



Queens' College, Indore

**Annual Curriculum Plan
COMPENDIUM
Session-2024-2025
Class-V**

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

The Puppy Puzzle
Lesson-2- Sleepy Solomon Uncle and the Missing
Puppy

Parts of Speech and Abstract Nouns

COGNITIVE

1. Create an outline for a mystery story using its key elements.
 - Identify key elements of a mystery story
 - Describe the key elements of a mystery story (in own words)
 - Explain the key elements of a mystery story
 - Create an outline for a mystery story using its key elements.

2. Classify the nine parts of speech used in a sentence.
 - Recall the nine parts of speech used in a sentence.
 - Classify the nine parts of speech used in a sentence.

3. Create sentences using abstract nouns.
 - Identify nouns in the given text
 - Describe the function/purpose of abstract nouns
 - Construct abstract nouns from adjectives.
 - Create sentences using abstract nouns.

SOCIAL(INDICATOR)

1. Identify situations of conflict.
2. Analyse and improve cooperative behaviour in teams.

EMOTIONAL(INDICATOR)

1. Analyse factors that influence ability/inability to self-regulate.

	2. Identify different emotions
<p>My Journey to the Magnetic North Pole Lesson-3- The High Arctic</p> <p>Compound Nouns and Quantifiers (Some and Any)</p>	<p>COGNITIVE</p> <p>1. Create a travelogue using its key elements</p> <ul style="list-style-type: none"> • Identify elements of a travelogue • Describe a travelogue and its key elements • Explain elements of a travelogue • Create a travelogue using its key elements <p>2. Create sentences using compound nouns.</p> <ul style="list-style-type: none"> • Identify the nouns in the given text • Describe the function/purpose of compound nouns • Construct compound nouns using different parts of speech • Create sentences using compound nouns. <p>3. Create sentences using suitable Quantifiers.</p> <ul style="list-style-type: none"> • Identify quantifiers used to quantify measure nouns. • Describe the purpose/function of specific quantifiers. • Demonstrate the ability to use suitable quantifiers with nouns. • Create sentences using suitable Quantifiers. <p>SOCIAL(INDICATOR)</p> <p>1. Explain the values of diverse views.</p> <p>EMOTIONAL(INDICATOR)</p> <p>1. Identify different emotions.</p>
<p>Save The Tiger Lesson-4-Cry of the Cat</p>	<p>COGNITIVE</p> <p>1. Create an acrostic poem using its key elements.</p>

Order of adjectives and Pronouns

- Identify elements of an acrostic poem
- Describe elements of an acrostic poem
- Explain the theme of an acrostic poem
- Create an acrostic poem using its key elements

2. Create sentences using suitable order of adjectives.

- Identify adjectives in the given text
- Construct adjectives in the correct order in sentences
- Create sentences using types of adjectives in suitable order

3. Create sentences using suitable pronouns.

- Identify types of pronouns in the given text
- Demonstrate ability to use different types of pronouns
- Create sentences using suitable pronouns

SOCIAL(INDICATOR)

1. Describe how to make a difference in own community.
2. Describe factors contributing to positive relationships.

EMOTIONAL(INDICATOR)

1. Describe consequences of decisions.
2. Analyse factors that influence ability/inability to self-regulate.

A Glimpse into The Future Lesson-5- The Time Traveller's Diary

COGNITIVE

1. Explain the outline of a science-fiction story incorporating key elements of the genre.
 - Identify elements of a sci-fi story
 - Describe elements of a sci-fi story

**Future Tense- ‘Going to’
and Future Continuous Tense**

- Explain the outline of a science-fiction story incorporating key elements of the genre.

2. Create sentences using ‘going to’ as a verb to indicate future time.

- Identify the verbs in simple future tense
- Locate ‘going to’ as a verb in a sentence
- Explain the purpose of ‘going to’ as a verb in a sentence
- Create sentences using ‘going to’ as a verb to indicate future time.

3. Create sentences using verbs in future continuous tense.

- Identify verbs in the simple future tense
- Describe the action in sentences indicating future time
- Explain the functions of future continuous tense
- Create sentences using verbs in future continuous tense.

SOCIAL(INDICATOR)

1. Analyse and improve cooperative behaviour in teams.

EMOTIONAL(INDICATOR)

1. Identify personal strengths and areas of improvement.
2. Analyse factors that influence ability/inability of self-regulate.
3. Identify different emotions.
4. Explain how different emotions influence their actions.

Story Writing	<ol style="list-style-type: none"> 1. Create a plot for a mystery story 2. Descriptive writing 3. Write an outline for a sci-fi story 4. Write an outline for a mythological story
Creating a Travelogue	<ol style="list-style-type: none"> 1. Create a travelogue using its key elements. 2. Researching interesting facts and collating information
Dialogue Writing	<ol style="list-style-type: none"> 1. Summarize a conversation as dialogue 2. Presenting a discussion as a dialogue
Creative Writing	<ol style="list-style-type: none"> 1. Write a newspaper article 2. Creating riddle specific to a context 3. Imaginative writing
Unseen Passages	<ol style="list-style-type: none"> 1. Comprehend the passage 2. 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:-
Keeping Busy Lesson-7- The Bootham's Task	COGNITIVE <ol style="list-style-type: none"> 1. Create a plan for my own folk tale incorporating its key elements. <ul style="list-style-type: none"> • Identify key elements of a folktale. • Describe the key elements of a folktale. • Explain the key elements of a folktale. • Create a plan for my own folk tale incorporating its key elements.
Anagrams Present Perfect Tense	<ol style="list-style-type: none"> 2. Create sentences using the present perfect tense.

