

ARMY WELFARE EDUCATION SOCIETY



SYLLABUS BIFURCATION PREPARATORY STAGE Class 4

A detailed syllabus mapped at Preparatory Stage
for APS

APS

2023-24



FACULTY DEVELOPMENT & RESEARCH CENTRE

आर्मी पब्लिक स्कूल पाठ्यक्रम विभाजन अवलोकन

शैक्षणिक सत्र : २०२३-२४

कक्षा: चौथी

विषय: हिंदी

पाठ्यपुस्तक : गुंजन/व्याकरण वाटिका

प्रकाशक : मधुबन

अवधि-१		अवधि-२	
रिपोर्टकार्ड कुल १००अंक का होगा		रिपोर्ट कार्ड कुल १०० अंक का 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 गुंजन पाठ-१ भारत के बच्चे (कविता) व्याकरण पाठ-१ भाषा लिपि और व्याकरण पाठ-२ वर्णमाला पाठ-३ संज्ञा	अगस्त गुंजन पाठ-५ हमारा तिरंगा झंडा पाठ-६ एवेरस्ट के साथ मेरी भेंट पाठ-७ चींटी और कबूतर (कविता) व्याकरण पाठ-६ क्रिया शब्द भंडार (पर्यायवाची शब्द)	अक्टूबर गुंजन पाठ-८ कबड्डी पाठ-९ कदंबका पेड़ (कविता) व्याकरण पाठ-१२ रचनात्मक लेखन (कहानी लेखन) पाठ-५ विशेषण	दिसंबर गुंजन पाठ-१२ पानी अमृत है पाठ-१३ एक पत्र श्री नंदिनी के नाम व्याकरण पाठ-१२ रचनात्मक लेखन (पत्र लेखन) पाठ-८ शब्द भंडार (वाक्यांश के लिए एक शब्द)
मई गुंजन	सितंबर गुंजन	नवंबर गुंजन	जनवरी गुंजन

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

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

Class: IV

Subject: ENGLISH

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

May- Literature: L-2 Goa-A Tourist's Paradise Grammar: L-5: Adjectives				Sep- Grammar: Composition: Unseen Passage, Letter Writing (Formal), Paragraph Writing				Nov- Literature: L-8: Birbal and the Barber P- 4: Happy Mother's Day Grammar: L-12 The Future Tense L-15 Preposition				Jan- Literature: Lesson-11: A Unique Party Poem-5: Grandfather Clock Grammar: L-7 Adverbs L-16 Interjections			
July- Literature: L-3- Elias L-4: The King and the Fiery Dragon Poem- 2: The Noble Nature Grammar: L-2 Pronoun L-8 Subject Verb Agreement				1. Note Book submission MM 25 (Weightage 5 Marks) 2. Subject Enrichment Activity MM 25 (Weightage 5 Marks)				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 (Weightage 5 Marks)											
Report card will consist of:- 100 marks								Report card will consist of:- 100 marks							
Evaluation		% syllabus		Maximum Marks		Weightage		Evaluation		% syllabus		Maximum Marks		Weightage	
Periodic Test-I in Jul		30%		40 Marks		10 Marks		Periodic Test-2 in Dec		30%		40 Marks		10 Marks	

Note Book submission	----	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 Wings

Grammar Trove

CLASS-IV: ENGLISH

Publisher: Srijan Publication

: Rohan Book Company

TERM -I

Month	UNIT/ LESSON:- Number- Lesson No	Domain & Curricular Goals (mapping with	Competency & Learning Outcome	21 st Century skills	Integrati on	Inter- disciplin ary integratio	Learni ng Space	Assign ments	Suggestive Pedagogies
-------	---	--	-------------------------------------	---------------------------------------	-----------------	--	-----------------------	-----------------	--------------------------

	Name:- CONCEPT:-	Foundational stage)				n			
April (22- 25Days) Pd: (24- 28)	Literature: <ul style="list-style-type: none"> L1- The Giving Tree (Parable) Concept : 1. usefulness of trees 2. trees in need Skills: listening, understanding Sub Concept- giving and forgiving	DOMAIN: Language and literacy development Socio-Emotional and Ethical Development (Manomaya Kosha) Curricular Goal:- CG 6 Children develop a positive regard for the natural environment around them. CG-9 Children develop effective communication skills for day-	Competency PROSE: C-6.1 Shows care for enjoy in engaging with all life forms. C-9.5 Comprehends narrated/read-out stories and identifies characters, storyline and what the author wants to say Learning Outcomes:- Basic – <ul style="list-style-type: none"> 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- <ul style="list-style-type: none"> Does not harm the components of nature (plants, water etc.) unnecessarily. Make sentences on the objects observed in our environment. 	Life skills Responsibility Understanding Self Confidence	Arts:- Improving Origami skills. Scientific temper:- Critical thinking based on the usefulness of trees. Technology:-	Language English:- Identifying the parts of a sentence. Understanding the kinds of sentences through the lessons. Art:- Making a paper boat EVS:- Enhancing the knowledg	Classroom and School Garden.	Class assignments Individual reading under teacher's supervision. Home assignments: Write five sentences on the usefulness of the trees.	Inquiry based learning Collaborative learning Suggestive Assessment :- Dictation Worksheet

		today interactions in two languages	<ul style="list-style-type: none"> •Read properly and encourage others to read the lessons so that everyone can generate their own idea on importance of trees. <p>Advance:</p> <ul style="list-style-type: none"> •Takes responsibility for tending to and caring for saplings and plants. •Understand the symbiotic relationship between nature and other living beings. •Identify the kinds of sentences mentioned in prose and poetry as well. 			e regarding the conservation of our environment.			
<ul style="list-style-type: none"> • POEM 1- Where Go the Boats ? (Literary device- rhyme and meter) 	<p>DOMAIN: Language and literacy development</p> <p>Socio-Emotional and Ethical Development (Manomaya Kosha) Curricular Goal:- CG-9</p>	<p>Competency C-9.1: Listens to and appreciates simple songs, rhymes, and poems.</p> <p>Learning Outcomes:- Basic –</p> <ul style="list-style-type: none"> •Listens and enjoys humming a variety of songs in different languagesregularly heard in the home andneighbourhood <p>Medium-</p> <ul style="list-style-type: none"> •Sings/recites short (4-5) sentences) 							

	<p>CONCEPT: Style and rhythm of poem. Appreciating the nature and its beauty.</p> <p>Sub-concept: Meaning , summary</p> <p>Skills: Recitation skill</p>	<p>Children develop effective communication skills for day-to-day interactions in two languages</p>	<p>songs/poems</p> <p>Advance:</p> <ul style="list-style-type: none"> •Shows interest in listening to certain kinds of songs and poems and explains the reason for their preference. 						
	<p>GRAMMAR</p> <ul style="list-style-type: none"> • L-1 Nouns • L-3 Gender 	<p>DOMAIN: Language and literacy development</p> <p>Curricular Goal:-</p>	<p>Competency C-9.7:</p> <p>Knows and uses enough words to carry out day-to-day interactions effectively and can guess meaning of new words by using existing vocabulary.</p>						

er	<p>CONCEPT:- Identification of nouns and Types of nouns in the lesson</p> <p>Sub Concept : --To enable children putting a label to something they already do.</p>	<p>CG-9 Children develop effective communication skills for day-today interactions in two languages</p>	<p>Learning Outcomes:-</p> <p>Basic –</p> <ul style="list-style-type: none"> •Begins to use appropriate vocabulary for some common and familiar objects and experiences. (e.g., tell their name, names of friends, common objects, and pictures, sweet, sour, round, big) <p>Medium-</p> <ul style="list-style-type: none"> •Uses expanded vocabulary with intentional use of action words, descriptive words, tenses, etc.. <p>Advance:</p> <ul style="list-style-type: none"> •Uses children's dictionaries to identify meanings of unknown words encountered in texts. 						
			<p>CwSN Assisted Learning:</p>						<p>Suggestive</p>

			<p>For Visually Impaired Students</p> <p>The Giving Tree</p> <ul style="list-style-type: none"> • 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. <p>The story tells about the true friendship and different uses of trees.</p> <ul style="list-style-type: none"> • Tactile poster of Tree • Bold and large font size text of uses of trees. <p>For Hearing Impaired Students</p> <p>Flashcards of tree, parts of tree and it's uses</p> <p>https://youtu.be/bsBE_2rayVs</p> <p>https://youtu.be/HOVhV5a_3Sw</p>						<p>resources/Activities: Make a list of five types of trees found in your neighbourhood</p>
<p>May (12-14 days)</p>	<p>Literature</p> <ul style="list-style-type: none"> • PROSE: 	<p>DOMAIN:</p> <p>Language and literacy development</p>	<p>Competency</p> <p>C-7.1: Observes and understands different categories of objects and relationships between them</p>	<p>5 C's</p> <p>Critical Thinking Collaboration</p>	<p>Sports:-</p> <p>improving the knowledge about</p>	<p>Language English:-</p> <p>Understanding the</p>	<p>Classroom and School Garden</p>	<p>Class assignments</p> <p>Individual</p>	<p>Experiential learning Problem solving Suggesti</p>

<p>(12-14 pd)</p>	<p>•L2 Goa –A Tourists' Paradise (Travalo gue)</p> <p>CONCEPT Different tourist places and environment</p> <p>SUB-CONCEPT: People, shelter, food of a place, different cuisines.</p>	<p>Aesthetic and Cultural development (Manomaya Kosha) Curricular Goal:- CG-7 Children make sense of world around through observation and logical Thinking.</p> <p>CG-9 Children develop effective communication skills for day-to-day interactions.</p>	<p>C-9.3: Converses fluently and can hold a meaningful conversation</p> <p>Learning Outcomes:- Basic –</p> <ul style="list-style-type: none"> •Identifies and names common objects, people,pictures, animals, birds, events etc.with assistance •Listens attentively and speaks in short conversations with familiar people around. <p>Medium-</p> <ul style="list-style-type: none"> •Identifies and describes common objects, people, pictures, animals, birds, events etc. on their own •Read properly and encourage others to read the lessons so that everyone can generate their own idea on importance of trees. <p>Advance:</p> <ul style="list-style-type: none"> •Identifies and describes finer details of the objects, signs, places, common activities in the in the immediate environment and in the 	<p>Communication Life skills Understanding Responsibility Connecte dness</p>	<p>different water sports. Scientific temper:- Understanding the value of family members and their importance.</p>	<p>concept and usage of Nouns and Adjectives EVS:- Making a Family Tree</p>	<p>n.</p>	<p>l reading and Book exercise s. Home assignm ents: Write five –six sentence s about Goa and identify Nouns and Adjective s specifically.</p>	<p>ve Assessment :- Dictation Worksheet Suggestive resources/Activities: Identifying the different historical monuments of the country and write their names.</p>
-------------------	--	--	--	---	---	--	-----------	---	---

