



SYLLABUS BIFURCATION PREPARATORY STAGE Class 5

A detailed syllabus mapped at Preparatory Stage
for APS

2023-24



APS Syllabus Bifurcation Overview (Class 5)
Academic Session 2023-24

Class:V

Subject:ENGLISH

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

<p>Apr-</p> <p>Literature:</p> <p>Lesson-1: Tom Whitewashes the Fence</p> <p>Poem-1: Don't be Afraid Of the Dark</p>	<p>Aug-</p> <p>Literature:</p> <p>Lesson-5 The Speaking Trees</p> <p>Lesson-6 The Lady with the Lamp</p> <p>Poem-3: Trees are the Kindest Things</p>	<p>Oct-</p> <p>Literature:</p> <p>Lesson7- A Trip to Kolkata</p> <p>Lesson8-Black Berries- The Fruit</p> <p>Poem4- Bessie's Song to her Doll</p>	<p>Dec-</p> <p>Literature:</p> <p>Lesson10- The Emperor and the Shadow Puppets</p> <p>Poem6- The Paper Boats</p>
<p>Grammar:</p> <p>Lesson- 9 Sentences</p> <p>Lesson17- Punctuation</p>	<p>Grammar:</p> <p>Lesson- 6- Verbs</p> <p>Picture Description</p> <p>Story Writing</p> <p>Paragraph Writing</p>	<p>Grammar:</p> <p>Lesson12- Future Tense</p> <p>Paragraph Writing</p>	<p>Grammar:</p> <p>Lesson14- Voice: Active and Passive</p> <p>Lesson 15- Non-finite verbs- infinitives and Gerunds</p> <p>Lesson16- Interjections</p>
<p>May-</p> <p>Literature:</p> <p>Lesson-2: A Letter From a Father to His Daughter</p> <p>Poem-2: A Good Play</p>	<p>Sep-</p> <p>Grammar:</p> <p>Lesson-10 Present Tense</p> <p>Lesson -11 Past Tense</p> <p>Reading Comprehension(Unseen Passage)</p>	<p>Nov-</p> <p>Literature:</p> <p>Poem5- Silver</p> <p>Lesson9- Tenali Rama Challenges the Magician</p>	<p>Jan-</p> <p>Literature:</p> <p>Lesson11-2018 Commonwealth Games</p>
<p>Grammar:</p> <p>Lesson- 1 Nouns</p> <p>Formal Letter Writing</p>		<p>Grammar:</p> <p>Lesson5- Articles, Lesson8- Prepositions, Lesson13- Conjunctions</p>	<p>Grammar:</p> <p>Lesson7- Adverbs, Lesson18- Synonyms and Antonyms</p> <p>Informal Letter Writing</p>
<p>July-</p> <p>Literature:</p>			<p>Feb-</p> <p>Grammar:</p> <p>Email Writing</p>

Lesson-3: My Elder Brother Lesson-4: The Return of the Lion Grammar: Lesson-2 Pronouns Lesson-3 Adjectives Lesson-4 Comparison of Adjectives						Reading Comprehension (Unseen Passage) TERM I- Literature: Lesson 5: The Speaking Trees Grammar: Lesson 4: Comparison of Adjectives	
				1. Note Book submission MM 25 (Weightage 5 Marks) 2. Subject Enrichment Activity MM 25 (Weightage 5 Marks)		1. Note Book submission MM 25 (Weightage 5 Marks) 2. Subject Enrichment Activity MM 25 (Weightage 5 Marks)	
Report card will consist of:- 100 marks				Report card will consist of:- 100 marks			
Evaluation	% syllabus	Maximum Marks	Weightage	Evaluation	% syllabus	Maximum Marks	Weightage
Periodic Test-I in July	30%	40 Marks	10 Marks	Periodic Test-2 in Dec	30%	40 Marks	10 Marks
Note Book submission	----	25Marks	5 Marks	Note Book submission	---	25Marks	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

Publisher: Srijan Publishers P. Ltd.

Grammar Trove 5

CLASS-V

Publisher: Rohan Book Company Pvt. Ltd.

TERM -1

Month/ Periods	LESSON:-	Domain & Curricular Goals(mapping with Foundational stage)	Competency & Learning Outcome	21 st Century skills	Integration	Inter-disciplinary integration	Learning Space	Assignments	Suggestive Pedagogies
April (22-25Days) Pd: (24-28)	<p>Lit:</p> <p>Lesson-1: Tom Whitewashes the Fence (Prose- Narrative- Parable)</p> <p>Skills: Listening and Speaking</p> <p>CONCEPT:-</p> <p>Learning that presence of mind enables one to find solution to any problem.</p> <p>Sub Concepts:</p>	<p>DOMAIN:</p> <p>Prose :</p> <p>Lesson-1: Tom Whitewashes the Fence (Prose- Narrative- Parable)</p> <p>Language and Literacy Development</p> <p>Socio Emotional and Ethical Development</p> <p>(Manomaya Kosha)</p> <p>Curricular Goal:-</p> <p>CG-9</p>	<p>Competency</p> <p>Prose:</p> <p>Lesson-1: Tom Whitewashes the Fence (Prose- Narrative- Parable)</p> <p>C-9.5</p> <p>Comprehends narrated/read-out stories and identifies characters, storyline and what the author wants to say</p> <p>C-9.6</p> <p>Narrates short stories with clear plot and characters</p> <p>C-4.5</p> <p>Understands and responds positively to social norms in the</p>	<p>5 C's</p> <p>Critical Thinking</p> <p>Creative Thinking</p> <p>Life skills</p> <p>Problem Solving</p> <p>Decision-making</p> <p>Social Skills</p> <p>Vocabulary enrichment</p>	<p>Arts:-</p> <p>Sketching and painting.</p> <p>Scientific temper:-</p> <p>Problem Solving: Learning to deal with basic situations of life</p> <p>Technology:-</p> <p>Learning through online resources</p> <p>https://youtu.</p>	<p>Language:-</p> <p>Write your own experiences of being in dark</p> <p>Music:-</p> <p>Recitation</p> <p>EVS:-</p> <p>Understanding the concept of day and night</p>	Home and Classroom	<p>Class assignments</p> <p>Use of Dictionary</p> <p>Discussion of Question Answers.</p> <p>Home assignments</p> <p>Art integrated activities</p> <p>And Worksheets</p>	<p>Suggestive Pedagogies</p> <p>Project -based learning</p> <p>Problem solving</p> <p>Creative Thinking</p> <p>Suggestive Assessment :-</p> <p>1. Reading</p>

	<p>Learning how presence of mind allows one to deal with problems. Learning the use of humour in literature.</p>	<p>Children develop effective communication skills for day-to-day interactions</p> <p>CG-4</p> <p>Children develop emotional intelligence, i.e., the ability to understand and manage their own emotions, and respond positively to social norms</p>	<p>classroom and school</p> <p>Learning Outcomes:-</p> <p>Basic:</p> <ul style="list-style-type: none"> - Recalls the characters and a few events in the story that is narrated and is able to retell in their own words - Imagines and narrates personalized endings of the story - Follows short simple instruction <p>Medium:</p> <ul style="list-style-type: none"> - Identifies plots and characters in a story and retells it in the correct sequence using vocabulary from the story - Narrates their own short stories with simple plots and characters - Follows simple rules in school without adult reminders <p>Advance</p> <ul style="list-style-type: none"> - Interprets the motivations of the author to write the story and retell the story as if they were the author - Creates their own stories, with complex 	<p>Improved Pronunciation</p> <p>Emotional Skills</p> <p>Handle and overcome difficulties.</p> <p>Any Values /Ethics : (Schools to fill)</p> <p>Self Confidence</p>	<p>be/aywVHskq9vw</p> <p>https://youtu.be/vnyUzLRIS7k</p> <p>Sports:-</p> <p>Team Game</p>				<p>2.Worksheet</p> <p>3. Multiple-choice questions</p> <p>Suggestive resources/Activities:</p> <p>Draw and colour various tools required and used in the painting of house.</p>
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	<p>Poem-1: Don't be Afraid Of the Dark (Literary Device used- Motif)</p> <p>CONCEPT:- Advises the child to not be afraid of the dark .Instead, they should be friends</p>	<p>DOMAIN:</p> <p>Poetry :</p> <p>Poem-1: Don't be Afraid Of the Dark (Literary Device used- Motif)</p> <p>Language and Literacy Development</p>	<p>plots and multiple characters -Follows instructions/rules Understands consequences of violating rules</p> <p>Competency</p> <p>Poetry:</p> <p>C-10.6</p> <p>Reads short poems and begins to appreciate the poem for its choice of words and imagination</p> <p>Learning Outcomes:</p> <p>Basic:</p> <p>Reads short poems and narrates the literal meaning of the poem</p> <p>Medium:</p> <p>Reads short poems and infers the imagination of the poet</p> <p>Advance:</p> <p>Able to frame a poem on their own.</p> <p>Competency</p> <p>Grammar:</p> <p>Lesson- 9 Sentences</p>						
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<p>with the night.</p> <p>Sub Concepts:</p> <p>When one is afraid of anything, the best way to deal with it is to face it.</p> <p>Grammar:</p> <p>Lesson- 9 Sentences</p> <p>Lesson17- Punctuation</p> <p>CONCEPT:-</p> <ul style="list-style-type: none"> -Kinds of sentences -Subject and Predicate -Phrases and Clauses -Learn to punctuate the sentence properly. <p>Sub Concepts:</p> <ul style="list-style-type: none"> -Being able to identify various kinds of sentences in a 	<p>Curricular Goal:-</p> <p>CG-10</p> <p>Children develop fluency in reciting the poem.</p> <p>DOMAIN:</p> <p>(Grammar):</p> <p>Lesson- 9 Sentences</p> <p>Lesson17- Punctuation</p> <p>Language and Literacy Development</p> <p>Curricular Goal:-</p> <p>CG-10</p> <p>Children develop fluency in reading and writing</p>	<p>Lesson17- Punctuation</p> <p>C-10.4</p> <p>Reads stories and passages with accuracy and fluency with appropriate pauses and voice modulation</p> <p>Learning Outcomes:</p> <p>Basic:</p> <p>Reads a few sentences of familiar words with accuracy</p> <p>Medium:</p> <p>Reads short passages accurately with appropriate intonation and pauses</p> <p>Advance:</p> <p>Reads short passages accurately and fluently with appropriate intonation, pauses, and voice modulation</p> <p>CWSN</p> <p>Sentences</p> <p>For Visually Impaired Students</p> <p>Definition and Types of Sentences (in audio): <i>A group of words makes a complete sense is</i></p>							
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	paragraph		<p><i>called sentence.</i></p> <p>Types: 1). Simple 2). Compound 3). Complex</p> <p>Use of Bold and Large font alphabets flashcards for alphabets recognition.</p> <p>Use of embossed flash cards of alphabets for the formation of words.</p> <p>Words cutouts for formation of 3-4 words sentences.</p> <p>For Hearing Impaired Students</p> <p>Use of pictures flash card with caption.</p> <p>Words cutouts for formation of 3-4 words sentences.</p> <p>https://youtu.be/Rn3SdJqIRMU</p> <p>https://youtu.be/aywVHskq9vw</p>						
May (12-14)	Lit: Lesson-2: A Letter From a	DOMAIN: (Prose)	Competency (Prose)	5 C's Communication	Arts:- Sketching	Language:	Home and	Class assignments -Use of	Suggestive Pedagogies Project -based

<p>days)</p> <p>(12-14 pd)</p>	<p>Father to His Daughter (Prose- Narrative- Factual)</p> <p>Skills: Writing</p> <p>CONCEPT:- Appreciate the value of gifts, not their price.</p> <p>Learning about what makes people or a nation great.</p> <p>Sub Concepts:</p> <ul style="list-style-type: none"> - sharing ideas, views and thoughts - Standing up for the country's honour, honesty and openness. - Appreciating a friendly relationship between parents and children. 	<p>Lesson-2: A Letter From a Father to His Daughter (Prose- Narrative- Factual)</p> <p>Language and Literacy Development</p> <p>Socio-Emotional and Ethical Development (Manomaya Kosha)</p> <p>Curricular Goal:-</p> <p>CG-9 Children develop effective communication skills for day-to- day interactions.</p> <p>CG-10 Children develop fluency in reading and writing</p> <p>CG-4 Children develop emotional intelligence, i.e., the ability to understand and manage their own emotions, and responds positively to social norms</p>	<p>Poem-2: A Good Play (Literary Device used: Rhyme- Analogy)</p> <p>C-9.3 Converses fluently and can hold a meaningful conversation</p> <p>C-10.5 Reads short stories and comprehends its meaning</p> <p>C-4.6 Shows kindness and helpfulness to others (including animals, plants) when they are in need</p> <p>Learning Outcomes:-</p> <p>Basic:</p> <ul style="list-style-type: none"> - Narrates daily experiences in simple sentences and ask simple questions, using what/when/ how/whom, etc - Reads books aloud with short simple texts and uses both visual cues and text to infer and retell the story with accurate sequence and 	<p>Skills</p> <p>Creativity & Innovation</p> <p>Life skills</p> <p>Problem Solving Decision Making</p> <p>Social Skills Leadership and Responsibility</p> <p>Interpersonal Relationships.</p> <p>Emotional Skills Build and manage healthy relationships</p> <p>Any Values /Ethics : (Schools to fill)</p>	<p>Scientific temper:- Critical Mindedness: Relationship building</p> <p>Technology:- Learning through online resources</p> <p>https://youtu.be/Az_A950Lig4</p> <p>Email Writing</p>	<p>Being able to identify different kinds of nouns.</p> <p>EVS: Knowledge of history and India's freedom struggle.</p> <p>Development of Social Skills</p> <p>Hindi: Importance of Letter Writing</p>	<p>Classroom</p> <p>School play ground.</p>	<p>Dictionary</p> <p>- Discussion based on competency based learning skills.</p> <p>- Letter Writing</p> <p>Home assignments</p> <p>Art integrated activities</p>	<p>learning</p> <p>Problem solving</p> <p>Creative Thinking</p> <p>Suggestive Assessment :-</p> <p>Worksheets, Multiple choice questions</p> <p>Suggestive resources/Activities: Read some books related to Indian freedom struggle.</p> <p>Create your poem based on your play.</p>
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			<p>elaboration</p> <ul style="list-style-type: none">- Shows affection towards other children and adults <p>Medium:</p> <ul style="list-style-type: none">- Narrates daily experiences in elaborate descriptions and asks why questions too- Identifies plots, and characters- Shows care and tenderness in dealing with other living things <p>Advance:</p> <ul style="list-style-type: none">- Engages in discussion about a topic and raise and respond to questions- Reads and identifies characters, plots, sequences, and point of view of the author- Works in common tasks with kindness and affection to others in the group <p>Competency</p> <p>(Poetry)</p> <p>Poem-2: A Good Play</p> <p>(Literary Device used: Rhyme- Analogy)</p>	Self Confidence Leadership					
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	<p>Poem-2: A Good Play (Literary Device used: Rhyme- Analogy)</p> <p>CONCEPT:- Learning to live life of contentment and happiness with simple things in life.</p> <p>Sub Concept: <i>It's about never giving up on the life that we dream of</i></p>	<p>DOMAIN: (Poem) Poem-2: A Good Play (Literary Device used: Rhyme- Analogy)</p> <p>Language and Literacy Development</p> <p>Socio-Emotional and Ethical Development (Manomaya Kosha)</p> <p>Curricular Goal:- CG-9 Children develop effective communication skills for day-to-day interactions</p>	<p>C-9.6 Narrates short stories with clear plot and characters</p> <p>C-12.2 Explores and plays with own voice, body, spaces, and a variety of objects to create music, role-play, dance and movement</p> <p>Learning Outcomes:-</p> <p>Basic:</p> <ul style="list-style-type: none"> - Imagines and narrates personalized endings of the story. - Produces a variety of sounds according to context/ situation using voice, body, or instruments (in role-play, solo or group musical arrangements) <p>Medium:</p> <ul style="list-style-type: none"> - Narrates their own short stories with simple plots and characters. - Explores the difference between their singing voice and speaking voice and uses both playfully <p>Advance:</p> <ul style="list-style-type: none"> - Creates their own stories, with complex plots and multiple 						
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		<p>CG-10 Children develop fluency in reading and writing</p> <p>CG-12 Children develop abilities and sensibilities in visual and performing arts and express their emotions through art in meaningful and joyful ways</p>	<p>characters</p> <ul style="list-style-type: none"> - Creates simple sound improvisations in familiar songs, or situations by using voice, body, instruments, and objects (e.g., playing the beats using different body parts/ instruments for a song, creating the ambience of a dramatic scene through sounds) <p>Competency (Grammar)</p> <p>Lesson- 1 Nouns Letter Writing</p> <p>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</p> <p>Learning Outcomes:-</p> <p>Basic:</p> <ul style="list-style-type: none"> - Uses vocabulary acquired from specific themes, and topics introduced in class in 						
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	<p>Grammar:</p> <p>Lesson- 1 Nouns</p> <p>Formal Letter Writing</p> <p>CONCEPT:-</p> <p>Identification of nouns and Types of nouns</p> <p>in the lesson</p> <p>Importance of letter writing in day today life</p> <p>Sub Concept:</p> <p>--To enable children to put a label to something they already do.</p>	<p>DOMAIN:</p> <p>(Grammar)</p> <p>Lesson- 1 Nouns</p> <p>Formal Letter Writing</p> <p>Language and Literacy Development</p> <p>Curricular Goal:-</p> <p>CG-9</p> <p>Children develop effective communication skills for day-to-day interactions</p> <p>CG-12</p> <p>Children develop abilities and sensibilities.</p> <p>Children develop effective communication skills for</p>	<p>their conversations</p> <p>Medium:</p> <ul style="list-style-type: none"> - Predicts meaning of unknown words in texts using picture and context cues <p>Advance:</p> <ul style="list-style-type: none"> - Uses children's dictionaries to identify meanings of unknown words encountered in texts <p>CWSN</p> <p>For Visually Impaired Students</p> <p>Main points of the chapter- A letter from father to his daughter (in audio form)</p> <p>The first Prime Minister of India was Jawaharlal Nehru.</p> <p>He was born on the 14th November.</p> <p>The country celebrates his birthday as Children Day.</p>						
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		day-to-day interactions	<p>Good qualities of a leader-</p> <p>a) Love for all who suffer. b) Eager to help them. c) Inspires people for noble sacrifices.</p> <p>For Hearing Impaired Students</p> <p>Different cut outs of emotions.</p> <p>Posters of Nehru ji with his name caption.</p> <p>https://www.youtube.com/watch?v=6h3V-Tm_tNs</p> <p>https://youtu.be/Az_A950Ljg4</p>						
<p>July (22-25Days)</p> <p>(26-28 pds)</p>	<p>Lit:</p> <p>Lesson-3: My Elder Brother</p> <p>(Prose- Autobiography)</p> <p>(Skill- Listening and speaking)</p> <p>CONCEPT:-</p> <p>Learning about the value of a good relationship with siblings andwith everyone in the family, in</p>	<p>DOMAIN:</p> <p>(Prose)</p> <p>Lesson-3: My Elder Brother</p> <p>(Prose- Autobiography)</p> <p>Language and Literacy Development</p> <p>Socio-Emotional and Ethical Development</p> <p>(Manomaya Kosha)</p>	<p>Competency</p> <p>(Prose)</p> <p>Lesson-3: My Elder Brother</p> <p>(Prose- Autobiography)</p> <p>C-4.2</p> <p>Recognises different emotions and makes deliberate efforts to regulate them appropriately</p> <p>C-9.6</p>	<p>5 C's</p> <p>Critical Thinking & Problem Solving</p> <p>Collaboration</p> <p>Imagination</p> <p>Life skills</p>	<p>Arts:-</p> <p>Role Play and Drama</p> <p>Scientific temper:-</p> <p>Problem Solving</p> <p>Technology:-</p>	<p>Language:</p> <p>Proper usage of pronouns and adjectives in communication</p> <p>Maths:</p> <p>Identification of shapes through Prop making.</p>	Home and Classroom	<p>Class assignments</p> <p>Role Play on L-4</p> <p>Group Discussion based on competency based learning skills.</p>	<p>Suggestive Pedagogies</p> <p>Problem solving</p> <p>Creative Thinking</p> <p>Suggestive Assessment :-</p> <p>Worksheets,</p>

	<p>spite of differences.</p> <p>The importance of apology and forgiveness in relationships.</p> <p>Sub Concept:</p> <p>Learning the importance of a good relationship with siblings and others in the family.</p>	<p>Curricular Goal:-</p> <p>CG-4</p> <p>Children develop emotional intelligence, i.e., the ability to understand and manage their own emotions, and respond positively to social norms</p> <p>CG-9</p> <p>Children develop effective communication skills for day-to-day interactions.</p>	<p>Narrates short stories with clear plot and characters</p> <p>Learning Outcomes:-</p> <p>Basic:</p> <ul style="list-style-type: none"> - Recognizes simple emotions (fear, joy, sadness) - Imagines and narrates personalized endings of the story <p>Medium:</p> <ul style="list-style-type: none"> - Associates emotions with words and facial expressions - Narrates their own short stories with simple plots and characters <p>Advance</p> <ul style="list-style-type: none"> - Describes their emotions in socially approved ways (e.g., stops crying and explains why they were crying) - Creates their own stories, with complex plots and multiple characters (as a group) <p>Competency</p> <p>(Prose)</p> <p>Lesson-4: Return of the Lion</p>	<p>Problem Solving</p> <p>Analysis</p> <p>Social Skills</p> <p>Interpersonal Relationships.</p> <p>Emotional Skills</p> <p>Expression of emotions</p> <p>Any Values /Ethics : (Schools to fill)</p> <p>Kindness</p> <p>Gratitude</p>	<p>Learning through online resources</p> <p>https://youtu.be/w4R3czV11BY</p> <p>https://youtu.be/IH57aXoqBZc</p> <p>https://youtu.be/ED2L0bVf3yY</p> <p>https://youtu.be/laQUXyfVM9Y</p>	<p>EVS:</p> <p>Knowing about Indian history.</p>		<p>Home assignments</p> <p>Book Exercises.</p>	<p>Multiple choice questions</p> <p>Oral quizzes</p> <p>Suggestive resources/Activities:</p> <p>To make the students enact and do the role play based on the lesson.</p>
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<p>Lesson-4:The Return of the Lion</p> <p>(Prose- Legend)</p> <p>(Skill- Speaking)</p> <p>CONCEPT:-</p> <p>-Learning about people of great courage and daring who worked and fought against tyranny and injusticeand for the freedom of our country.</p> <p>-Learning about the wisdom and alertness required to administer a kingdom/ country or any organisation.</p> <p>Sub Concept:</p> <p>Learning to appreciate courage, wisdom and alertness.</p>	<p>DOMAIN:</p> <p>(Prose)</p> <p>Lesson-4: Return of the Lion</p> <p>(Prose- Legend)</p> <p>Language and Literacy Development</p> <p>Aesthetic and Cultural Development</p> <p>(Anandamaya Kosha)</p> <p>Curricular Goal:-</p> <p>CG-5</p> <p>Children develop a positive attitude towards productive work and service or ‘Seva’</p>	<p>(Prose- Legend)</p> <p>C-5.1</p> <p>Demonstrates willingness and participation in age- appropriate physical work towards helping others</p> <p>Learning Outcomes:-</p> <p>Basic:</p> <ul style="list-style-type: none"> - Assists the teacher and organizes the classroom <p>Medium:</p> <ul style="list-style-type: none"> - Performs appropriate chores at home and/or at school (e.g., putting away toys, watering plants) <p>Advance</p> <ul style="list-style-type: none"> - Assists teachers to create TLM - Helps in the kitchen with cleaning and cutting <p>Competency</p> <p>(Grammar)</p>						
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<p>Grammar:</p> <p>Lesson-2 Pronouns Lesson-3 Adjectives</p> <p>Lesson-4 Comparison of Adjectives</p> <p>CONCEPT:-</p> <p>--Learning about different types of pronouns and their usage</p> <p>-- Learning about different kinds of adjectives, their usage and degrees of comparison of adjectives.</p> <p>Sub Concepts:</p> <p>-- To focus upon overall speech and language development</p> <p>--To enable the students to describe the world around them.</p>	<p>DOMAIN: (Grammar)</p> <p>Lesson-2 Pronouns Lesson-3 Adjectives Lesson-4 Comparison of Adjectives</p> <p>Language and Literacy Development</p> <p>Curricular Goal:-</p> <p>CG-9 Children develop effective communication skills for day-to-day interactions.</p>	<p>Lesson-2 Pronouns</p> <p>Lesson-3 Adjectives</p> <p>Lesson-4 Comparison of Adjectives</p> <p>C-9.5:</p> <p>Comprehends narrated/read-out stories and identifies characters, storyline and what the author wants to say</p> <p>Learning Outcome:</p> <p>Basic:</p> <ul style="list-style-type: none"> - Recalls the characters and a few events in the story that is narrated and is able to retell in their own words. <p>Medium:</p> <ul style="list-style-type: none"> - Identifies plots and characters in a story and retells it in the correct sequence using vocabulary from the story <p>Advance:</p> <ul style="list-style-type: none"> - Interprets the motivations of the author to write the story and retell the story as if they were the author 						
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			<p>CWSN</p> <p>Visual Impairment student's assistance:</p> <p>Please record the lesson in your voice specifying the main points in the chapter and allow the child to listen separately also. Please send this as a learning support material home.</p> <p>Use Flash cards having larger fonts to help the child read the words.</p> <p>Use felt/flannel / alphabet cut outs to help form the words.</p> <p>Hearing Impairment student's assistance:</p> <p>Take some videos of sign language expert, videos with captions which are related to the chapter.</p> <p>Use Visual aids like flash cards of different games, siblings with captions.</p> <p>Refer apps for learning. https://youtu.be/w4R3czV11BY https://youtu.be/IH57aXoqBZc</p>						
<p>August (22-25Days)</p>	<p>Lit: Lesson-5 The Speaking Trees</p>	<p>DOMAIN: (Prose) Lesson-5 The Speaking</p>	<p>Competency (Prose)</p>	<p>5 C's</p>	<p>Arts:- Poster Making Collage</p>	<p>Language: Learning to express their</p>	<p>School kitchen and Herbal</p>	<p>Class assignments Role play</p>	<p>Suggestive Pedagogies</p>