	<ul style="list-style-type: none"> • Identify verbs in the simple present, present continuous tense • Describe the functions of present perfect tense • Construct verbs in the present perfect tense • Create sentences using the present perfect tense. <p>SOCIAL(INDICATOR)</p> <ol style="list-style-type: none"> 1. Describe how to make a difference in our own community. 2. Describe factors contributing to positive relationship. 3. Analyse and improve cooperative behaviour in teams. 4. Explain the values of diverse views. <p>EMOTIONAL(INDICATOR)</p> <ol style="list-style-type: none"> 1. Describe consequences of decisions. 2. Analyze the factors that influence ability/inability to self-regulate.
<p>Aim for the Stars Lesson-8 -How the Little Kite Learned to Fly</p> <p>Collocations Past Perfect Tense and Adverbs of Degree</p>	<p>COGNITIVE</p> <ol style="list-style-type: none"> 1. Create a narrative poem incorporating rhyme as a key element. <ul style="list-style-type: none"> • Identify the elements of a narrative poem • Describe the elements of a narrative poem • Create a narrative poem incorporating rhyme as a key element. 2. Create sentences in the past perfect tense. <ul style="list-style-type: none"> • Identify verbs in the past tense (simple, past continuous and perfect) • Describe the functions of the past perfect tense • Demonstrate the ability to construct verbs in the past perfect tense

	<ul style="list-style-type: none"> • Create sentences in the past perfect tense <p>3. Create sentences using adverbs of degree.</p> <ul style="list-style-type: none"> • Identify adverbs (in sentences). • Describe the function and purpose of adverbs of degree. • Demonstrate the ability to use adverbs of degree. • Create sentences using adverbs of degree. <p>SOCIAL(INDICATOR)</p> <ol style="list-style-type: none"> 1. Identify factors that influence effective communication in relationships. 2. Describe factors contributing to positive relationship. 3. Analyse and improve cooperative behaviour in teams. <p>EMOTIONAL(INDICATOR)</p> <ol style="list-style-type: none"> 1. Identify different emotions. 2. Analyse factors that influence ability/inability to self-regulate. 3. Describe how strengths can be used. 4. Set goals to work on their areas of improvement.
<p>Much Ado About Nothing Lesson-9-Uncle Podger Hangs a Picture</p>	<p>COGNITIVE</p> <ol style="list-style-type: none"> 1. Create a plan for my own novel incorporating its key elements. <ul style="list-style-type: none"> • Identify key elements of a novel • Describe the key elements of a novel • Explain the key elements of a novel (based on the given text) • Create a plan for my own novel incorporating its key elements.

Proverbs**Correlative Conjunctions, Conjunctions that show contrast****Prepositions**

2. Create sentences using correlative conjunctions with appropriate subject-verb agreement.

- Identify conjunctions in given sentences
- Describe function/purpose of correlative conjunctions.
- Construct sentences relating ideas/parts of a sentence using correlative conjunctions.
- Create sentences using correlative conjunctions with appropriate subject-verb agreement.

3. Create sentences using suitable conjunctions.

- Identify Conjunctions (in sentences)
- Describe the purpose of specific conjunctions
- Demonstrate the ability to link sentences using suitable conjunctions
- Create sentences using suitable conjunctions.

4. Create sentences using prepositions of place.

- Identify prepositions (of place) in the given text
- Describe the purpose/function of prepositions of place
- Demonstrate ability to use prepositions of place in sentences
- Create sentences using prepositions of place.

SOCIAL(INDICATOR)

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

	<p>2. Describe how to make a difference in our own community.</p> <p>3. Analyse and improve cooperative behaviour in teams.</p> <p>EMOTIONAL(INDICATOR)</p> <p>1. Identify different emotions</p> <p>2. Analyse factors that influence ability/inability to self regulate .</p>
<p>In the Lap of Luxury Lesson-10-The Paradise of Cats</p> <p>Suffixes Direct and Indirect Speech Phrases</p>	<p>COGNITIVE</p> <p>1. Create a plan for an autobiography incorporating its key elements.</p> <ul style="list-style-type: none"> • Identify key elements of an autobiography. • Describe key elements of an autobiography. • Explain the key elements of an autobiography (based on the given text). • Create a plan for an autobiography incorporating its key elements. <p>2. Create sentences in direct and indirect speech.</p> <ul style="list-style-type: none"> • Identify sentences that use direct and indirect speech • Convert sentences from direct to indirect speech and vice-versa • Create sentences in direct and indirect speech. <p>3. Construct sentences using Phrases.</p> <ul style="list-style-type: none"> • Identify parts of sentence. • Identify phrases in sentences. • Describe the components of a phrase. • Construct sentences using Phrases.

	<p>SOCIAL(INDICATOR)</p> <ol style="list-style-type: none"> 1. Explain the value of diverse views. 2. Describe ways of establishing and managing relationships <p>EMOTIONAL(INDICATOR)</p> <ol style="list-style-type: none"> 1. Identify different emotions. 2. Describe coping strategies used in a particular situation. 3. Identify personal strengths and areas of improvement.
<p>At a Glance Lesson 11-From a Railway Carriage</p> <p>Prefixes Question Tags Clauses</p>	<p>COGNITIVE</p> <ol style="list-style-type: none"> 1. Create a short poem incorporating its key elements. <ul style="list-style-type: none"> • Identify the key elements of a poem • Define the elements of a poem (in my own words) • Explain the key elements of a poem (mood/feeling) based on the given text • Create a short poem incorporating its key elements. 2. Create sentences using question tags. <ul style="list-style-type: none"> • Identify interrogative sentences/questions • Describe the uses of question tags • Construct tags (from verbs) to ask a question. • Create sentences using question tags. 3. Create sentences using Clauses. <ul style="list-style-type: none"> • Identify parts of speech in a sentence. • Construct clauses to use in sentences. • Create sentences using Clauses. <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. EMOTIONAL(INDICATOR) 1. Identify different emotions.
Writing + Reading Skills	
Formal Letter	1. Write an application using the appropriate format to the class teacher or the principal of the school
Story Writing	1. Write an outline for a folktale 2. Translating a story
Novel Writing	1. Write an introductory chapter in a novel
Creative Writing	1. Write headlines 2. Write a 'Thank You' note 3. Descriptive writing
Autobiography	1. Write a fictional autobiography
Unseen Passages	1. Comprehend the passage 2. Deriving and writing answers of given questions (in detail or multiple choice)

SUBJECT- HINDI

टर्म-1 (अप्रैल से सितम्बर) विषयवस्तु	उद्देश्य विद्यार्थी निम्न दक्षता प्राप्त करेंगे-
मौखिक एवं लिखित पाठ्यक्रम-	<ul style="list-style-type: none"> • कविता का लय सहित गायन/वाचन करना।

