



Queens' College, Indore

**Annual Curriculum Plan
COMPENDIUM
SESSION 2024-2025
CLASS-III**

EXAM-WISE SYLLABUS

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Dear Students,

Curriculum is the foundation of the teaching learning process.

Annual Curriculum plan refers to the planned or officially designed course of study translated by the teacher in to syllabi, schemes of work and lessons to be delivered to provide meaningful learning experiences to students. It is tailored to the unique academic needs of the school & the parent community. ACP establishes guidelines & procedures for the development, revision, enrichment & evaluation of the written curriculum in all subjects. It also provides an ongoing cycle of assessment/evaluation schedule of a particular session. This collaborative & coordinated work plan is coherent & consistent with the mission & vision of the school. In order to achieve school educational goals. This plan is implemented effectively to manage organisational & systematic operation of the curriculum.

GOD BLESS YOU ALL!

Ms. Geetha Somashekharan

Principal

<p>Plural nouns, Irregular Plurals Possessive Nouns (singular)</p>	<p>2. Create sentences using irregular plural forms of nouns</p> <ul style="list-style-type: none"> • Identify plural nouns (with endings s/es/ves/ies) • Demonstrate ability to write plural forms of nouns • Categorise plural forms of nouns based on the endings they take (s/es/ves/ies) <p>3. Create sentences using possessive nouns</p> <ul style="list-style-type: none"> • Identify common and proper nouns in a sentence • Describe ownership/ belonging using nouns • Explain ownership/ belonging using nouns • Create sentences using possessive nouns <p>SOCIAL (INDICATOR)</p> <ul style="list-style-type: none"> • Describe the relationship among different members in a community for its progress. • Identify situations of conflict <p>EMOTIONAL (INDICATOR)</p> <ul style="list-style-type: none"> • Identify different emotions. • Describe what effect influences have on their emotions.
<p>In a Nutshell Lesson 3-Ranbir’s Terrible Teeth</p> <p>Adjectives Adjectives of comparison</p>	<p>COGNITIVE</p> <p>1. Create sentences using adjectives of comparison</p> <ul style="list-style-type: none"> • Identify adjectives (in sentences) • Demonstrate the ability to use adjectives describing feeling/emotions/taste/touch. • Construct suitable adjectives to compare nouns. • Create sentences using adjectives of comparison <p>SOCIAL (INDICATOR)</p> <ul style="list-style-type: none"> • State that people in a community may have views different from theirs

	<p>EMOTIONAL (INDICATOR)</p> <ul style="list-style-type: none"> • Identify personal strengths and areas of improvement • Describe self-discipline • Analyse what they have learnt about themselves.
<p>From the Heart of a Tree Lesson 4- A Very Busy Tree</p> <p>Subject and object pronouns.(first, second and third-person pronouns) Possessive adjectives(my/his/her/its/our/your/their)</p>	<p>COGNITIVE</p> <ol style="list-style-type: none"> 1. Create sentences using subject and object pronouns. <ul style="list-style-type: none"> • Identify pronouns in sentences. • Describe subject and object pronouns. • Demonstrate the ability to use first, second and third person pronouns. • Create sentences using subject and object pronouns 2. Create sentences using suitable possessive adjectives. <ul style="list-style-type: none"> • Identify adjectives indicating possession in sentences. • Describe possession indicated using adjectives. • Demonstrate the ability to use adjectives denoting possession. • Create sentences using suitable possessive adjectives. <p>SOCIAL (INDICATOR)</p> <ul style="list-style-type: none"> • Describe the relationship among different members in a community for its progress. <p>EMOTIONAL (INDICATOR)</p> <ul style="list-style-type: none"> • Identify different emotions. • Describe influences for particular emotions.
<p>The Wig- Wagging Tail Lesson 5- My Dog’s Tail</p>	<p>COGNITIVE</p> <ol style="list-style-type: none"> 1. Create sentences in the simple present tense form. <ul style="list-style-type: none"> • Identify first, second and third person pronouns in sentences. • Identify the tense form of a verb in a sentence. • Describe the uses of the Simple present tense. • Construct verbs in the simple present tense form. • Create sentences in the simple present tense form.

<p>Simple Present Tense Simple Past Tense</p>	<p>2. Create sentences in the simple past tense.</p> <ul style="list-style-type: none"> • Identify past forms verbs in a sentence. • Describe the forms of verbs in the simple past tense. • Demonstrate the ability to form verbs based on the indicated time of an action. • Create sentences in the simple past tense <p>SOCIAL (INDICATOR)</p> <ul style="list-style-type: none"> • State that people in a community may have views different from theirs <p>EMOTIONAL (INDICATOR)</p> <ul style="list-style-type: none"> • Identify different emotions • Describe what effect influences have on their emotions.
<p>The Diamond Lotus Lesson 6-Birbal and the Sugar Diamond</p>	<p>COGNITIVE</p> <p>1. Create sentences using different forms of the verb ‘to do’</p> <ul style="list-style-type: none"> • Identify verbs (in a sentence) • List different forms of the verb ‘to do’ • Create sentences using different forms of the verb ‘to do’. <p>SOCIAL (INDICATOR)</p> <ul style="list-style-type: none"> • State the people in a community may have views different from theirs. • Describe ways of resolving conflicts. <p>EMOTIONAL (INDICATOR)</p> <ul style="list-style-type: none"> • Identify different emotions • Describe what effect influences have on their emotions
<p>Writing + Reading Skills</p>	
<p>Creative Writing Summary</p>	<ul style="list-style-type: none"> • Write a summary