<p>(26-28 pds)</p>	<p>(Prose- Fable) (Skills- Listening and Speaking)</p> <p>CONCEPT:- Learning to appreciate the value of trees and protecting the environment.</p> <p>Sub Concept: Learn about how trees are beneficial and important for us.</p>	<p>Trees (Prose- Fable)</p> <p>Language and Literacy Development</p> <p>Socio-Emotional and Ethical Development (Manomaya Kosha)</p> <p>Curricular Goal:-</p> <p>CG-9 Children develop effective communication skills for day-to-day interactions</p> <p>CG-6 Children develop a positive regard for the natural environment around them.</p>	<p>Lesson-5 The Speaking Trees (Prose- Fable)</p> <p>C-9.5 Comprehends narrated/read-out stories and identifies characters, storyline and what the author wants to say</p> <p>C-6.1 Shows care for and joy in engaging with all life forms</p> <p>Learning Outcomes:-</p> <p>Basic:</p> <ul style="list-style-type: none"> - Recalls the characters and a few events in the story that is narrated and is able to retell in their own words. - Shows joy in engaging with plants and animals in the local environment - Shows no discomfort in physical engagement with nature (e.g., in garden or parks) <p>Medium:</p> <ul style="list-style-type: none"> - Interprets the intent of the plot and characters in a story and retells the story in a different form - Takes responsibility for tending and caring for 	<p>Critical Thinking Creative Thinking Communication Skills</p> <p>Life skills</p> <p>Problem Solving</p> <p>Analysis</p> <p>Social Skills</p> <p>Flexibility and Initiation</p> <p>Interpersonal Relationships.</p> <p>Emotional Skills</p> <p>Being sensitive towards nature</p>	<p>Making</p> <p>Scientific temper:-</p> <p>Problem Solving</p> <p>Technology:-</p> <p>Modern ways of crop culture</p>	<p>ideas in their own words using correct tenses.</p> <p>EVS:</p> <p>Germination of seeds</p> <p>Importance of plants</p> <p>Social service</p>	<p>Garden Neighbouring parks.</p>	<p>(Doctor's clinic)</p> <p>Discussion on importance of plants</p> <p>Question/ Answer discussion</p> <p>Paragraph Writing</p> <p>Home assignments</p> <p>Art integrated activities (Prepare a First Aid Box)</p>	<p>Project -based learning</p> <p>Experiential and Contextual Learning</p> <p>Suggestive Assessment :-</p> <p>Dictation</p> <p>Peer Discussion</p> <p>Suggestive resources/Activities:</p> <p>Work in group of four and collect relevant pictures and information about any special tree of your choice.</p>
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	<p>Lesson-6 The Lady with the Lamp (Prose- Biography) (Skills- Reading)</p> <p>CONCEPT:- Learning about the care of the sick and suffering.</p>	<p>DOMAIN: (Prose) Lesson-6 The Lady with the Lamp (Prose- Biography)</p> <p>Language and Literacy Development</p>	<p>saplings and plants Advance:</p> <ul style="list-style-type: none"> - Interprets the motivations of the author to write the story and retell the story as if they were the author - Takes responsibility for tending to and caring for animals like kittens, puppies, chicken <p>Competency</p> <p>Lesson-6 The Lady with the Lamp (Prose- Biography)</p> <p>C-10.7: Reads and comprehends meaning of short news items, instructions and recipes, and publicity material</p> <p>C-5.1 Demonstrates willingness and participation in age- appropriate physical work towards helping others</p> <p>Learning Outcomes:-</p> <p>Basic:</p> <ul style="list-style-type: none"> - Reads a short set of 	<p>and others</p> <p>Any Values /Ethics : (Schools to fill)</p> <p>Kindness</p> <p>Gratitude</p>					
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	<p>Sub Concept:</p> <p>Learning to become a responsible and empathetic citizen.</p>	<p>Socio-Emotional and Ethical Development</p> <p>(Manomaya Kosha)</p> <p>Curricular Goal:-</p> <p>CG-10:</p> <p>Children develop fluency in reading and writing</p> <p>CG-5</p> <p>Children develop a positive attitude towards productive work and service or 'Seva'.</p>	<p>simple written instructions and follows them</p> <ul style="list-style-type: none"> - Assists the teacher and organizes the classroom <p>Medium:</p> <ul style="list-style-type: none"> - Reads simple instructions to play a game and plays it with a group - Performs appropriate chores at home and/or at school (e.g., putting away toys, watering plants) <p>Advance:</p> <ul style="list-style-type: none"> - Reads short news items, and publicity pamphlets, and explains the content - Helps in the kitchen with cleaning and cutting <p>Competency</p> <p>(Poetry)</p> <p>Poem-3: Trees are the Kindest Things</p> <p>(Literary Device used - Rhyme)</p> <p>C-10.6</p> <p>Reads short poems and begins to appreciate the poem for its</p>						
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	<p>Poem-3: Trees are the Kindest Things (Literary Device used - Rhyme)</p> <p>CONCEPT:- Learning about the trees' <i>kindness to human beings.</i></p> <p>Sub Concept: <i>Learning how trees bring happiness to our life.</i></p>	<p>DOMAIN: (Poetry)</p> <p>Poem-3: Trees are the Kindest Things (Literary Device used - Rhyme)</p> <p>Language and Literacy Development</p> <p>Socio-Emotional and Ethical Development (Manomaya Kosha)</p> <p>Curricular Goal:- CG-10: Children develop fluency</p>	<p>choice of words and imagination</p> <p>C-6.1 Shows care for and joy in engaging with all life forms</p> <p>Learning Outcomes:-</p> <p>Basic:</p> <ul style="list-style-type: none"> - Reads short poems and narrates the literal meaning of the poem - Shows joy in engaging with plants and animals in the local environment <p>Medium:</p> <ul style="list-style-type: none"> - Reads short poems and infers the imagination of the poet - Shows curiosity and interest in identifying specific flora and fauna <p>Advance:</p> <ul style="list-style-type: none"> - Able to create a poem based on social issues. - Takes responsibility for tending to and caring for animals like kittens, puppies, chicken <p>Competency</p>						
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	<p>in reading and writing</p> <p>CG-6</p> <p>Children develop a positive regard for the natural environment around them.</p>	<p>DOMAIN: (Grammar)</p>	<p>(Grammar)</p> <p>Lesson- 6- Verbs</p> <p>Paragraph Writing</p> <p>C-9.7</p> <p>Knows and uses enough words to carry out day-to-day interactions effectively and can guess meaning of new words by using existing vocabulary</p> <p>Learning Outcomes:-</p> <p>Basic:</p> <ul style="list-style-type: none"> - Identifies plots and characters in a story and retells it in the correct sequence using vocabulary from the story <p>Medium:</p> <ul style="list-style-type: none"> - Interprets the intent of the plot and characters in a story and retells the story in a different form <p>Advance</p> <ul style="list-style-type: none"> - Uses expanded vocabulary with intentional use of action 						
<p>Grammar: Lesson- 6- Verbs</p>									

	<p>Picture Description</p> <p>Story Writing</p> <p>Paragraph Writing</p> <p>CONCEPT:-</p> <p>Learning about verbs and their usage; strong and weak verbs and their forms.</p> <p>Expression of thoughts through paragraph writing</p> <p>Visualisation and description of pictures</p> <p>Sub Concept:</p> <p>To focus upon proper usage of verbs in a sentence.</p>	<p>Lesson- 6- Verbs</p> <p>Picture Description</p> <p>Paragraph Writing</p> <p>Language and Literacy Development</p> <p>Curricular Goal:-</p> <p>CG-9</p> <p>Children develop effective communication skills for day-to-day interactions</p>	<p>words, descriptive words, tenses, etc.</p> <p>CWSN</p> <p>Visual Impairment students assistance:</p> <p>Record the specific points of the chapter and allow the child to listen separately.</p> <p>Use embossed flash cards of tree, lamp and other objects which are specific in the chapter.</p> <p>Provide specific points of the chapter in Braille format.</p> <p>Hearing Impairment students assistance:</p> <p>Add the videos with caption and embed in your presentations to support the child to learn with the rest of the class.</p> <p>Make visible charts related to the topic with subtitles.</p> <p>Refer apps for learning.</p>						
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			https://youtu.be/KEwGAHIQBlw https://youtu.be/UuboxKRT-3g https://youtu.be/oip3xsjEn6A						
<p>Septem ber (22- 25Days)</p> <p>(12-14 pds)</p>	<p>Grammar:</p> <p>Lesson-10 Present Tense</p> <p>Lesson -11 Past Tense</p> <p>Reading Comprehension (Unseen Passage)</p> <p>CONCEPT:-</p> <p>Present and past tenses – their forms and usage.</p> <p>Enhance reading and comprehension skills of learner.</p> <p>Sub Concept:</p> <p>Enable the learner to write the paragraph in present, past and</p>	<p>DOMAIN:</p> <p>Lesson-10 Present Tense</p> <p>Lesson -11 Past Tense</p> <p>Reading Comprehension (Unseen Passage)</p> <p>Language and literary development</p> <p>Curricular Goal:-</p> <p>CG-9</p> <p>Children develop effective communication skills for day-to-day interactions in two languages.</p>	<p>Competency</p> <p>Lesson-10 Present Tense</p> <p>Lesson -11 Past Tense</p> <p>Unseen Passage Comprehension</p> <p>C-9.7</p> <p>Knows and uses correct language to carry out day-to-day interactions effectively and can guess meaning of new words by using existing vocabulary</p> <p>Learning Outcomes:-</p> <p>Basic:</p> <p>Uses vocabulary acquired from specific themes, and topics introduced in class in their conversations</p> <p>Medium:</p> <p>Uses expanded vocabulary with intentional use of action words,</p>	<p>5 C's</p> <p>Creative Thinking</p> <p>Communication Skills</p> <p>Life skills</p> <p>Problem Solving</p> <p>Social Skills</p> <p>Emotional Skills</p> <p>Any Values /Ethics : (Schools to fill)</p>	<p>Technology:-</p> <p>https://youtu.be/fnAF80C2PDw</p>	<p>Language:</p> <p>English</p> <p>Proper usage of tenses in writing and communication</p>	Home and Classroom	<p>Class assignments</p> <p>Use of Dictionary</p> <p>Competency Based Worksheets</p> <p>Home assignments</p> <p>Book Exercises</p>	<p>Suggestive Pedagogies</p> <p>Creative Thinking</p> <p>Suggestive Assessment :</p> <p>Grammar worksheets</p> <p>Suggestive resources/Activities:</p> <p>Write a story in present tense and past tense</p>

	<p>future tense.</p> <p>Half Yearly Examinations</p>		<p>descriptive words, tenses</p> <p>Advance</p> <p>Uses children’s dictionaries to identify meanings of unknown words encountered in texts</p> <p>CWSN</p> <p>Visual Impairment students assistance:</p> <p>Record the specific points of the chapter and allow the child to listen separately.</p> <p>Use embossed flash cards of tree, lamp and other objects which are specific in the chapter.</p> <p>Provide specific points of the chapter in Braille format.</p> <p>Hearing Impairment students assistance:</p> <p>Use words flashcard for the formation of simple sentences.</p>						
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			<p>Teach the Tenses using flow charts with connectors.</p> <p>https://youtu.be/oeRelxWZcvE</p> <p>https://youtu.be/i8XwW41P4Xg</p>						
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TERM-II

<p>October (22-25Days)</p> <p>(18-21 pds)</p>	<p>Lit:</p> <p>Lesson7- A Trip to Kolkata (Prose- Narrative-Travelogue) (Skill- Listening and reading)</p> <p>CONCEPT-</p> <p>Learning about the joy and advantages of travelling.</p> <p>Learning about a new place, people and culture</p> <p>Sub concept:</p> <p>Talking about the</p>	<p>DOMAIN:</p> <p>(Prose)</p> <p>Lesson7- A Trip to Kolkata (Prose- Narrative-Travelogue)</p> <p>Language and literary development</p> <p>Aesthetic and Cultural Development</p> <p>(Anandamaya Kosha)</p> <p>Curricular Goal:-</p> <p>CG-9</p> <p>Children develop effective communication</p>	<p>Competency</p> <p>(Prose)</p> <p>Lesson7- A Trip to Kolkata, (Prose- Narrative-Travelogue)</p> <p>C-9.6</p> <p>Narrates short stories with clear plot and characters</p> <p>C-7.2</p> <p>Observes and understands cause and effect relationships in nature by forming simple hypothesis and uses observations to explain their hypothesis</p> <p>Learning Outcomes:-</p>	<p>5 C's</p> <p>Curiosity</p> <p>Cross Cultural Interaction</p> <p>Life skills</p> <p>Problem Solving</p> <p>Analysis</p> <p>Research</p> <p>Social Skills</p>	<p>Arts:-</p> <p>Clay Modelling</p> <p>Collage making</p> <p>Technology:-</p> <p>Google Earth</p> <p>Google Arts and Culture</p> <p>https://youtu.be/P-P3YmSD0Ek</p> <p>https://youtu.be/gqd-D2dc6-k</p>	<p>Language:</p> <p>English:</p> <p>Paragraph Writing</p> <p>EVS:</p> <p>Study of historical Monuments.</p> <p>Cultural and regional Diversity</p> <p>Music:</p> <p>Enjoying poem recitation on particular tune.</p>	<p>Cross Country trips</p> <p>School Kitchen Garden</p> <p>Home</p> <p>Classroom</p>	<p>Class assignments</p> <p>Use of Dictionary</p> <p>Discussion</p> <p>Pronunciation</p> <p>Home assignments</p> <p>Art integrated activities,</p>	<p>Suggestive Pedagogies</p> <p>Project -based learning</p> <p>Creative Thinking</p> <p>Suggestive Assessment :</p> <p>Worksheets</p> <p>Class Tests</p>
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	<p>benefits and enjoyment of travelling to new places</p>	<p>skills for day-to-day interactions in two languages.</p> <p>CG-7</p> <p>Children make sense of world around through observation and logical thinking</p>	<p>Basic:</p> <ul style="list-style-type: none"> - Imagines and narrates personalized endings of the story - Uses ideas based on observations - <p>Medium:</p> <ul style="list-style-type: none"> - Narrates their own short stories with simple plots and characters. - Applies known information in a new context <p>Advance:</p> <ul style="list-style-type: none"> - Creates their own stories, with complex plots and multiple characters (as a group) - Observes and forms generalizations - Applies their understanding to solve simple problems <p>Competency</p> <p>(Prose)</p> <p>Lesson8-Black Berries- The Fruit</p> <p>(Prose- Fiction- Short Story)</p> <p>C-9.6</p> <p>Narrates short stories with clear</p>	<p>Identifying cultural awareness and citizenship</p> <p>Appreciating diversity</p> <p>Emotional Skills</p> <p>Empathy and sympathy</p> <p>Any Values /Ethics : (Schools to fill)</p> <p>Sharing and caring</p>	<p>https://youtu.be/a0-cj9YAbDw</p> <p>Scientific temper:-</p> <p>Open Mindedness required for acceptance of various cultures.</p> <p>Critical Thinking how to accept your responsibilities in positive way.</p>				<p>Dictations</p> <p>Suggestive resources/Activities:</p> <p>Making various fruits using moulding clay.</p> <p>Make a collage of various historical monuments of India and write a paragraph on it.</p>
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	<p>Lesson8-Black Berries- The Fruit (Prose- Fiction- Short Story) (Skill- Speaking and Writing)</p> <p>CONCEPT- Learning about carrying out one's duties and responsibilities cheerfully.</p> <p>Sub concept: Doing what is right brings its own rewards.</p>	<p>(Prose) Lesson8-Black Berries- The Fruit (Prose- Fiction- Short Story)</p> <p>Language and literary development</p> <p>Socio Emotional and Ethical Development (Manomaya Kosha)</p> <p>Curricular Goal:- (Prose) CG-9 Children develop effective communication skills for day-to-day interactions in two languages. CG-4 Children develop emotional intelligence, i.e., the ability to understand and manage their own emotions, and respond positively to social norms</p>	<p>plot and characters</p> <p>C-4.4 Shows cooperative behaviour with other children</p> <p>C-4.6 Shows kindness and helpfulness to others (including animals, plants) when they are in need</p> <p>Learning Outcomes:-</p> <p>Basic:</p> <ul style="list-style-type: none"> - Imagines and narrates personalized endings of the story - Initiates playing with other children and makes plans - Shows affection towards other children and adults <p>Medium:</p> <ul style="list-style-type: none"> - Narrates their own short stories with simple plots and characters - Demonstrates willingness to include other's ideas during play - Shows care and tenderness in dealing with other living things 						
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			<p>Advance:</p> <ul style="list-style-type: none">- Creates their own stories, with complex plots and multiple characters (as a group)- Frames rules for play with others and follows those rules- Works in common tasks with kindness and affection to others in the group- <p>Competency</p> <p>(Poetry)</p> <p>Poem4- Bessie's Song to her Doll</p> <p>(Literary Device Used- Euphony- Epiphora)</p> <p>C-9.5</p> <p>Comprehends narrated/read-out stories and identifies characters, storyline and what the author wants to say</p> <p>C-13.3</p> <p>Observation, wonder, curiosity, and exploration: Observes minute details of objects, wonders, and explores using various senses, tinkers with objects, asks questions</p>						
		<p>DOMAIN:</p> <p>(Poetry)</p>							

	<p>Poem4- Bessie’s Song to her Doll (Literary Device Used- Euphony- Epiphora)</p> <p>CONCEPT- Poet has strong feelings on the subject that is described in the poem.</p> <p>Sub concept: Appreciate the rhyme of the poem</p>	<p>Poem4- Bessie’s Song to her Doll (Literary Device Used- Euphony- Epiphora)</p> <p>Language and Literacy Development</p> <p>Socio Emotional and Ethical Development (Manomaya Kosha)</p> <p>Curricular Goal:- CG-9 Children develop effective communication skills for day-to- day interactions in two languages</p> <p>CG-13 Children develop habits of learning that allow them to engage actively in formal learning environments like a school classroom</p>	<p>Learning Outcomes:-</p> <p>Basic:</p> <ul style="list-style-type: none"> - Recalls the characters and a few events in the poem that is narrated and is able to retell in their own word - Shows curiosity in exploring immediate surroundings (in outdoor contexts)-with or without adult support <p>Medium:</p> <ul style="list-style-type: none"> - Identifies plots and characters in a poem - Shows eagerness and takes initiative in exploring the immediate surroundings and use resources from nature <p>Advance:</p> <ul style="list-style-type: none"> - Interprets the motivations of the poet to write the poem and retell the story as if they were the poet - Engages with others fearlessly but respectfully <p>Competency (Grammar)</p>						
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			<p>Lesson12- Future Tense</p> <p>Paragraph Writing</p> <p>C-9.7</p> <p>Knows and uses correct language to carry out day-to-day interactions effectively and can guess meaning of new words by using existing vocabulary</p> <p>Learning Outcomes:-</p> <p>Basic:</p> <ul style="list-style-type: none">- Uses vocabulary acquired from specific themes, and topics introduced in class in their conversations <p>Medium:</p> <ul style="list-style-type: none">- Predicts meaning of unknown words in texts using picture and context cues. <p>Advance</p> <ul style="list-style-type: none">- Uses children's dictionaries to identify meanings of unknown words encountered in texts						
		<p>DOMAIN:</p> <p>(Grammar)</p> <p>Lesson12- Future Tense</p> <p>Paragraph Writing</p>							

<p>Grammar:</p> <p>Lesson12- Future Tense</p> <p>Paragraph Writing</p> <p>CONCEPT-</p> <p>Learning about Future Tense and its usage.</p> <p>Sub concept:</p> <p>Learning to write the sentences in future tense.</p>	<p>Language and Literacy Development</p> <p>Curricular Goal:-</p> <p>CG-9</p> <p>Children develop effective communication skills for day-to- day interactions in two languages</p>	<p>CWSN</p> <p>Children with Autism (Learning Assistance)</p> <p>Use of pictures books to teach the chapter.</p> <p>Keep your sentences short & simple.</p> <p>Assign partners with whom they feel comfortable while reciting poem or reading chapter.</p> <p>Use storyboards.</p> <p>Hearing Impairment students assistance:</p> <p>Use visual aids.</p> <p>Use chapter related videos with subtitle.</p> <p>https://youtu.be/P-P3YmSD0Ek</p>						
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			https://youtu.be/gqd-D2dc6-k						
<p>November (22-25Days) (21-24 pds)</p>	<p>Lit: Poem5- Silver (Literary Device Used- Personification- rhyme scheme)</p> <p>CONCEPT:- <i>To describe the impact that the silver light of the moon has on everyday objects and creatures existing within the darkened night.</i></p> <p>Sub concept: Learn about how the poet personifies the moon as a female presence who walks through the night</p>	<p>DOMAIN: (Poetry) Poem5- Silver (Literary Device Used- Personification- rhyme scheme)</p> <p>Language and Literacy Development</p> <p>Socio Emotional and Ethical Development</p> <p>(Manomaya Kosha)</p> <p>Curricular Goal:- CG-9 Children develop effective communication skills for day-to-day interactions in two languages</p> <p>CG-6 Children develop a positive regard for the natural environment around them</p>	<p>Competency (Poetry) Poem5- Silver (Literary Device Used- Personification- rhyme scheme)</p> <p>C-9.1 Listens to and appreciates simple songs, rhymes, and poems</p> <p>C-6.1 Shows care for and joy in engaging with all life forms</p> <p>Learning outcome: Basic:</p> <ul style="list-style-type: none"> - Listens and enjoys humming a variety of songs in different languages regularly heard in the home and neighbourhood - Shows no discomfort in physical engagement with nature <p>Medium:</p>	<p>5 C's</p> <p>Curiosity Creative thinking Critical Thinking</p> <p>Life skills</p> <p>Problem Solving</p> <p>Analysis Decision Making</p> <p>Social Skills</p> <p>To handle and overcome difficulties To make good decisions</p> <p>Emotional Skills</p>	<p>Arts:- Role Play and Drama Drawing and painting</p> <p>Technology:- https://youtu.be/TTrwF9fglv c https://youtu.be/bUAYvKCFp Tg https://youtu.be/bqldFavRi Mg</p> <p>Scientific temper:-</p>	<p>Language:</p> <p>English: Story Telling</p> <p>Music: Enjoying poem recitation on particular tune.</p> <p>Math: Understand the pattern of stars</p>	<p>Home Classroom</p>	<p>Class assignments Discussion Experiential Learning</p> <p>Home assignments Art integrated activity</p>	<p>Suggestive Pedagogies Critical Thinking</p> <p>Suggestive Assessment : Write any one of your favourite story in your own words and change its ending.</p> <p>Suggestive resources/Activities: Make a comic strip</p>

	<p>Lesson9- Tenali Rama Challenges the Magician</p>	<p>DOMAIN: (Prose) Lesson9- Tenali Rama</p>	<ul style="list-style-type: none"> - Listens to longer (4-8 sentences) songs/poems (unfamiliar) with attention and have conversations about them and ask questions - Shows curiosity and interest in identifying specific flora and fauna <p>Advance:</p> <ul style="list-style-type: none"> - Shows interest in listening to certain kinds of songs and poems and explains the reason for their preference - Enjoys going out for nature walks and observing plants and animals <p>Competency (Prose) Lesson9- Tenali Rama Challenges the Magician (Prose- Heroic- Fictional)</p> <p>C-9.3 Converses fluently and can hold a meaningful conversation</p> <p>C-4.5 Understands and responds positively to social norms in the classroom and school</p>	<p>To be self-aware</p> <p>Any Values /Ethics : (Schools to fill)</p> <p>Honesty</p>	<p>Critical Thinking: understanding to do and say right things at right time.</p>				<p>on any one of your favourite cartoon characters.</p>
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<p>(Prose- Heroic- Fictional)</p> <p>(Skill- Listening and speaking)</p> <p>CONCEPT:-</p> <p>Learning about magicians’ sleight of hand and ability to create illusions on the basis of which they carry out their shows.</p> <p>Sub concept:</p> <p>-Learning about wisdom, wit and presence of mind.</p>	<p>Challenges the Magician</p> <p>(Prose- Heroic- Fictional)</p> <p>Language and Literacy Development</p> <p>Socio Emotional and Ethical Development</p> <p>(Manomaya Kosha)</p> <p>Cognitive Development</p> <p>(Vijnanamaya Kosha)</p> <p>Curricular Goal:-</p> <p>CG-9</p> <p>Children develop effective communication skills for day-to- day interactions in two languages</p> <p>CG-4</p> <p>Children develop emotional understand and manage their own emotions, and respond positively to social norms</p> <p>intelligence, i.e., the</p>	<p>C-7.2</p> <p>Observes and understands cause and effect relationships in nature by forming simple hypothesis and uses observations to explain their hypothesis</p> <p>Learning Outcome:-</p> <p>Basic:</p> <ul style="list-style-type: none"> - Initiates conversations in daily life with peers and teachers in a variety of school settings - Waits for their turn - Follows short simple instructions - Expresses own preferences, interests and makes choices <p>Medium:</p> <ul style="list-style-type: none"> - Engages in conversations, waits for their turn to speak, and allows others to speak - Follows simple rules in school without adult reminders - Takes responsibility and makes choices based on own preferences and interests <p>Advance:</p> <ul style="list-style-type: none"> - Maintains the thread of the conversation across multiple exchanges - Follows 							
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		<p>ability to</p> <p>CG-7</p> <p>Children make sense of world around through observation and logical thinking</p>	<p>instructions/rules</p> <ul style="list-style-type: none"> - Understands consequences of violating rules - Selects games/ play equipment according to their own choice, preference and interest <p>Competency</p> <p>(Grammar)</p> <p>Lesson5- Articles, Lesson8- Prepositions, Lesson13- Conjunctions</p> <p>C-9.7</p> <p>Knows and uses correct language to carry out day-to-day interactions effectively and can guess meaning of new words by using existing vocabulary</p> <p>Learning Outcomes:-</p> <p>Basic:</p> <ul style="list-style-type: none"> - Uses expanded vocabulary with intentional use of action words, descriptive words, tenses, etc <p>Medium:</p> <p>Predicts meaning of</p>						
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	<p>Grammar:</p> <p>Lesson5- ArticlesLesson8- Prepositions Lesson13- Conjunctions</p> <p>CONCEPT:-</p> <p>-Understanding and Identification of articles</p> <p>- proper usage of prepositions and conjunctions</p> <p>Sub concept:</p> <p>Learning to write sentences using articles, prepositions and conjunctions properly.</p>	<p>DOMAIN:</p> <p>(Grammar)</p> <p>Lesson5- ArticlesLesson8- Prepositions Lesson13- Conjunctions</p> <p>Language and Literacy Development</p> <p>Curricular Goal:-</p> <p>CG-9</p> <p>Children develop effective communication skills for day-to- day interactions in two languages</p>	<p>unknown words in texts using picture and context cues</p> <p>Advance</p> <ul style="list-style-type: none"> - Uses children’s dictionaries to identify meanings of unknown words encountered in texts <p>CWSN</p> <p>Children with Autism (Learning Assistance)</p> <p>Teach the story using flow charts with connectors.</p> <p>Use storyboards.</p> <p>Refer apps for learning.</p> <p>Hearing Impairment students assistance:</p> <p>Teach the story using visual and concrete aids (flash cards, picture cards, puppets).</p>						
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			https://youtu.be/a0-ci9YAbDw https://youtu.be/TTrwF9fglvc						
<p>December (22-25Days)</p> <p>(24-28 pds)</p>	<p>Literature:</p> <p>Lesson10- The Emperor and the Shadow Puppets (Prose- Narrative- Fiction) (Skill- Reading and Writing)</p> <p>CONCEPT:-</p> <p>Learning to maintain equanimity and do your duty when faced with sorrow or joy.</p> <p>Learning how to deal with things that cause sorrow or disappointment.</p> <p>Sub concept:</p> <p>Learning to deal with</p>	<p>DOMAIN: (Prose)</p> <p>Lesson10- The Emperor and the Shadow Puppets (Prose- Narrative- Fiction)</p> <p>Language and Literacy Development</p> <p>Socio Emotional and Ethical Development (Manomaya Kosha)</p> <p>Curricular Goal:- (Prose)</p> <p>CG-9</p> <p>Children develop effective communication skills for</p>	<p>Competency (Prose)</p> <p>Lesson10- The Emperor and the Shadow Puppets (Prose- Narrative- Fiction)</p> <p>C-9.7</p> <p>Knows and uses enough words to carry out day-to-day interactions effectively and can guess meaning of new words by using existing vocabulary</p> <p>C-4.2</p> <p>Recognises different emotions and makes deliberate efforts to regulate them appropriately</p>	<p>5 C's</p> <p>Critical Thinking</p> <p>Life skills</p> <p>Problem Solving</p> <p>Brainstorming</p> <p>Decision Making</p> <p>Social Skills</p> <p>To handle and overcome</p>	<p>Arts:-</p> <p>Role Play and Drama</p> <p>Drawing and painting</p> <p>Technology:-</p> <p>Learning about Modern ways of communication through online research</p> <p>Scientific temper:-</p>	<p>Language:</p> <p>English:</p> <p>Story telling in active and Passive voices</p> <p>EVS:</p> <p>Puppet dances of various states.</p> <p>Means of transport</p> <p>Math:</p>	<p>Home</p> <p>Classroom</p>	<p>Class assignments</p> <p>Class room Discussion</p> <p>Question Answer discussions</p> <p>Home assignments</p> <p>Book Exercises</p>	<p>Suggestive Pedagogies</p> <p>Critical Thinking</p> <p>Suggestive Assessment :</p> <p>Dictation</p> <p>Class Tests.</p>

	<p>ups and downs of life in a balanced way.</p>	<p>day-to- day interactions in two languages</p> <p>CG-4</p> <p>Children develop emotional intelligence, i.e., the ability to understand and manage their own emotions, and respond positively to social norms</p>	<p>Learning Outcome</p> <p>Basic:</p> <ul style="list-style-type: none"> - Uses expanded vocabulary with intentional use of action words, descriptive words, tenses, etc. - Expresses emotions through verbal and non-verbal modes (e.g., gestures, drawings) <p>Medium:</p> <ul style="list-style-type: none"> - Predicts meaning of unknown words in texts using picture and context cues - Describes their feelings and their causes <p>Advance:</p> <ul style="list-style-type: none"> - Uses children’s dictionaries to identify meanings of unknown words encountered in texts - Describes their emotions in socially approved ways <p>Competency</p> <p>(Poetry)</p> <p>Poem6- The Paper Boats</p> <p>(Literary Device Used- Poetry verse- Paradox)</p>	<p>difficulties</p> <p>To make good decisions</p> <p>Emotional Skills</p> <p>To be self-aware</p> <p>Any Values /Ethics : (Schools to fill)</p> <p>Compassion</p>	<p>Critical Thinking: about how to deal with various emotions in life.</p>	<p>Shape identification</p>			<p>Suggestive resources/Activities:</p> <p>Make a paper puppet</p>
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	<p>Poem6- The Paper Boats (Literary Device Used- Poetry verse- Paradox)</p> <p>CONCEPT:- Learning that hope and determination in what you want to achieve or happen</p> <p>Sub- Concept: Appreciating the poem</p>	<p>DOMAIN: (Poertry)</p> <p>Poem6- The Paper Boats (Literary Device Used- Poetry verse- Paradox)</p> <p>Language and Literacy Development</p> <p>Socio Emotional and Ethical Development (Manomaya Kosha)</p> <p>Curricular Goal:- (Poetry)</p> <p>CG-9 Children develop effective communication skills for day-to- day interactions in two languages</p> <p>CG-6 Children develop a positive regard for the natural environment around them</p>	<p>C-9.2 Creates simple songs and poems on their own</p> <p>C-6.1 Shows care for and joy in engaging with all life forms</p> <p>Learning Outcomes:-</p> <p>Basic:</p> <ul style="list-style-type: none"> - Identifies rhyming words from familiar poems and creates new rhyming words - Shows joy in engaging with plants and animals in the local environment <p>Medium:</p> <ul style="list-style-type: none"> - Extends/Creates short poems/ rhymes with the help of the teacher - Shows curiosity and interest in identifying specific flora and fauna <p>Advance:</p> <ul style="list-style-type: none"> - Creates short poems/rhymes independently in their own words - Takes responsibility for tending to and caring for animals like kittens, 						
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			<p>puppies, chicken</p> <p>Competency (Grammar)</p> <p>Lesson14- Voice: Active and Passive,</p> <p>Lesson 15- Non-finite verbs- infinitives and Gerunds</p> <p>Lesson16- Interjections</p> <p>C-11.2:</p> <p>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 s</p> <p>Learning Outcomes:-</p> <p>Basic:</p> <ul style="list-style-type: none"> - Recognizes as sight words their names and labels of objects in their environment <p>Medium:</p> <ul style="list-style-type: none"> - Reads simple three to four syllable words that are familiar <p>Advance:</p> <ul style="list-style-type: none"> - Recognizes as sight words commonly used articles, pronouns, and 						
	<p>Grammar:</p> <p>Lesson14- Voice: Active and Passive</p> <p>Lesson 15- Non-finite verbs- infinitives and Gerunds</p> <p>Lesson16- Interjections</p>	<p>DOMAIN: (Grammar)</p> <p>Lesson14- Voice: Active and Passive</p> <p>Lesson 15- Non-finite verbs- infinitives and Gerunds</p> <p>Lesson16- Interjections</p> <p>Language and Literacy Development</p>							

