

SYLLABUS BIFURCATION PREPARATORY STAGE Class 4

A detailed syllabus mapped at Preparatory Stage for APS

APS

2023-24



<u>आर्मी पब्लिक स्कूल पाठ्यक्रम विभाजन अवलोकन</u>

<mark>शैक्षणिक सत्र :२०२३-२४</mark>

कक्षाः चौथी विषयः हिंदी

पाठ्यपुस्तक :गुंजन/व्याकरण वाटिका

प्रकाशक ः मधुबन

<u>अव</u>	<u>धि-१</u>	अवधि	<u>r–3</u>
रिपोर्टकार्ड कुल	ा १००अंक का होगा ∣	रिपोर्ट कार्ड कुल १०० अंक व	न होगा
		· ·	
Periodic Test I-July (30% syllabus- MM 40) (Weightage in Report Card-10 Marks)	Half-yearly Exam -Sep (50% syllabus- MM 80) (Weightage in Report Card-80 Marks)	Periodic Test II- Dec (30% syllabus- MM 40) (Weightage in Report Card-10 Marks)	Annual Exam- Mar (50% syllabus -MM 80) Syllabus will have 10% Syllabus of Term-1 and entire syllabus of Term 2) (Weightage in Report Card-80 Marks)
अप्रैल	अगस्त	अक्टूबर	दिसंबर
गुंजन	गुंजन	गुंजन	गुंजन
पाठ-१ भारत के बच्चे (कविता)	पाठ-७ हमारा तिरंगा झंडा	पाठ-८ कबड्डी	पाठ-१२ पानी अमृत है
ट्याकरण	पाठ-६ एवेरस्ट के साथ मेरी भेंट	पाठ-९ कदंबका पेड़ (कविता)	पाठ-१३ एक पत्र श्री नंदिनी के नाम
पाठ-१ भाषा लिपि और व्याकरण	पाठ-७ चींटी और कबूतर (कविता)	व्याकरण	व्याकरण
पाठ-२ वर्णमाला	व्याकरण	पाठ-१२ रचनात्मक लेखन (कहानी लेखन)	पाठ-१२ रचनात्मक लेखन (पत्र लेखन)
पाठ-३ संज्ञा	पाठ−६ क्रिया	पाठ-५ विशेषण	पाठ-८ शब्द भंडार (वाक्यांश के लिए एक शब्द)
	शब्द भंडार (पर्यायवाची शब्द)		
मई	सितंबर	नवंबर	जनवरी
गुंजन	गुंजन	गुंजन	गुंजन

पाठ-२ ईदगाह	पाठ-६ एवेरस्ट के साथ मेरी भेंट	पाठ-१० अपना गाँव	पाठ-१४ केरल का निमंत्रण
व्याकरण	पाठ-७ चींटी और कबूतर (कविता)	पाठ-११ आइज़कन्यूटन	पाठ-१५ तीन शर्तें
पाठ-२ संज्ञा	व्याकरण	व्याकरण	व्याकरण
लिंग, वचन	शब्द भंडार	पाठ-७ विराम चिन्ह	पाठ-१२ रचनात्मक लेखन (सूचना लेखन, अनुच्छेद लेखन,
	समूहवाची शब्द	पाठ-८ शब्द भंडार (वचन, अनेकार्थी शब्द)	संवाद लेखन)
	समश्रुत भिन्नार्थक शब्द		पाठ-११ अपठित गद्यांश
जुलाई			फरवरी
गुंजन			गुंजन
पाठ-३ स्वामी विवेकानंद			पाठ-१६ सपना (कविता)
पाठ-४ प्रकति की सुषमा (कविता)			
व्याकरण			व्याकरण
पाठ-८ शब्द भंडार (वचन)			पाठ-१० वाक्य
पाठ-४ सर्वनाम			रचनात्मक लेखन (कविता लेखन)
			पुनरावृति कार्य
			१. उत्तर-पुस्तिका प्रस्तुतीकरण (जमा करना) -अधिकतम
			अंक २५ (भारांक ५)
			२. विषय संवर्धन गतिविधि -अधिकतम अंक २५ (भारांक ५)

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

Class: IV Subject: ENGLISH

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

Grammar: L-5: Adjectives July- Literature: L-3- Elias L-4: The King ar Poem- 2: The No Grammar: L-2 Pronoun	ature: Adjectives ature: Elias The King and the Fiery Dragon - 2: The Noble Nature		ge, Letter Writing agraph Writing submission MM tage 5 Marks) wrichment IM 25 e 5 Marks)	Nov- Literature: L-8: Birbal and the Barber P- 4: Happy Mother's Day Grammar: L-12 The Future Tense L-15 Preposition		Literature: Lesson-11: A Unique Party Poem-5: Grandfather Clock Grammar: L-7 Adverbs L-16 Interjections Feb- Grammar: L-9 Active and Passive voice L-17 Punctuations Letter Writing Unseen Passage Comprehension 1. Note Book submission MM 25 (Weightage 5 Marks) 2. Subject Enrichment Activity MM 25			
Report card will	l consist of:- 100	marks		Report card will c	onsist of:- 100 ma	arks			
Evaluation	% syllabus	Maximum Marks	Weightage	Evaluation	% syllabus	Maximum Marks	Weightage		
Periodic Test-I in Jul	30%	40 Marks	10 Marks	Periodic Test-2 in Dec	30%	40 Marks	10 Marks		

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

Centrally Bifurcated Syllabus ENGLISH - Class IV

Book:	Roots and W	/ings									
	Grammar Tr	ove									
CLAS	CLASS-IV: ENGLISH										
Publis	sher: Srijan Pu	ublication									
	: Rohan	Book Company									
			TERM -	<u> </u>							
Mont	UNIT/	Domain &	Competency	21 st	Integrati	Inter-	Learni	Assign	Suggestive		
h	LESSON:-	Curricular	&	Century	on	disciplin	ng	ments	Pedagogies		
	Number-	Goals		skills		ary	Space				

	Name:- CONCEPT:-	Foundational stage)				n			
April (22-	Literatu re:	DOMAIN: Language and	Competency PROSE:	Life skills Responsi	Arts:- Improvin	Languag e	Classr	Class assignm	Inquiry based learning
25Da ys) Pd: (24- 28)	L1-TheGivingTree(Parable	literacy development Socio-Emotional and Ethical Development	 C-6.1 Shows care for enjoy in engaging with all life forms. C-9.5 Comprehends narrated/read-out stories and identifies characters, storyline and what the 	bility Understa nding Self Confidenc e	g Origami skills.	English:- Identifying the parts of a sentence.	and School Garde n.	ents Individua I loud reading under teacher's	Collaborative learning Suggesti ve Assess
28)	Concept : 1.useful ness of trees 2. trees in need Skills: listening, understa nding Sub Concept- giving and forgiving	(Manomaya Kosha) Curricular Goal:- CG 6 Children develop a positive regard for the natural environment around them. CG-9 Children develop effective communication skills for day-	Learning Outcomes:- Basic — Shows curiosity in observing plants and animals. Shows the relation between the trees and human beings. Identify the living and non-living things in nature. Medium- Does not harm the components of nature (plants, water etc.) unnecessarily. Make sentences on the objects observed in our environment.	e	temper:- Critical thinking based on the usefulnes s of trees. Technol ogy:-	Understa nding the kinds of sentences through the lessons. Art:- Making a paper boat EVS:- Enhancin g the knowledg		Home assignm ents: Write five sentence s on the usefulne ss of the trees.	Assess ment :- Dictation Worksheet

	today	Read properly and encourage others to read	e
	interactions in	the lessons so that everyone can generate	regarding
	two languages	their own idea on importance of trees.	the
			conservati
		Advance:	on of our
		7.64 7.611001	environm
		Takes responsibility for tending to and caring for saplings and plants.	ent.
		Understand the symbiotic relationship between nature and other living beings.	
		•Identify the kinds of sentences mentioned in prose and poetry as well.	
• POEM	DOMAIN:	Competency	
1-	Language and	C-9.1: Listens to and appreciates simple songs,	
Where	literacy	rhymes, and poems.	
Go	development		
the		Learning Outcomes:-	
Boats ?	Socio-Emotional	Basic –	
f	and Ethical	•Listens and enjoys humming a variety of songs	
(Literary device-	Development (Manomaya	in different languagesregularly heard	
rhyme	Kosha)	in the home andneighbourhood	
and	Curricular		
meter)	Goal:-	Medium-	
,	CG-9	•Sings/recites short (4-5) sentences)	

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

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

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

	•L2	Aesthetic and	C-9.3: Converses fluently and can hold a	Communi	different	concept	n.	I reading	ve
(12-		Cultural	meaningful conversation	cation	water	and		and	Assess
14	Goa –A	development		Life skills	sports.	usage of		Book	ment :-
pd)	Tourists'	(Manomaya	Learning Outcomes:-	Understa	'	Nouns		exercise	Dictation
	Paradise	Kosha)	Basic –	nding	Scientifi	and		S.	Worksheet
	(Travalo	Curricular	•Identifies and names common	Responsi	С	Adjectives			Suggestive
	gue)	Goal:-	1	bility	temper:-			Home	resources/Ac
	0011055	CG-7	objects, people,pictures, animals,	Connecte	Understa	EVS:-		assignm	tivities:
	CONCEP	Children make	birds, events etc.with assistance	dness	nding the	Making a		ents:	Identifying the
	T Different	sense of world	·		value of	Family		Write five	different
	Different	around through	•Listens attentively and speaks in short		family	Tree		-six	historical
	tourist	observation and	conversations with familiar people around.		members			sentence	monuments of
	places and	logical			and their			s about	the country
	environm	ml.: .l.:			importan			Goa and	and write their
	ent	Thinking.	Medium-		ce.			identify	names.
	Citt	CG-9	•Identifies and describes common objects,					Nouns	
	SUB-	Children	people, pictures, animals, birds, events etc. on					and	
	CONCE	develop	their own					Adjective	
	PT:	effective	Read properly and encourage others to read the					S	
	People,	communication	lessons so that everyone can generate their own					specifical	
	shelter,	skills for day-to-	idea on importance of trees.					ly.	
	food of a	day interactions.							
	place,	day interactions.							
	different		Advance:						
	cuisines.								
			•Identifies and describes finer details of the						
			objects, signs, places, common activities in the in						
			the immediate environment and in the						