Paragraph Conversation Diary Entry	<ul style="list-style-type: none"> • Well-structured paragraph using relevant words , idioms and similes using appropriate forms of tenses. • Write a conversation • Write a diary entry
Recipe Writing	<ul style="list-style-type: none"> • Identify the features of instructional text. • Write a set of clear instructions in the form of a recipe.
Reflective Writing	<ul style="list-style-type: none"> • Writing on topic of personal connection
Create a poster	<ul style="list-style-type: none"> • Create a suitable title • Illustrate the given title along with relevant caption or slogans
Unseen Passages	<ul style="list-style-type: none"> • Comprehend the passage • Deriving and writing answers of given questions (in detail or multiple choice)
TERM II Month (October-February) Volume-2	ELO and Success Criteria
Oral + Written	Students will be able to: -
The Girl Who Beat All Odds Lesson 7- The Extraordinary Life of Helen Keller Present Continuous Tense Past Continuous Tense	COGNITIVE 1. Create sentences in the present continuous tense. <ul style="list-style-type: none"> • Identify the tense form of a verb in a sentence. • Describe verbs in the present continuous tense form. (The action they perform) • Construct verbs in the present continuous tense form. • Create sentences in the present continuous tense. 2. Create sentences in the past continuous tense. <ul style="list-style-type: none"> • Identify verbs (in sentences) • Describe the time of an action indicated (by a verb) in a sentence. • Demonstrate the ability to form verbs in the past continuous tense. • Create sentences in the past continuous tense.

	<p>SOCIAL(INDICATOR)</p> <ul style="list-style-type: none"> • Describe the simple relationship between helping others and being helped. • Describe methods that help them learn <p>EMOTIONAL(INDICATOR)</p> <ul style="list-style-type: none"> • Identify different emotions. • Identify personal strengths and areas of improvement. • Analyse what they have learnt about themselves.
<p>Lesson 9- Poem :The Three Rs</p> <p>Modals (can, must, may, might, should)</p>	<p>COGNITIVE</p> <p>1. Create sentences using modal verbs.</p> <ul style="list-style-type: none"> • Identify modal verbs in sentences. • Describe the function of modal verbs. • Interpret meanings conveyed in sentences using modal verbs. • Create sentences using modal verbs <p>SOCIAL(INDICATOR)</p> <ul style="list-style-type: none"> • Describe the relationship among different members in a community for its progress. <p>EMOTIONAL(INDICATOR)</p> <ul style="list-style-type: none"> • Identify different emotions. • Describe influences for particular emotions.

<p>Misha the Kid Detective Lesson-9 Misha, the kid Detective in the Case of the Missing Earring</p> <p>Adverbs denoting Time, Place, Manner and Frequency Prepositions of Place.</p>	<p>COGNITIVE</p> <ol style="list-style-type: none"> 1. Create sentences using adverbs (denoting time /place/manner).. <ul style="list-style-type: none"> • Identify adverbs (in a sentence) • Describe the functions of each type of adverb (time/place/manner) • Demonstrate the ability to use adverbs (denoting time/place/manner) in a sentence. • Create sentences using adverbs (denoting time /place/manner). 2. Create sentences using prepositions of place. <ul style="list-style-type: none"> • Identify prepositions in sentences. • Demonstrate the ability to use prepositions indicating place (with nouns) • Locate nouns using prepositions indicating place. • Create sentences using prepositions of place. <p>SOCIAL(INDICATOR)</p> <ul style="list-style-type: none"> • Describe the simple relationship between helping others and being helped. • State that people in a community may have views different from theirs. <p>EMOTIONAL(INDICATOR)</p> <ul style="list-style-type: none"> • Identify good and bad decisions.
<p>Lesson-10-: My Little Pet POEM – The Dentist and the Crocodile</p>	<p>COGNITIVE</p> <ol style="list-style-type: none"> 1. Create sentences using suitable conjunctions. <ul style="list-style-type: none"> • Identify conjunctions (range: but, because) • Interpret the idea/meaning conveyed in sentences using conjunctions. (range: but, because). • Create sentences using suitable conjunctions. 2. Create sentences using reflexive pronouns. <ul style="list-style-type: none"> • Identify pronouns in sentences.

<p>Conjunctions Interjections Reflexive Pronouns</p>	<ul style="list-style-type: none"> • Demonstrate the ability to form reflexive pronouns. • Compare actions performed by subjects using reflexive pronouns. • create sentences using reflexive pronouns. <p>SOCIAL(INDICATOR)</p> <ul style="list-style-type: none"> • Describe ways of establishing and managing relationships. • Explain the values of diverse views. <p>EMOTIONAL(INDICATOR)</p> <ul style="list-style-type: none"> • Describe self-discipline. • Explain the effect of their different emotions and actions on others. • Explain how different emotions influence their actions.
<p>Lesson 11-India Day At Rainbow Colony</p> <p>Articles Quantifiers</p>	<p>COGNITVE</p> <ol style="list-style-type: none"> 1. Create sentences using articles (a/an/the) <ul style="list-style-type: none"> • Identify articles in sentences (Range: a. an, the) • Describe nouns using suitable articles. (Range: a/an/the) • Create sentences using articles (a/an/the) 2. Create sentences using quantifiers <ul style="list-style-type: none"> • Identify quantifiers (in a sentence) • Demonstrate the ability to use suitable quantifiers with nouns. • Create sentences using quantifiers <p>SOCIAL(INDICATOR)</p> <ul style="list-style-type: none"> • Explain the values of diverse views. • State that people in a community may have views different from theirs. • Describe the relationship among different members in a community for its progress. <p>EMOTIONAL(INDICATOR)</p> <ul style="list-style-type: none"> • Identify different emotions