	<p>CONCEPT:-</p> <p>-Understanding and usage of active and passive voice</p> <p>- proper usage of interjections</p> <p>Sub- Concept:</p> <p>To enable students to write the sentences independently in active as well as in passive voice</p>	<p>Curricular Goal:-</p> <p>CG-11</p> <p>Children develop fluency in reading and writing</p>	<p>connecting words</p> <p><u>CWSN</u></p> <p>Visual Impairment</p> <p>students assistance:</p> <ul style="list-style-type: none"> 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. <p>Children with Autism (Learning Assistance)</p> <ul style="list-style-type: none"> Teach the story and grammar using visual and concrete aids (flash cards, picture cards, puppets). Use storyboards. Refer apps for learning. <p>https://youtu.be/VbBlaf5vQHY</p> <p>https://youtu.be/KQB-0wi4i34</p>						
January (22-25Days)	<p>Literature:</p> <p>Lesson11-2018 Commonwealth Games</p>	<p>DOMAIN:</p> <p>Lesson11-2018 Commonwealth Games</p>	<p>Competency</p> <p>(Prose)</p> <p>Lesson11- Commonwealth</p>	5 C's	<p>Arts:-</p> <p>Role Play and Drama</p>	<p>Language:</p>	Home	<p>Class assignments</p> <p>Class room</p>	<p>Suggestive Pedagogies</p>

<p>(18-21 pds)</p>	<p>(Prose-Narrative-Heroic) (Skill- Writing)</p> <p>CONCEPT:- Learning to work with dedication and commitment to achieve a worthwhile goal.</p> <p>Sub Concept: The significance of sports/games and national pride in achievement.</p>	<p>(Prose-Narrative-Heroic) (Skill- Writing)</p> <p>Language and Literacy Development</p> <p>Physical Development</p> <p>SocioEmotional and Ethical Development</p> <p>(Manomaya Kosha)</p> <p>Curricular Goal:- (Prose)</p> <p>CG-3 Children develop a fit and flexible body</p> <p>CG-4 Children develop emotional intelligence, i.e., the ability to understand and manage their own emotions, and respond positively to social norms</p>	<p>Games (Prose-Narrative-Heroic) (Skill- Writing)</p> <p>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</p> <p>C-3.1 Shows coordination between sensorial perceptions and body movements in various activities</p> <p>C-3.2 Shows balance, coordination, and flexibility in various physical activities</p> <p>C-4.2 Recognises different emotions and makes deliberate effort to regulate them appropriately</p> <p>Learning Outcomes:- Basic:</p> <ul style="list-style-type: none"> - Uses expanded vocabulary with 	<p>Critical Thinking</p> <p>Life skills</p> <p>Problem Solving</p> <p>Brainstorming</p> <p>Decision Making</p> <p>Social Skills</p> <p>To handle and overcome difficulties</p> <p>To make good decisions</p> <p>Emotional Skills</p> <p>To be self-aware</p> <p>Any Values /Ethics : (Schools to fill)</p> <p>Compassion</p>	<p>Drawing and painting</p> <p>Technology:-</p> <p>https://youtu.be/8H14f0g4sfE</p> <p>https://youtu.be/ePxNKUKWNDM</p> <p>Scientific temper:-</p> <p>Critical Thinking</p> <p>And Problem Solving: about hardships of life and firmness of one's decisions</p>	<p>English: Write a letter to a friend telling about your favourite sport.</p> <p>EVS: Puppet dances of various states.</p> <p>Math: Shape identification</p>	<p>Classroom</p>	<p>Discussion</p> <p>Question Answer discussions</p> <p>Home assignments</p> <p>Book Exercises</p>	<p>Critical Thinking</p> <p>Suggestive Assessment :</p> <p>Dictation</p> <p>Class Tests.</p> <p>Suggestive resources/Activities:</p> <p>Make a paper puppet and a paper boat.</p>
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			<p>intentional use of action words, descriptive words, tenses, etc</p> <ul style="list-style-type: none">- Begins to catch, throw and kick balls with very basic control- Stands on one foot for longer periods without support- Hops 4-5 steps <p>Medium:</p> <ul style="list-style-type: none">- Predicts meaning of unknown words in texts using picture and context cues- Shows some accuracy in aiming throws within short distances- Shows good body balance (e.g., rides bicycle without support) <p>Advance</p> <ul style="list-style-type: none">- Uses children's dictionaries to identify meanings of unknown words encountered in texts- Improves catching, throwing, and kicking using different sized balls- Carries heavy objects chairs/ tables/ bag with						
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	<p>Grammar: Lesson7- Adverbs, Lesson18- Synonyms and</p>	<p>DOMAIN: (Grammar)</p>	<p>good balance and technique</p> <ul style="list-style-type: none"> - Shows good body balance with speed (e.g., rides bicycle with speed) <p>Competency (Grammar) Lesson7- Adverbs, Lesson18- Synonyms and Antonyms Informal Letter Writing</p> <p>C-10.8 Writes a paragraph to express their understanding and experiences</p> <p>Learning Outcomes:-</p> <p>Basic:</p> <ul style="list-style-type: none"> - Writes sentences with accuracy. <p>Medium:</p> <ul style="list-style-type: none"> - Able to write a paragraph on a given topic independently. 						
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	<p>Antonyms</p> <p>Informal Letter Writing</p> <p>CONCEPT:-</p> <p>To enable the students to identify different types of adverbs in the sentences.</p> <p>Knowledge of antonyms and synonyms</p> <p>Learning to express your feelings/ ideas/ views through letter.</p> <p>Sub Concept:</p> <p>To enable students to use various kinds of adverbs in their writing.</p>	<p>Lesson7- Adverbs, Lesson18- Synonyms and Antonyms</p> <p>Informal Letter Writing</p> <p>Language and Literacy Development</p> <p>Curricular Goal:- (Grammar)</p> <p>CG-10</p> <p>Children develop fluency in reading and writing</p>	<p>Advance</p> <ul style="list-style-type: none"> - Able to frame story inferred from a picture book - <p>CWSN</p> <p>Visual Impairment students assistance:</p> <p>Record the specific points of the chapter and allow the child to listen separately.</p> <p>Use embossed flash cards of tree, lamp and other objects which are specific in the chapter.</p> <p>Provide specific points of the chapter in Braille format.</p> <p>Children with Autism (Learning Assistance)</p> <p>Teach the story and grammar using visual and concrete aids (flash cards, picture</p>						
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			<p>cards, puppets).</p> <p>Use storyboards.</p> <p>Refer apps for learning.</p> <p>https://youtu.be/VbBlaf5vQHY</p> <p>https://youtu.be/KQB-0wi4i34</p>						
<p>February (22-25Days) (18-21 pds)</p>	<p>Grammar:</p> <p>Email Writing</p> <p>Reading Comprehension (Unseen Passage)</p> <p>CONCEPT:-</p> <p>Reading with comprehension</p> <p>Sub Concepts:</p> <p>Learning to communicate through emails.</p>	<p>DOMAIN:</p> <p>Email Writing</p> <p>Reading Comprehension (Unseen Passage)</p> <p>Language and Literacy Development</p> <p>Curricular Goal:-</p> <p>CG-9</p> <p>Children develop effective communication skills for day-to-day interactions in two languages</p>	<p>Competency</p> <p>Email Writing</p> <p>Unseen Passage Comprehension</p> <p>C-9.7</p> <p>Knows and uses enough words to carry out day-to-day interactions effectively and can guess meaning of new words by using existing vocabulary</p> <p>C-11.2</p> <p>Recognises most frequently occurring letters of the alphabet of the script and uses this</p>	<p>5 C's</p> <p>Communication</p> <p>Life skills</p> <p>Social Skills</p> <p>Effective communication skills</p>	<p>Technology:-</p> <p>Online Communications.</p>	<p>Language:</p> <p>English:</p> <p>To be able to answer the questions from the given passage</p>	<p>Home</p> <p>Classroom</p>	<p>Class assignments</p> <p>Competency based worksheets</p> <p>Home assignments</p> <p>Book Exercises</p>	<p>Suggestive Pedagogies</p> <p>Critical Thinking</p> <p>Suggestive Assessment :</p> <p>Class Test</p> <p>Oral Quizzes</p>

		<p>CG-11</p> <p>Children begin to read and write in Language2</p>	<p>knowledge to read and write simple words and sentences</p> <p>Learning Outcomes:-</p> <p>Basic:</p> <ul style="list-style-type: none"> - Uses vocabulary acquired from specific themes, and topics introduced in class in their conversations - Recognizes as sight words their names and labels of objects in their environment <p>Medium:</p> <ul style="list-style-type: none"> - Predicts meaning of unknown words in texts using picture and context cues <p>Advance</p> <ul style="list-style-type: none"> - Uses children's dictionaries to identify meanings of unknown words encountered in texts 						<p>Suggestive resources/Activities:</p> <p>Write and email to tour friend.</p>
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CWSN

**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

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**Hearing Impairment students
assistance:**

<https://youtu.be/8H14f0g4sfE>

<https://youtu.be/ePxNKUKWND>

[M](#)

**आर्मी पब्लिक स्कूल का केंद्रीकृत पाठ्यक्रम विभाजन (प्राथमिक कक्षा(पाँच-
पाठ्यव्याकरण वाटिका/गुंजन – पुस्तक-
प्रकाशक मधुबन –
शैक्षणिक सत्र 24-2023 –**

Class: V

Subject: HINDI

<u>Term I</u>		<u>Term II</u>	
100 marks		100 marks	
<u>Periodic Test I-July</u> (30% syllabus- MM 40) (Weightage in Report Card-10 Marks)	<u>Half-yearly Exam -Sep</u> (50% syllabus- MM 80) (Weightage in Report Card-80 Marks)	<u>Periodic Test II- Dec</u> (30% syllabus- MM 40) (Weightage in Report Card-10 Marks)	<u>Annual Exam- Mar</u> (50% syllabus -MM 80) Syllabus will have 10% Syllabus of Term-1 and entire syllabus of Term 2) (Weightage in Report Card-80 Marks)
Apr- पाठ 1 वहशक्तिहमेंदो(कविता) पाठ– 2 भिक्षापात्र व्याकरण– प्रत्यास्मरण	Aug- पाठ– 4 एकबूँद (कविता) पाठ– 7 क्रिकेटकाखेल व्याकरण– पाठ– 13 शब्द भंडार	Oct- पाठ– 9 सुमनएकउपवनके पाठ– 10 बापूकीसीख व्याकरण पाठ– 7 विशेषण	Dec- पाठ– 13 रक्तकीकहानी पाठ– 14 छोटाजादूगर व्याकरण– पाठ– 12 वाक्यरचना

<p>स्वर व उनकी मात्राएँ बारहखड़ी पाठ- 1 हमारीभाषा पाठ- 2 वर्ण</p>	<p>(पर्यायवाची(1-22) /विलोम (1-24) /अनेकार्थी 1-16/ समरूपी भिन्नार्थक शब्द 1-8)</p>	<p>पाठ- 8 क्रिया</p>	<p>पाठ- 13 शब्द भंडार (पर्यायवाची(23-44) /विलोम(25-/अनेकार्थी समरूपी भिन्नार्थक शब्द)</p>
<p>May- -पाठ- 3 वाद्ययंत्रोंकीअनोखीदुनिया व्याकरण- पाठ 3 शब्दरचना पाठ- 4 संज्ञा</p>	<p>Sep- पाठ- 8 सूरजकुंडकामेला व्याकरण- पाठ 18 रचनात्मक लेखन (पत्र लेखन/चित्र कथा/अनुच्छेद लेखन) पाठ 13 शब्द भंडार : वाक्यांशकेलिएएकशब्द</p>	<p>Nov- पाठ- 11 हमारीनावचली) कविता () पाठ- 12 महादानीकर्ण व्याकरण- पाठ- 10 अव्यय पाठ- 11 विरामचिह्न</p>	<p>Jan- पाठ- 15 दोहे व्याकरण- पाठ 14 मुहावरे पाठ 15 विशेष आवाज़े पाठ 17 रचनात्मक गतिविधियाँ पाठ- 9 काल</p>
<p>July- पाठ- 5 अब्राहमलिकन पाठ- 6 अपनास्थानस्वयंबनाएं व्याकरण-पाठ - 5 लिंग,वचन,कारक पाठ- 6 सर्वनाम</p>			<p>Feb- पाठ- 16 दानीपेड़ व्याकरण- पाठ 13 वाक्यांशकेलिएएकशब्द(25-50) पाठ 16 अपठित गद्यांश पाठ- 18 रचनात्मक लेखन (पत्र लेखन/चित्र कथा/ संवाद लेखन/ निबंध लेखन टर्म 1: पाठ 2: भिक्षा पात्र पाठ 3: शब्द रचना</p>

		3. Note Book submission MM 25 (Weightage 5 Marks) 4. Subject Enrichment Activity MM 25 (Weightage 5 Marks)			3. Note Book submission MM 25 (Weightage 5 Marks) 4. Subject Enrichment Activity MM 25 (Weightage 5 Marks)		
Report card will consist of:- 100 marks				Report card will consist of:- 100 marks			
Evaluation	% syllabus	Maximum Marks	Weightage	Evaluation	% syllabus	Maximum Marks	Weightage
Periodic Test-I in July	30%	40 Marks	10 Marks	Periodic Test-2 in Dec	30%	40 Marks	10 Marks
Note Book submission	----	25Marks	5 Marks	Note Book submission	---	25Marks	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

आर्मी पब्लिक स्कूल का केंद्रीकृत पाठ्यक्रम विभाजन (प्राथमिक कक्षापाँच-

पाठ्यव्याकरण वाटिका/गुंजन - पुस्तक-प्रकाशक मधुबन -

माहवार पाठ्यक्रम	इकाई पाठ/ कालांश की संख्या	ज्ञान क्षेत्र और पाठ्यक्रम लक्ष्य (आधारभूत मानचित्रण)(CG-5, CG-6, CG-7, CG-9, CG-10)	योग्यता /अधिगम परिणाम	वी सदी के कौशल 21	एकीकृतAWESपहल	अंतः विषय एकीकरण	अधिगम स्थल	प्रदत्त कार्य	अध्यापन शास्त्र (संकेतात्मक)
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आवधिक परीक्षण 1

<p>अप्रैल दिन 21</p>	<p>साहित्य</p> <p>कालांश संख्या -29 – 30</p> <p>पाठ -1 वह शक्ति हमें दो (कविता)</p> <p>अवधारणाप्रभु – प्रार्थना</p> <p>गायन लेखन गुण-दोष विवेचना वार्तालाप श्रवण</p> <p>पाठ -2 भिक्षा पात्र</p> <p>अवधारणा –</p> <p>वाचन श्रवण लेखन वार्तालाप</p> <p>उपअवधारणा</p> <p>परोपकार, परपीडा का अहसास, जनकल्याण की भावना</p> <p>व्याकरण –</p> <p>प्रत्यास्मरण : स्वर व उनकी मात्राएँ बारहखड़ी</p> <p>पाठ 1 हमारी भाषा</p> <p>पाठ वर्ण – 2</p>	<p>भाषा और साक्षरता विकास</p> <p>CG-9. Children develop effective communication skills for day to day interactions in two languages.</p> <p>C-9.2 creates simple songs and poems on their own.</p> <p>CG-10. Children develop fluency in reading and writing in language – 1.</p> <p>C 10.8 – write a paragraph to express their understanding and experiences.</p> <p>मनोमाया कोश</p>	<p>C-9.1 listens to and appreciates simple songs, rhymes and poems.</p> <p>आधारभूत:</p> <p>बच्चे कविता का लय व तान के साथ वाचन करने योग्य हो जाएंगे </p> <p>विद्यार्थियों में दूसरों के प्रति दया ,ममता ,दूसरों का मंगल करने की कामना जैसे गुणों का विकास हो जाएगा ।</p> <p>मध्यम:</p> <p>विद्यार्थी पाठ पढ़कर दूसरों की मदद करने योग्य हो जाएंगे।</p> <p>उन्नत :</p> <p>छात्र जरूरतमंदों की स्वयं सहायता करने के लिए प्रेरित होंगे</p> <p>CWSN: Assistive Learning –</p> <p>Hearing Impairment students assistance – videos – geetmanjusha.com</p>	<p>जीवन कौशल</p> <p>देशप्रेम और समानता</p> <p>भावनात्मक कौशल उदारता और समाज सेवा</p> <p>अधिगम कौशल</p> <p>वार्तालाप कौशल</p> <p>कल्पनाशीलता</p>	<p>कला- बच्चे राष्ट्रीय ध्वज चित्रण करना सीखेंगे</p> <p>खेलकूद –</p> <p>वैज्ञानिक स्वभाव –</p>	<p>गणित –</p> <p>संगीत कविता को – सस्वर गाएंगे</p> <p>कला –चित्र बनाना सीखेंगे</p>	<p>कक्षा विस्तार</p> <p>विद्यालय परिसर</p>	<p>कक्षा कार्य:</p> <p>कविता गायन</p> <p>पाठ का पठन – पाठन</p> <p>गृहकार्य:</p> <p>कविता को कंठस्थ कर सस्वर वाचन करना सीखें</p> <p>सचित्रसुलेख - एवं पाठ आधारित अभ्यास</p>	<p>भाषा अधिगम और भाषा अर्जन</p> <p>नाट्य मंचन</p> <p>सांकेतिक मूल्यांकन –</p> <p>कार्यपत्रिका</p> <p>उच्चतर वर्ग चिंतन कौशल</p>
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<p>मई 11-15 दिन</p>	<p>कालांश संख्या 15 – पाठ वाद्य यंत्रों – 3 की अनौखी दुनिया अवधारणा – वाचन श्रवण लेखन वार्तालाप उपअवधारणा वाद्ययंत्रों के प्रकार लोकप्रिय वादक व्याकरण – पाठ शब्द – 3 – उपसर्ग तथा) रचना (प्रत्यय पाठ संज्ञा – 4</p>	<p>भाषा और साक्षरता विकास CG-9. Children develop effective communication skills for day to day interactions in two languages. C-9.1 listens to and appreciates simple songs, rhymes and poems. CG-10. Children develop fluency in reading and writing in language – 1. C 10.6 – reads short poems and begins to appreciate the poem for its choice of words and imagination. C 10.9 – shows interest in picking up and reading a variety of children’s books. आनंदमय कोश</p>	<p>C 9.6 – narrates short stories with clear plot and characters. आधारभूत: विद्यार्थी वाद्य यंत्रों को पहचानने व उनके बारे में बताने योग्य हो जाएंगे । मध्यम : छात्र अपनी पसंद का वाद्ययंत्र चुनकर उसे सीखने का प्रयत्न करेंगे उन्नत : विद्यार्थी कार्य करने से पहले डरना बंद करेंगे CWSN : Assistive learning Hearing Impairment students assistance – videos – Anubhuti- hindi.org/sankalan/varshamangal/index.html https://en.wikipedia.org/</p>	<p>जीवन कौशल भारतीय संस्कृति के विविध पहलुओं की विशेषता बताना अधिगम कौशल तार्किक चिंतन वार्तालाप उन्नति का मार्ग प्रशस्त करना</p>	<p>कला –वाद्ययंत्रों का चित्र बनाना सीखेंगे वैज्ञानिक स्वभाव – तारों के कम्पन से उत्पन्न संगीत एवं वातावरण में व्याप्त संगीत का मेल समझेंगे</p>	<p>कला –चित्रण करना सीखेंगे संगीत –विभिन्न वाद्ययंत्रों को बजाना सीखेंगे</p>	<p>कक्षा विस्तार संगीत कक्ष</p>	<p>कक्षा कार्य: पाठ का पठन – पाठन गृहकार्य: सचित्रसुलेख - एवं पाठ आधारित अभ्यास</p>	<p>भाषा अधिगम और भाषा अर्जन समूहिक गान सांकेतिक मूल्यांकन – कार्यपत्रिका उच्चतर वर्ग चिंतन कौशल</p>
<p>जुलाई दिन 23</p>	<p>कालांश संख्या 32 – पाठ अब्राहम – 5 लिंकन अवधारणा – वाचन श्रवण लेखन वार्तालाप उपअवधारणा जहाँ चाह वहाँ राह पाठ अपना – 6</p>	<p>भाषा और साक्षरता विकास CG-9. Children develop effective communication skills for day to day interactions in two languages. C 9.5 comprehends narrated/read-out stories and identifies characters, storyline and what the author wants today CG-10. Children develop fluency in reading and writing in language – 1. C-10.4 reads stories and passages</p>	<p>C 9.5 comprehends narrated/read-out stories and identifies characters, storyline and what the author wants today आधारभूत: पाठ का धारा प्रवाह में वाचन कर पाएंगे मध्यम : सीखे गए नए शब्दों को अपनी रोजमर्रा की भाषा में प्रयोग में लाएंगे उन्नत : विद्यार्थी परिश्रम, ईमानदारी, व कर्तव्यनिष्ठा को</p>	<p>जीवन कौशल जहाँ चाह वहाँ राह को जीवन में अपनाएंगे अधिगम कौशल तार्किक चिंतन वार्तालाप महापुरुषों के जीवन से सीख लेकर अपने जीवन में अपनाएंगे</p>	<p>कला –चित्र बनाकर पाठ का सार समझेंगे खेल कौशल –पाठ से सीखे गए गुण ईमानदारी, परिश्रम व लगन का प्रदर्शन करेंगे</p>	<p>कला –चित्रण करना सीखेंगे संगीत –अपना स्थान स्वयं बनाने जैसे विषय पर गाना हूँदकर सुनेंगे</p>	<p>कक्षा विस्तार विद्यालय परिसर दृश्यश्रव्य - कक्ष</p>	<p>कक्षा कार्य: महापुरुषों पर कहानी पाठ का पठन – पाठन गृहकार्य: सचित्रसुलेख - एवं पाठ आधारित अभ्यास</p>	<p>भाषा अधिगम और भाषा अर्जन सांकेतिक मूल्यांकन – कहानी सुनाना कार्यपत्रिका उच्चतर वर्ग चिंतन कौशल नेतृत्व अनुमान</p>

<p>स्थान स्वयं बनाएं</p> <p>अवधारणा -</p> <p>वाचन श्रवण लेखन वार्तालाप</p> <p>उपअवधारणा</p> <p>परिश्रम, ईमानदारी, कर्तव्यनिष्ठा</p> <p>व्याकरण -</p> <p>पाठ 5 - लिंग, वचन, कारक</p> <p>पाठ 6- सर्वनाम</p>	<p>with accuracy and fluency with appropriate pauses and voice modulation.</p> <p>मनोमय व आनंदमय कोश</p>	<p>अपने जीवन में अपनाएंगे</p> <p>CWSN : Assistive learning</p> <p>Refer to special educator</p> <p>Hearing Impairment students assistance – videos –</p> <p>www.bbc.com/hindi/india</p> <p>www.mocomi.com/</p>							
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अर्धवार्षिक परीक्षण

<p>अगस्त</p> <p>दिन 20</p>	<p>कालांश संख्या 28 -</p> <p>पाठ -8 एकबूँद (कविता)</p> <p>अवधारणा -</p> <p>गायन लेखन गुण-दोष विवेचना वार्तालाप श्रवण</p> <p>उपअवधारणा</p> <p>पानी का महत्त्व</p>	<p>भाषा और साक्षरता विकास</p> <p>CG-9. Children develop effective communication skills for day to day interactions in two languages.</p> <p>C-9.2 creates simple songs and poems on their own.</p> <p>CG-10. Children develop fluency in reading and writing in language – 1.</p> <p>C-10.3 converses fluently and can hold a meaningful conversation</p> <p>मनोमय व अन्नमय कोश</p>	<p>C-10.3 converses fluently and can hold a meaningful conversation.</p> <p>आधारभूत:</p> <p>बच्चे कविता का लय व तान के साथ वाचन करने योग्य हो जाएंगे </p> <p>विद्यार्थी क्रिकेटखेल के बारे में जान पाएंगे</p> <p>मध्यम :</p> <p>क्रिकेट खेल पर कविता लिखेंगे</p> <p>उन्नत :</p> <p>विद्यार्थी क्रिकेट खेल के नियमों की जानकारी प्राप्त करेंगे</p> <p>CWSN : Assistive learning</p> <p>Hearing Impairment students assistance –</p>	<p>जीवन कौशल</p> <p>क्रिकेट के विभिन्न प्रारूपों व उनके नियमों को जानेंगे</p> <p>अधिगम कौशल</p> <p>तार्किक चिंतन</p> <p>वार्तालाप</p> <p>लोकप्रिय खिलाड़ियों के बारे में चर्चा करेंगे</p> <p>उन्नति का मार्ग प्रशस्त करना</p>	<p>कला -क्रिकेट की खेल सामग्री का चित्र बनाएंगे</p> <p>खेल कौशल -</p> <p>क्रिकेट का खेल खेलेंगे</p>	<p>कला -चित्रण करना सीखेंगे</p> <p>संगीत -क्रिकेट खेल के ऊपर गाए गाने सुनेंगे</p>	<p>कक्षा विस्तार</p> <p>संगीत कक्षा</p> <p>खेल परिसर</p>	<p>कक्षा कार्य:</p> <p>कविता गायन</p> <p>पाठ का पठन - पाठन</p> <p>गृहकार्य:</p> <p>कविता को कंठस्थ कर सस्वर वाचन करना सीखें</p> <p>सचित्रसुलेख - एवं पाठ आधारित अभ्यास</p>	<p>भाषा अधिगम और भाषा अर्जन</p> <p>सांकेतिक मूल्यांकन -</p> <p>कार्यपत्रिका</p> <p>उच्चतर वर्ग चिंतन कौशल</p>
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	<p>पाठ -७</p> <p>क्रिकेटकाखेल</p> <p>अवधारणा –</p> <p>वाचन श्रवण लेखन वार्तालाप</p> <p>उपअवधारणा</p> <p>लोकप्रिय खिलाडी एवं उनके कीर्तिमान</p> <p>व्याकरण –</p> <p>पाठ 13 –शब्द भंडार (पर्यायवाची(1-22) /विलोम (1-24) /अनेकार्थी 1-16/ समरूपी भिन्नार्थक शब्द 1-8)</p>		<p>videos –</p> <p>https://hi.wikipedia.org/</p>						
<p>सितंबर दिन 24</p>	<p>कालांश संख्या – 34</p> <p>पाठ -८ सूरजकुंडमेला</p> <p>अवधारणा – वाचन श्रवण लेखन वार्तालाप मेलों का हमारे जीवन पर असर कालांश संख्या 6 –</p> <p>व्याकरण –</p> <p>पाठ 18 रचनात्मक</p>	<p>भाषा और साक्षरता विकास</p> <p>CG-9. Children develop effective communication skills for day to day interactions in two languages.</p> <p>C-9.4 understands oral instructions for a complex task and gives clear oral instructions for the same to others.</p> <p>आधारभूत:</p> <p>बच्चे पाठ का धारा प्रवाह वाचन कर पाएंगे</p> <p>मेलों का जीवन महत्त्व समझेंगे</p> <p>मध्यम :</p> <p>छात्र सीखे गए नए शब्दों को अपनी रोजमर्रा की भाषा में प्रयोग में लाएंगे</p> <p>उन्नत:</p> <p>विद्यार्थी मेलों के महत्त्व पर लेख लिखेंगे</p>	<p>C-9.4 understands oral instructions for a complex task and gives clear oral instructions for the same to others.</p> <p>जीवन कौशल</p> <p>छात्र सूरजकुंड मेले का इतिहास जान पाएंगे</p> <p>अधिगम कौशल</p> <p>तार्किक चिंतन</p> <p>वार्तालाप</p> <p>मेलों का हमारे जीवन पर असर का अध्ययन करेंगे</p>	<p>कला –मेले में विभिन्न सामग्रियों में से कोई दो या तीन का चित्र बनाएंगे</p>	<p>कला –चित्रण करना सीखेंगे</p> <p>संगीत –</p> <p>मेले में सांस्कृतिक कार्यक्रमों में सुने जाने वाले संगीत का आनंद उठाएंगे</p>	<p>कक्षा विस्तार</p> <p>संगीत कक्ष</p> <p>विद्यालय परिसर</p>	<p>कक्षा कार्य:</p> <p>पाठ का पठन – पाठन</p> <p>गृहकार्य:</p> <p>पाठ के पीछे दिए गए अभ्यासों का अध्ययन</p> <p>सचित्रसुलेख - एवं पाठ आधारित अभ्यास</p>	<p>भाषा अधिगम और भाषा अर्जन</p> <p>मेले का मंचन</p> <p>सांकेतिक मूल्यांकन –</p> <p>कार्यपत्रिका</p> <p>उच्चतर वर्ग चिंतन कौशल</p>	