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

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

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

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

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

m2- The	development	relationship in nature.			
Noble	Socio-Emotional	C-9.2: Creates simple songs and poems on their			
Nature	and Ethical	own			
(Literary	Development	C-10.6			
device-	Cognitive	Reads short poems and begins to appreciate			
Symboli	Development	the poem for its choice of words and			
sation,	(Vijananmaya	imagination.			
Compari	Kosha)				
son)	Curricular				
CONCE	Goal:-	Learning Outcomes:-			
PT:	CG7				
Intonatio	Children make	Basic –			
n,	sense of world	•Names objectsin the sky (sun,moon,			
apprecia	around through	stars,clouds)			
tion	observation and	•Enjoys familiar songs andpoems			
SUB-	logical thinking.	Medium-			
CONCE	CG-10				
PT:	Children	•Expresses own preferences, interests and makes			
Charact	develop	choices			
ers of	fluency in	•Identifies rhyming words from familiar poems			
the	reading	and creates new rhyming words			
poem,	and writing in	•Reads short poems and narrates the literal			
real-life	Language 1	meaning of the poem			
analysis	66.0	Advance:			
	CG-9	Advance.			
	Children	Dovalong a list of questions to break up a larger			
	develop	Develops a list of questions to break up a larger question related to natural phonomenon			
<u> </u>	effective	question related to natural phenomenon	,		

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

their	and topics introduced in class in their	
usage	conversations	
	•Recognizes all aksharas (including	
SUB-	samyuktaksharas) and connects to	
CON-	corresponding sounds	
CEPT	Advance:	
То	Advance.	
improve	•Uses children's dictionaries to identify meanings	
writing	of unknown words encountered in texts	
skills of	Recognizes as sight words commonly used	
learners	articles, pronouns, and connecting words	
	CwSN Assisted Learning:	
	Facilitation of a the Discoller 100s days	
	For Intellectually Disabled Students	
	Break down learning tasks into small steps. Face learning task is introduced, one step at	
	Each learning task is introduced, one step at a time.	
	Use charts to map students' progress.	
	Provide positive reinforcement for	
	appropriate, on-task behaviour.	
	For Visually Impaired Students ■ Course materials in braille or an accessible	
	electronic format	
	Verbal descriptions of visual aids, charts,	
	graphs, and other images	

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

nction s		understanding and experiences. C11.1:			
• Story Writin g	Curricular Goal:-	Develops phonological awareness. Learning Outcomes:-			
CON- CEPT Underst anding and Identifica	CG-10 Children develop fluency in reading and writing	Basic – •Knows that words are made of letters •Identifies rhyming words and alliterations			
tion of articles - proper usage of prepositi	CG-11 Children begin to read and write	Medium- •Recognizes allaksharas(includingsamyuktaksharas)and connects tocorrespondingsounds			
ons and conjuncti		•Mimics and reproduces syllabic sounds			
SUB CON- CEPT:		Advance: •Recognizes as sightwords commonlyused articles,pronouns, andconnecting words			
Learning to write		•Combines sounds (vowel and consonant) to form the most familiar words			
sentenc es using		•Introduces the concept of Joyful learning			

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

(18-	Party	Socio-Emotional	meaning – by	Cooperati	y of	writing,	lessons	logic
21	(Fiction)	and Ethical	identifying characters, storyline and what the	on	lessons,	Reading		Experient
pds)	Skills:	Development	author wanted		improvin	with	Format	ial
	Listening	Curricular	to say – on their own		g	appropriat	of formal	learning.
	,	Goal:		Life skills	imaginar	е	letters	Suggestive
	Reading	CG4: Children	Learning Outcomes:-	Creativity	y skills,	pronuncia		Assessment
	and	develop		Model-	indicating	tion,	Example	1-
	writing	emotional	Basic –	building	as a	Independ	s of	Dictation
		intelligence.		Learning	'multi-	ent writing	formal	Workshe
	CONCE	CG-10	 Understands the concept of FAIRY TALE 	by doing	disciplina		letters	et.
	PT:	Children	characters	Learn-	ry'.	EVS-		Suggestive
	Making	develop	•Enjoys playing with other children	how to		Multidisci		resources/Ac
	children	fluency in		learn		plinary	Home	tivities:
	curious	reading	•Reads picture books and identifies objects and	Effective		approach	assignm	Making a
	about	and writing in	actions	communic		(holistic	ents:	Birthday
	reading	Language 1	Able to enhance thinking skills	ation	Technol	developm	Practice	Card.
	fairy	(L1)2	3		ogy:-	ent)	of formal	
	tales						letters	
	and		BM - diam-					
	story		Medium-				Referenc	
	books.		•Reads books aloud with short simple texts and				e to the	
			uses both visual cues and text to infer and retell				context	
	SUB-		the story with accurate sequence and elaboration				(chapter	
	CONCE		Demonstrates willingness to include other's				related)	
	PT:		ideas during play					
	Reading		ideas during play					
	and							
	Compre		Advance:					

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

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

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

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

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

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

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

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

Class: IV Subject: MATHS

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

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

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

Centrally Bifurcated Syllabus Maths - Class IV

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

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

transcendence is best addressed for this age group through art and culture.	large numbers. Advance: CG-8								
---	------------------------------	--	--	--	--	--	--	--	--

		earning MathsClass									
PUB		ank Educational Aid	ds								
Mon	UNIT/	Domain &	Compete	CWSN	21st	Integration	Inter-disciplinary	Periods	Learning	Assignm	Suggestive
th		Curricular Goals	ncy		Century		integration		Space	ents	Pedagogies
	LESSON:	(mapping with	&		skills						
	-	Foundational									
	Number-	stage)									
	Lesson		Learning								
	No		Outcome								
	Name:-										
	CONCEP										
	T:-										
Apr.	Unit - 2	DOMAIN:	Compete	Develop	C's	Arts:-	Language	5 days	School	Class	Project -
		Cognitive	ncy	concept and	Communic	Drawing	English:- Tell a		Math lab	assignme	based
	Unit -	Development	C-7.3	communica	ation,	of a clock	story about how		Surroundin	nts	learning
	Roman	Curricular Goal:-	Uses	tion	Critical		roman numerals		gs	Book	

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

	*Use of Roman Numerals * Addition of Roman Numerals	for this age group through art and culture. rning MathsClass	Advance :-CG-8 Adddition of roman numerals and Identifica tion of Roman numerals upto 1000								
Mon	UNIT/	Domain &	Competency	CWSN	21st	Integration	Inter-	Perio	Learning	Assignments	Suggestive
th	LESSON:- Number-	Curricular Goals	& Learning		Century skills		disciplinary integration	ds	Space		Pedagogies
	Lesson No Name:- CONCEPT:-	(mapping with	Outcome		SKIIIS		mogration				
May	UNIT/		Competency	Develop	C's:	Arts:-Draw	English:- Read	10 to	Home	Class	Project -based
	LESSON:- Number-	Cognitive Developmen	:- C-7.3 Uses	concept and	Communic ation	the abacus and add the	and comprehend the	12 days	Classroo m	assignments: Book	learning Problem solving
	UNIT-3	*	appropriate	communic	Collaborati	numbers	word problems	uays	Maths	Exercises	Suggestive
	Name:-		tools and	ation	on	shown in it.	1		Lab		Assessment :-
	Addition	Goa 1:-	technology in	amongst	Critical	Sports:-	Evs:-Add the		Surround	Home	Worksheets
	CONCERT		daily life	children	thinking,	Exploring and	Birth year of		ings	assignments:	Quizzes Multiple
	CONCEPT:-	Children	situations	through	Creative	playing	father and			-	Choice Questions

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

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

MAY	UNIT/	DOMAIN:	Competency	Develop	C's:	Arts:-		10	Class	Class	Project -based
1,111	01,11,	Cognitive	C-7.3 Uses	concept and	Commu	Draw the	English:-	to	room	assignm	learning
	LESSON:-	Development	appropri/ate	communicat	nication	abacus	Read and	12	Math	ents	Problem solving
	Number-	1	tools and	ion amongst	Collabor	and	compreh		S	Book	Suggestive
	UNIT-4	Curricular	technology in	children	ation	subtrct the	end the	day	Lab	Exercise	Assessment :-
	Name:-	Goal:-	daily life	through	Critical	numbers	word	s	Surr	S	Worksheets
	Subtractio	CG-7 Children	situations and	play	thinking,	shown in	problems		ound		Quizzes
	n	make sense of	for learning	activities	Creative	it.	Evs:-		ings	Home	Multiple Choice
		the world	C-8.6 Performs	and real life	Thinking		Subtract			assignm	Questions
	CONCEPT	around	subtraction of	examples.	Life	Sports:-	the Birth			ents:-	
	:-	through	5 or 6-digit	Audio	skills:	Exploring	year of			Subtract	Suggestive
	Subtractio	observation	numbers	visual aids	Analytic	and	Father			the	resources/Activiti
	n of 5 or 6	and logical	fluently using	will be used	al	playing	and			number	es:
	digit	thinking.	flexible	acc to the	thinking	games	sister/bro			by	Liveworksheets
	Numbers(CG-8 Children	strategies of	disabilities.	Problem	that	ther			writing	Games on
	with or	develop	composition		solving	involves	taking			date of	wordwall
	without	mathematical	and		Creative	concept of	the Day			birth	
	regrouping	understanding	decomposition		Thinking	subtractio	Month			your	https://www.live
) SUB	and abilities to	Learning		Social	n	and			Father	worksheets.com/
	CONCEPT	recognize the	Outcomes:-		skills		Year(M			and	worksheets/en/M
	:-	world through	Basic :CG-8			Scientific	MDDYY			mother	ath/Subtraction/C
		quantities.	subtract the			temper:-	YY)			in the	lass_4-
	*Subtracti	Kosha	given 5 or 6			Explore				followin	_Subtraction_ec1
	ng 5 or 6	*Anandmayak	digit numbers			and	Art:-			g pattern	874500yz
	digit	osha,or				calculate	Draw the			(MMD	
	number	experience of	Medium -CG-8			the	abacus			DYYY	
	(without	transcendence	able to solve			population	and			Y)	
	borrowing)	is best	the problems			of any two	subtract				
	*Subtracti	addressed for	related to			adjacent	the				