	<ul style="list-style-type: none"> Analyse what they have learnt about themselves
<p>Every Drop Counts Lesson-12 - The Forgotten Farm</p> <p>Types of Sentences Negative sentences using ‘not’</p>	<p>COGNITIVE</p> <ol style="list-style-type: none"> Create imperative and exclamatory sentences. <ul style="list-style-type: none"> Identify imperative and exclamatory sentences. Demonstrate elements of imperative and exclamatory sentences. Explain the function /purpose of types of sentences Create negative sentences (using ‘not’) <ul style="list-style-type: none"> Identify negative sentences (using ‘not’) Express meanings of sentences ‘not’ Compare affirmative and negative sentences. (using ‘not’) Create negative sentences (using ‘not’) <p>SOCIAL(INDICATOR)</p> <ul style="list-style-type: none"> Describe the relationship among different members in a community for its progress. Identify situation of conflict Describe ways of resolving conflict <p>EMOTIONAL</p> <ul style="list-style-type: none"> Identify different emotions. Describe what effect influences have on their emotions
Writing + Reading Skills	
Paragraph	<ul style="list-style-type: none"> Well-structured paragraph using relevant words, idioms and similes Using appropriate forms of tenses
Creative Writing	<ul style="list-style-type: none"> Write a comic strip Write a dialogue Conduct a survey
Poem Writing	<ul style="list-style-type: none"> Add lines to a poem

Create a Poster	Create a suitable title. <ul style="list-style-type: none">• Illustrate the given title along with relevant caption or slogans.
Unseen Passages	Comprehend the passage <ul style="list-style-type: none">• Deriving and writing answers of given questions (in detail or multiple choice)

SUBJECT- HINDI

<p align="center">टर्म-1 (अप्रैल से सितंबर)</p> <p>विषयवस्तु</p>	<p align="center">उद्देश्य विद्यार्थी निम्न दक्षता प्राप्त करेंगे-</p>
<p>मौखिक एवं लिखित पाठ्यक्रम- 'उत्कर्ष' पाठ-1 जय हिंद (कविता)</p>	<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 । <p>समान तुक वाले शब्द समझना एवं वर्ण-विच्छेद करना ।</p>
<p>पाठ-3 किस्सा तेनालीराम का (कहानी)</p>	<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 ।
<p>पाठ-4 चूजों से दोस्ती (कहानी)</p>	<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 प्रेमपूर्ण व्यवहार करना । • सर्वनाम तथा वचन शब्दों का प्रयोग करना ।
<p>पाठ-6 एक शरीर में कितने दो हैं (कविता)</p>	<ul style="list-style-type: none"> • कविता को अभिनय के साथ प्रस्तुत करना ।

	<ul style="list-style-type: none"> • शरीर के अंगों की जानकारी देना। • संख्या-गणित-अंकों को शब्दों में लिखना। • क्रिया तथा वचन शब्दों का उचित प्रयोग।
केवल वाचन हेतु- पाठ-2 ज्ञान-मार्ग पाठ-7 पंछी की चाह	<ul style="list-style-type: none"> • शुद्ध उच्चारण, प्रवाहपूर्ण वाचन का अभ्यास पठन कौशल का विकास करना
अतिरिक्त पठन- पानी से हम, हम से पानी	<ul style="list-style-type: none"> • जल के रूपों की पहचान। • जल चक्र को समझना • जल के महत्व को समझना पानी बचाव का संदेश देना
व्याकरण- भाषा, वर्ण और वर्णमाला, मात्राएँ, शब्द तथा वाक्य, संख्या (1-30), संज्ञा, लिंग, वचन, विलोम शब्द, मुहावरे, विराम चिह्न, अशुद्धि शोधन (शब्द)	<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 महत्व समझना विराम चिह्न का उचित प्रयोग करना
रचनात्मक लेखन- चित्र वर्णन, अनुच्छेद लेखन, संवाद लेखन	<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- तात्कालिक संभाषण	मौखिक अभिव्यक्ति का विकास करना ।
टर्म-2 (अक्टूबर से फरवरी) विषयवस्तु	उद्देश्य
मौखिक एवं लिखित पाठ्यक्रम- 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 । • वृक्ष तथा उसके रोपण का महत्व समझना । • काल पहचानकर बदलकर लिखना ।
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-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 शब्दों का अभ्यास ।
पाठ- 13 हल्ला-गुल्ला (कविता)	<ul style="list-style-type: none"> • कविता का लययुक्त वाचन, गायन तथा भावार्थ समझना । • अपने लक्ष्योंकानिर्माणकरना ।

	भविष्य का निर्माण एवं लक्ष्यों की प्राप्ति के लिए कार्य करना ।
केवल वाचन हेतु- पाठ-14 ओणम पाठ-16 मोगली आया गाँव में (विदेशी कथा)	<ul style="list-style-type: none"> • शुद्ध उच्चारण, प्रवाहपूर्ण वाचन का अभ्यास । • पठन कौशल का विकास करना ।
अतिरिक्त पठन- पाठ-15 माँ मेरी रक्षा करो	<ul style="list-style-type: none"> • संकट काल में सूझ-बूझ और साहस से काम लेना । • धैर्य और मदद के भाव जगाना ।
व्याकरण- सर्वनाम, विशेषण, क्रिया, विराम चिह्न, अनेकार्थी शब्द, अनेक शब्दों के लिए एक शब्द, पर्यायवाची, विलोम, मुहावरे, अशुद्धि शोधन (वाक्य), गिनती (31-50)	<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, संवाद लेखन, कहानी लेखन	<ul style="list-style-type: none"> • कल्पना शक्ति का विकास करना । • लेखन कौशल का विकास करना । • कहानी का निर्माण करना । • व्यावहारिक संवाद लेखन अभ्यास । (चित्र पर आधारित)
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- एकांकी मंचन / व्याकरण प्रकरण पर आधारित गतिविधि	बहुमुखी प्रतिभा का विकास करना ।

