



Queens' College, Indore

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

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

SUBJECT: ENGLISH

TERM I Month (April- September) Volume-1	ELO and Success Criteria
Oral + Written	Students will be able to :-
Respecting Our World Lesson 1- We'll Not Come on Your Tiger Hunt (Poem) Grammar <ul style="list-style-type: none"> • Parts of speech 	Cognitive <ul style="list-style-type: none"> • Identify keywords related to conservation of wildlife and their habitat. • Explain the keyword and comprehend poem. • Describe the keywords to preserve wildlife. • Comprehend the poem using the keyword. • Identify parts of speech (in a sentence). • List examples of different parts of speech. • Count the number of syllables in a word • Describe the types of syllables • Construct a poem with a fixed number of syllables Social (Indicator): <ul style="list-style-type: none"> • Explain the values of diverse views. EMOTIONAL(Indicator): <ul style="list-style-type: none"> • Explain the effect of their emotions. • Describe the consequence of decisions. • Identify different emotions. • Explain how different emotions influence their actions.
The Warrior Queen Lesson-2- The Story of Rani Abbakka	COGNITIVE <ul style="list-style-type: none"> • Recognise different types of sentences.

	<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"> • Explain the values of diverse views <p>EMOTIONAL(INDICATOR)</p> <ul style="list-style-type: none"> • Identify personal strengths and areas of improvement • Analyse factors that influence ability/inability to self-regulate • Set goals to assist them to self-regulate
<p>Tricky Business Lesson-4- Tom Whitewashes a Fence Prefix</p> <p>Grammar</p> <ul style="list-style-type: none"> • Collective Nouns • Singular and Plural possessive nouns 	<p>COGNITIVE</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 • 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. • Identify possession in nouns. • Describe possession in suitable nouns. • Demonstrate the ability to form nouns indicating possession. • 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.

	<ul style="list-style-type: none"> Analyze and improve cooperative behavior in teams. <p>EMOTIONAL(INDICATOR)</p> <ul style="list-style-type: none"> Explain how different emotions influence their actions
<p>A friendship to remember Lesson-5- Hachiko- The Dog Who Waited</p> <p>Grammar</p> <ul style="list-style-type: none"> Adjectives of comparison Quantifiers 	<p>COGNITIVE</p> <ul style="list-style-type: none"> Identify keywords related to friendship and love. Describe the keywords on how to maintain friendship and love. Identify adjectives of comparison. Describe the function of adjectives of comparison. Compare nouns using suitable adjectives (regular/ irregular). Create sentences using adjectives of comparison. Able to identify Quantifiers. Demonstrate the ability to use suitable quantifiers with noun Write the sentences using suitable quantifiers <p>SOCIAL(INDICATOR)</p> <ul style="list-style-type: none"> 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. <p>EMOTIONAL(INDICATOR)</p> <ul style="list-style-type: none"> Describe consequences of decisions.
<p>Spreading the Cheer Lesson-6 – Smiling is infectious (Poem)</p> <p>Grammar</p> <ul style="list-style-type: none"> Relative pronouns Possessive Pronouns 	<p>COGNITIVE</p> <ul style="list-style-type: none"> Identify keywords related to smile. Describe the keywords to overcome describe smile can be simple and effective. Explain the keyword and comprehend the poem. Identify pronouns in sentences. Describe the function of relative pronouns. Demonstrate the ability to relate parts of a sentence using

	<p>relative pronouns</p> <ul style="list-style-type: none"> • Create sentences using relative pronouns • 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"> • 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. <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. • Set goals to assist them to self-regulate.
Writing + Reading Skills	
Poem Writing	<ol style="list-style-type: none"> 1. Write a poem on the given theme 2. Write a poem using rhyme scheme 3. Write a haiku and cinquain.
Biography	Write a biography
Recipe Writing	Write the recipe of the given dish
Debate	Debating on a topic and summarising the thoughts
Creative Writing <ul style="list-style-type: none"> • Paragraph Writing 	<ol style="list-style-type: none"> 1. Write a paragraph on given topic 2. Descriptive writing 3. Letter writing

<ul style="list-style-type: none"> • Informal Letter writing 	
Unseen Passages	1. Comprehend the passage 2. Deriving and writing answers of given questions (in detail or multiple choice)
TERM I Month (October-February) Volume-2	ELO and Success Criteria
Oral + Written	Students will be able to:-
A Tale of Courage Lesson-7- Theseus and the Minotaur Grammar <ul style="list-style-type: none"> • Interrogative adjectives • Modals 	COGNITIVE <ul style="list-style-type: none"> • Identify keywords related to courage. • Describe the keywords to overcome challenges in life. • Explain the keyword and comprehend the lesson. • Describe the function of interrogative adjectives. • Demonstrate the ability to use suitable interrogative adjectives and nouns. • Create questions using interrogative adjectives. • Identify modals in sentences. • Describe the function/purpose of modals (could/may/might). • Create sentences using suitable modals (could/may/might). SOCIAL(INDICATOR) <ul style="list-style-type: none"> • Describe how to make a difference in our own community. • Explain the values of diverse views EMOTIONAL(INDICATOR) <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.