	लेखन (पत्र लेखन/चित्र कथा/अनुच्छेद लेखन पाठ 13 शब्द भंडार : वाक्यांश के लिए एक शब्द (1-24)		CWSN : Assistive learning Hearing Impairment students assistance – videos – Refer to special educator Hindi.mapsofindia.com/india/handcrafts.html						
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आवधिक परीक्षण – 2

अक्टूबर दिन 15	कालांश संख्या 21 – पाठ -९ सुमनएकउपवनके अवधारणा – गायन लेखन गुण-दोष विवेचना वार्तालाप फूलों सा होना पाठ -१० बापूकीसीख अवधारणा – वाचन श्रवण लेखन वार्तालाप सीख का महत्त्व व्याकरण – पाठ 7 – विशेषण पाठ – 9 क्रिया	भाषा और साक्षरता विकास CG-9. Children develop effective communication skills for day to day interactions in two languages. C-9.2 creates simple songs and poems on their own. C-9.4 understands oral instructions for a complex task and gives clear oral instructions for the same to others. CG-10. Children develop fluency in reading and writing in language – 1. C 10.6 – reads short poems and begins to appreciate the poem for its choice of words and imagination. अन्नमय व प्राणायाम कोश	C-9.4 understands oral instructions for a complex task and gives clear oral instructions for the same to others. आधारभूत: बच्चे कविता का लय व तान के साथ वाचन करने योग्य हो जाएंगे पाठ का पठन धारा प्रवाह में करेंगे मध्यम : समय का महत्त्व जान पाएंगे उन्नत : विद्यार्थी महात्मा गाँधी जी के बारे में जानकारी इकट्ठा कर सीख सीखेंगे CWSN : Assistive learning Hearing Impairment students assistance – videos – Refer to special educator	जीवन कौशल समय का महत्त्व अधिगम कौशल तार्किक चिंतन वार्तालाप	कला –विभिन्न फूलों का चित्र बनाएंगे	कला –चित्रण करना सीखेंगे गणित – समय पढ़ना व उसका महत्त्व सीखेंगे	कक्षा विस्तार विद्यालय परिसर	कक्षा कार्य: कविता गायन पाठ का पठन – पाठन गृहकार्य: कविता को कंठस्थ कर सस्वर वाचन करना सीखें सचित्रसुलेख - एवं पाठ आधारित अभ्यास	भाषा अधिगम और भाषा अर्जन सांकेतिक मूल्यांकन – कार्यपत्रिका उच्चतर वर्ग चिंतन कौशल
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वार्षिक परीक्षण

<p>नवंबर दिन 23</p>	<p>कालांश संख्या - 32</p> <p>पाठ -११ हमारी नावचली अवधारणा - गायन लेखन गुण-दोष विवेचना वार्तालाप नाव का आविष्कार</p> <p>पाठ -१२ महादानीकर्ण अवधारणा - वाचन श्रवण लेखन वार्तालाप दान का महत्त्व</p> <p>व्याकरण -</p> <p>पाठ - 10 अव्यय क्रिया विशेषण संबंधबोधक समुच्चयबोधक विस्मयादिबोधक</p> <p>पाठ 11 - विराम चिह्न</p>	<p>भाषा और साक्षरता विकास</p> <p>CG-9. Children develop effective communication skills for day to day interactions in two languages.</p> <p>C-9.4 understands oral instructions for a complex task and gives clear oral instructions for the same to others.</p> <p>CG-10. Children develop fluency in reading and writing in language - 1.</p> <p>C 10.6 - reads short poems and begins to appreciate the poem for its choice of words and imagination.</p> <p>आनंदमय व मनोमय कोश</p>	<p>C 9.6 - narrates short stories with clear plot and characters.</p> <p>आधारभूत:</p> <p>बच्चे कविता का लय व तान के साथ वाचन करने योग्य हो जाएंगे </p> <p>पाठ का पठन धारा प्रवाह में करेंगे</p> <p>मध्यम :</p> <p>कर्ण के बारे में जानकारी इकट्ठा कर उसके चरित्र से अच्छी बातें सीखेंगे</p> <p>उन्नत :</p> <p>विद्यार्थी कर्ण पर चार पंक्तिओं का एक छंद लिखेंगे</p> <p>CWSN : Assistive learning</p> <p>Hearing Impairment students assistance - videos -</p> <p>बाल महाभारत विडिओ</p>	<p>जीवन कौशल</p> <p>कागज की नाव बनाना सीखेंगे</p> <p>अधिगम कौशल</p> <p>तार्किक चिंतन</p> <p>वार्तालाप</p>	<p>कला -नाव के चित्र बनाएंगे</p> <p>संगीत -</p> <p>कविता का लयबद्ध तरीके से गायन करेंगे</p>	<p>कला -चित्रण करना सीखेंगे</p>	<p>कक्षा विस्तार</p> <p>संगीत कक्ष</p> <p>कहानी लेखन</p>	<p>कक्षा कार्य:</p> <p>कविता गायन</p> <p>पाठ का पठन - पाठन</p> <p>गृहकार्य:</p> <p>कविता को कंठस्थ कर सस्वर वाचन करना सीखें</p> <p>सचित्रसुलेख - एवं पाठ आधारित अभ्यास</p>	<p>भाषा अधिगम और भाषा अर्जन</p> <p>नाट्य मंचन</p> <p>सांकेतिक मूल्यांकन -</p> <p>कार्यपत्रिका</p> <p>उच्चतर वर्ग चिंतन कौशल</p>
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<p>दिसंबर दिन 24</p>	<p>कालांश संख्या 34 – पाठ -१३ रक्तकीकहानी अवधारणा – वाचन श्रवण लेखन वार्तालाप वैज्ञानिक दृष्टिकोण</p> <p>पाठ -१४ छोटाजादूगर अवधारणा – वाचन श्रवण लेखन वार्तालाप कहानी</p> <p>व्याकरण – पाठ – 12वाक्य रचना</p> <p>पाठ 13 –शब्द भंडार (पर्यायवाची (23-44) /विलोम (25-48) /अनेकार्थी 17-30 समरूपी भिन्नार्थक शब्द 9- 16)</p>	<p>भाषा और साक्षरता विकास</p> <p>CG-9. Children develop effective communication skills for day to day interactions in two languages.</p> <p>C-9.3 converses fluently and can hold a meaningful conversation.</p> <p>CG-10. Children develop fluency in reading and writing in language – 1.</p> <p>C-10.9 shows interest in picking up and reading a variety of children’s books.</p> <p>प्राणायाम व मनोमय कोश</p>	<p>C-10.9 shows interest in picking up and reading a variety of children’s books.</p> <p>आधारभूत:</p> <p>पाठ का पठन पाठन धारा प्रवाह में कर पाएंगे-</p> <p>मध्यम :</p> <p>विद्यार्थी संतुलित भोजन व त्वरित भोजन के अंतर को जान पाएंगे</p> <p>उन्नत :</p> <p>विद्यार्थी वैज्ञानिक दृष्टिकोण का विकास कर पाएंगे</p> <p>CWSN : Assistive learning</p> <p>Hearing Impairment students assistance – videos –</p> <p>Refer to special Educator</p>	<p>जीवन कौशल</p> <p>स्वास्थ्य संबंधी जानकारी</p> <p>परिश्रम व स्वावलम्बन का विकास</p> <p>अधिगम कौशल</p> <p>वैज्ञानिक दृष्टिकोण का विकास</p> <p>सम्प्रेषण का विकास</p> <p>तार्किक चिंतन</p> <p>वार्तालाप</p>	<p>कला –भोजन पिरामिड का चित्र बनाएंगे</p> <p>वैज्ञानिक स्वभाव – रक्त के बनने से लेकर उसके कार्यों का उल्लेख कर पाएंगे</p>	<p>कला –चित्रण करना सीखेंगे</p> <p>विज्ञान -</p> <p>रक्त के विभिन्न भागों के बारे में जानेंगे</p>	<p>कक्षा विस्तार विज्ञान प्रयोगशाला</p>	<p>कक्षा कार्य: नवीन शब्दों का अर्थ</p> <p>पाठ का पठन – पाठन</p> <p>गृहकार्य: पठन पाठन – सचित्रसुलेख - एवं पाठ आधारित अभ्यास</p>	<p>भाषा अधिगम और भाषा अर्जन</p> <p>व्याख्यान</p> <p>सांकेतिक मूल्यांकन –</p> <p>कार्यपत्रिका</p> <p>उच्चतर वर्ग चिंतन कौशल</p>
<p>जनवरी दिन 17</p>	<p>कालांश संख्या 24 – पाठ -१५ दोहे अवधारणा –</p> <p>गायन लेखन गुण-दोष विवेचना वार्तालाप अध्यात्म</p>	<p>भाषा और साक्षरता विकास</p> <p>CG-9. Children develop effective communication skills for day to day interactions in two languages.</p> <p>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</p>	<p>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.</p> <p>आधारभूत:</p> <p>दोहों की गुण दोष विवेचना कर पाएंगे-</p> <p>मध्यम :</p>	<p>जीवन कौशल</p> <p>समय का पालन, अनुशासन, गुण व अवगुण की पहचान</p> <p>अधिगम कौशल</p> <p>सम्प्रेषण व सहभागिता का विकास</p>	<p>कला –चित्र बनाएंगे</p>	<p>कला –चित्रण करना सीखेंगे</p> <p>संगीत –दोहों को लयात्मक ढंग से गाना सीखेंगे</p>	<p>कक्षा विस्तार संगीत कक्ष</p>	<p>कक्षा कार्य: दोहे गायन</p> <p>गृहकार्य: दोहों को अर्थ सहित कंठस्थ करेंगे</p> <p>सचित्रसुलेख -</p>	<p>भाषा अधिगम और भाषा अर्जन</p> <p>व्याख्यान</p> <p>सांकेतिक मूल्यांकन –</p> <p>कार्यपत्रिका</p> <p>उच्चतर वर्ग चिंतन</p>

	<p>व्याकरण—</p> <p>पाठ 9 – काल</p> <p>पाठ 14 मुहावरे</p> <p>पाठ 15 विशेष आवाज़े</p> <p>पाठ 17 रचनात्मक गतिविधियाँ</p>	<p>vocabulary.</p> <p>CG-10. Children develop fluency in reading and writing in language – 1.</p> <p>C-10.5 reads short stories and comprehends its meaning by identifying characters, storyline and what the author wanted to say on their own.</p> <p>आनंदमय, मनोमय व प्राणायाम कोश</p>	<p>देश के प्राचीन अध्यात्मिक कवियों के बारे में जानेंगे</p> <p>उन्नत :</p> <p>विद्यार्थी दोहों का अर्थ अपने जीवन में अपनाएंगे</p> <p>CWSN : Assistive learning</p> <p>Hearing Impairment students assistance – videos –</p> <p>www.deepawali.co.in/kabir-ke-dohe.html</p>	<p>तार्किक चिंतन</p> <p>वार्तालाप</p> <p>अध्यात्म सोच</p>				<p>एवं पाठ आधारित अभ्यास</p>	<p>कौशल</p>
<p>फरवरी</p> <p>दिन 22</p>	<p>कालांश संख्या 30 –</p> <p>पाठ -१६ दानीपेड़</p> <p>अवधारणा –</p> <p>वाचन श्रवण लेखन वार्तालाप दान का महत्त्व</p> <p>व्याकरण – पाठ 13 वाक्यांश के लिए एक शब्द) 25-50)</p> <p>पाठ 16 अपठित गद्यांश</p> <p>पाठ 18 – रचनात्मक लेखन (पत्र लेखन/चित्र कथा/ संवाद लेखन/ निबंध लेखन(10% टर्म 1 के पाठ्यक्रम से)</p> <p>पाठ 2: भिक्षा पात्र</p> <p>पाठ 3: शब्द रचना</p>	<p>भाषा और साक्षरता विकास</p> <p>CG-9. Children develop effective communication skills for day to day interactions in two languages.</p> <p>C-9.3 converses fluently and can hold a meaningful conversation</p> <p>CG-10. Children develop fluency in reading and writing in language – 1.</p> <p>C-10.5 reads short stories and comprehends its meaning by identifying characters, storyline and what the author wanted to say on their own.</p> <p>मनोमय कोश</p>	<p>C-10.5 reads short stories and comprehends its meaning by identifying characters, storyline and what the author wanted to say on their own.</p> <p>आधारभूत:</p> <p>पाठ का पठन पाठन धारा प्रवाह में कर पाएंगे-</p> <p>मध्यम :</p> <p>जीवन में पेड़ों के महत्त्व को समझने योग्य होना</p> <p>उन्नत :</p> <p>तर्क पूर्ण चिंतन की शक्ति का विकास</p> <p>CWSN : Assistive learning</p> <p>Hearing Impairment students assistance – videos –</p> <p>Refer to special educator</p>	<p>जीवन कौशल</p> <p>परोपकार, प्रकृति प्रेम, वृक्षों की महत्ता और संरक्षण</p> <p>अधिगम कौशल</p> <p>तार्किक चिंतन</p> <p>वार्तालाप</p> <p>समस्या समाधान</p>	<p>कला -पेड़ का चित्र बनाएंगे</p> <p>वैज्ञानिक दृष्टिकोण -पेड़ों से प्राप्त हवा में ऑक्सीजन का होना एवं लकड़ी, जड़ीबूटी - छाया आदि का स्रोत</p>	<p>कला -चित्रण करना सीखेंगे</p> <p>विज्ञान</p>	<p>कक्षा विस्तार</p> <p>पार्क एवं विद्यालय परिसर</p>	<p>कक्षा कार्य:</p> <p>पाठ का पठन - पाठन</p> <p>गृहकार्य:</p> <p>सचित्रसुलेख - एवं पाठ आधारित अभ्यास</p>	<p>भाषा अधिगम और भाषा अर्जन</p> <p>नाट्य मंचन</p> <p>सांकेतिक मूल्यांकन -</p> <p>कार्यपत्रिका</p> <p>उच्चतर वर्ग चिंतन कौशल</p>
<p>मार्च दिन 20</p>	<p>वार्षिक परीक्षाएँ</p>								

APS Syllabus Bifurcation Overview (Class 5)

Academic Session 2023-24

Subject : Mathematics

<u>Term I</u>		<u>Term II</u>	
100 marks		100 marks	
<u>Periodic Test I-Jul</u> (30% syllabus- MM 40) (Weightage in report card-10 Marks)	<u>Half-yearly Exam -Sep</u> (50% syllabus MM 80) (Weightage in report card-80 Marks)	<u>Periodic Test II- Dec</u> (30% syllabus- MM 40) (Weightage in report card-10 Marks)	<u>Annual Exam- Mar</u> (50% syllabus MM 80- Syllabus will have 10% Syllabus of Term-1 and entire syllabus of Term 2) (Weightage in report card-80 Marks)
April: Unit-1 Number and Numeration Unit-2 Roman Numerals	August: Unit-6 Multiples and Factors Unit-7 Fractions	October: Unit-8 Decimals and Percentage Unit-10 Geometry	December: Unit-13 Time and Temperature (contd) Unit-14 Money
May: Unit-3 Addition and Subtraction Unit-4 Multiplication	September: Unit-9 Simplifications and Average	November: Unit-11 Perimeter, Area and Volume Unit-12 Metric Measures Unit-13 Time and Temperature	January: Unit-15 Symmetry Unit-16 Data Handling

July: Unit-5 Division				February: Revision for Annual examination			
				Term I:			
				Unit 1: Number and Numeration			
5. Note Book submission MM 25 (Weightage 5 Marks)				5. Note Book submission MM 25 (Weightage 5 Marks)			
6. Subject Enrichment Activity MM 25 (Weightage 5 Marks)				6. Subject Enrichment Activity MM 25 (Weightage 5 Marks)			
Report card will consist of:- 100 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	----	25Marks	5 Marks	Note Book submission	---	25Marks	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

TERM1

Month	Unit/ Lesson No, Lesson Name, Concept & sub concepts	Domain & Curricular Goals (mapping with Foundational stage)	Competency & Learning Outcome	21st Century skills	Integration	Inter-disciplinary integration	Learning Space	Assignments	Suggestive Pedagogies
April 10 Periods	<p>Unit : 1 Lesson Name : Number and Numeration</p> <p>Concept: Reading and Writing 7-,8- and 9-digit Numbers.</p> <p>Sub-Concept *Indian Place Value System *International Place Value System *Place Value *Short and Expanded Form *Successor and Predecessor *Comparison of Numbers *Formation of Greatest and Smallest Numbers *Rounding off</p>	<p>DOMAIN: Cognitive Development</p> <p>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 quantities (numbers).</p> <p>Kosha Vijnanamaya kosha, is emphasized to engage meaningfully. Anandmayakosha, or experience of transcendence is best addressed for this age group through art and culture.</p>	<p>Competencies : C-7.1 Observes and understands cause and effect relationships in nature by forming simple hypothesis and uses observations to explain their hypothesis C-8.2 Identifies and extends simple number patterns in their surroundings. C-8.4 Arranges numbers up to 99999999 in ascending and descending order. C-8.5 Recognizes and uses numerals to represent quantities up to 99999999</p> <p>Learning Outcomes Basic : (CG-8) Read and write numbers up to 99999999. Medium : (CG-7)</p>	<p>C's *Creativity *Communication *Critical Thinking *Collaboration</p> <p>Life skills *Problem solving *Logical Thinking *Quantitative Reasoning</p>	<p>Arts:-Design 20 lottery tickets using 8- or 9- digit numbers.</p> <p>Sports:-Staircase game, speaking out the successive number after each step.</p> <p>Scientific temper:-Find the mystery number based on given hints.</p> <p>Technology:- Solving online worksheets</p>	<p>Language English:- Reading the numbers written on the board.</p> <p>EVS:- Write number names of any five landline numbers.</p> <p>Music:- Place Value Song</p>	<p>Maths Lab, Classroom</p>	<p>Class assignments: Book Exercises</p> <p>Home assignments : Questions reframed under Competency based learning formats</p>	<p>Activity based learning</p> <p>Problem solving</p> <p>Group Activity</p> <p>Suggestive Assessment : 1) MCQs Worksheet 2) High order thinking questions 3) Quiz Suggestive resources/Activities : Class Test</p>

Numbers"

Learner will be able to work with large numbers.

Advance : (CG-8) Compare numbers up to 99999999 for their value based on their place value and use them in day to day life situations.

CWSN

Develop concept and communication amongst children through play activities and real life examples.

Activity: Arrange the single digit number block to frame a 4 - digit number.

<p>April</p> <p>4 Periods</p>	<p>Unit - 2</p> <p>Lesson - Roman Numerals</p> <p>Concept - Identification of Roman Numbers upto 1000</p> <p>Sub Concept: *Roman Numerals *Rules for writing numerals upto 3000 *Writing value of each numeral *Identifying and converting Roman numerals to hinduarabic numbers and vice versa *Use of Roman Numerals *Addition of Roman Numerals</p>	<p>DOMAIN: Cognitive Development</p> <p>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 quantities, shapes and measures. *Vijnanamaya kosha, is emphasized to engage meaningfully.</p>	<p>Competency C-7.3 Uses appropriate tools and technology in daily life situations and for learning</p> <p>Learning Outcomes:- Basic : (CG-8)Identify Roman numerals upto 3000</p> <p>Medium : (CG-7)Usage of Roman numerals in daily life</p> <p>Advance : (CG-8)Addition of Roman numerals and Identification of Roman numerals upto 3000</p> <p>CWSN Develop concept and communication amongst children through real life examples.</p> <p>Activity : Write your age and your parents age in Roman Numerals.</p>	<p>C's Communication, Critical Thinking</p> <p>Life skills Problem solving, Decision Making</p>	<p>Arts:- Drawing of a clock with roman numerals in it</p> <p>Sports:- Arrange the pre numbered balls in ascending order</p> <p>Scientific temper:- Read a paragraph about roman history from Wikipedia</p> <p>Technology:- Make a ppt about your understanding of roman numerals</p>	<p>Language English:- Find out about how roman numerals came into being and discuss in class EVS- Reading numbers written in roman numerals in the surroundings.</p> <p>Art:- Draw a clock with roman numerals</p> <p>Music:- Nil</p>	<p>Math lab, Surroundings, Classroom</p>	<p>Class assignments Book Exercises and examples</p> <p>Home assignments Write in Roman numerals.. a) What is a decade and 5 more b) What is a century and 25 more</p>	<p>Project -based learning - Chronologically collect data off India's freedom movement</p> <p>Problem solving</p> <p>Suggestive Assessment :- Quiz, class interaction, forms quiz</p> <p>Suggestive resources/Activities Class Test</p>
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<p>MAY</p> <p>12 Periods</p>	<p>UNIT/ LESSON:- Number- UNIT-3 Name:- Addition and Subtraction CONCEPT:- Addition and Subtraction of 8 or 9 digit Numbers(with or without regrouping) SUB CONCEPT:- *Adding 8 or 9 digit Numbers(without regrouping) *Adding 8 or 9 digit Numbers(with regrouping) *Properties of Addition and Subtraction *Finding the Missing Digits *Word Problems *Framing Word Problems *Estimation in Addition and Subtraction</p>	<p>DOMAIN: Cognitive Development</p> <p>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 quantities.</p> <p>Kosha Anandmayakosha,or experience of transcendence is best addressed for this age group through art and culture.Vijnanamaya kosha, is emphasized to engage meaningfully.</p>	<p>Competency C-7.3 Uses appropriate tools and technology in daily life situations and for learningC-8.6 Performs addition of 4- digit numbers fluently using flexible strategies of composition and decomposition</p> <p>Learning Outcomes:-</p> <p>Basic : (CG-8) Add or subtract the given 8 or 9 digit numbers Medium - (CG-8)Able to solve the problems related to addition and subtraction Advance: (CG-7) Frame the addition and subtraction stories based on daily life situations CWSN: Develop concept and communication amongst children through play activity and real life examples.</p>	<p>C's : Creativity Communication Critical thinking Collaboration</p> <p>Life skills: Problem solving Decision Making</p>	<p>Arts:-Draw the abacus and represent 9 digit numbers on it.</p> <p>Sports:- Exploring and playing games that involves concept of addition and subtraction Scientific temper:- Explore and calculate the population of any 5 states and add the total population.</p> <p>Technology:- Making a PPT on population of any three districts of Haryana</p>	<p>Language English:- Read and comprehend the word problems</p> <p>EVS:-Find the population of 2 districts of Haryana and find the difference.</p> <p>Art:- Draw the abacus and add the numbers shown in it.</p> <p>Music:-Rhyme on addition of numbers</p>	<p>Classroom Maths Lab Surroundings</p>	<p>Class assignments : Book Exercises</p> <p>Home assignments : Add the population of any three states starting with letter A</p>	<p>Project -based learning Problem solving Suggestive Assessment :- Worksheets Quizzes Multiple Choice Questions Suggestive resources/Activities: Liveworksheets and Games on wordwall</p>
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<p>May 9 Periods</p>	<p>Lesson Number - UNIT-4 Name- Multiplication Concept - Multiplication as repeated addition Sub Concepts *Multiplication of 2,3 & 4 digit number by 1digit number *Multiplication of 2&3 digit number by 2 digit number *Properties of multiplication. *Word Problems *Lattice multiplication *Estimating the product:</p>	<p>DOMAIN: Cognitive Development Curricular Goals CG-7 Children make sense of the world around through observation and logical thinking. CG-8 Children develop mathematical understanding and abilities to recognise the world through numbers. Kosha : Vijnanamaya kosha, is emphasized to engage meaningfully. Anandmayakosha,or experience of transcendence is best addressed for this age group through art and culture.</p>	<p>Competency C-7.1 Observes and understands cause and effect relationships in nature by forming simple hypothesis and uses observations to explain their hypothesis C-8.7 Recognises multiplication as repeated addition. C-8.13Formulates and solve simple mathematical problems related to the concept of multiplication. Learning Outcomes Basic: (CG-8) Performs basic operation multiplication beyond 1000 by understanding of place value of numbers. Medium: (CG-8) Estimates the product and verifies the same using different strategies. Advance: (CG-8) Solve real life problems using multiplication facts. CWSN Develop concept and communication</p>	<p>C's Creativity, Communication, Critical Thinking, Collaboration Life skills Decision making Self awareness Building skills.</p>	<p>Arts:-Drawing of square grid for lattice multiplication. Sports:- Multiplication through repeated addition using balls. Scientific temper:- Relationship between addition and multiplication. Technology:- Solving online worksheets related to the topic.</p>	<p>Language English-:- Reading and vocabulary development EVS: Multiplication is the basic operation used in EVS to convert temperature from Celcius to Fahrenheit and vice-versa. Art:-Drawing square grids for doing lattice multiplication Music:- Learning tables 2 to 10 in rhythmic way.</p>	<p>Classroom, Mathematics Lab</p>	<p>Class assignments :Discussion of word problems related to multiplication. Home assignments : Framing word problems related to multiplication.</p>	<p>Learning by doing Problem solving Suggestive Assessment :- 1.Role-playing 2.Worksheet 3. Multiple-choice questions Suggestive resources/Activities Class Test</p>
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amongst children
through play activity
and real life examples.

Activity : Five groups of
children will be made
(8 in each group) and
then multiplication will
be explained through
repeated addition.