SUBJECT - MATHS	
TERM – I (March-September)	ELO and Success Criteria
Oral + Written	Students will be able to
Chapter-1 Shapes around us	<p style="text-align: center;">COGNITIVE</p> <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. <p style="text-align: center;">SOCIAL (INDICATOR)</p> <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) 1. Identify personal strengths and areas of improvement.
Chapter-2 Numbers (up to 4 digits)	<p style="text-align: center;">COGNITIVE</p> <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 numbers in ascending and descending order. <p style="text-align: center;">SOCIAL (INDICATOR)</p> <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.
<p>Chapter-3 Addition and Subtraction</p>	<p style="text-align: center;">COGNITIVE</p> <ol style="list-style-type: none"> 1. Create addition word problems. <ul style="list-style-type: none"> ▪ 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. <ul style="list-style-type: none"> ▪ 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 <ul style="list-style-type: none"> ▪ Explain the relationship between addition and subtraction ▪ Verify problems using inverse relationship. <p style="text-align: center;">SOCIAL (INDICATOR)</p> <ol style="list-style-type: none"> 1. Identify positive ways of interacting in relationships. <p style="text-align: center;">EMOTIONAL (INDICATOR)</p> <ol style="list-style-type: none"> 1. Identify good and bad decisions.
<p>Chapter-4 Multiplication 1</p>	<p style="text-align: center;">COGNITIVE</p> <ol style="list-style-type: none"> 1. Create different multiplication tables by adding or subtracting tables already learnt. <ul style="list-style-type: none"> ▪ Derive multiplication table of 6,7,8 and 9 ▪ Create different multiplication tables by adding or subtracting tables already learnt. 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

	<ul style="list-style-type: none"> ▪ Apply the concept of multiplication in real life situation. ▪ Estimate the product of two numbers. <p>SOCIAL (INDICATOR) 1. Describe the simple relationship between helping other and being helped.</p> <p>EMOTIONAL (INDICATOR) 1. Describe self discipline.</p>
<p>Chapter-8 Multiplication-2</p>	<p>COGNITIVE 1. Apply the concept of multiplication in real life situations.</p> <ul style="list-style-type: none"> ▪ Multiply a 2 digit number by single and double digit number with and without regrouping. ▪ Apply the concept of multiplication in real life situations. ▪ Create pattern having unit of repeat. <p>SOCIAL(INDICATOR) 1. State positive ways of interacting in relationships.</p> <p>EMOTIONAL(INDICATOR) 1. Identify good and bad decisions.</p>
<p>Chapter-7 Patterns</p>	<p>COGNITIVE 1. Create patterns having unit of repeat.</p> <ul style="list-style-type: none"> ▪ Identify the unit of repeat for a given pattern. ▪ Extend patterns using unit of repeat. ▪ Create pattern having unit of repeat. <p>SOCIAL(INDICATOR) 1. Identify ways of keeping friends.</p> <p>EMOTIONAL(INDICATOR) 1. Describe influences for a particular emotions.</p>
<p>TERM-II (October-February)</p>	<p>ELO and Success Criteria</p>

Oral+ Written	Students will be able to
<p>Chapter-5 Division-1</p>	<p>COGNITIVE</p> <p>1. Apply division to solve real life situations.</p> <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. <p>▪ Express a division fact using symbols.</p> <p>▪ Apply division to solve real life problems.</p> <p>SOCIAL(INDICATOR)</p> <p>1. Describe ways of resolving conflicts.</p> <p>EMOTIONAL(INDICATOR)</p> <p>1. Identify good and bad decisions.</p>
<p>Chapter-9 Division-2</p>	<p>COGNITIVE</p> <p>1. Apply the concept of division to real life situations.</p> <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. <p>2. Verify problems using inverse relationships</p> <ul style="list-style-type: none"> ▪ Explain the relationship between multiplication and division. ▪ Verify problems using inverse relationship. <p>SOCIAL (INDICATOR)</p> <p>1. Identify ways of interacting in relationships.</p> <p>EMOTIONAL (INDICATOR)</p> <p>1. Identify ways of keeping friends.</p>
<p>Chapter-6 Measurement</p>	<p>COGNITIVE</p> <p>1. Solve real life situations using different units of length.</p>

	<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 m. ▪ Solve real life problems using different units of length. <p>2.Solve real life problems using capacity.</p> <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. <p>3.Solve real life problems using mass of objects.</p> <ul style="list-style-type: none"> ▪ Identify appropriate unit to measure a given object. ▪ Convert kg to g and vice a versa. ▪ Solve real life problems on mass of objects. <p style="text-align: center;">EMOTIONAL(INDICATOR)</p> <p>1.Create influences for particular emotions.</p>
<p>Chapter-10 Fractions</p>	<p>COGNITIVE</p> <p>1. Solve problems based on parts of a whole.</p> <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. <p>2. Arrange like fractions</p> <ul style="list-style-type: none"> ▪ Identify like fractions. ▪ Compare like fractions ▪ Arrange like fractions. <p>SOCIAL (INDICATOR)</p> <p>1. Identify the community they belong to.</p> <p>EMOTIONAL (INDICATOR)</p> <p>1. Identify likes, dislikes, wants and needs.</p>
<p>Chapter-11 Time</p>	<p>COGNITIVE</p> <p>1. Represent the time in am and pm.</p> <ul style="list-style-type: none"> ▪ Represent the time in am and pm. <p>2. Read and write time in intervals of 5 minutes.</p> <ul style="list-style-type: none"> ▪ Read and write time with respect to quarter hours.

	<ul style="list-style-type: none"> ▪ Read and write time in intervals of 5 minutes. <p>3. Solve real life problems on duration of time (hours, minutes).</p> <ul style="list-style-type: none"> ▪ Apply the concept of conversion and reading time to solve the problems. <p>SOCIAL (INDICATOR)</p> <ol style="list-style-type: none"> 1. Describe the idea of sharing and caring. 2. Identify ways of helping animals. <p>EMOTIONAL (INDICATOR)</p> <ol style="list-style-type: none"> 1. Describe self-discipline.
<p>Chapter-12 Money</p>	<p>COGNITIVE</p> <ol style="list-style-type: none"> 1. Add and subtract money. <ul style="list-style-type: none"> ▪ Convert rupees into paise(and vice versa). ▪ Form various combinations of number for an amount . ▪ Add and subtract money. <p>SOCIAL (INDICATOR)</p> <ol style="list-style-type: none"> 1. Identify positive ways of interacting in a relationship. <p>EMOTIONAL (INDICATOR)</p> <ol style="list-style-type: none"> 1. Identify likes, dislikes, wants and needs.
<p>Chapter-13 Pictographs</p>	<p>COGNITIVE</p> <ol style="list-style-type: none"> 1. Draw inferences by reading a pictograph or tally table. <ul style="list-style-type: none"> ▪ 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. <p>SOCIAL (INDICATOR)</p> <ol style="list-style-type: none"> 1. State positive ways of interacting in relationships. <p>EMOTIONAL (INDICATOR)</p> <ol style="list-style-type: none"> 1. Identify good and bad decisions