	<ul style="list-style-type: none"> • Describe consequences of decisions .
<p>Lost and Found Lesson-8 – The Mystery of Missing Question Paper</p> <p>Grammar Tenses</p> <ul style="list-style-type: none"> • Simple Past Tense • Simple Present Tense • Simple Future Tense <p>Modals</p>	<p>COGNITIVE</p> <ul style="list-style-type: none"> • Identify keywords related to stealing/ offence . • Describe the keywords to overcome the habit of stealing. • Explain the keyword and comprehend the lesson. • Identify the tense forms of verbs in sentences . • Describe the function of simple past, present and future tense . • Construct verbs in the simple past, present and future tense form. • Create sentences using simple past, present and future tense. • Identify modals in sentences. • Describe the functions of modals • Create sentences using suitable modals <p>SOCIAL(INDICATOR)</p> <ul style="list-style-type: none"> • Analyse and improve cooperative behaviour in teams. • Describe strategies to resolve conflict in a variety of situations <p>EMOTIONAL(INDICATOR)</p> <ul style="list-style-type: none"> • Explain the effect of their different emotions and actions on others • Explain the values of diverse views
<p>Land of Fantasy Lesson-9- The Cyclone</p> <p>Grammar</p> <ul style="list-style-type: none"> • Phrasal verbs • Adverbs of Frequency 	<p>COGNITIVE</p> <ul style="list-style-type: none"> • Identify verbs in sentences. • Describe phrasal verbs and their components. • Construct phrasal verbs using prepositions/ adverbs. • Create sentences using phrasal verbs. • Identify adverbs in a sentence. • Describe the function of adverbs (denoting frequency). • Demonstrate the ability to use adverbs denoting frequency to qualify verbs.

	<ul style="list-style-type: none"> • Create sentences using suitable adverbs denoting frequency <p>SOCIAL(INDICATOR)</p> <ul style="list-style-type: none"> • 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. <p>EMOTIONAL(Indicator):</p> <ul style="list-style-type: none"> • Set goals to works on their areas of improvement
<p>Trustworthy Friends Lesson-10- House Sitting</p> <p>Grammar</p> <ul style="list-style-type: none"> • Preposition of Place and direction • Preposition of Time 	<p>COGNITIVE</p> <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. • 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 <p>Social(Indicator):</p> <ul style="list-style-type: none"> • Explain the value of diverse views. • Identify factors that influence effective communication in relationship. <p>EMOTIONAL(Indicator):</p> <ul style="list-style-type: none"> • Identify different emotions.
<p>A bowl of Delight Lesson-11- The Importance of Rice</p>	<p>COGNITIVE</p> <ul style="list-style-type: none"> • Identify conjunctions that joints words/sentences.

<p>Grammar</p> <ul style="list-style-type: none"> • Conjunctions expressing Time • Articles (a/an/the) 	<ul style="list-style-type: none"> • Describe the function/ purpose of conjunctions expressing time. • Create sentences using conjunctions (Expressing 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) <p>Social(Indicator):</p> <ul style="list-style-type: none"> • Explain the values of diverse views. • Analyze and improve cooperative behavior in teams. <p>EMOTIONAL(Indicator):</p> <ul style="list-style-type: none"> • Explain the effect of the different emotions and actions on others.
<p>A Pillar of Strength Lesson-12-The Banyan Tree (Poem)</p> <p>Grammar</p> <ul style="list-style-type: none"> • Commas • Types of Sentences 	<p>COGNITIVE</p> <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 • Identify the correct usage of punctuations in sentences. • Correct sentences where commas are used incorrectly. • Create sentences using comma in different ways. • Identify different types of sentences. • Describe the function of each sentence type. • Compare different type of sentences. • Create different type of sentences. <p>Social(Indicator):</p> <ul style="list-style-type: none"> • Describe how to make a difference in own community. <p>EMOTIONAL(Indicator):</p> <ul style="list-style-type: none"> • Explain the effect of the different emotions and actions on others. <p>Describe the consequences of decisions.</p>

Writing + Reading skills	
Character Sketch	Writing character sketch of the given character
Creative Writing	<ol style="list-style-type: none"> 1. Imaginative Writing 2. Writing a letter of advice 3. Writing a scene for a play 4. Writing a leave application
Debate	Debating on a topic and summarising the thoughts
Story Writing	Writing the story from a different point of view
Travel Brochure	Preparing a travel brochure for an adventure spot
Poem Writing	Writing a self-composed poem on the given topic (poem of appreciation of nature)
Poster making	Create a poster on the given topic