<p>उत्कर्ष पाठ-1 बड़े चलो, बड़े चलो (कविता)</p>	<ul style="list-style-type: none"> • कविता के भावार्थ को समझना। • कविता पढ़कर नए तुकांत शब्द सीखना। समर्पण व कर्मठता की भावना का विकास करना।
<p>पाठ-2 बालक चन्द्रगुप्त (ऐतिहासिक कहानी)</p>	<ul style="list-style-type: none"> • वाचन कौशल का विकास करना। • बच्चों में तर्क-वितर्क शक्ति का विकास करना। • बच्चों में नैतिक मूल्यों का विकास करना। क्षमता के अनुसार लक्ष्य प्राप्त करना।
<p>पाठ-4 बुद्ध की करुणा (एकांकी)</p>	<ul style="list-style-type: none"> • एकांकी रूप में पठन-पाठन एवं पात्रानुकूल अभिनय करना। • प्रत्येक जीव की रक्षा करना। नैतिक मूल्यों का जीवन में महत्व।
<p>पाठ-5 हम तेरे आभारी मेट्रो (कविता)</p>	<ul style="list-style-type: none"> • कविता का उचित हाव-भाव के साथ सस्वर वाचन करना। • आधुनिक यातायात के साधनों के बारे में जानकारी प्राप्त करना। प्रत्यास्मरण शक्ति का विकास करना।
<p>केवल वाचन हेतु- पाठ-6 अजंता की गूँजती गुफा पाठ-7 अब्बा</p>	<ul style="list-style-type: none"> • शुद्ध उच्चारण, प्रवाहपूर्ण वाचन का अभ्यास पठन कौशल का विकास करना
<p>अतिरिक्त पठन- खोटी अठन्नी (कविता) पीड़ा पानी की</p>	<ul style="list-style-type: none"> • कविता का उचित हाव-भाव के साथ सस्वर वाचन करना • कविता पढ़कर नए तुकांत शब्द सीखना

	<ul style="list-style-type: none"> पानी के जन्म के बारे में जानना । 'जल ही जीवन है' का मूल अर्थ समझना ।
व्याकरण- भाषा और व्याकरण, वर्ण-विचार, शब्द-रचना, वाक्य, संज्ञा, संज्ञा के विकार, , विराम चिह्न, सर्वनाम, विशेषण, विलोम, पर्यायवाची शब्द, मुहावरे, समश्रुत भिन्नार्थक शब्द	<ul style="list-style-type: none"> भाषा की दक्षता का विकास करना। नाम के महत्त्व को समझना। लिंग, वचन में भेद करना सीखना। उचित स्थान पर विराम चिह्नों का प्रयोग करना सीखना। कारक चिह्नों से वाक्य निर्माण करना। शब्दों में सूक्ष्म अंतर को समझकर उसका प्रयोग करना। शब्द भंडार में वृद्धि करना।
रचनात्मक लेखन- चित्र वर्णन, अनुच्छेद लेखन, अनौपचारिक पत्र, संवाद-लेखन, विज्ञापन लेखन	<ul style="list-style-type: none"> लेखन कौशल, कल्पनाशीलता, विचारात्मकता, अवलोकन शक्ति का विकास करना।
अपठित बोध- अपठित गद्यांश एवं 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- विज्ञापन लेखन	<ul style="list-style-type: none"> बहुमुखी प्रतिभा का विकास करना।
<p style="text-align: center;">टर्म-2 (अक्टूबर से फरवरी)</p> विषयवस्तु	<p style="text-align: center;">उद्देश्य विद्यार्थी निम्न दक्षता प्राप्त करेंगे-</p>
मौखिक एवं लिखित पाठ्यक्रम-	<ul style="list-style-type: none"> कविता का लय सहित गायन/वाचन करना।

<p>उत्कर्ष</p> <p>पाठ-9 चिट्ठी (कविता)</p>	<ul style="list-style-type: none"> • कविता के भावार्थ को समझना। • मानवीय संवेदनाओं व संबंधों का ज्ञान। संदेश भेजने की प्रवृत्ति का विकास करना।
<p>पाठ-11 राष्ट्रमंडल खेल (खेल जगत)</p>	<ul style="list-style-type: none"> • आदर्श एवं अनुकरण वाचन का अभ्यास करना। • अनुमान एवं विश्लेषण करना। • विभिन्न खेलों के बारे में जानकारी प्राप्त करना। ज्ञानात्मक कौशल का विकास करना।
<p>पाठ-13 प्रभु तुम मेरे मन की जानो (कविता)</p>	<ul style="list-style-type: none"> • कविता का लय सहित गायन व सस्वर वाचन करना। • छुआछूत की कुरीति के बारे में जानकारी प्राप्त करना। • भावार्थ को समझकर उसे अपने दैनिक जीवन में प्रयोग करना। प्रत्यास्मरण शक्ति का विकास करना।
<p>पाठ-14 अपराध (कहानी)</p>	<ul style="list-style-type: none"> • नैतिक गुणों का विकास करना। अच्छे व बुरे व्यवहार में अंतर समझना।
<p>केवल वाचन हेतु- पाठ-10 मिले सुर मेरा तुम्हारा पाठ-15 बात आज की</p>	<ul style="list-style-type: none"> • शुद्ध उच्चारण, प्रवाहपूर्ण वाचन का अभ्यास पठन कौशल का विकास करना
<p>अतिरिक्त पठन- पाठ-8 बापू की पाती (पत्र) लिए हाथ में हाथ चले (कविता) बंजर में बहार</p>	<ul style="list-style-type: none"> • कविता का उचित हाव-भाव के साथ सस्वर वाचन करना • कविता पढ़कर नए तुकांत शब्द सीखना • पर्यावरण संरक्षण के प्रति जागरूक करना स्वयं को वृक्षारोपण के संकल्प से जोड़ना

