

SYLLABUS BIFURCATION PREPARATORY STAGE Class 4

A detailed syllabus mapped at Preparatory Stage for APS

APS

2023-24

FACULTY DEVELOPMENT & RESEARCH CENTRE

आर्मीपब्लिकस्कूलपाठ्यक्रम विभाजन अवलोकन

<u>शैक्षणिक सत्र :२०२३-२४</u>

कक्षाः चौथी विषयः हिंदी

पाठ्यपुस्तक :गुंजन/व्याकरण वाटिका

प्रकाशक :मधुबन

	<u>अवधि-१</u>	अवि	
रिपोर्टकार्डव	हल १००अंककाहोगा	रिपोर्टकार्डकुल१००	अंककाहोगा
आवधिकपरीक्षण १ - जुलाई (३०% पाठ्यक्रम - अधिकतमअंक-४०) (रिपोर्टकार्डमेंभारांक(वेटेज)- १०अंक)	<u>अर्धवार्षिकपरीक्षा-सितंबर</u> (५०% पाठ्यक्रमअधिकतमअंक-८०) (रिपोर्टकार्डमेंभारांक (वेटेज)-८०अंक)	<u>आवधिकपरीक्षण२- दिसंबर</u> (३०% पाठ्यक्रम - अधिकतमअंक-४०) (रिपोर्टकार्डमेंभारांक (वेटेज)- १०अंक)	<u>वार्षिकपरीक्षा-मार्च</u> (५०% पाठ्यक्रमअधिकतमअंक-८०) (निर्धारितपाठ्यक्रममें१०% पाठ्यक्रमअवधि- १सेऔरबाकीसंपूर्णपाठ्यक्रमअवधि-२सेहोगा ।) (रिपोर्टकार्टमेंभारांक (वेटेज)-८०अंक)
अप्रैल गुंजन पाठ-१ भारत के बच्चे (कविता) व्याकरण पाठ-१ भाषा लिपि और व्याकरण पाठ-२ वर्णमाला पाठ-३ संज्ञा	अगस्त गुंजन पाठ-५ हमारा तिरंगा झंडा पाठ-६ एवेरस्ट के साथ मेरी भेंट पाठ-७ चींटी और कबूतर (कविता) व्याकरण पाठ-६ क्रिया शब्द भंडार (पर्यायवाची शब्द)	अक्टूबर गुंजन पाठ-८ कबड्डी पाठ-९ कदंबका पेड़ (कविता) व्याकरण पाठ-१२ रचनात्मक लेखन (कहानी लेखन) पाठ-५ विशेषण	दिसंबर गुंजन पाठ-१२ पानी अमृत है पाठ-१३ एक पत्र श्री नंदिनी के नाम व्याकरण पाठ-१२ रचनात्मक लेखन (पत्र लेखन) पाठ-८ शब्द भंडार (वाक्यांश के लिए एक शब्द)
मई गुंजन पाठ-२ ईदगाह व्याकरण पाठ-२ संज्ञा लिंग, वचन	सितंबर गुंजन पाठ-६ एवेरस्ट के साथ मेरी भेंट पाठ-७ चींटी और कबूतर (कविता) व्याकरण शब्द भंडार समूहवाची शब्द समश्रुत भिन्नार्थक शब्द	नवंबर गुंजन पाठ-१० अपना गाँव पाठ-११ आइज़कन्यूटन व्याकरण पाठ-७ विराम चिन्ह पाठ-८ शब्द भंडार (वचन,अनेकार्थी शब्द)	जनवरी गुंजन पाठ-१४ केरल का निमंत्रण पाठ-१५ तीन शर्तें व्याकरण पाठ-१२ रचनात्मक लेखन (सूचना लेखन, अनुच्छेद लेखन, संवाद लेखन)

जुलाई गुंजन पाठ-३ स्वामी विवेकानंद पाठ-४ प्रकति की सुषमा (कविता) व्याकरण पाठ-८ शब्द भंडार (वचन) पाठ-४ सर्वनाम					1	पाठ-११ अपठित गद्यांश् फरवरी गुंजन पाठ-१६ सपना (कविता) व्याकरण पाठ-१० वाक्य रचनात्मक लेखन (कविता पुनरावृति कार्य १. उत्तर-पुस्तिका प्रस्तुतीक अधिकतम अंक २५ (भारांक १. विषय संवर्धन गतिविधि (भारांक ५)	लेखन) ज्हेण (जमा करना) - क ५)
	रिपोर्टकार्डकुल१००अंक	काहोगा			रिपोर्टकार्डकुल१००अं	ककाहोगा	
मूल्यांकन	% पाठ्यक्रम	अधिकतम अंक	भारांक (वेटेज)	मूल्यांकन	% पाठ्यक्रम	अधिकतम अंक	भारांक (वेटेज)
आवधिक परीक्षण-१ (जुलाई माह में)	₹० %	80	१० अंक	आवधिक परीक्षण-२ (दिसंबर माह में)	₹0 %	80	१० अंक
उत्तर पुस्तिका प्रस्तुतीकरण		२५	५ अंक	उत्तर पुस्तिका प्रस्तुतीकरण		२५	५ अंक
विषय संवर्धन गतिविधि		રપ	५ अंक			२५	५ अंक
अर्धवार्षिक परीक्षा (सितंबर माह)	५०% पाठ्यक्रम	८०	८० अंक	विषय संवर्धन गतिविधि वार्षिक परीक्षा (मार्च माह)	 १०% पाठ्यक्रमअवधि-१सेऔर बाकीसंपूर्णपाठ्यक्रमअवधि-२सेहोग	ره ا	८० अंक

केंद्रीकृत पाठ्यक्रम विभाजन (कक्षा-४)

मासिक पाठ्यक्र म	इकाई / पाठ कालांश की संख्या	ज्ञान क्षेत्र और पाठ्यक्रम लक्ष्य (आधारभूत मानचित्रण) (CG-9, CG-10)	योग्यता /अधिगम परिणाम CG 9.1, CG-9.2, CG-9.3, CG-9.4 CG10.1 TO CG-10.10	21 वीं सदी के कौशल	एकीकृतAWESपहल	अंतः विषय एकीकरण	अधिगम स्थल	प्रदत्त कार्य	अध्यापन शास्त्र (संकेतात्मक)
अप्रैल 21 दिन	पाठ१–भारत के बच्चे(कविता) अवधारणा– देशभक्तों के बारे में जानकारी उप अवधारणा:- देशभक्तिकेगुणों तथात्याग के बारे में जानकारी दी गईकविता में वीर रस के साथ देशप्रेम की भावना का चित्रण किया गया है।	भाषाऔरसाक्षरताविकास CG-10. Children develop fluency in reading and writing in language – कोश: विज्ञानकोश,आनंदमयी कोश, मनोमय कोश	C 10.6 – reads short poems and begins to appreciate the poem for its choice of words and imagination. C 10.8 -write a paragraph to express their understanding and experiences. सीखने का परिणाम मूल रूप-बच्चे कविता का लय व तान के साथ वाचन करने योग्य हो जाएंगे माध्यमिकविद्यार्थीदेशभक्तोंकेबारेमें,उन केत्याग,बलिदान,वीरता,साहसजैसेगुणों केबारेमेंजानकारीप्राप्तकरेंगे। उच्चस्तरीय छात्रदेशकेजागरूकनागरिकमेंकौन-कौनसेगुणहोनेचाहिएइसकीजानकारीप्राप्तकरपाएंगेविद्यार्थीजीवन में आने वाली मुसीबतों या कठिनाइयों से नहीं डरेंगे।	जीवनकौशल कठिनाइयोंकासामना करना अधिगमकौशल तार्किकचिंतन सहयोगकरना उन्नतिकामार्गप्रशस्तक रना	कला- देशभक्ति के नारे लिखना व उन्हें बोलना। वैज्ञानिक स्वभाव- तकनीकी प्रौद्योगिकी :- यूट्यूब लिंक का उपयोग।	कला- चित्रण करना सीखेंगे संगीत- कविता को लयबद्ध तरीके से गायन करना	कक्षा विस्तार संगीत कक्ष	कक्षा कार्यः कविता का वाचन करवाना, कविता में आए कठिन शब्दों को लिखवाकर उनका वाक्य प्रयोग करवाना। योग्यता शिक्षण पर आधारित कार्यपत्रक। गृह कार्यः- कविता लिखो और याद करो। कविता से संबंधित कोई चित्र बनाओ	भाषा अधिगम और भ अर्जन नारा लेखन सांकेतिकमूल्यांकन – कार्यपत्रकबहुविकल्पीय भाषा ज्ञान। मूल्यपरक ए कार्यपत्रिका उच्चत्तर वर्ग चिंतन कै

कालांश संख्या 3	CG-10. Children develop fluency in	सीखने का परिणाम मूल रूप- छात्रों का व्याकरण के नियमों से परिचय होना छात्र सांस्कृतिक लिखित व मौखिक भाषा के स्वरूप को पहचान पाएंगे।छात्र	कक्षा कार्य सरल भाषा में पाठ
व्याकरण:	reading and writing in language	नाम वाले शब्दों को जान पाएंगे माध्यमिक	को समझाना, परिभाषा एवंसंज्ञा केप्रकार
पाठ 1 भाषा, लिपि और व्याकरण		अक्षरों का ज्ञान होना। स्वर तथा व्यंजन से परिचय होना।संज्ञा की परिभाषा से परिचित होंगे संज्ञा के भेदों की जानकारी होगी	सेसंबंधित अभ्यास कार्य।
पाठ 2संज्ञा		व्यवाहरिक व्याकरण का ज्ञान	गृहकार्य कार्य पत्रिका
		उच्चतर	एकवचन व बहुवचन शब्दोंकी
<mark>अवधारणा</mark> –भाषा के अनेक रूपों से परिचय		देश के विभिन्न राज्यों में बोले जाने वाली भाषाओं का ज्ञान छात्रों को होगा एवंवेअक्षरों का शुद्ध उच्चारण करना सीख	सूची।
वर्णमाला का ज्ञान		पाएंगे	
सरल और सहज भाषा के साथ संज्ञा की परिभाषा का		संज्ञा शब्दों का दैनिक जीवन में प्रयोग	
ज्ञान		लिंग और वचन के प्रकार की जानकारी <mark>विशेष आवश्यकता वाले</mark>	
उपअवधारणा		बच्चोंके सहायक शिक्षण-	
भाषा के रूप लिखित, मौखिक और सांकेतिक		दृष्टिबाधित छात्रों की सहायता: कृपया अध्याय के मुख्य बिंदुओं को निर्दिष्ट करते हुए पाठ को अपनी आवाज में रिकॉर्ड करें	

	स्वर तथा व्यंजन का ज्ञान संज्ञा के प्रकार: व्यक्तिवाचक संज्ञा जातिवाचक संज्ञा भाववाचक संज्ञा लिंग वचन		और बच्चे को अलग से भी सुनने दें। कृपया इसे सीखने में सहायक सामग्री के रूप में घर पर भेजें। श्रवण बाधित छात्रों की सहायता: शब्दों को पढ़ने में बच्चे की मदद करने के लिए बड़े फॉन्ट वाले फ्लैश कार्ड का इस्तेमाल करें।						
मई (१४ दिन)	कालांशोंकीसंख्या-६ पाठ-२पाठकानाम- ईदगाह अवधारणा:-ईद के त्योहार के बारे में जानकारी उप अवधारणा- त्याग,पारिवारिक प्रेम, आदरएवंमुहावरों का प्रयोग।	भाषाऔरसाक्षरताकावि कास C-2.6Begins integrating sensorial perceptions to get a holistic awareness of their experiences C-4.7Understands and responds positively to different thoughts, Preferences, and	सीखने का परिणाम C-4.3Interacts comfortably with other children and adults मूल रूप बच्चे पाठ की व्याख्या के बाद त्योहार के बारे में जानकारी प्राप्त करेंगे और आपस में सद्भावना के साथ रहना सीखेंगे।	जीवन कौशल आपसी सहयोग, तार्किक चिंतन भावनात्मक कौशल उदारता,त्याग,आदर अधिगम कौशल पारिवारिक प्रेम	कला-कहानी का नाटक के रूप में मंचन खेलकूद – वैज्ञानिक स्वभाव – तकनीकी प्रौद्योगिकी- यूट्यूब लिंक का प्रयोग	कला-भारत में मनाए जाने वाले प्रमुख त्योहारों के चित्रों का कोलाज बनाना। खेल संगीत गणित- वस्तुओं का मूल्य भाव	कक्षा विस्तार विद्यालय परिसर	कक्षा कार्यः पाठ से संबंधित नवीन शब्द प्रश्न उत्तर का लेखन कार्य पाठ का पठन – पाठन गृहकार्यः स्वयं से पाठ पढ़कर	भाषा अधिगम और भ अर्जन नाट्य मंचन मूल्यांकन:- सांकेतिक मूल्यांकन कार्यपत्रक बहुविकल्पीय प्रश्न भाषाज्ञान।

वृद्धों कीआवश्यकताओंका	emotional needs of	विकसित	कल्पनाशीलता	करना	कठिन शब्द ढूंढना	मूल्यपरक
ध्यानरखना	other children কাথা-	विद्यार्थियों में दूसरों के प्रति दया , निस्वार्थ कीभावना से काम जैसे गुणों			सचित्र-सुलेख एवं पाठ आधारित	प्रश्न व्यवहारिक व्याकरण
कालांश संख्या 3 व्याकरण:	आनंदमय कोश	का विकास हो जाएगा । विद्यार्थी पाठ पढ़कर जीवन में सहनशीलता और स्वयं से निर्णय लें पाएंगे उच्चस्तरीय छात्र दूसरे बच्चों और बुजुर्गलोगोंकीसहायता करने के लिए प्रेरित होंगे			अभ्यास	
पाठ 2संज्ञा अवधारणा –भाषा के अनेक रूपों से परिचय उपअवधारणा संज्ञा के प्रकार: व्यक्तिवाचक संज्ञा जातिवाचक संज्ञा भाववाचक संज्ञा	CG-10. Children develop fluency in reading and writing in language	सीखने का परिणाम मूल रूप- छात्रों का व्याकरण के नियमों से परिचय होना छात्र नाम वाले शब्दों को जान पाएंगे माध्यमिक संज्ञा की परिभाषा से परिचित होंगे संज्ञा के भेदों की जानकारी होगी व्यवाहरिक व्याकरण का ज्ञान			कक्षा कार्य सरल भाषा में पाठ को समझाना परिभाषा संज्ञा से प्रकार अभ्यास कार्य। गृहकार्य कार्य पत्रिका एकवचन व बहुवचन की सूची।	

	वचन		उच्चतर संज्ञा शब्दों का दैनिक जीवन में प्रयोग					
जुलाई 21दिन	कालांशों की संख्या-४ पाठ -३ पाठ का नाम- स्वामी विवेकानंद अवधारणा- स्वामी विवेकानंद के जीवन व उनके कार्यों के बारे में जानकारी उपअवधारणाएं सच्चाई,ईमानदारीएवं देश की संस्कृति की पहचान। महान विभूतियों पर गर्व, एकाग्रताएवंभाषा ज्ञान। विपरीतार्थक शब्द वर्ण विच्छेदन संज्ञा- सर्वनाम	भाषाऔर साहित्य का विकास C-9.5 Comprehends narrated/read-out stories and identifies Characters, storyline and what the author wants to say CG-10 Children develop fluency in reading and writing in Language 1 कोश: विज्ञान कोश	आधारभूत- पाठ के पठन के बाद स्वयं से कठिन शब्दों को ढूंढना। मध्यम: विवेकानंद के जीवन से संबंधित गुणों के बारे में जैसे ईमानदारी,एकाग्रता, देश की संस्कृति के बारे में जानकारी प्राप्त करेंगे। उन्नत: छात्र देश की संस्कृति व महान विभूतियों पर गर्व करना सीखेंगे।	सामाजिक कौशल जीवन कौशल एकाग्रता से लक्ष्य की प्राप्ति देश की संस्कृति के बारे में ज्ञान प्राप्त करना शब्दों का सही उच्चारण कल्पना शक्ति का विकास।	कला- स्वामी विवेकानंद के कोई पांच प्रेरक कथनों का कार्ड बनाना वैज्ञानिक स्वभाव खेल तकनीकी प्रौद्योगिकी- यूट्यूब लिंक का प्रयोग www.youtube.com/OxhaeoYGSU0	कक्षा विस्तार AV रूम पुस्तकालय विद्यालय प्रांगण	कक्षा कार्यः शुद्धउच्चारणकेसाथ पाठकापठन।बच्चोंद्वा रापाठकापठन अभ्यास- कार्य।मौखिकवलिखि तप्रश्न।कठिनशब्दों को लिखवाकरउनकावा क्य प्रयोग करवाना। गृह कार्य प्रश्न/उत्तर याद करें स्वामी विवेकानंद जी के किन्हीं पांच प्रेरक कथनों को इंटरनेट की सहायता से ढूंढ कर लिखें।	भाषा अधिगम और अर्जन नाट्य मंचन मूल्यांकन:- सांकेतिक मूल्यांकन कार्यपत्रक बहुविकल्पीय प्रश्न भाषाज्ञान। मूल्यपरक प्रश्न व्यवहारिक व्याकरण, शब्द निर्माण व मूल्यपरक प्रश्न उच्चतर वर्ग चिंतन कौशल

पाठ४ कालांशोंकीसंख्या- ६पाठकानाम-प्रकृति की सुषमा(कविता) अवधारणा- प्रकृति की सुंदरता के बारे में जानकारी जैसे फल- फूल ,पेड़-पौधे आदि। उपअवधारणाएं प्रकृति प्रेम। वातावरण के प्रति प्रेम- भाव। प्रकृति की सराहना। दी गई कविता में प्राकृतिक सौंदर्य का बड़ा ही सुंदर चित्रण किया गया है।	प्रकृति प्रेम की भावना का विकास CG-6 Children develop a positive regard for the natural environment around them CG-7 Children make sense of the world around through observation and logical thinking कोश:	मूलरूप-कविता कालयबद्ध तरीके से गायन माध्यमिक वातावरण के प्रति प्रेम-भाव और प्रकृति की सराहना करना सीखेंगे उच्चतर- प्रकृति की सुंदरता की ओर बच्चों का ध्यान आकर्षित होगा पर्यावरण संरक्षण के प्रति जागरूकता आएगी। अध्यापक/अध्यापिका द्वारा देश की ऋतु की जानकारी दी जाएगी फूलों की घाटी नामक राष्ट्रीय उद्यान के बारे में जानेंगे।	सामाजिक कौशल अनुस्वार और अनुनासिक शब्दों का ज्ञान प्राप्त करना प्रकृति के प्रति प्रेम भावना का विकास	वैज्ञानिक स्वभाव खेल तकनीकी प्रौद्योगिकी- यूट्यूब लिंक का प्रयोग कला- इंद्रधनुष बनाकर उसमें सात रंग भरो।	कला:चित्र बनाना सीखेंगे संगीत- कविता का गायन	कक्षा विस्तार संगीत कक्ष	गृहकार्यः स्वयं से कविता का लयबद्ध तरीके से गायन चित्र बनाकर कविता लिखना कक्षा कार्यः कविता से संबंधित कठिन शब्द व शब्द- अर्थ का लेखन-कार्य	भाषा _, अर्जन कार्य प
व्याकरणः पाठ ८ शब्द भंडार, वचन	आनंदमय कोश	सीखने का परिणाम						
पाठ ४ सर्वनाम		मूल रूप					कक्षाकार्य	
अवधारणाः		छात्रों के शब्द-भंडार में वृद्धि					विलोम शब्दों की	
विपरीतार्थक		माध्यमिक					सूची सर्वनाम शब्द अभ्यास कार्य	

	परिभाषाउपअवधारणाएं: विपरीतार्थक शब्द के बारे में जानकारी सर्वनाम शब्द के भेद सामान्य रूप से प्रयोग में आने वाले कुछ सर्वनाम शब्द।		सर्वनाम शब्दों की पहचान हो पाना विकसित उचित सर्वनाम शब्दों का प्रयोग दैनिक जीवन में करना। विशेष आवश्यकता वाले बच्चोंके सहायक शिक्षण- दृष्टिबाधित छात्रों की सहायता: कृपया अध्याय के मुख्य बिंदुओं को निर्दिष्ट करते हुए पाठ को अपनी आवाज में रिकॉर्ड करें और बच्चे को अलग से भी सुनने दें। कृपया इसे सीखने में सहायक सामग्री के रूप में घर पर भेजें। श्रवण बाधित छात्रों की सहायता: शब्दों को पढ़ने में बच्चे की मदद करने के लिए बड़े फॉन्ट वाले फ्लैश कार्ड का इस्तेमाल करें।	व्याकरण के मूल भाग से परिचय			कक्षा विस्तार संगीत कक्ष	गृहकार्य पाठ से संबंधित कार्य पत्रिका विलोम शब्द याद करिए	ब्द कोष में वृद्धि
अगस्त २१ दिन	कालांशों की संख्या-६ पाठ संख्या५ पाठ का नाम - हमारा तिरंगा झंडा अवधारणा- राष्ट्रीय ध्वजव राष्ट्रीय गान के बारे	भाषा और साहित्य का	सीखने का परिणाम मूल रूप शुद्ध उच्चारण के साथ पाठ का पठन कर पाना। राष्ट्रीय पर्वो जैसे:-गणतंत्र दिवस व	सहभागिता	कला- राष्ट्रीय राष्ट्रीय ध्वज का चित्र बनाइए खेल अपने राष्ट्रीय खेलों के बारे में जानकारी वैज्ञानिक स्वभाव तकनीकीप्रौद्योगिकी	<mark>कला</mark> -राष्ट्रीय झंडा बनाना सीखेंगे	कक्षा विस्तार		ांकेतिक मूल्यांकन - ार्य पत्रिका

	मेंजानकारी	विकास	स्वतंत्रता दिवस की जानकारी	सामाजिकता (संगीत	कक्षा कार्य:	
	उपअवधारणाएं देशभक्ति की भावना का विकास। देश-प्रेम की भावना, देश की संस्कृति पर गर्व होना। समानार्थक शब्द	CG-5 Children develop a positive attitude towards productive work and service or 'Seva' C-4.1 Starts recognizing 'self' as an individual belonging to a family and community कोश: मनोमय कोश	माध्यमिक राष्ट्रीय चिन्हों की जानकारी होना उच्चतर राष्ट्रीय चिन्हों में छिपे भाव को जानना तथा उनके प्रति आदर भाव जगाना। भारतीय संस्कृति के प्रति गौरव की भावना उत्पन्न करना।	जीवन कौशल) देश के प्रति सेवा की भावना का विकास	कला- हिमालय की प्रमुख पर्वत श्रृंखलाओं का चित्र बनाओ । वैज्ञानिक स्वभाव खेल	राष्ट्रीय गान व राष्ट्रीय गीत का गायन गणित	शुद्धउच्चारणकेसाथ पाठकापठन।बच्चोंद्वा रापाठकापठन अभ्यासकार्य।मौखि कवलिखितप्रश्न।कठि नशब्दोंको लिखवाकरउनकावा क्य प्रयोग करवाना। गृहकार्य- पाठ से संबंधित कठिन शब्दों को ढूंढना। प्रश्न उत्तर याद करो।हमारा राष्ट्रीय पक्षी।विषय पर अनुच्छेद लिखिए।	भाषा अधिगम और श्र अर्जन नाट्य मंचन मूल्यांकन:- सांकेतिक मूल्यांकन कार्यपत्रक बहुविकल्पीय प्र भाषाज्ञान।मूल्यप्रप्रश्न व्यवहारिक व्याव
	कालांशों की संख्या-५ पाठ -६ पाठ का नाम- एवरेस्ट के साथ मेरी भेंट		सीखने का परिणाम मूल रूप शुद्ध उच्चारण के साथ पाठ का पठन	कर्मठता	तकनीकीप्रौद्योगिकी यूट्यूब लिंक का उपयोग। www.al ananette.com/kids/everestfact.php			
सित 21	ंबर अवधारणाः एवरेस्ट की दिन चोटी पर पहुंचने वाली पहली भारतीय महिला के		कर पाना। छात्र पाठ के पठन और व्याख्या के बाद यात्रा के दौरान आने वाली मुश्किलों के बारे में ज्ञान प्राप्त करेंगे	परिश्रम का महत्व गुरुजन और पथ प्रदर्शकों के प्रति	ananette.com/ Nus/everestiact.php	गणित:-	कक्षा कार्यः	

बारे में जानकारी	भाषा और साहित्य का	माध्यमिक	आदर भाव		कला:-रचनात्मक	कक्षा विस्तार	शुद्धउच्चारणकेसाथ	
उपअवधारणाएं:- पथ प्रदर्शको के प्रति आदर भाव	C-1.5 Shows awareness of safety in movements (walking, running, cycling) and acts appropriately C-3.3 Shows precision and control in working with their hands and fingers C-3.4 Shows strength and endurance in carrying, walking, and कोश:	एवरेस्ट की चोटी पर पहुंचने वाली प्रथम महिला बछेंद्री पाल के बारे में जानेंगे उच्चतर हिमालय पर्वत की चोटियों के नाम के बारे में जानकारी प्राप्त करेंगे	साहस	कला:-कविता से सम्बंधित चित्र बनाओ खेल:- वैज्ञानिक स्वभाव:- तकनीकी प्रौद्योगिकी यूट्यूब लिंक का उपयोग।	विकास।	संगीत कक्ष	पाठकापठन।बच्चोंद्वा रापाठकापठन अभ्यासकार्य।मौखि कवलिखितप्रश्न।कठि नशब्दोंको लिखवाकरउनकावा क्य प्रयोग करवाना।गृह कार्य :- कुछ अन्य पर्वतारोहियों के नाम लिखिए। प्रश्नोत्तरयादकरें।	हिमालय की चोति विषय में जानका करना तथा सूची सांकेतिक मूल्यां कार्यपत्रक बहुविकल्पीय प्रश्न भाषाज्ञान।मूल्यपर व्यवहारिक व्याकर पाठ पर आधारित पत्रिका
कालांश ओं की संख्या पाठ का नाम पाठ 7 चींटी और कबूतर(कविता) अवधारणा:	भाषा और साहित्य का विकास C-1.6 Understands unsafe situations and	सीखने का परिणाम मूल रूप अपनी भाषा में बात कहने , बातचीत करने की भरपूर आज़ादी और अवसर मिलेंगे कविता का स्वर गायन माध्यमिक कविता के द्वारा दूसरों की मदद करने के	जीवन कौशल आत्मविश्वास परोपकार और सहयोग की भावना सामाजिक कौशल		गणित:- कला:-रचनात्मक विकास। संगीत कविता का गीत के रूप में प्रस्तुतीकरण	कक्षा कक्ष। AV रूम। संगीत कक्ष विद्यालयप्रां गण।	कक्षा कार्य : कविता का वाचन करवाना, कविता में आए कठिन शब्दों	सांकेतिक मूल्यां

परोपकार और आत्मविश्वास	asks for help	बारे में सीखेंगे		को लिखवाकर	
				उनका वाक्य प्रयोग	कार्यपत्रकबहुविक
उपअवधारणाएं	C-4.6 Shows kindness	उच्चतर		करवाना। योग्यता शिक्षण पर	भाषा ज्ञान। मूल्यप शब्दकोश में वृद्धि
साहस परोपकार और	and helpfulness to	आत्मविश्वास और परोपकार से जीवन में		याग्यता शिक्षण पर आधारित कार्यपत्रक।	शब्दकाश म वृद्
सहयोग की भावना का	others (including	क्या- क्या परिवर्तन होता है इसके बारे में		अधारित कायपत्रका	
सहयाग का मावना का विकास	animals, plants) when	क्या- क्या पारवतन होता ह इसक बार म जानकारी प्राप्त करेंगे		गृह कार्य:-	
विकास	they are in need	जानकारा प्राप्त करग		20	
दी गई कविता में परस्पर	C-4.7 Understands and	विशेष आवश्यकता वाले बच्चे सहायक		कविता लिखो और	
सहयोग के भाव को दर्शाया	responds positively to	शिक्षण		याद करो।	
गया है।	different thoughts,			कविता से संबंधित कोई चित्र बनाओ	
	preferences, and	दृष्टिबाधित छात्रों की सहायताः		पगइ । पग्र बनाजा	
व्याकरण:	emotional needs of	अध्याय के मुख्य बिंदुओं को निर्दिष्ट करते			
पाठ ६ क्रिया	other children	हुए पाठ को अपनी आवाज में रिकॉर्ड करें			
410 6 19741	other enhancer	बुर पाठ का अपना आवाज मारकाड कर और बच्चे को अलग से भी सुनने दें।			
	कोश:	कृपया इसे सीखने में सहायक सामग्री के			
	. 0 2 2	कृपया इस साखा न सहायय सानत्रा क रूप में घर पर भेजें।			
	आनंदमयी कोश मनोमय	राप में पर पर मणा			
	कोश	श्रवण बाधित छात्रों की सहायता:			
		शब्दों को पढ़ने में बच्चे की मदद करने के			
		लिए बड़े फॉन्ट वाले फ्लैश कार्ड का			
		इस्तेमाल करें।			

								·	
अवधी-३	<u> </u>								
गुंजन – प	ाठ , १०, ११,१२								
व्याकरण									
पाठ -विश	शेषण कहानी लेखनविराम चिह्न,	वचन, पर्यायवाची शब्द, पत्र	· लेखन						
अक्टूबर	पाठ-८कबड्डी	ज्ञान क्षेत्र :	C-9.4 understands oral instructions	जीवन कौशल	कला:-खेल के मैदान का चित्रण	गणित :-खिलाड़ियों	कक्षाकक्ष।	कक्षा कार्यः	भाषा अधिगम और भ
(१४दिन)	कालांशो की संख्या-६ अवधारणा	भाषा और साहित्य काविकास।	for a complex task and gives clear oral instructions for the same to	आत्मविश <u>्वा</u> स		की संख्या	AV रूम।	शुद्धउच्चारणकेसाथ	अर्जन
	खेलों के बारे में जानकारी शारीरिक विकास	पाठ्यक्रम लक्ष्य- CG-9. Children	others.	स्वस्थ जीवन शैली कल्पना शक्ति का	खेल:- अंतराष्ट्रीय खेलों की जानकारी	कला:-	पुस्तकालय	पाठकापठन।बच्चोंद्वा रापाठकापठन	नाट्य मंचन
	उपअवधारणाएं	develop effective	C 10.8 write a paragraph to express	विकास		संगीत:-		अभ्यासकार्य।मौखि	मूल्यांकन:-
	स्वस्थ जीवन शैली का विकास	communication skills	their understanding and	(अधिगम कौशल)	वैज्ञानिक स्वभाव:-स्वास्थ्य के प्रतिजागरूकता		विद्यालयप्रांगण।	कवलिखितप्रश्न।कठि नशब्दोंको	सांकेतिक मुल्यांकन
	कबड्डी के नियमों का ज्ञान वाक्य लेखन	for day to day interactions in two	experiences.		तकनीकी प्रौद्योगिकी :-			लिखवाकरउनकावा क्य प्रयोग करवाना।	
	खेल कूद का महत्व	languages.	सीखने का परिणाम		यूट्यूब लिंकद्वारा कबड्डी की जानकारी।			गृह	कार्यपत्रक
	पारस्परिक सहभागिता	CG-10. Children	मूल रूप-छात्र कबड्डी के बारे में जानेंगे।		https://youtu.be/xTAUHileuP0 ओलंपिक खेलों की जानकारी।			कार्यप्रश्नोत्तरयादकरें। 'मेरा प्रिय खेल' विषय	बहुविकल्पीय प्रश्
		develop fluency in	स्वस्थ जीवन शैली अपनाएंगे। मध्यम		https://youtu.be/cqoawsdnE-Y			पर अनुच्छेद लिखें	भाषाज्ञान।मूल्यप प्रश्न
		reading and writing in language – 1.	खेलने के तरीके, खिलाड़ियों की संख्या						व्यवहारिक व्याकरण
		कोश आनंदमयी कोश	और खेल के नियमों केबारे में जानेंगे। विकसित						
		मनोमय कोश	कबड्डी के अंतरराष्ट्रीय प्रतियोगिताओं के बारे में जानेंगे।						
			छात्रों का आत्मविश्वास बढ़ेगा और						
			पारस्परिक सहयोगिता की भावना का विकास होगा।						
1	1	i i	I control of the cont	1	1	i	İ	1	1