SUBJECT: 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> <ol style="list-style-type: none"> 1) Evaluate the importance of life processes in living things. <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. <p>EMOTIONAL (INDICATOR)</p> <ol style="list-style-type: none"> 1) Describe coping strategies used in a particular situation.
Ch 2: The World of Green	<p>COGNITIVE</p> <ol style="list-style-type: none"> 1) Explain the importance of the functions of the parts of a plant. <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. 2) Classify plants based on their similarities. <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] 3) Describe ways to care for plants that grow in my surroundings. <ul style="list-style-type: none"> ▪ List the factors required for a plant to grow and stay alive.

	<ul style="list-style-type: none"> ▪ Describe ways to care for plants that grow in my surroundings. <p>SOCIAL (INDICATOR)</p> <ol style="list-style-type: none"> 1) Describe the simple relationship between helping others and being helped. 2) Describe the relationship among different members in a community for its progress. <p>EMOTIONAL (INDICATOR)</p> <ol style="list-style-type: none"> 1) Identify different emotions. 2) Describe what effect influences have on their emotions.
<p>Ch 3: Spots and Stripes Come Alive</p>	<p>COGNITIVE</p> <ol style="list-style-type: none"> 1. Analyse the similarities and differences in animals using examples. <ul style="list-style-type: none"> ▪ 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. <ul style="list-style-type: none"> ▪ Identify the needs of different animals in my surroundings. ▪ Describe ways to take care of different animals in my surroundings. <p>EMOTIONAL (INDICATOR)</p> <ol style="list-style-type: none"> 1) Describe what effect influences have on their emotions.
<p>Ch 4: Push and Pull</p>	<p>COGNITIVE</p>

	<p>1.Design a working model to test the effects of force.</p> <ul style="list-style-type: none"> ▪ 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] <p>EMOTIONAL (INDICATOR)</p> <ul style="list-style-type: none"> ▪ Describe what effect influences have on their emotions.
<p>Ch. 5: What's the Matter?</p>	<p>COGNITIVE</p> <p>1) Explain the changes in state of matter.</p> <ul style="list-style-type: none"> ▪ 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] <p>EMOTIONAL (INDICATOR)</p> <ul style="list-style-type: none"> ▪ Describe influences for particular emotions. ▪ Describe what effect influences have on their emotions.
<p>Term II October- February (Volume-2)</p>	<p>ELO and Success Criteria</p>
<p>Ch. 6: Our Invisible Friend</p>	<p>COGNITIVE</p> <p>1) Explain the uses of the Properties of air.</p> <ul style="list-style-type: none"> ▪ Describe the Properties of air. ▪ Explain the uses of the Properties of air. ▪ Explain the roles played by the 4 organ systems in the human body. <p>2)Describe ways to reduce air Pollution.</p> <ul style="list-style-type: none"> ▪ List ways in which air is polluted ▪ Describe ways to reduce air Pollution. <p>EMOTIONAL (INDICATOR)</p> <p>1) Explain how different emotions influence their actions.</p>

	<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: Water Wise	<ul style="list-style-type: none"> ▪ COGNITIVE <ol style="list-style-type: none"> 1) Explain the uses of the properties of water. Identify the properties of water. ▪ Describe the properties of water. ▪ Explain the uses of the properties of water. ▪ Propose ways to conserve freshwater. ▪ List the sources of freshwater. ▪ Explain the need to conserve freshwater. <ul style="list-style-type: none"> ▪ Propose ways to conserve freshwater. <p>EMOTIONAL(INDICATOR)</p> <ol style="list-style-type: none"> 1) Analyse what they have learnt about themselves.
Ch. 8: 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 the4 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.
Ch 9: 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.

	<ul style="list-style-type: none"> ▪ 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>Ch 10: Beyond Our Skies</p>	<p>COGNITIVE</p> <p>1) Explain the characteristics of the objects in the solar system.</p> <ul style="list-style-type: none"> ▪ List the components of the solar system. ▪ Explain the characteristics of the objects in the solar system. <p>2) Explain that the Solar System is one of many in the galaxy, and that the galaxy is one of many in the universe,</p> <ul style="list-style-type: none"> ▪ Explain that the Solar System is one of many in the galaxy, and that the galaxy is one of many in the universe, <p>3) Explain why Earth's position relative to the sun, atmosphere and liquid water are crucial for life.</p> <ul style="list-style-type: none"> ▪ Conjecture about the possibility about life on other worlds. ▪ Explain why Earth's position relative to the sun, atmosphere and liquid water are crucial for life.