<p>July 10 Periods</p>	<p>Lesson Number -5 Lesson Name- Division Concept - Division. Sub Concepts - *Revising terms and rules of division. *Division by 10,100,1000,... *Division of big numbers by 2&3 digit divisors with verification. *Word problems and framing word problems. *Estimation in division *Unitary Method.</p>	<p>DOMAIN: Cognitive Development Developing Positive learning habits 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 recognise the world through numbers. Vijnanamaya kosha, is emphasized to engage meaningfully with the cognitive and conscious aspects of human experience. Anandmayakosha, or experience of transcendence is best addressed for this age group through art and culture.</p>	<p>Competency. C-7.3-Uses appropriate tools and technology in daily life situations and for learning. C-8.7 Recognises division as equal sharing. C-8.12 Develop adequate and appropriate vocabulary for comprehending and expressing concepts and procedures. C-8.13 Formulates and solves simple mathematical problems related to division. Learning Outcomes Basic: (CG 8)Revises basic terms and main rules of division . Medium : (CG-8) Reads, identifies and solve the problems given in the book using gained knowledge. Advance : (CG-7)Solve real life problems using division facts like how to handle money,equal sharing etc... and frames questions based on given division facts.</p>	<p>C's Creativity Critical Thinking, Collaboration. Life skills : Decision making, Problem solving.</p>	<p>Arts:- Making division wheel Sports:- Nil Scientific temper:- Relationship between multiplication and division. Technology:- PPT, Video links</p>	<p>Language English:- Reading and understanding EVS- To share things equally among friends, family Art:- Making division wheel Music:- Split a song in parts and then learn lyrics.</p>	<p>Classroom, Mathematics Lab</p>	<p>Class assignments : Discussion of problems related to division given in the book. Home assignments : Framing word problems related to division and solving worksheets (Printed or Online)</p>	<p>Project based learning (Making division wheel) Problem solving - Solving real life problems Suggestive Assessment :- 1.Worksheets 2. Multiple-choice questions 3. Lower order thinking skills questions For Example:- The number 25252525 which when divided by 25 gives----- 4.HOTS questions Suggestive resources/Activities. Class Test</p>
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			<p>CWSN Develop concept and communication amongst children through play activities and real life examples.</p> <p>Activity:-Explain the concept of division as equal sharing and the concept of remainders through games. For example,Let the child has 10 toffees to share with 3 friends. This would allow them to give 3 toffees to each friend, leaving 1 extra . This is the remainder.</p>						
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August 8 Period	<p>Unit : 6</p> <p>Lesson Name : Multiples and Factors</p> <p>Concept: Factors and Multiples</p> <p>Sub Concepts :</p>	<p>DOMAIN: Cognitive Development</p> <p>Curricular Goa I:- CG-7 Children make sense of the world around through observation and logical thinking.</p> <p>CG-8 Children develop mathematical understanding and</p>	<p>Competencies : C-7.1 Observes and understands different categories of objects and relationships between them. C-8.7 Recognises multiplication as repeated addition and division as equal sharing.</p>	<p>C's *Creativity *Communication *Critical Thinking *Collaboration</p> <p>Life skills *Problem solving *Emotional skills- develop confidence, cope</p>	<p>Arts:- By drawing and colouring of square grid of 10 X 10 to find prime numbers 1 to 100</p> <p>Sports:- Understanding the basic</p>	<p>Language English:- Reading, understanding and solving word problems</p> <p>EVS:- Find the common habits of your family members.</p>	<p>Maths Labs Classroom</p>	<p>Class assignments: Book Exercises</p> <p>Home assignments :Questions reframed under Competency</p>	<p>Activity based learning Problem solving Group Activity</p> <p>Suggestive Assessment :- 1. Multiple-choice questions 2. Lower order thinking skills questions</p>
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<p>*Properties of multiples *Common multiples *Even and odd numbers *Divisibility rules, *LCM *Properties of factors *Common factors *HCF *Prime & composite numbers.</p>	<p>abilities to recognize the world through quantities. Kosha Manomaya kosha involves becoming aware of and skilfully regulating our emotions. Vijnanamaya kosha, is emphasized to engage meaningfully with the cognitive and conscious aspects of human experience.</p>	<p>Learning Outcomes Basic : (CG-7)Recognises and appreciates (through patterns) the broad classification of numbers as even, odd, prime, coprime etc. Medium : (CG-7)Know about even numbers, odd numbers, prime numbers, composite numbers, lowest common multiple and highest common factor using different methods. Advance :(CG-7) Applies LCM or HCF in particular situation. CWSN Develop concept and communication amongst children through real life examples.</p>	<p>with challenges. * Decision making</p>	<p>concept of LCM skipping by 2 and 3 steps Scientific temper:- Relationship between multiples and factors Technology:- Solving online worksheets</p>	<p>Art:- Finding prime numbers 1 to 100 by writing numbers 1 to 100, drawing and colouring square grid 10X10 Music:- https://youtu.be/JSHqhzpM-As</p>	<p>based learning formats.</p>	<p>3. HOTS questions Suggestive resources/Activities : Class Test</p>
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<p>August</p> <p>16 Period</p>	<p>Lesson No 7 : Fractions. Concept : Fractions and related operations Sub Concepts : *Introduction of the basic concept of Fractions*Types of Fractions *Conversion of mixed Fraction into improper Fraction and vice versa *Equivalent Fractions *Comparison of Fractions *Fractions in lowest term *Addition, Subtraction, Multiplication and Division of Fractions *Statement sums of Fractions.</p>	<p>DOMAIN: Cognitive development Develop Positive Learning Habits 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 recognise the world through quantities, shapes and measures. Kosha : Vijnanamaya kosha, is emphasized to engage meaningfully with the cognitive and conscious aspects of human experience. Manomaya kosha involves becoming aware of and skilfully regulating our emotions.</p>	<p>Competency : C-7.1 Observes and understands cause and effect relationships in nature by forming simple hypothesis and uses observations to explain their hypothesis C-7.3 Uses appropriate tools and technology in daily life situations Learning Outcomes:- Basic : (CG-8) * Understands the basic concept of the fraction * Finds the number corresponding to part of a collection Medium : (CG-8)*Identifies and forms equivalent fractions of the given fraction * Expresses a given fraction $1/2, 1/4, 1/5$ in decimal notation and vice-versa. For example, in using units of length and money-half of Rs.10 is Rs.5 * Converts fractions into decimals and vice versa. Advance: (CG-7)Use the knowledge of fractions in day to day life and solve the given problems.</p>	<p>C's : Communication Collaboration Critical thinking Creative Thinking Life skills : Problem solving Decision Making Self Awareness</p>	<p>Arts:- To explain the concept of equivalent fractions using sheet of paper (cutting and folding) Sports:- During a team game, there are innings, sets, quarters, and so on. This is fractions at work. Fractions are also commonly used to divide up the fields. Scientific temper:- The students will be given the real life problems to solve. Technology:- Make a PPT on the most interesting topic of the unit.</p>	<p>Language English:- Communicating a given fraction using a complete sentence, $1/4$, one part out of 4 equal parts EVS- *Discussing the importance of equal share in respect to food ,care etc. *Whether you, your child or pet is sick, medicine dosages are often determined with a fraction of parts to weight. * BMI is calculated using fractions. Art:- Make a scenery using fractional parts of basic four shapes square, rectangle , triangle and circle.</p>	<p>Classroom Playground Maths Lab</p>	<p>Class assignments : Book exercises Home assignments : Find the fraction of the number of pages in the chapter Fraction to the total number of pages in your Maths book.</p>	<p>Project -based learning : Make a chart showing Equivalent Fractions using rectangle/ square. Problem solving Suggestive Assessment :- MCQ Lower order thinking skill question (For Example I bought 2 and half litres of milk. But I can use only $1/2$ litre at a time and how many times can I use the full quantity of milk?) HOTs Suggestive resources/Activities : Class Test</p>
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CWSN

Develop concept and communication amongst children through play activities and real life examples. Activity : The students will be asked to divide the given coloured sheet into equal parts by paper folding activity, cut out the fractional parts and weave a story on their own , to impart the importance of equal and unequal share.

Music: A poem related to fractions to be recited .

OCTOBER	<p>Unit No 8: Decimals and Percentage.</p> <p>Concept : Values out of 10th, 100th and 1000th Sub concepts -</p> <ul style="list-style-type: none"> *Types of decimals *Conversion of decimals into fractions and vice versa conversion of decimals in *Percentage *Comparison of decimals *4 basic operations with decimal numbers(Addition, subtraction, multiplication and division) . 	<p>DOMAIN: Cognitive development</p> <p>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 recognise the world through numbers, quantities and measures.</p> <p>Kosha Vijnanamaya kosha, is emphasized to engage meaningfully with the aspects of human experience. Kosha Manomaya kosha involves becoming aware of and skilfully regulating our emotions.</p>	<p>Competency : C-7.1 Observes and understands different categories of objects and relationships between them. C-8.10 Performs simple transactions using money. C-8.13 Formulates and solves simple mathematical problems related to quantities, measurements and money.</p> <p>Learning Outcomes Basic : (CG-8) Understands the basic concept of decimals, Place value, diagrammatical representation . Medium : (CG-8) Use decimals in different situations which involve money, length, temperature etc. (example 7.5 metres of cloth, distance between two cities 112.5 km) Advance: (CG-8) Solve problems on daily life situations involving four basic operations of decimals.</p>	<p>C's : Collaboration Critical thinking Creative thinking</p> <p>Life skills : Problem solving Decision making</p>	<p>Arts:- Draw the shaded portion to show the decimal value of the given number.</p> <p>Sports:- Nil</p> <p>Scientific temper:- Relation between fractions, decimals and percentages. Technology:- Solve live worksheets related to the topic.</p>	<p>Language English:- Representing marks into decimals as well as in percentage .</p> <p>EVS- Representing different terms using decimals such as distance, weight of different objects.</p> <p>Art:- Shade the given decimal value in the figure. (0.3 in square grid of 1X10 and 0.30 in square grid of 10X10) Music: A rap showing relation between decimals, fractions and percentage.</p>	<p>Classroom Playground Maths Lab</p>	<p>Class assignments : Book exercises</p> <p>Home assignments : Make a chart showing conversion of decimals into percentage.</p>	<p>Activity Based Learning</p> <p>Problem solving</p> <p>Suggestive Assessment :</p> <ol style="list-style-type: none"> 1. Worksheet 2. Lower order thinking questions. (Example 6 tenth more than 7.245, product of 1.5 and 5 tenth) <p>Suggestive Resources/Activities :</p> <p>Class Test</p>
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			<p>CWSN Develop concept and communication amongst children through play activity and real life examples. (Activity - showing decimal values out of ten on a number line)</p>						
September 4 Period	<p>Lesson No 9: Simplifications and Average Concept : Average and Simplification Sub Concepts : *Simplification using DMAS rule *Average</p>	<p>DOMAIN: Cognitive development Developing Positive Learning Habits 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 recognise the world through numbers. Kosha : Vijnanamaya kosha, is emphasized to engage meaningfully with the cognitive and conscious aspects of human experience.</p>	<p>Competency : C-7.1 Observes and understands cause and effect relationships in nature by forming simple hypothesis and uses observations to explain their hypothesis C-7.3 Uses appropriate tools and technology in daily life situations Learning Outcomes:- Basic : (CG-8)Understands the basic rule of DMAS. Medium : (CG-8)Reads identifies and solve the problems related to the concept using gained knowledge. Advance: (CG-7)Use the concept of Average to solve the real life problems.Develop concept and</p>	<p>C's : Collaboration Critical thinking Creative Thinking Life skills : Problem solving Creative Thinking</p>	<p>Arts:-Find the average height of the students of your group.(Group activity) Sports:- * To calculate information like the average time required for performing particular activities or the time needed for planning or completing a task.* Average goals per match,average runs scored by a batsman etc.. Scientific temper:- Read information</p>	<p>Language English:- Reading understanding and solving word problems. EVS- Analyze rainfall over a time period for a specific area and find its average. Art :- Find the average of weight of 5 eatables(Draw pictures of 5 eatable objects and imagine the weight of each object or collect the information from home and</p>	<p>Classroom Playground Maths Lab</p>	<p>Class assignments : Book exercises Home assignments : *Find the Average of first five prime numbers.</p>	<p>Problem solving Suggestive Assessment :- Mental Ability Based Worksheet (For example - Find the product of the difference of 93 and 73 and the sum of 3 and 2) Suggestive resources/Activities : Class Test</p>

			communication amongst children through play activities and real life examples. Activity : Draw an umbrella on coloured sheet with DMAS rule with its meaning.		about DMAS from wikipedia. Technology:- Solve online worksheets.	then find average weight of the eatables.) Music: https://youtu.be/hsrWzC7B5dY			
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TERM 2

Month:	UNIT/ LESSON:- Number- Name:-	Domain & Curricular Goals (mapping with Foundational stage)	Competency & Learning Outcome	21st Century skills	Integration	Inter-disciplinary integration	Learning Space	Assignments	Suggestive Pedagogies
OCTOBER 10 Period	Lesson No 10: Concept :Geometry,Types of Angles,Triangles and Polygons. Sub Concepts : *lines- Intersecting, Parallel and Perpendicular *Classification, construction and measurement of Angeles. *Properties and types of Triangles. *Polygons and their types.	Domain: Cognitive Development Developing Positive Learning Habits 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 shapes. Kosha -	Competency C-7.1 Observes and understands different categories of objects and relationships between them. C 8.8 Recognises basic geometric shapes and their observable properties C8.12 Develops adequate vocabulary for comprehending concepts and procedures related to shapes.	C's : Creativity Critical thinking Collaboration Life skills: Decision Making, Problem solving	Arts:- Drawing of a picture using circle and different 2-D shapes. Sports:- Formation of various polygons and triangles by holding hands. Scientific temper: Understanding of different types of angles and triangles Technology:-	Language - English:- Vocabulary development, reading EVS:- Making angles and triangles using cotton, woollen and jute thread Art:- Drawing of geometrical figures showing different types of angles and triangles. Music:-Poem based on angles and triangles will be recited.	Class-room Maths-lab Playground	Class assignments - Book exercises Home assignments- Draw a design by drawing circles with help of a compass.	Project -based learning : Problem solving Suggestive Assessment :- Worksheet Suggestive resources/Activities : Class Test

*Circle and it's elements.

Vijnanamaya kosha, is emphasized to engage meaningfully with the cognitive and conscious aspects of human experience. Manomaya kosha involves becoming aware of and skilfully regulating our emotions.

Learning Outcomes:-
* Basic: (CG-8) Classifies angles into right angle, acute angle, obtuse angle and represents them same by drawing and tracing. identifies 2D shapes from the immediate environment . makes cube, cylinder and cone using nets designed for this purpose.
* Medium : (CG-8) Able to measure and draw angles using Protractor.
*Advance: (CG-7) Describes and provides examples of edges, vertices and faces of 3-D objects. Identifies circle and its parts. Develop concept and communication amongst children

Make a PPT of on types of angles and triangles.

			through play activities and real life examples. Activity : Students will make formations of elements of Circle and various types of Angles ,Triangles and Polygons by holding hands.						
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NOVEMBER	Unit/ Lesson No : 11	Domain: Cognitive Development Curricular Goal:-	Competency : C-7.2 Observes and understands cause and effect relationships in nature by forming simple hypothesis and uses observations to explain their hypothesis. C-8.13 Formulates and solve simple mathematical problems related to quantities, shapes, space	C's Communication, Critical thinking, Problem Solving Life skills Problem solving, Quantitative reasoning	Arts:- Students will draw chess board and find It's Area and Perimeter. Sports:- Students will take rounds of playground by running / jogging. Scientific temper:- Students will compare Areas	Language English:- Reading and understanding word problems. EVS- To find Perimeter and Area of your school's lawn. Art:- To draw Chess board / ludo and find it's Perimeter and Area. Music: Composing and singing song on Area and Perimeter.	Maths Lab, Classroom, Surroundings	Class assignments : Book exercises Home assignments : Find the Volume of a Magic Cube and a gift box.	Project -based learning : Problem solving Suggestive Assessment :- 1)Worksheets 2) Quiz Suggestive resources/Activities : Class Test
Period 8	Lesson Name : Perimeter,Area and Volume Concept : Perimeter and Area of regular and irregular figures, Volume of cube and cuboid Sub concepts : *Perimeter of	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 shapes. Kosha - Vijnanamaya kosha, is emphasized to							

<p>regular and irregular figures * Area of regular and irregular figures * Volume of regular figures</p>	<p>engage meaningfully with the cognitive and conscious aspects of human experience. Anandmayakosha, or experience of transcendence is best addressed for this age group through art and culture.</p>	<p>and measurements.</p> <p>Learning Outcomes:- Basic : (CG-8) Differentiate between Perimeter, Area and Volume.</p> <p>Medium :(CG-8) Find Perimeter, Area and Volume of regular and irregular figures.</p> <p>Advance: (CG-7) Acquires understanding to solve problems related to Perimeter, Area and Volume in day to day life situations. Develop concept and communication amongst children through play activities and real life examples. Activity : The students will find Perimeter of table top using</p>	<p>of their living room and bedroom.</p> <p>Technology: Students will draw sketch drawing of their house using a computer.</p>				
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			scale . (By measuring length, breadth and add them)						
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NOVEMBER Period 7	Unit/ Lesson No : 12 Lesson Name : Metric Measures Concept : Different units of measuring lengths,weights and capacities Sub concepts : * Conversion of units of Length,Weight and Capacity * Using decimals to express units of Length,Weight and Capacity. * Decimal operations on Length,Weight and Capacity in word problems *Mapping Skills	Domain: Cognitive Development , Developing positive learning habits. 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 measures and quantities CG 13 Children	Competency : C-7.3 Uses appropriate tools and technology in daily life situations and for learning C-8.9 Performs simple measurements of length,weight and capacity of objects in their immediate environment. C-13.2 Memory and mental flexibility:Develops adequate working memory ,mental flexibility. C-13.3 Observation,curiosity and exploration:Observes minute details of objects and explores,asks questions. C13.4- Classroom norms:Adopts and follows norms with agency and understanding.	C's : Creativity, Communication, Critical Thinking. Life skills : Problem Solving Decision Making	Arts:- Drawing different items(ropes,bag of rice,bottle of milk) and identifying the unit of measurement(length,weight or capacity)Drawing maps of roads to reach school from home and marking the directions Sports:- Measuring competition distances. Scientific temper:- The metric system is the standard system of measurement in science. Children will be asked to find out the history and basic	Language English:- Reading and understanding. EVS- *To find out weight and height and capacity of objects and for converting it from one unit to another *Measuring distance between two cities *When we buy groceries,they are measured in weight units *Maps help us understand locations and comparison between big and small places. *It is a drawing on a sheet of paper that shows the position of places such as countries ,cities,towns ,streets,rivers,mountains etc., Art:- *Drawing different items(ropes,bag of rice,bottle of milk) and identifying the type of measurement(length,weight or capacity) *Drawing	Classroom,Mathematics lab,Play ground.	Class assignments : Solving the book exercises. Home assignments : Draw the map of the road to reach school from home.	Project -based learning : Draw map of the road to reach school from home showing the directions Problem solving- Solving real life problems) Suggestive Assessment :- 1.Worksheets 2. Multiple-choice questions 3. Lower order thinking skills questions(For Example - There is 20 litres of milk. It has to be equally distributed among children in glasses measuring 375 ml. Is the milk enough for distribution?) 4.HOTS questions
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develop habits of learning that allow them to engage actively in formal learning environments like a school classroom.

Kosha :- The development of the intellect, or vijnanamaya kosha, is emphasized to engage meaningfully with the cognitive and conscious aspects of human experience. Manomaya kosha involves becoming aware of and skilfully regulating our emotions.

Learning Outcomes:-

Basic : (CG-8) Understands the basic units of measurement

Medium : (CG-8) Relates different commonly used larger and smaller units of length, weight and capacity and converts larger units into smaller units and vice versa.

Advance : (CG-7) To solve real life problems . Develop concept and communication amongst children through activity and real life examples.

Activity : *
Measure the length of different objects using measuring tape (First show them how to measure)

operation of the metric system.

Technology: PPT and video links

maps of roads to reach school from home and marking the directions

Music: Nil

Suggestive resources/Activities :
Class Test

<p>NOVEMBER (will be continued in December)</p> <p>Period 6</p>	<p>Unit/ Lesson No : 13</p> <p>Lesson Name : Time and Temperature</p> <p>Concept : Learning about Time and Temperature</p> <p>Sub concepts : *Conversion of time from higher to lower units and vice versa * Addition and Subtraction of Time *Duration of Time *Word problems related to time *Reading Railway and Flight Timetables *Thermometer *Conversion of temperature from Celsius to Fahrenheit and vice versa.</p>	<p>Domain: Cognitive Development, Developing positive learning habits.</p> <p>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 measures and quantities. CG 13 Children develop habits of learning that allow them to engage actively in formal learning environments like a school class.</p> <p>Kosha :-</p>	<p>Competency : C-7.3 Uses appropriate tools and technology in daily life situations and for learning C-8.10 Performs simple measurements of time in minutes, hours, day, weeks and months. C-13.2 Memory and mental flexibility: Develops adequate working memory, mental flexibility. C-13.3 Observation, curiosity and exploration: Observes minute details of objects and explores, asks questions. C13.4 Classroom norms: Adopts and follows norms with agency and understanding.</p> <p>Learning Outcomes:- Basic : (CG-8) Basic conversions, Reading Railway and Flight Timetables</p> <p>Medium : (CG-</p>	<p>C's Creativity, Critical Thinking</p> <p>Life skills : Problem Solving, Time management</p>	<p>Arts:- Drawing a Thermometer</p> <p>Sports:- Finding the time taken to cover a certain distance in different competitions.</p> <p>Scientific temper:- *Measuring body temperature using a clinical thermometer *To find out answers to real life questions like "If a human heart beats at the rate of 72 beats per minute, how many beats does it take place in a day?"</p> <p>Technology: PPT, Video Links</p>	<p>Language English:- Reading and Understanding.</p> <p>EVS- *Whenever we plan a visit somewhere, we check about the time and schedule of the mode of transport with the help of Timetable * Time management skill helps in decreasing stress, increment in productivity, positive reputation, improved focus, improved decision making skills, improve the quality, building self-discipline etc., *How to measure the body temperature using a Thermometer and how to convert from one unit to another.</p> <p>Art:- Drawing a Thermometer.</p> <p>Music: In a musical context, event rate is known as tempo, often indexed in beats per minute (BPM).</p>	<p>Classroom, Mathematics lab, Playground.</p>	<p>Class assignments : Solving the book exercises.</p> <p>Home assignments : *Draw a Thermometer * Find body temperature of family members (at a particular time) and convert it into Fahrenheit/Celsius</p>	<p>Project - Based Problem solving Learning By Doing Suggestive Assessment :-</p> <ol style="list-style-type: none"> 1. Worksheets 2. Multiple-choice questions 3. Lower order thinking skills questions 4. HOTS questions <p>Suggestive resources/Activities : liveworksheets.com</p>
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Manomaya kosha involves becoming aware of and skilfully regulating our emotions. The development of the intellect, or vijnanamaya kosha, is emphasized to engage meaningfully with the cognitive and conscious aspects of human experience.

8) Solving word problems and how to use a Thermometer

Advance: (CG-7) To solve real life problems like finding elapsed time ,Analysing Timetables

CWSN

Develop concept and communication amongst children through activity and real life examples.

Activity : * Make a paper clock with the minutes underneath the hour hand. It will help the child to learn the minutes that represent each hour number. Set the minute and hour hand and have them read the time ,then they can check the minutes to see if they were right.

* Help the children to find their body temperature using the clinical thermometer.

<p>DECEMBER</p> <p>6 Period</p>	<p>Unit/ Lesson No : 14</p> <p>Lesson Name : Money</p> <p>Concept : Money</p> <p>Sub concepts : *Unitary Method *Bills *Profit and Loss *Finding cost price and selling price</p>	<p>Domain: Cognitive Development ,Developing positive learning habits.</p> <p>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 measures and quantities. CG 13 Children develop habits of learning that</p>	<p>Competency : C-7.3 Uses appropriate tools and technology in daily life situations and for learning C-8.11 Performs simple transactions using money. C-13.2 Memory and mental flexibility:Develops adequate working memory ,mental flexibility. C-13.3 Observation,curiosity and exploration:Observe minute details of objects and explores,asks questions. C13.4- Classroom norms:Adopts and follows norms with agency and understanding.</p> <p>Learning Outcomes:- Basic : (CG-8)Learns to verify a bill, Understands meaning of profit and loss,Definition of cost price and selling price</p>	<p>Develop concept and communication amongst children through activity and real life examples.</p> <p>Activity : Display some items on the table including some grocery items.Tell the child to take three items of daily needs .Let them list out the items taken and their price .Help them to find out the total amount of the three items.</p>	<p>C's :Creativity,Critical Thinking</p> <p>Life skills : Problem Solving, Decision making, Team work</p>	<p>Arts:- Making Bills</p> <p>Sports:- Efficient management of financial resources is important for effective sport program.Accounting expertise is also required</p> <p>Scientific temper:- Read about the history of money and banking (online/offline)</p> <p>Technology:PPT and video links</p>	<p>Language English:- Reading and Understanding.</p> <p>EVS- Dealing with money,Verifying a bill obtained from a shop,Managing Profit and Loss</p> <p>Art:- Make a grocery bill</p> <p>Music: Nil</p>	<p>Classroom ,Mathematics lab</p>	<p>Class assignments : Solving the book exercises.</p> <p>Home assignments : Make a paper clock</p>	<p>Project -based learning : Make a clock Problem solving (Solving real life problems)</p> <p>Suggestive Assessment :-</p> <ol style="list-style-type: none"> 1.Worksheets 2. Multiple-choice questions 3. Lower order thinking skills questions 4.HOTS questions <p>Suggestive resources/Activities : liveworksheets.com</p>
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allow them to engage actively in formal learning environments like a school classroom.

Kosha :- Manomaya kosha involves becoming aware of and skilfully regulating our emotions. The development of the intellect, or vijnanamaya kosha, is emphasized to engage meaningfully with the cognitive and conscious aspects of human experience.

Medium : (CG-8)*
Applies the four fundamental arithmetic operations in solving problems involving money.

Advance: (CG-7)To solve real life problems like dealing with money, finding profit and loss in a business etc.,

CWSN
Develop concept and communication amongst children through activity and real life examples.

Activity : Display some items on the table including some grocery items. Tell the child to take three items of daily needs. Let them list out the items taken and their price. Help them to find out the total amount of the three items.

<p>JANUARY</p> <p>6 period</p>	<p>Unit/ Lesson No : 15</p> <p>Lesson Name : Symmetry</p> <p>Concept : Symmetry, Nets of 3-D shapes, Patterns and Tangrams</p> <p>Sub concepts : *Rotation and Reflection symmetry, *Patterns, *Perspective View of 3-D objects, *Nets of 3-D figures, *Number patterns</p>	<p>Domain: Cognitive Development, Aesthetic and Cultural Development</p> <p>Curricular Goal : CG-8 Children develop mathematical understanding and abilities to recognize the world through shapes. CG-13 Children develop habits of learning that allow them to engage actively in formal learning environments like a school classroom.</p> <p>Kosha :- The development of the intellect, or vijnanamaya kosha, is emphasized to engage meaningfully with the cognitive and</p>	<p>Competency : C-8.2 Identifies and extends simple patterns in their surroundings, shapes, and numbers. C-8.13 Formulates and solves simple mathematical problems related to shapes. C-13.2 Memory and mental flexibility: Develops adequate working memory, mental flexibility (to sustain or shift attention appropriately)</p> <p>Learning Outcomes:- Basic : (CG-8) Identifies symmetrical 2-D shapes which are symmetrical along one or more lines. Identifies the pattern in triangular number and square number. Draw line of symmetry in given figures. Medium : (CG-8) Identifies 3-D shapes</p>	<p>C's : Communication Creativity Critical Thinking</p> <p>Life skills : Decision Making Problem Solving Self awareness</p>	<p>Arts:- Draw different types of figures using Tangrams.</p> <p>Sports:- Forming a pattern of square numbers and triangular numbers using particular number of learners as required.</p> <p>Scientific temper:- Identify symmetrical objects, differentiate 2-D and 3-D shapes, draw new patterns using numbers and pictures.</p> <p>Technology: Solving online worksheets</p>	<p>Language English:- Read, comprehend and find the solution.</p> <p>EVS- Identify symmetrical objects around in environment (Butterfly).</p> <p>Art:- Draw a butterfly, colour it and draw line of symmetry.</p> <p>Music: Song on 2D and 3 D shapes</p>	<p>Classroom, Activity room and Playground</p>	<p>Class assignments : Book Exercises</p> <p>Home assignments : - Find the numbers from 0 to 10 having vertical, horizontal or both lines of symmetry. - Find 57th triangular number - Make dot patterns for square number 81</p>	<p>Experiential Learning, Project Based Learning, Problem Solving</p> <p>Suggestive Assessment :- 1) Worksheet 2) Project (Make different types of pictures or design using tangrams)</p> <p>Suggestive resources/Activities : Arrange 36 bindis(any colour of same size) in triangular and square pattern</p>
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conscious aspects of human experience. Manomaya kosha involves becoming aware of and skilfully regulating our emotions.

such as Cube, cuboid and cylinder.
Advance : (CG-13)
Differentiate 2-D and 3-D shapes, Identify symmetrical objects, Know about square and triangular numbers

CWSN
Develop concept and communication amongst children through activity and real life examples.

Activity : Making birthday cap using coloured paper. (3-D)

Month	Unit/ Lesson No, Lesson Name, Concept & sub concepts	Domain & Curricular Goals (mapping with Foundational stage)	Competency & Learning Outcome:	21st Century skills	Integration	Inter-disciplinary integration	Learning Space	Assignments	Suggestive Pedagogies
JANUARY 5 Period	Unit/ Lesson No : 16 Lesson Name : Data Handling Concept : Reading and Drawing of different types of Graphs.(Tally Marks, Pictograph, Bar Graph) Sub concepts : * Reading and representing data in tabular form with tally marks, Pictograph, Bar graph; *Reading of Circle graph.	Domain: Cognitive Development , Socio- Emotional and Ethical development. Curricular Goal : CG-7 Children make sense of the world around through observation and logical thinking. them CG-6 Children develop a positive regard for the natural environment around them Kosha :- The development of the intellect, or vijnanamaya kosha, is emphasized to engage meaningfully with the cognitive and conscious aspects	Competency : C-7.1 Observes and understands different categories of objects and relationships between them. C-6.1 Shows care for and joy in engaging with all life forms Learning Outcomes:- Basic :(CG-7) Interprets data related to various daily life situations, represented in tabular form, Pictograph and as bar graphs. Medium : (CG-6) Collects data related to various daily life situations .	C's : *Communication *Creativity *Collaboration *Critical Thinking Life skills : *Problem Solving *Decision Making *Self Awareness	Arts:- Drawing and colouring pictograph and bar graph. Sports:- Nil Scientific temper:- Interpret pictograph, bar graph and circle graph; Collect, analyze and represent data in different types of graphs. Technology:- Interpret the information on display board of Railway station , which is given as tabular form.	Language English:- Read different types of graphs and find answers EVS- Collect data of liking different types of food (Pizza, Dal rice, Samosa and Sandwich) items from the class children and represent it in the form of Bar graph. Art:- Drawing and colouring different pictures for representing data in the form of Pictograph. Music: Nil	Class room and Activity room	Class assignments : Book Exercises Home assignments : Practice the questions related to the concept Ex 16.1 Q. 5 , Ex 16.2 Q.6 , Ex 16.3 Q.3	Project -based learning Problem solving Experiential Learning Suggestive Assessment :- 1) Quiz 2) Worksheet 3) Project (Group activity) Suggestive resources/Activities : Collect the data of number of students in each house of your class and represent it in the form of Pictograph.(Group Activity)

of human experience. Manomaya kosha involves becoming aware of and skilfully regulating our emotions.

Advance: (CG-6) Analysis of collected data and representing it in different types of graphs.

Develop concept and communication amongst children through activity and real life examples.

Activity : Making pictograph to show class children's's favourite colours.