<p>व्याकरण- क्रिया, काल, विराम चिह्न, अविकारी शब्द, विलोम शब्द, पर्यायवाची शब्द, मुहावरे, अनेकार्थी शब्द, समश्रुत भिन्नार्थक शब्द, वाक्यांश के लिए शब्द,</p>	<ul style="list-style-type: none"> • भाषिक दक्षता कौशल का विकास करना। • शब्द भंडार में वृद्धि करना। • शब्दों के सूक्ष्म अंतर को समझना। <p>एक ही शब्द के अलग-अलग स्थानों पर प्रयोग की क्षमता का विकास।</p>
<p>रचनात्मक लेखन- अनुच्छेद लेखन, ई-मेल लेखन, डायरी लेखन, संवाद-लेखन, कहानी लेखन, औपचारिक एवं अनौपचारिक पत्र</p>	<ul style="list-style-type: none"> • लेखन कौशल, कल्पनाशीलता, विचारात्मकता आदि कौशल का विकास करना। • तकनीकी माध्यमों का प्रयोग सिखाना। • ई-मेल भेजना सिखाना। <p>अवलोकन तथा अभिव्यक्ति क्षमता का विकास करना।</p>
<p>अपठित बोध- अपठित गद्यांश व पद्यांश</p>	<ul style="list-style-type: none"> • पठन व पाठन की क्षमता का विकास करना। <p>गद्यांश को पढ़कर समझना एवं उससे संबंधित अभ्यास करना।</p>
<p>गतिविधि- डायरी लेखन</p>	<p>लेखन कौशल का विकास करना।</p>
SUBJECT-MATHS	
TERM – I Month - March- September	ELO and Success Criteria
Oral + Written	Students will be able to :
Unit-1 Lines and Rays	<p>COGNITIVE Draw lines and line segments according to a given set of rules.</p>

	<p>a. Identify geometric elements. b. Name geometric elements. c. Measure line segments. d. Draw lines and line segments according to a given set of rules. Create shapes of different number of sides. a. Name basic shapes. b. Identify the line segments in shapes. c. Identify length and breadth of shapes. d. Create shapes of different number of sides.</p> <p>SOCIAL(INDICATOR) Describe ways of managing relationships.</p> <p>EMOTIONAL(INDICATOR) Explain the effects of different emotions on themselves and others.</p>
<p>Unit-2 Angles Around You</p>	<p>COGNITIVE Measure angles using a protractor. a. Identify angles in objects around you. b. Classify angles as acute, right, obtuse and straight angles. c. Measure angles using a protractor. Create shapes with reflectional and rotational symmetry. a. Identify line(s) of symmetry in flat shapes. b. Identify rotational and reflectional symmetry in flat shapes. c. Create shapes with reflectional and rotational symmetry.</p> <p>SOCIAL(INDICATOR) Identify factors that influence effective communication.</p> <p>EMOTIONAL(INDICATOR) Identify personal strengths and areas of improvement.</p>
<p>Unit-3 The World of Numbers</p>	<p>COGNITIVE</p>

	<p>Round off numbers to their nearest tens, hundreds or thousands.</p> <ol style="list-style-type: none"> Represent the same number in different ways (in words, in numerals, expanded form and standard form) using place and place value. Compare numbers to sequence them in different orders. Round off numbers to their nearest tens, hundreds, thousands or lakhs. <p>Convert Indian system to International system of numeration and vice versa.</p> <ol style="list-style-type: none"> Identify Indian system and International system of numeration through place value charts. Represent numbers in Indian system and International system using commas and words. Convert Indian system to International system of numeration and vice versa. Represent Roman numerals as cardinal numbers and vice versa. <ol style="list-style-type: none"> Identify Roman numerals. Represent Roman numerals as cardinal numbers and vice versa. <p>SOCIAL (INDICATOR) Analyse and improve cooperative behaviour in teams.</p> <p>EMOTIONAL (INDICATOR) Explain how different emotions influence their actions.</p>
<p>Unit-4 Arithmetic Operations</p>	<p>COGNITIVE</p> <ul style="list-style-type: none"> • Solve problems using approximation. <ol style="list-style-type: none"> Identify where to use approximation. Solve problems using approximation. • Verify solutions using approximation. <ol style="list-style-type: none"> Identify the operations needed to solve a problem. Solve problems using arithmetic operations.

	<p>c. Verify solutions using approximation.</p> <p>SOCIAL(INDICATOR)</p> <ul style="list-style-type: none"> • Describe ways of managing relationships. <p>EMOTIONAL (INDICATOR)</p> <ul style="list-style-type: none"> • Explain the effects of different emotions on themselves and others.
Unit-5 Factors and Multiples	<p>COGNITIVE</p> <ul style="list-style-type: none"> • Apply divisibility test to check whether a number is divisible by 3, 4 and 9. a. Apply divisibility test to check whether a number is divisible by 3, 4 and 9. • Solve real life problems using HCF. a. Find the highest common factor for a pair of numbers. b. Solve real life problems using HCF. • Solve real life problems using LCM. a. Find the least common multiple for a pair of numbers. b. Solve real life problems using LCM . <p>SOCIAL(INDICATOR)</p> <ul style="list-style-type: none"> • Set goals to assist them to self regulate. <p>EMOTIONAL(INDICATOR)</p> <ul style="list-style-type: none"> • Describe strategies to resolve conflict.
Unit-6 Simple Fractions	<p>COGNITIVE</p> <ul style="list-style-type: none"> • Compare and arrange fractions. <ul style="list-style-type: none"> a. Reduce fractions to its lowest fraction. b. Compare and arrange fractions. • Solve real life problems. <ul style="list-style-type: none"> a. Add, subtract, multiply or divide unlike fractions. b. Solve real life problems. <p>SOCIAL (INDICATOR)</p> <p>Describe ways of managing relationships.</p>
Unit-7 Decimal Fractions	COGNITIVE

	<ul style="list-style-type: none"> • Represent fractions as decimals and vice versa. <ul style="list-style-type: none"> a. Identify face value, place and place value of decimals. b. Expand decimals using face value, place and place value. c. Represent fractions as decimals and vice versa. • Arrange decimals in ascending and descending order. <ul style="list-style-type: none"> a. Identify types of decimals. b. Convert unlike decimals into like decimals. c. Compare decimals. d. Arrange decimals in ascending and descending order. <p>SOCIAL (INDICATOR)</p> <ul style="list-style-type: none"> • Describe ways of managing relationships. <p>EMOTIONAL(INDICATOR)</p> <ul style="list-style-type: none"> • Analyse factors that influence ability/inability to self regulate.
Unit-8 Area and Perimeter	<p>COGNITIVE</p> <ul style="list-style-type: none"> • Calculate area and perimeter of rectangles and squares. <ul style="list-style-type: none"> a. Calculate perimeter of rectangles and squares. b. Calculate area of rectangles and squares. • Calculate area of complex shapes. <ul style="list-style-type: none"> a. Calculate area of complex shapes. • Create irregular shapes that tessellate. <ul style="list-style-type: none"> a. Predict if a shape can tessellate. b. Identify the repeating unit in Tessellations. c. Create different tessellations using triangles and quadrilaterals. d. Create irregular shapes that tessellate. <p>SOCIAL(INDICATOR)</p> <ul style="list-style-type: none"> • Describe strategies to resolve conflict. <p>EMOTIONAL(INDICATOR)</p> <ul style="list-style-type: none"> • Explain the effects of different emotions on themselves and others.
TERM – II October to February (Volume-2)	ELO and Success Criteria
Oral + Written	Students will be able to:

<p>Unit-9 Volume</p>	<p>COGNITIVE</p> <ul style="list-style-type: none"> • Create different shapes of same volume. <ul style="list-style-type: none"> a. Identify unit of volume. b. Derive formulae for volume of a cube and cuboid. c. Create different shapes of same volume. • Create a volume measuring device. <ul style="list-style-type: none"> a. Measure volume of objects using water displacement method. b. Convert between millilitre, litre and cubic centimeter. c. Create a volume measuring device. <p>SOCIAL (INDICATOR)</p> <ul style="list-style-type: none"> • Describe ways of managing relationships. <p>EMOTIONAL (INDICATOR)</p> <ul style="list-style-type: none"> • Identify personal strengths and areas of improvement.
<p>Unit-10 Tracking Time</p>	<p>COGNITIVE</p> <ul style="list-style-type: none"> • Solve real-life problems based on duration of time. <ul style="list-style-type: none"> a. Convert between different units of time(hours and minutes to minutes, hours to days and hours, minutes to hours and minutes, seconds to minutes and seconds) b. Calculate the duration between two dates. c. Solve real life problems based on duration of time. <p>SOCIAL (INDICATOR)</p> <ul style="list-style-type: none"> • Improve cooperative behavior in teams. <p>EMOTIONAL (INDICATOR)</p> <ul style="list-style-type: none"> • Analyse factors that influence ability/inability to self-regulate.
<p>Unit-11 Operations of Decimal Numbers</p>	<p>COGNITIVE</p> <ul style="list-style-type: none"> • Solve addition and subtraction decimal problems based on real life situations. <ul style="list-style-type: none"> a. Add and subtract decimal numbers.

	<ul style="list-style-type: none"> b. Solve real-life decimal problems based on addition and subtraction. • Multiply decimals with decimal number. <ul style="list-style-type: none"> a. Multiply decimals by 10, 100, 1000. b. Multiply decimals with a whole number. c. Multiply decimals with decimal number. d. Solve real life decimal problems based on multiplication.
Unit-12 Patterns and Rules	<p>COGNITIVE</p> <ul style="list-style-type: none"> • Create progressive patterns. <ul style="list-style-type: none"> a. Identify the rules of a pattern(triangular and square-growing pattern, progressive pattern) b. Describe the rules of a progressive pattern (triangular and square- growing pattern, progressive pattern) c. Create progressive patterns. <p>SOCIAL (INDICATOR)</p> <ul style="list-style-type: none"> • Analyse and improve cooperative behaviour in teams. <p>EMOTIONAL (INDICATOR)</p> <ul style="list-style-type: none"> • Set goals to assist them to self regulate and describe ways of managing relationships.
Unit-13 Profit and Loss	<p>COGNITIVE</p> <p>Solve real life problems on profit and loss.</p> <ul style="list-style-type: none"> a. Identify the value of a product as cost price and selling price. b. Calculate profit or loss in a transaction. c. Solve real life problems on profit and loss. <p>SOCIAL (INDICATOR)</p> <p>Set goals to assist them to self-regulate.</p>
Unit-14 Percentage	<p>COGNITIVE</p> <p>Express a given number/ quantity as a percentage.</p> <ul style="list-style-type: none"> a. Define percentage as parts per hundred. b. Express a given number/ quantity as a percentage. <p>Solve real life problems on percentage.</p>

	<p>a. Convert percentages to fractions and vice versa. b. Convert percentages to decimals and vice versa. c. Solve real life problems on percentage.</p> <p>EMOTIONAL (INDICATOR) Identify personal strengths and areas of improvements.</p>
Unit-15 Circle Graphs	<p>COGNITIVE Interpret data using circle graphs. a. Collect data using surveys. b. Represent data using bar graphs and circle graphs. c. Interpret data using circle graphs.</p> <p>EMOTIONAL (INDICATOR) Analyse what they have learnt about themselves.</p>
GENERAL SCIENCE	
TERM – I Month - March- September	ELO and Success Criteria
Oral + Written	Students will be able to :
Ch 1: Pretty with a Purpose	<p>COGNITIVE</p> <p>1) Describe the functions of the parts of a flower that enable reproduction in plants.</p> <ul style="list-style-type: none"> ▪ Identify the parts of a flower that help reproduction in plants ▪ Describe the functions of the parts of a flower that help reproduction in plants <p>2) Explain why we must take care of plants and pollinators.</p> <ul style="list-style-type: none"> ▪ Describe how plants and animals depend on each other ▪ (range: pollination) ▪ Explain why we must take care of plants and pollinators

	<p>SOCIAL (INDICATOR)</p> <ol style="list-style-type: none"> 1) Describe the simple relationship between helping others and being helped. 2) Describe factor contributing to positive relationships.
<p>Ch 2: Animals on Our Planet</p>	<p>COGNITIVE</p> <ol style="list-style-type: none"> 1) Explain the characteristics of an animal based on its type <p>Classify animals according to their habitat. Classify animals according to their diet. Compare and contrast the features of different animals. Classify animals according to how they are related.</p> <p>EMOTIONAL (INDICATOR)</p> <ol style="list-style-type: none"> 1) Describe factors contributing to positive relationships.
<p>Ch 3: Powerhouse</p>	<p>COGNITIVE</p> <ol style="list-style-type: none"> 1) Describe the transformation between the different forms of energy. <ul style="list-style-type: none"> ▪ Identify different forms of energy ▪ Describe the transformation between the different forms of energy 2) Create a presentation that illustrates the sustainable usage of energy from different sources. <ul style="list-style-type: none"> ▪ Name different sources of energy ▪ Differentiate between the sources of energy (range: renewability, pollution caused) ▪ Evaluate the usage of energy from different sources (range: renewability, pollution caused) ▪ Create a presentation that illustrate the sustainable usage of energy from different sources <p>EMOTIONAL (INDICATOR)</p> <ol style="list-style-type: none"> 1) Describe coping strategies used in a particular situation. 2) Explain how different emotions influence their actions. 3) Analyse factor that influence ability/inability to self-regulate.