पाठ 9- कदंब का पेड़ कालांशो की संख्या-६ अवधारणा बाल सुलभ लीला का आनंद उपअवधारणाएं वात्सल्यप्रेम, प्रकृति प्रेम, संगीत प्रेम। भाषा ज्ञान, तुकांत शब्द, संयुक्त व्यंजन, क्रिया रूप कविता मे वात्सल्य रस को दर्शाया गया है।	ज्ञान क्षेत्र : भाषा और साहित्य काविकास। पाठ्यक्रम लक्ष्य- CG-9. Children develop effective communication skills for day to day interactions in two languages. कोशआनंदमयी कोश मनोमय कोश	C-9.1listens to and appreciates simple songs, rhymes and poems. C 10.6 – reads short poems and begins to appreciate the poem for its choice of words and imagination सीखने का परिणाम मूल रूप- • छात्र लयबद्ध रूप से वाचन करना सीखेंगे। माध्यमिक- • छात्रों में कल्पनाशक्ति का विकास होगा उच्चस्तरीय • कविता में आए जीवन मूल्यों को छात्र अपने जीवन में अपनाएंगे। CWSN: Assistive learning	जीवन कौशल रचनात्मककल्पना शक्ति (अधिगम कौशल) कल्पनाशीलता अंतवैयक्तिक	कला:- प्राकृतिक चित्रण का ज्ञान। खेल:- पारंपरिक खेलों से परिचय।(छुपम छुपाई।) वैज्ञानिक स्वभाव:- कदंब के पेड़ का वैज्ञानिक महत्त्व। तकनीकी प्रौद्योगिकी :- यूट्यूब लिंक का उपयोग। https://youtu.be/-gqTb4NX3EM https://youtu.be/XvX7fAtQ7v8	गणित:- वस्तु विनिमय का ज्ञान। कला:-रचनात्मक विकास। संगीत:-कविता का लयबद्ध गायन।	कक्षा कक्ष। AV रूम। पुस्तकालय	कक्षा कार्यः कविता का वाचन करवाना, कविता में आए कठिन शब्दों को लिखवाकर उनका वाक्य प्रयोग करवाना। योग्यता शिक्षण पर आधारित कार्यपत्रक। गृह कार्यः- कविता लिखो और याद करो। कविता से संबंधित कोई चित्र बनाओ	सांकेतिक मूल्यांकन कार्यपत्रकबहुविकल्पीः भाषा ज्ञान। मूल्यपरक
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				Refer to special educator						
				Hearing Impairment students						
				assistance – videos –						
				www.bbc.com/hindi/india						
				www.mocomi.com/						
	•				0 3		.:2-0 . —			. — . 6 — . 3
•	नवंबर	कालांशोंकीसंख्या-६	भाषा और साक्षरता	C-9.1listens to and appreciates	जीवन कौशल	क्ला:-प्राकृतिकचित्रणकाज्ञान।	अंग्रेजी भाषा:-	कक्षाकक्ष।	कक्षा कार्यः	भाषा अधिगम और भ
	(२३दिन)	पाठसंख्या- १०	विकास	simple songs, rhymes and poems.	सामाजिकअनुकूलन	खेल:-गाँवकेखेलोंसेपरिचय- जैसे गुल्ली	गणित:-	AV रूम।	शुद्धउच्चारणकेसाथ	अर्जन
'	((414 1)	पाठत्तखा- रण	CG-9. Children	C 10.8 write a paragraph to	शीलता (जीवनकौशल)	डंडा, कबड्डी, कुश्ती, कंचे आदि।	कला।	7.4 7 -11	पाठकापठन।बच्चोंद्वा	नाट्य मंचन
		पाठकानाम -	develop effective	express their understanding and			रचनात्मकविकास।	पुस्तकालय	रापाठकापठन।	
		अपनागाँव	communication skills	experiences.	भावनात्मक् कौशल	वैज्ञानिक स्वभाव:-			अभ्यास-	मूल्यांकन:-
			for day to		उदारता और समाज	गोबरगैसकीजानकारी।	पाठसेसंबंधितचित्र	विद्यालयप्रांगण। <i>चे</i> न्सिक्स स्टेंस	कार्य।मौखिकवलिखि	
		अवधारणा	dayinteractions in	सीखने का परिणाम	सेवा	प्रौद्योगिकीतकनीकी यूट्यूब लिकं का	बनाना	मेंस्थितफूलोंका बगीचा	तप्रश्न।कठिनशब्दों	सांकेतिक मूल्यांकन
		 वातावरणसंरक्षण।	two languages.	मूल रूप	अधिगम कौशल	प्राचागिकातकनाकायूट्यूब १९१० का प्रयोग	संगीत:-:-	अगापा 	को	
		उपअवधारणाएं		नूरा रच्य	जायगम काराल	ויורא	बहतीनदियोंकीकल		लिखवाकरउनकावा	कार्यपत्रक
		·	CG-10. Children	 छात्र ग्रामीण परिवेश तथा 	वार्तालाप कौशल	https://youtu.be/9F2rsoz56y4	कलकीध्वनिकासंगी		क्य प्रयोग करवाना।	बहुविकल्पीय प्रश्
		ग्रामीणपरिवेशकाज्ञान।प्राकृ	develop fluency in	ग्रामीण बोल-चाल् में प्रयुक्त	0		तकोमहसूसकरना।			भाषाज्ञान।मूल्यप
		तिकसौंदर्यकीअनुभूति।	reading and writing	होने वाली भाषा से परिचिंत होंगें। जैसै-	कल्पनाशीलता	https://youtu.be/EZOSmnOxtY	4.1.16 84.1.1.11		गृह कार्य :-	प्रश्न
- 1			l	I 임네 계쉬-	l	1	1		1	1

शहरीऔरग्रामीणपरिवेशमें	in language – 1.	छाछ,भीतर,तांगा,लीपाई, उपले आदि।		'मेरागांव'विषय	व्यवहारिक व्य
अंतरकरपाना।	कोश:आनंदमय कोश	आ। द। विकसित		परअनुच्छेदलेखन।	
भाषा ज्ञान।विपरीतार्थक शब्द क्रियाविशेषण				प्रश्नोत्तरयादकरें।	
गिनती	मनोमय कोश	• शहरऔर गाँव			
		केवातावरणजीवनरहनसहनमें			
		अंतरजानपाएंगे।			
		उच्चस्तरीय			
		 पाठमेंआएकठिनशब्दोंकाशुद्ध 			
		उच्चारणकरपाएंगे।			
		विशेष आवश्यकता वाले बच्चे सहायक			
		शिक्षण			
		दृष्टिबाधित छात्रों की सहायता:			
		अध्यायकेमुख्यबिंदुओंकोनिर्दिष्टकरतेहुएपा			
		ठकोअपनेआवाजमेंरिकॉर्डकरेंगेऔरदृष्टिबा			
		धितबच्चोंकोअलगसेसुननेदेंगे।इसेसीखनेमें			
		सहायकसामग्रीकेरूपमेंघरपरभीभेजेंगे।			
		श्रवण बाधित छात्रों की			
		सहायता:शब्दोंकोपढ़नेमेंबच्चेकीमददकरने			
		केलिएबड़ेअक्षरोंवालेफ़्लैशकार्डकाइस्तेमाल			
		करेंगे।चलचित्रद्वाराबच्चेकोपाठसमझाएंगे।		कक्षा कार्य :शुद्धउच्चारणके	
				साथपाठकापठन।ब	
				च्चोंद्वारापाठकापाठन	
				1	
				अभ्यासकार्यमौखिक	
पाठ११कालांशोंकीसंख्या-				वलिखितप्रश्न।कठिन	सांकेतिक मूल्यांक
६पाठकानाम-आइजक	CG-9. Children			शब्दोंको	
	Co-9. Ciliuleii			लिखवाकरउनकावा	

न्यूटन	develop effective	C 10.9 – shows interest in picking			अंग्रेजी भाषा:-		क्य प्रयोग करवाना	कार्यपत्रक
अवशास	communication skills	up and reading a variety of	तकनीकी कौशल	क् ला :-मिट्टी के खिलौने बनाना।	गणित:-	कथाक ः ।	ਸਟ	बहुविकल
अवधारणा	for day to day	children's books.	(साक्षरता कौशल)	कदा: -1मठ्ठा क ।खलान बनाना।	गाणत:-	कक्षाकक्ष।	गृह कार्यप्रश्नोत्तरयादकरें।	भाषाज्ञान
आइजक न्यूटन का जीवन	interactions in two	C 9.5 comprehends narrated/read-	(MgKM 97KK)	खेल:-	न्यूटन के गणितीय	AV रूम।	अन्य महान भारतीय	प्रश्न व्यवहारिक
परिचय	languages.	out stories and identifies characters,		वै ज्ञानिक स्वभाव :-बच्चोंकी जिज्ञासु	सिद्धांत	TUGANAN	वैज्ञानिको के नाम	प्यवहारि
उपअवधारणाएं	कोश:विज्ञानमय कोश	storyline and what the author wants		प्रवृत्ति होना।	कला रचनात्मकवि	पुस्तकालय	लिखें।	
·		today			कास।पाठसेसंबंधि	विद्यालयप्रांगणमें		
ज्ञान प्राप्ति		सीखने का परिणाम		पेपर से लालटेन कंदील बनाना	तचित्रबनाना।	स्थितफूलोंकाब		
परिश्रम				प्रौद्योगिकीतकनीकी	संगीत:-	गीचा।		
लगन और कार्यनिष्ठासमानार्थक शब्द,		मूल रूपछात्र महान वैज्ञानिकों के बारे में			स्रगात:-			
समश्रुत भिन्नार्थक शब्द		जानेगे		गुरुत्वाकर्षण के सिद्धांतोंको जानना।				
अनुस्वार, काल		विकसितउनके जीवन से प्रेरणा लेंगे		https://youtu.be/Z-jFZmRrBKk				
		उच्चस्तरीय						
व्याकरणपाठ १२रचनात्मक		उनके आविष्कारों केबारे में जानेंगे और शब्द भंडार में वृद्धि						
लेखन(कहानी लेखन)		्राज्य गठार न बाल						
पाठ ५ विशेषण								
पाठ ८ - शब्द भंडार		भाषा और साहित्य काविकास।						
		पाठ्यक्रम लक्ष्य-						
(पर्यायवाची शब्द)	CG-9. Children	सीखने का परिणाम						
अवधारणा	develop effective	मूल रूप						
- 11 00	communication skills							
संक्षिप्ततासूक्ष्मता और	for day to day	 लघुकथा का महत्व उसकी लघुता में है जो वह कथा को 						
•	interactions in two languages.	प्रदान करती है						
	languages.	• पर्यायवाची शब्दों के अर्थ						
जो शब्द संज्ञा सर्वनाम या	CG-10. Children	लगभग समान होते हैं अतः उन्हें						
बताते हैं वह विशेषण कहलाते	develop fluency in	समानार्थी के रूप में पहचान						

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	हैं।	reading and writing	सकेंगे।						
	उपअवधारणाएं	in language – 1.	विकसित						
	कथानक शैली उपदेश की प्रधानता। विशेषण दो प्रकार के होते हैं- मूल विशेषण प्रकार्यात्मक विशेषण विशेषण विशेष्य के रूप में रंग आकार स्वभाव दशा स्थिति आदि गुणों की ओर संकेत करते हैं।	आनंदमयी कोश मनोमय कोश	छोटी-छोटी बातों में बड़े अर्थ निकाल पाएंगे और अपनी बात संदेश के रूप में कम से कम शब्दों में पाठक तक पहुंचा पाएंगे अर्थ में अंतर के कारण सभी पर्यायवाची एक दूसरे के स्थान पर प्रयुक्त नहीं हो पाते हैं यह जान पाएंगे उच्चस्तरीय लघु कथा का सौंदर्य उसकी अपनी शैली बनावट कसावट कथ्य और शिल्प में निहित होता है। पर्यायवाची शब्दों का प्रयोग सावधानी से करना जान पाएंगे। •						
दिसंबर (२३दिन)	कालांशोंकीसंख्या- ६पाठसंख्या- १२पाठकानाम – पानी अमृत है अवधारणा वातावरण के प्रति जागरूकता उपअवधारणाएं	भाषा और साक्षरता विकास CG-9. Children develop effective communication skills for day to day interactions in two languages	C 9.6 — narrates short stories with clear plot and characters. C 10.9 — shows interest in picking up and reading a variety of children's books. आधारभूत: छात्रजल के महत्त्व को समझेंगे मध्यम:	जीवन कौशल सुचना साक्षरता सामाजिकता व् सहभागिता (जीवन व साक्षरता कौशल अधिगम कौशल तार्किक चिंतन	कला – प्राकृतिकचित्रणकाज्ञान।'जल ही जीवन है' का पोस्टर बनाओ खेल: तैराकी वैज्ञानिक स्वभाव:-भाप के इंजन के बारे में जानकारी। जल चक्र की जानकारी। प्रौद्योगिकीतकनीकीयूट्यूबलिंककाउप	कलारचनात्मकवि कास।पाठसेसंबंधि तचित्रबनाना	कक्षा विस्तार कक्षाकक्ष। AV रूम। पुस्तकालय विद्यालयप्रांगण। प्रयोगशाला	कक्षा कार्यःशुद्धउच्चारणके साथपाठकापठन।ब च्चोंद्वारापाठकापठन ।अभ्यासकार्यमौखि कवलिखितप्रश्न।कठि नशब्दोंकोलिखवाकर उनकावाक्य प्रयोग करवाना।	भाषा अधिगम और भ अर्जन जल चक्र सांकेतिक मूल्यांकन • कार्यपत्रक • बहुविकल्पीर • भाषाज्ञान।मू

ी जैनारिक निष्यां गण	CC 10 CL 11 I		ना जिला	मोग ।	1	<u> </u>	111111111111111111111111111111111111111		-
वैज्ञानिक दृष्टिकोण	. CG-10. Children	पठन एवं श्रवण क्षमता का विकास होगा।	वार्तालाप	योग।			योग्यताशिक्षणपरआ		क
जीवन मूल्यों का विकास	develop fluency in	उत्रतः					धारितकार्यपत्रक।गृह	•	प्रश्न
विराम चिन्ह	reading and writing	वाष्प इंजन की कार्य प्रणाली समझेंगे	उन्नति का मार्ग प्रशस्त	https://youtu.be/ATfwSa82XGM			कार्य:जल प्रदूषण पर	•	व्यवहारिक
समानार्थक शब्द	in language – 1.	पाठमें आएकठिनशब्दोंकाशुद्धउच्चारणकर	करना				अनुच्छेदलेखन।प्रश्नो		व्याकरण
		पाएंगे।					त्तरयादकरें।		
	कोश:								
		विशेष आवश्यकता वाले बच्चो के लिए							
	विज्ञानमय	सहायक शिक्षण							
	कोश आनंदमयी कोश								
		दृष्टिबाधित छात्रों की सहायता:							
		अध्यायकेमुख्यबिंदुओंकोनिर्दिष्टकरतेहुएपा							
		ठकोअपनेआवाजमेंरिकॉर्डकरेंगेऔरदृष्टिबा							
		धितबच्चोंकोअलगसेसुननेदेंगे।इसेसीखनेमें							
		सहायकसामग्रीकेरूपमेंघरपरभीभेजेंगे।							
		(Glady Christophia)							
		श्रवण बाधित छात्रों की सहायता:							
		शब्दोंकोपढ़नेमेंबच्चेकीमददकरनेकेलिएब							
		ड़ेअक्षरोंवालेफ़्लैशकार्डकाइस्तेमालकरेंगे।च							
		लचित्रद्वाराबच्चेकोपाठसमझाएंगे।							
		सीखने का परिणाम							
						कक्षाकक्ष।	क क्षा		
कालांशोंकीसंख्या-		मूल रूप					*		
पगलासापगत्तखा-							कार्य:शुद्धउच्चारणके		

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६पाठ१३पाठकानाम- एक		छात्र रविंद्र नाथ टैगोर के बारे में जानेगे ।	रचनात्मकता और	कला:- पत्र लेखन	अंग्रेजी भाषा:-	AV रूम।	साथपाठकापठन।ब
पत्र -श्री नंदिनी के नाम		विकसित	नवाचार (अधिगम			117111111	च्चोंद्वारापाठकापाठन
		144/1(1)	कौशल)	खेल:-	गणित:- समय की	पुस्तकालय	।अभ्यासकार्यमौखि
अवधारणा:-	ज्ञानक्षेत्र :	उनके जीवन से प्रेरणा लेंगे		वैज्ञानिक स्वभाव:-	जानकारी	विद्यालयप्रांगण।	कवलिखितप्रश्न।कठि
2— 2—		·	प्रत्यास्मरण	वज्ञानिक स्वभाव:-		विद्यालयप्रागणा	नशब्दोंकोलिखवाकर
देश प्रेम	भाषाऔरसाहित्यकावि	पत्र लेखन का ज्ञान		प्रौद्योगिकीतकनीकी	कलापत्र का प्रारूप		उनकावाक्य प्रयोग
·	कास।	·	प्राकृतिक	प्राधागकातकनाका	बनाना		करवाना
उपअवधारणाएं		उच्चस्तरीय-	सौंदर्यीकरणनैसर्गिक	ईमेल इंटरनेट की जानकारी			योग्यताशिक्षणपरआ
	CG-9. Children	3. 3.0 3. 3.3	सुंदरताअंतवैयक्तिक	इमरा इटरनट का जानकारा	संगीत		
ज्ञान प्राप्तिपत्र विधा का	develop effective	पाठ में आये जीवन मूल्यों का पालन करेंगे	3,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,				धारितकार्यपत्रक।
ज्ञान।प्रकृति प्रेम.	communication skills						c
योजक शब्द	for day to day	 तार्किक चिंतन कर सकेंगे ।					गृह कार्य :-
	interactions in two	ताकिक वितन कर सकरा ।					
		CWSN : Assistive learning					प्रश्नोत्तरयादकरें।अ
	languages.						ध्यापिका जी को दो
	CG-10. Children	Refer to special educator					दिन के अवकाश के
							लिए प्रार्थना पत्र
	develop fluency in	Hearing Impairment students					लिखे
	reading and writing	assistance – videos –					·
	in language – 1.	455.5141.100					
	कोश	www.bbc.com/hindi/india					
	 मनोमय कोश	www.mocomi.com/					
	विज्ञानमय कोश						
व्याकरण							
पाठ ८ शब्द भंडार							
अनेकार्थी शब्द।							
वाक्यांश के लिए एक शब्द <mark>पाठ</mark>							
१२ रचनात्मक लेखन पत्र							
लेखन ।पाठ ७ विरामचिन्ह							

अवधि ४		•		•			,		•
गुजन पार	ठ- १४,१५,१६								
व्याकरण									
		_							
पाठ सूचन	ग लेखन संवाद लेखन कविता लेख	खन अपठित गद्यांश वाक्य							
जनवरी(कालांशोंकीसंख्या-6	ज्ञानक्षेत्र :	C 10.8 – write a paragraph to	सामाजिक अनुकूलन	कला:-केरल प्रान्त का नक्शा	अंग्रेजी भाषा:-	कक्षाकक्ष।AV	कक्षा	सांकेतिक मूल्यांकन
१७ दिन)	कालाशाकातखा-७	भाषाऔरसाहित्यकावि	express their understanding and	शीलता, संस्कृति का	47(II. 47(() XI () 471 14(I)	गणित:-	रूम।पुस्तकाल	* .	सामगराम सूरमामग
(0 (0 1)	पाठसंख्या-१४	कास।	experiences	विकास (जीवनकौशल)	खेल केरल का पारम्परिक खेल नै	ोका	यमानचित्रविद्या	साथपाठकापठन।ब	कार्यपत्रक
			experiences	नैसर्गिक	दौड़ की जानकारी	कला:-	लयप्रांगण।	च्चोंद्वारापाठकापठन	बहुविकल्पीय प्रश्न
	पाठकानाम - केरल का	CG-9.Children	C-9.4 understands oral instructions	सुंदरताप्राकृतिक	3 0	रचनात्मकविकास।		।अभ्यासकार्यमौखि	भाषाज्ञान।मूल्यपर
	निमंत्रण	develop effective	for a complex task and gives clear	सौंदर्यीकरण	वैज्ञानिक स्वभाव:-	पाठसेसंबंधितचित्रब		कवलिखितप्रश्न।कठि	व्यवहारिक व्याक
	अत्यक्षामा	communication skills	oral instructions for the same to		। राज्य में अतिरिक्त वर्षा का कारण	. नाना।		नशब्दोंकोलिखवाकर	किसी यात्रा का वर्णन व
	अवधारणा	for day to day	others		राज्य न जासार्यस प्रया प्रया प्रया			उनकावाक्य प्रयोग	उच्चत्तर वर्ग चिंतन कौ
	भारत की बहुमुखी संस्कृति को	interactions in two	-0		प्रौद्योगिकीतकनीकी यूट्यूबलिंकव	संगीत: -केरल का		करवाना	
	समझना	languages.	सीखने का परिणाम		योग।	પ્રાંસન્દ્ર નૃત્ય		योग्यताशिक्षणपरआ	
		CG-10. Children	मूल रूप			"कथकली"		धारितकार्यपत्रक।	
	उपअवधारणाएं	develop fluency in			https://youtu.be/s27Cbex0_j	<u>U</u>			
	प्रकृति प्रेम	' '	पाठ का धारा प्रवाह में वाचन कर					गृह कार्य :-	
	प्रकृति प्रम देश प्रेम	reading and writing in language – 1.	पाएंगे केरल की संस्कृति को समझ पाएंगे					प्रश्नोत्तरयादकरें।दक्षि	
	प्रसिद्ध झीलो और झरनो की	iii iaiiguage – i.	विकसितदक्षिणभारत के अन्य राज्योंकी					ण भारत के अन्य	
	जानकारी अनेकार्थकशब्द	कोश आनंदमयी कोश	जानकारी					राज्यों में बोली जाने	
		मनोमय कोश	। जानपगरा					वाली भाषाओं के	
			उच्चस्तरीय-					नाम लिखो	
			पाठमें आएकठिनशब्दों काशुद्धउच्चारण						
			करपाएंगे। पाठ में आये जीवन मूल्यों का पालन करेंगे।						
			पाठ म जाय जावन मूल्या का पालन करेग						

कालांशोंकीसंख्या- 6पाठ१५पाठकानाम- तीन शर्ते अवधारणा –ज्ञान प्राप्ति उपअवधारणाहास्य विनोदप्रियता स्वभावहाजिर जवाबीवर्ण विच्छेदन विशेषण-विशेष्य। शब्द परिवार मुहावरे	ज्ञानक्षेत्र : भाषाऔरसाहित्यकावि कास। CG-9. Children develop effective communication skills for day to day interactions in two languages. CG-10. Children develop fluency in reading and writing in language – 1.	सीखने का परिणाम मूल रूप पाठ का धारा प्रवाह में वाचन कर पाएंगे। विकसित सीखे गए नए शब्दों को अपनी रोजमर्रा की भाषा में प्रयोग में लाएंगे नाटक विधा से परिचय। उच्चस्तरीय	जीवन कौशल हाज़िर जवाबी और बुद्धिमत्ता को जीवन में अपनाएंगे अधिगम कौशल तार्किक चिंतन वार्तालाप अन्य प्रखर विद्यावान महापुरुषों के जीवन से सीख लेकर अपने जीवन में अपनाएंगे	कला नाट्य मंचन कर पाठ कापठनकरेंगे खेलनाट्य अभिनयवैज्ञानिक स्वभाव:- प्रौद्योगिकीतकनीकी https://youtu.be/aFT1Rw_brFw यूट्यूबलिंककाउपयोग।	अंग्रेजी भाषागणितरुपयों का जोड़ - घटाना संगीत कला – चित्रण करना सीखेंगे	कक्षा विस्तार विद्यालय परिसर दृश्य-श्रव्य कक्ष	कक्षा कार्यः शुद्धउच्चारण के साथपाठ कापठन- पाठन अभ्यासकार्यमौखिक विलिखितप्रश्न।कठिन शब्दोंकोलिखवाकर उनकावाक्य प्रयोग करवाना योग्यताशिक्षणपरआ धारितकार्यपत्रक। गृहकार्यः प्रश्नोत्तरयाद करें।छात्र अपने शब्दों में नाटक की कहानी लिखेंगे	भाषा अधिगम और अर्जन सांकेतिक मूल्यांक कार्यपत्रक बहुविकल्पीय प्र भाषाज्ञान।मूल्य व्यवहारिक व्य कहानी सुनाना उच्चत्तर वर्ग चिंतन व नेतृत्व अनुमान
व्याकरण पाठ १२ रचनात्मक लेखन संवाद लेखनसूचना लेखन अनुच्छेद लेखन पाठ ११अपठित गद्यांश	कोश आनंदमयी कोश मनोमय कोश	विद्यार्थी परिश्रम, ईमानदारी, कर्तव्यनिष्ठाऔर बुद्धिमत्ता को अपने जीवन में अपनाएंगे नाटक मंचन करपायेंगे और उनके शब्द भंडार में वृद्धि होगी CWSN : Assistive learning Refer to special educator Hearing Impairment students						

फरवरी (२३	कालांशोंकीसंख्या- ६पाठसंख्या-	ज्ञानक्षेत्र : भाषाऔरसाहित्यकावि	assistance – videos – www.bbc.com/hindi/india www.mocomi.com/ C-10.3converses fluently and can hold a meaningful conversation.	जीवन कौशल	कला - स्वरचित कविता	अंग्रेजी भाषा:- गणित	कक्षा विस्तार	कक्षा कार्यः	भाषा अधिगम और भ अर्जन
दिन)	१६पाठकानाम - सपना) अवधारणा कल्पनाशीलता का विकास उपअवधारणाएंकाव्य विधा से परिचय कविता वाचन। समान तुक वाले शब्द प्रत्यास्मरण	CG-9. Children develop effective communication skills for day to dayinteractions in two languages. CG-10. Children develop fluency in reading and writing in language – 1. कोश आनंदमयी कोश मनोमय कोश	C-9.2 creates simple songs and poems on their own. सीखने का परिणाम मूल रूप कविता में आये काल्पनिक संदर्भों को स्पष्ट करना बच्चे कविता का लय व तान के साथ वाचन करने योग्य हो जाएंगे विकसित: कविताकाकाव्यगत अर्थ समझ पाना उच्चस्तरीय: कल्पना से स्वरचित कविता की रचना कर पाना। कवितामेंआएकठिनशब्दोंकाशुद्धउच्चारण कर पाना CWSN : Assistive learning Hearing Impairment students	लचक, रचनात्मकता और कल्पनाशीलता (अधिगम और जीवन कौशल)	खेल कौशल – वैज्ञानिक स्वभाव:-चाँद और तारों की जानकारी प्रौद्योगिकीतकनीकी https://youtu.be/Alz1DHzDPY4 यूट्यूबलिंककाउपयोग।	कलादेखे गए सपने को अपनी कल्पना के अनुसार चित्रित करना संगीतसपनो पर आधिरित गीत	संगीत कक्ष	उचित धारा प्रवाह के साथ कविता का वाचनअभ्यासकार्य मौखिकवलिखितप्रश्न । किठनशब्दोंकोलिख वाकरउनकावाक्यप्र योगकरवाना। गृहकार्यः किवता को कंठस्थ कर सस्वर वाचन करना सीखें सचित्र-सुलेख एवं पाठ आधारित अभ्यास	सांकेतिक मूल्यांकन - कार्यपत्रक बहुविकल्पीय प्रश्न भाषाज्ञान।मूल्यपर व्यवहारिक व्याक उच्चत्तर वर्ग चिंतन कैं