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

TEXT BOOK: Learning MathsClass: IV PUBLISHER: Frank Educational Aids

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

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

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

TEXT BOOK: Learning MathsClass: IV

PUBLISHER: Frank Educational Aids

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

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

given in t	ne			
book usin	g			
gained				
knowledg	e.			
Advance:				
CG-8 Sol	ve			
real life				
problems				
using				
division				
facts like				
how to				
handle				
money,ho	w			
to get equ				
share etc.				

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

CONCEPT & SUB CONCEPT:					
-					

August	Unit: 7	DOMAIN:	Competencies:	C's	Arts:-By	Language	8 days	Maths	Class	Activity
110080000		Cognitive	C-7.1 Observes	*Creativity	drawing			Labs	assignm	based
	Unit Name:	Development	and understands	*Communi	and	English:-		and	ents:	learning
	Multiples	1	different	cation	colouring	Reading,		Classro	Book	C
	and Factors	Curricular Goa	categories of	*Critical	of square	understan		om	Exercis	Problem
		1:-	objects and	Thinking	grid of 10	ding and			es	solving
	Concept:	CG-7 Children	relationships	*Collaborat	X 10 to	solving				
	Factors and	make sense of	between them.	ion	find prime	word			Home	Group
	Multiples	the world around	C-8.7		numbers 1	problems			assignm	Activity
	•	through	Recognises	Life skills	to 100				ents	Ţ
	Sub	observation and	multiplication as	*Problem		EVS :-			:Questio	Suggestive
	Concepts:	logical thinking.	repeated	solving	Sports:-	Make a			ns	Assessment
	* Multiples	CG-8 Children	addition and	*Emotional	Understan	Factor			reframe	:-
	*Common	develop	division as	skills-	ding the	tree of			d under	1. Group
	multiples	mathematical	equal sharing.	develop	basic	the age of			Compet	discussion
	*Even and	understanding		confidence,	concept of	your			ency	2.
	odd	and abilities to	Learning	cope with	LCM	grand			based	Multiple-
	numbers	recognize the	Outcomes	challenges.	skipping	parents			learning	choice
	*LCM,	world through	Basic :CG-7	* Decision	by 2 and 3				formats.	questions
	common	quantities.	Know about the	making	steps	Art:-				3. Class
	factors,	Kosha	basic concept of			Colourin				Test
	HCF, prime	*Annamaya	multiples and		Scientific	g even				4. HOTS
	numbers	kosha and	factors.		temper:-	numbers				questions
	and Factor	pranamaya kosha			Relationsh	red and				
	tree	understood	Medium :CG-8		ip between	odd				Suggestive
		together,includes	Know about		multiples	numbers				resources/
		bodily awareness	even numbers,		and factors	green.				Activities :
		and embodied	odd numbers,							live
		learning through	prime numbers,		Technolog	Music:-				worksheets
		active	composite		y:- Solving	Song on				.com (Free

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

TEXT BOOK: Learning Maths4 Class- IV PUBLISHER: Frank Educational Aids Domain & **CWSN** Suggesti Month UNIT/ Competenc **21st** Integration Inter-Peri Lear Assignm **LESSON** Curricular Century disciplinar ods ning ents ve y & skills Goals Spac **Pedagog** :y integration ies (mapping e with Number-Learning Foundational Lesson Outcome No stage) Name:-**CONCE**

PT:

Sept.	Lesson	DOMAIN:	Competenc	Develop	C's :	Arts:-	Language	6 to	Class	Class	Project -
Бери.	No 8:	Cognitive	y:	concept	Commun	Showing	English:-	7	room	assignme	based
	Fraction	Development	C-7.1	and	ication	Equivalent	Communic	day	Playg	nts:	learning
	S.	20 veropinent	Observes	commun	Collabor	Fractions	ating a	S	roun	Book	: Make a
	Concept:	Curricular	and	ication	ation	using	given		d	exercises	chart
	Fraction	Goa 1:- CG-7	understands	amongst	Critical	figures	fraction		Math		showing
	s and	Children	cause and	children	thinking	such as	using a		s Lab	Home	Equivale
	related	make sense of	effect	through	Creative	rectangles	complete			assignme	nt
	concepts	the world	relationship	play	Thinking	9	sentence,			nts:	Fraction
	Sub	around	s in nature	activities	Life	Sports:-	1/4 ,one			Make a	s
	Concepts	through	by forming	and real	skills:	Kaboom	part out of			fraction	
	:-	observation	simple	life	Analytic	game to	4 equal			wheel	Problem
	*Equival	and logical	hypothesis	example	al	explain the	parts				solving
	ent	thinking.	and uses	S.	thinking	concept of					
	Fraction	CG-8	observation	Activity	Problem	equivalent	EVS-				Suggesti
	s	Children	s to explain	:Flower	solving	fraction	Make a				ve
	*Types	develop	their	Fraction	Creative		peacock				Assessm
	of	mathematical	hypothesis	A flower	Thinking	Scientific	using				ent :-
	Fraction	understanding	C-7.3 Uses	with 8	Social	temper:-	fractional				*Mental
	S	and abilities	appropriate	petals	skills	The	parts of a				Ability
	*Compa	to recognize	tools and	will be		students	circle such				Based
	rison of	the world	technology	drawn.		will be	as 1/2, 1/6,				Worksh
	Fraction	through	in daily life	The		given	1/10, 1/16				eet
	S	quantities.	situations	petals to		questions	etc.				*Class
	*Mixed	Kosha	Learning	be		to answer					Test
	Fraction	Vijnanamaya	Outcomes:-	coloured		logical	Art:-				
	S	kosha, is		as per		question	Shade the				Suggesti
	*Additio	emphasized	Basic : CG-	the			given				ve
	n and	to engage	7	coloursc		Technolog	fraction.				resource
	Subtract	meaningfully	Understand	heme,2/8		y:- Make a					s/Activit

ion of Fraction s	with the cognitive and conscious aspects of human experience. *Anandmaya kosha,or experience of transcendence is best addressed for this age group through art and culture.	s the basic format of the fraction. Medium:CG-8 Differentiat e between like and unlike fractions, find equivalent fraction and compare the given fractions. Advance: CG-8 Use the knowledge of fractions in day to day life and solve the given	- Red , 1/8 Blue , 5/8 Yellow		PPT on the most interesting topic of the unit.	song related to				ies: Liveworksheets Wordwall games
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Mont	UNIT-9/	Domain &	Compete	CWSN	21st	Integr	Inter-disciplinary	Perio	Lear	Assign	Suggestiv
h	Name:-	Curricular	ncy		Century	ation	integration	ds	ning	ments	e
	Decimals	Goals	&		skills				Spac		Pedagogi
	Concept	(mapping	Learning						e		es
	and Sub-	with	Outcome								
	concepts	Foundation									
		al stage)									
Oct	UNIT-9	Domain:	Compete	Develop	C's:	Arts:-	Language	5	*Clas	Class	Project -
	Name:-	Cognitive	ncy:	concept and	Collaborat	Draw	English:-	days	sroo	assign	based
	Decimals	Developme	C-8.10	communicat	ion	the	Communicating a		m	ments	learning
	CONCEP	nt	Performs	ion amongst	Critical	shaded	given decimals using a		*Play	:	Make a
	T:-Like	Developing	simple	children	thinking	portio	complete sentence,		grou	solved	Place-
	and	Positive	transacti	through	Life skills	n to	25.25		nd	the	value-
	Unlike	Learning	ons	play	:	show			*	proble	chart on
	decimals	Habits	using	activities	Analytical	the	EVS- Dividing soft		Math	ms	decimals
	and	Curricular	money.	and real life	thinking	decim	drink equally among		s Lab	related	
	compariso	Goal:-	C-8.13	examples.	Problem	al	family members.			to	Problem
	n of	CG-7	Formulat	Activity: A	solving	value				decim	solving -
	decimals	Children	es and	shape will	Creative	of the	Art:- Shade the given			al	Solve
	Sub	make sense	solves	be given to	Thinking	given	decimal value in the			Book	daily life
	Concepts:	of the	simple	students in		numbe	figure.			exerci	problems
	-	world	mathema	fraction to		r.				ses	related to
	*Like	around	tical	match with		Sports	Music: A song related				decimals
	decimals	through	problems	its decimal		:-	to decimal.				Suggestiv
	and	observation	related to	value .		Mone	https://youtu.be/oF2fIT			Home	e