			<p>picture/models</p> <ul style="list-style-type: none"> Engages in discussion about a topic and raise and respond to questions 						
	<p>GRAMMAR</p> <ul style="list-style-type: none"> L5- Adjectives <p>Skills: writing, reading, comparing, co-relating skills</p> <p>CONCEPT</p> <p>Types of adjectives</p> <p>Types of Nouns</p> <p>SUB CONCEPT:</p> <p>Relation</p>	<p>DOMAIN:</p> <p>Language and literacy development</p> <p>Curricular Goal:-</p> <p>CG-9</p> <p>Children develop effective communication skills for day-to-day interactions in two languages</p>	<p>Competency</p> <p>C-9.7: Knows and uses enough words to carry out day-to-day interactions effectively and can guess meaning of new words by using existing vocabulary</p> <p>Learning Outcomes:-</p> <p>Basic –</p> <ul style="list-style-type: none"> Begins to use appropriate vocabulary for some common and familiar objects and experiences. <p>Medium-</p> <ul style="list-style-type: none"> Uses expanded vocabulary with intentional use of action words, descriptive words Uses nouns and adjectives as the basic pillars of sentences. <p>Advance:</p> <ul style="list-style-type: none"> Uses children’s dictionaries to identify meanings of unknown words encountered in texts Reflecting the uses of grammatical phenomena in 						

<p>between nouns and adjectives Comparison of Adjectives Uses in sentences -- Learning about different and their usage kinds of adjectives and degrees of comparison of adjectives. Sub Concept: To</p>		<p>literature.</p> <p>CwSN Assisted Learning: For Visually Impaired students- Main points of the chapter (in audio) Story of all about Goa (Tourist place)</p> <ul style="list-style-type: none"> • Smallest state of India • Goa is located on - Western coast of India along the Arabian Sea • Four main languages - Marathi, Hindi, Portuguese and Konkani • Official language - Konkani • Traditional dishes - Fish curry, Rice, Arroz doce • Famous beaches - Anjuna, Candolim, Calangute • Food kinds of water sports - Water surfing, Water skiing and Scuba diving. <p>For Hearing Impaired students</p> <ul style="list-style-type: none"> • All above points in text form with few pictures. 						
--	--	---	--	--	--	--	--	--

	enable the students to describe the world around them.		https://youtu.be/xpcUSgEH9Po						
July (22-25 Days) (26-28 pds)	PROSE L3- Elias (Psychological Fiction) Skills: listening, speaking, reading, understanding CONCEPT 1. Duties and	DOMAIN: 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 them appropriately 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 Collaboration Communication Life skills Interpersonal skills Conflict - Resolution skill	Scientific temper:- Understanding the significance and purpose of life. Technology:-	Language English:- Understanding of difference between the concepts of nouns and pronouns, their usages in sentences. EVS:- Understa	Classroom and School Garden.	Class assignments Peer learning Book exercises. Home assignments: Find the rhyming words from the poem and	Story telling Reflective learning Synergistic Logic Suggestive Assessment :- Dictation Worksheet Suggestive resources/Activities: Make a book cover based on any story book which you like or have read during your

	responsibilities towards family members and mankind Sub-concept : Summary and comparative study	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- <ul style="list-style-type: none"> •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: <ul style="list-style-type: none"> •Consciously uses strategies to calm themselves down (e.g., breathing, changing activity) •Assists teachers to create TLM •Maintains the thread of the conversation across multiple exchanges 			nding different types of plants.		Any three types of pronouns from the lesson.	vacations.
	L4- The King and the Fiery Dragon (Fantasy) Skills: listening, speaking	DOMAIN: Language and literacy development Socio-Emotional and Ethical	Competency C-9.3: Converses fluently and can hold a meaningful conversation. Learning Outcomes:-						

	<p>, reading, understanding</p> <p>CONCEPT Fairy tales and their moral.</p> <p>Sub-concept : High fantasy stories and their morals and usefulness</p>	<p>Development Cognitive Development (Vijananmaya Kosha)</p> <p>Curricular Goal:-</p> <p>CG-9 Children develop effective communication skills for day-today interactions in two languages</p>	<p>Basic –</p> <ul style="list-style-type: none"> • Expresses their needs and feelings through short meaningful sentences <p>Medium-</p> <ul style="list-style-type: none"> • Engages with non-fictional content read aloud or discussed in class, is able to link knowledge from their own experiences, and talks about it <p>Advance:</p> <ul style="list-style-type: none"> • Maintains the thread of the conversation across multiple exchanges 						
	<p>POETRY</p> <ul style="list-style-type: none"> • Poe 	<p>DOMAIN: Language and literacy</p>	<p>Competency: C-7.2: Observes and understands cause and effect</p>						

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

		communication skills for day-to-day interactions in two languages	<ul style="list-style-type: none"> •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 						
	GRAMMAR L-2 PRONOUN L-8 – Subject Verb Agreement CONCEPT -- Learning about different types of pronouns and	DOMAIN: Language and literacy development Curricular Goal:- CG-9 Children develop effective communication skills for day-to-day 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 – <ul style="list-style-type: none"> •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- <ul style="list-style-type: none"> •Uses vocabulary acquired from specific themes, 						

	<p>their usage</p> <p>SUB-CONCEPT</p> <p>To improve writing skills of learners</p>		<p>and topics introduced in class in their conversations</p> <ul style="list-style-type: none"> •Recognizes all aksharas (including samyuktaksharas) and connects to corresponding sounds <p>Advance:</p> <ul style="list-style-type: none"> •Uses children’s dictionaries to identify meanings of unknown words encountered in texts •Recognizes as sight words commonly used articles, pronouns, and connecting words 						
			<p>CwSN Assisted Learning:</p> <p><u>For Intellectually Disabled Students</u></p> <ul style="list-style-type: none"> • Break down learning tasks into small steps. Each learning task is introduced, one step at a time. • Use charts to map students' progress. • Provide positive reinforcement for appropriate, on-task behaviour. <p><u>For Visually Impaired Students</u></p> <ul style="list-style-type: none"> • Course materials in braille or an accessible electronic format • Verbal descriptions of visual aids, charts, graphs, and other images 						

			<ul style="list-style-type: none"> • 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. <p> https://youtu.be/yet77vB5dPo https://youtu.be/P8SKXE_SdqM https://youtu.be/auOvG-ZEnGg </p>						
Aug (22-25 Days) (26-28 pds)	PROSE: L5- The Distinguished Stranger (Fiction) Skills: listening, speaking, reading, understanding CON-	DOMAIN: Language and literacy development Socio-Emotional and Ethical Development (Manomaya Kosha) Curricular Goal:- CG4 : Children develop	Competency C- 4.6- Shows kindness and helpfulness to others when they are in need. C-9.6 Narrates short stories with clear plot and characters Learning Outcomes:- Basic – •Shows care and tenderness in dealing with other living beings.	5 C's Cross - cultural understanding Communication Life skills Understanding Connectness Respectfulness	Scientific temper:- Improving life lessons learnt from gardening Technol	Language English:- Developing the concept of Simple Present Tense. EVS:- Inter-relationship between	Classroom and School Garden. Individual reading and Book exercises. Home assignments: Write five	Story telling Constructivism Brain storming Suggestive Assessment :- Dictation Worksheet Suggestive resources/ Activities: Draw a poster on Earth Day which is	

	<p>CEPT Knowing universe as 'one family'.</p> <p>SUB-CONCEPT Knowing more about fictional characters and reading about them.</p>	<p>emotional intelligence (ability to understand and manage their own emotions)</p> <p>CG-9 Children develop effective communication skills for day-today interactions in two languages</p>	<ul style="list-style-type: none"> •Generates the idea of dialogue writing. •Uses the correct form of verbs and tenses in sentences. <p>Medium-</p> <ul style="list-style-type: none"> •Uses social and moral values in our day-to-day life. •Takes responsibility for tending and caring for saplings and plants <p>Advance:</p> <ul style="list-style-type: none"> •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. 	Growth and development	ogy:-	the different areas of environment.(Graminivorous, green plants, consumers)		–six sentences indicating simple present tense and discuss with your friends.	celebrated on 22 April.
L6- The	DOMAIN:	Competency							

	<p>Selfish Giant(Fiction) Skills: listening, speaking, reading, understanding</p> <p>CON-CEPT Concept of Kindness and doing good deeds</p> <p>SUB-CON-CEPT- Dialogue writing Uses of 'ethical</p>	<p>Language and literacy development</p> <p>Socio-Emotional and Ethical Development (Manomaya Kosha) Curricular Goal:- CG6: Children develop a positive regard to the different components of our nature including human beings. CG-9 Children develop effective communication skills for day-today interactions in</p>	<p>C-6.1- Shows care for and joy in engaging with all life forms.</p> <p>C-9.6 Narrates short stories with clear plot and characters</p> <p>Learning Outcomes:-</p> <p>Basic –</p> <ul style="list-style-type: none"> •Shows care and tenderness in dealing with other living beings. •Generates the idea of dialogue writing. •Uses the correct form of verbs and tenses in sentences. <p>Medium-</p> <ul style="list-style-type: none"> •Uses social and moral values in our day-to-day life. •Takes responsibility for tending and caring for saplings and plants <p>Advance:</p>						
--	--	---	---	--	--	--	--	--	--

	values'	two languages	<ul style="list-style-type: none"> •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. 						
	<p>GRAMMAR: L-6 Verbs L-10- The Present Tense</p> <p>CONCEPT Types of verb Concept of Tense</p> <p>SUB CONCEPT: Types of Tenses Example</p>	<p>DOMAIN: Language and literacy development</p> <p>Curricular Goal:-</p> <p>CG-9 Children develop effective communication skills for day-today interactions in two languages</p> <p>Children develop their knowledge of action words</p>	<p>Competency: C-9.4: Understands oral instructions for a complex task and gives clear oral instructions for the same to others</p> <p>Learning Outcomes:-</p> <p>Basic –</p> <ul style="list-style-type: none"> •Listens and follows short instructions (e.g., bring the blocks here, wash hands properly, etc.) •Uses the correct form of verbs and tenses in sentences. <p>Medium-</p> <ul style="list-style-type: none"> •Gives clear instructions to accomplish short tasks to other children or adults. •Connects the relation between verbs and tenses. <p>Advance:</p>						