SUBJECT-HINDI	
टर्म-1 (अप्रैल से सितंबर)	उद्देश्य
विषयवस्तु	विद्यार्थी निम्न दक्षता प्राप्त करेंगे-
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-विच्छेद करना।
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 । पर्यायवाची शब्द एवं लिंग संबंधी अभ्यास कार्य करना ।
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 ।

<p>पाठ-14 शिक्षा (कहानी)</p>	<ul style="list-style-type: none"> • कहानी का भावपूर्ण पठन-पाठन एवं अर्थ बोध करना । • पुरस्कार एवं दंड के साथ मनुष्य बनने, मानवता को श्रेष्ठ मानने की सीख प्राप्त करना । • शिक्षा के विभिन्न रूपों से परिचय एवं महत्व समझना । <p>पर्यायवाची, विलोम एवं बहुवचन शब्दों का उचित प्रयोग करना ।</p>
<p>केवल वाचन हेतु- पाठ-4 दातुन बनी ईधन</p>	<ul style="list-style-type: none"> • शुद्ध उच्चारण, प्रवाहपूर्ण वाचन का अभ्यास । <p>पठन कौशल का विकास करना ।</p>
<p>अतिरिक्त पठन- पाठ-12 मोहन का दुःख (एकांकी)</p>	<ul style="list-style-type: none"> • पात्रानुकूल भावपूर्ण वाचन करना । • छुआछूत कुरीति का परिचय एवं दिखावे से दूर रहकर समानता की भावना का विकास करना । <p>ध्वनियों का अभ्यास, पात्र-अनुसार आवाज़ के उतार-चढ़ाव का अभ्यास ।</p>
<p>व्याकरण- भाषा, वर्ण विचार, शब्द, वाक्य, संज्ञा, लिंग, वचन, सर्वनाम, विशेषण, मुहावरे, वाक्य, विराम चिह्न, पर्यायवाची शब्द, विलोम शब्द, गिनती (1-50), अशुद्धि शोधन (शब्द)</p>	<ul style="list-style-type: none"> • भाषिक दक्षता कौशल का विकास करना । • नाम का महत्व, एकवचन एवं बहुवचन, स्त्रीलिंग-पुल्लिंग में भेद को समझना । • मुहावरों का उचित प्रयोग करना । <p>शब्द भंडार में वृद्धि करना।</p>
<p>रचनात्मक लेखन- चित्र वर्णन, अनुच्छेद लेखन, संवाद-लेखन, अनौपचारिक पत्र</p>	<ul style="list-style-type: none"> • कल्पनाशीलता एवं विचारात्मकता का उपयोग बढ़ाना । • पत्र प्रारूप के अनुसार, पत्र लेखन अभ्यास । • भाषाभिव्यक्ति का विकास करना । • 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- एकांकी मंचन	बहुमुखी प्रतिभा का विकास करना।
टर्म-2 (अक्टूबर से फरवरी) विषयवस्तु	उद्देश्य विद्यार्थी निम्न दक्षता प्राप्त करेंगे-
मौखिक एवं लिखित पाठ्यक्रम- उत्कर्ष पाठ-9 गीत खुशी के (कविता)	<ul style="list-style-type: none"> • कविता का लय-भाव सहित वाचन करना। • कविता के मूल भाव को समझना। • वैज्ञानिक दृष्टि व देश-प्रेम के भाव का विकास करना। • सौरमंडल की सामान्य जानकारी के साथ कल्पना शक्ति को विकसित करना। <p>संयुक्त व द्वित्व व्यंजन तथा एकवचन व बहुवचन शब्दों का उचित प्रयोग करना।</p>
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-15 पहाड़ पुरुष (प्रेरक-जीवनी)	<ul style="list-style-type: none"> • पाठ का भावपूर्ण पठन-पाठन करना। • दृढ़ निश्चय व कर्मठता का उदाहरण दर्शाना।

	<ul style="list-style-type: none"> • 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 महत्व 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।
केवल वाचन हेतु- पाठ-13 शरद का आकाश	<ul style="list-style-type: none"> • कविता का लययुक्त वाचन करते हुए प्रकृति के वर्णन को समझना। ऋतुओं की सामान्य जानकारी।
अतिरिक्त पठन- छुट्टी की छुट्टी (कविता) पाठ-11 पोंगल	<ul style="list-style-type: none"> • कविता का उचित हाव-भाव के साथ सस्वर वाचन करना । • कविता में से तुकांत शब्दों को छाँटना । • देश में मनाए जाने वाले फसलीय त्योहारों की जानकारी । • देश की संस्कृति और त्योहारों को समझना । <p>देश की एकता बनाए रखने में त्योहारों का महत्व ।</p>
व्याकरण- क्रिया, काल, अव्यय, विराम चिह्न, विलोम शब्द, पर्यायवाची शब्द, कारक, अनेकार्थक शब्द, वाक्यांश के लिए एक शब्द, मुहावरे, अशुद्धि शोधन (वाक्य)	<ul style="list-style-type: none"> • अव्यय शब्दों का दैनिक जीवन में महत्व समझना। • भाषिक दक्षता कौशल का विकास करना। • संकल्पना ज्ञान प्राप्ति हेतु उदाहरण सहित अभ्यास करना। <p>शब्द भंडार में वृद्धि करना।</p>