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पाठरभ्यात्रमा है सेवा क्षित है सेवा क्षित है सेवा क्षित है सेवा केवा किया है सेवा केवा केवा है सेवा केवा है स			assistance – videos –				
पाठ-१२रम्भासक रेखन (कविता लेखन) अवधारणा नाश्य को पहचान और प्रयोग करना हिंदी आकरण के नाश विधा से परिचल होन्दारांक solt क्षेत्र के परिचल होन्दारांक solt करना उच अवधारणारं वायम के तो प्रकार उदेश्य और नियम कार्य में परिचय वायम के तो प्रकार उदेश्य और नियम कार्य में कार्य होने परिचय वायम के तो प्रकार उदेश्य और नियम कार्य में परिचय वायम के तो प्रकार उदेश्य और नियम कार्य में परिचय वायम के तो प्रकार उदेश्य और नियम कार्य में परिचय परिवय परिचय परिचय परिचय परिचय परिचय परिचय परिवय परिचय परिचय परिचय परिचय परिचय परिचय परिचय परिचय परिचय							
(कविता लेखन) अवस्यरणा वाक्य की पहचान और प्रयोग करना हिंदी व्याकरण के काव्य विधा से परिवित होनाकविता लेखन उप अवधारणाएं वाक्य के दो प्रकार उद्देश्वय और विधेय करातिकर्म और क्रिया से परिवर मंग्निकर के विभाव से परिवर के साम के काव्य विधा से परिवर होनाकवित लेखन उप अवधारणाएं वाक्य के दो प्रकार उद्देश्वय और विधेय करातिकर्म और क्रिया से परिवर विभाव करातिकर्म और क्रिया से परिवर परिवर परिवर परिवर परिवर विभाव करायि विकास करायि शब्दों के ससी अर्थ को स्मष्ट करना वाक्य थान्त्रों का सामक्र करमा वाक्य थान्त्रों का सामक्र समृद्ध है । उच्चरत्तरिय सुद्ध क अवधुद्ध वाक्यों की पहचान कर पाना। कविता के काव्यमत सीदर्थ से परिवर होना उचित सुर, है ताल में कविता का गायान कर पाना। विवेय आवस्यकता वाले बच्चे सहायक विक्षण हिष्टीया कार्यों अवस्यकता वाले बच्चे सहायक विक्षण हिष्टीया कार्यों से सहायकसामग्रीकरूपमेशस्यस्मोम्भेकें।।	पाठ१० वाक्य		https://hi.wikipedia.org/				
अवसरणा वाया की महबान और प्रयोग करना विवा की महबान और प्रयोग करना हिंदी व्याकरण के काव्य विधा से परिवेद होनाकविता लेखन उप अवसारणाएं वाया के दो प्रकार उदेग्यर और विभाव से परिवेद होनाकविता की अपने वाया किया होना की अपने वाया है के सह हो कर्म प्रवेद होनाकविता की अपने वाया है के सह हो कर्म प्रवेद होनाकविता की अपने वाया है के सह हो कर्म प्रवेद होनाकविता की अपने वाया है के सह हो अपने होने होने होने होने होने होने होने हो	पाठू१२रचनात्मक लेखन						
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करना	अवधारणा		poems on their own.				
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ारिती व्याकरण के काव्य विधा से परिवंद होनाकविता लेखन उस अवस्वर आर्थे किया में पाठ को समझाना अभ्यास कार्य। वाक्य के दो प्रकार उदेश्य्य और विधेष कर्ता,कर्म और किया से परिवंद के सही अर्थ को स्पष्ट करना वाक्य खड़ों का सार्थक समृह है। उक्सरविष्: पुनरावृत्ति कार्य पुनरावृत्ति	करना	· ·			_		
interactions in two languages. संही वाक्य विख पाना कविता की अपने शब्दों में रचना कर पाना। उप अवधारणाएं वाक्य के दो प्रकार उद्देश्व्य और विवेध कर्ता कर्म और क्रिया से परिचय विक्रस्त: शब्दों के सही अर्थ को स्पष्ट करना वाक्य शब्दों के सही अर्थ को स्पष्ट करना वाक्य शब्दों का सार्थक समृह है । उच्चस्तरीय: शुद्ध व अशुद्ध वाक्यों की पहचान कर पाना। कविता के काव्यमत सौंदर्य से परिचत होना उचित सुर ,ले ताल में कविता का गायन कर पाना। विशेष आवश्यकता वाले बच्चे सहायक शिक्षण शुमरावृत्ति कार्य पुनरावृत्ति कार्य पुनरावृत्ति कार्य पुनरावृत्ति कार्य स्राह्म वाक्य विख पाना कविता की अपने शब्दों के सहायक शिक्षण शुमरावृत्ति कार्य स्राह्म वाक्य विख पाना कविता को सहायक शिक्षण शुमरावृत्ति कार्य स्राह्म वाक्य विख पाना कविता को अपने शब्दों के सहायक शिक्षण शुमरावृत्ति कार्य स्राह्म वाक्य सहायक सामग्रीक स्वाप्य स्राह्म स्रा		communication skills			'	कक्षा काय	
ातां विकास होते हैं है	हिंदा व्याकरण के काव्य विधा स	for day to day	मूल रूप		1	प्रजल भाषा में गाउ	
वाक्य के दो प्रकार उदेश्य और किया से परिचय अगेर किया से परिचय अग्र उत्तर के सही अर्थ को स्पष्ट करना वाक्य शब्दों के शार्थक समूह है । उच्चस्तरीय: शब्द व अग्र उत्तर वाक्य के वा परिचय के काव्यमा कर पाना। किया के काव्यमा सीर्दर्य से परिचित होना उचित सुर , ते ताल में कविता का गायन कर पाना। विशेष आवश्यकता वाले बच्चे सहायक शिक्षण हिश्वाधित छात्रों की सहायता: अध्ययक मुख्यविदुओंकोनिर्दिष्ट करते हुएपा ठकोअपने आवाजमीरिकोई करेंगे और रहिष्वा वित्वच्चोंको अलगसेसुनने देंगे (इसेसीखने में सहायक सामग्रीक रूपमें परपरभीभेजी।	परिचित हीनीकविती लेखन	interactions in two	गरी सक्या लिख गांग कविस की आगे				
वाक्य के दो प्रकार उदेश्य्य और विधेय कर्ता, कर्म और क्रिया से परिचय चाक्य कर्ता, कर्म और क्रिया से परिचय चाक्य शब्दों के सही अर्थ को स्पष्ट करना वाक्य शब्दों के सही अर्थ को स्पष्ट करना वाक्य शब्दों के सही अर्थ को स्पष्ट करना वाक्य शब्दों के सार्थ कर्म सह है । उच्चस्तरीय: शुद्ध व अशुद्ध वाक्यों की पहचान कर पाना। किया के गायन कर पाना। किया के गायन कर पाना। वियोध आवश्यकता वाले बच्चे सहायक शिक्षण हिश्चित्त कृति कार्य पुनरावृत्ति कार्य शुद्ध अविश्व औकोनिर्दिष्ट करतेहुएण उकोअपने आवाजमेरिक विंकरेंग और रहिष्ठा विवक्षांको अलग्सेसुननेदेंगे। इसेसीखनेंमें सहायकसामग्रीकेरू प्यमेश्यरपरभीभेजों।	·	languages.					
विषय कर्ता कर्म और क्रिया से परिचय शब्दों के सही अर्थ को स्पष्ट करना वाक्य शब्दों के सही अर्थ को स्पष्ट करना वाक्य शब्दों का सार्थक समृह है । उच्चर तेश्व शुद्ध व अशुद्ध वाक्यों की पहचान कर पाना।कविता के काव्यगत सौंदर्य से परिचित होना उचित सुर ,ले ताल में कविता का गायन कर पाना विशेष आवश्यकता वाले बच्चे सहायक शिक्षण दृष्टिबाधित छात्रों की सहायताः अध्यायकेमुख्यबिंदुओंकोनिर्दिष्टकरतेष्ट्रपण उकोअपनेआवाजमेंरिकॉर्डकरोंऔरदृष्टिबा धितबव्योंकोअलगसेसुननेदेंगे।इसेसीखनेमें सहायकसामग्रीकेरूपमेंघरपरभीभेजेंगे।	उप अवधारणाए		शब्दा म रचना कर पाना		\	अभ्यास काया	
विषय कर्तां,कर्म और किया से परिचय शब्दों के सही अर्थ को स्पष्ट करना वाक्य शब्दों के सही अर्थ को स्पष्ट करना वाक्य शब्दों के सार्थ के समूह है । उच्चस्तियाः शुद्ध व अशुद्ध वाक्यों की पहचान कर पाना।कविता के काव्यगत सौंदर्भ से परिचित होना उचित सुर ,ले ताल में कविता का गायन कर पाना विशेष आवश्यकता वाले बच्चे सहायक शिक्षण रिक्षण रिक्षण रिखाण उकोअपनेआवाजमेंरिकॉर्डकरेंगेऔरहिंगा चिता बच्चोंकोअलगसेसुननेदेंगे।इसेसीखनेमें सहायकसामग्रीकेरूपमेंभ्रेजेंगे।			विकसितः		7	गडकार्य	
परिचय शब्दों के सही अर्थ को स्पष्ट करना वाक्य शब्दों का सार्थक समूह है । उच्चस्तरीय: शुद्ध व अशुद्ध वाक्यों की पहचान कर पाना। कविता के काव्यगत सौंदर्य से परिचित होना उचित सुर ,ते ताल में कविता का गायन कर पाना। विशेष आवश्यकता वाले बच्चे सहायक शिक्षण हिष्वाधित छात्रों की सहायता: अध्यायकेमुख्यबिंदुओंकोनिर्दिष्टकरतेहुएपा ठकोअपनेआवाजमीरेकॉर्डकरेंगेऔरहष्टिबा धितबच्चोकोअलागसेसुननेदेंगे।इसेसीखनेमें सहायकसामग्रीकेरूपमेंघरपरभीभेजेंगे।	विक्य के दी प्रकार उदश्य और		1997KKI.			164414	
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अध्यायकेमुख्यबिंदुओंकोनिर्दिष्टकरतेहुएपा ठकोअपनेआवाजमेंरिकॉर्डकरेंगेऔरदृष्टिबा धितबच्चोंकोअलगसेसुननेदेंगे।इसेसीखनेमें सहायकसामग्रीकेरूपमेंघरपरभीभेजेंगे।	पुनरावृत्ति कार्य						
धितबच्चोंकोअलगसेसुननेदेंगे।इसेसीखनेमें सहायकसामग्रीकेरूपमेंघरपरभीभेजेंगे।	- •		अध्यायकेमुख्यबिंदुओंकोनिर्दिष्टकरतेहुएपा				
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सहायकसामग्रीकेरूपमेंघरपरभीभेजेंगे।			धितबच्चोंकोअलगसेसुननेदेंगे।इसेसीखनेमें				
श्रवण बाधित छात्रों की							
			श्रवण बाधित छात्रों की				

	सहायता:शब्दोंकोपढ़नेमेंबच्चेकीमददकरने			
	केलिएबड़ेअक्षरोंवालेफ़्लैशकार्डकाइस्तेमाल			
	करेंगे।चलचित्रद्वाराबच्चेकोपाठसमझाएंगे।			

APS Syllabus Bifurcation Overview (Class4) Academic Session 2023-24

Class: IV Subject: ENGLISH

<u>Term</u>	<u>I</u>		Term II			
Report card will consist of	100 marks	Report card will consist of 100 marks				
Periodic Test I-Jul	Half-yearly Exam -Sep	Periodic Test II- Dec	Annual Exam- Mar			
(30% syllabus- MM 40)	(50% syllabus MM 80)	(30% syllabus- MM 40)	(50% syllabus MM 80-			
(Weightage in report card-10 Marks)	(Weightage in report card-80 Marks)	(Weightage in report card-10 Marks)	Syllabus will have 10% Syllabus of Term-1 and the entire syllabus of Term 2)			
			(Weightage in report card-80 Marks)			
Apr-	Aug-	Oct-	Dec-			
Literature:	Literature:	Literature:	Literature:			
L-1- The Giving Tree	L-5: The Distinguished	P-3: A Child's Evening Prayer	L-9: The Great Barrier Reef			
P-1- Where Go the Boats?	Stranger	L-7 Brave Rani Lakhsmibai	L-10: Aliens Pay a Visit			
Grammar:	L- 6: The Selfish Giant	Grammar:	Grammar:			
L-1 Nouns	Grammar:	L11- The Past Tense	L- 4 Articles			
L-3 Gender	L-6 Verbs	L-13 Modals	L 14-Conjunctions			
	L-10- The Present Tense		Story Writing			

May- Literature: L-2 Goa-A Touri Grammar: L-5: Adjectives July- Literature: L-3- Elias L-4: The King ar Poem- 2: The No Grammar: L-2 Pronoun L-8 Subject Verb	nd the Fiery Drago oble Nature	1. Note Book 25 (Weigh 2. Subject En	ge, Letter Writing agraph Writing submission MM tage 5 Marks)	Nov- Literature: L-8: Birbal and the P- 4: Happy Mothe Grammar: L-12 The Future Te L-15 Preposition	r's Day	Jan- Literature: Lesson-11: A Unique Pa Poem-5: Grandfather Cla Grammar: L-7 Adverbs L-16 Interjections Feb- Grammar: L-9 Active and Passive v L-17 Punctuations Letter Writing Unseen Passage Compre	roice thension MM 25 (Weightage Activity MM 25
Report card will	l consist of:- 100 n	narks		Report card will c	onsist of:- 100 mai	rks	
Evaluation	% syllabus	Maximum Marks	Weightage	Evaluation	% syllabus	Maximum Marks	Weightage
Periodic Test-I in Jul	30%	40 Marks	10 Marks	Periodic Test-2 in Dec	30%	40 Marks	10 Marks

Note Book submission		25 Marks	5 Marks	Note Book submission		25 Marks	5 Marks
Subject Enrichment Activity		25 Marks	5 Marks	Subject Enrichment Activity		25 Marks	5 Marks
Half-yearly Exam in Sep	50% syllabus	80 Marks	80 Marks	Annual Exam in Mar	10% Syllabus of Term-1 and entire syllabus of Term 2	80 Marks	80 Marks

Centrally Bifurcated Syllabus ENGLISH - Class IV

Book:	Roots and W	ings							
	Grammar Tr	ove							
CLAS	SS-IV: ENGL	<u> ISH</u>							
Publis	sher: Srijan Pu	ublication							
	: Rohan	Book Company							
				TERM -I					
Mont	UNIT/	Domain &	Competency	21 st	Integrati	Inter-	Learni	Assign	Suggestive
h	LESSON:-	Curricular	&	Century	on	disciplin	ng	ments	Pedagogies
	Number-	Goals		skills		ary	Space		
	Lesson No	(mapping with	Learning Outcome			integratio			

	Name:- CONCEPT:-	Foundational stage)				n			
April (22- 25Da ys) Pd: (24- 28)	Literatu re: Literatu re: Literatu re: Literatu re: Literatu re: Literatu re: Concept ree (Parable) Concept : 1.useful ness of trees 2. trees in need Skills: listening, understa nding Sub Concept- giving and forgiving	DOMAIN: Language and literacy development Socio-Emotional and Ethical Development (Manomaya Kosha) Curricular Goal:- CG 6 Children develop a positive regard for the natural environment around them. CG-9 Children develop effective communication skills for day-	Competency PROSE: C-6.1 Shows care for enjoy in engaging with all life forms. C-9.5 Comprehends narrated/read-out stories and identifies characters, storyline and what the author wants to say Learning Outcomes:- Basic — •Shows curiosity in observing plants and animals. •Shows the relation between the trees and human beings. •Identify the living and non-living things in nature. Medium- •Does not harm the components of nature (plants, water etc.) unnecessarily. •Make sentences on the objects observed in our environment.	Life skills Responsi bility Understa nding Self Confidenc e	Arts:- Improvin g Origami skills. Scientifi c temper:- Critical thinking based on the usefulnes s of trees. Technol ogy:-	Languag e English:- Identifying the parts of a sentence. Understa nding the kinds of sentences through the lessons. Art:- Making a paper boat EVS:- Enhancin g the knowledg	Classr oom and School Garde n.	Class assignm ents Individua I loud reading under teacher's supervisi on. Home assignm ents: Write five sentence s on the usefulne ss of the trees.	Inquiry based learning Collaborative learning Suggesti ve Assess ment:- Dictation Worksheet

	today	Read properly and encourage others to read	e
	interactions in	the lessons so that everyone can generate	regarding
	two languages	their own idea on importance of trees.	the
			conservati
		Advance:	on of our
		Advance.	environm
		Takes responsibility for tending to and caring for saplings and plants.	ent.
		Understand the symbiotic relationship between nature and other living beings.	
		•Identify the kinds of sentences mentioned in prose and poetry as well.	
• POEM	DOMAIN:	Competency	
1-	Language and	C-9.1: Listens to and appreciates simple songs,	
Where	literacy	rhymes, and poems.	
Go	development		
the		Learning Outcomes:-	
Boats	Socio-Emotional	Basic –	
?	and Ethical	•Listens and enjoys humming a variety of songs	
(Literary device-	Development (Manomaya	in different languagesregularly heard	
rhyme	Kosha)	in the home andneighbourhood	
and	Curricular		
meter)	Goal:-	Medium-	
	CG-9	•Sings/recites short (4-5) sentences)	

CONCEP	Children	songs/poems			
T:	develop	Songs/ poems			
Style and rhythm of	effective communication	Advance:			
poem. Appreciati	skills for day- today	•Shows interest in listening to certain kinds of			
ng the	interactions in	songs and poemsand explains the reason for their			
nature and its	two languages	preference.			
beauty.					
Sub-					
concept:					
Meaning,					
summary					
Skills: Recitation skill					
GRAMM	DOMAIN:	Competency			
AR	Language and	C-9.7:			
• L-1 Noun s	literacy development	Knows and uses enough words to carry out day- to-day interactions effectively and			
• L-3 Gend	Curricular Goal:-	can guess meaning of new words by using existing vocabulary.			

er CONCE PT:- Identifica tion of nouns and Types of nouns in the lesso n Sub Concept :To enable children putting a label to somethin g they already do.	CG-9 Children develop effective communication skills for day- today interactions in two languages	Learning Outcomes:- Basic — Begins to use appropriate vocabulary for some common andfamiliar objects and experiences. (e.g., tellstheir name, names of friends, common objects, and pictures, sweet, sour, round, big) Medium- Uses expanded vocabulary with intentional use of actionwords, descriptive words, tenses, etc Advance: Uses children's dictionaries to Identifymeanings of unknown wordsencountered intexts.		
		CwSN Assisted Learning:		Suggestiv

			The Giving Tree This is the story of a boy and a tree. Tree loved the little boy a lot and the boy also comes to play near the tree daily. Both were very happy. Time went by and the boy grew older. One day, the boy said to the tree he wanted some money to buy things and have fun. The tree offered him to sell its wood in the city and earn money. As it is the tree always helped the boy by giving each of r part like branches for house, trunk to makeup boot, stamp for sitting and resting. The story tells about the true friendship and different uses of trees. Tactile poster of Tree Bold and large font size text of uses of trees. For Hearing Impaired Students Flashcards of tree, parts of tree and it's uses https://youtu.be/bsBE_2rayVs https://youtu.be/HOVhV5a_3Sw						resources/Ac tivities: Make a list of five types of trees found in your neighbourhoo d
May	Literatu	DOMAIN:	Competency	5 C's	Sports:-	Languag	Classr	Class	Experiential
(12-	re	Language and	C-7.1: Observes and understands different	Critical	improvin	е	oom	assignm	learning
14	PROS	literacy	categories of objects and relationships	Thinking	g the	English:-	and	ents	Problem
days	E:	development	land and the m	Collaborat	knowledg	Understa	School		solving
)			between them	ion	e about	nding the	Garde	Individua	Suggesti

	•L2	Aesthetic and	C-9.3: Converses fluently and can hold a	Communi	different	concept	n.	I reading	ve
(12-		Cultural	meaningful conversation	cation	water	and		and	Assess
14	Goa –A	development		Life skills	sports.	usage of		Book	ment :-
pd)	Tourists'	(Manomaya	Learning Outcomes:-	Understa	'	Nouns		exercise	Dictation
' '	Paradise	Kosha)	Basic –	nding	Scientifi	and		S.	Worksheet
	(Travalo	Curricular	•Identifies and names common	Responsi	С	Adjectives			Suggestive
	gue)	Goal:-	1	bility	temper:-			Home	resources/Ac
		CG-7	objects, people,pictures, animals,	Connecte	Understa	EVS:-		assignm	tivities:
	CONCEP	Children make	birds, events etc.with assistance	dness	nding the	Making a		ents:	Identifying the
	T	sense of world	, , , , , , , , , , , , , , , , , , , ,		value of	Family		Write five	different
	Different	around through	•Listens attentively and speaks in short		family	Tree		-six	historical
	tourist	observation and	conversations with familiar people around.		members			sentence	monuments of
	places	logical			and their			s about	the country
	and				importan			Goa and	and write their
	environm	Thinking.	Medium-		ce.			identify	names.
	ent							Nouns	
	SUB-	CG-9	•Identifies and describes common objects,					and	
	CONCE	Children	people, pictures, animals, birds, events etc. on their own					Adjective	
	PT:	develop	Read properly and encourage others to read the					S	
		effective	lessons so that everyone can generate their own					specifical	
	People, shelter,	communication	idea on importance of trees.					ly.	
	food of a	skills for day-to-	idea of importance of trees.						
	place,	day interactions.							
	different		Advance:						
	cuisines.								
	Guisiries.		•Identifies and describes finer details of the						
			objects, signs, places, common activities in the in						
			the immediate environment and in the						

		picture/models •Engages in discussion about a topic and raise and respond to questions			
GRAMM	DOMAIN:	Competency			
AR	Language and				
• L5-	literacy	C-9.7 : Knows and uses enough words to carry out			
Adjectiv	development	day-to-day interactions effectively andcan guess			
es	Curricular	meaning of new words by using existing			
Skills:	Goal:-	vocabulary			
writing, reading,	CG-9	Learning Outcomes:-			
comparin g, co- relating skills CONCEP	Children develop effective communication skills for day-	Basic – •Begins to useappropriate vocabulary for some common and familiar objects and experiences.			
T	today	Medium-			
Types of adjectives	interactions in two languages	•Uses expanded vocabulary with intentional use of action words, descriptive words			
Types of Nouns		 Uses nouns and adjectives as the basic pillars of sentences. 			
SUB		Advance:			
CONCEP		•Uses children's dictionaries to identify meanings			
T:		of unknown words encountered in texts			
Relation		•Reflecting the uses of grammatical phenomena in			

between	literature.	
nouns and		
adjectives		
Comparis		
on of		
Adjectives		
Uses in		
sentenc	CwSN Assisted Learning:	
es	For Visually Impaired students- Main points	
	of the chapter (in audio)	
Learning	Story of all about Goa (Tourist place)	
about	Story of all about God (Foundt place)	
different	Smallest state of India	
and their	Goa is located on - Western cost of India	
usage	along the Arabian Sea	
kinds of	• Four main languages - Marathi, Hindi,	
adjective	Portuguese and Konkani	
s and	Official language - Konkani	
degrees	Traditional dishes - Fish curry, Rice, Arroz	
of	doce	
compari	Famous beaches - Anjuna, Candolim,	
son of	Calangute	
adjective	Food kinds of water sports - Water surfing,	
S.	Water skiing and Scuba diving.	
Sub		
Concept	For Hearing Impaired students	
s:	All above points in text form with few pictures.	
То		

	enable the students to describe the world around them.		https://youtu.be/xpcUSgEH9Po						
July (22- 25 Days) (26- 28 pds)	PROSE L3- Elias (Psychol ogical Fiction) Skills: listening , speakin g, reading, underst anding CONCEP T 1. Duties and	Language and literacy development Socio-Emotional and Ethical Development Cognitive Development (Vijananmaya Kosha) Curricular Goal:-CG-4 Children develop emotional	Competency C-4.2: Recognises different emotions and makes deliberate effort to regulate themappropriately C- 5.1: Demonstrates willingness and participation in specific work towards helping others. C-9.3: Converses fluently and can hold a meaningful conversation. Learning Outcomes:- Basic — • Associates emotions with words and facial expressions. • Assists the teacher and organizes the classroom. • Expresses their needs and feelings through	5 C's Critical Thinking Collaborat ion Communi cation Life skills Inter personal skills Conflict - Resolutio n skill	nding the significan ce and purpose	English:- Understa nding of difference between the concepts of nouns and pronouns, their usages in sentences . EVS:- Understa	Classr oom and School Garde n.	Class assignm ents Peer learning Book exercise s. Home assignm ents: Find the rhyming words from the poem and	Story telling Reflective learning Synergistic Logic Suggestive Assessment :- Dictation Worksheet Suggestive resources/Ac tivities: Make a book cover based on any story book which you like or have read during your

responsi bilities towards family member s and mankind Sub- concept : Summar y and compara tive	intelligence (ability to understand and manage their own emotions) CG-5 Children develop a positive attitude towards productive work and service of "Seva".	 short meaningful sentences Medium- Shares with others (peer and familiar adults) their feelings/emotions Performs appropriate chores at home and/or at school (e.g., putting away toys, watering plants) Engages in conversations based on events, stories, or their needs and asks questions Advance: Consciously uses strategies to calm themselves down (e.g., breathing, changing activity) Assists teachers to create TLM Maintains the thread of the conversation across 	nding different types of plants.	Any three types of pronouns from the lesson.	vacations.
L4- The King and the Fiery Dragon (Fantasy) Skills: listening, speaking	DOMAIN: Language and literacy development Socio-Emotional and Ethical	Competency C-9.3: Converses fluently and can hold a meaningful conversation. Learning Outcomes:-			

, reading,	Development				
understa	Cognitive	Basic –			
nding	Development	•Expresses their needs and feelings through			
	(Vijananmaya	short meaningful sentences			
CONCEP T Fairy	Kosha) Curricular Goal:-	Medium-			
tales and their moral.	CG-9 Children	•Engages with non-fictional content read aloud or discussed in class, is able to link knowledge from their own experiences, and talks about it			
Sub- concept	develop effective communication	Advance:			
High fantasy stories	skills for day- today interactions in	•Maintains thethread of theconversationacross multipleexchanges			
and their morals and	two languages				
usefulne					
SS					
POETR	DOMAIN:	Competency:			
Y	Language and	C-7.2:			
• Poe	literacy	Observes and understands cause and effect			

m2- The	development	relationship in nature.		
Noble	Socio-Emotional	C-9.2: Creates simple songs and poems on their		
Nature	and Ethical	own		
(Literary	Development	C-10.6		
device-	Cognitive	Reads short poems and begins to appreciate		
Symboli	Development	the poem for its choice of words and		
sation,	(Vijananmaya	imagination.		
Compari	Kosha)			
son)	Curricular			
CONCE	Goal:-	Learning Outcomes:-		
PT:	CG7			
Intonatio	Children make	Basic –		
n,	sense of world	•Names objectsin the sky (sun,moon,		
apprecia	around through	stars,clouds)		
tion	observation and	•Enjoys familiar songs andpoems		
SUB-	logical thinking.	Medium-		
CONCE	CG-10			
PT:	Children	•Expresses own preferences, interests and makes		
Charact	develop	choices		
ers of	fluency in	•Identifies rhyming words from familiar poems		
the	reading	and creates new rhyming words		
poem,	and writing in	•Reads short poems and narrates the literal		
real-life	Language 1	meaning of the poem		
analysis	CG-9	Advance:		
	Children	7.4.7.4.1.001		
	develop	•Develops a list of questions to break up a larger		
	effective	question related to natural phenomenon		
	CHECKIVE	question rotated to material phonomenon		

communication skills for day- today interactions in two languages	 Encourages reading more stories having morals. Creates short poems/rhymes independently in their own words Reads short poems and infers the imagination of the poet 		
GRAM- MAR L-2 PRONOU N L-8 - Subject Verb Agreem ent CONCE PT Learning about different types of pronoun s and Language and literacy development Curricular Goal:- CG-9 Children develop effective communication skills for day- today interactions in two languages	COMPETENCY: C-9.7: Knows and uses enough words to carry out day-to-day interactions effectively and can guess meaning of new words by using existing vocabulary Learning Outcomes:- Basic — •Begins to use appropriate vocabulary for some common and familiar objects and experiences. (e.g., tells their name, names of friends, common objects, and pictures, sweet, sour, round, big) •Begins to visually recognize and connects letters (Moolaksharas/ Bharakadi/ Kaguniita) to corresponding sounds Medium- •Uses vocabulary acquired from specific themes,		

their	and topics introduced in class in their	
usage	conversations	
	•Recognizes all aksharas (including	
SUB-	samyuktaksharas) and connects to	
CON-	corresponding sounds	
CEPT	Advance:	
То	Advance.	
improve	•Uses children's dictionaries to identify meanings	
writing	of unknown words encountered in texts	
skills of	•Recognizes as sight words commonly used	
learners	articles, pronouns, and connecting words	
	CwSN Assisted Learning:	
	For Intellectually Disabled Students	
	Break down learning tasks into small steps.	
	Each learning task is introduced, one step at	
	a time.	
	Use charts to map students' progress.	
	Provide positive reinforcement for	
	appropriate, on-task behaviour.	
	For Visually Impaired Students	
	Course materials in braille or an accessible	
	electronic format	
	Verbal descriptions of visual aids, charts,	
	graphs, and other images	

			 Raised-line drawings and tactile models of graphic materials Braille equipment labels, auditory lab warning signals Computer with optical character recognition, screen reader, braille embosser, and Braille printer. https://youtu.be/yet77vB5dPo 						
			https://youtu.be/P8SKXE_SdqM						
			https://youtu.be/auOvG-ZEnGg						
Aug	PROSE:	DOMAIN:	Competency	5 C's	Scientifi	Languag	Classr	Class	Story telling
(22-		Language and	C- 4.6-		С	е	oom	assignm	Constructivis
25	L5- The	literacy	Shows kindness and helpfulness to others	Cross -	temper:-	English:-	and	ents	m
Days	Distingui	development	when they are in need.	cultural	Improvin	Developin	School		Brain
)	shed		C-9.6	understan	g life	g the	Garde	Individua	storming
	Stranger	Socio-Emotional	Narrates short stories with clear plot and	ding	lessons	concept	n.	I reading	Suggestive
(26-	(Fiction)	and Ethical	characters	Communi	learnt	of Simple		and	Assessment :-
28	Skills:	Development		cation	from	Present		Book	Dictation
pds)	listening,	(Manomaya	Learning Outcomes:-	Life skills	gardenin	Tense.		exercise	Worksheet
	speaking,	Kosha)		Understa	g	_		S.	Suggestive
	reading,	Curricular	Basic –	nding		EVS:-			resources/
	understa	Goal:-		Connecte		Inter-		Home	Activities:
	nding	CG4:	Shows care and tenderness in dealing with	dness		relationshi		assignm	Draw a poster
	_	Children	other living beings.	Respectfu		р		ents:	on Earth Day
	CON-	develop		Iness	Technol	between		Write five	which is

CEPT	emotional	Generates the idea of dialogue writing.	Growth	ogy:-	the	-six	celebrated or
CEPT Knowing universe as 'one family'. SUB- CON- CEPT Knowin g more about fictional charact ers and reading about	emotional intelligence (ability to understand and manage their own emotions) CG-9 Children develop effective communication skills for day- today interactions in two languages	 Generates the idea of dialogue writing. Uses the correct form of verbs and tenses in sentences. Medium- Uses social and moral values in our day-to-day life. Takes responsibility for tending and caring for saplings and plants Advance: Shows affinity with different people on earth. Takes responsibilityfor tending to and caring for animals like kittens, puppies, chicken 	Growth and developm ent	ogy:-	the different areas of environm ent.(Graminivo rous, green plants, consumer s)	-six sentence s indicatin g simple present tense and discuss with your friends.	celebrated or 22 April.
about them.	DOMAIN	Feels encouraged reading more stories having morals.					
L6- The	DOMAIN:	Competency					

Selfish	Language and	C-6.1-			
Giant(literacy	Shows care for and joy in engaging with all life			
iction)	development	forms.			
Skills:		C-9.6			
stening,	Socio-Emotional	Narrates short stories with clear plot and			
peaking,	and Ethical	characters			
eading,	Development				
ındersta	(Manomaya	Learning Outcomes:-			
nding	Kosha)				
	Curricular	Basic –			
CON-	Goal:-				
CEPT	CG6:	•Shows care and tenderness in dealing with			
Concept	Children	other living beings.			
of	develop a	Generates the idea of dialogue writing.			
Kindnes	positive regard	Generales the idea of dialogue writing.			
s and	to the different	 Uses the correct form of verbs and tenses in 			
doing	components of	sentences.			
good deeds	our nature including human	Medium-			
SUB- CON-	beings. CG-9 Children	 Uses social and moral values in our day-to- day life. 			
CEPT-	develop effective	•Takes responsibility for tending and caring for saplings and plants			
Dialogue	communication				
writing	skills for day-	Advance:			
Uses of	today				
'ethical	interactions in				

values'	two languages	•Shows affinity with different people on earth.		
		•Takes responsibility for tending to and caring for animals like kittens, puppies, chicken		
		Feels encouraged reading more stories having morals.		
GRAM-	DOMAIN:	Competency:		
MAR:	Language and	C-9.4: Understands oral instructions for a		
L-6	literacy	complex task and gives clear oral instructions		
Verbs	development			
L-10 - The	Curricular	for the same to others		
Present	Goal:-	Learning Outcomes:-		
Tense	CG-9	Basic –		
CON-	Children			
CEPT	develop	•Listens and follows short instructions (e.g., bring		
Types of	effective	the blocks here, wash hands properly, etc.)		
verb	communication	•Uses the correct form of verbs and tenses in		
Concept	skills for day-	sentences.		
of Tense	today	Medium-		
SUB	interactions in			
CON-	two languages	•Gives clear instructions to accomplish short		
CEPT:		tasks to other children or adults.		
	Children	•Connects the relation between verbs and tenses.		
Types of	develop their			
Tenses	knowledge of			
	action words	Advence		
Example		Advance:		

Transitive and Intransitiv e verb.	and types of tenses through general conversation in class room.	 Gives clear instructions comprising of several steps (8 to 9 instructions at a time) Importance of verbs and tenses. 		
Skills: Reading, Writing, Assimilat ing, Adapting skills		GENERALISATION: Action words: verbs Time of verbs: Tenses Habits, universal truth, regularity: simple present tense		
		 CwSN Assisted Learning: For Hearing Impaired students Use sign language interpreter, real-time captioning, and/ or FM system for teaching. Use Note taker in teaching learning process. Use visual aid. Write key phrases and lecture outlines on the blackboard or overhead projector. Children with Autism (Learning Assistance) Teach the story using flow charts with connectors. 		