<p>Transitive and Intransitive verb.</p> <p>Skills: Reading, Writing, Assimilating, Adapting skills</p>	<p>and types of tenses through general conversation in class room.</p>	<ul style="list-style-type: none"> • Gives clear instructions comprising of several steps (8 to 9 instructions at a time) • Importance of verbs and tenses. <p>GENERALISATION:</p> <p>Action words: verbs Time of verbs: Tenses Habits, universal truth, regularity: simple present tense</p>						
		<p>CwSN Assisted Learning:</p> <p>For Hearing Impaired students</p> <ul style="list-style-type: none"> • 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. <p>Children with Autism (Learning Assistance)</p> <p>Teach the story using flow charts with connectors.</p>						

			<p>Use storyboards. https://youtu.be/15DtZ0j4hy8 https://youtu.be/2fnt3BhbCNI https://youtu.be/79K60mNmPKE https://youtu.be/AUz4m4hvhPw</p>						
<p>Sept (22-25 Days) (12-14 pds)</p>	<p>GRAMMAR</p> <ol style="list-style-type: none"> Paragraph writing Letter writing (Formal) Unseen Passage Comprehension <p>• CONCEPT</p> <p>Format</p>	<p>DOMAIN: Language and literacy development (Vijnanamaya Kosha)</p> <p>Curricular Goal:-</p> <p>GRAMMAR</p> <p>CG10: Children develop fluency in reading and writing in language.</p>	<p>Competency</p> <p>C- 10.4 – Reads story and passages with accuracy and fluency with appropriate pauses and voice modulation.</p> <p>C-10.8 – Writes a paragraph to express their understanding and experiences.</p> <p>Learning Outcomes:-</p> <p>Basic –</p> <ul style="list-style-type: none"> •Able to read the passage. •Able to understand the passage. •Able to write the answers of given question based on passage. •Able to understand the formats. <p>Medium-</p>	<p>5 C's</p> <p>Communication Critical thinking Life skills Understanding Comprehending Visualisation</p>	<p>Scientific temper:-</p> <p>Technology:-</p>	<p>Language English:- Concept of letters (its kinds and format)</p>	<p>Classroom and School Garden.</p>	<p>Class assignments</p> <p>Picture composition on "Classroom" Format of a formal letter.</p> <p>Home assignments: Two Formal letters</p>	<p>Story telling Constructivism Brain storming Suggestive Assessment :- Dictation Worksheet Suggestive resources/Activities:</p>

	<p>of letters Types of letters</p> <p>Examples of paragraphs, letters and unseen passage</p> <p>'How to write', 'what to write'</p> <ul style="list-style-type: none"> • SUB CONCEPT: <p>Vocabulary Conversation Skills, writing, vocabulary building, constructi</p>		<ul style="list-style-type: none"> •Able to read with fluency and write with accuracy. •Able to write paragraph, letter; generating new ideas. <p>Advance:</p> <ul style="list-style-type: none"> •Read, write comprehend and answer the questions correctly based on the paragraph. •Developing imaginary and thinking skills of students. 						
--	---	--	--	--	--	--	--	--	--

	ng, Assimilati ng skills								
			<p>CwSN Assisted Learning:</p> <p>Visual Impairment students' assistance:</p> <ul style="list-style-type: none"> • 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. <p>Hearing Impairment students' assistance: Teach the story using visual and concrete aids (flash cards, picture cards, puppets). https://youtu.be/7Cu9Scak6UQ</p>						
TERM II									
Oct (22-	POETRY	DOMAIN: Cognitive	Competency POETRY:	5 C's	Scientific	Languag e	Classr oom	Class assignm	Story telling Constructivis

<p>25 Days) (18-21 pds)</p>	<p>•POEM 3 A Child's Evening Prayer (Literary device- Rhyme and Rhythm)</p> <p>• CONCEPT</p> <p>• Importance of Prayers appreciating the Poem.</p> <p>• SUB-</p>	<p>Development Language development Literacy Development (Vijnanamaya Kosha)</p> <p>Curricular Goal:-</p> <p>CG7 Children make sense of world around through observations and logical thinking.</p> <p>CG-9 Children develop effective communication skills for day-today interactions in two languages</p>	<p>C-7.2: Observes and understands cause and effect relationships in nature by forming simple hypothesis and uses observations to explain their hypothesis</p> <p>C-9.2 Creates simple songs and poems on their own</p> <p>Learning Outcomes:-</p> <p>Basic –</p> <ul style="list-style-type: none"> •Differentiates between day and night •Uses tools and implements effectively in work situations. <p>Enjoys rhyming words in songs and poems</p> <p>Medium-</p> <ul style="list-style-type: none"> •Differentiates between day and night •Identifies rhyming words from familiar poems and creates new rhyming words <p>Advance:</p> <ul style="list-style-type: none"> •Describes how a balance must be maintained between the needs of human Society and the natural environment (e.g., Being kind to Animals enables them to work with us, correct garbage disposal is necessary to avoid diseases) 	<p>Collaboration Critical thinking</p> <p>Life skills Goal Setting Discipline Reverence Efforts</p>	<p>temper:- Shaping the functional meaning or significance of temperamental characteristics in human development.</p> <p>Technology:-</p>	<p>English:- Appreciation of the poem Understanding the rhyme rhythm and intonation .</p> <p>EVS:- First War of Independence Sepoy Mutiny Revolt of 1857.</p>	<p>and School Garden.</p>	<p>ents Poem recitation Chapter reading Home assignments: Find the Rhyming words from the poem</p>	<p>m Brain storming Suggestive Assessment :- Dictation Worksheet Suggestive resources/Activities: Examples of simple Present Tense and Simple Past Tense.(In Sentences)</p>
--	---	---	---	--	---	---	---------------------------	--	--

	<p>CONCEPT:</p> <p>Recitation , intonation , figure of speech</p> <p>Skills: Recitation , listening</p>		<ul style="list-style-type: none"> •Creates short poems/rhymes independently in their own words 						
	<p>PROSE:</p> <ul style="list-style-type: none"> • L7- Brave Rani Lakhs mibai (biography) <p>Skills: listening, speaking</p>	<p>DOMAIN: Cognitive Development Language development Literacy Development (Vijnanamaya Kosha) Curricular Goal:- CG7</p>	<p>COMPETENCY: C- 7.3 Uses appropriate tools and technology in daily life situations and for learning. Learning Outcomes:-</p> <p>Basic –</p> <ul style="list-style-type: none"> •Uses tools and implements effectively in work situations. <p>Medium-</p> <ul style="list-style-type: none"> •Develop the understanding about the eminent 						

	<p>, reading, understanding</p> <p>•CONC EPT:</p> <p>Introduction of Historical characters</p> <p>• SUB-CONC EPT:</p> <p>Questions-answers</p> <p>Reference to the context</p> <p>New words</p> <p>Word meanings</p>	<p>Children make sense of world around through observations and logical thinking.</p>	<p>personalities of our historical times.</p> <p>Advance:</p> <ul style="list-style-type: none"> •Acknowledge the sacrifice of the eminent historical character. •Inculcates the interest to know about them more. 						
--	--	---	---	--	--	--	--	--	--

	<p>GRAM-MAR</p> <p>L11- The Past Tense</p> <p>L-13 Modals</p> <p>CON-CEPT: Uses of tenses</p> <p>SUB-CONCEP Types</p> <p>Skill: Writing</p>	<p>DOMAIN: Language and literacy development</p> <p>Curricular Goal:-</p> <p>CG-9 Children develop effective communication skills for day-today interactions in two languages</p> <p>CG11: Children begin to read and write in language comprehending the uses of tenses etc.</p>	<p>COMPETENCY:</p> <p>C-9.3: Converses fluently and can hold a meaningful conversation</p> <p>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</p> <p>Generalization: Difference between simple present and simple past tense Working continuously: present continuous tense</p> <p>Learning Outcomes:-</p> <p>Basic –</p> <ul style="list-style-type: none"> •Initiates conversations in daily life with peers and teachers in a variety of school settings •Reads simple two-syllable words that are familiar and with known letters •Develop the idea of difference between present and past tenses. <p>Medium-</p> <ul style="list-style-type: none"> •Engages in conversations based on events, stories, or their needs and asks questions 						
--	--	---	--	--	--	--	--	--	--

			<ul style="list-style-type: none"> • Reads simple three to four syllable words that are familiar • Able to write sentences mentioning their tenses. <p>Advance:</p> <ul style="list-style-type: none"> • 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 						
			<p>CwSN Assisted Learning:</p> <p>Visual Impairment student's assistance:</p> <ul style="list-style-type: none"> • Record the specific points of the chapter and allow the child to listen separately. • Use embossed flash cards of the objects which are specifying in the chapter. • Provide specific points of the chapter in Braille format. <p>Hearing Impairment students' assistance:</p> <ul style="list-style-type: none"> • Use words flashcard for the formation of simple sentences. • Teach the Tenses using flow charts with connectors. 						

			https://youtube.com/watch?v=fgo8na6brFQ&si=EnSikalECMiOmarE https://youtu.be/fnAF80C2PDw https://youtu.be/oWu4eosmrwE						
Nov (22-25 Days) (21-24 pds)	POETRY POEM 4- Happy Mother's day (Literary Device- Rhyme) CONCEPT Respecting parents SUB-CONCEPT: Appreciation Intonation	DOMAIN: Cognitive Development (Vijnanamaya Kosha) Language and Literacy development Socio-Emotional and Ethical Development (Manomaya Kosha) Curricular Goal:- CG-4: Children develop emotional intelligence. CG-9: Children	Competency C- 4.1 Starts recognising 'self' as an individual belonging to a family and community. C-9.1 Listens to and appreciates simple songs, rhymes, and poems Learning Outcomes:- Basic – <ul style="list-style-type: none"> •Shares other Identifying information (e.g., parent's name) •Sings along to songs and rhymes with intonation and gestures Medium- <ul style="list-style-type: none"> •Begins to express their capabilities and interest with a view to contribute to society – when I grow up, I want to be a farmer, a doctor, pilot, be a soldier, etc •Sings/recites short (4-5 sentences) 	5 C's Collaboration Critical thinking Cooperation Life skills Presence of mind Sense of humour Connectedness	Scientific temper:- Shaping character and values of a person Technology:-	Language English:- Understanding different tenses and their usages EVS:- Concept of 'My Family'	Classroom and School Garden. Class assignments Lesson reading and Identification of Tenses Home assignments: Book Exercises	Integrative Learning Story telling Brain storming Suggestive Assessment :- Dictation Worksheet Suggestive resources/Activities: Make a Tense chart.	