रचनात्मक लेखन- अनुच्छेद लेखन, अनौपचारिक व औपचारिक पत्र, संवाद-लेखन, कहानी-लेखन	<ul style="list-style-type: none"> • औपचारिक पत्र प्रारूप अनुसार लेखन कौशल विकास। कल्पनाशीलता, विचारात्मकता, अवलोकन, भावाभिव्यक्ति के अनुसार रचनात्मक लेखन करना।
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- व्याकरण प्रकरण पर आधारित प्रस्तुतिकरण	अभिव्यक्ति कौशल का विकास करना
SUBJECT- MATHS	
TERM – I (March-September) Volume-1	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. 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. <ul style="list-style-type: none"> ▪ Identify lines of symmetry. ▪ Create shapes with one or more lines of symmetry. ▪ Predict the number of lines of symmetry in regular polygons. <p>SOCIAL (INDICATOR)</p> <ol style="list-style-type: none"> 1. Describe ways of managing relationships.

	<p>EMOTIONAL(INDICATOR)</p> <p>1. Explain the effects of different emotions on themselves and others.</p>
Chapter 2 Numbers up to 5-digits	<p>COGNITIVE</p> <p>1. Round off numbers to the highest place.</p> <ul style="list-style-type: none"> ▪ 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. <p>2. Arrange numbers in ascending and descending order.</p> <ul style="list-style-type: none"> ▪ Compare 5-digit numbers using $>$, $<$ and $=$. ▪ Arrange 5-digit numbers in ascending and descending order. <p>SOCIAL (INDICATOR)</p> <p>1. Describe factors contributing to positive relationship.</p> <p>2. Describe strategies that assist their learning.</p> <p>EMOTIONAL(INDICATOR)</p> <p>1. Analyze the factors that influence ability/inability to self-regulate.</p>
Chapter 3 Addition and Subtraction	<p>COGNITIVE</p> <p>1. Solve real life problems using addition and subtraction.</p> <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. <p>2. Apply estimation to solve real life addition/subtraction problems.</p> <ul style="list-style-type: none"> ▪ Apply estimation to solve real life addition and subtraction problems. <p>SOCIAL (INDICATOR)</p> <p>1. Describe how to make difference in own community.</p> <p>2. Describe consequences of decisions.</p>
Chapter 4 -Multiplication	<p>COGNITIVE</p> <p>1. Multiply numbers using different methods (long multiplication and lattice multiplication).</p> <ul style="list-style-type: none"> ▪ Multiply numbers using different methods (long multiplication and lattice multiplication). <p>2. Solve problems based on Multiplication.</p>

	<ul style="list-style-type: none"> ▪ Estimate the product of two numbers. ▪ Solve problems based on multiplication. <p>SOCIAL (INDICATOR)</p> <p>1. Analyze and improve cooperative behavior in teams.</p> <p>EMOTIONAL(INDICATOR)</p> <p>1. Explain how different emotions influence their actions.</p>
<p>Chapter 5 -Division</p>	<p>COGNITIVE</p> <p>1. Apply the inverse relationship of division and multiplication to solve problems.</p> <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. <p>SOCIAL (INDICATOR)</p> <p>1. Analyze and improve cooperative behavior in teams.</p> <p>EMOTIONAL(INDICATOR)</p> <p>1. Explain how different emotions influence their actions.</p>
<p>Chapter 6-Factors and Multiples</p>	<p>COGNITIVE</p> <p>1. List the factors of a number.</p> <ul style="list-style-type: none"> ▪ Identify factors as numbers that divide a number without leaving a remainder. ▪ Differentiate between prime and composite numbers. ▪ List the factors of a number. <p>2. List the multiples of a number.</p> <ul style="list-style-type: none"> ▪ Identify multiples as the product of two numbers. ▪ List the multiples of a number. <p>3. Apply divisibility tests to check whether a number is divisible by 2, 5 or 10.</p> <ul style="list-style-type: none"> ▪ Apply divisibility tests to check whether a number is divisible by 2, 5 or 10 especially for large numbers. <p>SOCIAL (INDICATOR)</p> <p>1. Describe how to make a difference in own community.</p>

Chapter 7-Patterns	<p>COGNITIVE</p> <ol style="list-style-type: none"> 1. 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. <p>SOCIAL (INDICATOR)</p> <ol style="list-style-type: none"> 1. Describe ways of managing relationships. <p>EMOTIONAL(INDICATOR)</p> <ol style="list-style-type: none"> 1. Set goals to assist them to self-regulate.
TERM-II (October-February) Volume-2	ELO and Success Criteria
Oral+ Written	Students will be able to
Chapter 8-Area and Perimeter	<p>COGNITIVE</p> <ol style="list-style-type: none"> 1. 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. 2. Create shapes of same area and different perimeters. <p>SOCIAL (INDICATOR)</p> <ol style="list-style-type: none"> 1. Describe ways of managing relationships. <p>EMOTIONAL (INDICATOR)</p> <ol style="list-style-type: none"> 1. Identify likes, dislikes, needs and wants.
Chapter 9-Fractions 1	<p>COGNITIVE</p> <ol 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.