]	Unlike	and logical	quantitie		y and	ujB4c		assign	Assessme
	decimals	thinking.	s,		time			ments	nt :-
	*	CG-8	measure		game			:	*Mental
	conversio	Children	ments		- To			Make	Ability
1	n of	develop	and		explai			a	Based
	decimals	mathematic	money.		n the			decim	Workshee
	into	al			conce			al	t
:	fractions	understandi	Learning		pt of			wheel	*Multiple
] :	and vice-	ng and	Outcome		decim				choice
	versa	abilities to	S:-		als				questions
:	*Types of	recognize	Basic:		Scienti				*Class
	Decimals	the world	CG-7		fic				test
:	*Conversi	through	,Underst		temper				Suggestiv
	on of	quantities.	ands the		:-The				e
(decimals	Kosha -	basic		studen				resources/
j	into	*Vijnanam	format of		ts will				Activities
	fraction	aya kosha,	the		be				 :
	and vice-	is	decimals		given				Livework
	versa	emphasize	: Place		the				sheets
	*Compari	d to engage	value,		decim				and word
	son of	meaningful	diagram		al				wall
	Decimals	ly with the	matical		terms				games
		cognitive	represent		to				https://w
		and	ation		relate				ww.livew
		conscious			with				orksheets.
		aspects of	Medium:		fractio				com/work
		human	CG-8		nal				sheets/en/
		experience.	Different		one.				Math/Dec
		"	iate		Techn				imals

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

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

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

Capacity					

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Mont	UNIT/	Domain	Competen	CWSN	21st	Integrati	Inter-	Perio	Learning	Assignm	Suggestive
h	LESSON:	&	cy	C \\ ZI\	Century	on	disciplinary	ds	Space	ents	Pedagogie
		Curricular	&		skills		integration		~ [S
	Number-	Goals					8				
	Lesson	(mapping	Learning								
	No 10	with	Outcome:								
	Name:-	Foundatio									
	Metric	nal stage)									
	System										
Oct	UNIT/	Domain:	Competen	Develop	C's:	Arts:-	Language	8	Maths	Class	Project -
	LESSON:	Cognitive	cy : C-7.1	concept	Creativity	To draw	English:-	days	Lab,	assignm	based
	-	Developm	Observes	and	Communic	two	Reading and		Classroo	ents:	learning:
	Number-	ent	and	communic	ation	objects	understanding		m,	Book	Problem
	10	Developin	understan	ation	Critical	whose	word problems.		Surround	exercise	solving
	Name:-	g Positive	ds	amongst	thinking	length is	EVS- To		ings	S	
	The	Learning	different	children	Collaborati	in cm	measure the				Suggestive
	Metric	Habits	categories	through	on	amdmet	height and				Assessmen
	System	Curricular	of objects	play		res,	weight of			Home	t:-
	Concept:	Goal:-	and	activities		whose	family			assignm	Worksheet
	Units of	CG-7	relationshi	and real	Life skills	weight	members.			ents:	S,
	Length,	Children	p between	life	:	is in				To find	Class test
	Mass and	make	them. C-	examples.	Problem	grams	Art:- Drawing			and	
	Capacity	sense of	8.9	Activity:	solving	and	of a few objects			draw	
	Sub	the world	Performss	A few		kilogra	of length in cm			containe	Suggestive

Concepts:	around	imple	objects	ms,	and metres,	rs whose	resources/
*Units of	through	measurem	will be	whose	weight in grams	capacity	Activities:
Length	observatio	ents of	kept on the	capacity	and kg, capacity	is in	Live
*Convers	n and	length,	table. The	is in	in litres and	litres	worksheets
ions of	logical	weight	students	litres	millilitres.	and in	(
units of	thinking.	and	will be	and		millilitre	https://wor
Length	CG-8	volume of	told to	millilitr	Music:	S.	dwall.net/r
	Children	objects in	segregate	es.	Composing and		esource/28
*Addition	develop	their	them		singing a song		299968)
,	mathemat	immediate	according	Sports:	on comparison		Measuring
Subtracti	ical	environme	to different	Races	of measurement		activities.
on,	understan	nt.	ways of	will be	https://youtu.be/		
Multiplic	ding and		measurem	organize	djTNUp4XIRo		
ation and	abilities to	Learning	ent	d to			
Division	recognize	Outcomes		enhance			
of units	the world	:-		the			
of Length	through	Basic(CG		concept			
*Word	quantities.	-8)		of			
Problems	Kosha -	Identifies		length.			
based on	*Anandm	and					
four basic	ayakosha,	convert					
operation	or	units of					
s of units	experienc	length,		Scientifi			
of length	e of	mass and		c			
*Units of	transcend	capacity.		temper:-			
Weight	ence is			To			
*Convers	best	Medium		estimate			
ions of	addressed	(CG-8)		the			
units of	for this	Able to do		length			
Weight	age group	addition,		of given			

*Addition	through	subtractio	objects,			
,	art and	n,	weight			
Subtracti	culture.	multiplica	of given			
on,		tion and	items			
Multiplic	Vijnanam	division	and			
ation and	aya	of	capacity			
Division	kosha, is	different	of given			
of units	emphasiz	units of	containe			
of Weight	ed to	measurem	rs			
*Word	engage	ent.				
Problems	meaningf					
based on	ully with	Advance:				
four basic		(CG -				
operation	cognitive	7)Able to	Technol			
s of units	and	solve	ogy:			
of Weight		word	То			
*Units of	aspects of	problems	make a			
Capacity	human	based on	PPT on			
*Convers	experienc	units of	units of			
ions of	e.	measurem	length,			
units of		ent.	mass			
Capacity			and			
*Addition			capacity			
,						
Subtracti						
on,						
Multiplic						
ation and						
Division						
of units						

	of Capacity						
							1

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Mon	UNIT/	Domain &	Competen	CWSN	21st	Integratio	Inter-	Perio	Lear	Assign	Suggesti
th:	LESSON:-	Curricular	cy		Century	n	discipinary	ds	ning	ments	ve
	Number-	Goals	&		skills		integration		Spa		Pedagogi
	Name:-	(mapping							ce		es
		with	Learning								
		Foundation	Outcome								
NT	TT '4 NT 11	al stage)	C .	D 1	C2 ::	A .	т		C1	CI	D ' /
Nov	Unit No 11	Domain:	Competen	Develop	C's:	Arts:-	Language -	6	Clas	Class	Project -
	Unit Name:	Cognitive	cy	concept and	Creativity	Drawing	English:-	days	S-	assign	based
	Geometry	Developme	C 8.8	communicat	Critical	of shapes	Vocabulary		roo	ments -	learning
	*Revision of 2-	nt	Recognis	ion amongst	thinking	with real	development,		m	*Discu	Learning
	D/3-D shapes		es basic	children	Collaborat	objects	reading		Mat	ss the	by doing
	* Line Segment		geometric	through	ion	G .	THE		hs-	objects	D 11
	,Line, Ray	Curricular	shapes	play	T ' C 1 ' 11	Sports:-	EVS:-		lab	having	Problem
	* Tiling Patterns	Goal:-	and their	activities	Life skills:	Different	Weaving		Play	differe	solving
	*Reflection	CG-7	observabl	and real life	Problem	standing	activity using		grou	nt	matching
	Symmerty	Children	e	examples.	solving	patterns	satin ribbons		nd	shapes,	of shape
	*Circle	make sense	properties	Activity:	,Analytica	can be	of different			terms	with real
	Sub-Concepts	of the	C8.12	The child	1 thinking	made by	colours			of a	life
	* Drawing line	world	Develops	will be		students	showing			circle.	objects.
	segments	around	adequate	asked to		G	patterns			*Use	
	*Tesellation using	through	vocabular	pick up		Scientific				differe	
	hexagons,rectangl	observation	y for	specific		temper:	Art:- Drawing			nt	Suggesti
	es and triangle	and logical	comprehe	coloured		Helping	of a scenery			types	ve
	* Patterns	thinking.	nding	object		students	using different			line	Assessm
	* Terms related to	CG-8	concepts	around and		to	shapes.			and	ent :-
L	circle-	Children	and	tell its		develop				pattern	using

Diameter, Chord, R	develop	procedure	shape, use it	scientific	Music:-Song	s to	cubes
adius	mathematic	s related	to make a	temper	based on 3D	make	make
*Horizontal and	al	to shapes.	tesellation	for mirror	shapes will be	tesselat	closed
vertical symmetry	understandi		pattern .	image/sy	recited	ion	figure
	ng and	Learning		mmetry	https://youtu.b	pattern	
	abilities to	Outcomes			e/guNdJ5MtX	s.	Suggesti
	recognize	:-		Technolo	1A		ve
	the world	* Basic:		gy:-Make		Home	resources
	through	(CG-		a PPT of		assign	/
	quantities.	7)Able to		patterns		ments-	Activitie
	Kosha -	differenti				*Make	s:
	*Anandma	ate				any	*Throug
	yakosha,or	between				one	h thread
	experience	2D and				tiling	painting
	of	3D				pattern	make a
	transcende	shapes				found	pattern/
	nce is best	around				in your	* Make
	addressed	themselve				surrou	tessellati
	for this age	S				ndings.	on
	group	*				*Meas	pattern
	through art	Medium:(ure the	of your
	and	CG-				diamet	choice.
	culture.	8)Knows				er of 5	
		about				objects	
	*Vijnanam	Line				find at	
	aya kosha,	segment,				your	
	is	Ray,urve				home.	
	emphasize	dlines,cir					
	d to engage	cle,diame					
	meaningful	ter					

ly with the	,tesellatio					
cognitive	n -pattern					
and	*Advance					
conscious	: (CG-					
aspects of	8)Able to					
human	calculate					
experience.	radius,dia					
	meter					
	,symmetr					
	y-					
	horizontal					
	and					
	vertical					
	both					

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

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

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

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

	stage)					