SUBJECT: SOCIAL STUDIES	
Term I March- September (Volume-1)	ELO and Success Criteria
Oral + Written	Students will be able to:-
Ch 1- My Family	<p>COGNITIVE</p> <ol style="list-style-type: none"> 1) Interpret the differences and similarities in various types of families <ul style="list-style-type: none"> ▪ 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 <ul style="list-style-type: none"> ▪ 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 <ul style="list-style-type: none"> ▪ List the changes that might occur in a family ▪ Describe an event that has brought about a change in my family ▪ Explain the impact of changes on a family <p>SOCIAL (INDICATOR)</p> <ol style="list-style-type: none"> 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) Describe ways they help at home and school <p>EMOTIONAL (INDICATOR)</p> <ol style="list-style-type: none"> 1) Identify different emotions 2) Describe influences for particular emotions

<p>Ch 2 - It's About Time</p>	<p>COGNITIVE</p> <ol style="list-style-type: none"> 1) Analyse various calendar to identify their purpose <ul style="list-style-type: none"> •Identify various types of calendars •Analyse various calendars to identify their purpose 2) Classify events as family, school and national events <ul style="list-style-type: none"> •Record important events using a calendar •Classify events as family, school and national events 3) Create a timeline to represent events <ul style="list-style-type: none"> •Organize events in chronological order based on a timeline •Create a timeline to represent events <p>EMOTIONAL (INDICATOR)</p> <ol style="list-style-type: none"> 1)Identify personal strengths. 2)State the emotion they feel.
<p>Ch. 3- Then, Now and Tomorrow</p>	<p>COGNITIVE</p> <ol style="list-style-type: none"> 1) Explain how changes affect us. <ul style="list-style-type: none"> • Identify changes happening around us . • Explain how change affect us. 2) Explain ways and means of dealing with changes. <p>SOCIAL (INDICATOR)</p> <ol style="list-style-type: none"> 1) Identify themselves as part of the community. 2) State that people in the community may have views different from theirs. 3) Describe relations in a variety of situations. <p>EMOTIONAL (INDICATOR)</p>

	<ol style="list-style-type: none"> 1) Identify different emotions. 2) Describe influences for different emotions. 3) State coping strategies.
Ch. 4 - You and Me	<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. <p>EMOTIONAL (INDICATOR)</p> <ol style="list-style-type: none"> 1) Identify their likes, dislikes needs and wants.
Ch.5 - Look Around Be Alert Stay Safe	<p>COGNITIVE</p> <ol style="list-style-type: none"> 1) Explain the need for safety rules. <ul style="list-style-type: none"> • List 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) Choose what to do in situations that make me feel unsafe <ul style="list-style-type: none"> • Identify people and places that make me feel unsafe. • Choose what to do in a situation that makes me feel unsafe. 3) Create role plays to showcase few emergencies and first aid to be provided. <ul style="list-style-type: none"> • Identify the stages involved in first aid and during various medical emergencies. • Create role plays to showcase few emergencies and first aid to be provided. <p>SOCIAL (INDICATOR)</p> <ol style="list-style-type: none"> 1) Identify cooperative behaviours in plays and teams. <p>EMOTIONAL (INDICATOR)</p> <ol style="list-style-type: none"> 1) Make informed personal changes. 2) Identify people and places where I feel unsafe 3) Identify personal strengths and areas of improvement.
Term II September- February (Volume-2)	Expected Learning Outcome and Success Criteria
Oral+ Written	Students will be able to

<p>Ch. 6- Festivals and Celebrations</p>	<p>COGNITIVE</p> <ol style="list-style-type: none"> 1) Interpret the differences and similarities between 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. 2) Create a new festival of Your choice. <ul style="list-style-type: none"> • 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) Explain the values of diverse views. <p>EMOTIONAL (INDICATOR)</p> <ol style="list-style-type: none"> 1) Identify different emotions. 2) Explain the effect of their different emotions and actions on others.
<p>Ch.7 Helping each other</p>	<p>COGNITIVE</p> <ol style="list-style-type: none"> 1) Explain how community helpers benefit the community. <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> • List reasons why people work. • Analyse the significance of dignity of labour. 3) Enact the role of a community helper of my choice. <ul style="list-style-type: none"> • Analyse ways to help the community. • Enact the role of a community member of my choice. <p>SOCIAL(INDICATOR)</p> <ol style="list-style-type: none"> 1) Identify their likes, dislikes, needs and wants. 2) Describe how to make a difference in one's own community. 3) Share and cooperate in play and teams. <p>EMOTIONAL (INDICATOR)</p> <ol style="list-style-type: none"> 1) Identify their emotional response to a difficult task. 2) Identify the emotions of other. 3) Identify their attitude towards different types of workers.

<p>Ch. 8- Pride of India</p>	<p>COGNITIVE</p> <ol style="list-style-type: none"> 1) Match leaders with their achievements. <ul style="list-style-type: none"> • Identify some of India's National leaders. • Match leaders with their achievements. 2) Explain the significance of any one National day celebrated in India. <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. 3) Reflect on values we can learn from the lives of our national leaders. <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. • Reflect on values we can learn from the lives of our national leaders. <p>SOCIAL (INDICATOR)</p> <ol style="list-style-type: none"> 1) Describe relationships in a variety of situations. <p>2) EMOTIONAL (INDICATOR)</p> <ol style="list-style-type: none"> 1) Identify good and bad decisions and strategies.
<p>Ch. 9 - My Surroundings</p>	<p>COGNITIVE</p> <ol style="list-style-type: none"> 1) Analyse a situation to list the interdependence of living and non living things in an environment. <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> • 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.

	<ul style="list-style-type: none"> • Analyse an image of an unclean environment to list the after effects. • Propose ways to keep your surroundings clean through a role play. <p>SOCIAL (INDICATOR)</p> <ul style="list-style-type: none"> • Identify the root causes of community issues. <p>EMOTIONAL (INDICATOR)</p> <ul style="list-style-type: none"> • Empathize with other living beings.
<p>Ch. 10- Maps and Globes</p>	<p>COGNITIVE</p> <p>1) Relate places in my immediate surroundings using the four main directions</p> <ul style="list-style-type: none"> • 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. <p>2) Create a map for a place.</p> <ul style="list-style-type: none"> • 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. <p>SOCIAL (INDICATOR)</p> <p>1) State ways of taking responsibilities in simple tasks.</p> <p>2) Identify cooperative behaviours in play and teams.</p> <p>EMOTIONAL (INDICATOR)</p> <p>1) Identify different emotions.</p> <p>2) State coping strategies.</p>
<p>Ch. 11- Heritage of India</p>	<p>COGNITIVE</p> <p>1) Role play a tale from Jataka or Panchatantra.</p> <ul style="list-style-type: none"> • 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 of Panchatantra. <p>EMOTIONAL (INDICATOR)</p> <p>1) Identify their likes, dislikes, needs and wants.</p>