	<ul style="list-style-type: none"> ▪ Add and subtract like fractions. <p>SOCIAL (INDICATOR)</p> <ol style="list-style-type: none"> 1. Describe how they help their parents. 2. Describe how to manage relationships. <p>EMOTIONAL(INDICATOR)</p> <ol style="list-style-type: none"> 1. Identify personal strengths and areas of improvement.
Chapter 10-Fractions 2	<p>COGNITIVE</p> <ol style="list-style-type: none"> 1. Convert improper fraction to mixed fraction & vice versa. 2. Identify types of fractions (proper, improper and mixed). 3. Convert improper fractions to mixed fractions and vice versa. <p>EMOTIONAL(INDICATOR)</p> <ol style="list-style-type: none"> 1. Describe consequences of decisions.
Chapter 11-Measurement	<p>COGNITIVE</p> <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.
Chapter 12-Tracking Time	<p>COGNITIVE</p> <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. <p>SOCIAL(INDICATOR)</p> <ol style="list-style-type: none"> 1. Describe ways of communicating in a relationship. <p>EMOTIONAL(INDICATOR)</p> <ol style="list-style-type: none"> 1. Describe ways to self-regulate.
Chapter 13-HCF and LCM	<p>COGNITIVE</p> <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.
Chapter 14-Bar Graph	<p>COGNITIVE</p> <ol style="list-style-type: none"> 1. Create bar graphs <ul style="list-style-type: none"> ▪ Interpret bar graphs. ▪ Create bar graphs. <p>SOCIAL (INDICATOR)</p> <ol style="list-style-type: none"> 1. Describe ways of managing relationships. <p>EMOTIONAL(Indicator)</p> <ol style="list-style-type: none"> 1. Analyze their ability to self-regulate.
SUBJECT-GENERAL SCIENCE	
TERM – I (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> <ol style="list-style-type: none"> 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.

<p>2) It's All A Cycle</p>	<p>COGNITIVE</p> <p>1. Analyse the similarities and differences between the young ones of egg laying animals and mammals.</p> <ul style="list-style-type: none"> • 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. <p>2. Explain the changes in the stages in the life cycles of different animals.</p> <ul style="list-style-type: none"> • 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. <p>EMOTIONAL(INDICATOR)</p> <p>1. Analyse what they have learnt about themselves.</p> <p>SOCIAL (INDICATOR)</p> <p>1. Describe how to make a difference in own community.</p>
<p>3) The Journey Of Food</p>	<p>COGNITIVE</p> <p>1. Sequence the processes that aid with the digestion of food.</p> <ul style="list-style-type: none"> • Name the organs that aid with the digestion of food. • Describe the functions of the organs that aid with the digestion of food. <p>sequence the processes that aid with the digestion of food.</p> <p>2. Describe the roles played by different parts of the body in getting rid of waste.</p> <ul style="list-style-type: none"> • 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. <p>3. Propose ways to improve our digestion and maintain a healthy excretory system.</p> <ul style="list-style-type: none"> • Identify habits that are useful or harmful to our digestive health and excretory system.

	<ul style="list-style-type: none"> • 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>4) 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>5) Say Cheese</p>	<p>COGNITIVE</p> <ol style="list-style-type: none"> 1. Explain the function of different types of teeth. <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> • Describe the habits that harm our teeth and gums. • Propose ways to keep our teeth and gums healthy. <p>EMOTIONAL(INDICATOR)</p> <ol style="list-style-type: none"> 1. Set goals that assist them to self -regulate.

Term II October- February (Volume-2)	ELO and Success Criteria
Oral +Written	Students will be able to:
6) What Are Things Made Of?	<p>COGNITIVE</p> <ol style="list-style-type: none"> 1. Relate the properties of different types of materials to their use. <ul style="list-style-type: none"> • 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. <p>EMOTIONAL(INDICATOR)</p> <ul style="list-style-type: none"> • Identify personal strengths and areas of improvement. • Describe the action they take based on feedback received.
7) Nature’s Kitchen	<p>COGNITIVE</p> <ol style="list-style-type: none"> 1. Explain the importance of the leaves of a plant. <ul style="list-style-type: none"> • 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. <p>EMOTIONAL(INDICATOR)</p> <ul style="list-style-type: none"> • State how they respond to feedback. • Describe the action they take based on feedback received.
8) Seeds and Sprouts	<p>COGNITIVE</p> <ol style="list-style-type: none"> 1. Describe how the characteristics of seeds aid in dispersal. <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> • 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. <p>EMOTIONAL(INDICATOR)</p> <ol style="list-style-type: none"> 1. Identify personal strengths and areas of improvement. 2. Describe consequences of decisions.
9) The Invisible Forces	<p>COGNITIVE</p> <ol style="list-style-type: none"> 1. Create models/toys that use the effects of invisible forces. <ul style="list-style-type: none"> • Identify invisible forces. • Describe the effects of invisible forces.