	Recitation Summary	develop effective communication skills for day-to-day interactions in two languages	<p>songs/poems</p> <p>Develop sense of responsibility towards family and community.</p> <p>Advance:</p> <ul style="list-style-type: none"> •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 <p>Uses intelligence in daily life situations.</p>						
	PROSE L8- Birbal and the Barber Skills- Listening , speaking , reading, writing	DOMAIN: Cognitive Development (Vijnanamaya Kosha) Language and Literacy development Socio-Emotional and Ethical Development (Manomaya Kosha) Curricular	<p>PROSE:</p> <p>C- 7.3 : Uses appropriate tools and technologies in daily life situations.</p> <p>C-9.6: Narrates short stories with clear plot and characters</p> <p>Learning Outcomes:-</p> <p>Basic –</p> <ul style="list-style-type: none"> •Shows inclination to use simple tools while playing •Imagines and narrates personalized endings of the story. 						

	<p>CONCEPT: To teach the importance of wit, humor, presence of mind and intelligence during difficult times.</p> <p>SUB-CONCEPT: Activity Application Intelligence Uses in daily-life</p>	<p>Goal:- PROSE:</p> <p>CG7 : Children make sense of world around through observations and logical thinking.</p> <p>CG-9 Children develop effective communication skills for day-to-day interactions in two languages</p>	<p>Medium-</p> <ul style="list-style-type: none"> •Uses tools and implements effectively in work situations •Narrates their own short stories with simple plots and characters.. <p>Advance:</p> <ul style="list-style-type: none"> •Builds simple tools and implements for using in day-to-day activities •Creates their own stories, with complex plots and multiple characters (as a group) •Uses intelligence in daily life situations. 						
--	---	--	--	--	--	--	--	--	--

	situations								
	<p>GRAMMAR</p> <ul style="list-style-type: none"> •L-15 Preposition • L-12 The Future Tense <p>Skills: dictionary, vocabulary, reading</p> <p>CONCEPT</p> <p>Types and differences writing</p> <p>SUBCON-</p>	<p>DOMAIN:</p> <p>Cognitive Development (Vijnanamaya Kosha)</p> <p>Language and Literacy development Socio-Emotional and Ethical Development (ManomayaKosha)</p> <p>Curricular Goal:-</p> <p>CG-9</p> <p>Children develop effective communication skills for day-to-day interactions in two languages</p>	<p>GRAMMAR:</p> <p>C-9.7: Knows and uses enough words to carry out day-to-day interactions effectively and can guess meaning of new words by using existing vocabulary.</p> <p>Learning Outcomes:-</p> <p>Basic –</p> <ul style="list-style-type: none"> •Predicts meaning of unknown words in texts using picture and context cues. <p>Medium-</p> <ul style="list-style-type: none"> •Uses expanded vocabulary with intentional use of prepositions, action words, descriptive words, tenses, etc.. <p>Advance:</p> <ul style="list-style-type: none"> •Uses children’s dictionaries to identify meanings 						

	CEPT: Tense- chart mentioni ng example s	Children develop the idea of different tenses in prose and poetry.	of unknown words encountered in texts.						
			<p>CwSN Assisted Learning:</p> <p>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.</p> <p>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=MVEZDqvtqbY&si=EnSikalECMiOmarE https://youtu.be/6zHMANYTYbk https://youtu.be/VWNIWjSsF4w</p>						
Dec	• PRO	DOMAIN:	Competency	5 C's	Scientifi	Languag	Classr	Class	Interactive

<p>(22-25 Days) (24-28 pds)</p>	<p>SE: L9- The Great Barrier Reef (Travlogue) Skills- Listening, Reading</p> <p>CONCEPT</p> <ul style="list-style-type: none"> Nature and its Beauty Cooperation, affection <p>SUB-</p>	<p>Language development Literacy Development Socio-Emotional and Ethical Development(Manomaya Kosha) Aesthetic and cultural development. (Anandamaya kosha) Curricular Goal:- PROSE: CG4: Children develop emotional intelligence</p>	<p>PROSE: C- 4.4 Shows cooperative behaviour with other children.</p> <p>Learning Outcomes:-</p> <p>Basic –</p> <ul style="list-style-type: none"> Understands the concept of World Heritage sites. Able to enhance thinking skills <p>Medium-</p> <ul style="list-style-type: none"> Improves writing skills Inculcates the core meaning of prose <p>Advance:</p> <ul style="list-style-type: none"> Introduces the concept of Joyful learning Able to make their own stories 	<p>Collaboration Critical thinking Cooperation</p> <p>Life skills Universal love and peace.</p> <p>Conservation</p> <p>Writing with imagination.</p>	<p>c temper:- Shaping character and values of a person.</p> <p>Technology:-</p>	<p>e English:- Independent writing</p> <p>EVS:- Conservation of natural resources</p>	<p>room and School Garden.</p>	<p>assignments</p> <p>Lesson reading and Story telling</p> <p>Home assignments: Book Exercises</p>	<p>Learning Story telling Brain storming Reflective learning.</p> <p>Suggestive Assessment :- Dictation Worksheet</p> <p>Suggestive resources/Activities: Locate Great Barrier Reef on a map of Australia.</p>
-------------------------------------	---	--	--	---	---	---	--------------------------------	--	--

	<p>CON-CEPT:</p> <p>Value-based question Reference to the context</p>								
	<p>• PROSE:</p> <p>L10 Aliens Pay a Visit (fiction) Skills-Listening, Reading</p> <p>CON-CEPT</p> <ul style="list-style-type: none"> • Universe and its inhabit 	<p>DOMAIN: Language development Literacy Development Socio-Emotional and Ethical Development(Manomaya Kosha) Aesthetic and cultural development. (Anandamaya kosha) Curricular Goal:- PROSE:</p>	<p>Competency</p> <p>C-9.6 Narrates short stories with clear plot and characters</p> <p>Learning Outcomes:-</p> <p>Basic –</p> <ul style="list-style-type: none"> •Able to understand the types of sentences used in prose •Able to enhance thinking skills <p>Medium-</p> <ul style="list-style-type: none"> •Improves critical thinking 						

	<p>ants.</p> <p>SUB-CONCEPT:</p> <p>The interaction between humans and the extraterrestrial components and creatures</p>	<p>CG-9</p> <p>Children develop effective communication skills for day-to-day interactions in two languages</p>	<ul style="list-style-type: none"> •Inculcates the core meaning of prose <p>Advance:</p> <ul style="list-style-type: none"> •Introduces the concept of Joyful learning •Able to make their own stories 						
	<p>GRAMMAR</p> <ul style="list-style-type: none"> • L- 4 Articles • L 14- Conju 	<p>DOMAIN:</p> <p>Language and literacy development</p>	<p>COMPETECY:</p> <p>C-10.3: Recognises all the letters of the alphabet (forms of akshara) of the script (L1) and uses this knowledge to read and write words</p> <p>C10.8:</p> <p>Writes a paragraph to express their</p>						

	<p>nctions</p> <ul style="list-style-type: none"> • Story Writing <p>CON-CEPT Understanding and Identification of articles - proper usage of prepositions and conjunctions</p> <p>SUB CON-CEPT: Learning to write sentences using</p>	<p>Curricular Goal:-</p> <p>CG-10 Children develop fluency in reading and writing</p> <p>CG-11 Children begin to read and write</p>	<p>understanding and experiences.</p> <p>C11.1: Develops phonological awareness.</p> <p>Learning Outcomes:-</p> <p>Basic –</p> <ul style="list-style-type: none"> •Knows that words are made of letters •Identifies rhyming words and alliterations <p>Medium-</p> <ul style="list-style-type: none"> •Recognizes allaksharas(includingsamyuktaksharas)and connects tocorrespondingsounds •Mimics and reproduces syllabic sounds <p>Advance:</p> <ul style="list-style-type: none"> •Recognizes as sightwords commonlyused articles,pronouns, andconnecting words •Combines sounds (vowel and consonant) to form the most familiar words •Introduces the concept of Joyful learning 						
--	--	--	---	--	--	--	--	--	--

	articles, prepositions and conjunctions properly.		•Able to make their own stories						
			<p>CwSN Assisted Learning:</p> <p>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.</p> <p>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</p>						
Jan (22-25 Days)	PROSE AND POETRY: L11- A Unique	DOMAIN: Language development Literacy Development	Competency C- 4.4 Shows cooperative behaviour with other children and society. C-10.5 Reads short stories and comprehends its	5 C's Collaboration Critical thinking	Scientific temper:- Making a specific objectiv	Language English:- Uses of Parts of speech in	Classroom and School Garden.	Class assignments: Loud reading of	Integrative learning Connectedness to the community Synergistic-