EVS

<u>Term I</u> 100 marks		<u>Term II</u> 100 marks	
<u>Periodic Test I - Jul</u> (30% syllabus – MM -40) <u>(Weightage in report card -10 marks)</u>	<u>Half Yearly Exam -Sep</u> (50% Syllabus –MM – 80) <u>(Weightage in report card-80 Marks)</u>	<u>Periodic Test II-Dec</u> (30% syllabus – MM -40) <u>(Weightage in report card -10 marks)</u>	<u>Annual Exam</u> (50% Syllabus –MM – 80) <u>(Weightage in report card-80 Marks)</u> <u>(10% Syllabus of Term-1)</u>
<u>Apr</u>- Lesson 1:- The Changing Family	<u>Aug</u> - Lesson 8 :- Forests and Tribal Life	<u>Oct</u> - Lesson 11 :- Food - Storage and Shortage	<u>Dec</u> - Lesson 16 :- Fuels for Travel Lesson 17 :- Adventure in Our Lives
Lesson 2 :- Feeling Around	Lesson 9 :- Growing Plants	Lesson 12 :- Shelter and Social Animals	Jan- Lesson-18:- Simple Machines Lesson 19 :- Historical Monuments
Lesson 3 :- Games	<u>Sep</u> - Lesson 10 :- The Journey of Food	Lesson 13 :- Times of Emergency	<u>Feb</u> - Lesson 20 :- Farmers and Farming Term -1 Chapter -10 The Journey of Food
<u>May</u> - Lesson 4 :- Dignity of Labour	1. Note Book submission MM 25 (Weightage 5 Marks)	<u>Nov</u> - Lesson 14 :- Water in Our Lives	1. Note Book submission MM 25 (Weightage 5 Marks)
Lesson 5 :- Blow Hot, Blow Cold		Lesson 15 :- Aquatic Life	
<u>July</u>- Lesson 6 :- Senses of Animals			
Lesson 7 :- Animals in our Lives			

Schedule of <u>Periodic Test I</u> to be scheduled in the month of <u>July (Third week)</u>	Schedule of <u>Mid term exam</u> to be scheduled in the month of <u>Sep (third week)</u>	Schedule of <u>Periodic Test II</u> to be scheduled in the month of <u>Dec (First week)</u>	Schedule of <u>Annual exam</u> to be scheduled in the month of <u>Mar (first week)</u>
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Report card will consist of:- 100 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	----	25Marks	5 Marks	Note Book submission	---	25Marks	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

TERM- 1

Month - April (22-25 days)	UNIT/ LESSON	Domain & Curricular Goals (mapping with Foundational stage)	Competency & Learning Outcome	21 st Century skills	Integrating AWES Initiatives	Interdisciplinary integration	Learning Space (Suggestive)	Assignments(Suggestive) (Observation,Checklist, Worksheets,Rubrics,Port folios)	Pedagogies (Suggestive)
<p>April (22-25 days)</p> <p>No of Periods = 24-28</p>	<p>No. Lesson No1</p> <p>Name:- The Changing Family</p> <p>CONCEPT:- The Changing Family</p> <p>Sub-Concept:- Shifting from one place to another</p> <p>Impacts of migration Changing Family Structure</p>	<p>VijnanyamayaKosh a</p> <p>Domain Cognitive</p> <p>CG-7 Children make sense of world around through observation and logical thinking</p> <p>Manomaya Kosha</p> <p>Domain:-Socio-Emotional and Ethical Development</p> <p>CG4Children develop emotional intelligence i.e the ability to understand and manage their own emotions and respond positively to social norms.</p>	<p>C-7.2 Observes and understands cause and effect relationships in nature by forming simple hypothesis and uses observations to explain their hypothesis</p> <p>C-4.1 Starts recognizing 'self' as an individual belonging to a family and community</p> <p>C-4.6 Shows kindness and helpfulness to others (including animals, plants) when they are in need</p> <p>C-4.7 Understands and responds positively to different thoughts, preferences and emotional needs of other children.</p> <p>Learning Outcomes</p> <p>BasicUnderstand the significance of family</p> <p>Medium:-Motivated to connect to their extended family members</p> <p>AdvanceExplains cultural and environmental reasons and impacts of migration</p>	<p>Critical thinking</p> <p>Social and cross cultural interaction</p> <p>Adaptability</p> <p>Communication</p> <p>Decision Making</p>	<p>Arts:- FamilyTree with names of Great Grand Parents</p> <p>Sports:- Exploring family games</p> <p>Scientific Temper:- Discuss how some physical features and habits are similar to most the family member? (Hereditary unit- genes)</p> <p>Technology:- PPT. – Prepare a presentation on 'Some Women Achievers'</p>	<p>Language</p> <p>Roleplay - Sharing work/ Working Together</p> <p>Math</p> <p>Tabulate the information on your family members – Name, Age, Height & Weight.</p> <p>Music</p> <p>Traditional song/Dance</p>	<p>Assembly Ground</p> <p>presenting folk dance/ song - Multilingualism</p> <p>Activity Room for Role Play</p> <p>AV Room presentation on Changing family structure / Shifting from one place to Another</p>	<p>Class Assignment</p> <p>Group Survey- How nature has affected forced migration?</p> <p>Home Assignment</p> <p>ActivityWrite the names and age of your family members. How many generations you have been able to find out .</p> <p>Flipped Classrooms</p> <p>Sharing videos on different displacement, migration, immigration/ emigration</p>	<p>Activity based learning</p> <p>Discussion</p> <p>Role Playing</p> <p>Joyful learning</p> <p>Suggestive Assessment:-</p> <ol style="list-style-type: none"> 1. Worksheet 2. Multiple-choice questions. 3. Lower order thinking skills questions. 4. HOTS questions
Month- April	UNIT/ LESSON	Domain & Curricular Goals (mapping	Competency &	21 st Century	Integrating AWES	Interdisciplinary integration	Learning Space	Assignments(Suggestive) (Observation,Checklist,	Pedagogies (Suggestive)

(22-25 days)		with Foundational stage)	Learning Outcome	skills	Initiatives		(Suggestive)	Worksheets,Rubrics,Portfolios)	
	<p>LESSON:-</p> <p>Number-Lesson No 2</p> <p>Name:- Feeling Around</p> <p>Sub Concepts</p> <p>Likes and Dislikes</p> <p>Factors affecting our choices</p> <p>Differently abled people</p> <p>Role of Society and government towards challenged people</p>	<p>VIJANAMAYA KOSHA</p> <p><u>Cognitive domain</u></p> <p>Curricular Goal:-CG-7 Children make sense of world around through observation and logical thinking</p> <p>MANOMAYA KOSHA</p> <p>Socio-Emotional and Ethical Development</p> <p>CG6 Children develop a positive regard for the natural environment around them</p>	<p>C-7.2 Observes and understands cause and effect relationships in nature by forming simple hypothesis and uses observations to explain their hypothesis</p> <p>C-6.1 Shows care for and joy in engaging with all life forms</p> <p>Learning outcomes:</p> <p>-Basic:-Identify Likes and Dislikes of self</p> <p>Medium:-Explore the factors affecting choices for occupations</p> <p>Advance:- Awareness and Sensitization towards challenges people</p>	<p>Critical thinking</p> <p>Problem Solving</p> <p>Leadership and responsibility</p> <p>Social Skills</p> <p>Initiative</p>	<p>Arts: Preparing cards for friends and relatives - various occasions Activity with Braille Script</p> <p>Sports:Blind Fold Act for sensitizing children about physical challenges</p> <p>Scientific Temper:- How does the brain coordinates with sense organs when they feel something?</p> <p>Technology:- Presentation on Melting pot of cultures</p>	<p>Language : Story telling on any renowned differently abled person.</p> <p>Mathematics Make a tally chart of medals won by Indians in different sports in Paralympics.</p>	<p>Activity Room for braille activity</p> <p>AV Room for presentation</p> <p>Library for exploring books and reading about famous personalities who have become successful in life and their achievements</p>	<p>Class Assignment Discussion- "How are family has the biggest influence in deciding our likes & dislikes?"</p> <p>Home Assignment Depict the role of Society and Government towards Challenged people.</p> <p>Flipped Classrooms Video on the biography on Mother Teresa</p>	<p>Project Based Learning</p> <p>Role Playing</p> <p>Joyful learning</p> <p>Suggestive Assessment:- 1. Worksheet 2. Multiple-choice questions. 3. Lower order thinking skills questions. 4. HOTS questions</p>

- April (22-25 days)	LESSON	Curricular Goals (mapping with Foundational stage)	& Learning Outcome	skills	AWES Initiatives	integration	(Suggestive)) (Observation,Checklist, Worksheets,Rubrics,Portfolios)	(Suggestive)
	<p>LESSON:-</p> <p>Number- <u>Lesson No 3</u></p> <p>Name:- Games</p> <p>CONCEPT:-Games</p> <p>Sub Concepts:-</p> <ul style="list-style-type: none"> ● Difference between Games and Sports ● Types of Games ● Team spirit, National team 	<p>MANOMAYA KOSHA Domain:- Social, Emotional, Ethical Dev.</p> <p>CG4:- Children develop emotional intelligence i.e the ability to understand and manage their own emotions and respond positively to social norms.</p>	<p>C-4.3: Interacts comfortably with other children and adults</p> <p>Learning outcomes:-</p> <p>Basic:-Identify types of games and area of interest</p> <p>Medium:- Enhance team spirit and leadership qualities</p> <p>Advance:- Recognizes gender stereotypes in Society</p>	<p>Critical Thinking</p> <p>Collaboration</p> <p>Problem Solving</p> <p>Leadership & Responsibility</p>	<p>Arts:- Design a logo for any team game of your choice.</p> <p>Sports:Play a team game with your classmates</p> <p>Scientific Temper:- How many feathers are there in a shuttlecock generally? Why shuttlecock material still made of feathers instead of plastic nowadays?</p> <p>ICT Prepare a presentation on martial arts of India- mentioning state and salient features</p>	<p>Language:-</p> <p>Debate on Topic</p> <p>Does playing games keep us fit and healthy?</p> <p>Math: - Discussion The Duckworth–Lewis (D/L) method is a mathematical formulation designed to calculate the target score for the team batting second in a limited overs cricket match interrupted by weather or other circumstances. It is generally accepted to be the most accurate method of setting a target score.</p>	<p>Assembly Groundfor Team game</p> <p>ActivityRoomfor art work</p> <p>AV Room</p> <p>Presentation on Martial Arts of India</p> <p>Library</p> <p>Read biography of any famous national / international player of your choice</p>	<p>Class Assignment</p> <p>Discussion on Various traditional games of India</p> <p>Home Assignment</p> <p>Case Study Questions on Gender Stereotypes</p> <p>Flipped Classrooms</p> <p>Sharing videos on Indian Sportswomen</p>	<p>Project Based Learning</p> <p>Role Playing</p> <p>Joyful learning</p> <p>Experiential Learning</p> <p>Suggestive Assessment:-</p> <ol style="list-style-type: none"> 1. Worksheet 2. Multiple-choice questions. 3. Lower order thinking skills questions. 4. HOTS questions

Month-	UNIT/ LESSON	Domain & Curricular Goals (mapping with Foundational stage)	Competency & Learning Outcome	21 st Century skills	Integrating AWES Initiatives	Interdisciplinary integration	Learning Space (Suggestive)	Assignments(Suggestive) (Observation,Checklist, Worksheets,Rubrics,Portfolios)	Pedagogies (Suggestive)
MAY (12 -14 Days) No of Periods = 12-14	<p>LESSON:-</p> <p>Number- Lesson No - 4</p> <p>Name:- Dignity of Labour</p> <p>CONCEPT:-Dignity of Labour</p> <p>Sub Concepts:-</p> <ul style="list-style-type: none"> ● People who help us- Essential Services ● Division of Labour ● Dignity of Labour ● Some Social Reformers 	<p>PANCHAKOSHA VIKAS MANOMAYA KOSHA</p> <p>Domain:- Socio-Emotional and Ethical Development</p> <p>CG4Children develop emotional intelligence i.e the ability to understand and manage their own emotions</p> <p>CG5Children develop a positive attitude towards productive work & service 'or' 'seva'</p>	<p>C-4.3Interacts comfortably with other children and adults</p> <p>C-5.1Demonstrates willingness and participation in age appropriate physical work towards helping others</p> <p>Learning outcomes:-Basic:- Identify/Recognizes the importance of various helpers providing us essential services</p> <p>Medium:-Sensitize the students about the problems faced by the workers</p> <p>Advance:- Emphasizes the concept of Dignity of Labour with examples</p>	<p>Critical Thinking</p> <p>Decision Making</p> <p>Self-Awareness</p>	<p>Arts:-Draw or Paste five blue collar workers</p> <p>Sports:Arrange a relay race for the D group workers in School .</p> <p>Scientific TemperInterview two people with white and two blue collar job workers & find out about their educational qualification skills or Training Technology:- Create quiz on topic 'Social Reformers of India'</p>	<p>Language:-</p> <p>Compose slogans on 'Dignity of Labour'</p> <p>Music:-</p> <p>Compose a lyrics of at least 2 stanzas on Hard Work</p>	<p>Assembly Ground for Special Assembly on Labour Day</p> <p>Activity Roomfor Poster Making</p> <p>Playground</p> <p>Races for Group D staff on Sports Day</p>	<p>Class Assignment</p> <p>Discussion on Dignity of Labour</p> <p>Home Assignment</p> <p>Survey people in your neighbourhood with 5 blue collar job and 5 white collar job .</p> <p>Flipped Classrooms</p> <p>Share videos of few international personalities who worked very hard to improve the lives of downtrodden.</p>	<p>Group Discussion</p> <p>Experiential Learning</p> <p>Suggestive Assessment:-</p> <ol style="list-style-type: none"> 1. Worksheet 2. Multiple-choice questions. 3. Lower order thinking skills questions. 4. HOTS questions

Month- May	UNIT/ LESSON	Domain & Curricular Goals (mapping with Foundational stage)	Competency & Learning Outcome	21 st Century skills	Integrating AWES Initiatives	Interdisciplinary integration	Learning Space (Suggestive)	Assignments(Suggestive) (Observation,Checklist, Worksheets,Rubrics,Portfolios)	Pedagogies (Suggestive)
	<p>LESSON:-</p> <p>Number- Lesson No – 5</p> <p>Name:- Blow Hot, Blow Cold</p> <p>CONCEPT: Blow Hot, Blow Cold</p> <p>Sub Concepts:-</p> <ul style="list-style-type: none"> ● Respiratory System ● Breathing Speed ● Breathing Hot and Cold ● Good Breathing Habits 	<p><u>PANCHAKOSHA VIKAS</u></p> <p><u>ANNAMAYA KOSHA</u></p> <p>Domain:-</p> <p>Physical Development</p> <p>Curricular Goal:-</p> <p>CG 2</p> <p>Children develop sharpness in sensorial perceptions</p>	<p>C2.6 Begins integrating sensorial perceptions to get a holistic awareness of experience</p> <p>Learning outcomes:-</p> <p>Basic:Identifies importance of fresh air and good breathing habits</p> <p>Medium:Analyze the reasons for air pollution (Cause and effects)</p> <p>Advance:Sits still and is able to observe one’s own flow of thoughts</p>	<p>Critical Thinking</p> <p>Communication</p> <p>Adaptability</p> <p>Initiative</p> <p>Responsibility</p>	<p>Arts:-</p> <p>Model of Lungs</p> <p>Sports:-</p> <p>Perform Pranayama (Yogic exercises for healthy breathing)</p> <p>Scientific Temper :-</p> <p>Why do doctors advice not to breathe from mouth?</p>	<p>English</p> <p>Role play on quality of Air in Villages and Metro Cities</p> <p>Math :</p> <p>Check your pulse at your wrist. When you feel your pulse, count the number of beats in 15 seconds. Multiply this number by four to calculate your beats per minute</p>	<p>Assembly on Good breathing habits</p> <p>Activity Room for Yoga/ Roleplay</p>	<p>Class Assignment</p> <p>Worksheet on Respiratory System</p> <p>Home Assignment</p> <p>Prepare working Model- Stethoscope</p> <p>Flipped Classrooms</p> <p>Sharing videos on Breathing and Respiratory System</p>	<p>Role Playing</p> <p>Joyful learning</p> <p>Experiential Learning</p> <p>Suggestive Assessment:-</p> <ol style="list-style-type: none"> 1. Worksheet 2. Multiple-choice questions. 3. Lower order thinking skills questions. 4. HOTS questions

Month-July (22-25 Days)	UNIT/LESSON	Domain & Curricular Goals (mapping with Foundational stage)	Competency& Learning Outcome	21st Century skills	Integrating AWES Initiatives	Interdisciplinary integration	Learning Space(Suggestive)	Assignments(Suggestive) (Observation,Checklist, Worksheets,Rubrics,Portfolios)	Pedagogies (Suggestive)
No of Periods =26-28	<p>LESSON:-</p> <p>Number- Lesson No – 6</p> <p>Name:-Senses of Animals</p> <p>CONCEPT:-Senses of Animals</p> <p>Sub Concepts:-</p> <p>Senses in animals & their importance</p> <p>Senses of smell, sight sound, touch and taste in animals</p> <p>Communication in Animals</p> <p>Sleeping Pattern in Animals</p>	<p>PANCHAKOSH A VIKAS</p> <p>CG-6: Children develop a positive regard for the natural environment around them</p>	<p>C-6.1: Shows care for and joy in engaging with all life forms</p> <p>Learning Outcomes:-</p> <p>Basic:- Identifies and explains various senses in animals along with some interesting facts</p> <p>Medium:- Explores the communication & sleeping patterns in Animals</p> <p>Advance:- Sensitize to be kind and humble towards animals</p>	<p>Critical Thinking</p> <p>Problem Solving</p> <p>Collaboration</p> <p>Responsibility</p> <p>Initiative</p> <p>Self-Direction</p> <p>Social Skills</p>	<p>Scientific Temper:</p> <p>- How does the compound eyes work in the insects?</p>	<p>English-</p> <p>Organize a Talk about pets.</p> <p>Math</p> <p>Find out the sleeping hours of any two animals in a day and represent sleeping hours as fractions out of twenty four hours . Represent the data on a pie charts</p>	<p>Assembly Ground</p> <p>Activity Room</p> <p>AV Room for watching videos on Animals senses</p> <p>Library</p> <p>Read the story books on Animal Senses (Suggestive An Immense World: How Animal Senses Reveal the Hidden Realms Around Us }</p>	<p>Class Assignment:- Groups to discuss about various senses of vision, smell, touch ,hearing and taste in animals ? How their body parts are modified to perform these functions?</p> <p>Home Assignment</p> <p>Give reason why snakes keep flickering their forked tongue?</p> <p>Flipped Classrooms</p> <p>Video, Documentary on Animal sleeping pattern and Communication</p>	<p>Group Discussion</p> <p>Joyful learning</p> <p>Experiential Learning</p> <p>Suggestive Assessment:</p> <p>-</p> <p>1. Worksheet</p> <p>2. Multiple-choice questions.</p> <p>3. Lower order thinking skills questions.</p> <p>4. HOTS questions</p>

Month- July	UNIT/ LESSON	Domain & Curricular Goals (mapping with Foundational stage)	Competency & Learning Outcome	21 st Century skills	Integrating AWES Initiatives	Interdisciplinary integration	Learning Space (Suggestive)	Assignments(Suggestive) (Observation,Checklist, Worksheets,Rubrics,Portfolios)	Pedagogies (Suggestive)
	<p>LESSON:-</p> <p>Number- Lesson No – 7</p> <p>Name:- Animal in our lives</p> <p>CONCEPT:- Animal in our lives</p> <p>Sub Concepts:-</p> <p>Food from Animals</p> <p>Materials from Animals,OtherUses,People who depend on Animals</p> <p>Protecting wildlife</p> <p>Steps taken by government to protect wildlife</p>	<p>Domain:- Socio-Emotional and Ethical Development</p> <p>Curricular Goal:-</p> <p>CG4 Children develop emotional intelligence i.e the ability to understand and manage their own emotions</p> <p>CG 6Children develop a positive regard for the natural environment around them.</p>	<p>C-4.6 Shows kindness and helpfulness to others (including animals, plants) when they are in</p> <p>C-6.1 Show care for and joy in engaging with all life forms</p> <p>Learning Outcomes:- Basic:-Encourage students to look around & name the different products which we get from animals</p> <p>Medium:-Motivates them to adopt stray animals & look after them</p> <p>Advance:-Sensitized against cruelty towards animals & treat them with love and kindness</p>	<p>Critical Thinking</p> <p>Decision Making</p> <p>Flexibility</p> <p>Adaptability</p> <p>Initiative</p> <p>Self-Direction</p>	<p>Arts:-</p> <p>Prepare any one Endangered stick Animal Puppet</p>	<p>Language:-</p> <p>Class Debate on “Should Animals be used in Circus?”</p>	<p>Assembly Ground</p> <p>Activity Room</p> <p>AV Room for watching videos on Animals senses</p>	<p>Class Assignment:</p> <p>-Locate the wild life sanctuaries/ National Parks on a political map of India</p> <p>Home Assignment</p> <p>Watch a documentary on apiculture/pisciculture/sericulture</p> <p>Flipped Classrooms</p> <p>Video, Documentary on National Parks.</p> <p>Comparing life of animals in zoo and National Parks</p>	<p>Project Based Learning</p> <p>Joyful learning</p> <p>Experiential Learning</p> <p>Group Discussion</p> <p>Suggestive Assessment:-</p> <ol style="list-style-type: none"> Worksheet Multiple-choice questions. Lower order thinking skills questions. HOTS questions

Month August (22-25 Days)	UNIT/ LESSON	Domain & Curricular Goals (mapping with Foundational stage)	Competency & Learning Outcome	21 st Century skills	Integrating AWES Initiatives	Interdisciplina ry integration	Learning Space (Suggestive)	Assignments(Suggestiv e) (Observation,Checklist, Worksheets,Rubrics,Po rtfolios)	Pedagogies Suggestive)
26 to 28 perio ds	LESSON:- Number- Lesson No – 8 Name:- Forest and Tribal life Concept:- Forest and Tribal Life Sub Concepts:- Forest Types of Forest Importanc e of Forest Tribal Lives Protection of Forests & TribalsPeo ple’s Movement s	PANCHAKOSHA VIKAS MANOMAYA KOSHA Domain:- Socio-Emotional and Ethical Development Curricular Goal:- CG4 Children develop emotional intelligence i.e the ability to understand and manage their own emotions CG 6 Children develop a positive regard for the natural environment around them	C-4.6 Shows kindness and helpfulness to others (including animals,plants) when they are in need C-6.1 Show care for and joy in engaging Learning Outcomes:- Basic:- Identify types of forests & explain their importance Medium:- Explore various important tribes of India & their lifestyle. Advance:- Sensitize against deforestation & threats faced by Tribals	Critical Thinking Decision Making Flexibility Adaptabilit Y Initiative Self- Direction	Arts:- Tribal Face Masks Scientific Temper:- Survey any park in or nearby your locality to find out variety of trees & its uses Technology:- PPT on Chipko Movement	Language:- Write a letter to your friend how you have adopted a stray animal and look after it. Motivate your friend also for this deed of kindness towards stray animals. Music:- Perform a Tribal dance in class group Maths: Survey On Project Tiger. 1 When was the project tiger started 2 How Many tiger Reservoirs Were set up? 3) What is the current population of Tiger in India.	Assembly Ground Activity Room for dance performance AV Room for presentation Classroom	Project- Collect information about any tribe of India (origin, location, language, dress and culture, occupation , artforms etc)	Project Based Learning Joyful learning Experiential Learning Group Discussion Suggestive Assessment:- 1. Worksheet 2. Multiple-choice questions. 3. Lower order thinking skills questions. 4. HOTS questions
Month	UNIT/	Domain & Curricular	Competency	21 st Century skills	Integrating	Interdisciplinary	Learning Space	Assignments(Suggestive)	Pedagogies

August	LESSON	Goals (mapping with Foundational stage)	& Learning Outcome		AWES Initiatives	integration	(Suggestive)	(Observation, Checklist, Worksheets, Rubrics, Portfolios)	(Suggestive)
	<p>LESSON:-</p> <p>Number-Lesson No – 9</p> <p>Name:- Growing Plants</p> <p>Concept:- Growing Plants</p> <p>Sub Concepts:-</p> <p>Different ways of Reproduction</p> <p>Seed Structure & Germination</p> <p>Seed Dispersal</p> <p>Plants from far away</p>	<p>KOSH</p> <p>Domain:- Cognitive level</p> <p>CG4</p> <p>Children develop emotional intelligence i.e. the ability to understand and manage their own emotions</p> <p>CG 7</p> <p>Children make sense of the world around through observation and logical thinking</p>	<p>C-4.6 Shows kindness and helpfulness to others (including animals, plants) when they are in need</p> <p>C-7.1 Observes and understands different categories of objects and relationships between them</p> <p>C-7.2 Observes and understands cause and effect relationships in nature by forming simple hypothesis and uses observations to explain their hypothesis</p> <p>Learning Outcomes:-</p> <p>Basic:- Encourage students to know about different types of plants and their mode of reproduction</p> <p>Medium: Explains seed germination & various agents of dispersal</p> <p>Advance:- Identify exotic plants and sensitize afforestation</p>	<p>Critical Thinking</p> <p>Decision Making</p> <p>Flexibility</p> <p>Adaptability</p> <p>Initiative</p> <p>Self-Direction</p>	<p>Art</p> <p>Prepare a floral rangoli/ bandhanwar with leaves</p> <p>Scientific Temper:-</p> <p>Survey the market for any exotic fruits or vegetables. Why they are costly ? discuss</p>	<p>Language:-</p> <p>Write an autobiography of a plant</p> <p>Maths:-</p> <p>Paste any 1 leaf and flower and draw its mirror image.</p>	<p>Assembly Ground</p> <p>Activity Room</p> <p>AV Room</p> <p>Classroom</p>	<p>Class Assignment:-</p> <p>Worksheet</p> <p>Home Assignment</p> <p>Ppt.</p> <p>Flipped Classrooms</p> <p>Video</p>	<p>Project Based Learning</p> <p>Joyful learning</p> <p>Experiential Learning</p> <p>Suggestive Assessment:-</p> <ol style="list-style-type: none"> Worksheet Multiple-choice questions. Lower order thinking skills questions. HOTS questions

Month-	UNIT/ LESSON	Domain & Curricular Goals (mapping with Foundational stage)	Competency & Learning Outcome	21 st Century skills	Integrating AWES Initiatives	Interdisciplinary integration	Learning Space (Suggestive)	Assignments(Suggestive) (Observation,Checklist, Worksheets,Rubrics, Portfolios)	Pedagogies (Suggestive)
September (22-25 days)									
12 to 14 periods	<p>LESSON:-</p> <p>Number- Lesson No – 10</p> <p>Name:- The Journey of Food</p> <p>Concept:- The Journey of Food</p> <p>Sub Concepts:-</p> <p>Process of Digestion</p> <p>Tips for good digestion</p> <p>Balanced diet</p> <p>Deficiency Diseases</p> <p>-</p>	<p>PANCHAKOSH A VIKAS VIJANAMAYA KOSH</p> <p>Domain:- Cognitive level</p> <p>CG4 Children develop emotional intelligence i.e. the ability to understand and manage their own emotions</p> <p>CG 7 Children make sense of the world around through observation and logical thinking</p>	<p>C-4.6 Shows kindness and helpfulness to others (including animals, plants) when they are in need</p> <p>C-7.1 Observes and understands different categories of objects and relationships between them</p> <p>C-7.2 Observes and understands cause and effect relationships in nature by forming simple hypothesis and uses observations to explain their hypothesis</p> <p>Learning Outcomes:</p> <p>-Basic:- Encourage students to know about different types of plants and their mode of reproduction</p> <p>Medium:</p> <p>Explains seed germination & various agents of dispersal</p> <p>Advance:- Identify exotic plants and sensitize afforestation</p>	<p>Critical Thinking</p> <p>Decision Making</p> <p>Creativity & Innovation</p> <p>Adaptability</p> <p>Initiative</p>	<p>Arts:- Make a model of digestive system or “Food Pyramid”</p> <p>Scientific Temper:- Survey in your neighborhood and find out 5 people suffering from any deficiency disorder & mention their age group & cause</p>	<p>Language:- Discussion on Eating excessive Junk food makes our body dumb & dull</p> <p>Arts:- Balanced Diet Thali</p> <p>Maths: Make a meal chart of day Identify and Calculate the amounts of nutrients consumed in a day and a week.</p>	<p>Assembly Ground</p> <p>Activity Room</p> <p>AV Room</p> <p>Classroom</p> <p>Market</p>	<p>Class Assignment:- Worksheet on Vitamins/ Minerals and the deficiency diseases</p> <p>Home Assignment Prepare a vegetables and fruit list for your home and discuss reasons for various items .The children may accompany their parents for purchase of fruits & vegetables. Observe Sorting , Selecting and transactions. (Integrated Activity</p> <p>Flipped Classrooms</p> <p>Video on Malnutrition</p>	<p>Project Based Learning</p> <p>Joyful learning</p> <p>Experiential Learning</p> <p>Suggestive Assessment:-</p> <ol style="list-style-type: none"> 1. Worksheet 2. Multiple-choice questions. 3. Lower order thinking skills questions. 4. HOTS questions