	<ul style="list-style-type: none"> • Explain how to use the effects of invisible forces. • Create models/toys that use the effects of invisible forces. <p>EMOTIONAL(INDICATOR) 1. Describe ways of establishing and managing relationships.</p> <p>SOCIAL (INDICATOR) 1. Explain the value of diverse views.</p>
SUBJECT: SOCIAL STUDIES	
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> <ol style="list-style-type: none"> 1) Create a timeline to sequence dates based on CE and BCE <ul style="list-style-type: none"> • List dates chronologically using the terms BCE, BC, AD and CE • Sequence events on a timeline involving BCE and CE • Create a timeline to sequence dates based on BCE and CE • Calculate how long ago a given date was. 2) Compare and contrast the Gregorian, Hijri and Saka Calendars. <ul style="list-style-type: none"> • Identify the basis for the introduction of the different types of calendar. • Compare and contrast the Gregorian, Hijri and Saka calendars. 3) Create a calendar based on a scenario <p>SOCIAL (INDICATOR) 1) State positive ways of interacting in relationship</p> <p>EMOTIONAL(INDICATOR) 1) Describe polite ways to interact and interview people.</p>
Ch.2. I Make History	<p>COGNITIVE</p> <ol style="list-style-type: none"> 1) Analyse the reasons for studying history <p>State what history is Explain the need to study history</p>

	<p>Analyse the reasons for studying history based on a case study</p> <p>2) Apply a timeline to classify events as belonging to prehistory and history.</p> <p>Identify the event that classifies the past into prehistory and history</p> <p>Apply a timeline to classify events as belonging to prehistory and history</p> <p>3) Create a report to show how you have created history.</p> <p>Classify historical sources as archaeological and literary sources.</p> <p>Compare and contrast archaeological and literary sources.</p> <p>Create a report to show how you have created history.</p> <p>SOCIAL (INDICATOR)</p> <p>1) Analyse and improve co-operative behaviour in teams.</p> <p>2) Describe how to make a difference in one's own community.</p> <p>EMOTIONAL(INDICATOR)</p> <p>1) Identify situations that are a cause of selected emotions.</p> <p>2) Identify the impact of past events on one's life.</p>
<p>Ch. 3. Movements of Earth</p>	<p>COGNITIVE</p> <p>1) Describe the two movements of Earth</p> <ul style="list-style-type: none"> • Distinguish between rotation and revolution. • Identify the cause of day and night on Earth. • Identify the causes of the 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 <p>2) Depict how movements of earth affect human activities on Earth</p> <ul style="list-style-type: none"> • Identify a season based on its characteristics • Depict how movements of Earth affect life on it <p>SOCIAL (INDICATOR)</p> <p>1) Identify factors that influence effective communication in relationships</p> <p>2) Describe how to make a difference in their own</p>

	<p>communities.</p> <p>EMOTIONAL(INDICATOR)</p> <p>1) Identify situations that are a cause of selected emotions</p>
<p>Ch. 4 Many states, one country</p>	<p>COGNITIVE</p> <p>1) Create an album on the state I live in to highlight one interesting aspect of the states.</p> <ul style="list-style-type: none"> • Identify, states and union territories of India on a map. • Rank the states and union territories of India by area and population. <p>Associate the states of India with their capital cities.</p> <ul style="list-style-type: none"> • Create an album on the state I live in to highlight one interesting aspect of the states <p>SOCIAL (INDICATOR)</p> <ul style="list-style-type: none"> • Relate to people from different backgrounds. • Describe how to make a difference in own community <p>EMOTIONAL(INDICATOR)</p> <ul style="list-style-type: none"> • Express their interest and goals.
<p>Ch.5. India- A Land of diversity</p>	<p>COGNITIVE</p> <ol style="list-style-type: none"> 1. Categorize the cultural variety in India <ul style="list-style-type: none"> • Identify India as a country with vast cultural variety • Categorize the cultural variety in India. 2. Create freeze frame to depict cultural diversity in India <ul style="list-style-type: none"> • Identify the need to value differences in people across the country • Illustrate unity in diversity in India • Create a freeze frame to depict cultural diversity in India <p>SOCIAL (INDICATOR)</p> <ol style="list-style-type: none"> 1. Describe positive conversation skills 2. Identify cooperative behaviour in play and teams <p>EMOTIONAL(INDICATOR)</p> <ol style="list-style-type: none"> 1. State that people in a community may have views different from others.