<p>(18-21 pds)</p>	<p>Party (Fiction) Skills: Listening, Reading and writing</p> <p>CONCEPT: Making children curious about reading fairy tales and story books.</p> <p>SUB-CONCEPT: Reading and Compre</p>	<p>Socio-Emotional and Ethical Development</p> <p>Curricular Goal:</p> <p>CG4: Children develop emotional intelligence.</p> <p>CG-10 Children develop fluency in reading and writing in Language 1 (L1)2</p>	<p>meaning – by identifying characters, storyline and what the author wanted to say – on their own</p> <p>Learning Outcomes:-</p> <p>Basic –</p> <ul style="list-style-type: none"> •Understands the concept of FAIRY TALE characters •Enjoys playing with other children •Reads picture books and identifies objects and actions •Able to enhance thinking skills <p>Medium-</p> <ul style="list-style-type: none"> •Reads books aloud with short simple texts and uses both visual cues and text to infer and retell the story with accurate sequence and elaboration •Demonstrates willingness to include other’s ideas during play <p>Advance:</p>	<p>Cooperation</p> <p>Life skills Creativity Model-building Learning by doing Learn-how to learn Effective communication</p>	<p>y of lessons, improving imaginary skills, indicating as a ‘multi-disciplinary’.</p> <p>Technology:-</p>	<p>writing, Reading with appropriate pronunciation, Independent writing</p> <p>EVS- Multidisciplinary approach (holistic development)</p>		<p>lessons</p> <p>Format of formal letters</p> <p>Examples of formal letters</p> <p>Home assignments: Practice of formal letters</p> <p>Reference to the context (chapter related)</p>	<p>logic Experiential learning.</p> <p>Suggestive Assessment :-</p> <p>Dictation Worksheet.</p> <p>Suggestive resources/Activities: Making a Birthday Card.</p>
---------------------------	---	---	--	---	---	--	--	---	---

	hension		<ul style="list-style-type: none"> •Frames rules for play with others and follows those rules. •Begins “Independent Reading” of books of more textual content than visual content 						
	<p>Poem 5Grandfather Clock (Literary Device- Rhyme) Skills: Adaptation Accommodation LSRW CONCEPT: Appreciating and valuing elders and their</p>	<p>DOMAIN: Poetry : Language and Literacy Development Curricular Goal:- CG-10 Children develop fluency in reciting the poem. CG11 : Children begin to read and write in language independently</p>	<p>COMPETENCY- C-10.6 Reads short poems and begins to appreciate the poem for its choice of words and imagination C11.2: Uses the knowledge to read and write simple words and sentences independently Learning Outcomes:- Basic – <ul style="list-style-type: none"> •Begins to write the aksharas they recognize and uses them to form simple words •Writes down short words on dictation •Writes sentences with accuracy. Medium- <ul style="list-style-type: none"> •Reads short poems and narrates the literal meaning of the poem </p>						

	<p>things. SUB- CONCEPT: Respecting the traditions. Reference to the context</p>		<ul style="list-style-type: none"> •Writes down with accuracy 3 or 4 syllable words when dictated •Reads simple three to four syllable words that are familiar •Inculcates the core meaning of prose and poetry <p>Advance:</p> <ul style="list-style-type: none"> •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 						
	<p>GRAMMAR</p> <ul style="list-style-type: none"> • L-7 Adverbs • L-16 Interjections <p>CONCEPT: To enable</p>	<p>DOMAIN: Language and literacy development</p> <p>Curricular Goal:-</p> <p>CG-9 Children develop effectively</p>	<p>COMPETENCY-</p> <p>C-9.7 Knows and uses enough words to carry out day-to-day interactions effectively .</p> <p>C11.2: Uses the knowledge to read and write simple words and sentences independently.</p> <p>Learning Outcomes:-</p> <p>Basic –</p> <ul style="list-style-type: none"> •Begins to write the aksharas they recognize and uses them to form simple words •Writes down short words on dictation 						

	<p>the students to identify different types of adverbs in the sentences.</p> <p>Sub Concept:</p> <p>To enable students to use various kinds of adverbs in their writing.</p>	<p>communication skills for day-today interactions in two languages</p> <p>CG11 : Children begin to read and write in language independently.</p>	<ul style="list-style-type: none"> •Writes sentences with accuracy. <p>Medium-</p> <ul style="list-style-type: none"> •Writes down with accuracy 3 or 4 syllable words when dictated •Reads simple three to four syllable words that are familiar •Inculcates the core meaning of prose and poetry <p>Advance:</p> <ul style="list-style-type: none"> •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 						
			<p>CwSN Assisted Learning:</p> <p>Visual Impairment students assistance:</p> <ul style="list-style-type: none"> • Specific points of the topics in audio form. 						

			<ul style="list-style-type: none"> • Use of Bold and Large font pictures book. • Use of embossed flash cards of adverbs. <p>Words cut outs for formation of sentences.</p> <p>Hearing Impairment students' assistance: Take some videos of sign language expert, videos with captions which are related to the chapters.</p> <p>Use Visual aids like flash cards of different games, sibilings with captions.</p> <p>https://youtu.be/uMZV7kmGJc4 https://youtu.be/LNH7z8VIPGA https://youtu.be/nNGiDfCX7PI https://youtu.be/qVo6N4vMPfl</p>						
Feb (22-25 Days)	<p>GRAMMAR:</p> <ul style="list-style-type: none"> • L-9 Active and Passive voice • L-17 Punctuations 	<p>DOMAIN: Language development Literacy Development Socio-Emotional and Ethical Development</p> <p>Curricular Goal:- CG-10:Children develop fluency</p>	<p>Competency C-10.8: Writes a paragraph to express their understanding and experiences C11.2: Uses the knowledge to read and write simple words and sentences independently.</p> <p>Learning Outcomes:-</p> <p>Basic –</p> <ul style="list-style-type: none"> •Begins to write the aksharas they recognize and uses them to form simple words 	5 C's Collaboration Critical thinking Cooperation	Scientific temper:- Making a specific objectivity of lessons, improving imaginary skills, indicating	Language English:- Uses of Parts of speech in writing, Reading with appropriate pronunciation,	Classroom and School Garden.	Class assignments: Loud reading of lessons Format of formal letters Example	Integrative learning Connectedness to the community Synergistic-logic Experiential learning Suggestive Assessment :- Dictation

<ul style="list-style-type: none"> Letter Writing (Informal letters) Unseen Passage Comprehension <p>CONCEPT:-</p> <ul style="list-style-type: none"> Understanding and usage of active and passive voice proper usage of interjections 	<p>in reading and writing in Language 1</p> <p>CG11 : Children begin to read and write in language independently.</p>	<ul style="list-style-type: none"> Writes down short words on dictation Writes sentences with accuracy. <p>Medium-</p> <ul style="list-style-type: none"> Writes down with accuracy 3 or 4 syllable words when dictated Reads simple three to four syllable words that are familiar Inculcates the core meaning of prose and poetry <p>Advance:</p> <ul style="list-style-type: none"> 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 	<p>Life skills</p> <p>Creativity Model-building Learning by doing Learn-how to learn Effective communication</p>	<p>as a 'multi-disciplinary'.</p>	<p>Independent writing</p> <p>EVS- Multidisciplinary approach (holistic development)</p>	<p>s of formal letters</p> <p>Home assignments: Practice of formal letters</p> <p>Reference to the context (chapter related)</p>	<p>Worksheet</p> <p>Suggestive resources/Activities: Making a Birthday Card.</p>
--	--	--	---	-----------------------------------	---	---	---

	<p>Sub-Concept: To enable students to write the sentences independently in active as well as in passive voice</p>								
			<p>CwSN Assisted Learning:</p> <p>Visual Impairment students assistance:</p> <ul style="list-style-type: none"> ● Specific points of the topics in audio form. ● Use of Bold and Large font pictures book. ● Use of embossed flash cards of adverbs. <p>Words cutouts for formation of sentences.</p> <p>Hearing Impairment students assistance:</p>						

			<p>Take some videos of sign language expert, videos with captions which are related to the chapters.</p> <p>Use Visual aids like flash cards of different games, siblings with captions.</p> <p>https://youtu.be/uMZV7kmGJc4</p> <p>https://youtu.be/LNH7z8VIPGA</p> <p>https://youtu.be/nNGiDfCX7PI</p> <p>https://youtu.be/qVo6N4vMPfl</p>						
--	--	--	--	--	--	--	--	--	--

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

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

				<p>3. Note Book submission MM 25 (Weightage 5 Marks)</p> <p>4. Subject Enrichment Activity MM 25 (Weightage 5 Marks)</p>			
Report card will consist of:- 100 marks				Report card will consist of:- 100 marks			
Evaluation	% syllabus	Maximum Marks	Weightage	Evaluation	% syllabus	Maximum Marks	Weightage
Periodic Test-I in Jul	30%	40 Marks	10 Marks	Periodic Test-2 in Dec	30%	40 Marks	10 Marks
Note Book submission	----	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 Maths Class : IV PUBLISHER: Frank Educational Aids											
Month	UNIT/ LESSON:- Number- Lesson No Name:- CONCEPT:-	Domain & Curricular Goals (mapping with Foundational stage)	Competency & Learning Outcome	CWSN	21st Century skills	Integration	Inter- disciplin ary integration	Perio ds	Learning Space	Assignme nts	Suggestive Pedagogies
Apr.	UNIT:- 1 Name:- Number and Numeration CONCEPT:- Writing 5- digit and 6- digit numbers Sub- Concepts *Place Value and Face Value *Indian Place	Domain: Cognitive Development Developing Positive Learning Habits Curricular Goal:- CG-7 Children make sense of the world	Competency C-8.2 Identifies and extends simple patterns in their surroundings and numbers. C-8.4 Arranges numbers up to 999999 in ascending and descending order. C-8.5 Recognizes and	Develop concept and communic ation amongst children through play activities and real life examples.	C's Communica tion, Critical Thinking, Creativity Collaboratio n Life skills: Quantitative reasoning Logical thinking	Arts:- Count the beads on the abacus and write the numbers. Sports:- Staircase game, speaking out the successive number after each step. Scientific temper:- Observe the	English:- Reading the numbers written on the board. EVS: Using the knowledge of numbers in daily life situations.	12 to 14 days	Class room for discussing and explaining the concept of Numbers and Numeratio n. Maths Lab for doing activity based on Numbers.	Class assignme nts Book Exercises and examples . Home assignme nts Show the	Project - based learning Dice game with 5 and 6-digit numbers. Problem solving Suggestive Assessment :- *Quiz *Worksheet *Google

