Clay Work *Clay modelling and forming different shapes	Best Out OF Waste *Waste materials will be used to make different items of particular use
Paper Craft *Different Paper articles using different types of papers like tissue paper, Sheets, Scrap Paper etc	Glass Painting *Painting of different Glass surfaces

DRAWING & SKETCHING

TERM I		TERM II	
S No	Subject	S No	Subject
1	<ul style="list-style-type: none">• Object drawing 1:Composition of fruit• Bird Sketching	1	<ul style="list-style-type: none">• Landscape Shading• Composition of flowers and leaves
2	<ul style="list-style-type: none">• Different types of trees• Composition of vegetables	2	<ul style="list-style-type: none">• Animal drawing in color• Different types of trees
3	<ul style="list-style-type: none">• Flower Sketching• Animal Sketching	3	<ul style="list-style-type: none">• Birds in Color• Free hand drawing

VOCAL MUSIC

- | | |
|---|--|
| <ul style="list-style-type: none">• Introduction of Music and definition of Music• Aum Chant, Kharaj ka riyaz, vowels practice• Saptak knowledge or practice• Alankaars (1 to 5)in Aakaar• 10,thaat introduction and practice Raag Bhupali ,Introduction of sargam geet• Basic knowledge on taal and practice Teentaal,dadra,Keharawa taal | <ul style="list-style-type: none">• Raag bhupali alankaar, aroh,avroh pakad• Raag bhupali sargam geet• Raag bhupali tarana• Patriotic Song,moral songs,bhajan• Folk songs,devotional sons• 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	TERM – II
<p><u>For beginners:</u></p> <ul style="list-style-type: none"> • Introduction with Instruments • Recognition of Tones • Simple rhythm patterns on counts of 1,2,3& 1,2,3,4. 	<p><u>For beginners:</u></p> <ul style="list-style-type: none"> • Patterns style of Waltz. • Pattern style of Slow Rock & Disco.

For Advance.

- Hand control exercise
- Introduction of Rudiments

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 definitions. • Annual Function Preparation.

WESTERN DANCE

Term I	Term II
<ul style="list-style-type: none"> • Freestyle (Basic Movements) • Developing sensitivity and musical talent • Aerobics 	<ul style="list-style-type: none"> • Freestyle ,hip hop ,jazz –Advance Movements • Movement of Hand and Footwork

<ul style="list-style-type: none"> • Hip-hop (basic movements) • Jazz(Basic movements) • Ballet Stretches And posture development 	<ul style="list-style-type: none"> • Annual Function. • Patriotic Dance through clubbing of western and Indian style
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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

SWIMMING

TERM I	TERM II
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Session 2021-2022

- Orientation of game with general and safety rules.
- Floor exercise.
- Leg action and body balancing with kick board and without board.
- Floating and Float by pushing the wall
- Arm and Leg action with board
- Basic Skills of life saving
- Start and Turn Position

- Arm and leg action with board and without board.
- Balancing on water breathing style.
- Free styles open swimming.
- Theory About four strokes
- Floor exercises
- Under water neck movement and breathing exercise.
- Endurance/build up practice with long swimming.
- Preparation for next level with free style floor exercise.

BASKETBALL

Term I

Term II

Session 2021-2022

- | | |
|--|---|
| <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)

VOLLEY BALL

TERM – I	TERM –II
<ul style="list-style-type: none"> • Orientation of game with general and safey rules. • Regular warm-up exercise • Ball-holding 	<ul style="list-style-type: none"> • Under hand return • Under hand throws • Under hand service • Theory about the game

Session 2021-2022

- Under Arm return practice
- Under hand return

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.**