<p>Ch. 6. Earth our home</p>	<p>COGNITIVE</p> <p>1) Compare & contrast the lithosphere, hydrosphere and atmosphere on Earth.</p> <ul style="list-style-type: none"> • Identify that Earth is made up of land, water and air • Describe the extent of land water and air on Earth • Classify images with the spheres they are associated with • Compare and contrast the lithosphere, hydrosphere and atmosphere on Earth <p>2) Create a mini biosphere in a bottle</p> <ul style="list-style-type: none"> • Identify the elements that represent lithosphere, hydrosphere & atmosphere in the bottle. • 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 <p>SOCIAL (INDICATOR)</p> <p>1) Identify the community they belong to</p> <p>EMOTIONAL(INDICATOR)</p> <p>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. The Ups and down of Earth</p>	<p>COGNITIVE</p> <p>1) Compare and contrast the different landforms on Earth</p> <ul style="list-style-type: none"> • Identify the various landforms on Earth • Compare and contrast the different landforms on Earth <p>2) Create a report on the kind of landforms you live in and the water body that supports your needs</p> <ul style="list-style-type: none"> • Identify the various water bodies on Earth • Create a picture dictionary for the various waterbodies on Earth.

	<ul style="list-style-type: none"> • 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>Ch. 8 More about Maps</p>	<p>COGNITIVE</p> <ol style="list-style-type: none"> 1. Create a map using all the elements of a map. <ul style="list-style-type: none"> ▪ List the elements on a map ▪ Describe the use of elements in the map ▪ Create a map using all the elements of a map 2. Interpret physical and political maps <ul style="list-style-type: none"> ▪ Identify the physical and political map ▪ Describe political and physical maps ▪ Compare and contrast physical and political map ▪ Interpret physical and political map <p>SOCIAL (INDICATOR) 1. Analyse & improve cooperative behaviour.</p> <p>EMOTIONAL(INDICATOR) 1. Analyse factors that influence one's own ability/inability to self regulate.</p>
<p>Ch. 9 The Face of India</p>	<p>COGNITIVE</p> <ol style="list-style-type: none"> 1. Explain how the physical divisions of India affect the people of the country. <ul style="list-style-type: none"> • 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 2. Create a travel brochure on the land forms of India. <ul style="list-style-type: none"> • 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 • Create a travel brochure on the landforms of India <p>SOCIAL (INDICATOR) • Analyse and improve cooperative behaviour in teams</p> <p>EMOTIONAL(INDICATOR)</p>

	<ul style="list-style-type: none"> • Describe influences for particular emotions
Ch. 10 Agriculture in India	<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"> • Identify the soil types needed for various crops. • List the 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
Ch. 11 A Clean Green Earth	<p>COGNITIVE</p> <ol style="list-style-type: none"> 1. Propose ways to improve the environment through correct disposal of waste. <ul style="list-style-type: none"> • 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 2. Explain the causes and effects of each form of pollution. <ul style="list-style-type: none"> • 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 <p>SOCIAL (INDICATOR)</p> <ol style="list-style-type: none"> 1. Describe ways of resolving conflict <p>EMOTIONAL (INDICATOR)</p> <ol style="list-style-type: none"> 1. Analyse the effect of a strategy on emotion
Ch.12. Our country, Our people	<p>COGNITIVE</p> <ol style="list-style-type: none"> 1) Create a role play on being a good citizen <ul style="list-style-type: none"> • Define the term 'Citizen' • Identify the responsibilities of a good citizen • Explain how a citizen can act for the good of their country • Create a role play on being a good citizen <p>SOCIAL (INDICATOR)</p>

	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
SUBJECT-COMPUTER SCIENCE	
TERM-I	Learning Skills
Ch. 1. Memory and Storage	1.Computer Memory 2.Internal Memory <ul style="list-style-type: none"> ▪ RAM ▪ ROM 3.External Memory <ul style="list-style-type: none"> ▪ Hard Disk ▪ CD, DVD ▪ Flash Drive ▪ Blu-ray Disc ▪ Multimedia Card
Ch. 2. Working with Files and Folders	<ul style="list-style-type: none"> ▪ Windows 10 and its Features ▪ Starting Windows ▪ File Explorer and Context Menu ▪ Files and Folders ▪ Shortcut Icon
Ch. 4. More Features of Word	<ul style="list-style-type: none"> ▪ Using Format Painter ▪ Finding the Text ▪ Replacing the Text ▪ Page Formatting To be continue ▪ Setting Page Properties ▪ Previewing a Document ▪ Printing a Document