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

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

TEXT BOOK: Learning Maths Class : IV PUBLISHER: Frank Educational Aids											
Month	UNIT/ LESSON: - Number- Lesson No Name:- CONCEPT:-	Domain & Curricular Goals (mapping with Foundational stage)	Competency & Learning Outcome	CWSN	21st Century skills	Integration	Inter-disciplinary integration	Periods	Learning Space	Assignments	Suggestive Pedagogies
Apr.	Unit - 2 Unit - Roman	DOMAIN: Cognitive Development Curricular Goal:-	Competency C-7.3 Uses	Develop concept and communication	C's Communication, Critical	Arts:- Drawing of a clock	Language English:- Tell a story about how roman numerals	5 days	School Math lab Surroundings	Class assignments Book	Project - based learning

<p>Numerals</p> <p>Concept - Identification of Roman Numbers upto 100</p> <p>Sub Concept: *Roman Numerals *Rules for writing numerals * Writing value of each numeral *Identifying and converting Roman numerals to Hindu Arabic numbers and vice</p>	<p>CG-7 Children make sense of the world around through observation and logical thinking.</p> <p>CG-8 Children develop mathematical understanding and abilities to recognize the world through quantities.</p> <p>Kosha Vijnanamaya kosha, is emphasized to engage meaningfully with the cognitive and conscious aspects of human experience.</p> <p>*Anandmayakosha, or experience of transcendence is best addressed</p>	<p>appropriate tools and technology in daily life situations and for learning</p> <p>Learning Outcomes :-</p> <p>Basic :- CG-7 Identify roman numerals upto 10</p> <p>Medium:- CG-8 Usage of roman numerals in making clocks</p>	<p>amongst children through play activities and real life examples.</p>	<p>thinking</p> <p>Life skills Problem solving, quantitative reasoning</p>	<p>Sports:- Arrange the pre numberd balls in ascending order</p> <p>Scientific temper:- Read a paragraph about roman history from Wikipedia</p> <p>Technology:- Make a ppt about your understanding of roman numerals</p>	<p>came into being</p> <p>EVS - Read the numbers written using Roman Numerals in surroundings</p> <p>Art:- Draw a clock with roman numerals</p> <p>Music:- Song on Roman Numerals https://youtu.be/cIadVJuOv4M</p>	<p>Exercises and examples</p> <p>Home assignments Write in Roman numerals .. a) What is a decade and 5 more b) What is a century and 25 more</p>	<p><u>Chronologically collect data off India's freedom movement</u></p> <p><u>Problem solving Exercises and examples</u></p> <p><u>Suggestive Assessment :- Quiz, class interaction, forms quiz</u></p> <p><u>Suggestive resources/Activities</u> <u>Liveworksheets. com, wordwall.com</u></p>
---	---	---	---	---	--	---	---	--

	versa *Use of Roman Numerals * Addition of Roman Numerals	for this age group through art and culture.	Advance :-CG-8 Addition of roman numerals and Identifica tion of Roman numerals upto 1000								
TEXT BOOK: Learning MathsClass : IV PUBLISHER: Frank Educational Aids											
Month	UNIT/ LESSON:- Number- Lesson No Name:- CONCEPT:-	Domain & Curricular Goals (mapping with Foundational stage)	Competency & Learning Outcome	CWSN	21st Century skills	Integration	Inter- disciplinary integration	Periods	Learning Space	Assignments	Suggestive Pedagogies
May	UNIT/ LESSON:- Number- UNIT-3 Name:- Addition CONCEPT:-	DOMAIN: Cognitive Development Curricular Goal 1:- CG-7 Children	Competency :- C-7.3 Uses appropriate tools and technology in daily life situations	Develop concept and communication amongst children through	C's : Communication Collaboration Critical thinking, Creative	Arts:- Draw the abacus and add the numbers shown in it. Sports:- Exploring and playing	English:- Read and comprehend the word problems Evs:- Add the Birth year of father and	10 to 12 days	Home Classroom Maths Lab Surroundings	Class assignments: Book Exercises Home assignments: -	Project -based learning Problem solving Suggestive Assessment :- Worksheets Quizzes Multiple Choice Questions

<p>Addition of 5 or 6 digit Numbers(with or without regrouping) SUB CONCEPT:-</p> <p>*Adding 5 or 6 digit Numbers(without regrouping) *Adding 5 or 6 digit Numbers(with regrouping) *Properties of Addition *Finding the Missing Digits *Word Problems *Framing Word Problems * Estimation</p>	<p>make sense of the world around through observation and logical thinking. CG-8 Children develop mathematical understanding and abilities to recognize the world through quantities. Kosha *Anandmay akosha,or experience of transcendence is best addressed for this age group</p>	<p>and for learning C-8.6 Performs addition of 4-digit numbers fluently using flexible strategies of composition and decomposition Learning Outcomes:- Basic : CG-8 add the given 5 or 6 digit numbers Medium -CG-8 able to solve the problems related to addition Advance:CG-7Frame the addition stories based on daily life</p>	<p>play activities and real life examples.</p>	<p>Thinking Life skills : Analytical thinking Problem solving Creative Thinking Social skills</p>	<p>games that involves concept of addition Scientific temper:- Explore and calculate the population of any two adjacent villages of your paternal grandparents village. Technology:- Making a PPT on population of any three districts of Haryana</p>	<p>mother taking the Day Month and Year(MMDDYY YY) Art:- Draw the abacus and add the numbers shown in it. Music:-Rhyme on addition of numbers</p>		<p>Add the date of birth of Father and mother taking the Day Month and Year(MMD DYYYY)</p>	<p>Suggestive resources/Activities: Live worksheets Games on wordwall https://www.liveworksheets.com/worksheets/en/MATH/Addition_and_subtraction/Addition_grade_4_yu1994166pg</p>
--	--	--	--	--	---	---	--	--	--

	in Addition	through art and culture. *Vijnanama ya kosha, is emphasized to engage meaningfully with the cognitive and conscious aspects of human experience.	situations								
--	-------------	---	------------	--	--	--	--	--	--	--	--

TEXT BOOK: Learning Maths Class : IV
PUBLISHER: Frank Educational Aids

Month	UNIT/ LESSON:- Number- CONCEPT :-	Domain & Curricular Goals (mapping with Foundational stage)	Competency & Learning Outcome	CWSN	21st Century skills	Integration	Inter-disciplinary integration	Periods	Learning Space	Assignments	Suggestive Pedagogies
-------	---	---	-------------------------------	------	---------------------	-------------	--------------------------------	---------	----------------	-------------	-----------------------

MAY	UNIT/ LESSON:- Number- UNIT-4 Name:- Subtraction CONCEPT :- Subtraction of 5 or 6 digit Numbers(with or without regrouping) SUB CONCEPT :- *Subtracting 5 or 6 digit number (without borrowing) *Subtracti	DOMAIN: Cognitive Development Curricular Goal:- CG-7 Children make sense of the world around through observation and logical thinking. CG-8 Children develop mathematical understanding and abilities to recognize the world through quantities. Kosha *Anandmayak osha, or experience of transcendence is best addressed for	Competency C-7.3 Uses appropriate tools and technology in daily life situations and for learning C-8.6 Performs subtraction of 5 or 6-digit numbers fluently using flexible strategies of composition and decomposition Learning Outcomes:- Basic :CG-8 subtract the given 5 or 6 digit numbers Medium -CG-8 able to solve the problems related to	Develop concept and communication amongst children through play activities and real life examples. Audio visual aids will be used acc to the disabilities.	C's : Communication Collaboration Critical thinking, Creative Thinking Life skills : Analytical thinking Problem solving Creative Thinking Social skills	Arts:- Draw the abacus and subtract the numbers shown in it. Sports:- Exploring and playing games that involves concept of subtraction Scientific temper:- Explore and calculate the population of any two adjacent	10 to 12 day s	Class room Maths Lab Surroundings	Class assignments Book Exercise Home assignments:- Subtract the number by writing date of birth your Father and mother in the following pattern (MMD DYYY Y)	Project -based learning Problem solving Suggestive Assessment :- Worksheets Quizzes Multiple Choice Questions Suggestive resources/Activities: Liveworksheets Games on wordwall https://www.liveworksheets.com/worksheets/en/Math/Subtraction/Class_4-_Subtraction_ec1874500yz
-----	---	--	---	--	---	---	----------------------------	--	--	--

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

TEXT BOOK: Learning Maths Class : IV
PUBLISHER: Frank Educational Aids

Month	UNIT/ LESSON:- Lesson Number- Name:- CONCEPT	Domain & Curricular Goals (mapping with Foundational stage)	Competency & Learning Outcome	CWSN	21st Century skills	Integration	Inter-disciplinary integration	Periods	Learning Space	Assignments	Suggestive Pedagogies
-------	--	---	-------------------------------	------	---------------------	-------------	--------------------------------	---------	----------------	-------------	-----------------------

July	Lesson Number - UNIT-5 Name- Multiplication Concept - Multiplication as repeated addition Sub Concepts:- * Multiplication of 2,3 & 4 digit number by 1 digit number *Multiplication of 2 &3 digit numbers by 2 or 3 digit number * Properties	DOMAIN: Cognitive Development Curricular Goal:- CG-7 Children make sense of the world around through observation and logical thinking. CG-8 Children develop mathematical understanding and abilities to recognize the world through quantities. Kosha	Competency C-7.3 Uses appropriate tools and technology in daily life situations and for learning. Learning Outcome Basic: CG-7 Participates in discussing the classroom norms and behaves according to the norms. Medium: CG-7 Reads,	Develop concept and communication amongst children through play activities and real life examples.	C's Creativity Communication Critical Thinking Collaboration Life skills Decision making Self awareness Building skills.	Arts:- Drawing of square grid for lattice multiplication. Sports:- Learning multiplication through repeated addition using balls. Scientific temper:- Framing word problems related to multiplication. Technology:-	English:- Reading and vocabulary development Evs:- Multiply your birth year with your age. Art:-Drawing square grids for doing lattice multiplication Music:- Learning tables 2 to 10 in rhythmic way. https://youtu.be/cuxmjgkjU0	10 days	Classroom, Mathematics Lab	Class assignments : Discussion of word problems related to multiplication. Home assignments : Framing word problems related to multiplication.	Learning by doing Problem solving Suggestive Assessment :- 1.Role-playing 2.Worksheet 3. Multiple-choice questions 4. Lower order thinking skills questions 5. HOTS
------	---	--	---	--	---	---	---	---------	----------------------------	---	--