<p>Ch 4: They go on and on</p>	<p>COGNITIVE</p> <ol style="list-style-type: none"> 1) Explain the functions of the respiratory system <ul style="list-style-type: none"> • Name the organs of the respiratory system • Explain the functions of the respiratory system 2) Explain how the circulatory and respiratory system works in coordination. <ul style="list-style-type: none"> • Describe the role of each organ in the working of the circulatory system • Explain how the circulatory and respiratory system work in coordination 3) Describe ways to care for our body <ul style="list-style-type: none"> • Describe ways to take care for our body (range: respiratory and circulatory systems) • Explain the importance of exercise for good health <p>EMOTIONAL (INDICATOR)</p> <ol style="list-style-type: none"> 1) Explain how different emotions influence their actions. 2) Analyse factors that influence the ability to self-regulate. <p>SOCIAL (INDICATOR)</p> <ol style="list-style-type: none"> 1) Identify factor that influence effective communication in relationships. 2) Describe factors contributing to positive relationships. 3) Analyse and improve cooperative behaviour in teams.
<p>Ch 5: The Crux of the Matter</p>	<p>COGNITIVE</p> <ol style="list-style-type: none"> 1) Explain the behaviour of particles using change in state of matter. <ul style="list-style-type: none"> ▪ Summarise the properties of different state of matter ▪ Describe the behaviour of particles in different states of matter ▪ Explain the behaviour of particles using changes in the state of matter <p>SOCIAL (INDICATOR)</p>

	<p>1) Analyse and improve cooperative behaviour in teams.</p> <p>EMOTIONAL (INDICATOR)</p> <p>1) Analyse factors that influence ability/inability to self-regulate.2)</p>
Term II October- February (Volume-2)	ELO and Success Criteria
Oral+ Written	Students will be able to-
Ch 6: You are What You Eat	<p>COGNITIVE</p> <p>1) Propose ways to ensure the intake of balance meal.</p> <ul style="list-style-type: none"> ▪ Describe the component of food in a meal ▪ Analyse the kinds of food in a meal ▪ Propose ways to ensure the intake of a balanced meal <p>2) Evaluate the importance of healthy food habits.</p> <ul style="list-style-type: none"> ▪ Describe food habits (range: food choices based on how food is cooked/packed) ▪ Evaluate the importance of healthy food habits (range: food choices based on how food is cooked/packed)
Ch 7: Survival of the Fittest	<p>COGNITIVE</p> <p>1) Explain how the adaptation of living things helps them survive.</p> <ul style="list-style-type: none"> ▪ Identify the adaptations of living things ▪ Describe the adaptations of living things ▪ Explain how the adaptations of living things help them survive <p>EMOTIONAL(INDICATOR)</p> <p>1) Describe how their strength can be used.</p>
Ch 8: From a Drop to the Ocean	<p>COGNITIVE</p> <p>1) Explain changes that occur during the water cycle.</p> <ul style="list-style-type: none"> • Identify stages of the water cycle. • Describe stages of water cycle

	<ul style="list-style-type: none"> • Explain changes that occur during the water cycle 2) Explain common ways in which water is purified. <ul style="list-style-type: none"> • Describe the need to purify water • Explain common ways in which water is purified. <p>(range: boiling, exposure to the Sun, sedimentation, decantation, filtration)</p> <p>EMOTIONAL(INDICATOR)</p> <ol style="list-style-type: none"> 1) Describe how their strength can be used. 2) Describe consequences of decisions.
<p>Ch 9: Making it Simple</p>	<p>COGNITIVE</p> <ol style="list-style-type: none"> 1) Explain the uses of simple machines. <ul style="list-style-type: none"> ▪ Identify simple machines ▪ Describe simple machines ▪ Explain the uses of simple machines 2) Create a working model of a machine to perform a function. <ul style="list-style-type: none"> ▪ Compare and contrast complex machines from simple machines ▪ Create a working model of a machine to perform a function <p>SOCIAL(INDICATOR)</p> <ol style="list-style-type: none"> 1) Describe strategies to resolve conflict in a variety of situations. <p>EMOTIONAL(INDICATOR)</p> <ol style="list-style-type: none"> 1) Explain the effect of their different emotions and actions on others. 2) Identify personal strengths and areas of improvement. 3) Describe how their strengths can be used. 4) Set goals to work on their areas of improvement.
<p>Ch 10: The Voyage to Outer Space</p>	<p>COGNITIVE</p> <ol style="list-style-type: none"> 1) Explain the uses of space exploration. <ul style="list-style-type: none"> ▪ List techniques of space exploration ▪ Describe the techniques of space exploration ▪ Explain the uses of each technique of space exploration <p>EMOTIONAL(INDICATOR)</p>

	<ol style="list-style-type: none"> 1) Identify personal strength and areas of improvement. 2) Set goals to work on their areas of improvement.
SOCIAL SCIENCE	
TERM – I Month - March- September	ELO and Success Criteria
Oral + Written	Students will be able to :
Ch-1 : Of the people, By the People	<p>COGNITIVE</p> <ol style="list-style-type: none"> 1) Analyse a given scenario to identify the responsibilities of a government. <ul style="list-style-type: none"> • Match functions to the organs of a government. • Analyse a given scenario to identify the responsibilities of a government. 2) Apply the guiding principles of the constitution of India to real life scenarios. <ul style="list-style-type: none"> • Identify the characteristics of a constitution. • Explain the need for a constitution. • Apply the guiding principles of the constitution of India to real life scenarios. 3) Create a constitution and government for my class. <ul style="list-style-type: none"> • State the fundamental rights of an Indian citizen. • List the fundamental duties of an Indian citizen. • Enact real life scenarios that depict the fundamental rights they deal with. <ul style="list-style-type: none"> • Create a constitution and government for my class. <p>SOCIAL(INDICATOR)</p> <ol style="list-style-type: none"> 1) Identify situations of conflict. 2) Describe the relationship among different members in a community for its progress. 3) State positive ways of interacting in relationships. <p>EMOTIONAL(INDICATOR)</p> <ol style="list-style-type: none"> 1) Describe influences for particular emotions.