			Use storyboards.						
			https://youtu.be/15DtZ0j4hy8						
			https://youtu.be/2fnt3BhbCNI						
			https://youtu.be/79K60mNmPKE						
			https://youtu.be/ AUz4m4hvhPw						
Sept	GRAM-	DOMAIN:	Competency	5 C's	Scientifi	Languag	Classr	Class	Story telling
(22-	MAR	Language and			С	е	oom	assignm	Constructivis
25		literacy	C- 10.4 –	Communi	temper:-	English:-	and	ents	m
Days	1. Para	development	Reads story and passages with accuracy and	cation	-	Concept	School		Brain
)	graph	(Vijnanamaya	fluency with appropriate pauses and voice	Critical		of letters (Garde	Picture	storming
	writin	Kosha)	modulation.	thinking		its kinds	n.	composit	Suggestive
(12-	g	Curricular		Life skills		and		ion on	Assessment
14	2. Letter	Goal:-	C-10.8 –	Understa	Technol	format)		"Classro	15
pds)	writin		Writes a paragraph to express their	nding	ogy:-	,		om"	Dictation
	g(For	GRAMMAR	understanding and experiences.	Compreh				Format	Worksheet
	mal)		Learning Outcomes:-	ending				of a	Suggestive
	,	CG10:		Visualisati				formal	resources/Ac
	3. Unse	Children	Basic –	on				letter.	tivities:
	en Pass	develop fluency	•Able to read the passage.						
	age	in reading and						Home	
	Com	writing in	•Able to understand the passage.					assignm	
	prehe	language.	•Able to write the answers of given question					ents:	
	nsion		based on passage.					Two	
			•Able to understand the formats.					Formal	
	• CONC EPT		•Able to understand the formats.					letters	
			Medium-						
	Format								

of letters	Able to read with fluency and write with	
Types of	accuracy.	
letters	•Able to write paragraph, letter; generating new ideas.	
Examples of	Advance:	
paragraph s, letters and	•Read, write comprehend and answer the questions correctly based on the paragraph.	
unseen passage	Developing imaginary and thinking skills of students.	
'How to write',		
'what to write'		
• SUB CON- CEPT:		
Vocabular		
y Conversat		
ion Skills, writing,		
vocabular		
y building,		
constructi		

	ng, Assimilati ng skills								
			Visual Impairment students' assistance: • Specific points of the topics in audio form. • Use of Bold and Large font pictures book. • Use of embossed flash cards. • Words cut outs for formation of sentences.						
			Hearing Impairment students' assistance: Teach the story using visual and concrete aids (flash cards, picture cards, puppets). https://youtu.be/7Cu9Scak6UQ						
Oct	POET	DOMAIN:	TERM II Competency	5 C's	Scientifi	Languag	Classr	Class	Story telling
(22-	RY	Cognitive	POETRY:		C	e	oom	assignm	Constructivis

25		Development	C-7.2: Observes and understands cause and effect	Collaborat	temper:-	English:-	and	ents	m
Days	•POEM	Language	relationships in nature by forming	ion	Shaping	Appreciati	School	Poem	Brain
)	3	development		Critical	the	on of the	Garde	recitation	storming
(18- 21 pds)	A Child's Evening Prayer (Literary device- Rhyme and Rhythm)	Literacy Development (Vijnanamaya Kosha) Curricular Goal:- CG7 Children make sense of world around through	simple hypothesis and uses observations to explain their hypothesis C-9.2 Creates simple songs and poems on their own Learning Outcomes:- Basic — • Differentiates between day and night •Uses tools and implements effectively in work situations.	thinking Life skills Goal Setting Discipline Reverenc e Efforts	functional meaning or significan ce of tempera mental character istics in human develop	poem Understa nding the rhyme rhythm and intonation . EVS:- First War of	n.	Chapter reading Home assignm ents: Find the Rhyming words from the poem	Suggestive Assessment :- Dictation Worksheet Suggestive resources/Ac tivities: Examples of simple Present
	 Import ance of Prayer s appre ciating the Poem. SUB- 	observations and logical thinking. CG-9 Children develop effective communication skills for day- today interactions in two languages	 Enjoys rhymingwords in songsand poems Medium- Differentiates between day and night Identifies rhyming words from familiar poems and creates new rhyming words Advance: Describes how a balance must be maintained between the needs of humanSociety and the natural environment (e.g.,Being kind toAnimals enables them to work with us, correct garbage disposal is necessary to avoid diseases) 		Technol ogy:-	Independ ence Sepoy Mutiny Revolt of 1857.			Tense and Simple Past Tense.(In Sentences)

CONC EPT:		•Creates short poems/rhymes independently in their own words			
Recitation , intonation , figure of speech Skills: Recitation , listening					
PROSE: L7- Brave Rani Lakhs mibai (biograp hy) Skills: listening, speaking	DOMAIN: Cognitive Development Language development Literacy Development (Vijnanamaya Kosha) Curricular Goal:- CG7	COMPETENCY: C- 7.3 Uses appropriate tools and technology in daily life situations and for learning. Learning Outcomes:- Basic — •Uses tools and implements effectively in work situations. Medium- •Develop the understanding about the eminent			

reading, understa nding •CONC EPT: Introducti on of Historical character s • SUB- CONC	Children make sense of world around through observations and logical thinking.	Advance: Acknowledge the sacrifice of the eminent historical character. Inculcates the interest to know about them more.			
Question s- answers Referenc e to the context New words Word meanings					

GRAM-	DOMAIN:	COMPETENCY:		
MAR	Language and	C-9.3: Converses fluently and can hold a		
	literacy	meaningful conversation		
L11- The Past Tense L-13 Modals	development Curricular Goal:- CG-9	C-11.2: Recognises most frequently occurring letters of the alphabet (forms of akshara) of the script, and uses this knowledge to read and write simple words and sentences		
CON- CEPT: Uses of tenses SUB- CONCEP Types	Children develop effective communication skills for day- today interactions in two languages CG11: Children begin	Generalization: Difference between simple present and simple past tense Working continuously: present continuous tense Learning Outcomes:- Basic — •Initiatesconversations indaily life withpeers andteachers in avariety of schoolsettings		
Skill: Writing	to read and write in language comprehending the uses of tenses etc.	 Reads simple two-syllable words that are familiar and with known letters Develop the idea of difference between present and past tenses. 		
	terises etc.	Medium-		
		•Engages in conversations based on events, stories, or their needs and asks questions		

 Reads simple three to four syllable words that are familiar Able to write sentences mentioning their tenses. Advance: Engages with non-fictional content read aloud or discussed in class, is able to link knowledge from their own experiences, and talks about it Recognizes as sight words their names and labels of objects in their environment 		
Visual Impairment student's assistance: Record the specific points of the chapter and allow the child to listen separately. Use embossed flash cards of the objects which are specifying in the chapter. Provide specific points of the chapter in Braille format. Hearing Impairment students' assistance: Use words flashcard for the formation of simple sentences. Teach the Tenses using flow charts with connectors.		

			https://youtube.com/watch?v=fgo8na6brFQ&si= EnSIkaIECMiOmarE https://youtu.be/fnAF80C2PDw						
			https://youtu.be/oWu4eosmrwE						
Nov	POET	DOMAIN:	Competency	5 C's	Scientifi	Languag	Classr	Class	Integrative
(22-	RY	Cognitive		.	C	e	oom	assignm	Learning
25		Development	C- 4.1	Collaborat	•	English:-	and	ents	Story telling
Days	POEM	(Vijnanamaya	Starts recognising 'self' as an individual	ion	Shaping	Understa	School		Brain
)	4-	Kosha)	belonging to a family and community.	Critical	character	nding	Garde	Lesson	storming
	Нарру	Language and	C-9.1	thinking	and	different	n.	reading	Suggesti
(21-	Mother's	Literacy	Listens to and appreciates simple songs,	Cooperati	values of	tenses		and	ve
24	day	development	rhymes, and poems	on	a person	and their		Identifica	Assess
pds)	(Literary	Socio-Emotional	Learning Outcomes:-	Life skills		usages		tion of	ment :-
	Device-	and Ethical		Presence				Tenses	Dictation
	Rhyme)	Development	Basic –	of mind				Home	Worksheet
		(Manomaya	•Shares other Identifying information (e.g.,	Sense of		EVS:-		assignm	Suggestive
	CON-	Kosha)	parent's name)	humour	Technol	Concept		ents:	resources/Ac
	CEPT		•Sings along tosongs and rhymes with intonation	Connecte	ogy:-	of 'My		Book	tivities:
	Respectin	Curricular	and gestures	dness		Family'		Exercise	Make a Tense
	g parents	Goal:-	and gestures					S	chart.
	SUB-	:							
	CON-	CG-4:	Medium-						
	CEPT:	Children	Begins to express their capabilities and interest						
	Appreciati	develop	with a view to contribute to society - when I						
	on	emotional	grow up, I want to be a farmer, a doctor, pilot, be						
	Intonation	intelligence.	a soldier, etc						
		CG-9 : Children	•Sings/recites short (4-5 sentences)						

Recitation	develop effective	songs/poems		
Summary	communication skills for day-to- day interactions in	Develop sense of responsibility towards family and community.		
	two languages	Advance: •Values the work of adult members of the family (e.g., my mother is a farmer, and her work helps all of us to eat well) •Sings/recites songs/poems with two to three stanzas Uses intelligence in daily life situations.		
PROSE	DOMAIN:	PROSE:		
	Cognitive	C- 7.3: Uses appropriate tools and		
L8-	Development	technologies in daily life situations.		
Birbal	(Vijnanamaya	C-9.6: Narrates short stories with clear plot and		
and the	Kosha)	characters		
Barber	Language and			
Skills-	Literacy	Learning Outcomes:-		
Listening	development	Basic –		
,	Socio-Emotional			
speaking	and Ethical	•Shows inclination to use simple tools while		
,	Development	playing		
reading,	(Manomaya	•Imagines and narrates personalized		
writing	Kosha) Curricular	endings of the story.		

CONCE	Goal:-	Medium-			
PT:	PROSE:				
То		•Uses tools and implements effectively in work			
teach	CG7:	situations			
the	Children make	•Narrates their own short stories with simple			
importan	sense of world	plots and characters			
ce of wit,	around through				
humor,	observations	Advance:			
presenc	and logical				
e of	thinking.	•Builds simple tools and implements for using in			
mind		day-to-day activities			
and	CG-9	•Creates their own stories, with complex plots			
intelligen	Children	and multiple characters (as a group)			
ce	develop	•Uses intelligence in daily life situations.			
during	effective				
difficult	communication				
times.	skills for day-				
	today				
SUB-	interactions in				
CON-	two languages				
CEPT:					
Activity					
Applicati					
on					
Intelligen					
ce					
Uses in					
daily-life					

situation					
S					
GRAM-	DOMAIN:	GRAMMAR:			
MAR	Cognitive				
•L-15	Development	C-9.7 : Knows and uses enough words to carry out			
Prepositi	(Vijnanamaya Kosha)	day-to-day interactions effectively and			
on	Language and	can guess meaning of new words by using			
• L-12	Literacy	existing vocabulary.			
The	development				
Futur	Socio-Emotional	Learning Outcomes:-			
e Tense	and Ethical				
	Development	Basic –			
Skills:	(ManomayaKo	Predicts meaning of unknown words in texts			
dictionary	sha)	using picture and context cues.			
, vocabular	Curricular	using pretare and context caes.			
y, reading	Goal:-				
CON-		Medium-			
CEPT	CG-9	Uses expanded vocabulary with intentional use			
Types	Children	of prepositions, action words, descriptive words,			
and	develop effective	tenses, etc			
differenc	communication				
es	skills for day-				
writing	today	Advance:			
SUB	interactions in				
CON-	two languages	•Uses children's dictionaries to identify meanings			

	CEPT:		of unknown words encountered in texts.						
	Tense-	Children							
	chart	develop the idea							
	mentioni	of different							
	ng	tenses in prose							
	example	and poetry.							
	S	and poetry.							
			CwSN Assisted Learning:						
			Visual Impairment student's assistance:						
			Record the specific points of the chapter and						
			allow the child to listen separately.						
			Use embossed flash cards of tree, lamp and						
			other objects which are specific in the chapter.						
			Provide specific points of the chapter in Braille						
			format.						
			Hearing Impairment student's assistance:						
			Add the videos with caption and embed in your						
			presentations to support the child to learn with						
			the rest of the class.						
			Make visible charts related to the topic with						
			subtitles.						
			Refer apps for learning.						
			https://youtube.com/watch?v=MVEZDqvtqb						
			Y&si=EnSIkalECMiOmarE						
			https://youtu.be/6zHMANyTYbk						
			https://youtu.be/VWNIWjSsF4w						
Dec	• PRO	DOMAIN:	Competency	5 C's	Scientifi	Languag	Classr	Class	Interactive

(22- 25 Days) (24- 28 pds)	SE: L9- The Great Barrier Reef (Travalo gue) Skills- Listenin g, Reading CON- CEPT Natur e and its Beaut y Coop eratio n, affecti	Language development Literacy Development Socio-Emotional and Ethical Development(M anomaya Kosha) Aesthetic and cultural development. (Anandamaya kosha) Curricular Goal:- PROSE: CG4: Children develop emotional intelligence	PROSE: C- 4.4 Shows cooperative behaviour with other children. Learning Outcomes:- Basic — •Understands the concept of World Heritage sites. •Able to enhance thinking skills Medium- •Improves writing skills •Inculcates the core meaning of prose Advance: •Introduces the concept of Joyful learning •Able to make their own stories	Collaboration Critical thinking Cooperation Life skills Universal love and peace. Conservation Writing with imaginatio	c temper:-Shaping character and values of a person. Technol ogy:-	e English:- Independ ent writing EVS:- Conservat ion of natural resources .	n.	assignments Lesson reading and Story telling Home assignments: Book Exercise s	Learning Story telling Brain storming Reflective learning. Suggestive Assessment:- Dictation Worksheet Suggestive resources/Ac tivities: Locate Great Barrier Reef on a map of Australia.
	n,								

CON-					
CEPT:					
Value-					
based					
question					
Referen					
ce to the					
context					
• PRO	DOMAIN:	Competency			
SE:	Language				
L10	development	C-9.6			
Aliens	Literacy	Narrates short stories with clear plot and			
Pay a	Development	characters			
Visit	Socio-Emotional				
(fiction)	and Ethical	Learning Outcomes:-			
Skills-	Development(M				
Listenin	anomaya	Basic –			
g,	Kosha)	 Able to understand the types of sentences 			
Reading	Aesthetic and	used in prose			
Reading	cultural	Able to enhance thinking skills			
CON-	development.	Able to enhance thinking skills			
CEPT	(Anandamaya				
Univer	kosha)				
se	Curricular	Medium-			
and its	Goal:-	Improves critical thinking			
inhabit	PROSE:	_			

sub-con-cept: The interacti on between humans and the extraterr estrial compon ents and creature s	CG-9 Children develop effective communication skills for day- today interactions in two languages	Advance: Introduces the concept of Joyful learning Able to make their own stories			
GRAM-	DOMAIN:	COMPETECY:			
MAR	Language and	C-10.3 : Recognises all the letters of the alphabet			
• L-4	literacy	(forms of akshara) of the script (L1) anduses this			
Articl es	development	knowledge to read and write words C10.8:			
• L 14- Conju		Writes a paragraph to express their			

	understanding and experiences.						
O maio dan	Develops phonological awareness.						
Goal:-	Learning Outcomes:-						
CG-10	Basic –						
Children	•Knows that words are made of letters						
develop	•Identifies rhyming words and alliterations						
fluency in							
_							
_							
	Medium-						
	•Recognizes						
	allaksharas(includingsamyuktaksharas)and						
Willo	connects tocorrespondingsounds						
	Mimics and reproduces syllabic sounds						
	Advance:						
	form the most familiar words						
	•Introduces the concept of Joyful learning						
	CG-10 Children develop	Curricular Goal:- CG-10 Children develop fluency in reading and writing CG-11 Children begin to read and write Medium- •Recognizes allaksharas(includingsamyuktaksharas)and connects tocorrespondingsounds •Mimics and reproduces syllabic sounds Advance: •Recognizes as sightwords commonlyused articles,pronouns, andconnecting words •Combines sounds (vowel and consonant) to form the most familiar words	Curricular Goal:- CG-10 Children develop fluency in reading and writing CG-11 Children begin to read and write Medium- •Recognizes allaksharas(includingsamyuktaksharas)and connects tocorrespondingsounds •Mimics and reproduces syllabic sounds Advance: •Recognizes as sightwords commonlyused articles,pronouns, andconnecting words •Combines sounds (vowel and consonant) to form the most familiar words	Curricular Goal:- CG-10 Children develop fluency in reading and writing CG-11 Children begin to read and write Medium- •Recognizes allaksharas(includingsamyuktaksharas)and connects tocorrespondingsounds •Mimics and reproduces syllabic sounds Advance: •Recognizes as sightwords commonlyused articles,pronouns, andconnecting words •Combines sounds (vowel and consonant) to form the most familiar words	Curricular Goal:- CG-10 Children develop fluency in reading and writing CG-11 Children begin to read and write Medium- •Recognizes allaksharas(includingsamyuktaksharas)and connects tocorrespondingsounds •Mimics and reproduces syllabic sounds Advance: •Recognizes as sightwords commonlyused articles,pronouns, andconnecting words •Combines sounds (vowel and consonant) to form the most familiar words	Curricular Goal:- CG-10 Children develop fluency in reading and writing CG-11 Children begin to read and write Medium- *Recognizes allaksharas(includingsamyuktaksharas)and connects tocorrespondingsounds *Mimics and reproduces syllabic sounds Advance: *Recognizes as sightwords commonlyused articles,pronouns, andconnecting words *Combines sounds (vowel and consonant) to form the most familiar words	Curricular Goal:- CG-10 Children develop fluency in reading and writing CG-11 Children begin to read and write Medium- •Recognizes allaksharas(includingsamyuktaksharas)and connects tocorrespondingsounds •Mimics and reproduces syllabic sounds Advance: •Recognizes as sightwords commonlyused articles,pronouns, andconnecting words •Combines sounds (vowel and consonant) to form the most familiar words

	articles, prepositi ons and conjuncti ons properly.		•Able to make their own stories CwSN Assisted Learning: Children with Autism (Learning Assistance) Use of pictures books to teach the chapter. Keep your sentences short & simple. Assign partners with whom they feel comfortable while reciting poem or reading chapter. Use storyboards. Hearing Impairment students assistance: Use visual aids. Use chapter related videos with subtitle. https://youtu.be/mfvql8KEs2k https://youtu.be/cmqjhB0H-lk https://youtu.be/cmqjhB0H-lk https://youtu.be/83ujFcGrxHI						
			Intps://youtu.be/oouji corxin						
Jan	PROSE	DOMAIN:	Competency	5 C's	Scientifi	Languag	Classr	Class	Integrative
(22-	AND	Language	C- 4.4		C	е	oom	assignm	learning
25	POETR	development	Shows cooperative behaviour with other	Collaborat	temper:-	English:-	and	ents:	Connectedne
Days	Y:	Literacy	children and society.	ion	Making a	Uses of	School	Loud	ss to the
)	L11 - A	Development	C-10.5	Critical	specific	Parts of	Garde	reading	community
	Unique		Reads short stories and comprehends its	thinking	objectivit	speech in	n.	of	Synergistic-

(18-	Party	Socio-Emotional	meaning – by	Cooperati	y of	writing,	lessons	logic
21	(Fiction)	and Ethical	identifying characters, storyline and what the	on	lessons,	Reading		Experient
pds)	Skills:	Development	author wanted		improvin	with	Format	ial
	Listening	Curricular	to say – on their own		g	appropriat	of formal	learning.
	,	Goal:		Life skills	imaginar	е	letters	Suggestive
	Reading	CG4: Children	Learning Outcomes:-	Creativity	y skills,	pronuncia		Assessment
	and	develop		Model-	indicating	tion,	Example	15
	writing	emotional	Basic –	building	as a	Independ	s of	Dictation
		intelligence.		Learning	'multi-	ent writing	formal	Workshe
	CONCE	CG-10	•Understands the concept of FAIRY TALE	by doing	disciplina		letters	et.
	PT:	Children	characters	Learn-	ry'.	EVS-		Suggestive
	Making	develop	•Enjoys playing with other children	how to		Multidisci		resources/Ac
	children	fluency in		learn		plinary	Home	tivities:
	curious	reading	•Reads picture books and identifies objects and	Effective		approach	assignm	Making a
	about	and writing in	actions	communic		(holistic	ents:	Birthday
	reading	Language 1	•Able to enhance thinking skills	ation	Technol	developm	Practice	Card.
	fairy	(L1)2			ogy:-	ent)	of formal	
	tales						letters	
	and		Medium-				5 (
	story						Referenc	
	books.		•Reads books aloud with short simple texts and uses both visual cues and text to infer and retell				e to the	
			the story with accurate sequence and				context	
	SUB-		elaboration				(chapter	
	CONCE		Demonstrates willingness to include other's				related)	
	PT:		ideas during play					
	Reading		ideas daring play					
	and							
	Compre		Advance:					

hension		 Frames rules for play with others and follows those rules. Begins "Independent Reading" of books of more textual content than visual content 		
Poem	DOMAIN:	COMPETENCY-		
5 Grandf	Poetry :	C-10.6		
ather	,	Reads short poems and begins to appreciate		
Clock	Language and	the poem for its choice of words and		
(Literary	Literacy	imagination		
Device-	Development	C11.2:		
Rhyme)		Uses the knowledge to read and write simple		
Skills:	Curricular	words and sentences independently		
Adaptatio	Goal:-	Learning Outcomes:-		
n	CG-10			
Accommo	Children	Basic –		
dation	develop fluency	•Begins to write the aksharas they recognize and		
LSRW	in reciting the	uses them to form simple words		
CONCE	poem.	•Writes down short words on dictation		
PT:	CG11:	•Writes sentences with accuracy.		
Apprecia	Children begin to read and			
ting and		Medium-		
valuing	write in			
elders	language independently	•Reads short poems and narrates the literal		
and their	independently	meaning of the poem		

	things.		•Mritos down with acquragy 2 or 4 cyllobla		
	SUB-		Writes down with accuracy 3 or 4 syllable words when dictated		
	CONCE		•Reads simple three to foursyllable words that		
	PT:		are familiar		
	Respecti		•Inculcates the core meaning of prose and poetry		
	ng the				
	tradition		Advance		
	S.		Advance:		
	Referen		•Reads short poems and infers the imagination of		
	ce to the		the poet		
	context		•Creates a sequence of pictures and writes short		
	COMEX		sentences along with them with accuracy		
			 Recognizes as sight words commonly used 		
			articles, pronouns, and connecting words		
	GRAMM	DOMAIN:	COMPETENCY-		
	AR	Language and	C-9.7		
	• L-7	literacy	Knows and uses enough words to carry out		
	A 1 I	development	day-to-day interactions effectively.		
	Adverb	'	C11.2:		
	S		Uses the knowledge to read and write simple		
	● L-16		words and sentences independently.		
	Interj	Curricular	Learning Outcomes:-		
	ection		Learning Outcomes		
	S	Goal:-	Deele		
	CON-	00.0	Basic –		
	CEPT:	CG-9			
	To	Children	•Begins to write the aksharas they recognize and		
		develop	uses them to form simple words		
1	enable	effective	 Writes down short words on dictation 		

the	communication	Writes sentences with accuracy.			
students	skills for day-				
to	today	Medium-			
identify	interactions in				
different	two languages	Writes down with accuracy 3 or 4 syllable words when dictated			
types of		Reads simple three to foursyllable words that			
adverbs	CG11:	are familiar			
in the	Children begin	•Inculcates the core meaning of prose and poetry			
sentenc	to read and	•inculcates the core meaning of prose and poetry			
es.	write in				
Sub	language	Advance:			
Con-	independently.	•Creates a sequence of pictures and writes short			
cept:		sentences along with them with accuracy			
		•Recognizes as sight words commonly used			
То		articles, pronouns, and connecting words			
enable					
students					
to use					
various					
kinds of					
adverbs					
in their					
writing.					
		CwSN Assisted Learning:			
		Visual Impairment students assistance:			
		Specific points of the topics in audio form.			

			Use of Bold and Large font pictures book.						
			 Use of embossed flash cards of adverbs. 						
			Words cut outs for formation of sentences.						
			Hearing Impairment students' assistance:						
			Take some videos of sign language expert,						
			videos with captions which are related to the						
			chapters.						
			Use Visual aids like flash cards of different						
			games, siblings with captions.						
			https://youtu.be/uMZV7kmGJc4						
			https://youtu.be/LNH7z8VIPGA						
			https://youtu.be/nNGiDfCX7PI						
			https://youtu.be/qVo6N4vMPfI						
Feb	GRAM-	DOMAIN:	Compatancy	5 C's	Scientifi	Longueg	Classr	Class	Integrative
	MAR:		Competency	508		Languag			Integrative
(22- 25	• L-9	Language	C-10.8 : Writes a paragraph to express their	Collaborat	C	e English:	oom and	assignm	learning Connectedne
_	Activ	development Literacy	understanding and experiences C11.2:	ion	temper:- Making a	English:- Uses of	School	ents: Loud	ss to the
Days	e and	Development		Critical	specific	Parts of	Garde	reading	
,	Passi	Socio-Emotional	Uses the knowledge to read and write simple	thinking	objectivit	speech in		of	community Synergistic-
	ve	and Ethical	words and sentences independently.	Cooperati	y of	writing,	n.	lessons	logic
	voice	Development	Learning Outcomes:-	on	lessons,	Reading		16330113	Experiential
	1.47	Development	Learning Outcomes	OH	improvin	with		Format	learning
	• L-17	Curricular	Basic –					of formal	Suggestive
	Punct	Goal:-	Dasic -		g imaginar	appropriat e		letters	Assessment
	uatio	CG-10: Children	a Decima to simila the alsohome at hoss were suited and		y skills,			1011012	ASSESSITETIL
	ns		Begins to write the aksharas they recognize and uses them to form simple words		-	pronuncia		Evample	Dictation
		develop fluency	uses them to form simple words		indicating	tion,		Example	Dictation

Letter	in reading and	•Writes down short words on dictation		as a	Independ	s of	Worksheet
Writin	writing in	Writes sentences with accuracy.		'multi-	ent writing	formal	Suggestive
g(Info	Language 1		Life skills	disciplina		letters	resources/Ac
rmal	CG11:	Medium-	Creativity	ry'.	EVS-		tivities:
letter	Children begin		Model-		Multidisci		Making a
s)	to read and	Writes down with accuracy 3 or 4 syllable words when dictated	building		plinary		Birthday
Unse	write in	Reads simple three to foursyllable words that	Learning		approach		Card.
en	language	are familiar	by doing		(holistic	Home	
Pass	independently.	•Inculcates the core meaning of prose and poetry	Learn-		developm	assignm	
age		The dicates the core meaning or prose and poetry	how to		ent)	ents:	
Comp			learn			Practice	
rehen		Advance:	Effective			of formal	
sion		•Creates asequence ofpictures andwrites	communic			letters	
CON-		shortsentencesalong withthem withaccuracy	ation				
CEPT:-		•Recognizes as sight words commonly used				Referenc	
-		articles, pronouns, and connecting words				e to the	
Underst						context	
anding						(chapter	
and						related)	
usage of							
active							
and							
passive							
voice							
- proper							
usage of							
interjecti							
ons							

Sub-				
Concept:				
То				
enable				
students				
to write				
the				
sentenc				
es				
indepen				
dently in				
active				
as well				
as in				
passive				
voice				
	CouCNI Assistad Learnings			
	CwSN Assisted Learning:			
	Visual Impairment students assistance:			
	Specific points of the topics in audio form.			
	Use of Bold and Large font pictures book.			
	 Use of embossed flash cards of adverbs. 			
	Words cutouts for formation of sentences.			
	Hearing Impairment students assistance:			

Take some videos of sign language expert, videos with captions which are related to the		
chapters.		
Use Visual aids like flash cards of different games, siblings with captions.		
https://youtu.be/uMZV7kmGJc4		
https://youtu.be/LNH7z8VIPGA		
https://youtu.be/nNGiDfCX7PI https://youtu.be/qVo6N4vMPfI		

Class: IV Subject: MATHS

<u>Term I</u>	<u>Term II</u>
Report card will consist of 100 marks	Report card will consist of 100 marks

Periodic Test I-Jul	Half-yearly Exam -Sep	Periodic Test I- Dec	Annual Exam- Mar
(30% syllabus- MM 40)	(50% syllabus MM 80)	(30% syllabus- MM 40)	(50% syllabus MM 80-
(Weightage in report card-10 Marks)	(Weightage in report card-80 Marks)	(Weightage in report card-10 Marks)	Syllabus will have 10% Syllabus of Term-1 and the entire syllabus of Term 2)
			(Weightage in report card-80 Marks)
Apr	Aug	Oct	Dec
Unit-1 Number and	Unit-6 Division	Unit-9 Decimals	Unit-13 Time
Numeration	Unit-7 Multiples and Factors	Unit-10 Metric System	Unit-15 Number Patterns
Unit-2 Roman Numerals			
May	Sep	Nov	Jan
Unit-3Addition	Unit-8Fractions	Unit-11Geometry	Unit-14Money
Unit-4 Subtraction		Unit-12Perimeter and Area	Unit-16Data Handling
July-	3. Note Book submission MM 25 (Weightage 5 Marks)		Feb-
Unit-5Multiplication	4. Subject Enrichment Activity MM 25 (Weightage 5 Marks)		Revision for Annual Exam

					4.	5 Marks) Subject Enrichment A (Weightage 5 Marks)	
Report card will	consist of:- 100	marks		Report card will co	nsist of:- 100 marks		
Evaluation	% syllabus	Maximum Marks	Weightage	Evaluation	% syllabus	Maximum Marks	Weightage
Periodic Test-I in Jul	30%	40 Marks	10 Marks	Periodic Test-2 in Dec	30%	40 Marks	10 Marks
Note Book submission		25 Marks	5 Marks	Note Book submission		25 Marks	5 Marks
Subject Enrichment Activity		25 Marks	5 Marks	Subject Enrichment Activity		25 Marks	5 Marks
Half-yearly Exam in Sep	50% syllabus	80 Marks	80 Marks	Annual Exam in Mar	10% Syllabus of Term-1 and entire syllabus of Term 2	80 Marks	80 Marks

Centrally Bifurcated Syllabus Maths - Class IV

TEXT BOOK: Learning MathsClass: IV PUBLISHER: Frank Educational Aids **CWSN** Mon UNIT/ Domain & Competency 21st Century Integration Inter-Perio Learning Assignme Suggestive LESSON:-Curricular disciplinar & skills ds Space Pedagogies th nts Number-Goals Lesson No integration (mapping Learning Name:with Outcome CONCEPT:-Foundational stage) UNIT:- 1 Develop C's Arts:-Count the Class room Class Project -Apr. Domain: Competency 12 to C-8.2 Identifies Communica beads on the English:-14 for Name:-Cognitive concept assignme based Number and Development and and tion, abacus and write learning Reading days discussing nts Critical Numeration Developing extends simple communic the numbers. Book Dice game the and Positive Thinking, **Exercises** with 5 and patterns in their ation numbers explaining CONCEPT:surroundings Creativity Sports:written on and 6-digit Learning amongst the concept Writing 5-Collaboratio Staircase game, **Habits** and numbers. children the board. of Numbers examples numbers. C-8.4 Arranges digit and 6through speaking out the and n EVS: successive Problem digit numbers numbers up to Numeratio play Curricular 999999 in solving Subactivities Life skills: number after Using the ascending and Concepts Goal:and real Quantitative each step. knowledge Maths Lab Suggestive *Place Value CG-7 descending life of numbers for doing Home Assessment :reasoning and Face Children order. Scientific in daily life *Ouiz examples. Logical activity assignme Value make sense of C-8.5thinking based on *Worksheet situations. temper:nts *Indian Place Show the the world Recognizes and Observe the Numbers. *Google

Value	around	uses numerals		pattern and		Act	ivity	given	Form
System	through	to represent		fill in the blanks.	Art:-	rooi	n for	numbers	* Multiple
*Internationa	observation	quantities up to			Showing	role	play.	on both	Choice
1 Place Value	and logical	999999.		Technology:-	the 5-Digit			Indian	Questions
System	thinking.	C-8.12 Develops		Use of ppt and	and 6-			and	
*Ascending	CG-8	adequate and		video links.	Digit			Internatio	Suggestive
and	Children	appropriate			numbers			nal Place	resources/Ac
Descending	develop	vocabulary for			on			Value	ivities
Order	mathematical	comprehending			the abacus.			Systems.	liveworkshee
*Successor	understanding	and expressing							ts.com
and	and abilities	concepts and							
Predecessor	to	procedures			Music:-				
*Formation	recognize the	related			Number				
of greatest	world through	to quantities.			Song				
and smallest	quantities.	C-8.13							
numbers	Kosha -	Formulates and							
*Skip	*Vijnanamay	solves simple							
Counting in	a kosha, is	mathematical							
Ten	emphasized	problems related							
thousands	to engage	to							
and	meaningfully	quantities.							
Lakhs	with the	Learning							
	cognitive and	Outcomes:-							
	conscious	CG-8 Basic:							
	aspects of	Read and write							
	human	numbers up to							
	experience."	999999.							
	*Anandmaya	Medium: CG-8							
	kosha,or	Learner will be							
	experience of	able to work							

transcendence	with				
is best	large numbers.				
addressed for	Advance: CG-8				
this age group	Compare				
through art	numbers up to				
and culture.	999999 for their				
	value bassed on				
	their place				
	value.				