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

of 'to'	actively	vocabulary	hand .it	having		ities.	Sug
and	in formal	about	will help	28/29			gesti
'past'	learning	Time and	the child	days.			ve
* am	environm	Calendar	to learn				Ass
and pm	ents like	through	the	Sports:-			ess
* Time	a school	discussion	minutes	Note the			men
Conversi	classroo	and story	that	time			t:-
ons	m	telling.	represent	taken to			*W
-			each	complete			orks
Hours	Kosha -	Medium:	hour	100 m			heet
into	*Annama	CG-8 read	numberS	race.			*Mu
minutes	ya kosha	a clock	et the	Convert			ltipl
-	and	and	minute	this time			e-
Minutes	pranamay	calendar.	and hour	in			choi
into	a kosha		hand and	seconds			ce
seconds	understoo	Advance:	read the	and			ques
-	d	CG-7 TOo	time	hours.			tion
Hours	together,i	solve real	.Then we				*Lo
into	ncludesb	life	can	Scientific			wer
seconds	odily	problems	checktim	temper:-			orde
*Duratio	awarenes	like finding	e in	Make a			r
n of	s and	elapsed	minute	timeline			thin
Time	embodied	time,Analy	also.	for the			king
*	learning	sing Time		events on			skill
Reading	through	tables.		a school			S
A	active			day.			ques
Calendar	enegage						tion
-	ment of			Technolo			S
The	all			gy: Use			*
Knuckle	sensorial			of ppt			Hot

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

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Mont h	UNIT/ LESSON:- Number- Lesson No Name:-	Domain & Curricular Goals (mapping with Foundational stage)	Competency & Learning Outcome:	CWSN	21st Century skills	Integratio n	Inter-disciplinary integration	Perio ds	Learnin g Space	Assign ments	Sugge stive Pedag ogies
Jan	UNIT/ LESSON:- Number- Unit No 14 Name:- Money Concept: Money Sub Concepts: *Addition and Subtraction of Money *Multiplica tion with Money *Division with Money	Domain: 2.4.3 Cognitive Development Curricular Goal:- CG-7 Children make sense of the world around through observation and logical thinking. CG-8 Children develop mathematical understanding and abilities to recognize the world through	Competency 2-7.3 Uses ppropriate pols and echnology in aily life ituations. 2-8.11 erforms imple ansactions sing money p to INR 100 earning outcomes:- asic:(CG-)Learns to erify a	Develop concept and commun ication amongst children through play activities and real life example s . Activity : Build an ATM from cardboar	C's: Collabor ation Critical thinking Life skills: Analytic al thinking Problem solving Creative Thinking	Arts:- Making your own piggy bank using colourful paper,box etc Sports:- Kaboom game To explain the concept of Money	Language English:- Read out a paragraph on Importance of money. EVS- Make a table on a chart paper with heading country,capital,curr ency used and exchange rate with rupees. Art:- Make your own piggy bank. Music: Students will sing a jingle	5 days	Classro om Maths Lab	Class assign ments : Book exerci ses Home assign ments : Make a bill for grocer y items	Project -based learnin g: Model of ATM Proble m solvin g Sugge stive Assess ment: Works heet
	*Word Problems	quantities. Kosha -	ill,Understan s concept of	d that really		Scientific temper:-	on Money. https://youtu.be/zY			your mothe	Sugge

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

Mon th	UNIT/ LESSON:- Number- Lesson No Name:-	Domain & Curricular Goals (mapping with Foundational stage)	Compete ncy &	CWSN	21st Century skills	Integrati on	Inter-disciplinary integration	Perio ds	Learning Space	Assignm ents	Suggestive Pedagogies
	IDUTAL EGGON	DOMENT	Outcome:	- 1·	G1		T		C1	CI	D 1 1
Dec	UNIT/ LESSON:- Number-15 Name:-Number Patterns Concept:Figurepattern s,patterns with consecutive numbers,patterns in even and odd numbers,casting out nines Sub Concepts: *Figure Patterns *Finding Patterns in	DOMAIN: Cognitive Development Curricular Goal:- CG-7 Children make sense of the world around through observation and logical thinking. CG-8 Children	Compete ncy: C-7.1 Observes and understan ds different categorie s of objects and relationsh ips	Explain the concept of patterns with real life situations. Activity: student	C's: Collabora tion Critical Thinking Life skills: Problem Solving Decision Making Creative	Arts:- Students will be asked to draw and colour a pattern using various shapes	Language English:- Students will write a poem based on patterns EVS- Students will observe the patterns in nature Art:- Students will draw the animals having patterns Music: Students will sing a song on	6 days	Classroo m Surround ings Maths Lab	Class assignme nts: Book Exercise s Home assignme nts: Students will make	Project -based learning: Problem solving Suggestive Assessment: Worksheet Quiz Suggestive resources/Activities:
	the 10x10 grid *Patterns with consecutive numbers *Patterns in multiplication	develop mathematical understanding and abilities to recognize the	between them. C-8.2 Identifies and	s will be asked to comple	thinking	Sports:- Students will form a pattern accordin	patterns (Even and odd numbers) https://youtu.be/4a2c 7HsRyuk			patterns on even and odd numbers	Liveworkshee s.com Games on wordwall

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

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

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

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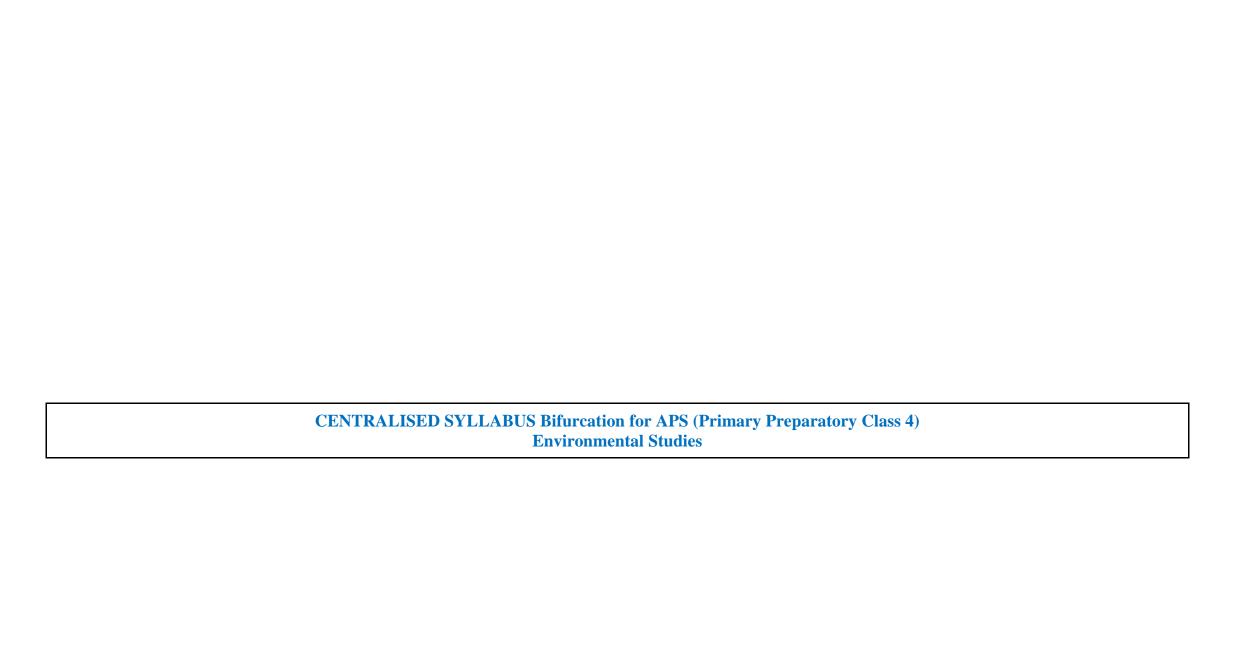
		G- 6)Through survey collection of data, analysis and representing it in different types of graphs in daily life situation.		
FEB. 2024 (22 days) No of Periods: 8	Revision and Activities			

Class: IV Subject: EVS

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

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

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



Unit /Lesson Number:	Competency and learning outcomes	21st Century Skills	Interdi sciplin ary Integra tion	Learni ng space (sugge stive)		Pedagogies (suggestive)
					portfolio)	

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

MAY			Panchkosha Vikas- Annamaya						
2023	Lesson -3	Domain-	kosha	• I	Arts:-Draw	Language	Assembly	Classroom	Scientific
	Name- We can	Physical		n	different types		area for	Activity-	method
No. of	sense	developm	CG-2.1-2.6	i	of sense organs.	English-Read the	role-play	Observatio	
period		ent	Differentiate between different	t		story on Hellen	or a song.	n and	
s -10	Sense		sensorial perceptions,	i	Sports:-	Keller, Louis Braille		Memory	Learning by
	organs	Curricul	discrimination of sense of touch	a	Activities			Game-	doing
	• Taking	ar Goals-	and holistic awareness of their	t	Using sense		Classroo	Showcasing	\mathcal{E}
	care of	CG2	experiences.	i	organs to	Arts:-	m for	around 10 to	
	sense			v	recognize	Draw different types	paragraph	15 items on	Experiential
	organs	Children	Learning Outcomes:-	e	different types	of sense organs.	writing	tray for a	learning
	• Different	develop	Basic-	• S	of Sounds, taste,	01 501150 01801150	activity	minute and	300000000
	ly-abled	sharpness	Differentiate between different	- D	texture etc.			removing	
	people	in	sense organs and know their	1	G	Math:-		items	
	• Good &	sensorial	functions.	f	Scientific	11100111		from sight	
	bad	perceptio		•	temper-	Activity – Observe		and list the	
	touch	ns.	Medium-	Δ	Cl-11.1 11	how Indian urrency		items child	
	touch	110.	Taking care of sense organs.	11	Children will use their	is designed for		remembers.	
			A	a w	different sense	Visually impaired		Tomomoors.	
			Advance- Differentiate between	r r	organs for	(The Rs 100 note		Home	
			types of touch and Being	e e	different	has a triangle and			
			empathetic to differently-abled	n		four raised lines, Rs		Assignment	
			people.	e e	ICT	500 note has a circle		Discovering	
					Collect	and five lines and			
				S	information	the Rs 2000 note has		nature using	
				S	through search	a rectangle		sense organs	
				• (engine about	and seven lines,)		1711	
				0	various	and seven inies,)		Flipped	
				I	achievementsof			Classroom:	
				l I	the some super			- C: :	
				a	achievers who			Giving notes	
CENTRAL	BED SYLLABUS BIFURO	ATION, ARMY	WELFARE EDUCATION SOCIETY	b	were challenged			to study at	
				0	people			home for	
				r				discussion	
				a				in class.	
				t					
				i					