<p>Ch-2 : Who Governs</p>	<p>COGNITIVE</p> <p>1) Describe the roles and responsibilities at the different levels of government.</p> <ul style="list-style-type: none"> • Name the different levels of government. • Describe the roles of the different levels of government <p>2) Explain the importance of elections in a democracy.</p> <ul style="list-style-type: none"> • State the meaning of 'democracy' and 'elections'. • Explain the importance of elections in a democracy. <p>3) Describe the stages in an election process.</p> <ul style="list-style-type: none"> • Describe the stages in an election process. <p>2) Apply the election process in a classroom scenario.</p> <ul style="list-style-type: none"> • Explain the importance of voting in an election. • Interpret the consequences of not voting in an election. • Apply the election process in a classroom scenario. <p>SOCIAL(INDICATOR)</p> <p>1) Identify factors that influence effective communication in relationships.</p> <p>2) EMOTIONAL (INDICATOR)</p> <p>1) Identify their likes, dislikes, needs and wants.</p>
<p>Ch-3 : India and Her Neighbours</p>	<p>COGNITIVE</p> <p>1) Describe India as a part of the Indian subcontinent.</p> <ul style="list-style-type: none"> • Locate the countries belonging to the Indian subcontinent. • State the physical features forming the boundaries of the Indian subcontinent. • Describe India as a part of the Indian subcontinent. <p>EMOTIONAL(INDICATOR)</p> <p>1) Identify their likes, dislikes, needs and wants.</p>
<p>Ch-4 : Our Land, Our Climate</p>	<p>COGNITIVE</p>

	<p>1) Explain how geographical features cause variations in climate of India.</p> <ul style="list-style-type: none"> • Describe the variations in climate in India. • Explain how these variations are caused by India's various geographical features. <p>2) Explain the importance of forests and why they must be protected.</p> <ul style="list-style-type: none"> • Describe the various types of forests in India. • Explain the importance of forests and why they must be protected. <p>3) Analyse the different approaches people take to adapt to different seasons.</p> <ul style="list-style-type: none"> • Explain the effect of climate variations on human lifestyle <p>Analyse the different approaches people take to adapt to different seasons due to variations in climate.</p>
<p>Ch-5 : Our Environment</p>	<p>COGNITIVE</p> <p>1) Explain the interdependence of life forms in an environment.</p> <ul style="list-style-type: none"> • Distinguish between biotic and abiotic factors in an environment. <p>2) Explain how to protect the environment.</p> <ul style="list-style-type: none"> • Describe the causes and effects of global warming and green house, and explain what causes these effects. • Explain how to protect the environment. <p>SOCIAL(INDICATOR)</p> <p>1) Identify the community they belong to.</p> <p>2) Set goals to work on their areas of improvement.</p>
<p>Ch-6 : The Other Side of Nature</p>	<p>COGNITIVE</p> <p>1) Describe the indicators and after effects of different natural disasters.</p> <ul style="list-style-type: none"> • Identify natural disasters.

	<ul style="list-style-type: none"> • Describe the indicators and after-effects of different natural disasters. <p>2) Role play the precautions taken to minimize the effects of a natural disaster.</p> <ul style="list-style-type: none"> • Explain the need for readiness of a community and its governing bodies for an upcoming natural disaster. • Predict the effect of the absence of a warning system for natural disasters • Role play the precautions taken to minimise the effects of a natural disaster. <p>SOCIAL(INDICATOR)</p> <p>1) Describe factors contributing positive relationships.</p> <p>EMOTIONAL(INDICATOR)</p> <p>1) Analyse factors that influence the ability/inability to self-regulate.</p>
Term II October- February (Volume-2)	ELO and Success Criteria
Oral+ Written	Students will be able to-
Ch-7 : United we Stand	<p>COGNITIVE</p> <p>1) Analyse the significance of the UN in today's world.</p> <ul style="list-style-type: none"> • Identify reasons for the formation of the UN • Describe the objectives of the UN in relation to a given scenario • Analyse the significance of the UN in today's world. <p>2) Associate the functions of a UN agency to a specific issue.</p> <ul style="list-style-type: none"> • Identify the various organs of the UN • Identify the various agencies of the UN • Associate the functions of a UN agency to a specific issue.
Ch-8 Natural Resources	<p>COGNITIVE</p> <p>1) Explain the use of natural resources</p> <ul style="list-style-type: none"> • Identify natural resources. • Describe a natural resource.

	<ul style="list-style-type: none"> • Explain the uses of natural resources. <p>2) Compare and contrast renewable and non renewable resources.</p> <ul style="list-style-type: none"> • Identify types of natural resources. • Describe the uses of renewable and non renewable resources. • Compare and contrast renewable and non renewable resources. <p>3) Propose ways to conserve natural resources.</p> <ul style="list-style-type: none"> • Identify if an action is favourable or not to the conservation of natural resources. • Explain the steps to conserve natural resources. • Hypothesize what will happen if we run out of natural resources. • Propose ways to conserve natural resources. <p>SOCIAL (INDICATOR)</p> <p>1) Describe ways they help at home and school.</p> <p>2) Describe the relationship among different members of a community for its progress.</p>
<p>Ch-9 : Industries Around Us</p>	<p>COGNITIVE</p> <p>1) Explain the importance of industries.</p> <ul style="list-style-type: none"> • Classify goods as raw materials and finished goods. • Describe the term 'industry'. <p>• Categorize industries as manufacturing and service industries.</p> <ul style="list-style-type: none"> • Explain the importance of industries. <p>2) Contrast large scale and small scale industries.</p> <ul style="list-style-type: none"> • Classify industries as small-scale and large-scale • Contrast large scale and small scale industries. <p>3) Create my own plan for an industry.</p>