	<p>of Multiplication</p> <p>* Word Problems</p> <p>*Lattice multiplication</p> <p>*Estimating the product</p>	<p>Vijnanamaya kosha, is emphasized to engage meaningfully with the cognitive and conscious aspects of human experience.</p> <p>*Anandmayakosha, or experience of transcendence is best addressed for this age group through art and culture.</p>	<p>identifies and solve the problems given in the book using gained knowledge.</p> <p>Advance: CG-8</p> <p>Solve real life problems using multiplication facts.</p>			<p>Make a PPT on multiplication</p>				<p>questions</p> <p>Suggestive resources/Activities</p> <p>Live worksheets.com</p>
<p>TEXT BOOK: Learning Maths Class : IV</p> <p>PUBLISHER: Frank Educational Aids</p>										

Month	UNIT/ LESSON:- Number- Lesson No Name:- CONCEPT :-	Domain & Curricular Goals (mapping with Foundatio nal stage)	Competenc & 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 l 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	Language 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/VvQelzRQe7k	10da ys	Classroom, Mathematics Lab,	Class assignme nts : Discussion 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

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

		given in the book using gained knowledge. Advance: CG-8 Solve real life problems using division facts like how to handle money, how to get equal share etc.,								
--	--	--	--	--	--	--	--	--	--	--

TEXT BOOK: Learning Maths Class : 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	Inter- disciplina ry integratio n	Period s	Learni ng Space	Assign ments	Suggestive Pedagogies

CONCEPT & SUB CONCEPT: -									
-----------------------------------	--	--	--	--	--	--	--	--	--

August	<p>Unit : 7</p> <p>Unit Name : Multiples and Factors</p> <p>Concept: Factors and Multiples</p> <p>Sub Concepts : * Multiples *Common multiples *Even and odd numbers *LCM, common factors, HCF, prime numbers and Factor tree</p>	<p>DOMAIN: Cognitive Development</p> <p>Curricular Goal:- CG-7 Children make sense of the world around through observation and logical thinking. CG-8 Children develop mathematical understanding and abilities to recognize the world through quantities. Kosha *Annamaya kosha and pranamaya kosha understood together,includes bodily awareness and embodied learning through active</p>	<p>Competencies : C-7.1 Observes and understands different categories of objects and relationships between them. C-8.7 Recognises multiplication as repeated addition and division as equal sharing.</p> <p>Learning Outcomes Basic :CG-7 Know about the basic concept of multiples and factors.</p> <p>Medium :CG-8 Know about even numbers, odd numbers, prime numbers, composite</p>	<p>C's *Creativity *Communication *Critical Thinking *Collaboration</p> <p>Life skills *Problem solving *Emotional skills-develop confidence, cope with challenges. * Decision making</p>	<p>Arts:-By drawing and colouring of square grid of 10 X 10 to find prime numbers 1 to 100</p> <p>Sports:- Understanding the basic concept of LCM skipping by 2 and 3 steps</p> <p>Scientific temper:- Relationship between multiples and factors</p> <p>Technology:- Solving</p>	<p>Language</p> <p>English:- Reading, understanding and solving word problems</p> <p>EVS :- Make a Factor tree of the age of your grand parents</p> <p>Art:- Colouring even numbers red and odd numbers green.</p> <p>Music:- Song on</p>	8 days	<p>Maths Labs and Classroom</p>	<p>Class assignments: Book Exercises</p> <p>Home assignments: Questions reframed under Competency based learning formats.</p>	<p>Activity based learning</p> <p>Problem solving</p> <p>Group Activity</p> <p>Suggestive Assessment :- 1. Group discussion 2. Multiple-choice questions 3. Class Test 4. HOTS questions</p> <p>Suggestive resources/ Activities : live worksheets .com (Free</p>
--------	---	--	--	---	---	---	--------	---------------------------------	---	---

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

TEXT BOOK: Learning Maths4 Class- IV

PUBLISHER: Frank Educational Aids

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

Sept.	<p>Lesson No 8: Fractions.</p> <p>Concept: Fractions and related concepts</p> <p>Sub Concepts :-</p> <ul style="list-style-type: none"> *Equivalent Fractions *Types of Fractions *Comparison of Fractions *Mixed Fractions *Addition and Subtraction 	<p>DOMAIN: Cognitive Development</p> <p>Curricular Goa 1:- CG-7</p> <p>Children make sense of the world around through observation and logical thinking.</p> <p>CG-8</p> <p>Children develop mathematical understanding and abilities to recognize the world through quantities.</p> <p>Kosha</p> <p>Vijnanamaya kosha, is emphasized to engage meaningfully</p>	<p>Competency :</p> <p>C-7.1 Observes and understands cause and effect relationships in nature by forming simple hypothesis and uses observations to explain their hypothesis</p> <p>C-7.3 Uses appropriate tools and technology in daily life situations</p> <p>Learning Outcomes:-</p> <p>Basic : CG-7 Understand</p>	<p>Develop concept and communication amongst children through play activities and real life examples.</p> <p>Activity : Flower Fraction</p> <p>A flower with 8 petals will be drawn. The petals to be coloured as per the colour scheme, 2/8</p>	<p>C's :</p> <p>Communication Collaboration Critical thinking Creative Thinking Life skills :</p> <p>Analytical thinking Problem solving Creative Thinking Social skills</p>	<p>Arts:-</p> <p>Showing Equivalent Fractions using figures such as rectangles</p> <p>Sports:-</p> <p>Kaboom game to explain the concept of equivalent fraction</p> <p>Scientific temper:-</p> <p>The students will be given questions to answer logical question</p> <p>Technology:- Make a</p>	<p>Language English:-</p> <p>Communicating a given fraction using a complete sentence, 1/4 ,one part out of 4 equal parts</p> <p>EVS-</p> <p>Make a peacock using fractional parts of a circle such as 1/2, 1/6, 1/10, 1/16 etc.</p> <p>Art:-</p> <p>Shade the given fraction.</p>	6 to 7 days	Class room Play ground Maths Lab	<p>Class assignments :</p> <p>Book exercises</p> <p>Home assignments :</p> <p>Make a fraction wheel</p>	<p>Project - based learning :</p> <p>Make a chart showing Equivalent Fractions</p> <p>Problem solving</p> <p>Suggestive Assessment :-</p> <ul style="list-style-type: none"> *Mental Ability Based Worksheet *Class Test <p>Suggestive resource s/Activities</p>
-------	---	--	---	--	--	--	---	-------------	----------------------------------	---	--

<p>ion of Fractions</p>	<p>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.</p>	<p>s the basic format of the fraction. Medium :CG-8 Differentiate between like and unlike fractions, find equivalent fraction and compare the given fractions.</p> <p>Advance: CG-8 Use the knowledge of fractions in day to day life and solve the given</p>	<p>- Red , 1/8 Blue , 5/8 Yellow</p>	<p>PPT on the most interesting topic of the unit.</p>	<p>Music: A song related to fractions. https://youtu.be/D3Va4gt1bPY</p>	<p>ies : Liveworksheets Word wall games</p>
--------------------------------	---	---	--------------------------------------	---	--	---

TEXT BOOK: Learning Maths Class : IV

PUBLISHER: Frank Educational Aids

Month	UNIT-9/ Name:- Decimals Concept and Sub- concepts	Domain & Curricular Goals (mapping with Foundational stage)	Competency & Learning Outcome	CWSN	21st Century skills	Integration	Inter-disciplinary integration	Periods	Learning Space	Assignments	Suggestive Pedagogies
Oct	UNIT-9 Name:- Decimals CONCEPT:- Like and Unlike decimals and comparison of decimals Sub Concepts: - *Like decimals and	Domain: Cognitive Development Developing Positive Learning Habits Curricular Goal:- CG-7 Children make sense of the world around through observation	Competency : C-8.10 Performs simple transactions using money. C-8.13 Formulates and solves simple mathematical problems related to	Develop concept and communication amongst children through play activities and real life examples. Activity: A shape will be given to students in fraction to match with its decimal value .	C's : Collaboration Critical thinking Life skills : Analytical thinking Problem solving Creative Thinking	Arts:- Draw the shaded portion to show the decimal value of the given number. Sports :- Mone	Language English:- Communicating a given decimals using a complete sentence, 25.25 EVS- Dividing soft drink equally among family members. Art:- Shade the given decimal value in the figure. Music: A song related to decimal. https://youtu.be/oF2fIT	5 days	*Class room *Play ground * Maths Lab	Class assignments : solved the problems related to decimal Book exercises Home	Project - based learning Make a Place- value- chart on decimals Problem solving - Solve daily life problems related to decimals Suggestive

<p>Unlike decimals * conversion of decimals into fractions and vice-versa *Types of Decimals *Conversion of decimals into fraction and vice-versa *Comparison of Decimals</p>	<p>and logical thinking. CG-8 Children develop mathematical understanding and abilities to recognize the world through quantities. Kosha - *Vijnanam aya kosha, is emphasized to engage meaningfully with the cognitive and conscious aspects of human experience.</p>	<p>quantities, measurements and money. Learning Outcome s:- Basic : CG-7 ,Understands the basic format of the decimals : Place value, diagrammatical representation Medium: CG-8 Differentiate</p>			<p>y and time game - To explain the concept of decimals Scientific temper :-The students will be given the decimal terms to relate with fractional one. Techn</p>	<p>ujB4c</p>		<p>assignments : Make a decimal wheel</p>	<p>Assessment :- *Mental Ability Based Worksheet *Multiple choice questions *Class test Suggestive resources/ Activities : Livework sheets and word wall games https://www.liveworksheets.com/worksheets/en/Math/Decimals</p>
---	---	--	--	--	---	--------------	--	--	--