TEXT	BOOK: Le	earning MathsClass:	IV								
PUB	LISHER: Fr	ank Educational Aid	ls								
Mon	UNIT/	Domain &	Compete	CWSN	21st	Integration	Inter-disciplinary	Periods	Learning	Assignm	Suggestive
th		Curricular Goals	ncy		Century		integration		Space	ents	Pedagogies
	LESSON:	(mapping with	&		skills						
	-	Foundational									
	Number-	stage)									
	Lesson		Learning								
	No		Outcome								
	Name:-										
	CONCEP										
	T:-										
Apr.	Unit - 2	DOMAIN:	Compete	Develop	C's	Arts:-	Language	5 days	School	Class	Project -
		Cognitive	ncy	concept and	Communic	Drawing	English:- Tell a		Math lab	assignme	<u>based</u>
	Unit -	Development	C-7.3	communica	ation,	of a clock	story about how		Surroundin	nts	<u>learning</u>
	Roman	Curricular Goal:-	Uses	tion	Critical		roman numerals		gs	Book	
	Numerals	CG-7 Children	appropria	amongst	thinking	Sports:-	came into being			Exercise	Chronologic
		make sense of the	te tools	children		Arrange				s and	ally collect

Concept -	world around	and	through		the pre		examples	data off
Identificat	through	technolog	play	Life skills	numberdb	EVS - Read the	Home	<u>India's</u>
ion of	observation and	y in daily	activities	Problem	alls in	numbers written	assignme	<u>freedom</u>
Roman	logical thinking.	life	and real life	solving,	ascending	using Roman	nts	movement
Numbers	CG-8 Children	situations	examples.	quantitative	order	Numerals in	Write in	
upto 100	develop	and for		reasoning		surroundings	Roman	<u>Problem</u>
	mathematical	learning			Scientific		numerals	solving
Sub	understanding				temper:-			Exercises
Concept:	and abilities to	Learning			Read a	Art:- Draw a	a) What	<u>and</u>
*Roman	recognize the	Outcomes			paragraph	clock with roman	is a	<u>examples</u>
Numerals	world through	:-			about	numerals	decade	
*Rules for	quantities.				roman		and 5	Suggestive
writing	Kosha	Basic :-			history	Music:- Song on	more	Assessme
numerals	Vijnanamaya	CG-7			from	Roman Numerals	b) What	<u>:-</u>
* Writing	kosha, is	Identify			Wikipedia	https://youtu.be/c	is a	Quiz, clas
value of	emphasized to	roman			_	IadVJuOv4M	century	interaction
each	engage	numerals					and 25	forms quiz
numeral	meaningfully	upto 10			Technolog		more	_
*Identifyi	with the				y:- Make a			Suggestiv
ng and	cognitive and				ppt about			resources
convertin	conscious aspects	Medium:-			your			ctivities
g Roman	of human	CG-8			understand			Livework
numerals	experience.	Usage of			ing of			eets. com,
to Hindu	*Anandmayakos	roman			roman			wordwall.
Arabic	ha,or experience	numerals			numerals			<u>m</u>
numbers	of transcendence	in making						
and vice	is best addressed	clocks						
versa	for this age group							
*Use of	through art and	Advance						

	Roman Numerals * Addition of Roman Numerals	culture.	:-CG-8 Adddition of roman numerals and Identifica tion of Roman numerals upto 1000								
TEXT	BOOK: Lea	rning MathsClas		<u> </u>	L					<u> </u>	
		nk Educational A									
Mon	UNIT/	Domain &	Competency	CWSN	21st	Integration	Inter-	Perio	Learning	Assignments	Suggestive
th	LESSON:-	Curricular	&		Century		disciplinary	ds	Space		Pedagogies
	Number-	Goals	Learning		skills		integration		•		
	Lesson No	(mapping	Outcome								
	Name:-	with									
	CONCEPT:-	Foundationa									
		1 stage)									
May	UNIT/	DOMAIN:	Competency	Develop	C's:	Arts:-Draw	English:- Read	10 to	Home	Class	Project -based
	LESSON:-	Cognitive	:-	concept	Communic	the abacus	and	12	Classroo	assignments:	learning
	Number-	Developmen	C-7.3 Uses	and .	ation	and add the	comprehend the	days	m	Book	Problem solving
	UNIT-3	t	appropriate	communic	Collaborati	numbers	word problems		Maths	Exercises	Suggestive
	Name:-	Curricular	tools and	ation	on	shown in it.	T A 1 1 /1		Lab	***	Assessment :-
	Addition	Goa 1:-	technology in	amongst	Critical	Sports:-	Evs:-Add the		Surround	Home	Worksheets
	CONCERT	CG-7	daily life	children	thinking,	Exploring and	Birth year of		ings	assignments:	Quizzes Multiple
	CONCEPT:-		situations	through	Creative	playing	father and			- A d d 416 a d c 4 -	Choice Questions
	Addition of	make sense	and for	play	Thinking Life skills	games that	mother taking			Add the date	Suggestive
	5 or 6 digit	of the world	learning	activities	Life skills:	involves	the Day Month			of birth of	Suggestive

· ·	around	C-8.6	and real	Analytical	concept of	and		Father and	resources/Activ
th or without	through	Performs	life	thinking	additionScien	Year(MMDDY		mother	S:
regrouping)	observation	addition of 4-	examples.	Problem	tific temper:-	YYY)		taking the	Live worksheet
SUB	and logical	digit numbers		solving	Explore and			Day Month	Games on
CONCEPT:-	thinking.	fluently using		Creative	calculate the	Art:- Draw the		and	wordwallhttps:
	CG-8	flexible		Thinking	population of	abacus and add		Year(MMD	ww.liveworksh
*Adding 5	Children	strategies of		Social	any two	the numbers		DYYYY)	s.com/workshe
or 6 digit	develop	composition		skills	adjacent	shown in it.			en/MATH/Add
Numbers(wi	mathematica	and			villages of				n_and_subtract
thout	1	decompositio			your paternal	Music:-Rhyme			/Addition_grad
regrouping)	understandin	n			grandparents	on addition of			_yu1994166pg
*Adding 5	g and	Learning			village.	numbers			
or 6 digit	abilities to	Outcomes:-			Technology:-				
Numbers(wi	recognize	Basic : CG-8			Making a				
th	the world	add the given			PPT on				
regrouping)	through	5 or 6 digit			population of				
*Properties	quantities.	numbers			any three				
of Addition	Kosha	Medium -CG-			districts of				
*Finding the	*Anandmay	8able to solve			Haryana				
Missing	akosha,or	the problems							
Digits	experience	related to							
*Word	of	addition							
Problems	transcendenc	Advance:CG-							
*Framing	e is best	7Frame the							
Word	addressed	addition							
Problems	for this age	stories based							
* Estimation	group	on daily life							
in Addition	through art	situations							
	and culture.								

		*Vijnanama ya kosha, is emphasized to engage meaningfull y with the cognitive and conscious aspects of human experience.										
		ning MathsClass : x Educational Aid										
Mont h	UNIT/ LESSON:- Number- CONCEPT :-	Domain & Curricular Goals (mapping with Foundational stage)	Competency & Learning Outcome	CWSN	21st Century skills	Integratio n	Interdisciplin ary integration	Peri ods	Lear ning Spac e	Assign ments	Suggestive Pedagogies	

MAY	UNIT/	DOMAIN:	Competency	Develop	C's:	Arts:-		10	Class	Class	Project -based
		Cognitive	C-7.3 Uses	concept and	Commu	Draw the	English:-	to	room	assignm	learning
	LESSON:-	Development	appropri/ate	communicat	nication	abacus	Read and	12	Math	ents	Problem solving
	Number-		tools and	ion amongst	Collabor	and	compreh		S	Book	Suggestive
	UNIT-4	Curricular	technology in	children	ation	subtrct the	end the	day	Lab	Exercise	Assessment:-
	Name:-	Goal:-	daily life	through	Critical	numbers	word	S	Surr	S	Worksheets
	Subtractio	CG-7 Children	situations and	play	thinking,	shown in	problems		ound		Quizzes
	n	make sense of	for learning	activities	Creative	it.	Evs:-		ings	Home	Multiple Choice
		the world	C-8.6 Performs	and real life	Thinking		Subtract			assignm	Questions
	CONCEPT	around	subtraction of	examples.	Life	Sports:-	the Birth			ents:-	
	:-	through	5 or 6-digit	Audio	skills:	Exploring	year of			Subtract	Suggestive
	Subtractio	observation	numbers	visual aids	Analytic	and	Father			the	resources/Activiti
	n of 5 or 6	and logical	fluently using	will be used	al	playing	and			number	es:
	digit	thinking.	flexible	acc to the	thinking	games	sister/bro			by	Liveworksheets
	Numbers(CG-8 Children	strategies of	disabilities.	Problem	that	ther			writing	Games on
	with or	develop	composition		solving	involves	taking			date of	wordwall
	without	mathematical	and		Creative	concept of	the Day			birth	
	regrouping	understanding	decomposition		Thinking	subtractio	Month			your	https://www.live
) SUB	and abilities to	Learning		Social	n	and			Father	worksheets.com/
	CONCEPT	recognize the	Outcomes:-		skills		Year(M			and	worksheets/en/M
	:-	world through	Basic :CG-8			Scientific	MDDYY			mother	ath/Subtraction/C
		quantities.	subtract the			temper:-	YY)			in the	lass_4-
	*Subtracti	Kosha	given 5 or 6			Explore				followin	_Subtraction_ec1
	ng 5 or 6	*Anandmayak	digit numbers			and	Art:-			g pattern	874500yz
	digit	osha,or				calculate	Draw the			(MMD	
	number	experience of	Medium -CG-8			the	abacus			DYYY	
	(without	transcendence	able to solve			population	and			Y)	
	borrowing)	is best	the problems			of any two	subtract				
	*Subtracti	addressed for	related to			adjacent	the				

ng 5 or 6	this age group	subtraction	villages of	numbers		
digit	through art	Advance: CG-	your	shown in		
number	and culture.	7 Frame the	paternal	it.		
(with	*Vijnanamaya	subtraction	grandpare			
borrowing)	kosha, is	stories based	nts village	Music:-		
*Properties	emphasized to	on daily life	and	Rhyme/P		
of	engage	situations	subtract.	oem on		
subtraction	meaningfully		Technolog	Subtracti		
*Word	with the		y:-Making	on. of		
problems	cognitive and		a PPT on	numbers		
*Estimatio	conscious		population			
n and	aspects of		of any			
Subtractio	human		three			
n	experience.		districts of			
			Haryana			
			and			
			compare			
			them.			

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Mon	UNIT/	Domain &	Competen	CWSN	21st	Integratio	Inter-disciplinary	Peri	Learnin	Assign	Suggesti
th		Curricular	cy		Century	n	integration	ods	g Space	ments	ve
	LESSON:-	Goals	&		skills						Pedagog
	Lesson	(mapping	Learning								ies
	Number-	with	Outcome								
	Name:-	Foundationa									
	CONCEP	1 stage)									
	T										

July	Lesson	DOMAIN:	Competen	Develop	C's	Arts:-	English-:- Reading	10	Classro	Class	
	Number -	Cognitive	cy	concept	Creativit	Drawing	and vacabulary	days	om,	assignm	Learnin
	UNIT-5	Developme	C-7.3	and	У	of square	development		Mathe	ents:	g by
	Name-	nt	Uses	communi	Commun	grid for			matics	Discussi	doing
	Multiplica		appropriat	cation	ication	lattice	Evs:- Multiply your		Lab	on of	
	tion	Curricular	e tools and	amongst	Critical	multiplic	birth year with your			word	Problem
	Concept -	Goal:-	technolog	children	Thinking	ation.	age.			problem	solving
	Multiplica	CG-7	y in daily	through	Collabor	Sports:-				s related	Suggesti
	tion as	Children	life	play	ation	Learning				to	ve
	repeated	make sense	situations	activities		multiplic	Art:-Drawing square			multipli	Assessm
	addition	of the world	and for	and real	Life	ation	grids for doing lattice			cation.	ent:-
	Sub	around	learning.	life	skills	through	multiplication				1.Role-
	Concepts:-	through	Learning	examples.	Decision	repeated					playing
	*	observation	Outcome		making	addition				Home	2.Works
	Multiplica	and logical	Basic:		Self	using	Music:- Learning			assignm	heet
	tion of 2,3	thinking.	CG-		awarenes	balls.	tables 2 to 10 in			ents:	3.
	& 4 digit	CG-8	7Participat		S		rhythmic			Framing	Multiple
	number by	Children	es in		Building	Scientific	way.https://youtu.be/cu			word	-choice
	1 digit	develop	discussing		skills.	temper:-	vxmjgkjU0			problem	question
	number	mathematic	the			Framing				s related	S
	*Multiplic	al	classroom			word				to	4.
	ation of 2	understandi	norms and			problems				multipli	Lower
	&3 digit	ng and	behaves			related to				cation.	order
	numbers	abilities to	according			multiplic					thunking
	by 2 or 3	recognize	to the			ation.					skills
	digit	the world	norms.								question
	number	through	Medium:C								S
	*	quantities.	G-7			Technolo					5.
	Properties	Kosha	Reads,			gy:-					HOTS

of	Vijnanamay	identifies		Make a			question
Multiplica	a kosha, is	and solve		PPT on			S
tion	emphasized	the		multiplic			Suggesti
* Word	to engage	problems		ation			ve
Problems	meaningfull	given in					resource
*Lattice	У	the book					s/Activit
multiplicat		using					ies
ion	cognitive	gained					Live
*Estimatin	and	knowledg					workshe
g the	conscious	e.					ets.com
product	aspects of						
	human	Advance:					
	experience.	CG-8					
	*Anandmay	Solve real					
	akosha,or	life					
	experience	problems					
	of	using					
	transcenden	multiplicat					
	ce is best	ion facts.					
	addressed						
	for this age						
	group						
	through art						
	and culture.						

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Mont	UNIT/	Domain &	Competenc	CWSN	21st	Integratio	Inter-disciplinary	Perio	Learning	Assignme	Suggestive
h	LESSON:-	Curricular Goals	у &	Assistive Learning	Century skills	n	integration	ds	Space	nts	Pedagogies
	Number-	(mapping	a contract of the contract of	Learning	SKIIIS						
	Lesson No	with	Learning								
	Name:-	Foundatio	Outcome								
	CONCEPT	nal stage)									
	:-	,									
Aug	Unit	DOMAIN:	Competenc	Concept	C's	Arts:-To	Language	10da	Classroo	Class	Problem
	Number -6.	Cognitive	y:-	can be	Creativity	strengthen	English-:- Reading	ys	m,	assignme	solving -
	Unit	Developm	C-7.3-Uses	explained	Critical	the	and understanding		Mathema	nts:	Solving real
	Name-	ent	appropriate	through	Thinking,	concept of			tics Lab,	Discussio	life problems
	Division	Curricular	tools and	games and	Collaborat	division	EVS- To share things			n of	
	Concept -	Goal:-	technology	videos.	ion,	using	equally among friends,			problems	Suggestive
	Division	CG-7	in daily life	Give the		short	family			related to	Assessment :-
	Sub	Children	situations	child a	Lifeskills:	division				division	
	Concepts :-	make	and for	fixed	Decision	method	Art:-To strengthen the			given in	1.Worksheets
		sense of	learning	number of	making	with	concept of division			the book.	2. Multiple-
	*Division	the world	C-8.7	paper balls	Problem	coloured	using short division				choice
	with 10,100	around	Recognises	of different	solving.	paper	method with coloured			Home	questions
	and 1000	through	division as	colours.Tel		strips .	paper strips.			assignme	3. Lower order
	*Relation	observatio	equal	1 them to			3.5			nts:	thinking skills
	between	n and	sharing.	divide		Sports:-	Music:- Song on			Framing	questions
	Multiplicati	logical	C-8.12	them		Nil	Division			word	4.HOTS
	on and	thinking.	Develop	equally			https://youtu.be/VvQelz			problems	questions
	Division.	CG-8	adequate	between a		Scientific	RQe7k			related to	G .:
	*Division	Children	and	certain		temper:-				division	Suggestive
	of a 4-digit	develop	appropriate	number of		Relationsh				and	resources/Activ
	number by	mathemati	vocabulary	boxes(Sho		ip				solving	ities.
	a1- digit	cal	for	w them at		between				online	Live

number	understand	comprehen	first how to	multiplicat		workshee	worksheets.co
*Division	ing and	ding and	divide	ion and		ts	m
of a 2,3,4-	abilities to	expressing	them	division.		available.	
digit	recognize	Concepts	equally).Th				
number by	the world	and	en				
a 2- digit	through	procedures.	gradually	Technolog			
number .	quantities.	C-8.13	move to	y:-PPT,			
*Properties		Formulates	divide	YouTube			
of Division.	Kosha	and solves	using	videos			
*Division	*The	simple	different				
of 3&4digit	developme	mathematic	numbers.W				
number by	nt of the	al problems	hen they				
3 digit	intellect,	related to	have left				
number.	or	quantities	over balls				
*Word	Vijnanama	Learning	,we can				
Problems	ya kosha,	Outcomes:-	explain the				
and	is	Basic: CG-	concept of				
Framing	emphasize	7Understan	remainders.				
word	d to	ds meaning					
problems.	engage	of division					
*Estimatin	meaningfu	and terms					
g the	lly	associated					
Quotient.	with the	with					
*Simplifica	cognitive	division.					
tion using	and	Medium:C					
DMAS	conscious	G-8 Reads,					
rule.	aspects of	identifies					
	human	and solve					
	experience	the					
	•	problems					

given i	n the			
book u				
gained				
knowle				
Advan				
CG-8.5	Solve			
real life	e			
problem	ms			
using				
divisio	n			
facts li	ke			
how to				
handle				
money				
to get e	equal			
share e	etc.,			

		ng MathsClass : IV Educational Aids								
Month	UNIT/ LESSON NO :- Lesson Name:-	Domain & Curricular Goals (mapping with Foundational stage)	Competency & Learning Outcome	21st Century skills	Integration	Interdisciplina ry integration	Period s	Learni ng Space	Assign ments	Suggestive Pedagogies

CONCEPT					ı
& SUB					ı
CONCEPT:					l
-					l
					ı

August	Unit: 7	DOMAIN:	Competencies:	C's	Arts:-By	Language	8 days	Maths	Class	Activity
Tagast		Cognitive	C-7.1 Observes	*Creativity	drawing	Language	o days	Labs	assignm	based
	Unit Name:	Development	and understands	*Communi	and	English:-		and	ents:	learning
	Multiples	2 C , Gropinon	different	cation	colouring	Reading,		Classro	Book	1002111118
	and Factors	Curricular Goa	categories of	*Critical	of square	understan		om	Exercis	Problem
		1:-	objects and	Thinking	grid of 10	ding and			es	solving
	Concept:	CG-7 Children	relationships	*Collaborat	X 10 to	solving				8
	Factors and	make sense of	between them.	ion	find prime	word			Home	Group
	Multiples	the world around	C-8.7		numbers 1	problems			assignm	Activity
	•	through	Recognises	Life skills	to 100				ents	j
	Sub	observation and	multiplication as	*Problem		EVS :-			:Questio	Suggestive
	Concepts:	logical thinking.	repeated	solving	Sports:-	Make a			ns	Assessment
	* Multiples	CG-8 Children	addition and	*Emotional	Understan	Factor			reframe	:-
	*Common	develop	division as	skills-	ding the	tree of			d under	1. Group
	multiples	mathematical	equal sharing.	develop	basic	the age of			Compet	discussion
	*Even and	understanding		confidence,	concept of	your			ency	2.
	odd	and abilities to	Learning	cope with	LCM	grand			based	Multiple-
	numbers	recognize the	Outcomes	challenges.	skipping	parents			learning	choice
	*LCM,	world through	Basic :CG-7	* Decision	by 2 and 3				formats.	questions
	common	quantities.	Know about the	making	steps	Art:-				3. Class
	factors,	Kosha	basic concept of			Colourin				Test
	HCF, prime	*Annamaya	multiples and		Scientific	g even				4. HOTS
	numbers	kosha and	factors.		temper:-	numbers				questions
	and Factor	pranamaya kosha			Relationsh	red and				
	tree	understood	Medium :CG-8		ip between	odd				Suggestive
		together,includes	Know about		multiples	numbers				resources/
		bodily awareness	even numbers,		and factors	green.				Activities:
		and embodied	odd numbers,							live
		learning through	prime numbers,		Technolog	Music:-				worksheets
		active	composite		y:- Solving	Song on				.com (Free

	enegagement of all sensorial percepetions. Vijnanamaya kosha, is emphasized to engage meaningfully with the cognitive and conscious aspects of human	numbers, lowest common multiple and highest common factor using different methods Advance: CG-8 Solve real life problems using gained	online worksheets	Factors and multiples https://yo utu.be/JS HqhzpM- As		interactive exercises to practice online)	
	experience.	knowledge.					

TEXT B	OOK: Learn	ning Maths4 Cla	ass- IV								
PUBLI	SHER: Fran	k Educational A	ids								
Month	UNIT/	Domain &	Competenc	CWSN	21st	Integration	Inter-	Peri	Lear	Assignm	Suggesti
	LESSON	Curricular	y		Century		disciplinar	ods	ning	ents	ve
	:-	Goals	&		skills		y		Spac		Pedagog
		(mapping					integration		e		ies
	Number-	with	Learning								
	Lesson	Foundational	Outcome								
	No	stage)									
	Name:-										
	CONCE										
	PT:										

Sept.	Lesson	DOMAIN:	Competenc	Develop	C's:	Arts:-	Language	6 to	Class	Class	Project -
Septi	No 8:	Cognitive	y:	concept	Commun	Showing	English:-	7	room	assignme	based
	Fraction	Development	C-7.1	and	ication	Equivalent	Communic	day	Playg	nts:	learning
	S.	1	Observes	commun	Collabor	Fractions	ating a	S	roun	Book	: Make a
	Concept:	Curricular	and	ication	ation	using	given		d	exercises	chart
	Fraction	Goa 1:- CG-7	understands	amongst	Critical	figures	fraction		Math		showing
	s and	Children	cause and	children	thinking	such as	using a		s Lab	Home	Equivale
	related	make sense of	effect	through	Creative	rectangles	complete			assignme	nt
	concepts	the world	relationship	play	Thinking		sentence,			nts:	Fraction
	Sub	around	s in nature	activities	Life	Sports:-	1/4 ,one			Make a	S
	Concepts	through	by forming	and real	skills:	Kaboom	part out of			fraction	
	:-	observation	simple	life	Analytic	game to	4 equal			wheel	Problem
	*Equival	and logical	hypothesis	example	al	explain the	parts				solving
	ent	thinking.	and uses	S.	thinking	concept of					
	Fraction	CG-8	observation	Activity	Problem	equivalent	EVS-				Suggesti
	S	Children	s to explain	:Flower	solving	fraction	Make a				ve
	*Types	develop	their	Fraction	Creative		peacock				Assessm
	of	mathematical	hypothesis	A flower	Thinking	Scientific	using				ent :-
	Fraction	understanding	C-7.3 Uses	with 8	Social	temper:-	fractional				*Mental
	S	and abilities	appropriate	petals	skills	The	parts of a				Ability
	*Compa	to recognize	tools and	will be		students	circle such				Based
	rison of	the world	technology	drawn.		will be	as 1/2, 1/6,				Worksh
	Fraction	through	in daily life	The		given	1/10, 1/16				eet
	S	quantities.	situations	petals to		questions	etc.				*Class
	*Mixed	Kosha	Learning	be		to answer					Test
	Fraction	Vijnanamaya	Outcomes:-	coloured		logical	Art:-				
	S	kosha, is		as per		question	Shade the				Suggesti
	*Additio	emphasized	Basic : CG-	the			given				ve
	n and	to engage	7	coloursc		Technolog	fraction.				resource
	Subtract	meaningfully	Understand	heme,2/8		y:- Make a					s/Activit

ion of Fraction s	with the cognitive and conscious aspects of human experience. *Anandmaya kosha,or experience of transcendence is best addressed for this age group through art and culture.	s the basic format of the fraction. Medium:CG-8 Differentiat e between like and unlike fractions, find equivalent fraction and compare the given fractions. Advance: CG-8 Use the knowledge of fractions in day to day life and solve the given	- Red , 1/8 Blue , 5/8 Yellow	PPT on the most interesting topic of the unit.	Music: A song related to fractions. https://you tu.be/D3V a4gt1bPY		ies: Liveworksheets Wordwall games
		given					

TEXT	BOOK: Lea	rning MathsC	lass : IV								
PUBL	LISHER: Frai	nk Educationa	l Aids								
Mont h	UNIT-9/ Name:- Decimals Concept and Sub- concepts	Domain & Curricular Goals (mapping with Foundation al stage)	Compete ncy & Learning Outcome	CWSN	21st Century skills	Integr ation	Inter-disciplinary integration	Perio ds	Lear ning Spac e	Assign ments	Suggestiv e Pedagogi es
Oct	UNIT-9 Name:- Decimals CONCEP T:-Like and Unlike decimals and compariso n of decimals Sub Concepts: - *Like decimals	Domain: Cognitive Developme nt Developing Positive Learning Habits Curricular Goal:- CG-7 Children make sense of the world around through	Compete ncy: C-8.10 Performs simple transacti ons using money. C-8.13 Formulat es and solves simple mathema tical problems	Develop concept and communicat ion amongst children through play activities and real life examples. Activity: A shape will be given to students in fraction to match with its decimal	C's: Collaborat ion Critical thinking Life skills: Analytical thinking Problem solving Creative Thinking	Arts:- Draw the shaded portio n to show the decim al value of the given numbe r. Sports :-	English:- Communicating a given decimals using a complete sentence, 25.25 EVS- Dividing soft drink equally among family members. Art:- Shade the given decimal value in the figure. Music: A song related to decimal.	5 days	*Clas sroo m *Play grou nd * Math s Lab	Class assign ments : solved the proble ms related to decim al Book exerci ses	Project - based learning Make a Place- value- chart on decimals Problem solving - Solve daily life problems related to decimals Suggestiv
	and Unlike	observation and logical	related to quantitie	value .		Mone y and	https://youtu.be/oF2fIT ujB4c			Home assign	e Assessme

decimals	thinking.	s,		time		ments	nt:-
*	CG-8	measure		game		:	*Mental
conversion	Children	ments		- To		Make	Ability
n of	develop	and		explai		a	Based
decimals	mathematic	money.		n the		decim	Workshee
into	al			conce		al	t
fractions	understandi	Learning		pt of		wheel	*Multiple
and vice-	ng and	Outcome		decim			choice
versa	abilities to	S:-		als			questions
*Types o	f recognize	Basic:		Scienti			*Class
Decimals		CG-7		fic			test
*Convers	i through	,Underst		temper			Suggestiv
on of	quantities.	ands the		:-The			e
decimals	Kosha -	basic		studen			resources/
into	*Vijnanam	format of		ts will			Activities
fraction	aya kosha,	the		be			:
and vice-		decimals		given			Livework
versa	emphasize	: Place		the			sheets
*Compar	~ ~	value,		decim			and word
son of	meaningful	diagram		al			wall
Decimals	-	matical		terms			games
	cognitive	represent		to			https://w
	and	ation		relate			ww.livew
	conscious			with			orksheets.
	aspects of	Medium:		fractio			com/work
	human	CG-8		nal			sheets/en/
	experience.	Different		one.			Math/Dec
	"	iate		Techn			imals
	*Anandma	between		ology:			

yakosh experis of transce nce is address for this group through and culture	ence unlike decimal and oest compare sed the given decimals Advance . : CG-7 Use the knowled ge of decimals in day to day life and	Make a PPT on the most interes ting topic of the unit.	
	and solve the given		

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Mont h	UNIT/ LESSON: - Number- Lesson No 10 Name:- Metric System	Domain & Curricular Goals (mapping with Foundatio nal stage)	Competen cy & Learning Outcome:	CWSN	21st Century skills	Integrati on	Inter-disciplinary integration	Perio ds	Learning Space	Assig nment s	Suggestiv e Pedagogie s
Oct	UNIT/ LESSON: - Number- 10 Name:- The Metric System Concept: Units of	Domain: Cognitive Developm ent Developin g Positive Learning Habits Curricular Goal:- CG-7	Competen cy: C-7.1 Observes and understan ds different categories of objects and relationshi	Develop concept and communic ation amongst children through play activities and real	C's: Creativity Communic ation Critical thinking Collaborati on	Arts:- To draw two objects whose length is in cm amdmet res, whose weight	Language English:- Reading and understanding word problems. EVS- To measure the height and weight of family members. Art:- Drawing of	8 days	Maths Lab, Classroo m, Surround ings	Class assign ments : Book exerci ses Home assign	Project - based learning: Problem solving Suggestiv e Assessme nt:- Workshee
	Length, Mass and Capacity Sub Concepts: *Units of Length	Children make sense of the world around through observatio	p between them. C- 8.9 Performss imple measurem ents of	life examples. Activity: A few objects will be kept on the	: Problem solving	is in grams and kilogra ms, whose capacity	a few objects of length in cm and metres, weight in grams and kg, capacity in litres and millilitres.			ments : To find and draw contai	ts, Class test Suggestiv e resources/

*Convers	n and	length,	table. The	is in	Music:	ners	Activities
ions of	logical	weight	students	litres	Composing and	whose	:
units of	thinking.	and	will be	and	singing a song on	capaci	Live
Length	CG-8	volume of	told to	millilitr	comparison of	ty is in	worksheet
	Children	objects in	segregate	es.	measurement	litres	s (
*Addition	develop	their	them		https://youtu.be/d	and in	https://wo
,	mathemat	immediate	according	Sports:	jTNUp4XIRo	millilit	rdwall.net
Subtracti	ical	environme	to different	Races		res.	/resource/
on,	understan	nt.	ways of	will be			28299968
Multiplic	ding and		measurem	organize)
ation and	abilities to	Learning	ent	d to			Measuring
Division	recognize	Outcomes		enhance			activities.
of units	the world	:-		the			
of Length	through	Basic(CG		concept			
*Word	quantities.	-8)		of			
Problems	Kosha -	Identifies		length.			
based on	*Anandm	and					
four basic	ayakosha,	convert					
operation	or	units of					
s of units	experienc	length,		Scientifi			
of length	e of	mass and		c			
*Units of	transcend	capacity.		temper:-			
Weight	ence is			To			
*Convers	best	Medium		estimate			
ions of	addressed	(CG-8)		the			
units of	for this	Able to do		length			
Weight	age group	addition,		of given			
*Addition	through	subtractio		objects,			
,	art and	n,		weight			
Subtracti	culture.	multiplica		of given			