Month-	UNIT/ LESSON	Domain & Curricular Goals (mapping with Foundational stage)	Competency & Learning Outcome	21 st Century skills	Integratin g AWES Initiatives	Interdisciplinary integration	Learning Space (Suggestive)	Assignments(Suggestive) (Observation ,Checklist, Worksheets, Rubrics,Portf olios)	Pedagogies (Suggestive)
October (20 to 24 days)									
	<p>LESSON:-</p> <p>Number- Lesson No – 11</p> <p>Name:-Food Storage and shortage</p> <p>Concept:- Food Storage and shortage</p> <p>Sub Concepts:-</p> <p>Causes of food spoilage</p> <p>Food Preservation methods</p> <p>Food Shortage</p>	<p>PANCHAKOSHA VIKAS VIJANAMAYA KOSH</p> <p>Domain:-</p> <p>Physical Development</p> <p>CG1 Children develop habits that keep them healthy and safe</p>	<p>C1.1</p> <p>Shows a liking for and understanding of nutritious food and does not waste food</p> <p>C1.2</p> <p>Practices basic self-care and hygiene</p> <p>Learning Outcomes:-</p> <p>Basic:-Identify causes of food spoilage & various methods of food preservation</p> <p>Medium:-</p> <p>Explain the need for food preservation</p> <p>Advance:-Sensitise them about not wasting food</p>	<p>Critical Thinking</p> <p>Decision Making</p> <p>Collaboration</p> <p>Self-direction & Initiative</p>	<p>Arts:- Flash cards on any 2 perishable & non- perishable food respectively</p> <p>Scientific Temper:- Collect any 5 packaged food items from home / market & note basic important information as Date of Manufacture , Date of Expiry Veg/Non-veg</p>	<p>Language:-</p> <p>Short Poem or Quote on Food Preservation</p> <p>Paragraph Writing</p> <p>Art:-Depict causes of Food Shortage on a chart paper.</p> <p>Maths :</p> <p>Take a milk pack/canned food/pickles find the detail</p> <p>1 unit of measurement.</p>	<p>Assembly Ground</p> <p>Talk on Healthy food habits</p> <p>Activity Room for flash card preparation</p> <p>AV Room</p> <p>Classroom</p> <p>Market for purchasing food packet</p>	<p>Class Assignment:- Quiz on deficiency diseases</p> <p>Home Assignment</p> <p>Activity – Bring a packed food item and read the label carefully.</p> <p>Flipped Classrooms</p> <p>Video on Food Preservatio</p>	<p>Project Based Learning</p> <p>Joyful learning</p> <p>Experiential Learning</p> <p>Suggestive Assessment:-</p> <ol style="list-style-type: none"> Worksheet Multiple-choice questions. Lower order thinking skills questions. HOTS questions

October (22-25 DAYS)	UNIT/ LESSON	Domain & Curricular Goals (mapping with Foundational stage)	Competency & Learning Outcome	21 st Century skills	Integrating AWES Initiatives	Interdisciplinary integration	Learning Space (Suggestive)	Assignments(Suggestive) (Observation, Checklist, Worksheets, Rubrics, Portfolios)	Pedagogies (Suggestive)
No of Periods = 18 - 21	LESSON:- Number-Lesson No – 12 Name:- Shelter & Social Animals Concept:- Shelter & Social Animals Sub Concepts:- Types of shelter acc. to various climatic, financial & other conditions Sharing Resources & spaces Social Animals	<u>PANCHAKOSHA VIKAS</u> <u>MANOMAYA KOSHA</u> Domain:- Socio-Emotional and Ethical Development CG4: Children develop emotional intelligence i.e the ability to understand and manage their own emotions CG5 : Children develop a positive attitude towards productive work & service ‘or’ ‘seva’ CG6: Children develop a positive regard for the natural environment around them	4.6 Shows kindness and helpfulness to others(including animals, plants) when they are in need C5.1 Demonstrates willingness and participation in age appropriate physical work towards helping others C-6.1 Show care for and joy in engaging Learning Outcomes:-Basic:- Explain the linkage between different types of shelters, terrains, climatic resources & culture Medium:- Encourage them to talk about their houses Advance:- Emphasize on the importance of living with reference to social insect	Critical Thinking Decision Making Collaboration Self-direction & Initiative	Arts:- Model of any one type of house Scientific Temper:- Collect information about any famous architect of India and list their achievements & special buildings designed by them Technology:- Prepare a digital collage on world’s famous extra ordinary buildings	Language:- Few lines on the topic “ Social insects live together efficiently in a perfect harmony” Arts:- Model of any 1 type of house Maths : Take a newspaper cutting of a housing advertisement and the following 1 Area covered in 2 BHK/3BHK/4BHK 2 Cost of 2BHK /3BHK/4BHK	Assembly Ground Activity Room AV Room Classroom	Class Assignment:- Discussion – Why is it important for children to live in a good, clean and happy neighbourhood. Home Assignment Model of House Flipped Classrooms Video on Social Animals	Project Based Learning Joyful learning Experiential Learning Suggestive Assessment:- 1. Worksheet 2. Multiple-choice questions. 3. Lower order thinking skills questions. 4. HOTS questions
Mo	UNIT/	Domain &	Competency	21 st	Integrating AWES	Interdisciplinary	Learning	Assignments(Su	Pedagogies

nth- October	LESSON	Curricular Goals (mapping with Foundational stage)	& Learning Outcome	Century skills	Initiatives	Integration	Space (Suggestive)	Suggestive) (Observation, Checklist, Worksheets, Rubrics, Portfolios)	(Suggestive)
	<p>LESSON:-</p> <p>Number-Lesson No – 13</p> <p>Name: Times of Emergency</p> <p>Concept: - Times of Emergency</p> <p>Sub Concepts:-</p> <p>Types of Disasters, their effects & precautions</p> <p>Dealing with Disasters</p> <p>First Aid</p>	<p><u>PANCHAKOSHA</u> <u>VIKAS</u> <u>VIJANAMAYA</u> <u>KOSH</u></p> <p>Domain:- Physical Development</p> <p>CG1 Children develop habits that keep them healthy and safe</p>	<p>C 1.6</p> <p>Understands unsafe situations and asks for help</p> <p>Joy in engaging</p> <p>Learning Outcomes:-</p> <p>Basic:-Identifies various types of calamities & their after effects</p> <p>Medium:-</p> <p>Solves problems by exploration & observation</p> <p>Advance:-</p> <p>Participates in staying safe by adopting First Aid</p>	<p>Critical Thinking</p> <p>Decision Making</p> <p>Collaboration</p> <p>Self-direction & Initiative</p> <p>Responsibility</p>	<p>Arts:- Make a first aid box and keep at least 5 essential things in it</p> <p>Sports:-Conduct mock drills to evacuate the school building in times of emergency</p> <p>Scientific Temper:- Visit an NGO in your neighbourhood & find out the kind of relief work they carry out in times of natural disasters</p>	<p>Language:-</p> <p>Talk on Unity and Cooperation have always been strength of mankind</p> <p>Arts:- Poster on any natural disaster</p>	<p>Assembly Ground</p> <p>Activity Room for poster making</p> <p>AV Room for presentation</p> <p>Classroom</p>	<p>Class Assignment</p> <p>Worksheet on various NGO and government organization dealing with disaster issues</p> <p>Home Assignment</p> <p>Prepare a first aid kit</p> <p>Flipped Classrooms</p> <p>Video on First Aid</p>	<p>Project Based Learning</p> <p>Joyful learning</p> <p>Experiential Learning</p> <p>Suggestive Assessment:-</p> <ol style="list-style-type: none"> Worksheet Multiple-choice questions. Lower order thinking skills questions. HOTS questions

Month- November(22–25 days)	UNIT/ LESSON	Domain & Curricular Goals (mapping with Foundational stage)	Competency & Learning Outcome	21 st Century skills	Integrating AWES Initiatives	Interdisciplinary integration	Learning Space (Suggestive)	Assignments(Suggestive) (Observation,Checklist, Worksheets,Rubrics,Portfolios)	Pedagogies (Suggestive)
21-24 periods	<p>Number-Lesson No – 14</p> <p>Name: Water in our lives</p> <p>Concept:- : Water in our lives</p> <p>Sub Concepts:-</p> <p>Sources of Water</p> <p>Availability of water</p> <p>Different methods of Irrigation</p> <p>Properties of water: Water – A universal solvent</p>	<p><u>PANCHAKOSHA VIKAS VIJANAMAYA KOSH</u></p> <p>Domain:- Cognitive Development</p> <p>CG -7</p> <p>Children make sense of the world around through observation and logical thinking</p>	<p>C-7.1</p> <p>Observes and understands different categories of objects and relationships between them</p> <p>Learning Outcomes:-</p> <p>Basic :-</p> <p>Identify / Explores various sources of H2O & its availability.</p> <p>Medium:Explains different methods of irrigation.</p> <p>Advance:Emphasize on the need to conserve water.</p>	<p>Critical Thinking</p> <p>Decision Making</p> <p>Innovation</p> <p>Flexibility & Adaptability Initiative & Self Direction</p>	<p>Arts:- Project on Dams Poster on Save Water</p> <p>Scientific Temper:-</p> <p>Survey your nearby (locality) & find out the houses which consume maximum & least water.</p>	<p>Language:- Picture based story writing Slogan on Water Conservation Compose a poem on Water</p> <p>Maths:- Study the graph showing the percentage of water used in most of the family every day. By observing and analyzing it</p> <p>Music:- Nukkad Natak – Paani</p>	<p>Assembly Ground Assembly on theme Water</p> <p>Activity Room</p> <p>Nukkad Natak</p> <p>AV Room</p> <p>Classroom</p>	<p>Class Assignment</p> <p>Experiment- Water A universal Solvent</p> <p>Home Assignment</p> <p>PPT. Flash Cards</p> <p>Flipped Classrooms</p> <p>Video on Properties of Water</p>	<p>Inquiry Based Learning</p> <p>Joyful learning</p> <p>Experiential Learning</p> <p>Suggestive Assessment:-</p> <ol style="list-style-type: none"> 1. Worksheet 2. Multiple-choice questions. 3. Lower order thinking skills questions. 4. HOTS questions

Month- November	UNIT/ LESSON	Domain & Curricular Goals (mapping with Foundational stage)	Competency & Learning Outcome	21 st Century skills	Integrating AWES Initiatives	Interdisciplinary integration	Learning Space (Suggestive)	Assignments(Suggestive) (Observation,Checklist, Worksheets,Rubrics, Portfolios)	Pedagogies (Suggestive)
	<p>Number- Lesson No – 15</p> <p>Name: Aquatic Life</p> <p>Concept:- : Aquatic Life</p> <p>Sub Concepts:-</p> <p>Types of Aquatic Plants</p> <p>Aquatic Animals</p> <p>Mosquitoes</p> <p>Malaria (Cause, Symptoms, Prevention)</p>	<p>Domain:- Cognitive Development</p> <p>CG -7</p> <p>Children make sense of the world around through observation and logical thinking.</p>	<p>C-7.1</p> <p>Observes and understands different categories of objects and relationships between them</p> <p>Learning Outcomes:-</p> <p>Basic :-</p> <p>Identify / Explores various sources of H2O & its availability.</p> <p>Medium:-</p> <p>Explains different methods of irrigation.</p> <p>Advance:-</p> <p>Emphasize on the need to conserve water.</p>	<p>Critical Thinking</p> <p>Decision Making</p> <p>Innovation</p> <p>Flexibility & Adaptability Initiative & Self Direction</p>	<p>Arts:- Flash cards on Aquatic plants Or Aquatic Mammals / Birds</p> <p>Scientific Temper:-</p> <p>Survey your neighborhood and finds out places having stagnant water & what steps you can take to control it.</p>	<p>Language:- Essay on Water Pollution</p> <p>Arts:-</p> <p>Draw and Paste 5 Aquatic shelled animals</p> <p>Maths :</p> <p>What is normal human body temperature in degree Celsius and convert it in to degree Fahrenheit</p>	<p>Assembly Ground</p> <p>Activity Room</p> <p>AV Room</p> <p>Classroom</p>	<p>Class Assignment:-</p> <p>Worksheet</p> <p>Home Assignment</p> <p>PPT. Flash Cards</p> <p>Flipped Classrooms</p> <p>Video on Aquatic life</p>	<p>Project Based Learning</p> <p>Joyful learning</p> <p>Experiential Learning</p> <p>Suggestive Assessment:-</p> <ol style="list-style-type: none"> 1. Worksheet 2. Multiple-choice questions. 3. Lower order thinking skills questions. 4. HOTS questions

Month- December 22-25 DAYS	UNIT/ LESSON	Domain & Curricular Goals (mapping with Foundational stage)	Competency & Learning Outcome	21 st Century skills	Integrating AWES Initiatives	Interdisciplinary integration	Learning Space (Suggestive)	Assignments(Sugge stive) (Observation, Chec klist, Worksheets,Rubric s,Portfolios)	Pedagogies (Suggestive)
Periods 24-28	Number- Lesson No – 16 Name:- Fuels For Travels Concept:- Fuels for Travel Sub-Concepts:- Fuels for Travel Importance of Fuels Problems of Fossil Fuels Alternative Sources of Energy	<u>VIJANAMAYA KOSH</u> <u>Domain:-</u> Physical Developmen t CG1 Children develop habits that keep them healthy and safe	C 1.4:- Practices safe use of material and simple tools Learning Outcomes:- Basic :- Identify and explains various renewable and non- renewable resources Medium:- Explore problems faced by uses of fossil fuels Advance:- Emphasizes more on the need to use alternative (eco-friendly) sources of energy.	Critical Thinking Decision Making Collaboratio n Adaptability Initiative & Self- Direction	Art Prepare model of Solar Cooker or Solar Panel Scientific Temper:- Mark oil rich countries on the World Map. Technology:- Depict 5 ways to reduce air pollution digitally & get a print out of it.	Language:- “Talk on Alternative Sources of Energy” Scientific Temper:- Discussion on “How we can save our Natural Resources” Make a price list Of different fuels available on a petrolpumb. Find the quantity of petrol consumed by your family in a month and money spent on it.	Assembly Ground Activity Room AV Room Classroom Field trip – Visit to a petrol pump	Class Assignment:- Discussion ‘Save fuel for better environment’ Home Assignment Visit a petrol pump with parents to observe variety of fuels , metre, price , transactions etc Write a report on the vist. Flipped Classrooms Video on Alternative Sources of Energy	Inquiry Based Learning Joyful learning Experiential Learning Suggestive Assessment:- 1. Worksheet 2. Multiple-choice questions. 3. Lower order thinking skills questions. 4. HOTS questions

Month-	UNIT/ LESSON	Domain & Curricular Goals (mapping with Foundational stage)	Competency & Learning Outcome	21 st Century skills	Integrating AWES Initiatives	Interdisciplinary integration	Learning Space (Suggestive)	Assignments(Suggestive) (Observation,Checklist, Worksheets,Rubrics,Portfolios)	Pedagogies (Suggestive)
December	<p>Number-Lesson No – 17</p> <p>Name:- Adventure in our lives</p> <p>Concept:- Adventure in our lives</p> <p>Sub Concepts:- Spirit of Adventure & Adventurous activities</p>	<p>PANCHAKOSHA VIKAS VIJANAMAYA KOSH</p> <p>Domain:- Physical Development</p> <p>CG1 Children develop habits that keep them healthy and safe</p> <p>CG3 Children develops a fit and flexible body</p>	<p>C 1..4:- Practices safe use of material and simple tools</p> <p>C-3.4- Shows strength and endurance in carrying, walking and running.</p> <p>Learning Outcomes:-</p> <p>Basic :- Identify their area of interest among various adventurous sports.</p> <p>Medium:- Emphasize and highlight the hardships & endurance that mountaineers and astronauts</p>	<p>Critical Thinking</p> <p>Decision Making</p> <p>Adaptability</p> <p>Initiative</p>	<p>Arts:- Make a model of Telescope</p> <p>Sports:- Quiz on Adventure sports/ Organizing sports adventure camp for children</p> <p>Scientific Temper:- Visit the Nehru Planetarium in New Delhi & Enlist the various items you have seen there.</p> <p>Technology:- 5 Slides on India's First artificial</p>	<p>Language:- Paragraph Writing : Write a paragraph on your most memorable adventure trip .</p>	<p>Playground</p> <p>Activity Room</p> <p>AV Room</p> <p>Classroom</p>	<p>Class Assignment:- DiscussionIs Gravity of Earth a boon or a curse?</p> <p>Home Assignment PPT.- on adventure activities</p> <p>Flipped Classrooms Video</p>	<p>Project Based Learning</p> <p>Joyful learning</p> <p>Experiential Learning</p> <p>Suggestive Assessment:- 1. Worksheet 2. Multiple-choice questions. 3. Lower order thinking skills questions. 4. HOTS questions</p>

			<p>have to face,</p> <p>Advance:-</p> <p>Motivate the young minds to set goals in life & work hard to achieve them</p>		Satellite "Aryabhata"				
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Month-	UNIT/ LESSON	Domain & Curricular Goals (mapping with Foundational stage)	Competency & Learning Outcome	21 st Century skills	Integrating AWES Initiatives	Interdisciplinary integration	Learning Space (Suggestive)	Assignments(Suggestive) (Observation,Checklist, Worksheets,Rubrics,Portfolios)	Pedagogies (Suggestive)
<p>January (22-25 days)</p> <p>18-21 periods</p>	<p>Number- Lesson No 18</p> <p>Name:- Simple Machines</p> <p>Concept:- Simple Machines</p> <p>Sub- Concept:-</p> <p>Types of simple machines</p>	<p><u>VIJANAMAYA KOSH</u></p> <p><u>Domain:-</u></p> <p>Physical Development</p> <p><u>CG1</u> Children develop habits that keep them healthy and safe</p>	<p>C 1.4:- Practices safe use of material and simple tools</p> <p>C-3.4- Shows strength and endurance in carrying, walking and running.</p> <p>Learning Outcomes:-</p> <p>Basic :-Identify different types</p>	<p>Critical Thinking</p> <p>Decision Making</p> <p>Collaboration</p> <p>Adaptability</p> <p>Leadership & Responsibility</p>	<p>Arts:- Model of any simple machine</p> <p>Sports:- Visit your school playground and take your turn on various swings and enlist various type of machines you observed</p>	<p>English 'How we become overdependent on machines?' Comic Strip with dialogue</p> <p>Math Draw a model of an Inclined Plane mark and measure the angles.</p>	<p>Playground</p> <p>Activity Room</p> <p>AV Room</p> <p>Classroom</p>	<p>Class Assignment:-</p> <p>Worksheet on simple machine</p> <p>Home Assignment</p> <p>Prepare a working model of a simple machine</p> <p>Flipped Classroom Video on Simple Machines</p>	<p>Project Based Learning</p> <p>Joyful learning</p> <p>Experiential Learning</p> <p>Suggestive Assessment:-</p> <ol style="list-style-type: none"> Worksheet Multiple-choice questions. Lower order thinking skills questions. HOTS questions

	their uses in our day to day life	CG3 Children develops a fit and flexible body	of machines around them Medium:- Explore the importance& maintenance of simple machines Advance:- Think of more simple machines in their day to day life.						
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Month- January	UNIT/ LESSON	Domain & Curricular Goals (mapping with Foundational stage)	Competency & Learning Outcome	21 st Century skills	Integrating AWES Initiatives	Interdisciplinary integration	Learning Space (Suggestive)	Assignments(Suggestive) (Observation,Checklist, Worksheets,Rubrics,Portfolios)	Pedagogi es (Suggestiv e)
	<p>Number-Lesson No – 19</p> <p>Name:- Historical Monuments</p> <p>Concept:- Historical Monuments</p> <p>Sub-Concept:- Historical monuments of India</p>	<p><u>VIJANAMAYA KOSH</u></p> <p><u>Domain:-</u></p> <p>Cognitive Domain</p> <p>CG -7</p> <p>Children make sense of the world around through observation and logical thinking.</p>	<p>C-7.1: Observes and understands different categories of objects and relationships between them</p> <p>Learning Outcomes:-</p> <p>Basic:-Explore the various historical monuments in India each with its unique and glorious past.</p> <p>Medium:-Encourage the students to appreciate the beauty, history and architecture of the monuments.</p> <p>Advance:- Sensitize them about protecting the monuments from damage by irresponsible citizens.</p>	<p>Critical Thinking</p> <p>Collaboration</p> <p>Flexibility & Adaptability</p> <p>Initiative</p>	<p>Arts:- Prepare a placard with a message to protect the Monuments</p> <p>Scientific Temper:- Visit any nearby monument & discuss your experience in class.</p> <p>ICT Project in word document</p>	<p>Language:-Be an anchor and conduct an interview on Historical Monuments</p> <p>Prepare a brochure</p> <p>Art Creative bookmark with info of a Monument of your choice</p> <p>Mathematics Find the year of construction of given historical monuments and arrange them in chronological order.</p>	<p>Assembly Ground Special Assembly</p> <p>Activity Room</p> <p>Placards preparation</p> <p>AV Room</p> <p>Classroom for discussion</p>	<p>Class Assignment:-</p> <p>Discussion ‘ Preserving our past, forging our Future’ laying stress on importance to conserve , preserve and protect the historical monuments</p> <p>Home Assignment</p> <p>Collect information about any one monument and prepare a project report with key points highlighting name of monument, location, period of construction, material used, architecture marvels, historical importance supported with pictures</p> <p>Flipped Classroom Videos on Seven Wonders of the World</p>	<p>Project Based Learning</p> <p>Joyful learning</p> <p>Experiential Learning</p> <p>Suggestive Assessment:-</p> <ol style="list-style-type: none"> Worksheet Multiple-choice questions. Lower order thinking skills questions. HOTS questions

Month- February (22-25 days)	UNIT/ LESSON	Domain & Curricular Goals (mapping with Foundational stage)	Competency & Learning Outcome	21 st Century skills	Integrating AWES Initiatives	Interdisciplinary integration	Learning Space (Suggestive)	Assignments(Suggestive) (Observation,Checklist, Worksheets,Rubrics,Portfolios)	Pedagogies (Suggestive)
18-21 periods	<p>Number-Lesson No – 20</p> <p>Name:- Farmers and Farming</p> <p>Concept:- Farmers and Farming</p> <p>Sub-Concept:-</p> <p>Beginning of Agriculture, Stages of Farming, Types of Farmers in our Country</p> <p>Modern versus Traditional Farming</p> <p>Changing Food Habits of Indians</p>	<p>Domain:-</p> <p>Cognitive Domain</p> <p>CG-7</p> <p>Children make sense of the world around through observation and logical thinking.</p>	<p>C-7.2: Observes and understands cause and effect relationships in nature by forming simple hypothesis and uses observations to explain their hypothesis</p> <p>Learning Outcomes:-</p> <p>Basic:Identify/Explores and explains agriculture & various stages of farming</p> <p>Medium:-Explain the importance of agriculture for the growth & development of a country</p> <p>Advance:-Sensitize the students about the hardships faced by indian farmers & could trace the changes in Agricultural practices, customs, Techniques of past and present</p>	<p>Critical Thinking</p> <p>Collaboration</p> <p>Flexibility & Adaptability</p> <p>Initiative</p>	<p>Arts:- Draw or paste any 5 essential agricultural tools . Write their names & uses</p> <p>Scientific Temper:- Prepare a Healthy menu for a food Week</p>	<p>English- Debate/ Write your views on the following topic- Are Tv commercial advertisements responsible for changing food habits of the children</p>	<p>Activity Room</p> <p>AV Room</p> <p>Classroom</p>	<p>Class Assignment:-</p> <p>Group discussion – Role of farmers in India</p> <p>Home Assignment</p> <p>Presentation On stages of farming</p>	<p>Project Based Learning</p> <p>Joyful learning</p> <p>Experiential Learning</p> <p>Suggestive Assessment:-</p> <ol style="list-style-type: none"> 1. Worksheet 2. Multiple-choice questions. 3. Lower order thinking skills questions. 4. HOTS questions

APS Syllabus Bifurcation Overview (Class 5)
Academic Session 2023-24

Class:V

Subject:COMPUTER

<u>Term I</u>		<u>Term II</u>	
100 marks		100 marks	
<u>Periodic Test I-Jul</u> (30% syllabus- MM 40) (Weightage in report card-10 Marks)	<u>Half-yearly Exam -Sep</u> (50% syllabus MM 80) (Weightage in report card-80 Marks)	<u>Periodic Test II- Dec</u> (30% syllabus- MM 40) (Weightage in report card-10 Marks)	<u>Annual Exam- Mar</u> (50% syllabus MM 80- Syllabus will have 10% Syllabus of Term-1 and entire syllabus of Term 2) (Weightage in report card-80 Marks)
Apr-Lesson 1: Computer- History and Generations	Aug-Lesson 4:Powerpoint- Creating Presentation	Oct-Lesson 6 Internet- Electronic mail (E-mail)	Dec- Lesson 7 Programming Basics
May-Lesson 2: Windows- File Management	Sep-Lesson 5: Excel- Introduction	Nov-Lesson 7 Programming Basics	Jan-Lesson 8 Scratch 3 Programming
July-Lesson 3: Word- Table and Mail Merge	7. Note Book submission MM 25 (Weightage 5 Marks) 8. Subject Enrichment Activity MM 25 (Weightage 5 Marks)		Feb-Lesson 9 Domains of Artificial Intelligence TERM I – Lesson 1: Computer History and

				Generations			
				7. Note Book submission MM 25 (Weightage 5 Marks) 8. Subject Enrichment Activity MM 25 (Weightage 5 Marks)			
Report card will consist of:- 100 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	----	25Marks	5 Marks	Note Book submission	---	25Marks	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

Computer- TERM 1

Month	UNIT/ LESSON:- Number- Lesson No1	Domain & Curricular Goals(mapping with Foundational stage)	Competency & Learning Outcome	21 st Century skills	Integrating AWES Initiatives	Inter-disciplinary integration (Based on the theme/Concept- PI note every concept cannot be integrated)	Learning Space (Suggestive)	Assignments (Suggestive) (Observation, Chec klist, Worsheets,Rubric s,Portfolios)	Pedagogies (Suggestive)
APRIL 2023 (21 Days) No of Periods- 8	Lesson 1- Computer- History and Generations Concepts: <ul style="list-style-type: none"> • Early calculating methods and devices • Concept of counting • Electro-mechanical computer and electronic 	Domain Cognitive Development Kosha: Manomaya kosha Curricular Goal CG-7 Children make sense	Competency: C-7.1 Observes and understands the evolution of different categories of calculating devices and computers over the ages and relationships between them. Learning Outcomes Basic: <ul style="list-style-type: none"> • Identifies and names common methods of counting like fingers, stones 	<ul style="list-style-type: none"> • Technological Literacy • Learning Skill • Recalling and recognition 	Technology: Understanding the evolution of technological innovations	EVS: Learning about the history of machines – evolution of computers	<ul style="list-style-type: none"> • Classroo m • Library • Comput er lab 	Class Assignment: Activity on preparing a chart on evolution of computers	Methodology: Explanation &Discussion,. Activity: Draw a tabular structure of generation of computers, Its period and Technology used in