Ch.5. Working with Style and Objects	<ul style="list-style-type: none"> ▪ Understand what Style is ▪ Applying built-in Styles ▪ Creating a New Style ▪ Adding a Text Box ▪ Inserting WordArt ▪ Working with Shapes ▪ Inserting Symbols and Special Characters ▪ Inserting Pictures <p>Adding Screenshot, Icons and 3D Models in a Document + Coding Skill 1</p>
TERM-II	Learning Skills
Ch. 6. More on Scratch	<ul style="list-style-type: none"> ▪ Features of Scratch ▪ Components of the Scratch window ▪ Adding a New Sprite ▪ Working with Two Sprites ▪ Setting the Sprite Position ▪ Setting the Rotatio Style ▪ Changing the Pen Shade ▪ Changing the backdrop of the stage ▪ Playing the Instruments
Ch.7. Introduction to PowerPoint	<ul style="list-style-type: none"> ▪ Presentation and Slide ▪ Starting Power Point 2019 ▪ Components of Power Point 2019 ▪ Creating a New Presentation ▪ Saving a Presentation ▪ Closing and Exiting a Presentation ▪ Opening a Presentation ▪ Running a Presentation
Ch. 8. Working with Slides	<ul style="list-style-type: none"> ▪ Adding a Slide to a Presentation ▪ Deleting a Slide ▪ Formatting Text in a Slide ▪ Adding Objects in a Slide

	<ul style="list-style-type: none"> ▪ Rotating a Picture, Shape, Text or Object ▪ Resizing a Picture, Shape, Text or Object ▪ Inserting 3D Models
Ch. 9. Browsing the Internet	<ul style="list-style-type: none"> ▪ Internet ▪ Uses of the internet ▪ Basic Requirements for an internet Connection ▪ Internet Terms ▪ Using a Web Browser ▪ Accessing a Web page + Coding Skill 2
ART AND CRAFT	
<ol style="list-style-type: none"> 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	
<ol style="list-style-type: none"> 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>2.June- Introduction of notes.</p> <p>3.July- One hand finger exercises</p> <p>4.September- Introduction of major notes basic and 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>

<p>5.October- Guitar streaming patterns names.</p> <p>6.November- basic major notes scale introduction.</p> <p>7.December- major chords pattern introduction (basic exercise)</p> <p>8.January- major chords patterns.</p> <p>9.February- major chords related songs practice.</p>	<p>4. September-D major scale, A major scale, E major scale</p> <p>5.October-Minor scales, A minor scale, E minor scale, D minor scale</p> <p>6. November- Major chords C, F, G, A, D, E</p> <p>7. December- Minor chords Am Em Dm Cm Bm</p> <p>8. January- Songs playing, National Anthem, Communique songs, Theme songs like Harry Potter</p> <p>9. February- Revision and small percentage of songs.</p> <p>Note- Along with syllabus there will be one song in every month.</p>
INSTRUMENTAL MUSIC (PERCUSSION/RHYTHM)	
<ol style="list-style-type: none"> 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>April- Kathak on Vandana (Riyaz)</p> <p>June- Semi Classical Music</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>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 A Turning</p> <p>Side A 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> <p>Side B crossing</p> <p>Hockey Break</p> <p>Basics of Roll ball</p>

SWIMMING	
TERM-I	TERM-II
<p>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</p>	<p>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.</p>
BASKETBALL	
TERM-I	TERM-II
<p>Introduction of game(Rules and regulations Warm-up exercise (Skills practice) Ball holding Types of Dribble (low,high ,change of hand)</p>	<p>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</p>
BADMINTON	
TERM-I	TERM-II
<p>Introduction of Games and General Rules General and Specific Warm up(Strength and</p>	<p>Various styles of attacks (back hand, overhead & net) Offensive technique while receiving shuttle position of game</p>

speed) Terminologies- Gripping of racket(fore hand and back hand) and foot work.	Team work- Competition preparation (single, doubles and mix doubles)
VOLLEYBALL	
TERM-I	TERM-II
Orientation of game with general and safety rules. Regular warm-up exercise Ball-holding Under Arm return practice Under hand return	Under hand return Under hand throws Under hand service Theory about the game
CRICKET	
TERM-I	TERM-II
Orientation of game with general rules. General and Specific exercise How to hold the bat(gripping) Batting/Bowling/Fielding/Specific drills	Forward defence/Forward drive Backward defence/Backward drive Fielding long barrier, pickup and throw, run and chase Catching close catching (specific drills)
KARATE	
TERM-I	TERM-II

<p>Orientation of game with general rules. Punch, Kick, Block Ippon's Katas basic and advance Bounkai basic 1to5</p>	<p>Awareness during fighting Fight Drill Introduction of peripheral vision Feints Timing and distance Speed drills</p>
KHO-KHO	
TERM-I	TERM-II
<p>Orientation of games and general rules Sitting in squares Chain formation Sitting & Running skills</p>	<p>Diving Making circles, Pole dive Turning round the pole Running Dodging, Sudden change of direction.</p>

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 Mathematicians 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 ।

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