MAY	Lesson-4 Fun	Domain-	Panchkosha-	• S		English –	Playgrou	Classroom	Observation
No. of	& Recreation	Physical		О	Sports-	Make a collage on	nd,	Activity-	Experiential
period	Importa	developm	Anandmaya kosha	c	Playing	an A4 sheet, of the	classroom	Speak about	learning
s- 7 to	nce of	ent		i	different	recreational	, activity	your pass-	
8	recreatio		CG3.2	a	indoor and	activities popular	rooms	time	
period	n	Socio-	Shows balance, coordination &	1	outdoor games	among tourists in		activities	
S	Types of	emotional	flexibility in various physical			any state eg Goa.		and hobbies.	
	games	and	activities.	S	Scientific	(carnival, water			
	• Fair	ethical		k	Temper-	sports, beach		Home	
	play,	developm	CG3.3	i	Listing the	activities,		Assignment	
	team	ent		1	rules for	parasailing, scuba		S-	
	spirit		Shows precision and control in	1	playing your	diving etc.)		Identify the	
	Means	Curricul	working with their hands and	S	favorite game.			given	
	of	ar Goals-	fingers.	• I				pictures of	
	recreatio	CG3		n		Maths- Find the		various	
	n and its	Children	CG3.4	i		number of players in		sports	
	importa	develop a		t		each team in		person.	
	nce	fit and	Shows strength and endurance	i		Cricket,Football,		Find and	
		flexible	in carrying, walking and	a		volleyball,kabaddi,		write the	
		body	running.	t		khokho, ice hockey,		sports they	
				i		rugby,		play. (page	
		CG4	Learning Outcomes-	V		polo,basketball etc.		34 & 35 of	
		Children	D • D • G	e		Find their		Text book)	
		develop	Basic- Differentiate between	• C		multiples,LCM,fact			
		emotional	Indoor and Outdoor games	r		ors,HCF			
		intelligen		e					
		ce	Medium- Practice fair play in	a		Arts-			
			school games	t .		Draw and colour the			
			A1 D 1 1 1 1	1		different types of			
		 	Advance- Develops leadership	V .		balls used in various			
CENTRALI	SED SYLLABUS BIFURO	ATION, ARMY	VYELEKRIE E DU DAPTONI SOESIETEAM	1		games.			
			spirit.	t					
				y					
				• F					
				l .					
				e					

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

Month						English			
- July	Lesson-6	Domain-	<u>CG1.1-</u>	Critic	Integration	8	Home	Home	
No. of	Food we eat	Physical	Shows a liking for an	al	Sensorial –	Find names of		Assignm	Project
period		development	understanding of	Thinki	Touch / various	any two	Classr	ent- Read	method
s 8-9	 Different 		nutritious food and does	ng	food items,	famous	oom	the labels	Cooperative
	types of	Respect for	not waste food.		Art -	traditional		of	learning
	food	culture		Com	Draw different	dishes of your	Evs lab	different	Experiential
	groups		Learning Outcome-	munic	food items	State . List the	Discus	food items	learning
	 Journey of 	Curricular		ation	pasting food items in a	ingredients	sion	and separate	
	food.	Goals	Basic-Differentiate		Balanced diet	used in its	metho	them as	
	• Special	CG-1	between the nutrients and		pyramid.	recipe and the	d,	healthy	
	food for	Children	apply new knowledge into	Flexib	healthy habit	nutrients	Interac	and	
	special	develop habits	their healthy eating lifestyle.	ility	song	present in the	tive	unhealthy	
	occasions.	that keep them	2.Explain the journey of	~	Making of	same.	metho	food.	
	• Communit	healthy and safe	food.	Social	Aamras/nimbupa		d		
	y meals.		3.Explain how the food is	skills	ni	Math	G1	Home	
	• Foreign		produced		Sports Healthy	Make a Bill of	Classr	Assignm	
	influence		4. Develop healthy eating		food ,healthy	grocery items	oom	ent-	
	on our		lifestyle		body exercises Scientific	used by your	activit	Find out	
	food.		Medium-		temper:Cbserva	family in a	y-	ways to	
			1. Able to share things		tionand	month	Will	stop food	
			2. Suggest various ways		differentiation	*Make a list of	encour	wastage and also	
			to avoid food wastage. 3. Make a flowchart of		(Categorize of	food items and	age	prepare a	
			the journey of food.		different food	their quantity	gross	list.	
			Advance-		items in different	eaten in a day.	and		
			Appreciate the need and		food groups)		fine motor	Flipped	
			importance of plant and				skills	classroo	
			environment in our life.		Technology :-		along	m- Watch	
			2. Respect forculture.		use of ppt,video		with	the given	
CENITDALI	SED SYLLABUS BIFURCATI	ON ADMAN MELEADE	EDITICATION SOCIETY		links		socio	YouTube	
CENTRALI	JED STELADUS DIFURCATI	ON, ANIVIT WELFARE	LDUCATION SOCIETY				emotio	video-	
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							pment.	e/0vypxpd	
							pinent.	mw Es	
								LS .	

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

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

	Lesson-9	Domain:	Panchakosha:		Arts:		Classroom for	Classroo	Brain storming
Month-	Beaks, Claws and	Socio-emotional			Make two	Engli	drawing the	<u>m</u>	sessions.
	Nests	and ethical	VijnanamayaKo	<u>Collaborativ</u>	different	sh:-	different kinds of	Activity:	Joyful learning.
Sep		development.	sha	<u>e</u>	kinds of	Recit	feet and claws in		Role-playing
1	• Different	^		_	claws using	e a	birds.	Draw	Suggesstive
	types of	Curricular Goals:	CG-6.1	Adaptability	coloured	poem	A accomplate a second	different	Assessment.
	beaks in	CG-6	Shows care for		clay.	on	Assembly area for	kinds of	Reading
	birds		and joy in	<u>Critical</u>		bird.	role play showing care and empathy	beaks	Worksheet
	 Different 	Children develop a	engaging with all	Thinking	Make a		for birds.	and	Lower order
	types of	positive regard for	life forms.		beautiful nest	Math	School campus to	claws.	thinking skills
	claws in	the natural		Social Skills	using waste	:-	observe different		questions
	birds.	environment around	Learning	_	material.	Make	types of birds.		HOTS questions.
	Importance	them.	Outcomes:	<u>Self</u>		a bar		Home	
	and types of			Awarenes		graph		Assignm	
	nests.		Basic:	<u>s</u>		of		ent:	
					Scientific	Num		Prepare	
			Recognise different		Temper:	ber of		a project	
			kinds of beaks in			anima		on	
			birds.		Prepare a	1s/		flightless	
			Madium		project on	birds		birds of	
			Medium:		flightless	find		the world	
			Summarise the uses		birds of the	in		also find	
			of beaks.		world.	differ		out their	
			or ound.			ent		special	
			Advance:			Natio		features.	
			Classify the birds			nal			
			according to their			Parks			
			feet, claws and nest			of Ladia			
			they make.			India.			
CENTRALIC	ED CVILLADI IC DIELIDOATIO	A DA AVAMELEA DE EDUCA	TION COCIETY			nists			
CENTRALIS	FD 24FFARD2 RIEAKCALIOI	N, ARMY WELFARE EDUCA	HON SOCIETY			picto			
						graph			
						,Tally			
						marks			
						,bar			
						graph			

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

Octobe									
r	Lesson- 11	Domain-	Panchakosha	Creative skills	Art-	Math	Classr	Neighbo	Inquiry
	Houses Then	Cognitive	Vikas-		Make a		oom	urhood	based
No. of	And Now	development	VIjnanamaya		model of a	Measure the	Activi		
Period		1	Kosha	Critical	kutcha house	length and	ty-		Reflective
s-7	Houses in	Curricular		Thinking	using waste	width of your	Prepar	Classroo	Collaboratio
	villages	goals-	CG7.1	J	materials.	classroom	e a list	m	n
	Houses in	CG-7		Initiative		and calculate	of		
	cities and		Observes and		Scientific	area and	materi		
	slums	Children	understands	Problem	Temper-	perimeter	als		
		make sense of	different	solving	Collect		require		
		the world	categories of	8	information		d to		
		around	objects and		about the	English-	make		
		through	relationships		special houses		a		
		observation	between them.		of the world.	Write an	kutcha		
		and logical			1. Rashtr	informal	&		
		thinking.	Learning		apati	letter to your	pucca		
		8	Outcomes:-		Bhaw	friend -You	house.		
			Basic-		an 2. Winds	have shifted			
			Differentiate		or	to a new			
			between kutcha		castle	house.	Home		
			houses & pucca		3. 10	Describe it	Assign		
			houses.		Downi		ment-		
			Medium-		ng		Discus		
			Differentiate		street		s with		
			between the types				elders		
			of houses in				and		
			Villages and cities				note		
			and provides reason for the				the		
			difference.				feature		
CENTRALI	 \$ED SYLLABUS BIFURCAT	I ION. ARMY WELFA		,			S		
			Understand the				found		
			importance and				in old		
			need of eco-				houses		
			friendly houses.						