Ĩ	on,	l	tion and	I	items		1	ĺ	
	Multiplic	Vijnanam	division		and				
	ation and	aya	of		capacity				
	Division	kosha, is	different						
					of given				
	of units	emphasiz	units of		containe				
	of Weight	ed to	measurem		rs				
	*Word	engage	ent.						
	Problems	meaningf							
	based on	ully with	Advance:						
	four basic	the	(CG -						
	operation	cognitive	7)Able to		Technol				
	s of units	and	solve		ogy: To				
	of Weight	conscious	word		make a				
	*Units of	aspects of	problems		PPT on				
	Capacity	human	based on		units of				
	*Convers	experienc	units of		length,				
	ions of	e.	measurem		mass				
	units of		ent.		and				
	Capacity				capacity				
	*Addition				1 3				
	Subtracti								
	on,								
	Multiplic								
	ation and								
	Division								
	of units								
	of								
	Capacity								

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TODE	JIDITLIK, I IU	III Baacanoi	iai i iiab								
Mont	UNIT/	Domain	Competen	CWSN	21st	Integrati	Inter-	Perio	Learning	Assignm	Suggestive
h	LESSON:	&	cy		Century	on	disciplinary	ds	Space	ents	Pedagogie
	-	Curricular	&		skills		integration				S
	Number-	Goals									
	Lesson	(mapping	Learning								
	No 10	with	Outcome:								
	Name:-	Foundatio									
	Metric	nal stage)									
	System										

Oct	UNIT/	Domain:	Competen	Develop	C's:	Arts:-	Language	8	Maths	Class	Project -
	LESSON:	Cognitive	cy : C-7.1	concept	Creativity	To draw	English:-	days	Lab,	assignm	based
	_	Developm	Observes	and	Communic	two	Reading and		Classroo	ents:	learning:
	Number-	ent	and	communic	ation	objects	understanding		m,	Book	Problem
	10	Developin	understan	ation	Critical	whose	word problems.		Surround	exercise	solving
	Name:-	g Positive	ds	amongst	thinking	length is	EVS- To		ings	S	C
	The	Learning	different	children	Collaborati	in cm	measure the				Suggestive
	Metric	Habits	categories	through	on	amdmet	height and				Assessmen
	System	Curricular	of objects	play		res,	weight of			Home	t:-
	Concept:	Goal:-	and	activities		whose	family			assignm	Worksheet
	Units of	CG-7	relationshi	and real	Life skills	weight	members.			ents:	s,
	Length,	Children	p between	life	:	is in				To find	Class test
	Mass and	make	them. C-	examples.	Problem	grams	Art:- Drawing			and	
	Capacity	sense of	8.9	Activity:	solving	and	of a few objects			draw	
	Sub	the world	Performss	A few		kilogra	of length in cm			containe	Suggestive
	Concepts:	around	imple	objects		ms,	and metres,			rs whose	resources/
	*Units of	through	measurem	will be		whose	weight in grams			capacity	Activities:
	Length	observatio	ents of	kept on the		capacity	and kg, capacity			is in	Live
	*Convers	n and	length,	table. The		is in	in litres and			litres	worksheets
	ions of	logical	weight	students		litres	millilitres.			and in	(
	units of	thinking.	and	will be		and				millilitre	https://wor
	Length	CG-8	volume of	told to		millilitr	Music:			S.	dwall.net/r
		Children	objects in	segregate		es.	Composing and				esource/28
	*Addition	develop	their	them			singing a song				299968)
	,	mathemat	immediate	according		Sports:	on comparison				Measuring
	Subtracti	ical	environme	to different		Races	of measurement				activities.
	on,	understan	nt.	ways of		will be	https://youtu.be/				
	Multiplic	ding and		measurem		organize	djTNUp4XIRo				
	ation and	abilities to	Learning	ent		d to					
	Division	recognize	Outcomes			enhance					

l of	units	the world	:-	İ	the			1
	Length	through	Basic(CG		concept			
	Vord	quantities.	-8)		of			
	oblems	Kosha -	Identifies		length.			
	sed on	*Anandm	and		101180111			
	ur basic	ayakosha,	convert					
	eration	or	units of					
_	of units	experienc	length,		Scientifi			
	length	e of	mass and		c			
	Jnits of	transcend	capacity.		temper:-			
	eight	ence is	1 3		To			
	Convers	best	Medium		estimate			
ion	ns of	addressed	(CG-8)		the			
uni	its of	for this	Able to do		length			
We	eight	age group	addition,		of given			
*A	Addition	through	subtractio		objects,			
,		art and	n,		weight			
Su	btracti	culture.	multiplica		of given			
on,	•		tion and		items			
Mı	ultiplic	Vijnanam	division		and			
atio	on and	aya	of		capacity			
Di	vision	kosha, is	different		of given			
	units	emphasiz	units of		containe			
	Weight	ed to	measurem		rs			
	Vord	engage	ent.					
	oblems	meaningf						
	sed on	ully with	Advance:					
	ur basic	the	(CG -					
_	eration	cognitive	7)Able to		Technol			
s o	of units	and	solve		ogy:			

*Units of aspects of human based on took according to the convers of the convers of the convers of the convers of the convers of the convers of the convers of the convers of the convers of the convers of the convers of the convers of the convers of the convers of the convers of the convers of the convers of the conversion of the converse of the con	
*Convers experienc units of e. measurem units of length, mass and	
ions of e. measurem units of Capacity ent.	
Capacity and	
*Addition capacity	
Subtracti	
on,	
Multiplic	
ation and	
Division	
of units	
of Capacity	

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Mon	UNIT/	Domain &	Competen	CWSN	21st	Integratio	Inter-	Perio	Lear	Assign	Suggesti
th:	LESSON:-	Curricular	cy		Century	n	discipinary	ds	ning	ments	ve
	Number-	Goals	&		skills		integration		Spa		Pedagogi
	Name:-	(mapping							ce		es
		with	Learning								
		Foundation	Outcome								
		al stage)									
Nov	Unit No 11	Domain:	Competen	Develop	C's:	Arts:-	Language -	6	Clas	Class	Project -
	Unit Name:	Cognitive	cy	concept and	Creativity	Drawing	English:-	days	S-	assign	based
	Geometry	Developme	C 8.8	communicat	Critical	of shapes	Vocabulary		roo	ments -	learning
	*Revision of 2-	nt	Recognis	ion amongst	thinking	with real	development,		m	*Discu	Learning
	D/3-D shapes		es basic	children	Collaborat	objects	reading		Mat	ss the	by doing
	* Line Segment		geometric	through	ion				hs-	objects	
	,Line, Ray	Curricular	shapes	play		Sports:-	EVS:-		lab	having	Problem
	* Tiling Patterns	Goal:-	and their	activities	Life skills:	Different	Weaving		Play	differe	solving-
	*Reflection	CG-7	observabl	and real life	Problem	standing	activity using		grou	nt	matching
	Symmerty	Children	e	examples.	solving	patterns	satin ribbons		nd	shapes,	of shape
	*Circle	make sense	properties	Activity:	,Analytica	can be	of different			terms	with real
	Sub-Concepts	of the	C8.12	The child	1 thinking	made by	colours			of a	life
	* Drawing line	world	Develops	will be		students	showing			circle.	objects.
	segments	around	adequate	asked to			patterns			*Use	
	*Tesellation using	through	vocabular	pick up		Scientific				differe	
	hexagons,rectangl	observation	y for	specific		temper:	Art:- Drawing			nt	Suggesti

es and triangle	and logical	comprehe	coloured	Helping	of a scenery	types	ve
* Patterns	thinking.	nding	object	students	using different	line	Assessm
* Terms relate	d to CG-8	concepts	around and	to	shapes.	and	ent :-
circle-	Children	and	tell its	develop		pattern	using
Diameter,Chor	d,R develop	procedure	shape, use it	scientific	Music:-Song	s to	cubes
adius	mathematic	s related	to make a	temper	based on 3D	make	make
*Horizontal an	ad al	to shapes.	tesellation	for mirror	shapes will be	tesselat	closed
vertical symme	etry understandi		pattern .	image/sy	recited	ion	figure
	ng and	Learning		mmetry	https://youtu.b	pattern	
	abilities to	Outcomes			e/guNdJ5MtX	s.	Suggesti
	recognize	:-		Technolo	1A		ve
	the world	* Basic:		gy:-Make		Home	resources
	through	(CG-		a PPT of		assign	/
	quantities.	7)Able to		patterns		ments-	Activitie
	Kosha -	differenti				*Make	s:
	*Anandma	ate				any	*Throug
	yakosha,or	between				one	h thread
	experience	2D and				tiling	painting
	of	3D				pattern	make a
	transcende	shapes				found	pattern/
	nce is best	around				in your	* Make
	addressed	themselve				surrou	tessellati
	for this age	S				ndings.	on
	group	*				*Meas	pattern
	through art	Medium:(ure the	of your
	and	CG-				diamet	choice.
	culture.	8)Knows				er of 5	
		about				objects	
	*Vijnanam	Line				find at	
	aya kosha,	segment,				your	

is	Ray,urve		home.	
emphasize	dlines,cir			
d to engage	cle,diame			
meaningful	ter			
ly with the	,tesellatio			
cognitive	n -pattern			
and	*Advance			
conscious	: (CG-			
aspects of	8)Able to			
human	calculate			
experience.	radius,dia			
	meter			
	,symmetr			
	y-			
	horizontal			
	and			
	vertical			
	both			

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Ī	Month	UNIT/	Domain &	Competency	CWSN	21st Century	Integration	Inter-disciplinary integration	Periods	Lea
		LESSON:-	Curricular	&		skills				Spa
		Number-	Goals							
		Lesson No	(mapping with	Learning						
		12	Foundational	Outcome:						
		Name:-	stage)							
		Perimeter								
		and Area								

November	UNIT/	Domain:	Competency:	Develop	C's	Arts:- The	Language	6 days	Mat
	LESSON:-	Cognitive	C-7.2 observes	concept and	Communication	students will	English:-reading and understanding word		Clas
	Number-12	Development	and	communication	Critical thinking	draw the	problems		Surr
	Name:-	Developing	understands	amongst		shape of a			
	Perimeter	Positive	cause and	children		leaf and find	EVS- To find perimeter and area of flower		
	and Area	Learning	effects	through play	Life skills	its	bed		
	Concept:	Habits	relationships in	+activities and	*Problem	approximate			
	Perimeter	Curricular	nature by	real life	solving	area.	Art:- To draw shape of a leaf/ star and find		
	and Area of	Goal:-	forming simple	examples.	*quantitative		approximate area		
	irregular	CG-7 Children	hypothesis and	Activity: The	reasoning	Sports:-			
	and regular	make sense of	uses	students will		Students will	Music: Composing and singing a song on		
	shapes	the world	observations to	paste the ribbon		jog and take	perimeter.(https://youtu.be/Tpy09HOkHyI)		
	Sub	around through	explain their	around given		a round of			
	Concepts:	observation	hypothesis.	cutouts of		playground.			
	*Perimeter	and logical	C-8.13	rectangles and					
	of irregular	thinking.	formulates and	squares to know		Scientific			
	shapes	CG-8 Children	solves simple	about perimeter.		temper:-			
	*Perimeter	develop	mathematical			Comparison			
	of regular	mathematical	problems			of perimeter			
	shapes	understanding	related to			and area.			
	*Word	and abilities to	quantities,						
	Problems	recognize the	shapes, space			Technology:			
	based on	world through	and			The students			
	Perimeter	quantities.	measurements.			will draw a			
	*Area of	Kosha -				shape on a			
	irregular	*Anandmayak	Learning			grid and find			
	fugures by	osha,or	Outcomes:-			its area.			
	counting	experience of	Basic(CG-8):						
	the squares	transcendence	able to						
	*Area of	is best	understand						

square and	addressed for	difference			1
rectangle	this age group	between			! !
* Word	through art and	Perimeter and			ł
Problems	culture.	Area			ł
based on					! !
Area		Medium(CG-			ł
	*Vijnanamaya	8)able to find			! !
	kosha, is	perimeter and			ł
	emphasized to	area of regular			! !
	engage	and irregular			ł
	meaningfully	shapes			ł
	with the				ł
	cognitive and	Advance(CG-			ł
	conscious	7): Able to			! !
	aspects of	solve word			ł
	human	problems			ł
	experience.	related to			ł
		perimeter and			1
		area		1	Ш.
TEVT DOOK: Looming	Motha / Class IX	I		1	

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Month	UNIT/	Domain	Competenc	CWSN	21st	Integrati	Inter-disciplinary	Perio	Learnin	Assi	Sug	
	LESSON	&	у		Century	on	integration	ds	g Space	gnm	gesti	
	:-	Curricula	&		skills					ents	ve	
	Number-	r Goals									Ped	
	Name:-	(mapping	Learning								ago	
		with	Outcome:								gies	
		Foundati										
		onal										

	stage)					

Dec	UNIT/	Domain:	Competenc		C's:	Arts:-	Language	7	Classro	Class	Proj
	LESSON	Cognitive	y: C-8.10	Explain		Make a	English:- Reading Time	days	om	assig	ect -
	:-	Develop	Performs	the		table	and Calendar		Maths	nme	base
	Number-	ment	simple	concept	Communica	calender	EVS- Planning day-to-		Lab	nts:	d
	13		measureme	of Time	tion	for the	day activities		Activity	Book	lear
	Name:-		nts of time	by	Collaboratio	year			Room	Exer	ning
	Time		in minutes,	making	n	2023	Art:- Colour the birth			cises	:
	Concept:		hours,	clock on	Creative	of all the	dates of your				Mak
	Reading	Curricula	day, weeks,	a paper	thinking	months	family members on			Hom	e a
	a clock	r Goal	and months	plate	Critical	in a	calendar.			e	mod
	Sub	CG-7	C-13.1	and	thinking	year.				assig	el
	Concepts	Children	Attention	taking	Cooperation	- Use	Music: Poem on 'Time'			nme	of
	:	make	and	real life		red	https://youtu.be/RaAJZ			nts:	the
	*Minute	sense of	intentional	situation	Life skills:	colour	QxCExs			Plan	cloc
	hand and	the world	action:	S.	* Problem	for the				your	k.
	Hour	around	Acquires		solving	months				day,	Mak
	hand	through	skills to		* Analytical	having				ment	e
	* Telling		plan, focus		thinking	31 days.				ionin	cale
	Time to	observati	attention,		* Time	- Use				g	ndar
	the	on and	and direct		managemen	blue				time	of
	correct 5	logical	activities to		t	colour				at	your
		thinking.	achieve	Activity		for the				whic	birth
	minutes	CG-13	specific	: Make a		months				h	day
	*	Children	goals	paper		having				you	mon
	Reading	develop		clock		30 days.				will	th.
	Time to	habits of	Learning	with the		- Use				carry	Prob
	the exact	learning	Outcomes:-	minutes		brown				out	lem
	minute	that allow	Basic:	undernea		colour				all	solv
	*	them to	CG-8Use	th the		for the				the	ing
	Concept	engage	of	hour		month				activ	

of 't	to' actively	vocabulary	hand .it	having		ities.	Sug
and	in forma	al about	will help	28/29			gesti
'past	t' learning	Time and	the child	days.			ve
* an	n environ	m Calendar	to learn				Ass
and	pm ents like	through	the	Sports:-			ess
* Ti		discussion	minutes	Note the			men
Con	versi classroo	and story	that	time			t:-
ons	m	telling.	represent	taken to			*W
	-		each	complete			orks
Hou	rs Kosha -	Medium:	hour	100 m			heet
into	*Annan	na CG-8 read	numberS	race.			*Mu
min	utes ya kosh	a a clock	et the	Convert			ltipl
	- and	and	minute	this time			e-
Min	utes pranama	ay calendar.	and hour	in			choi
into	a kosha		hand and	seconds			ce
seco	onds understo	oo Advance:	read the	and			ques
	- d	CG-7 TOo	time	hours.			tion
Hou	rs together	;i solve real	.Then we				*Lo
into	ncludes	b life	can	Scientific			wer
seco	onds odily	problems	checktim	temper:-			orde
	ratio awarene	es like finding	e in	Make a			r
n of	s and	elapsed	minute	timeline			thin
Tim	e embodi	ed time, Analy	also.	for the			king
*	learning	sing Time		events on			skill
Read	ding through	tables.		a school			S
A	active			day.			ques
Cale	endar enegage						tion
	- ment of			Technolo			S
The				gy: Use			*
Knu	ckle sensoria	1		of ppt			Hot

Trick	percepeti	and	ques
*	ons.	animatio	tion
Calend		n videos.	S
Conver			
ons	aya kosha		Sug
	- is		gesti
Months	emphasiz		ve
into	ed to		reso
Days	engage		urce
	\mathcal{E}		s/Ac
Weeks			tiviti
into	with the		es:
Days	cognitive		live
	- and		wor
Days	conscious		kshe
into	aspects of		et
Hours	human		http
	experienc		s://
	e.		ww
			w.li
			vew
			orks
			heet
			s.co
			m/w
			orks
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TEXT BOOK: Learning Maths 4 Class- IV

PUBL	ISHER: Frank	Educational Aids		I	T		T	1	1	1	
Mont h	UNIT/ LESSON:- Number- Lesson No Name:-	Domain & Curricular Goals (mapping with Foundational stage)	Competency & Learning Outcome:	CWSN	21st Century skills	Integratio n	Inter-disciplinary integration	Perio ds	Learnin g Space	Assign ments	Sugge stive Pedag ogies
Jan	UNIT/ LESSON:- Number- Unit No 14 Name:- Money Concept: Money Sub Concepts: *Addition and Subtraction of Money *Multiplica tion with Money *Division with Money	Domain: 2.4.3 Cognitive Development Curricular Goal:- CG-7 Children make sense of the world around through observation and logical thinking. CG-8 Children develop mathematical understanding and abilities to recognize the world through	Competency 2-7.3 Uses ppropriate pols and echnology in aily life ituations. 2-8.11 erforms imple ransactions sing money p to INR 100 earning outcomes:- asic:(CG-)Learns to erify a	Develop concept and commun ication amongst children through play activities and real life example s. Activity: Build an ATM from cardboar	C's: Collabor ation Critical thinking Life skills: Analytic al thinking Problem solving Creative Thinking	Arts:- Making your own piggy bank using colourful paper,box etc Sports:- Kaboom game To explain the concept of Money	Language English:- Read out a paragraph on Importance of money. EVS- Make a table on a chart paper with heading country,capital,curr ency used and exchange rate with rupees. Art:- Make your own piggy bank. Music: Students will sing a jingle	5 days	Classro om Maths Lab	Class assign ments : Book exerci ses Home assign ments : Make a bill for grocer y items	Project -based learnin g: Model of ATM Proble m solvin g Sugge stive Assess ment:- Works heet
	*Word Problems	quantities. Kosha -	ill, Understan s concept of	d that really		Scientific temper:-	on Money. https://youtu.be/zY			your mothe	Sugge

*Making	Vijnanamaya	honey	dispense	The	yKH8Loe9s		r	stive
Bills	kosha, is	onversion	s money	students			bought	resour
	emphasized to		when	will			in a	ces/Ac
	engage	Iedium :(CG-	you	observe			week.	tivities
	meaningfully) Applies the	swipe a	and				:
	with the	our	card.	identify				Livew
	cognitive and	undamental		currency				orkshe
	conscious	rithmetic		system.				ets.co
	aspects of	perations in						m
	human	olving		Technolo				Games
	experience.	riblems		gy:-PPT				on
	**Annamaya	nvolving		and				wordw
	kosha and	noney.		related				all
	pranamaya			videos				https://
	kosha	dvance:(CG-		will be				www.1
	understood) Use the		shown.				ivewor
	together,include	nowledge of						ksheet
	sbodily	Ioney in day						s.com/
	awareness and	day life and						works
	embodied	ealing with						heets/e
	learning	ne situation						n/Mat
	through active	n their own.						h/Mon
	enegagement of							ey
	all sensorial							
	percepetions.							

TEXT BOOK: Learning MathsClass: IV

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Mon th	UNIT/ LESSON:- Number- Lesson No Name:-	Domain & Curricular Goals (mapping with Foundational stage)	Compete ncy & Learning Outcome:	CWSN	21st Century skills	Integrati on	Inter-disciplinary integration	Perio ds	Learning Space	Assignments	Suggestive Pedagogies
Dec	UNIT/ LESSON:- Number-15 Name:-Number Patterns Concept:Figurepattern s,patterns with consecutive numbers,patterns in even and odd numbers,casting out nines Sub Concepts: *Figure Patterns *Finding Patterns in the 10x10 grid *Patterns with consecutive numbers *Patterns in multiplication	DOMAIN: Cognitive Development Curricular Goal:- CG-7 Children make sense of the world around through observation and logical thinking. CG-8 Children develop mathematical understanding and abilities to recognize the	Compete ncy: C-7.1 Observes and understan ds different categorie s of objects and relationsh ips between them. C-8.2 Identifies and	Explain the concept of patterns with real life situations. Activity: students will be asked to comple	C's: Collabora tion Critical Thinking Life skills: Problem Solving Decision Making Creative thinking	Arts:- Students will be asked to draw and colour a pattern using various shapes Sports:- Students will form a pattern accordin	Language English:- Students will write a poem based on patterns EVS- Students will observe the patterns in nature Art:- Students will draw the animals having patterns Music: Students will sing a song on patterns (Even and odd numbers) https://youtu.be/4a2c 7HsRyuk	6 days	Classroo m Surround ings Maths Lab	Class assignme nts: Book Exercise s Home assignme nts: Students will make patterns on even and odd numbers	Project -based learning: Problem solving Suggestive Assessment:- Worksheet Quiz Suggestive resources/Activities: Liveworksheet s.com Games on wordwall

*Patterns in even and	world through	extends	te the	g to the			
odd numbers	quantities,shap	simple	figure	houses			
*Casting out nines	es and	patterns	pattern				
	measures	in their	S				
		surroundi					
		ngs,		Scientific			
	Kosha	shapes,		temper:-			
	Kosha Vijnana	and		Students			
	maya kosha, is	numbers.		will			
	emphasized to			explore			
	engage	Learning		the			
	meaningfully	Outcome		patterns.			
	with the	s:-					
	cognitive and	Basic:					
	conscious	CG-8					
	aspects of	identify					
	human	symmetri		Technolo			
	experience.	cal		gy:			
	*Anandmayako	•		Students			
	sha,or	and		will			
	experience of	patterns		make a			
	transcendence	around in		pattern			
	is best	surroundi		using			
	addressed for	ngs.		shapes			
	this age group			on			
	through art and	Medium:		computer			
	culture.	CG-8					
		Enlist					
		symmetri					
		cal					

alphabets , numbers and complete the patterns in alphabets , numbers , designs.			
Advance: CG-7 Solve the given problems on their own related to symmetr y and patterns.			

TEXT BOOK: Learning MathsClass: V

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PUBLIS	HEK: Frank	Educational Aids	T	ı	Т	1	1	ı			1
Month	Unit/ Lesson No, Lesson Name, Concept & sub	Domain & Curricular Goals (mapping with Foundational stage)	Competenc y & Learning Outcome:	CWSN	21st Century skills	Integration	Interdisciplinary integration	Perio ds	Learning Space	Assignme nts	Suggestive Pedagogies
JAN	concepts Unit: 16 Name: Data Handling Concept: Reading and Drawing of different	Domain: Cognitive Development, Socio- Emotional and Ethical development. Curricular Goal: CG-7 Children make sense of the	Competenc y: C-7.1 Observes and understands different categories of objects and	Develop concept and communicati on amongst children through activity and real life examples.	C's: *Communicat ion *Creativity *Collaboratio n *Critical Thinking	Arts:- Drawing and making patterns in pictograph . Sports:- Count different colour-balls	Language English:- Read different types of graphs EVS- Collect data of	4 days	Class room Maths Lab Playgrou nd	Class assignmen ts: solve questions based on reading and making of pictograph	Project -based learning Problem solving Experiential Learning Suggestive Assessment:- 1) Quiz
	types of Graphs.(Pictograp h, Bar Graph)	world around through observation and logical thinking. them CG-6 Children develop a positive	relationship s between them. C-6.1 Shows care for and joy	Activity: Making pictograph to show the favourite fruit of 10 students.	Life skills: *Problem Solving *Decision Making *Self Awareness	and seggregate them. Scientific temper:- Interpret	liking different colours of Dresses from 10 students			and Bar-Graph . Home assignmen ts:	2) Worksheet 3) Project (Group activity) Suggestive resources/Activi

* Reading and representi ng data in tabular form with Pictograp h *Bar graph.	regard for the natural environment around them Kosha:- * *Anandmayakosh a,or experience of transcendence is best addressed for this age group through art and culture. The development of the intellect, or vijnanamaya kosha, is emphasized to engage meaningfully with the cognitive and conscious aspects of human experience.	in engaging with all life forms Learning Outcomes:- Basic: (CG-7)Read different types of graphs such as pictograph and bar graph and find answers. Medium:(CG-7) Represent data in the form of Tally marks, Pictograph and bar graph. Advance:(C	*Analysis	different types of graph;Colle ct, analyze and represent data in different types of graphs. Technology :- Interpret the information on display board of attendance ,which is given as tabular form.	and represent it in the form of Bar graph. Art:- Drawing and colouring different types of Pictograp h/ bar graph. Also fill them with different patterns. Music: Nil		Make a Pictograph representi ng the favourite places of family members which they want to visit.	ties: Collect the data of age of your family members and represent it in the form of Bar-graph.
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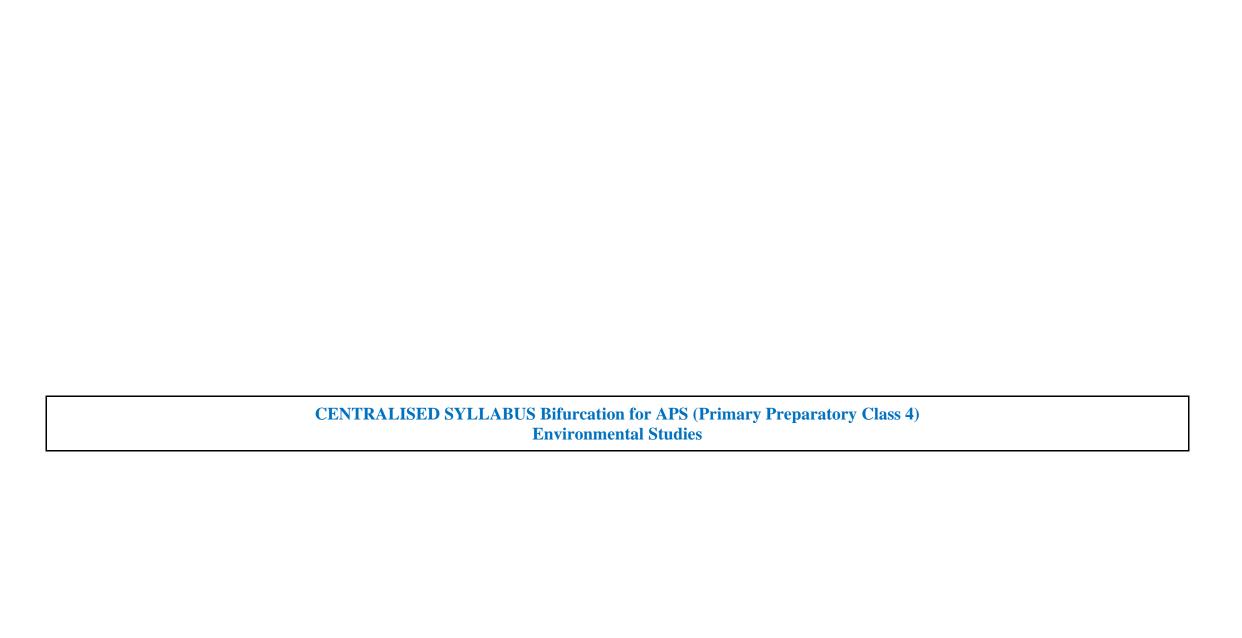
		G- 6)Through survey collection of data, analysis and representing it in different types of graphs in daily life situation.		
FEB. 2024 (22 days) No of Periods: 8	Revision and Activities			

Class: IV Subject: EVS

	Term I		Term II
Report card will co	nsist of 100 marks	Report card will co	nsist of 100 marks
<u>Periodic Test I-</u> Jul	Half-yearly Exam -Sep	Periodic Test II- Dec	Annual Exam- Mar
(30% syllabus- MM 40)	(50% syllabus MM 80)	(30% syllabus- MM 40)	(50% syllabus MM 80-
(Weightage in report card-10 Marks)	(Weightage in report card-80 Marks)	(Weightage in report card-10 Marks)	Syllabus will have 10% Syllabus of Term-1 and the entire syllabus of Term 2)
			(Weightage in report card-80 Marks)

Apr	Aug	Oct	Dec			
LESSON-1 Family & relationships LESSON-2Inside our body	LESSON-7Teeth and tongue LESSON-8Animal Kingdom	LESSON-10Plant Kingdom LESSON-11Houses the and now	LESSON-14Water in our life LESSON-15Clean and safe water			
May	Sep	Nov	Jan			
LESSON-3 WE CAN SENSE LESSON-4Fun and recreation	LESSON-9Beaks, claws and nests	LESSON-12Garbage and its disposal LESSON-13Mapping my neighbourhood	LESSON-16Animals for transport LESSON-17Paying for travel			
July LESSON-5The work we do LESSON-6Food we eat	 5. Note Book submission MM 25 (Weightage 5 Marks) 6. Subject Enrichment Activity MM 25 (Weightage 5 Marks) 		Feb- LESSON- 18Buildings and bridges 5. Note Book submission MM 25 (Weightage 5 Marks) 6. Subject Enrichment Activity MM 25 (Weightage 5 Marks)			
Report card will consist of:- 10	00 marks	Report card will consist of:- 100 marks				

Evaluation	% syllabus	Maximum Marks	Weightage	Evaluation	% syllabus	Maximum Marks	Weightage
Periodic Test-I in Jul	30%	40 Marks	10 Marks	Periodic Test-2 in Dec	30%	40 Marks	10 Marks
Note Book submission		25 Marks	5 Marks	Note Book submission		25 Marks	5 Marks
ubject Enrichment Activity		25 Marks	5 Marks	Subject Enrichment Activity		25 Marks	5 Marks
Half-yearly Exam in Sep	50% syllabus	80 Marks	80 Marks	Annual Exam in Mar	10% Syllabus of Term-1 and entire syllabus of Term 2	80 Marks	80 Marks



Unit /Lesson Number:	Competency and learning outcomes	21st Century Skills	Integrating AWES Initiatives	Interdi sciplin ary Integra tion	Learni ng space (sugge stive)	Assignmen ts '(suggestiv e) (observati on, checklist, worksheet s, rubrics & portfolio)	Pedagogies (suggestive)