SUBJECT: COMPUTER SCIENCE	
TERM-I	Learning Skills
Chapter 1 - Know about Computer	<ul style="list-style-type: none"> ▪ Types of Computer and their usage ▪ Advantages and Disadvantages of Computer
Chapter 2 - Hardware and Software	<ul style="list-style-type: none"> ▪ Hardware: Input Devices, Output Devices, Storage Devices ▪ Software and it's types
Chapter 3 - Introduction to Windows 10	<ul style="list-style-type: none"> ▪ Features of Windows 10 ▪ Desktop and its parts ▪ Changing the Desktop Background ▪ Changing the Screen Saver
Chapter 4 - Editing Text in Word	<ul style="list-style-type: none"> ▪ Basic Operations in word ▪ Cut, Copy, Paste, Redo, Undo and Delete options ▪ Checking Spelling and Grammar ▪ Using Thesaurus
TERM-II	Learning Skills
Chapter 5 - Formatting in Word	<ul style="list-style-type: none"> ▪ Changing font type, text colour, text case, text alignment ▪ Applying Bold, Italic, Underline, Superscript, Subscript Borders and Shadings ▪ Creating lists Bulleted and Numbered
Chapter 6 - Working with Paint 3 D	<ul style="list-style-type: none"> ▪ Components of 3 D Paint ▪ Drawing and Colouring - Circle (2 D) and Sphere (3 D) ▪ Erasing, Saving and Opening a Drawing ▪ Creating Doodle
Chapter 7 - Introduction to Scratch	<ul style="list-style-type: none"> ▪ Starting Scratch ▪ Main Components of Scratch Window ▪ Moving Sprite and making duplicate ▪ Drawing Colourful Circle ▪ Opening and Saving Scratch Project

Chapter 8 - Simple Movement of Sprite

- Changing Appearance of a Sprite
- Making Sprits Say Something
- Repeating Actions
- Adding Sounds

ART AND CRAFT

1. **April-** Best out of waste/Card making (Earth Day)/Mural Art/Card
2. **June-** Coster making/ Tribal art
3. **July-** 3D stone painting/ Glass painting
4. **August-** Decopatch Bottle/Decopath
5. **September-** Tand die/ Block Printing
6. **October-** Home decoration
7. **November-** Annual Function
8. **December-** Candle making /Plate making
9. **January- Origami** 2D and 3D article.
- 10.**February-** Raising art/Jewellery making

DRAWING AND PAINTING

1. **April-** Summer season drawing/Theme drawing-Earth Day Poster Making/World Art Day
2. **June-** Rainy Season Drawing/ Health Day Drawing/Warli Painting
3. **July-** My School Poster Making/ Monument Drawing/Madhubani Painting
4. **August-** Patriotism Drawing/Save Water /Save Soil/Rakhi Making /Krishna Drawing
5. **September-** Ganesh Drawing/Traffic Rule Poster Making/Mandana Design
6. **October-** Vector Art-Gandhi Jayanti/Navratri Drawing/Pithora Art Form/Save Wild Life-drawing
7. **November-** Annual Function
8. **December-** Christmas Drawing/New Year drawing/Save Resources Drawing/Indoor-Outdoor Games Composition
9. **January-** Makar Sankranti/Republic Day /Jiroti Indian Art /Gond Painting
- 10.**February-** Spring Season/Basant Panchami Drawing/ Phad Painting

VOCAL MUSIC	
TERM-I	TERM-II
April-Introduction of Swar, Alankars in Swar, Introduction of music through the story.	October and November- Annual Function songs and preparation(Hindi Baal Geet and English choir)
June- Swaro ke Shastriya name and Alankars in Aakar.	December- Christmas Carol
July-Raag Gayan- Introduction, Aaroh, Avroh, Pakad, Sargam Geet, Bandish	January- Patriotic song
August- Patriotic song	February- Saraswati Vandana and Revision
September- Bhajan	
Note- In every month -Prayer, Shloka and Assembly songs.	
INSTRUMENTAL MUSIC	
GUITAR	KEYBOARD
<p>1.April- Introduction with instruments(guitar) theory* fingers</p> <p>2June- Introduction of notes.</p> <p>3July- One hand finger exercises</p>	<p>1.April-Introduction of basic music theory, Introduction to instrument, Learning the pattern of black and white keys, all musical notes and how to find notes on piano/ keyboard.</p> <p>2.June-How to assign numbers on both hand fingers, Basic hand exercise according to finger numbers. (both hands)</p> <p>3.July-Introduction of major scale, C major scale, G major scale</p>

4.September- Introduction of major notes basic and exercises.

5.October- Guitar streaming patterns names.

6.November- basic major notes scale introduction.

7.December- major chords pattern introduction (basic exercise)

8.January- major chords patterns.

9.February- major chords related songs practice.

4. September-D major scale, A major scale, E major scale

5.October-Minor scales, A minor scale, E minor scale, D minor scale

6. November- Major chords C, F, G, A, D, E

7. December- Minor chords Am Em Dm Cm Bm

8. January- Songs playing, National Anthem, Communique songs, Theme songs like Harry Potter

9. February- Revision and small percentage of songs.

Note- Along with syllabus there will be one song in every month.