Novem	Lesson-12	Domain:	Panchakosha	Life	Arts:	English:	Classroom	Joyful
ber		Socio-	Vikas-	Skills:	Make pots, piggy	Collect	1 Activity:	method
	Concept:	Emotional	VIJNANAMAY		bank or pencil	information	a Green and	learning.
	Garbage and its	and Ethical	A KOSHA	Critical	stand by reusing	about any one	s bluebin activity.	
No.of	Disposal.	Development		Thinki	old coke tin,	person who	s	Role-playing
period				ng	plastic bottles.	has given	r	
s: 7 to	Sub concept:		<u>CG-6.1</u>			notable contribution	О	Problem
9	What is	Curricular		Problem		towards	o <u>Home</u>	solving
period	garbage?	Goals:	Shows care for	Solvin		cleanliness.	n <u>Assignment</u> :	
S	 Urban and 	CG-6	joy in engaging	g		Write a short	Make green bin	Suggestive
	rural		with all life		Scientific	paragraph on	f and blue bin	Assessment.
	garbage.	Children	forms.	Decision	Temperament	him / her.	o using old	
	• Disposal of	_		Makin			r cardboard	Reading
	garbage	positive	Learning	g	Preparing a	Math	sheets or shoe	1. Work
	• Waste	regard for	Outcome.		vermicompost	Find the	i boxes.	sheet.
	Manageme	the natural		Collaborat		Buying and	n	2. Multi
	nt	environment	Basic:	ion		selling Rate of Junk of your	d	ple -
		around them.	Identifying types	a		house	0	choic
			of waste produced in our day to day	Creativity.		(Amount spent	О	e
			life.			in purchase of	r	questi
			inc.			Newspaper for		ons.
			Medium:			a month and		3. Lowe
			Differentiate			sold to a junk	() () () () () () () () () ()	r order
			between			seller.	[[thinki
			biodegradable and			Calculate the difference)	1 37	
			nonbiodegradable			difference)	l i	ng skills
			A 7			Music:	¹ _f	questi
			Advance: Understand the			Sing a song on	V	ons.
CENTRALI	 SED SYLLABUS BIFURCAT	ION ARMY WELFAL				the importance		4. HOT
SEITH IN TEL	JES GALLAGOS SII GROAT	, ,	importance of the 3			of keeping		S
			R's and able to			your	r	questi
			apply in real life			surroundings		ons.
			situations.			clean.	q	
							l u	

			PANCHKOSHA							
Novem	Lesson-13	Domain:	VIKAS:	Critical	Arts:		C	<u>Classroom</u>	Direc	
ber				Thinking	Draw the	English:	1	Activity:	Instru	iction.
	Mapping My	Cognitive	VIJNANAMAY		Scientific		a	Mark the		
No. of	Neighbourhood.	Development	A KOSHA	Creativity	Temper:	Prepare an	S	different states	_	endent
Period		<u>•</u>	<u>C-7.3</u>		Children	invitation	S	in the political	study	·
s:7 to 8	Sub-concept:		Use appropriate		make use of	card for your	r	map of India.	a	
	• Landmark	<u>Curricular</u>	tools and		directions in	friends,	О			<u>estive</u>
	S.	Goal:	technology in		their real life	inviting them		Home		ssment.
	• Directions	GG -	daily life	Spatial	situations.	on your	n	Assignment:	1.	Readi
	and sub	<u>CG-7</u>	situations and for	Thinking		birthday	c	D 1.1	_	ng
	directions	G1 '1 1	learning.			party. Draw	İ	Draw a sketch	2.	
	Map and	Children	<u>Learning</u>			the sketch	О	of your	_	sheets
	sketches.	make sense of	Outcome:			showing	r	neighborhood	3.	
	• Scale and	the world	Basic:			important		with famous		ple .
	legend of a	around them	Identify the places			landmarks	n	landmarks.		choic
	map.	through	in their neighbourhood and			near your	a			e
		observation	able to find out the			house	p			Quest
		and logical	cardinal points and			On the back				ions
		thinking.	sub -directions			side of the	W		4.	
			using different			invitation	О			S and
			methods.			card helping	r			Lowe
			Medium:			them to locate	k			r
			Differentiate			your house.	•			order
			between sketch,			Moth				thinki
			plan and a map.			Math:-	u			ng
			Able to recognize			Reading and	S :			questi
			landmarks in their			drawing of	1			ons.
			locality.			maps (scale	n			
CENTRALL	TED CVILLABLIC DIELIDOAT	IONI ADNAVIACE TAT	Advance:			drawing)	g			
CENTRALL	SED SYLLABUS BIFURCAT	ION, AKIVIY WELFAI	RE-EDISCALIGNESOCIETY between political				4			
			and physical map.				l L			
			Able to make a				111			
			plan of aparticular				l e			
			place.							
							p			

ber No. of period s- 9 to 10	 Natural sources of water States of Water Water Cycle 	Domain- Cognitive development Curricular Goals- CG-7 Children make sense of world around through observation and logical thinking. Learning Outcomes- Basic- 1.Differentiate between the various sources of water- saline and fresh. Medium- Knows the states of water and their occurrence inreal lifesituations Advance- Understands the processes involved in the water cycle and makesobservations of such processesaround them.	Panchakos ha Vikas- Vijnanam aya kosha CG 7.2 Observes and understand s cause and effect relationshi ps in nature by forming simple hypothesis and uses observatio ns to explain their hypothesis.	Self Awareness Initiative Critical Thinking Problem solving	Arts- Prepare a poster "Conser ve water" Scientif ic temper/ ICT Group activity Prepare a presenta tion showing the process of evaporat ion connect ed to salt making from sea water	English- Make a Pledge Certificate on Water Conservatio n. Math *Estimate the capacity of water used in daily activities and convert them in to given metric units (ml,cL,dl, l,hl,dal,kl).	Classroom Activity- Give examples of other matter found in different states. Home Assignmen ts- Make a list of food items along with the states in which they are found. Flipped Classroom - Watch the video and make observations . Sources of water Water Cycle	Neighbo urhood Classroo m	Experiential Learning Observation Constructivi st Collaboration
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No. of Periods - 7 to 8 •	n- 15 and Safe Water pollution Steps to control	Domain- Cognitive development CG-7 Children make sense of world around through observation and logical	Panchakosha Vikas- Vijnanamaya kosha C7.2 Observes and	Critical thinking Problem solving Self	Music- Recite a poem on water pollution. Scientific	Engli sh- Write a comp ositio n on 'Wat	Class Assignment- Speak five points how water pollution can be prevented. Home Assignment- Mark the multi	Assembly School Campus Classroo m EVS lab	Demostration Project method Collaboration Experiential learning
•	Potable water Conservatio n of water	Learning Outcomes- Basic- 1 List the causes of water pollution and makes effort to stop it. Medium- Suggest ways to stop water pollution and how to make water fit for drinking. Advance- Sensitizes others about the judicious use of water.	relationships in nature by forming simple hypothesis and uses observations to explain their hypothesis	S	Experiments to be conducted / Examples to be cited for Condensation, transpiration and evaporation	ion' highli ghtin g Caus es, Effec ts and Soluti ons	on political map of India Flipped Classroom- Water the video on various modes of waterconservation .		

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

Januar y No. of Period s- 8	Lesson- 17 Paying for Travel Why do we travel? Types of vehicles Paying for travel Currency of India	Domain - Cognitive development CG- 7 Children make sense of world around through observation and logical thinking	Panchakosha Vikas- Vijnanamaya kosha CG-7.2 Observes and understands cause and effects of relationships in nature by forming simple hypothesis and uses observations to explain their hypothesis. Learning Outcome: Basic- 2.Differentiate between private and public transport and name them. Medium-Knows the modes of payment used for travelling and is able to state examples from real life situations. 2.Differentiate between real and fake currency. Advance- Knows the fferent types currency used around the world with their symbols and their conversions in indian currency.	 Glo bal awa rene ss Co mm unic atio n Criti cal Thi nkin g Dec isio n mak ing Pro ble m solv ing. 	Arts- Prepare a collage of (fake) curre ncy used around the world for travelling. Scientific temper- Collect different tickets of land, water & air transport and collect the given information .	English- Write about the different details on an Indian Currency note. Math Mock Market /Activity *Make a table of Currency of different Countries and their exchange rate with rupees Conversion of unit of money,(Addit ion, Subtraction multiplication and division)	EVS lab Classr oom Home	Classroo m Activity- Write about the different details on an Indian Currency note. Home Assignm ent- Find different modes of digital payment Flipped Classro om- Watch the video on YouTube and list 5 do's and dont's while	Project Method Experiential learning Learning by doing Collaboration.
CENTRALIS	SED SYLLABUS BIFURCAT	ION, ARMY WELFA	RE EDUCATION SOCIETY					travellin g.	