Apr	Unit /Lesson		Panchkosha Vikas- Mannomaya kosha		ARTS:-	Languag	Assem	Class	
(no of	Number: 1	Domain:	C4.1(Curricular progression from		Identifying	e-English-	bly	Assignments:-	Project -based
days-		socio-	NCF FDLN stage)	I	traditional	Writing a	hall or	Worksheets based	learning
25)	Name:-Family	emotional	Starts recognizing self as an individual	i	art forms, as a	narrative	Activit	on Competency	
	and	and	belonging to a family and community	f	family tradition	on "My	y room	based learning	Problem
Numb	relationships	ethical	Learning Outcomes-	e	culture in India	Family	for role		solving
er of	Concept-	developm	Basic-identifies relationships with family		G 4	history	play	Home	Dolo Playing
period	Family(As a unit	ent	members	S	Sports:-	and roots"		Assignments:-	Role- Playing
s =9	of a society)		Medium- Identifies names, and associates	k	Exploring &	N/C-41-	AV	Share your views on	
	or a society)	Curricul	relationship with family and among	i	playing games that families play	Maths-	room	following statement-	Suggestive
	Sub-concept:-	ar Goals:	extended family.	1	together	Looking at a bar	for	"Without families,	Assessment:-
	_	CG4	Advanced-	1	together	graph/pie	present	our life would	1. Worksheet
	Me and my	Children	Expresses & demonstrates comprehension	S		chart on	ations	become very	2. Multiple-
	family	develop	(oral, reading and writing) The importance of a family.		Scientific	Population	on	difficult"	choice
	(understanding	emotional	CWSN Assistive Learning: -Refer to	T	Temper:-	survey.	origin	T314 1	questions.
	relationship)	intelligenc	the Special Educator and set timings for	h	Exploring family		and	Flipped	3. Lower order
	17	e i.e.	using the IE Resource Room for learning	i	beliefs and	Art-	history	Classroom:-	thinking skills
	Knowing my	ability to	support. Visual Impairment students	n	applying rational	Identifyin	of	Giving notes to study	questions.
	family type	understand	assistance: Please record the lesson in your	k	thinking	g	family	at home for discussion in class	4. HOTS
	Types of family-	and	voice specifying the mainpoints in	İ		Traditiona	Librar	specific theme:	questions
	(nuclear, joint	manage their own	thechapter and allow the child to listen	n		l Art	y for	specific theme.	
	and extended)	emotions	separately also. Please send this as a	g	Technology-	forms as a	studyin	Reference books:	
		and	learning support material home.Use Flash		Creating	family	σ	1. Including	
	Characteristics	respond	cards having large font to help the read the	l s	newsletters on	tradition	family	children with	
	of a	positively	words.	i	my family	and	as a	Autism in	
	family(caring,	towards a	Use felt/flannel/ alphabets, cutouts to help	1	history	culture in	unit of	primary	
	respect,	positive	form the words.	1		India.	society	classes a	
	sharing,	norms.	Hearing Impairment students assistance:	S		Maraia		teacher's	
	values, habits)		Take some videos of sign language experts and embed in your presentations to			Music:-		handbook	
	Categorization		support the child to learn with the rest of the	S		Exploring		NCERT(Mar	
CENTRAL		ATION, ARMY	WHITARE SERVISATIONUS OCIETY	О		popular songs on		2019)	
	family		Refer apps for learning Involve &	c		concept of		2. Including	
	(Paternal and		communicate with parents.	İ		Family		children with	
	Maternal,		1	a				special needs.	
	family tree)			1				NCERT(JUL	
								2014)	
				S					

MAY			Panchkosha Vikas- Annamaya						
2023	Lesson -3	Domain-	kosha	• I	Arts:-Draw	Language	Assembly	Classroom	Scientific
	Name- We can	Physical		n	different types		area for	Activity-	method
No. of	sense	developm	CG-2.1-2.6	i	of sense organs.	English-Read the	role-play	Observatio	
period		ent	Differentiate between different	t		story on Hellen	or a song.	n and	
s -10	Sense		sensorial perceptions,	i	Sports:-	Keller, Louis Braille		Memory	Learning by
	organs	Curricul	discrimination of sense of touch	a	Activities	,		Game-	doing
	Taking	ar Goals-	and holistic awareness of their	t	Using sense		Classroo	Showcasing	C
	care of	CG2	experiences.	i	organs to	Arts:-	m for	around 10 to	
	sense			V	recognize	Draw different types	paragraph	15 items on	Experiential
	organs	Children	Learning Outcomes:-	e	different types	of sense organs.	writing	tray for a	learning
	Different	develop	Basic-	• S	of Sounds, taste,	6	activity	minute and	
	ly-abled	sharpness	Differentiate between different	e	texture etc.			removing	
	people	in	sense organs and know their	1	Scientific	Math:-		items	
	• Good &	sensorial	functions.	f				from sight	
	bad	perceptio	Madiana	_	temper-	Activity – Observe		and list the	
	touch	ns.	Medium-	A	Children will	how Indian urrency		items child	
			Taking care of sense organs.	W	use their	is designed for		remembers.	
			Advance Differ the Late	a	different sense	Visually impaired			
			Advance- Differentiate between	r	organs for	(The Rs 100 note		Home	
			types of touch and Being empathetic to differently-abled	e	different	has a triangle and		Assignment	
			people.	n		four raised lines, Rs		-	
			people.	e	ICT	500 note has a circle		Discovering	
					Collect	and five lines and		nature using	
				9	information	the Rs 2000 note has		sense organs	
				• (through search	a rectangle		sense organs	
					engine about	and seven lines,)		Flipped	
				1	various	,		Classroom:	
				1 1	achievementsof				
				1	the some super			Giving notes	
CENTRAL	CED CALL VOLIC DILLIDO	ATION ADMAY	WELFARE EDUCATION SOCIETY	a b	achievers who			to study at	
CENTRAL	DEN STELABUS BIFUKU	ATION, ARIVIY	IVVELFARE EDUCATION SUCIETY	0	were challenged			home for	
				0	people			discussion	
				ı					
				a L				in class.	
				t					
				1					

MAY	Lesson-4 Fun	Domain-	Panchkosha-	• S		English –	Playgrou	Classroom	Observation
No. of	& Recreation	Physical		О	Sports-	Make a collage on	nd,	Activity-	Experiential
period	Importa	developm	Anandmaya kosha	c	Playing	an A4 sheet, of the	classroom	Speak about	learning
s- 7 to	nce of	ent		i	different	recreational	, activity	your pass-	
8	recreatio		CG3.2	a	indoor and	activities popular	rooms	time	
period	n	Socio-	Shows balance, coordination &	1	outdoor games	among tourists in		activities	
S	Types of	emotional	flexibility in various physical			any state eg Goa.		and hobbies.	
	games	and	activities.	S	Scientific	(carnival, water			
	• Fair	ethical		k	Temper-	sports, beach		Home	
	play,	developm	CG3.3	i	Listing the	activities,		Assignment	
	team	ent		1	rules for	parasailing, scuba		S-	
	spirit		Shows precision and control in	1	playing your	diving etc.)		Identify the	
	Means	Curricul	working with their hands and	S	favorite game.			given	
	of	ar Goals-	fingers.	• I				pictures of	
	recreatio	CG3		n		Maths- Find the		various	
	n and its	Children	CG3.4	i		number of players in		sports	
	importa	develop a		t		each team in		person .	
	nce	fit and	Shows strength and endurance	i		Cricket,Football,		Find and	
		flexible	in carrying, walking and	a		volleyball,kabaddi,		write the	
		body	running.	t		khokho, ice hockey,		sports they	
				i		rugby,		play. (page	
		CG4	Learning Outcomes-	V		polo,basketball etc.		34 & 35 of	
		Children		e		Find their		Text book)	
		develop	Basic- Differentiate between	• C		multiples,LCM,fact			
		emotional	Indoor and Outdoor games	r		ors,HCF			
		intelligen		e					
		ce	Medium- Practice fair play in	a		Arts-			
			school games	t		Draw and colour the			
				1		different types of			
			Advance- Develops leadership	V .		balls used in various			
CENTRALI	SED SYLLABUS BIFURC	ATION, ARMY	WATER THE TOTAL PROPERTY OF THE PARTY OF THE	1		games.			
			spirit.	t					
				y					
				• F					
				I					
				e					

JULY No. of Period s-7	Unit/Lesson No 5 The Work we do	Domain- Socio- emotional & ethical development CG-5 Children develop[a positive attitude towards productive work and service or 'Seva'	Panchkosha- Anandmaya kosha CG5.1 Demonstrate willingness and participation in age- appropriate physical work towards helping others. Learning Outcomes:- Basic-Identification of different occupations Medium- Different profession along with the study and training related to them. Advanced- Acknowledging the Dignity of labour and	 Socia 1 skills Initiat ive empa thy 	Arts- Making a 'Thank you' card for different helpers in the school. Technology- Making a collage of some famous women achievers of India. Scientific temper- Cleanliness drive will be conducted to help different helpers in school	Language- Write a paragraph on "The famous / brave Women of India" Math Estimate daily/monthly income (salary) of our helpers.Survey and find the actual salary.	School campu s Classr oom Assem bly	Class Assignm ent- Making a 'Thank you', card for different helpers in the school. Home Assignm ent- Explorin g the people who help us at home Flipped	Project method Cooperative learning Experiential learning
								Classroo m- Watch the youtube	
CENTRALIS	SED SYLLABUS BIFURCATI	ON, ARMY WELFARE	EDUCATION SOCIETY					videos on dignity of labor	

Month						English			
- July	Lesson-6	Domain-	<u>CG1.1-</u>	Critic	Integration		Home	Home	
No. of	Food we eat	Physical	Shows a liking for an	al	Sensorial –	Find names of		Assignm	Project
period		development	understanding of	Thinki	Touch / various	any two	Classr	ent- Read	method
s 8-9	 Different 		nutritious food and does	ng	food items,	famous	oom	the labels	Cooperative
	types of	Respect for	not waste food.		Art -	traditional		of	learning
	food	culture		Com	Draw different	dishes of your	Evs lab	different	Experiential
	groups		Learning Outcome-	munic	food items	State . List the	Discus	food items	learning
	 Journey of 	Curricular		ation	pasting food items in a	ingredients	sion	and	
	food.	Goals	Basic-Differentiate		Balanced diet	used in its	metho	separate them as	
	• Special	CG-1	between the nutrients and		pyramid.	recipe and the	d,	healthy	
	food for	Children	apply new knowledge into	Flexib	healthy habit	nutrients	Interac	and	
	special	develop habits	their healthy eating	ility	song	present in the	tive	unhealthy	
	occasions.	that keep them	lifestyle. 2.Explain the journey of		Making of	same.	metho	food.	
	• Communit	healthy and safe	food.	Social	Aamras/nimbupa		d		
	y meals.		3.Explain how the food is	skills	ni	Math		Home	
	• Foreign		produced		Sports Healthy	Make a Bill of	Classr	Assignm	
	influence		4. Develop healthy eating		food ,healthy	grocery items	oom	ent-	
	on our		lifestyle		body exercises	used by your	activit	Find out	
	food.		<u>Medium-</u>		Scientific	family in a	y-	ways to	
			1. Able to share things		temper:Cbserva tionand	month	Will	stop food	
			2. Suggest various ways		differentiation	*Make a list of	encour	wastage	
			to avoid food wastage.		(Categorize of	food items and	age	and also prepare a	
			3. Make a flowchart of		different food	their quantity	gross	list.	
			the journey of food. Advance-		items in different	eaten in a day.	and	1150	
			Appreciate the need and		food groups)		fine	Flipped	
			importance of plant and				motor	classroo	
			environment in our life.		Technology :-		skills	m- Watch	
			2. Respect forculture.		use of ppt,video		along	the given	
CENTRALI	TED CYLLADUC DIELIDCAT		-		links		with	YouTube	
CENTRALI	SED SYLLABUS BIFURCATI	ION, AKIVIY WELFAKE	EDUCATION SOCIETY				socio	video-	
							emotio nal	https://yo	
							develo	utu.b	
								e/0vypxpd	
							pment.	mw Es	
								Es	

Aug	Lesson-7	Domain-	Panchkosha-	Critical	Arts-	English-	Classr	<u>Classroo</u>	Brainstormin
9	Teeth and			Thinking	Draw the parts	Recite a poem	oom	<u>m</u>	g session
Period	Tongue	Physical	<u>Annamaya</u>		of a tooth.	on tongue/	for	Activity-	Observation
S		Development	<u>Kosha</u>	Observation		teeth	quiz	Discussi	Inquiry
	Types of						activit	on on the	based
	teeth	Curricular	<u>CG1.2-</u>		Scientific	Write and	y	importanc	Independent
	Parts of	Goals-	Practices basic	Identificatio	Temper-	learn tongue		e of oral	study
	teeth	CG1-	self care and	n	Observing types	twister	School	hygiene.	
	Taking	Children	hygiene.		of teeth in		for		Suggestive
	care of	develop	CG1.4-		different living	Maths-	health		Assessment
	teeth	habits that	Practices safe use	Classificatio	beings.	Count and	check	Home	Reading
	 Tongue 	keep them	of material and	n		write the	upprog	Assignm	Workshe
	structure	healthy and	simple tools.			number of	ramme	ent:-	et
	 Taste buds 	safe.	Learning			teeth of your		Prepare	Multiple
	Taking		Outcomes			friend.		an oral hygiene	choice
	care of		Basic-			Incisors		kit having	questions
	tongue		Taking care of oral			Canines		toothpaste	HOTS
	Teeth in		hygiene.			Premolars/			questions.
	animals		Medium-			Find number		toothbrus	
			Differentiate			of teeth in		h and a	
			between different			different		tongue	
			types of teeth and tell their functions.			animals		cleaner.	
			Advance-						
			1.Concluding			Music-		<u>Flipped</u>	
			knowledge of			Sing a song or		<u>Classroo</u>	
			different living			poem on oral		<u>m:-</u>	
			beings around			hygiene		Giving	
			them.					notes to	
			2. Explain the					study at	
CENTRALIS	SED SYLLABUS BIFURCATI	ON, ARMY WELFAR	_					home for discussio	
			tyoes of teetj in					n in class.	
			different types of					ii iii ciass.	
			animals.						

Month-	Lesson-8	Domain-	Panchkosha		Arts-	Language	Assem	Classroo	Experiential
August	Animal Kingdom		Vikas:-	Social Skills	Draw		bly	<u>m</u>	learning
		Socio-			different	English:	area	Activity:	Learning
10	 Different 	emotional and	Anandamaya	Critical	types of		for a	Slogan	
Periods	types of	ethical	Kosha	Thinking	animal	Slogan	role	Writing	Brainstormin
	animals.	development.			shelter.	Writing Be	play	on save	g sessions
	Shy and		CG-6.1	Initiative		kind to	showin	animals.	Project based
	friendly	Curricular	Shows care for		Sports:-	animals.	g care		learning
	animals	Goals:-	and joy in	Collaboration	(Indoor		and	Home	
	• Group	CG-6	engaging with all		animal	Arts:	empath	<u>Assignm</u>	Gamification
	behaviour	Children	life forms.	Empathy	games)	Draw different	y for	ent:	
	• Social	develop a				types of	animal	Watch	Suggestive
	animals	positive regard	Learning		Solve the	animal shelter.	S.	program	AssessmentR
	• Honey	for the natural	Outcomes:-		puzzle.			mes	eading
	making in	environment				Music:	Classro	based on	Worksheet
	beehives	around them.	Basic-		Using	Animal song	om for	discovery	Multiple
	• Types of		Differentiate		miniature	in school	games	channel	choice
	animal ear		between the animals on the basis		animals	assembly	activity	or BBC	questions
	• Shelter for		of their behaviour		classify them			Earth.	Lower order
	animals.		and types of ears.		between shy				thinking
			und types of turns.		and friendly			<u>Flipped</u>	skills
			Medium:-		animal.			Classroo	questions
			Interrelate the					<u>m:</u>	HOTE
			relationship n		Caiantifia			Giving	HOTS
			between different		Scientific Tomport			notes to study at	questions.
			types of animals.		Temper:- Exploring			home for	
			4.7		different			discussio	
			Advance:-		animals in			n in	
CENTRALIS	ED SYLLABUS BIFURCATIO	N, ARMY WELFARE	Appreciate the EDUCATION SOCIETY		zoos and			class.	
			wildlife sanctuaries.		ecological			C1035•	
			whatire sanctuaries.		parks.				
					Parks.				

	Lesson-9	Domain:	Panchakosha:		Arts:		Classroom for	Classroo	Brain storming
Month-	Beaks, Claws and	Socio-emotional			Make two	Engli	drawing the	<u>m</u>	sessions.
	Nests	and ethical	VijnanamayaKo	Collaborativ	different	sh:-	different kinds of	Activity:	Joyful learning.
Sep		development.	sha	<u>e</u>	kinds of	Recit	feet and claws in		Role-playing
	 Different 			_	claws using	e a	birds.	Draw	Suggesstive
	types of	Curricular Goals:	<u>CG-6.1</u>	Adaptability	coloured	poem	Assembly area for	different	Assessment.
	beaks in	CG-6	Shows care for		clay.	on	role play showing	kinds of	Reading
	birds		and joy in	<u>Critical</u>		bird.	care and empathy	beaks	Worksheet
	 Different 	Children develop a	engaging with all	<u>Thinking</u>	Make a		for birds.	and	Lower order
	types of	positive regard for	life forms.		beautiful nest		School campus to	claws.	thinking skills
	claws in	the natural		Social Skills	using waste	:-	observe different		questions
	birds.	environment around	<u>Learning</u>	G 10	material.	Make	types of birds.		HOTS questions.
	• Importance	them.	Outcomes:	<u>Self</u>		a bar		<u>Home</u>	
	and types of		n ·	<u>Awarenes</u>		graph		Assignm	
	nests.		Basic:	<u>S</u>	Coiontific	of		ent:	
			Recognise different		Scientific Tompore	Num bor of		Prepare	
			kinds of beaks in		Temper:	ber of		a project	
			birds.		Prepare a	anima ls/		on flightless	
					project on	birds		birds of	
			Medium:		flightless	find		the world	
					birds of the	in		also find	
			Summarise the uses		world.	differ		out their	
			of beaks.			ent		special	
						Natio		features.	
			Advance:			nal			
			Classify the birds			Parks			
			according to their feet, claws and nest			of			
			they make.			India.			
			are y mane.			(
CENTRALIS	ED SYLLABUS BIFURCATIO	N, ARMY WELFARE EDUCA	TION SOCIETY			picto			
						graph			
						,Tally			
						marks			
						,bar			
						graph			

Octob	Unit/Lesson- 10		Panchakoshavikas - Vijnanamaya	Initiati	Arts-	English Paste the	Classro om	Herbal	Inquiry
er	Plant Kingdom	Domain:-	<u>kosha</u>	ve	Creating leaf	picture of a	Activity	garden	based
	Parts of a		<u>CG-6. 1</u>		art using	forest.	-		
No. Of	plant	Socio-emotional &	Shows care for and	Social	various	Imagine you	Roleplay		
period	• Flowers	<u>ethical</u>	joy in engaging with	skil	types of	are a stranger	on being	Exploring	
s- 10	Whom do	<u>development</u>	all life forms.	1s	leaves.	in that forest	empathet ic	school	Collaborati
	trees		CG-7. 2 Observes and		~	and you meet	towards	campus	ve
	belong to?	<u>Cognitive</u>	understands cause		Scientific	the tribals	plants.		
	• People	<u>development</u>	and effect	Creati	temper-	(adivasis)	Home	Assembly	Integrated
	living in	CC (relationship s in	vit	Poster on	there. Write a	assignm		
	forests	Children develop o	nature by forming	У	Love,	conversation	ent-		
		Children develop a positive regard for	simple hypothesis		conserve nature and	of about 8-10	prepare		
		the natural	and uses	Leader	its beauty.	dialogues between you	alist of		
		environment around	observations to	shi	its beauty.	and the	herbal		
		them.	explain their hypothesis.	p		tribals and	plants in		
		them.	Learning	P		enact it in the	your surround		
			Outcomes			class in	ings and		
		CG-7	Basic- Draw parts			groups.	also		
		Children make	of a plant and	Demo			collect		
		sense of the world	describetheir	nst			their		
		around through	functions.	rati			leaves.		
		observation and	Medium-	on			Flipped		
		logical thinking	Understands the				Classroo		
			parts of a flower & types of flowering				ms- Watch		
			plants.				different		
			Advance-				drives		
			Understands				carriedou		
			importance of trees				t for		
CENTRAL	ISED SYLLABUS BIFURCA	TION, ARMY WELFARE EDU	<u> </u>				protectio		
			taking care ofplants.				n of		
							plants.		
							For eg-		
							Chipko		
							moveme		

Octobe									
r	Lesson- 11	Domain-	Panchakosha	Creative skills	Art-	Math	Classr	Neighbo	Inquiry
	Houses Then	Cognitive	Vikas-		Make a		oom	urhood	based
No. of	And Now	development	VIjnanamaya		model of a	Measure the	Activi		
Period		_	Kosha	Critical	kutcha house	length and	ty-		Reflective
s-7	Houses in	Curricular		Thinking	using waste	width of your	Prepar	Classroo	Collaboratio
	villages	goals-	CG7.1		materials.	classroom	e a list	m	n
	Houses in	CG-7		Initiative		and calculate	of		
	cities and		Observes and		Scientific	area and	materi		
	slums	Children	understands	Problem	Temper-	perimeter	als		
		make sense of	different	solving	Collect	1	require		
		the world	categories of	C	information		d to		
		around	objects and		about the	English-	make		
		through	relationships		special houses		a		
		observation	between them.		of the world.	Write an	kutcha		
		and logical			1. Rashtr	informal	&		
		thinking.	Learning		apati Bhaw	letter to your	pucca		
			Outcomes:-		an	friend -You	house.		
			Basic-		2. Winds	have shifted			
			Differentiate		or	to a new			
			between kutcha		castle	house.	Home		
			houses & pucca		3. 10	Describe it	Assign		
			houses.		Downi		ment-		
			Medium- Differentiate		ng		Discus		
			between the types		street		s with		
			of houses in				elders		
			Villages and cities				and		
			and provides				note		
			reason for the				the		
			difference.				feature		
CENTRALI	SED SYLLABUS BIFURCAT	ION, ARMY WELFA	R AFPUGATU ON SOCIETY	,			S		
			Understand the				found		
			importance and				in old		
			need of eco-				houses		
			friendly houses.				•		
					1				

Novem	Lesson-12	Domain:	Panchakosha	Life	Arts:	English:	Classroom	Joyful
ber		Socio-	Vikas-	Skills:	Make pots, piggy	Collect	1 Activity:	method
	Concept:	Emotional	VIJNANAMAY		bank or pencil	information	a Green and	learning.
	Garbage and its	and Ethical	A KOSHA	Critical	stand by reusing	about any one	s bluebin activity.	
No.of	Disposal.	Development		Thinki	old coke tin,	person who	S	Role-playing
period		•		ng	plastic bottles.	has given notable	r	
s: 7 to	Sub concept:		CG-6.1			contribution	О	Problem
9	What is	Curricular		Problem		towards	o <u>Home</u>	solving
period	garbage?	Goals:	Shows care for	Solvin		cleanliness.	n <u>Assignment</u> :	
S	• Urban and	CG-6	joy in engaging	g		Write a short	Make green bin	Suggestive
	rural		with all life		Scientific	paragraph on	f and blue bin	Assessment.
	garbage.	Children	forms.	Decision	Temperament	him / her.	o using old	
	• Disposal of	_		Makin			r cardboard	Reading
	garbage	positive	Learning	g	Preparing a	Math	sheets or shoe	1. Work
	• Waste	regard for	Outcome.	G 11 1	vermicompost	Find the	i boxes.	sheet.
	Manageme	the natural	D.	Collaborat ·		Buying and selling Rate of	n	2. Multi
	nt	environment	Basic:	ion		Junk of your	d	ple -
		around them.	<u>I</u> dentifying types of waste produced	O 4::4		house	O	choic
			in our day to day	Creativity.		(Amount spent	0	e gyagti
			life.			in purchase of		questi
						Newspaper for		ons. 3. Lowe
			Medium:			a month and		J. Lowe
			Differentiate			sold to a junk	t	order
			between			seller. Calculate the	l i	thinki
			biodegradable and			difference)	V	ng
			nonbiodegradable			difference)	$\begin{bmatrix} i \end{bmatrix}$	skills
			Advance			Music:	t	questi
			Advance: Understand the			Sing a song on	V	ons.
CENTRALI	SED SYLLABUS BIFURCAT	ION, ARMY WELFAF				the importance		4. HOT
		,	importance of the 3			of keeping	О	S
			R's and able to			your	r	questi
			apply in real life			surroundings		ons.
			situations.			clean.	q	
							u	

			PANCHKOSHA							
Novem	Lesson-13	Domain:	<u>VIKAS:</u>	Critical	Arts:		C	Classroom	Direc	
ber				Thinking	Draw the	English:	1	Activity:	Instru	action.
	Mapping My	Cognitive	VIJNANAMAY		<u>Scientific</u>		a	Mark the		_
No. of	Neighbourhood.	Development	A KOSHA	Creativity	Temper:	Prepare an	S	different states	_	endent
Period		<u> -</u>	<u>C-7.3</u>		Children	invitation		in the political	study	•
s:7 to 8	Sub-concept:		Use appropriate		make use of	card for your	r	map of India.	~	
	• Landmark	<u>Curricular</u>	tools and		directions in	friends,	О	**		<u>estive</u>
	S.	Goal:	technology in	G 1	their real life	inviting them		Home		ssment.
	• Directions	GG =	daily life	Spatial	situations.	on your	n	Assignment:	1.	Readi
	and sub	<u>CG-7</u>	situations and for	Thinking		birthday	C	D 1 . 1	_	ng
	directions	C1 '1 1	learning.			party. Draw	Ī	Draw a sketch	2.	
	Map and	Children	<u>Learning</u>			the sketch		of your	2	sheets
	sketches.	make sense of	Outcome:			showing	r	neighborhood	3.	
	• Scale and	the world around them	Basic:			important landmarks	***	with famous landmarks.		ple
	legend of a		Identify the places in their				11	ianumarks.		choic
	map.	through observation	neighbourhood and			near your	a			e Ouest
			able to find out the			house On the back	þ			Quest ions
		and logical thinking.	cardinal points and			side of the	**		4.	
		umiking.	sub -directions			invitation	0		4.	S and
			using different			card helping	r			Lowe
			methods.			them to locate	k			r
			Medium:			your house.	17			order
			Differentiate			your nouse.				thinki
			between sketch, plan and a map.			Math:-	u			ng
			Able to recognize			Reading and	s			questi
			landmarks in their			drawing of	i			ons.
			locality.			maps (scale	n			
			Advance:			drawing)	g			
CENTRALI	SED SYLLABUS BIFURCAT	ION, ARMY WELFA	REDEBUTE SOCIETY			<u>G</u> ,				
			between political				t			
			and physical map.				h			
			Able to make a				e			
			plan of aparticular							
			place.				p			

Decem ber No. of Periods	Lesson- 15 Clean and Safe water	Domain- Cognitive development	Panchakosha Vikas- Vijnanamaya kosha	Critical thinking	Music- Recite a poem on water	Engli sh- Write	Class Assignment- Speak five points how water	Assembly School Campus	Demostration Project method
- 7 to 8	 Water pollution Steps to control water pollution Potable water Conservation of water 	Children make sense of world around through observation and logical thinking Learning Outcomes-Basic- 1 List the causes of water pollution and makes effort to stop it. Medium- Suggest ways to stop water pollution and how to make water fit for drinking. Advance- Sensitizes others about the judicious use of water.	C7.2 Observes and understands cause and effect relationships in nature by forming simple hypothesis and uses observations to explain their hypothesis	Problem solving Self awarenes s	scientific Temperamen t Experiments to be conducted / Examples to be cited for Condensation, transpiration and evaporation	a compositio n on 'Wat er Pollut ion' highli ghtin g Caus es, Effec ts and Soluti ons	pollution can be prevented. Home Assignment- Mark the multi purpose Projects on political map of India Flipped Classroom- Water the video on various modes of waterconservation .	Classroo m EVS lab	Collaboration Experiential learning

Janua ry. No. of period s:8 to 9	Lesson-16 Animals for Transport Sub Concept: Animals Powered Transport Riding, Pack and Draught animals. Sensitivity towards animals	Socio- emotional and ethical development. Curricular Goal: CG-6 Children develop a positive regard for the natural environment around them.	PanchakoshaVika S: Vijnanamaya Kosha C-6.1 Show care for joy in enganging with all life forms. Learning Outcome: Basic- 1.Differentiate animals as riding, pack and draught according to their use and place they live in. Medium: Give examples of different types of animals used for transportation. Advance: Interpret how humans use animals for their livelihood. Become sensitized to be kind and will CAYONOCIETY empatheticnature for animals.	Social skills Critical Thinking Initiative	Arts: Draw any two animals used for transportati on today. Draw a poster against 'Cruelty towards animals.' Scientific Temper: Exploring and developing	English: Write a short paragraph on how animals are useful to us. Math Conversion of units of length (Distance covered)	Assembly area for a role play showing care and empathy for animals. Classroo m for paragrap h writing and for group activity. Flipped Classroom: Watch the video and mark observations.	Classroom Activity: (Group Activity) Choose few animals and create a short story and do the enactment in the class. Home Assignment: Visit an amusement park near by your area and observe different kinds of animalsand how they are treated. (Later discuss in the class)	Cooperative Learning. Role-Playing. Observation Suggestive Assessment: Reading Worksheets Multiple choice questions HOTS and Lower order thinking questions.
					Exploring and	`			

Januar y No. of Period s- 8	Lesson- 17 Paying for Travel Why do we travel? Types of vehicles Paying for travel Currency of India	Cognitive development CG- 7 Children make sense of world around through observation and logical thinking	Panchakosha Vikas- Vijnanamaya kosha CG-7.2 Observes and understands cause and effects of relationships in nature by forming simple hypothesis and uses observations to explain their hypothesis. Learning Outcome: Basic- 2.Differentiate between private and public transport and name them. Medium-Knows the modes of payment used for travelling and is able to state examples from real life situations. 2.Differentiate between real and fake currency. Advance- Knows the fferent types currency used around the world with their symbols	•	Glo bal awa rene ss Co mm unic atio n Criti cal Thi nkin g Dec isio n mak ing Pro ble m solv	Arts- Prepare a collage of (fake)curre ncy used around the world for travelling. Scientific temper- Collect different tickets of land, water & air transport and collect the given information .	English- Write about the different details on an Indian Currency note. Math Mock Market /Activity *Make a table of Currency of different Countries and their exchange rate with rupees Conversion of unit of money,(Addit	EVS lab Classr oom Home	Classroo m Activity- Write about the different details on an Indian Currency note. Home Assignm ent- Find different modes of digital payment Flipped Classro om- Watch the video	Project Method Experiential learning Learning by doing Collaboration.
CENTRALI	SED SYLLABUS BIFURCAT	TON, ARMY WELFA	Knows the fferent types currency used around the world with their symbols and their conversions in indian currency.	•	Pro ble m	0	with rupees Conversion of unit of		Classro om- Watch	

Februa	Lesso	n-18	Domain-	Panchakosha Vikas-	Critical thinking	Arts-	English-	Neighb	Home	Cooperative
ry						Draw and	Collect the	ourhoo	Assignme	learning
	Build	ings and	Cognitive	Vijnanamaya kosha	Problem	label the	information	d	nt- Draw	
No. of	bridg	es	development	<u>CG-7.2</u>	solving	different types	about the famos		and label	Inquiry based
periods				Uses appropriate		of bridges.	bridges of the	Classro	the	
7 to 8	•	Process of	<u>CG-7</u>	tools and technology	 Decision 		world.	om	different	Exploration
		making		in daily life	making				types of	
		bricks	Children make	situations and for			Math:-	Constru	bridges.	
	•	People	sense of the	learning.		Scientific	Make figures	ction		
		involved in	world around	Basic - Knows about		temper-	(Building)	site in		
		the process	through	the people involved in a		Find out	using	School	Class	
		of	observation	construction process of		details and	geometrical	Campu	Assignme	
		construction	and logical	a house/ building/		examples of a	shapes	S	nts-	
		of Bridges.	thinking.	bridges.		Cantilever			Discuss	
				Medium- Make		Bridges in			the safety	
				observations of the		India.			norms to	
				process of making bricks and correlate in					be	
				real life.					followed	
				Advance-					by	
				1)Understands the					workers at	
				science and technology					the	
				used in building of					constructi	
				bridges and develops					on site.	
				their own hypothesis.						
				2)Differentiate between						
				different types of						
				bridges and give						
				examples.						