INSTRUMENTAL MUSIC (PERCUSSION/RHYTHM)

1. **April-**Introduction with instruments.
2. **June-** Introduction with rhythm timings.
3. **July-** hand control exercises.
4. **September-** Introduction of paradiddles.
5. **October-** exercise LLLL, RLRR
6. **November-** basic rhythm pattern
7. **December-** waltz pattern exercise
8. **January-** disco pattern exercise
9. **February-** pickups and improvisations

DANCE	
FOLK	CLASSICAL
<p>April- Rajasthani Folk Dance</p> <p>June- Gadhwal Folk Dance</p> <p>July- Kajari Folk Dance</p> <p>August- Janmashtami presentation/ Independence Day</p> <p>September- Rouf Folk Dance</p> <p>October- Dogari Folk Dance/ Gujrati Folk Dance(Garba)</p> <p>November- Annual function preparations.</p> <p>December- International Folk Dance</p> <p>January- Patriotic Dance</p> <p>February- Free Style Dance/ International Folk Dance</p>	<p>April- Kathak on Vandana (Riyaz)</p> <p>June- Semi Classical Music</p> <p>July- Kathak on Sawan Bandish</p> <p>August- Janmashtami presentation/ Independence Day</p> <p>September- Ganesh Vandana(Kathak)</p> <p>October- Semi Classical Dance/ Gandhi Jayanti</p> <p>November- Annual function preparations.</p> <p>December- Semi Classical</p> <p>January- Patriotic Dance(Semi Classical)</p> <p>February- Freestyle Dance</p>
SKATING	
TERM-I	TERM-II
<p>Introduction of game</p> <p>General safety measures</p> <p>Walking with skates</p> <p>Roll with skates</p> <p>Speed skating side - A</p> <p>T - break</p> <p>Side B crossing</p>	<p>Side B speed skating</p> <p>Backward skating (shadow practice)</p> <p>T – break</p> <p>Dribbling with Ball</p> <p>Side B turning</p>

Side A Turning Side A crossing	Side B crossing Hockey Break Basics of Roll ball
SWIMMING	
TERM-I	TERM-II
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	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.
BASKETBALL	
TERM-I	TERM-II
Introduction of game(Rules and regulations Warm-up exercise (Skills practice) Ball holding Types of Dribble (low,high ,change of hand)	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

BADMINTON	
TERM-I	TERM-II
<p>Introduction of Games and General Rules General and Specific Warm up(Strength and speed) Terminologies- Gripping of racket(fore hand and back hand) and foot work.</p>	<p>Various styles of attacks (back hand, overhead & net) Offensive technique while receiving shuttle position of game Team work- Competition preparation (single, doubles and mix doubles)</p>
VOLLEYBALL	
TERM-I	TERM-II
<p>Orientation of game with general and safety rules. Regular warm-up exercise Ball-holding Under Arm return practice Under hand return</p>	<p>Under hand return Under hand throws Under hand service Theory about the game</p>
CRICKET	
TERM-I	TERM-II
<p>Orientation of game with general rules. General and Specific exercise</p>	<p>Forward defence/Forward drive Backward defence/Backward drive</p>

How to hold the bat(gripping) Batting/Bowling/Fielding/Specific drills	Fielding long barrier, pickup and throw, run and chase Catching close catching (specific drills)
KARATE	
TERM-I	TERM-II
Orientation of game with general rules. Punch, Kick, Block Ippon's Katas basic and advance Bounkai basic 1to5	Awareness during fighting Fight Drill Introduction of peripheral vision Feints Timing and distance Speed drills
KHO-KHO	
TERM-I	TERM-II
Orientation of games and general rules Sitting in squares Chain formation Sitting & Running skills	Diving Making circles, Pole dive Turning round the pole Running Dodging, Sudden change of direction.

TERM WISE EXAMINATION SCHEDULE (SESSION 2024-25)

PA-1	12.07.2024 to 22.07.2024
TERM-I	18.09.2024 to 30.09.2024
PA-2	10.12.2024 to 17.12.2024
TERM-II	February-March 2025

NOTE :

- 1.Date Sheet for term wise 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.**

General tips to study English Language

Read English newspaper to inculcate reading habit.
 Dictionary surfing is a good habit to improve spellings and vocabulary.
 Always speak in English to improve speaking skill.
 Watch cartoon movies in English version as this will develop your listening skill and also guide you with proper pronunciation.
 To improve handwriting, focus on the letter formation and practice in your cursive writing workbook.
 Revise rules of English grammar as and when taught in English period.

General tips to study Mathematics

Develop your cognitive skills by practicing regularly.
 Avoid copying mistake of digits.
 While doing story sums, read the question carefully understand it and then apply the operation.
 Be thorough with Mathematical tables.
 Apply Mathematical concepts in daily life to get connected with the subject.
 Solve Mathematical puzzles and games to enhance Mathematical concepts.
 Solve challenging Mathematical problems to activate higher order thinking skill.
 Read about the lives and achievements of famous Mathamaticians to know about their contribution to the development of Mathematics.
 Terminologies, symbols and formulas should be well understood and learnt by heart.

General Tips to study Environmental Studies

Always put on your thinking cap. Observe objects and events around you.
 Try new experiments to investigate and manipulate materials to come to a conclusion.
 Go for additional and structural information to target the concept and encourage active learning.
 Make pictorial summary of chapter (mind maps) to imbibe concept present in short term memory to long term memory.
 Give proper stress on terminologies - their pronunciation, spelling and meaning. Make your own scientific dictionary. Practice diagrams again and again with proper labeling all on one side.
 Apply what you learn into your daily life to get with your surroundings.

हिंदी भाषा अध्ययन के प्रमुख नुस्खे
 हिंदी वर्णमाला एवं बारहखड़ी का उच्चारण के साथ विशेष अभ्यास करें ।
 प्रतिदिन हिंदी समाचार पत्र पढ़ें ।
 घर के बड़े-बुजुर्गों से प्रतिदिन कोई एक शिक्षाप्रद किस्सा - कहानी सुनें ।
 व्याकरण के प्रकरणों का अधिक से अधिक अभ्यास करें ।

श्रुतलेख एवं सुंदर लेख का नियमित अभ्यास करें ।
 वर्णों की बनावट पर विशेष ध्यान देते हुए लिखावट सुधारने का प्रयास करें ।