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

Summary Bifurcation of Syllabus

Class:IV Subject: COMPUTER

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

	CENTRALIZED SYLLABUS BIFURCATION FOR APS (Primary – Preparatory Class 4) Computer									
Month	UNIT/ LESSON:-	Domain & Curricular	Competency &	21 st Century skills	Integratin g AWES	Inter- disciplinar	Learning Space	Assignments (Suggestive)	Pedagogies (Suggestive)	
	Number-	Goals(map			Initiatives	-	(Suggestive)	((0.00)	(E egg)	
	Lesson No1	ping with	Learning			integration		Observation, Checklist		
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						theme/Con		rtfolios)		
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APRIL 2023 (21days) No of Periods: 8	Lesson 1- Computerinside the system unit Concept: • Compone nts inside the system	Domain Cognitive domain Kosha: Vijnanama	Competency: C-7.3Uses appropriate tools and technology in daily life situations and for understanding	 Observa tion Power Effective skills Cognitive and Fine motor 	Technolo gy: Understan ding the role of technolog y in our daily life	Class oomComputer lab pract als	observation: Observe learner's	Methodology: Explanation& Discussion, Contextual Examples
	unit Types of ports in the system unit	yaKosha Curricular Goal: CG- 7Children develop understandi ng of the system unit through observation and logical thinking	Learning Outcome Basic Shows attenti on and regulat ion when interac ting with audio- visual materi al Medium Choos es approp	skills in students • Identific ation skill			Checklist: Prepare checklist based on the learning out comes	Activity: Identi fication/Recog nitio n of various components of system unit Making word document of the components fitted inside system Unit.

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	CwSN Assistive learning			
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MAY	Lesson 2-	Domain	Competencie	• Logical	Technolo	•	Compu	Methodology:
2023	Windows-	Cognitive	S	thinking	gy:		ter lab	
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2023 (23 days) No of Periods: 8	Lesson 4- Powerpoint Concepts: Understa nding presentati on software Compone nts of powerpoi nt window Creating and adding slides Formatti ng and saving a powerpoi nt Running a slide show	Curricular Goal: CG-7 Children make sense of the technologic al world around them through understandi ng, observation and logical thinking	Competencie s: C-7.3Uses appropriate tools and technology in daily life situations and for learning and expression of thought Learning Outcomes: Basic: Shows inclina tion to use the basic tools of power point while creatin g a slide Medium	 Creativit y and innovati on Initiativ e and self-directio n Collabor ation 	Technolo gy: Using powerpoin t to create projects and assignmen ts and integrate technolog y into other curricular areas.	EVS: Creating powerpoint slides on different concepts for their own understandi ng.	 Class om Conter la Hon environmen 	npu C p to ron	Class Assignment: Create a powerpoint presentation on ant copic of your choice. Understand and apply the important features	Methodology: Explanation & Discussion, Contextual Examples, Experiential Learning. Activity: Create a PowerPoint presentation on the topic – Different modes of Transport for going to Going
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SEPTEM BER 2023 (21days) No of Periods: 7	Lesson 5- Internet- Surfing and Security Concepts: • Internet and its history • Advantag es and Disadvan tages of using internet • Equipme	Domain: Cognitive Developme nt Kosha: Vijnanama ya Kosha Curricular Goal: CG- 7Children make sense	Competencie s: C- 7.3observes and understands different categories of information and use appropriate tools and technology in daily life	 Informat ion Literacy Critical Thinkin g Logical Reasoni ng Operatio nal skills 	EVS: Search the web and find out information about the seven wonders of the world English: Write a	 Classro om Computer lab Home environ ment 	Class Assignment: Open any search engine and look for information on the state that you belong to	Methodology: Explanation & Discussion, Contextual Examples, Experiential Learning. Activity: • Open Microsoft
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	• Use of search	world around	Learning		to use the internet for			address in the address box.
	engines and Web	through observation	Outcomes: Basic		finding information			• Search About Planets/ISRO/
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OCTOB ER 2023 (15days) No of Periods: 7	Lesson 5- Internet- Surfing and Security Concepts: • Internet and its history • Advantag es and Disadvan tages of using internet • Equipme nts of internet • Use of search engines and Web browser • Guidelin es for online safety	Domain: Cognitive Developme nt Kosha: Vijnanama ya Kosha Curricular Goal: CG- 7Children make sense of the digital world around through observation and logical thinking	Competencie s: C- 7.3observes and understands different categories of information and use appropriate tools and technology in daily life situations and for learning Learning Outcomes: Basic Identifi es and observ es comm on web browse rs and	 Informat ion Literacy Critical Thinkin g Logical Reasoni ng Operatio nal skills 	EVS: Search the web and find out information about the seven wonders of the world English: Write a paragraph on the how to use the internet for finding information	 Classro om Computer lab Home environ ment 	Class Assignment: Open any search engine and look for information on the state that you belong to	Methodology: Explanation & Discussion, Contextual Examples, Experiential Learning. Activity: Open Microsoft Edge and enter the web address in the address box. Search About Planets/ISRO/DR DO in the search engine (Google) and explore by surfing.

CENTRALISED SYLLABUS BIFURCATION, ARMY WELFARE EDUCATION SOCIETY

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

CENTRALIZED SYLLABUS BIFURCATION FOR APSs (PRIMARY PREPRATORY LEVEL

CLASS IV SUBJECT : Games / Physical Activities)

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

CENTRALIZED SYLLABUS BIFURCATION FOR APSs (PRIMARY PREPRATORY LEVEL

CLASS IV SUBJECT :Art and Craft

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

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

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

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

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

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

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

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

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

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

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

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

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

CENTRALIZED SYLLABUS BIFURCATION FOR APSs (PRIMARY PREPRATORY LEVEL

CLASS IV SUBJECT :Dance

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

Learning outcome - 1. Students learn about Kathak classical dance form 2. Students learn about World Dance Day values through dance Critical thinking (creativity skill , Students Learn leg Music - students learn hand movements with	
Kathak classical dance form 2. Students learn about World Dance Day values through dance Critical thinking (Sports – Math's - students learn tatkarand basic steps of the state of the s	
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through dance through dance Critical thinking (Sports – Math's - students learn tatkarand basic steps of	
Critical thinking (Sports – Math's - students learn tatkarand basic steps of	
creativity skill Students Learn leg Music - students learn hand movements with	n counting
Students Death 105 Students learn hand movements with	atkar on teen
collaboration) Inter movements through	
personal (team work) Tatkar	
Competency – Through namaskar	
1. Tatkar - Domain - Physical cg-1.5 shows awareness of students move their	
May dugun development safety in movements overall body parts	
2. Five sanyukt	
hast mudras	
I) angali ii) Curricular goal -	
kapotha iii) cg-1 children	
shivlinga Iv) develop habits that Cg-2.2 Develop visual Exercise with basic	
shankh v) Keep them healthy memory for gestures and Kathak steps that will	
samputa and safe representations. help them to stay fit	
3. Five hand Cg-2 children Cg-2.3 differentiates	
movements with develop sharpness sounds and sound patterns	
tatkar in sensorial by their pitch, Volume, and	

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

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

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

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

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

		about the physical sheath that compose the outer layer	fingers.			
			Learning outcome- 1. Learn some technical part of classical dance by doing tihai			
			On teen taal. 2. Use of all basic steps on semi classical song.			
November	1. 2nd stanza of semi classical dance song	Domain - Aesthetic and cultural development	Competency – C-12.2 explore and plays with own voice, body, space, and a variety of objects to create music, role-play, dance and movement.	Inter personal (awareness, team work)	Sports – students learn some classical steps that will help them to stay fit	Music - Students learn Kathak dance on semi classical song
	2. Ending of semi classical dance song	Curricular goal - cg-12 children develop Abilities and sensibilities in performing Arts	C-12.3 innovates and works imaginatively to express a range of ideas and emotions through the arts.			

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

		develop a fit and	between sensorial			
		flexible body	perceptions and body			
			movements in various			
			activities.			
			Cg-3.2 shows balance,			
			coordination, and			
			flexibility in various			
			physical activities.			
		Kosha –	r J			
		Annanamya kosha				
		Students aware				
		about the physical	Cg-3.3 shows precision			
		sheath that	and control in working			
		compose the outer	with their hands and			
		layer	fingers.			
			Learning outcome- 1. Use			
			of all basic steps on semi			
			classical song.			
			Competency - c-12.2			
	Practice of		explore and plays with		Sports – students learn	
	complete semi	Domain - Aesthetic	own voice, body, space,		some classical steps	
	classical dance	and cultural	and a variety of objects to	Inter personal (awareness,	that will help them to	
December		development	create music ,role-play,	team work)	stay fit	Music - Students learn Kathak dance on semi classical son
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		,[dance and movement.			
		Curricular goal -				
		cg-12 children				
		develop Abilities				
		and sensibilities in				
		performing Arts	C-12.3 innovates and			
		and express their	works imaginatively to			
		_	express a range of ideas			
		art in Meaningful	and emotions through the			
	1	and joyful ways	arts.		1	
		·	C-12.4 works		F	
	1	1	collaboratively in the arts			
		Kosha –	C- 12.5 communicates and		F	
		Anandmaaya kosha	appreciates a variety of			
		Students become	responses while creating			
			and experiencing different			
		1				
	1	unity	and heritage.			
					F	
			Learning outcome - with		r	
			all classical basic steps			
			students become			
	i	i i	Physically fit.		i	
	<i> </i>					
	1. Celebration of	Domain - Aesthetic	Competency –	Inter personal (awareness,	Sports – students learn	
January				team work)		EVS –Student aware about the importance of Republic day
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		development	with own voice, body, space, and a variety of objects to create music, role-play, dance and movement.	that will help them to stay fit	
	2. Celebration of Republic Day	Curricular goal - cg-12 children develop Abilities and sensibilities in performing Arts and express their emotions through art in Meaningful and joyful ways	C-12.3 innovates and works imaginatively to express a range of ideas and emotions through the arts.		
			C-12.4 works collaborate C- 12.5 communicates and appreciates a variety of responses while timely in the arts creating and experiencing different forms of art, local culture, and heritage.		
		Kosha – Anandmaaya kosha Students become responsible for peace, love, joy and			

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