Summary Bifurcation of Syllabus

Class:IV Subject: COMPUTER

<u>Ter</u>	<u>m I</u>	<u>Ter</u>	m II
Periodic Test I	Half-Yearly Exam	Periodic Test II	Annual Exam
Month and content coverage	Month and content coverage	Month and content coverage	Month and content coverage
Apr- Lesson 1 Computer- Inside	Aug- Lesson 4 Powerpoint	Oct-Lesson 6 Step- wise Thinking	Dec-Lesson 7 More about Scratch
The System Unit			3
May- Lesson 2 Windows-	Sep- Lesson 5 Internet- Surfing	Nov-Lesson 7 More about Scratch	Jan- Lesson 8 AI in Smart Homes
Customizing and Personalizing	And Security	3	
July- Lesson 3 Word- Editing and			Feb- Revisions
Formatting			
Schedule of Periodic Test I	Schedule of Mid termexam to be	Schedule of Periodic Test II	Schedule of Annualexam to be
to be scheduled in the month of July	scheduled in the month of Sep (third	to be scheduled in the month of Dec	scheduled in the month of Mar (first
(Third week)	week)	(First week)	week)

Month	UNIT/	Domain &	Competency	21st Century	Integratin	Inter-	Learning	Assignments	Pedagogies
	LESSON:-		_	skills	g AWES	disciplinar	Space	(Suggestive)	(Suggestive)
	Number-	Goals(map	a.	SKIIIS	Initiatives	_	(Suggestive)	(Suggestive)	(buggestive)
	Lesson No1	ping with	Learning			integration		Observation, Checklist	
		Foundatio	Outcome			(Based on		,	
		nal stage)				the		Worsheets, Rubrics, Po	
						theme/Con		rtfolios)	
						cept- Pl			
						note every			
						concept			
						cannot be			
						integrated)			

	Lesson 1-	Domain	Competency:	• Observa	Technolo	• Classr	Teacher's	Methodology:
APRIL	Computer-	Cognitive	C-7.3 Uses	tion	gy:	oom	observation:	Explanation&
2023	inside the	domain	appropriate	Power		Comp		Discussion,
(21days)	system unit		tools and	 Effective 	Understan	uter		Contextual
No of	Concept:		technology in	skills	ding the	lab	Observe learner's	Examples
Periods:	Compone		daily life	 Cognitiv 	role of	practic	understanding through	_
8	nts inside		situations and	e and	technolog	als	practical sessions	
	the	Kosha:	for	Fine	y in our			
	system	Vijnanama	understanding	motor	daily life			
	unit	yaKosha		skills in	·			Activity: Identi
	• Types of		Learning	students			Checklist:	fication/Recog
	ports in		Outcome	 Identific 			Prepare checklist based	nitio n of
	the	Curricular	Basic	ation			on the learning out	various
	system	Goal:	• Shows	skill			comes	components of
	unit	CG-	attenti					system unit
		7Children	on and					
		develop	regulat					
		understandi	ion					
		ng of the	when					Making word
		system unit	interac					document of
		through	ting					the
		observation	with					components
		and logical	audio-					fitted inside
		thinking	visual					system Unit.
			materi					
			al					
			Medium					
			• Choos					
			es					
			approp					

			 T	Т	
	ria				
		ols			
	for				
	ap	prop			
	ria	te			
		ork			
	an	d			
	en	gage			
	SV	gage vith			
	dig	gital			
	ted	chnol			
	og wi	th			
	the				
	ass	sista			
	nc	e of			
	the				
	tea	ncher			
	Advance				
	• Sh	ows			
		nple			
	us	age			
	of				
	dig	gital			
	ted	chnol			
	og	y in			
	lea	y in arnin			
	sit	uatio			
	ns				
CENTRALICER	CALLABLIC BIELID CATION ADMANAGE EVER EDITION		 		

	CwSN			
	Assistive			
	learning			
	Familiarising			
	with the parts			
	Familiarising with the parts of a computer			
	•			

MAY	Lesson 2-	Domain	Competencie	• Logical	Technolo	•	Compu	Methodology:
2023	Windows-	Cognitive	S	thinking	gy:		ter lab	
(21 days)	Customizing	domain	C-	 Spatial 			in	
No of	and		8.2 Identifies	intellige	Learners		school	Explanation &
Periods:	Personalizing		and extends	nce	will	•	Home	Discussion,
8			the simple		understan		environ	Contextual
			patterns in		d the		ment	Examples,
	Concepts		their		applicabili			
	 Understa 	Kosha:	technological		ty and			
	nding	Vijnanama	surroundings		importanc			Experiential
	windows	ya Kosha			e of			Learning.
	10		Learning		technolog			
	 Switch 		Outcomes		y in daily			
	between		Basic		life			
	running		• Recog					
	apps	Curricular	nises					Activity:
	 Organize 	goal	and					
	running	CG-	repeats					
	programs	8Children	the					 Openin
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JULY 2023 (23 days) No of Periods: 8	Lesson 3- WORD- Editing and Formatting Concepts: Edit and delete text in word documen t Format text to change its appearan ce Insert picture and word art Printing a documen	Domain Aesthetic and Cultural Developme nt Kosha: Anandamay a Kosha Curricular Goal: CG- 12Children develop abilities and sensibilities in visual arts and	Competencie s: C- 12.3innovates and works imaginatively to express a range of ideas and emotions through the use of Word Learning Outcomes Basic:	 Logical thinking Creativit y and innovati on Cognitive thinking Communication skill 	Technolo gy Using the word document to create projects and assignmen ts and integrate technolog y into other curricular areas. Art: Creating art through	English: Type an application for leave of absence addressing to the principal. EVS: Prepare a flowchart in word using the tools on the topic-Types of Natural Resources	 Classro om Home environ ment Tabs 	Methodology: Explanation& Discussion, Contextual Examples, Experiential Learning. Activity: Applying various formatting and features like spelling and grammar, thesaurus, find and replace, Drop cap etc in a word document
	ce Insert picture and word art Printing a	CG- 12Children develop abilities and sensibilities in visual	own ideas of the tools and usage		Art: Creating art	the topic- Types of Natural		spelling and grammar, thesaurus, find and replace, Drop cap etc in a word

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2023 (23 days) No of Periods: 8	Lesson 4- Powerpoint Concepts: Understa nding presentati on software Compone nts of powerpoi nt window Creating and adding slides Formatti ng and saving a powerpoi nt Running a slide show	Domain: Cognitive Domain Kosha: Vijnanama ya Kosha Curricular Goal: CG-7 Children make sense of the technologic al world around them through understandi ng, observation and logical thinking	Competencie s: C-7.3Uses appropriate tools and technology in daily life situations and for learning and expression of thought Learning Outcomes: Basic: Shows inclina tion to use the basic tools of power point while creatin g a slide Medium	 Creativit y and innovati on Initiativ e and self-directio n Collabor ation 	Technolo gy: Using powerpoin t to create projects and assignmen ts and integrate technolog y into other curricular areas.	Creating powerpoint slides on different concepts for their own understanding.	• C te	Classro om Compu er lab Home environ nent	Class Assignment: Create a powerpoint presentation on ant topic of your choice. Understand and apply the important features	Methodology: Explanation & Discussion, Contextual Examples, Experiential Learning. Activity: Create a PowerPoint presentation on the topic — Different modes of Transport for going to Going
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SEPTEM BER 2023 (21days) No of Periods: 7	Lesson 5- Internet- Surfing and Security Concepts: • Internet and its history • Advantag es and Disadvan tages of using	Domain: Cognitive Developme nt Kosha: Vijnanama ya Kosha Curricular Goal: CG-	Competencie s: C- 7.3observes and understands different categories of information and use appropriate tools and	 Informat ion Literacy Critical Thinkin g Logical Reasoni ng Operatio nal skills 	EVS: Search the web and find out information about the seven wonders of the world English:	 Classro om Computer lab Home environ ment 	Class Assignment: Open any search engine and look for information on the state that you belong to	Methodology: Explanation & Discussion, Contextual Examples, Experiential Learning. Activity:
	internet • Equipme nts of internet • Use of search engines and Web browser • Guidelin es for online safety	7Children make sense of the digital world around through observation and logical thinking	technology in daily life situations and for learning Learning Outcomes: Basic Identifi es and observ es comm on web browse rs and search engine		Write a paragraph on the how to use the internet for finding information			 Open Microsoft Edge and enter the web address in the address box. Search About Planets/ISRO/ DR DO in the search engine (Google) and explore by surfing.

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OCTOB ER 2023 (15days) No of Periods: 7	Lesson 5- Internet- Surfing and Security Concepts: • Internet and its history • Advantag es and Disadvan tages of using internet • Equipme nts of internet • Use of search engines and Web browser • Guidelin es for online safety	Domain: Cognitive Developme nt Kosha: Vijnanama ya Kosha Curricular Goal: CG- 7Children make sense of the digital world around through observation and logical thinking	Competencie s: C- 7.3observes and understands different categories of information and use appropriate tools and technology in daily life situations and for learning Learning Outcomes: Basic Identifi es and observ es comm on web browse rs and	 Informat ion Literacy Critical Thinkin g Logical Reasoni ng Operatio nal skills 	Search the web and find out information about the seven wonders of the world English: Write a paragraph on the how to use the internet for finding information	 Classro om Computer lab Home environ ment 	Class Assignment: Open any search engine and look for information on the state that you belong to	Methodology: Explanation & Discussion, Contextual Examples, Experiential Learning. Activity: Open Microsoft Edge and enter the web address in the address box. Search About Planets/ISRO/DR DO in the search engine (Google) and explore by surfing.

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NOVEM BER 2023 (23 days) No of Periods: 8	Lesson 6- Step- wise Thinking Concepts: • Understa nd the concept of steps, sequence • Solve real life situations • Understa nd reasoning and its applicati on	Domain: Cognitive Developme nt Kosha: Vijnanama ya Kosha Curricular Goal: CG- 8Children develop logical and mathematic al understandi ng of sorting, seriating, sequencing and abilities to recognise different real life situations	Competencie s: C-8.1Sorts steps or developments of any situation into groups and sub-groups based on logical understanding of the situation and procedure to try and find solution to any problem or task Learning Outcomes: Basic Sorts objects or tasks into pattern s with minim	 Logical Reasoni ng Critical Thinkin g Problem Solving Underst anding procedu re 	Technolo gy: Understan ding the use of sorting, sequencin g and how technolog y can be applied in problem solving.	Maths: Use to solve mathematic al concepts of reasoning	 Classro om Computer lab Games on logical reasoning 	Classroom assignment: Rearrange the steps/events of the given story in proper order using step-wise thinking.	Methodology: Explanation& Discussion, Contextual Examples Activity: Perform Activities based on logical Reasoning, Mental ability and mental Maths, Analogy, Coding and decoding.
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BER 2023 (19 days) No of Periods: 7	More About Scratch 3 Concepts:	Domain Aesthetic and Cultural Developme nt Kosha: Manomaya Kosha Curricular Goal: CG- 12Children develop abilities and sensibilities in visual arts and expresses their emotions through programmi ng art in meaningful and joyful ways	y sprites, scripts and blocks used in the creatio n of a progra m Medium Identif	 Program ming skills. Cognitive skills. Underst anding skills. Creativity and Innovation Critical Thinking 	 Classroom Computer lab Practical classes 	Follow the instructions of the teacher on how	Methodology: Live demonstration of scratch in computer lab. • Black Board
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JAN. 2024 (21 days) No of Periods: 8	AI in Smart Homes Concepts: • Need and goal of Artificial Intelligen ce • Role of AI in Smart Homes • Some Smart Home Products	Domain Cognitive Developme nt Kosha: Vijnanama ya Kosha Curricular Goal CG- 7Children make sense of the world around through observation and logical thinking	Competencie s: C- 7.1Observes and understands different smart objects and the use of appropriate tools and techniques in daily life situations and for learning Learning Outcomes Basic: Identifi es and names comm on smart objects by observi ng	 Visual Skills Spatial skills Creativit y and Innovati on Languag e Skills Logical Reasoni ng 	Scientific temper: Arousing creativity and understan ding of the artificial intelligence and its usage in their homes		 Classro om Computer lab Practical classes Visiting the Atal Tinkering lab 	Teacher's Checklist: To find out the level of learning of the learners	Methodology: Explanation& Discussion, Contextual Examples, Experiential Learning. Activity: Akinator (Domain- Data): Game based on guessing theme
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FEB. 2024 (22 days) No of Periods: 8	Revisions and Practicals				

CENTRALIZED SYLLABUS BIFURCATION FOR APSs (PRIMARY PREPRATORY LEVEL

CLASS IV SUBJECT: Games / Physical Activities)

MONTH	ACTIVITIES
APRIL	Exercise on two, four and eight counts Calisthenics Jogging, Running Simple stretching General warm-up exercises - Toe-to-head - Head-to-toe, Skipping rope
MAY	FREE MOVEMENTS AND COMMANDS: Free movements Swinging, bending, twisting, turning, stretching of different body parts
	Sprinting, Running in Variation Vertical jump Standing broad jump Mini kho
JULY	Locomotors movements - running, jumping, hopping, skipping and rolling Combination of their movements Running long jump Simple race, Dodge ball Hurdle race Drill
AUGUST	Commands: line up, attention, stand at ease, and stand easy, as you were, Dribble and pass throw Warm up activities Recreation games Relay race
SEPTEMBER	Coupling Motor Ability Forward roll, Backward roll, Forward roll and Leg split, Backward roll and leg split, Cartwheel, Up and down relay fitness exercise Relay race
OCTOBER	RHYTHMIC MOVEMENTS: a) Arms swing progression b) Foreword progression and backward progression c) Side bend Net games Dribble and pass
NOVEMBER	SIMPLE COMBATIVES: a) Push of the bench b) Push of stole c) Stepping on the toe, Recreational games hurdle
DECEMBER	SMALL AREA GAMES, Obstacle races Coordination movements
JANUARY	Skipping Obstacles race, Free play (informal games & sports)
FEBRUARY	Rhythm and Reflexes -Positions of 'On your marks' and 'Go' Positions of Attention, Stand at-ease, Right-turn, Left-turn, About-turn Marching on-the-spot
MARCH	Athletics Simple race Warming up Skipping Rope, Line Kho-kho

CENTRALISED SYLLABUS BIFURCATION, ARMY WELFARE EDUCATION SOCIETY

CENTRALIZED SYLLABUS BIFURCATION FOR APSs (PRIMARY PREPRATORY LEVEL

CLASS IV SUBJECT :Art and Craft

MONTH	SUGGESTED ACTIVITIES
APRIL	 Introduction Class File Decorating activity HW - Pages in book
MAY	 Mother's Day Greetings (8th may) Pages in book
JULY	 International plastic bag free day - 3rd July Kargil Vijay Diwas - 26th July Friendship Day Greetings - HW
AUGUST	 Raksha Bandhan - 11th aug Independence Day Teachers Day
SEPTEMBER	 Teachers Day Gandhi Jayanti Pages in book - HW
OCTOBER	1. Diwali Craft Class
NOVEMBER	2. Painting Glass 3. Fun Class
DECEMBER	 Christmas & New Year Greetings Cards HW Wall hanging craft
JANUARY	1. Art Quotes Frames

	2. Abstract art
FEBRUARY	 Collage making Poster on social topics
MARCH	1. Fun with art

CENTRALIZED SYLLABUS BIFURCATION FOR APSs (PRIMARY PREPRATORY LEVEL CLASS IV SUBJECT : Music

List of Songs Written, Self-Composed and uploaded on YouTube for engaging the students additionally in own time (APS Dhaula Kaun)

SPANISH SONG https://www.youtube.com/watch? v=NewjDNMe1P8&t=48s

SAY NO TO PLASTIC https://www.youtube.com/watch?v=b9i_iTOFvhw&t=1s

AAO SOCHE KUCH ACHI BAATE https://www.youtube.com/watch?v=Q2aZPPMZau0

TEACHER'S DAY SONG https://www.youtube.com/watch?v=o_K15XsUJHg

STORY TIME PUPPET SHOW https://www.youtube.com/watch?v=vL8tygsVJJw

ENGLISH PRAYER (THANK YOU GOD) https://www.youtube.com/watch?v=Y56u2AYV7Kw

<u>Month</u>	Songs and Prayers	<u>Learning Objectives</u>
April & May	1. English prayer& Sanskrit prayers	Perfecting Musical notes
	2. Musical notes – Do Re Me Fa& Sa Re	Environmental awareness
	Ga Ma Pa	Thankfulness and gratitude
	3. AWES song	
	4. Song – Environmental song	
July	English prayer &Sanskrit prayer	Perfecting musical notes
	2. Musical notes - practice	Collective group singing
	3. Song - Positive thinking	Positive thinking
August	English prayer& Sanskrit prayer	Calming minds
	2. Patriotic song – I salute my flag	Developing harmony amongst the students and
	3. Country Songs	patriotism
September	English Prayer&Sanskrit prayer	Learning foreign language words
	2. Ear training with musical notes	Having fun while singing
	3. Foreign language song lessons	Gratitude to teachers
	4. Teachers Day song	Ear training – Listening skills
	5. Evaluations	
October	1. English Prayer&Sanskrit prayer	Generating awareness towards cleanliness and
	2. Musical notes with rhythm	other social community issues.
	3. Community Songs	Musical notes training
	4. Choir based songs	Group singing
	5. Festival songs	
November	English Prayer&Sanskrit prayer	Importance of festive fervour
	2. Musical notes with rhythm	Community awareness
	3. Community songs	Rhythmic group songs
	4. Western singing	
	5. Festival songs	

December	 English Prayer&Sanskrit prayer Musical notes with rhythm Christmas Carols Action songs 	Speech improvement and general polishing of pronunciation using sounds of mantras while kindling affection and gratitude in children
January	 English Prayer&Sanskrit prayer Musical notes with rhythm Action songs Patriotic Song 	Enhancing creative movements, while singing as a form of language of expression. It stimulates critical and creative thinking
February	 English Prayer&Sanskrit prayer Sarasvati Vandana Seasonal Song (Basant Panchami) Country songs 	Importance of Sun moving into Northern declination and blooming of the environment around
March	 English Prayer&Sanskrit prayer Festival songs Rehearsals/ Revisions Evaluations 	Importance of cohesiveness and communal harmony by group singing.

		Domain &	Competency & Learning			
Month	Lesson/Concept	Curricular Goals	outcomes	21st Century skills	Integration	Inter-Disciplinary integration

CENTRALIZED SYLLABUS BIFURCATION FOR APSs (PRIMARY PREPRATORY LEVEL

CLASS IV SUBJECT :Dance

April	1. Introduction of classical Kathak Dance	Domain - Aesthetic and Cultural Development	Competency – C-12.2 Explore and Plays with Own voice, Body, Space, and a variety of objects to create music, role-play, dance and movement.	Social Skill (confidence) Inter personal (awareness)	Sports – Students Learn leg movements through Tatkar Through namaskar students move their overall body parts	Math's - Students Learn Tatkarand namaskar on counting Gk - students gain knowledge about Kathak classical danc EVS - students learn about World Dance Day celebration
	Namaskar and Tatkar - Ek Gun	Curricular Goal - cg-12 Children Develop abilities and sensibilities in performing Arts and express their emotions through art in Meaningful and Joyful Learning	C-12.3 innovates and works imaginatively to express a range Of ideas and emotions through the arts.			
	2. Revision of all Kathak basic steps		C-12.4 works collaboratively in the arts			
	3. World Dance Day celebration	Kosha – Anandmaya kosha Students become responsible for peace, love, joy and unity	C- 12.5 communicates and appreciates a variety of responses while Creating and experiencing different forms of art, local culture And heritage.			

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			Learning outcome - 1.			
			Students learn about			
			Kathak classical dance			
			form			
			2. Students learn about			
			World Dance Day values			
			through dance			
				Critical thinking (Sports –	Math's - students learn tatkarand basic steps on counting
				creativity skill,	Students Learn leg	Music - students learn hand movements with tatkar on teen
				collaboration) Inter	movements through	
				personal (team work)	Tatkar	<u>'</u>
			Competency –		Through namaskar	
	1. Tatkar -	Domain - Physical	cg-1.5 shows awareness of		students move their	
May	dugun	development	safety in movements		overall body parts	
	2. Five sanyukt					
	hast mudras					
	I) angali ii)	Curricular goal -				
	kapotha iii)	cg-1 children				
	shivlinga Iv)	develop habits that	Cg-2.2 Develop visual		Exercise with basic	
	shankh v)	Keep them healthy	memory for gestures and		Kathak steps that will	
	samputa	and safe	representations.		help them to stay fit	
	3. Five hand	Cg-2 children	Cg-2.3 differentiates			
	movements with	develop sharpness	sounds and sound patterns			
	tatkar	in sensorial	by their pitch, Volume, and			

perceptions	tempo		
	Cg-3.1 shows coordination		
	between sensorial		
Cg-3 children	perceptions and Body		
develop a fit and	movements in various		
flexible body	activities.		
	Cg-3.2 shows balance,		
	coordination, and		
	flexibility in various		
	Physical activities.		
Kosha -			
Annanamya kosha			
Students aware			
about the physical	Cg-3.3 shows precision		
sheath that	and control in working		
compose the outer	with their hands And		
layer	fingers.		
	Learning outcome 1. Learn		
	new basic hand-		
	movements that keep them		
	fit.		
	2. Learn the importance of		
	hast mudras to show their		
	thoughts through dance		

June	Summer break		Summer break	Summer break		
July	1. Tatkar – tigun	Domain - Aesthetic and cultural development	Competency - c-12.2 explore and plays with own voice, body, Space, and a variety of objects to create music, role-play, dance and movement.	Inter personal (awareness, team work)	Sports - students learn asanyunkt mudras and fast tatkar that will help them to increase their stamina	Music - Students learn classical dance on patriotic song and
		Curricular goal - cg-12 children develop Abilities				
	2. Five asanyukt	and sensibilities in				
	hast mudras	performing Arts				
	I) pathakam ii)	and express their	C-12.3 innovates and			
	mushti iii)	emotions through	works imaginatively to			
	chandrakala Iv)	art in Meaningful	express a range of ideas			
	kapitham v)	and Joyful	and emotions through the			
	sarpasirsham	Learning	arts.			
	3. Kargil Vijay					
	Diwas		C-12.4 works			
	celebration		collaboratively in the arts			
		Kosha –	C- 12.5 communicate and			
		Anandmaya kosha	appreciate a variety of			
		Students become	responses while Creating			
		responsible for	and experiencing different			
		peace, love, joy and	forms of art, local culture,			

		unity	and heritage.		
			Learning outcomes 1.		
			Learn the importance of		
			Kargil Vijay Diwas		
			2. Learn asanyukt mudras		
			and their uses in dance		
			Competency –		
			C-12.2 explore and plays		
			with own voice, body,	Inter personal (awareness,	
			Space, and a variety of	team work)	
	1. Ist stanza of	Domain - Aesthetic	objects to create music,	Critical thinking (
	krishna classical	and cultural	role-play, dance and	creativity skill,	Music - Students learn dance steps on classical music EVS
August	song	development	movement.	collaboration)	Janmashtami
		Curricular goal -			
		cg-12 children			
		develop Abilities			
		and sensibilities in			
		performing Arts	C-12.3 innovates and		
		and express their	works imaginatively to		
	2 nd stanza of	emotions through	express a range of ideas		
	krishna classical	art in Meaningful	and emotions through the		
	song	and joyful ways	arts.		
	3. Complete		C-12.4 works		

	classical krishna dance Practice		collaboratively in the arts			
		Kosha – Anandmaaya kosha Students become responsible for peace, love, joy and unity	C- 12.5 communicates and appreciates a variety of responses while Creating and experiencing different forms of art, local			
			culture, and heritage.			
			Learning outcomes - 1. Express their feelings for our festivals through Dance and celebrate these special days.			
			Competency – C-12.2 explore and plays	Social skill (confidence) Interpersonal (awareness)	Sports – students learn	
September	1.Janmashtami celebration	Domain - Aesthetic and cultural development	with own voice, body, Space, and a variety of objects to create music,		some basic dance steps that will help them to stay fit	Gk - Students aware about Janmashtami Day importance.

	- P					
			role-play, dance and			
			movement.			
		Curricular goal -				
		cg-12 children				
		develop Abilities				
		and sensibilities in				
		performing Arts	C-12.3 innovates and			
		and express their	works imaginatively to			
		emotions through	express a range of ideas			
	2. Half yearly	art in Meaningful	and emotions through the			
	exams	and joyful ways	arts.			
			C-12.4 works			
			collaboratively in the arts			
		Kosha –	C- 12.5 communicate and			
		Anandmaaya kosha	appreciate a variety of			
		Students become	responses while Creating			
		responsible for	and experiencing different			
		peace, love, joy and	forms of art, local culture,			
		unity	and heritage.			
			Learning outcome- learn			
			the importance of Krishna			
			Janmashtmi through the			
			Celebration of Janmashtmi			
			Day.			
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October	1. Tatkar ki tihai on teen taal	Domain - Physical development	Competency – Cg-1.5 shows awareness of safety in movements and acts appropriately	Inter personal (awareness, team work)	Sports – students learn some classical steps that will help them to stay fit	Music - Students learn Kathak dance on semi classical son
	2. 1st stanza of semi classical dance song	Curricular goal - cg-1 children develop habits that Keep them healthy and safe	Cg-2.2 Develops visual memory for gestures and representations.			
		Cg-2 children develop sharpness in sensorial perceptions	Cg-2.3 differentiates sounds and sound patterns by their pitch, Volume, and tempo			
		Cg-3 children develop a fit and flexible body	Cg-3.1 shows coordination between sensorial perceptions and body movements in various activities.			
			Cg-3.2 shows balance, coordination, and flexibility in various physical activities.			
		Kosha –Annamaya kosha Students aware	Cg-3.3 shows precision and control in working with their hands and			

about the physical sheath that compose the outer layer Learning outcome- 1. Learn some technical part of classical dance by doing that On teen taal. 2. Use of all basic steps on semi classical song. Competency — C-12.2 explore and plays with own voice, body, space, and a variety of semi classical and edvelopment develop Abilities and dance song Carricular goal - Ca				1			
compose the outer layer Learning outcome- 1. Learn some technical part of classical dance by doing that On teen taal. 2. Use of all basic steps on semi classical song. Competency - C-12.2 explore and plays with own voice, body, space, and a variety of semi classical song of evelopment 1. 2nd stanza of semi classical November Curricular goal - cg-12 children develop Abilities and sensibilities in and emotions through the				fingers.	.[T I	
layer Learning outcome- 1. Learning outcome- 1. Learn some technical part of classical dance by doing tihai On teen taal. 2. Use of all basic steps on semi classical song.			sheath that		.[1		
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1. 2nd stanza of semi classical and cultural development and cultural cg-12 children semi classical semi classical and sensibilities in and sensibilities in semi classical]	with own voice, body,		1	
1. 2nd stanza of semi classical and cultural development and cultural cg-12 children semi classical semi classical and sensibilities in and sensibilities in semi classical]	space, and a variety of		Sports – students learn	
semi classical dance song and cultural development and cultural develop		1. 2nd stanza of	Domain - Aesthetic				
November dance song development movement. team work) stay fit Music - Students learn Kathak dance on semi classical sor Curricular goal - cg-12 children develop Abilities and sensibilities in and emotions through the Stay fit Music - Students learn Kathak dance on semi classical sor Music - Students learn Kathak dance on semi classical sor C-12.3 innovates and works imaginatively to express a range of ideas and emotions through the		semi classical					
Curricular goal - cg-12 children develop Abilities semi classical C-12.3 innovates and works imaginatively to express a range of ideas and emotions through the	November				_		Music - Students learn Kathak dance on semi classical son
cg-12 children works imaginatively to express a range of ideas and sensibilities in and emotions through the	110,011	dunce song	-		touri work /	Stay III	Triusic Students Island Island Sant Island
2. Ending of develop Abilities express a range of ideas and sensibilities in and emotions through the			-		,	1	
semi classical and sensibilities in and emotions through the					,	1	
		_	_	_	, []	1	
dance song performing Arts arts.				and emotions through the	, []	1	
		dance song	performing Arts	arts.		· [

and express their			
emotions through			
art in Meaningful			
and joyful ways			
	C-12.4 works		
	collaboratively in the arts		
Kosha –	C- 12.5 communicate and		
Anandmaaya kosh	a appreciate a variety of		
Students become	responses while Creating		
responsible for	and experiencing different		
peace, love, joy an	d forms of art, local culture,		
unity	and heritage.		
	Competency - cg-1.5		
	shows awareness of safety		
Domain - Physical	in movements and acts		
development	appropriately		
Curricular goal -			
cg-1 children			
develop habits tha	Cg-2.2 Develops visual		
Keep them healthy	memory for gestures and		
and safe	representations.		
Cg-2 children	Cg-2.3 differentiates		
develop sharpness	sounds and sound patterns		
in sensorial	by their pitch, volume, and		
perceptions	tempo		
Cg-3 children	Cg-3.1 shows coordination		

		develop a fit and	between sensorial			
		flexible body	perceptions and body			
			movements in various			
			activities.			
			Cg-3.2 shows balance,			
			coordination, and			
			flexibility in various			
			physical activities.			
			physical activities.			
		Kosha –				
		Annanamya kosha				
		Students aware				
		about the physical	Cg-3.3 shows precision			
		sheath that	and control in working			
		compose the outer	with their hands and			
		layer	fingers.			
			Learning outcome- 1. Use			
			_			
			of all basic steps on semi			
			classical song.			
			Competency - c-12.2			
	Practice of		explore and plays with		Sports – students learn	
	complete semi	Domain - Aesthetic	own voice, body, space,		some classical steps	
	classical dance	and cultural	and a variety of objects to	Inter personal (awareness,	that will help them to	
December	Song	development	create music ,role-play,	team work)	stay fit	Music - Students learn Kathak dance on semi classical song

I	1	1	1	1	1	1
			dance and movement.			
		Curricular goal -				
	1	cg-12 children				
	1	develop Abilities			[
	1	and sensibilities in				
	1	performing Arts	C-12.3 innovates and			
			works imaginatively to			
		- 1	express a range of ideas			
			and emotions through the			
		and joyful ways	arts.			
			C-12.4 works		ľ	
		[collaboratively in the arts			
		Kosha –	C- 12.5 communicates and			
	1	Anandmaaya kosha	appreciates a variety of			
	1	Students become	responses while creating			
	1	responsible for	and experiencing different			
	1	peace, love, joy and	forms of art, local culture,			
		unity	and heritage.			
		,				
			Learning outcome - with			
	1		all classical basic steps			
	1		students become			
			Physically fit.			
		/	/			/
	1. Celebration of	Domain - Aesthetic	Campatanav	T-tan managanal (ayyunanaga	Granta students learn	
Tomas				Inter personal (awareness, team work)	Sports – students learn	EVIC Condent arrange about the importance of Danublic de
January	Army Day	and cultural	C-12.2 explore and plays	team work)	some basic dance steps	EVS –Student aware about the importance of Republic day

	development	with own voice, body, space, and a variety of objects to create music, role-play, dance and movement.	that will help them to stay fit	
Celebration of	Curricular goal - cg-12 children develop Abilities and sensibilities in performing Arts and express their emotions through art in Meaningful and joyful ways	C-12.3 innovates and works imaginatively to express a range of ideas and emotions through the arts.		
		C-12.4 works collaborate C- 12.5 communicates and appreciates a variety of responses while timely in the arts creating and experiencing different forms of art, local culture, and heritage.		
	Kosha – Anandmaaya kosha Students become responsible for peace, love, joy and			

		unity			
			Learning outcome - learn patriotic values through		
			Learning outcome - learn patriotic values through dance on republic day and Army day celebration		
				,	
February	Overall revision				