	<ul style="list-style-type: none">• computer• Different generations of computer	of the computation world over the ages through observation, understanding and logical thinking	<ul style="list-style-type: none">• and the abacus <p>Medium</p> <ul style="list-style-type: none">• Notices and describes general details of different generations of computers (both past and present) <p>Advance</p> <ul style="list-style-type: none">• Identifies and describes finer details of generation of computers and compares and identifies the similarities and differences between them <p>CwSN Assistive Learning</p> <p>Show the pictures of a computer – both past and present and help them understand the difference in looks, size (with resource room assistance)</p>						that period
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<p>MAY 2023 (21 Days)</p> <p>No of Periods- 8</p>	<p>Lesson 2- Windows- File Management</p> <p>Concept:</p> <ul style="list-style-type: none"> • Manage file, folders and sub folders • Function and use of file explorer • View, select, create and delete files and folders 	<p>Domain Cognitive Domain</p> <p>Kosha: Vijnanamaya Kosha</p> <p>Curricular Goal CG-7Children make sense of the world around through observation, logical thinking and application</p>	<p>Competencies: C-7.3uses appropriate tools/applications of File management in various documents, managing files and folders for the purpose of learning</p> <p>Learning Outcomes</p> <p>Basic to use simple application of system while using Windows</p> <p>Medium ate tools for work on nd about their functioning</p> <p>Advance using tools, applications,files plements effectively in work</p> <p>CwSN Assistive Learning</p> <p>Based on the needs of the individual—helping in familiarizing with the computer</p>	<p>ll cal thinging</p>	<p>Technology:</p> <p>Understanding the evolution of technological innovations</p>	<p>EVS:</p> <p>Create a document on “Earthquake as a natural disaster” and save in your folder</p> <p>English:</p> <p>Type an application to the librarian of your school seeking permission to retain a book for reading. Save this document in your folder</p>	<ul style="list-style-type: none"> • Classroom • Computer lab • Home environment 	<p>Teacher’s observation:</p> <p>Rubrics to assess the understanding of children in the practicals held.</p>	<p>Methodology:</p> <p>Explanation & Discussion,</p> <p>Activity:Create your own Folder and sub-folders to manage your files.</p>
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<p>JULY 2023 (23 Days)</p> <p>No of Periods- 8</p>	<p>Lesson 3- WORD- Table and Mail Merge</p> <p>Concepts:</p> <ul style="list-style-type: none"> • Features of word • Create document using various features • Inserting a table • Inserting text in a table • Use of mail merge to produce personalised document 	<p>Domain Cognitive Domain</p> <p>Kosha: Vijnanamaya Kosha</p> <p>Curricular Goal CG-8Children develop logical understanding of the features and abilities to understand and recognise the applicability of it</p>	<p>Competencies C-8.2Develops adequate understanding and abilities to express the concept and procedures</p> <p>Learning Outcomes:</p> <p>Basic:</p> <ul style="list-style-type: none"> • Listens and comprehends simple instructions of inserting a table in word <p>Medium</p> <ul style="list-style-type: none"> • Applies knowledge of inserting a table and inserting text in the table <p>Advance</p> <ul style="list-style-type: none"> • Creates a table in word with the application of all the features <p>CwSN Assistive Learning Children type letters/signs/symbols/sentence (as per the level of learning) on a word document , identify the letters etc and familiarize with the keyboard (with assistance)</p>	<ul style="list-style-type: none"> • Organisational Skills • Language and literacy skills • Problem solving • Critical thinking 	<p>Technology: Learning to make use of the computer in their daily learning and applying this learning to create self-learning materials for different subjects</p>	<p>EVS: Create a word table on Common deficiency diseases-</p> <p>Maths: Create a table on factors and multiples of the given digits</p>	<ul style="list-style-type: none"> • Classroom • Computer lab • Audio-visual room • Home environment 	<p>Class Assignment: Create the documents for evs and maths and use mail merge to produce your personalised document</p>	<p>Methodology: Explanation & Discussion, Contextual Examples,</p> <p>Experiential Learning.</p> <p>Activity- Create a table in Word to store the Roll nos, names of students in tabular format to keep record of the height and weight.</p>
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<p>AUG 2023 (23 Days)</p> <p>No of Periods- 8</p>	<p>Lesson 4-Powerpoint- Creating Presentations</p> <p>Concepts:</p> <ul style="list-style-type: none"> • Use of themes and templates • Change powerpoint view and slide layout • Adding slide transition and animation effects • Run, save and print a presentation 	<p>Domain Aesthetic and Cultural Development</p> <p>Kosha: Vijnanamaya Kosha</p> <p>Curricular Goal CG-12 Children develop abilities and sensibilities in viewing and presenting visual slides through their aesthetics in a meaningful way</p>	<p>Competency: C-12.3Innovates and works imaginatively to express a range of ideas and creations through the application of visual arts in the powerpoint</p> <p>Learning Outcomes:</p> <p>Basic:</p> <ul style="list-style-type: none"> • Observes and tries to apply the various features in creating a powerpoint <p>Medium:</p> <ul style="list-style-type: none"> • Identifies and applies a variety of innovative ideas, combinations (theme,colour,design) to express their own artistic exploration <p>Advance:</p> <ul style="list-style-type: none"> • Explores multiple approaches or variations to express ideas and innovations <p>CwSN Assistive Learning</p>	<ul style="list-style-type: none"> • Creativity and Innovation • Presentation Skills 	<p>Technology: Learning to make use of the computer in their daily learning and applying this learning to create self-learning materials for different subjects</p>	<p>EVS: Group Activity on Powerpoint presentation of different types of Natural Disasters</p>	<ul style="list-style-type: none"> • Classroom • Computer lab • Audio-visual room <p>Home environment</p>	<p>Class Assignment: Create a powerpoint presentation of 5 slides using all the applications</p>	<p>Methodology: Explanation & Discussion, Experiential Learning. Activity: Create a Presentation on a Topic related to your Favourite Subject.</p>
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<p>SEP 2023 (14 Days)</p> <p>No of Periods- 4</p>	<p>Lesson 5- Excel- Introduction</p> <p>Concepts:</p> <ul style="list-style-type: none"> Understand spreadsheet and Microsoft Excel Create and save workbook in Excel Add worksheet and switch between them Generate a series using Autofill 	<p>Domain: Cognitive Domain</p> <p>Kosha: Vijnanamaya Kosha</p> <p>Curricular Goal: CG-7Children make sense in understanding and learning of Excel through observation and logical thinking</p>	<p>Competencies: C-7.2Observes and understands the different approaches/ applications (create, save, add worksheet, autofill) and expresses their understanding through practical use</p> <p>Learning Outcomes:</p> <p>Basic:</p> <ul style="list-style-type: none"> Uses the features of Excel to create a worksheet <p>Medium:</p> <ul style="list-style-type: none"> Observes and identifies different features of Excel in creating spreadsheet and extends their functions <p>Advance:</p> <ul style="list-style-type: none"> Uses all the features of Excel in preparing a variety of spreadsheet using different forms of data <p>CwSN Assistive Learning</p>	<ul style="list-style-type: none"> Technological Literacy Data Handling Organisational Skill 	<p>TERM 2</p>	<ul style="list-style-type: none"> Classroom Computer lab Home environment 	<p>Class Assignment:</p> <p>Prepare a spreadsheet with the following: Roll no, name, class, section,</p>	<p>Methodology: Explanation & Discussion, Experiential Learning.</p> <p>Activity:Make time table of your section in excel spreadsheet.</p>
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<p>OCT 2023 (15 Days)</p> <p>No of Periods-5</p>	<p>Lesson 6-Electronic Mail (E-mail)</p> <p>Concepts:</p> <ul style="list-style-type: none"> E-mail and its programs Parts of an e-mail message Common e-mail terms Create e-mail account E-mail etiquettes 	<p>Domain: Cognitive Domain</p> <p>Kosha: Vijnanamaya Kosha</p> <p>Curricular Goal: CG-8Children develop logical understanding of the technological world and abilities to express their ideas on the most popular source of communication</p>	<p>Competencies: C-8.12Develops adequate and appropriate understanding of the common terms in creating and using e-mail account</p> <p>Learning Outcomes:</p> <p>Basic:</p> <ul style="list-style-type: none"> Identifies an e-mail message and tries to create <p>Medium:</p> <ul style="list-style-type: none"> Construct/type a short e-mail message using the common e-mail terms <p>Advance:</p> <ul style="list-style-type: none"> Type/ send/ receive/ read e-mails while maintaining proper e-mail etiquettes <p>CwSN Assistive Learning</p>	<ul style="list-style-type: none"> Communication Skill General awareness 	<p>Technology: Understanding the use of technological applicability in our day to day life.</p>	<ul style="list-style-type: none"> Classroom Computer lab Home environment 	<p>Class assignment: Create your own e-mail account;</p> <p>Home assignment: Understand and apply the common e-mail terms used</p>	<p>Methodology: Explanation & Discussion, Questioning.</p> <p>Activity:Create an email account and send your report card to your family member</p>
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<p>NOV 2023 (23 Days)</p> <p>No of Periods- 8</p>	<p>Lesson 7-Programming Basics</p> <p>Concepts:</p> <ul style="list-style-type: none"> • Computer programming language • Making algorithm and flowchart • Categories of computer language • Meaning and examples of language processor 	<p>Domain: Cognitive Domain</p> <p>Kosha: Vijnanamaya Kosha</p> <p>Curricular Goal:</p> <p>CG-8Children develop logical understanding and apply design thinking in creating programs</p>	<p>Competencies: C-8.12Develops adequate and appropriate set of sequences/ stepwise procedures to carry out a particular task</p> <p>Learning Outcome:</p> <p>Basic:</p> <ul style="list-style-type: none"> • Listens and comprehends simple instructions. <p>Medium:</p> <ul style="list-style-type: none"> • Constructs and completes a given task(algorithm /flowchart) with some accuracy <p>Advance:</p> <ul style="list-style-type: none"> • Creates a complete algorithm/flowchart on any given situation or creates their own situation and expresses the procedures to complete the task. 	<ul style="list-style-type: none"> • Logical thinking • Problem solving • Computational skill 	<p>Technology: Understanding the use of technological applicability in our day to day life</p>	<ul style="list-style-type: none"> • Classroom • Computer lab <p>Home environment</p>	<p>Class assignment: Create a simple flowchart on the different states of India.</p> <p>Home assignment: Understand the common computer languages and language processors</p>	<p>Methodology: Explanation & Discussion, Questioning.</p> <p>Activity:Write an Algorithm to Multiply two numbers and Convert it into a FlowChart.</p> <p>Activity: Prepare a Flowchart using the different programming basics</p>
<p>DEC 2023 (19 Days)</p>	<p>Lesson 7-Programming Basics</p> <p>Concepts:</p> <ul style="list-style-type: none"> • Computer programming language • Making algorithm and flowchart 	<p>Domain: Cognitive Domain</p> <p>Kosha: Vijnanamaya Kosha</p> <p>Curricular Goal:</p>	<p>Competencies: C-8.12Develops adequate and appropriate set of sequences/ stepwise procedures to carry out a particular task</p> <p>Learning Outcome:</p> <p>Basic:</p> <ul style="list-style-type: none"> • Listens and comprehends simple instructions. <p>Medium:</p> <ul style="list-style-type: none"> • Constructs and 	<ul style="list-style-type: none"> • Logical thinking • Problems solving • Computational skill 				

<p>JAN 2024 (21 Days)</p>	<ul style="list-style-type: none"> Categories of computer language Meaning and examples of language processor <p>Chapter 8: Scratch 3 Programming</p> <p>Concepts:</p> <ul style="list-style-type: none"> Scratch 3 and its Data Types Mathematical operations Conditional programming Use of repeat command Broadcasting and receiving messages 	<p>CG-8Children develop logical understanding and apply design thinking in creating programs</p> <p>Domain: Cognitive Domain</p> <p>Kosha: Vijnanamaya Kosha</p> <p>Curricular Goal:</p> <p>CG-8Children develop logical understanding and apply design thinking in creating programs</p>	<p>completes a given task(algorithm /flowchart) with some accuracy</p> <p>Advance:</p> <ul style="list-style-type: none"> Creates a complete algorithm/flowchart on any given situation or creates their own situation and expresses the procedures to complete the task. <p>Competencies: C-8.12Develops adequate and appropriate set of sequences/ stepwise procedures to carry out a particular task</p> <p>Learning Outcome: Basic: Learn about mathematical operations.</p> <p>Medium: Understand the meaning of Conditional Programming.</p> <p>Advance: Understand the use of Repeat command. Learn about broadcasting and receiving messages</p>	<ul style="list-style-type: none"> Problem Solving Skills Decision Making Numeracy Skills Subject Integration 		<ul style="list-style-type: none"> Classroom Computer lab 	<p>Lab Practice:</p> <p>Practical application of the commands of Scratch Programming</p>	<p>Methodology: Explanation & Discussion, Contextual Examples.</p> <p>Activity:Write a program to calculate Average of Five Numbers.</p>
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<p>FEB 2024 (22 Days)</p>	<p>Lesson 9: Domains of Artificial Intelligence</p> <p>Concepts:</p> <ul style="list-style-type: none"> • Application of AI in various fields • Advantages and disadvantages of AI • Three domains of AI technology 	<p>Domain: Cognitive Domain</p> <p>Kosha: Vijnanamaya Kosha</p> <p>Curricular Goal:</p> <p>CG-8Children develop logical understanding and apply design thinking in creating programs</p>	<p>Competencies: C-8.12Develops adequate and appropriate set of instructions/ procedures to carry out a particular task</p> <p>Learning Outcome:</p> <p>Basic:</p> <ul style="list-style-type: none"> • Listens and comprehends simple instructions. <p>Medium:</p> <ul style="list-style-type: none"> • Constructs and completes a given task(algorithm /flowchart) with some accuracy <p>Advance:</p> <ul style="list-style-type: none"> • Creates a complete algorithm/flowchart on any given situation or creates their own situation and expresses the procedures to complete the task. 	<ul style="list-style-type: none"> • Problem Solving • Critical Thinking • Artificial Intelligence Research Skills 	<p>Technology: Understanding the use of technological applicability in our day to day life</p>		<ul style="list-style-type: none"> • Classroom • Computer lab • Atal Tinkering lab 	<p>Lab Practice: Understanding more about the AI.</p>	<p>Methodology: Explanation & Discussion, Questioning.</p> <p>Group Activity: Create a powerpoint presentation on application of AI in various fields.</p>
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PHYSICAL EDUCATION

TERM 1

Month	Activity	Domain & Curricular Goals (Mapping with Foundational stage)	Competency & Learning Outcome	21 st Century Skills	Integrating AWES Initiatives	Inter-disciplinary integration	Learning Space (Suggestive)	Assignments (Suggestive) (Observation, Checklist, Worksheets, Rubrics, Portfolios)	Pedagogies (Suggestive)
April	Warming up activities, Playing locally popular games Kho-Kho, Kabaddi Indegenous and Self-defence activities- Martial Art- Judo/Karate/Taek wondo	Domain: Physical Development Children Develop a fit and flexible body Annamaya Kosha	CG-3.2 Shows good agility and body balance	Collaboration Problem Solving Decision making Adaptibility		To be discussed with concerned class/subject teacher as or when needed	School Playground Sports Room	On-field Observation	On-field training Constructive
May	Coordination, Flexibility, Balance and Timings- Demonstration and Practice Skills- Drive and Roll, Cart –wheel (in movement), Hand-stand, Turns and jumps, Pyramids,	Domain: Physical Development Children Develop a fit and flexible body	CG-3.2 Uses coordinated movement/ good body balance with speed	Collaboration Problem Solving Decision making		To be discussed with concerned class/subject teacher as or when needed	School Playground Sports Room	On-field Observation	On-field training Constructive

	Skipping rope, Badminton	Annamaya Kosha							
July	Demonstration and Practice Skills Track events(dashes standing and crouch start, relay, simple hurdles) Drill	Domain : Physical Development Children Develop a fit and flexible body Annamaya Kosha	CG-3 .2 Shows agility and balance	Collaboration Problem Solving Decision making		To be discussed with concerned class/subject teacher as or when needed	School Playground Sports Room	On-field Observation	On-field training Constructive
August	COMMANDS AND MARCHING: Repetition of attention, stand at ease. As you were, line formation, right and left dress, eye front, count the numbers, turn while standing, mark time, break off and dismiss, jumps, running long jump, Athletics Football	Domain: Physical Development Children Develop a fit and flexible body Annamaya Kosha	CG-3.2 Shows agility and balance Uses coordinated movement/ good body balance with speed	Collaboration Problem Solving Decision making		To be discussed with concerned class/subject teacher as or when needed	School Playground Sports Room		On-field training Constructive
Septembe -r	CALISTHENICS: Four and eight count exercises involving different body parts done to	Domain: Physical Development Children Develop a fit	CG-3 .2 Shows agility and balance Uses coordinated	Collaboration Problem Solving Decision making		To be discussed with concerned class/subject teacher as or when needed	School Playground Sports Room	On-field Observation	On-field training Constructive

	command/musi high jump, long jump, Cricket	and flexible body Annamaya Kosha	movement/ good body balance with speed						
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TERM -2

October	THROWING: Ball throws, Hopping- 15 to 30 Fun relay race	Domain: Physical Development Children Develop a fit and flexible body Annamaya Kosha	CG-3 .2 Balances on variety of surfaces, Shows agility, good body balance with speed	Collaboration Problem Solving Decision making		To be discussed with concerned class/subject teacher as or when needed	School Playground Sports Room	On-field Observation	On-field training Constructive
Novembe r	Dodge ball, Skipping Dribbling Relay race	Domain: Physical Development Children Develop a fit and flexible body Annamaya Kosha	CG-3 .2 Shows agility, good body balance with speed	Problem Solving Decision making Collaboration		To be discussed with concerned class/subject teacher as or when needed	School Playground Sports Room	On-field Observation	On-field training Constructive

December	LEAD UP GAMES: Net games, Basketball, Badminton	Domain: Physical Development Children Develop a fit and flexible body Annamaya Kosha	CG-3 .2 Balancing things, Shows good body balance with speed	Collaboration Problem Solving Decision making		To be discussed with concerned class/subject teacher as or when needed	School Playground Basketball Court Badminton Court	On-field Observation	On-field training Constructive
January	RELAYS: a) Simple relays b) Zig-zag Relays c) Hop and Run d) Tunnel Bell e) Passing the ball, f) Hurdle race	Domain: Physical Development Children Develop a fit and flexible body Annamaya Kosha	CG-3 .2 Balancing things, Shows good body balance with speed Shows agility	Problem Solving Decision making Collaboration		To be discussed with concerned class/subject teacher as or when needed	School Playground Sports Room	On-field Observation	On-field training Constructive
February	ATHLETICS: 50 metre race, Throw and Catch 50 metre race Throw and Catch	Domain: Physical Development Children Develop a fit and flexible body Annamaya Kosha	CG-3 .2 Shows agility and balance Uses coordinated movement	Problem Solving Decision making Collaboration		To be discussed with concerned class/subject teacher as or when needed	School Playground Sports Room	On-field Observation	On-field training Constructive
March	Athletics Simple Race, warming up, Skipping Rope, Line kho-	Domain: Physical Development	CG-3 .2 Shows agility	Problem Solving Decision making Collaboration			School Playground Sports Room	On-field Observation	On-field training Constructive

	kho	Children Develop a fit and flexible body Annamaya Kosha	and balance with speed						
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Music/Dance

TERM 1

MONTH	Activity	Domain & Curricular Goals (Mapping with Foundational stage)	Competency & Learning Outcome	21 st Century Skills	Integrating AWES Initiatives	Inter-disciplinary integration	Learning Space (Suggestive)	Assignments (Suggestive) (Observation, Checklist, Worksheets, Rubrics, Portfolios)	Pedagogies (Suggestive)
April	Prayers, AWES song, Devotional Song, Community song, Action song	Domain: Aesthetic and Cultural Development Curricular Goals: Children develop abilities and sensibilities in performing arts and express their	CG-12.2 Distinguishes fast and tempo while exploring rhythm with voice, body or other instruments	Creativity Communication Collaboration Perseverance		To be discussed with concerned class/subject teacher as or when needed	Music room/ Classroom/ School Auditorium/ Assembly Hall	To learn the lyrics/steps and sing /dance accordingly	Drill Project based Application oriented

		emotions through art in meaningful and joyful ways Anandamaya Kosha							
May	Prayers, We shall over come, Saarejahan se acha Community song, Folk Dance	Domain: Aesthetic and Cultural Development Curricular Goals: Children develop abilities and sensibilities in performing arts and express their emotions through art in meaningful and joyful ways Anandamaya Kosha	CG-12.2 Produces a variety of sounds according to context/situation using voice, body or instruments C-12.3 Innovates and works imaginatively to express ideas and emotions through arts	Creativity Communication Collaboration Perseverance		To be discussed with concerned class/subject teacher as or when needed	Music room/ Classroom/ School Auditorium/ Assembly Hall	To learn the lyrics /steps and sing/dance accordingly	Drill Project based Application oriented
July	Flag song and Patriotic song, Community song, Distinguishes	Domain: Aesthetic and Cultural	CG-12.2 Distinguishes fast and tempo while exploring rhythm	Creativity Communication Collaboration		To be discussed with concerned class/subject teacher as or when needed	Music room/ Classroom/ School	To learn the lyrics/steps and sing/dance accordingly	Drill Project based Application oriented

	between a linear and non-linear progression of musical notes in a given scale	Development Curricular Goals: Children develop abilities and sensibilities in performing arts and express their emotions through art in meaningful and joyful ways Anandamaya Kosha	with voice, body or other instruments	Perseverance			Auditorium/ Assembly Hall		
August	Prepare any dance in a group and preparation of Independence Day celebration, Community song	Domain: Aesthetic and Cultural Development Curricular Goals: Children develop abilities and sensibilities in performing arts and express their emotions through art in meaningful	CG-12.2 Explores and plays with own voice, body, spaces and variety of objects to create music, role-play, dance and movement	Creativity Communication Collaboration Perseverance		To be discussed with concerned class/subject teacher as or when needed	Music room/ Classroom/ School Auditorium/ Assembly Hall	To learn the lyrics/steps and sing/dance accordingly	Drill Project based Application oriented

		and joyful ways Anandamaya Kosha							
September	Classical Music- Learning of Indian Musical notes, Sa re ga ma pa dha nee sa(basic notes), Community song, Evaluations	Domain: Aesthetic and Cultural Development Curricular Goals: Children develop abilities and sensibilities in performing arts and express their emotions through art in meaningful and joyful ways Anandamaya Kosha	CG-12.2 Explores difference between their singing voice and speaking voice and uses both playfully Differentiates between instrumental and vocal music and explores both	Creativity Communication Collaboration Perseverance		To be discussed with concerned class/subject teacher as or when needed	Music room/ Classroom/ School Auditorium/ Assembly Hall	To learn the lyrics/steps and sing/dance accordingly	Drill Project based Application oriented
TERM 2									
October	Community song, Inspirational song, Tableau/Dance	Domain: Aesthetic and	CG-12.2 Plays with simple	Creativity		To be discussed with concerned class/subject teacher as or when	Music room/	To learn the lyrics/steps and sing/dance accordingly	Drill

	Drama, Identifies a change in tempo in any given musical piece	Cultural Development Curricular Goals: Children develop abilities and sensibilities in performing arts and express their emotions through art in meaningful and joyful ways Anandamaya Kosha	rhythmic patterns in slow and medium tempo	Communication Collaboration Perseverance		needed	Classroom/ School Auditorium/ Assembly Hall		Project based Application oriented
November	Community song, Festival song, Children's Song, Identifies a change in tempo in any given musical piece	Domain: Aesthetic and Cultural Development Curricular Goals: Children develop abilities and sensibilities in performing arts and express their emotions through art	CG-12.2 Follows the beat in songs and movement, and explores own variations based on familiar rhythm patterns	Creativity Communication Collaboration Perseverance		To be discussed with concerned class/subject teacher as or when needed	Music room/ Classroom/ School Auditorium/ Assembly Hall	To learn the lyrics/steps and sing/dance accordingly	Drill Project based Application oriented

		in meaningful and joyful ways Anandamaya Kosha							
December	Community Song, Christmas Carols, Introduction of recognizing high and low pitch	Domain: Aesthetic and Cultural Development Curricular Goals: Children develop abilities and sensibilities in performing arts and express their emotions through art in meaningful and joyful ways Anandamaya Kosha	CG12.2 Uses volume and pitch to convey ideas and emotion, create music, develop characters and create situations Attempts to match pitch using voice or instrument	Creativity Communication Collaboration Perseverance		To be discussed with concerned class/subject teacher as or when needed	Music room/ Classroom/ School Auditorium/ Assembly Hall	To learn the lyrics/steps and sing/dance accordingly	Drill Project based Application oriented
January	Patriotic song, Flag song, Community song, Harvest song	Domain: Domain: Aesthetic and Cultural Development	CG-12.2 Produces a variety of sounds according to context/ situation using voice, body	Creativity Communication Collaboration		To be discussed with concerned class/subject teacher as or when needed	Music room/ Classroom/ School Auditorium/	To learn the lyrics/steps and sing/dance accordingly	Drill Project based Application oriented

		Curricular Goals: Children develop abilities and sensibilities in performing arts and express their emotions through art in meaningful and joyful ways Anandamaya Kosha	or instruments	Perseverance			Assembly Hall		
February	Community song, Nature/Spring Songs	Domain: Aesthetic and Cultural Development Curricular Goals: Children develop abilities and sensibilities in performing arts and express their emotions through art in meaningful and joyful	CG-12.2 Distinguishes fast, medium and slow tempo while exploring rhythm with voice, body or other instruments	Creativity Communication Collaboration Perseverance		To be discussed with concerned class/subject teacher as or when needed	Music room/ Classroom/ School Auditorium/ Assembly Hall	To learn the lyrics/steps and sing/dance accordingly	Drill Project based Application oriented

		ways Anandamaya Kosha							
March	Community song, Evaluation	Domain: Aesthetic and Cultural Development Curricular Goals: Children develop abilities and sensibilities in performing arts and express their emotions through art in meaningful and joyful ways Anandamaya Kosha	CG-12.2 Produces a variety of sounds according to context/ situation using voice, body or instruments	Creativity Communication Collaboration Perseverance		To be discussed with concerned class/subject teacher as or when needed	Music room/ Classroom/ School Auditorium/ Assembly Hall	To learn the lyrics/steps and sing/dance accordingly	Drill Project based Application oriented

Art & Craft

TERM 1

Month	Activity	Domain& Curricular Goals(Mapping with Foundational stage)	Competency & Learning Outcome	21 st Century Skills	Integrating AWES Initiatives	Inter-disciplinary integration	Learning Space (Suggestive)	Assignments (Suggestive) (Observation, Checklist, Worksheets, Rubrics, Portfolios)	Pedagogies (Suggestive)
April	Introduction to Pastel Colours Drawing on Earth DayBook Pages: 3,5 (lines)	Domain: Aesthetic and Cultural Development Anandamaya Kosha	CG12.1 Able to vary pressure while using tools to create dark and light impression/ marks/lines	Collaboration Adaptability Creative Thinking		To be integrated with the subject teachers as and when needed	Classroom Home School Activity Room	Drawing with theme	Colour expression
May	Card Making: Mother' Day, Abstract Art- Book Pages: 7,9	Domain: Aesthetic and Cultural Development Anandamaya Kosha	CG-12.1 Explore a variety of grasps and grips while using art materials tools and instruments(e.g. Sticks, seeds, pebbles, stones, chalk, thread, pencils, brushes, crayons, powder, scissors)	Collaboration Adaptability Creative Thinking		To be discussed with concerned class/subject teacher as or when needed	Classroom Home School Activity Room	Drawing with theme	Freehand work
July	Rainy Day Art/Craft, Poster Making: Kargil Day- Book Pages:	Domain: Aesthetic and Cultural Development	CG-12.1 Creates large work in collaboration with peer,	Collaboration Adaptability Creative Thinking		To be integrated with the subject teachers as and when needed	Classroom Home School Activity Room	Drawing with theme	Nature Study Colour expression

	11(Folk Art)	CG-5 Children develop a positive attitude towards productive work and service “Seva”	facilitators and local community CG-5.1 Assists the teacher and performs appropriate chores at school						
August	Rakhi Making Activity, Independence Day Craft- Book Pages: 13,14 &16	Domain: Aesthetic and Cultural Development Domain: Socio-Emotional and Ethical Development	CG-12.2 Creates arrangements by combining a variety of found materials and objects. CG-4.4 Demonstrates willingness to include other’s ideas	Collaboration Adaptability Creative Thinking		To be discussed with concerned class/subject teacher as or when needed	Classroom Home School Activity Room	Drawing with theme	Freehand work
September	Teachers’ Day Activity (Book Markers for Teachers) Book Pages:15,17,	Domain: Aesthetic and Cultural Development Anandamaya Kosha	CG-12 Creates arrangements by combining a variety of found materials and objects	Collaboration Adaptability Creative Thinking		To be discussed with concerned class/subject teacher as or when needed	Classroom Home School Activity Room	Drawing with theme	Freehand work
TERM 2									
October	Diwali Art-	Domain: Aesthetic and	CG-12.2 Creates forms	Collaboration		To be discussed with concerned class/subject	Classroom	Drawing with theme	Freehand work

	Book Pages: 19, 21	Cultural Development Anandamaya Kosha	and imprints by mixing materials	Adaptability Creative Thinking		teacher as or when needed	Home School Activity Room		Drawing with theme
November	Calligraphy Madhu Bani Art- Book Pages 23,24(Types of colours)	Domain: Aesthetic and Cultural Development Anandamaya Kosha	CG-12.2 Creates patterns by combining and arranging materials in a variety of shapes, forms, texture and colours	Collaboration Adaptability Creative Thinking		To be discussed with concerned class/subject teacher as or when needed	Classroom Home School Activity Room	Drawing with theme	Freehand work Figurative work
December	Christmas Art & Craft Illusion Book Pages: 25, 27 &31 (Paper craft & Quilling)	Domain: Aesthetic and Cultural Development	CG-12.2 Creates 3D forms by rolling and patting materials	Collaboration Adaptability Creative Thinking		To be discussed with concerned class/subject teacher as or when needed	Classroom Home School Activity Room	Drawing with theme	Freehand work Figurative work
January	Paper Craft (Makar Sankranti) Republic Day Drawing- Book Pages: 32, 33, 35(Block Print)	Domain: Aesthetic and Cultural Development	CG-12.2 Creates large scale work in collaboration with peers, facilitators, and local community	Collaboration Adaptability Creative Thinking		To be discussed with concerned class/subject teacher as or when needed	Classroom Home School Activity Room	Drawing with theme	Freehand work
February	Holi Drawing Book Pages: 36,37,39& 40(Texture	Domain: Aesthetic and Cultural Development	CG-12.2 Creates patterns by combining and arranging	Collaboration Adaptability Creative Thinking		To be discussed with concerned class/subject teacher as or when needed	Classroom Home School	Drawing with theme	Freehand work Colour expression

	Painting)	Anandamaya Kosha	materials, colours and texture in one's own arrangement				Activity Room		
March	Art Assessment	Domain: Aesthetic and Cultural Development	CG-12.2 Creates large scale work in collaboration with peers, facilitators, and local community	Collaboration Adaptability Creative Thinking			Classroom School Activity Room	Drawing with theme	Freehand work Colour expression