	<ul style="list-style-type: none"> • Match leading Indian companies with their industries. • Create my own plan for an industry. <p>SOCIAL(INDICATOR) 1) Identify diverse views held by people.</p> <p>EMOTIONAL(INDICATOR) 1) Identify their likes, dislikes, needs and wants. □ 2) Identify cooperative behavior in play and teams.</p>
Ch-10 : Agriculture Matters	<p>COGNITIVE 1) Differentiate food crops from non-food crops and cash crops from subsistence crops.</p> <ul style="list-style-type: none"> • Describe the different ways in which agricultural crops can be classified • Differentiate food crops from non-food crops and cash crops from subsistence crops <p>2) Explain the role of livestock in agriculture.</p> <ul style="list-style-type: none"> • Explain the role of livestock in agriculture. • Explain the advantages of modern methods of farming • Evaluate how modern methods of farming can help farmers solve their problems. <p>• Create a questionnaire and interview a farmer.</p> <p>SOCIAL(INDICATOR) 1) State that people in a community may have views different from theirs.</p> <p>EMOTIONAL(INDICATOR) 1) Describe the consequences of decisions.</p>
Ch-11 Evolution of Transport and Communication	<p>COGNITIVE 1) Explain the causes that led to the development of different modes of transport over the years.</p> <ul style="list-style-type: none"> • Identify the stages of the development transport. • Explain the causes that led to the development of different modes of transport over the years. <p>2) Predict a new means/modes of transport/communication that could exist in the future.</p>

	<ul style="list-style-type: none"> • Identify the stages of evolution of communication. • Explain the advantages of the latest means of communication over the past. • Predict a new means of transport/communication that could exist in the future. <p>SOCIAL(INDICATOR)</p> <p>1) State positive ways of interacting in relationships.</p> <p>EMOTIONAL (INDICATOR)</p> <p>1) Identify personal strengths and areas of improvement.</p>
COMPUTER	
Term 1	Learning Skills
Ch. 1. Evolution of computer	<p>History of Computers</p> <p>Early Calculating Devices</p> <p>Early IT inventors</p> <p>ENIAC</p> <p>UNIVAC</p> <p>I</p> <p>Generations of Computers</p> <p>Characteristics of Computers</p> <p>Limitations of Computers</p>
Ch. 2. Understanding Windows 10	<p>Windows 10 and its Features</p> <p>Desktop</p> <p>Taskbar Icons</p> <p>The Start Menu Live Tiles</p> <p>Universal apps of Windows 10</p> <p>Customizing the Desktop</p> <p>Displaying multiple Windows at a time.</p> <p>Exploring Pictures</p>

Ch. 3. Working with Tables in word	<ul style="list-style-type: none"> Creating a Table Entering data in a table Modifying a Table Insert and Delete Rows/Columns Changing Column Width and Row Height Splitting and Merging Cells Formatting a table Applying Borders and Shadings. Converting Text to Table Inserting a Picture in a Table Calculations in a Table Updating Calculations in a Table
Ch. 5. Enhancing a presentation	<ul style="list-style-type: none"> Understand the Slide Master Working with the Slide Master To know how to create a new custom layout Inserting a Smart Art Graphic Inserting a Table Inserting a Chart Applying Animation Effects □ Applying Transitions + Coding Skill 1
TERM-II	Learning Skills
Ch. 6. Programming in Scratch	<ul style="list-style-type: none"> Using Sensing Blocks Using Mathematical Operators Comparing Values Generating Random Numbers Changing Locatios Randomly Bounding the Ball Up and Down Counting the Length of a Word Making a Variable Applying Reasoning to Make Decisions Applying Conditions in Programming

Ch. 7. Introduction to Excel	<ul style="list-style-type: none"> Features of Excel Starting Excel 2019 Workbook and Worksheet Components of a Worksheet Moving Around the Spreadsheet Entering Data Types of Data Performing Calculations Managing Worksheets Saving a Workbook
Ch. 8. Internet and E-mail	<ul style="list-style-type: none"> Internet and its Uses Requirements for Connecting to the internet Browsing the internet Search Engines Email, Creating an Email Account Sending E-mail Replying and Forwarding E.mail Adding a Signature to E.mail Managing Contacts Grouiping Contacts Signing Out
Ch. 9. Algorithm and Flowcharts	<ul style="list-style-type: none"> Algorithm Flowchart + Coding Skill 2

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

April-Introduction of Swar, Alankars in Swar, Introduction of music through the story.

TERM-II

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>4.September- Introduction of major notes basic and exercises.</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>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>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. 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 June- Gadhwal Folk Dance July- Kajari Folk Dance August- Janmashtami presentation/ Independence Day September- Rouf Folk Dance October- Dogari Folk Dance/ Gujrati Folk Dance(Garba) November- Annual function preparations. December- International Folk Dance</p>	<p>April- Kathak on Vandana (Riyaz) June- Semi Classical Music July- Kathak on Sawan Bandish August- Janmashtami presentation/ Independence Day September- Ganesh Vandana(Kathak) October- Semi Classical Dance/ Gandhi Jayanti November- Annual function preparations. December- Semi Classical January- Patriotic Dance(Semi Classical)</p>

January- Patriotic Dance	February- Freestyle Dance
February- Free Style Dance/ International Folk Dance	
SKATING	
TERM-I	TERM-II
<p>Introduction of game General safety measures Walking with skates Roll with skates Speed skating side - A T - break Side B crossing Side A Turning Side A crossing</p>	<p>Side B speed skating Backward skating (shadow practice) T – break Dribbling with Ball Side B turning Side B crossing Hockey Break Basics of Roll ball</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

Introduction of game(Rules and regulations
Warm-up exercise (Skills practice)
Ball holding
Types of Dribble (low,high ,change of hand)

TERM-II

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

Introduction of Games and General Rules
General and Specific Warm up(Strength and speed)
Terminologies- Griping of racket(fore hand and back hand) and foot work.

TERM-II

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)

VOLLEYBALL

TERM-I

Orientation of game with general and safety rules.
Regular warm-up exercise
Ball-holding
Under Arm return practice

TERM-II

Under hand return
Under hand throws
Under hand service
Theory about the game

Under hand return	
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
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	Diving Making circles, Pole dive Turning round the pole

Chain formation Sitting & Running skills	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
<p>NOTE :</p> <ol style="list-style-type: none"> 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 ।