		<p>*Anandma yakosha, or experience of transcendence is best addressed for this age group through art and culture.</p>	<p>between like and unlike decimal and compare the given decimals .</p> <p>Advance : CG-7</p> <p>Use the knowledge of decimals in day to day life and solve the given</p>		<p>ology:</p> <p>-</p> <p>Make a PPT on the most interesting topic of the unit.</p>				
--	--	---	---	--	---	--	--	--	--

TEXT BOOK: Learning Maths Class : IV

PUBLISHER: Frank Educational Aids											
Month	UNIT/ LESSON: - Number- Lesson No 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
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 Sub Concepts:	Domain: Cognitive Developm ent Developin g Positive Learning Habits Curricular Goal:- CG-7 Children make sense of the world around	Competen cy : C-7.1 Observes and understan ds different categories of objects and relationshi p between them. C- 8.9 Performss imple	Develop concept and communic ation amongst children through play activities and real life examples. Activity : A few objects	C's : Creativity Communic ation Critical thinking Collaborati on Life skills : Problem solving	Arts:- To draw two objects whose length is in cm andmet res, whose weight is in grams and kilogra ms,	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 grams and kg, capacity in litres	8 days	Maths Lab, Classroo m, Surround ings	Class assign ments : Book exerci ses Home assign ments : To find and	Project - based learning : Problem solving Suggestiv e Assessme nt :- Workshee ts, Class test Suggestiv

<p>*Units of Length</p> <p>*Conversions of units of Length</p> <p>*Addition, Subtraction, Multiplication and Division of units of Length</p> <p>*Word Problems based on four basic operations of length</p> <p>*Units of Weight</p> <p>*Conversions of units of Weight</p> <p>*Addition</p>	<p>through observation and logical thinking.</p> <p>CG-8 Children develop mathematical understanding and abilities to recognize the world through quantities.</p> <p>Kosha - *Anandmayakosha, or experience of transcendence is best addressed for this age group through</p>	<p>measurements of length, weight and volume of objects in their immediate environment.</p> <p>Learning Outcomes :-</p> <p>Basic(CG-8)</p> <p>Identifies and convert units of length, mass and capacity.</p> <p>Medium (CG-8)</p> <p>Able to do addition, subtraction</p>	<p>will be kept on the table. The students will be told to segregate them according to different ways of measurement</p>	<p>whose capacity is in litres and millilitres.</p> <p>Sports:</p> <p>Races will be organized to enhance the concept of length.</p> <p>Scientific temper:-</p> <p>To estimate the length of given objects,</p>	<p>and millilitres.</p> <p>Music:</p> <p>Composing and singing a song on comparison of measurement</p> <p>https://youtu.be/djTNUp4XIRo</p>	<p>draw containers whose capacity is in litres and in millilitres.</p>	<p>e resources/ Activities</p> <p>:</p> <p>Live worksheets (https://wordwall.net/resource/28299968)</p> <p>Measuring activities.</p>
---	---	---	--	--	---	--	--

Capacity											
----------	--	--	--	--	--	--	--	--	--	--	--

TEXT BOOK: Learning Maths Class : IV											
PUBLISHER: Frank Educational Aids											
Month	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	Assignm ents	Suggestive Pedagogie s
Oct	UNIT/ LESSON: - Number- 10 Name:- The Metric System Concept: Units of Length, Mass and Capacity Sub	Domain: Cognitive Developm ent Developin g Positive Learning Habits Curricular Goal:- CG-7 Children make sense of the world	Competen cy : C-7.1 Observes and understan ds different categories of objects and relationshi p between them. C- 8.9 Performss	Develop concept and communic ation amongst children through play activities and real life examples. Activity : A few	C's : Creativity Communic ation Critical thinking Collaborati on Life skills : Problem solving	Arts:- To draw two objects whose length is in cm andmet res, whose weight is in grams and kilogra	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	8 days	Maths Lab, Classroo m, Surround ings	Class assignm ents : Book exercise s Home assignm ents : To find and draw containe	Project - based learning : Problem solving Suggestive Assessmen t :- Worksheet s, Class test Suggestive

<p>Concepts: *Units of Length *Conversions of units of Length *Addition, Subtraction, Multiplication and Division of units of Length *Word Problems based on four basic operations of units of length *Units of Weight *Conversions of units of Weight</p>	<p>around through observation and logical thinking. CG-8 Children develop mathematical understanding and abilities to recognize the world through quantities. Kosha - *Anandmayakosha, or experience of transcendence is best addressed for this age group</p>	<p>imple measurements of length, weight and volume of objects in their immediate environment. Learning Outcomes :- Basic(CG-8) Identifies and convert units of length, mass and capacity. Medium (CG-8) Able to do addition,</p>	<p>objects will be kept on the table. The students will be told to segregate them according to different ways of measurement</p>	<p>ms, whose capacity is in litres and millilitres. Sports: Races will be organized to enhance the concept of length. Scientific temper:- To estimate the length of given</p>	<p>and metres, weight in grams and kg, capacity in litres and millilitres. Music: Composing and singing a song on comparison of measurement https://youtu.be/djTNUp4XIRo</p>	<p>rs whose capacity is in litres and in millilitres.</p>	<p>resources/Activities : Live worksheets (https://www.workwall.net/resource/28299968) Measuring activities.</p>
--	--	--	--	---	---	---	--

<p>*Addition , Subtraction, Multiplication and Division of units of Weight</p> <p>*Word Problems based on four basic operations of units of Weight</p> <p>*Units of Capacity</p> <p>*Conversions of units of Capacity</p> <p>*Addition , Subtraction, Multiplication and Division of units</p>	<p>through art and culture.</p> <p>Vijnanam aya kosha, is emphasized to engage meaningfully with the cognitive and conscious aspects of human experience.</p>	<p>subtraction, multiplication and division of different units of measurement.</p> <p>Advance: (CG - 7)Able to solve word problems based on units of measurement.</p>			<p>objects, weight of given items and capacity of given containers</p> <p>Technology: To make a PPT on units of length, mass and capacity</p>					
--	---	---	--	--	--	--	--	--	--	--

	of Capacity											
--	----------------	--	--	--	--	--	--	--	--	--	--	--

TEXT BOOK: Learning Maths Class- IV PUBLISHER: FRANK EDUCATIONAL AIDS											
Month:	UNIT/ LESSON:- Number- Name:-	Domain & Curricular Goals (mapping with Foundational stage)	Competen cy & Learning Outcome	CWSN	21st Century skills	Integratio n	Inter- disciplinary integration	Perio ds	Lear ning Spa ce	Assign ments	Suggesti ve Pedagogi es
Nov	Unit No 11 Unit Name: Geometry *Revision of 2- D/3-D shapes * Line Segment ,Line, Ray * Tiling Patterns *Reflection Symmetry *Circle Sub-Concepts * Drawing line segments *Tessellation using hexagons,rectangles and triangle * Patterns * Terms related to circle-	Domain: Cognitive Development Curricular Goal:- CG-7 Children make sense of the world around through observation and logical thinking. CG-8 Children	Competen cy C 8.8 Recognis es basic geometric shapes and their observabl e properties C8.12 Develops adequate vocabular y for comprehe nding concepts and	Develop concept and communicat ion amongst children through play activities and real life examples. Activity : The child will be asked to pick up specific coloured object around and tell its	C's : Creativity Critical thinking Collaborat ion Life skills: Problem solving ,Analytical thinking	Arts:- Drawing of shapes with real objects Sports:- Different standing patterns can be made by students Scientific temper: Helping students to develop	Language - English:- Vocabulary development, reading EVS:- Weaving activity using satin ribbons of different colours showing patterns Art:- Drawing of a scenery using different shapes.	6 days	Class- room Maths- lab Play ground	Class assignments - *Discuss the objects having different shapes, terms of a circle. *Use different types line and pattern	Project - based learning Learning by doing Problem solving- matching of shape with real life objects. Suggesti ve Assessm ent :- using

<p>Diameter, Chord, Radius *Horizontal and vertical symmetry</p>	<p>develop mathematical understanding and abilities to recognize the world through quantities. Kosha - *Anandmayakosha, or experience of transcendence is best addressed for this age group through art and culture. *Vijnanamaya kosha, is emphasized to engage meaningful</p>	<p>procedures related to shapes. Learning Outcomes :- * Basic: (CG-7) Able to differentiate between 2D and 3D shapes around themselves * Medium: (CG-8) Knows about Line segment, Ray, curved lines, circle, diameter</p>	<p>shape, use it to make a tessellation pattern.</p>	<p>scientific temper for mirror image/symmetry Technology:- Make a PPT of patterns</p>	<p>Music:- Song based on 3D shapes will be recited https://youtu.be/guNdJ5MtX1A</p>	<p>s to make tessellation patterns. Home assignments- *Make any one tiling pattern found in your surroundings. *Measure the diameter of 5 objects found at your home.</p>	<p>cubes make closed figure Suggestive resources / Activities : *Through thread painting make a pattern/ * Make tessellation pattern of your choice.</p>
--	--	---	--	--	---	---	--

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

TEXT BOOK: Learning MathsClass : IV

PUBLISHER: Frank Educational Aids

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

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

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

TEXT BOOK: Learning Maths 4 Class- IV
PUBLISHER: Frank Educational Aids

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

		stage)										
--	--	--------	--	--	--	--	--	--	--	--	--	--

Dec	<p>UNIT/ LESSON :- Number-13 Name:- Time Concept: Reading a clock Sub Concepts : *Minute hand and Hour hand * Telling Time to the correct 5 minutes * Reading Time to the exact minute * Concept</p>	<p>Domain: Cognitive Development</p> <p>Curricular Goal CG-7 Children make sense of the world around through observation and logical thinking. CG-13 Children develop habits of learning that allow them to engage</p>	<p>Competency : C-8.10 Performs simple measurements of time in minutes, hours, day, weeks, and months C-13.1 Attention and intentional action: Acquires skills to plan, focus attention, and direct activities to achieve specific goals</p> <p>Learning Outcomes:- Basic : CG-8Use of</p>	<p>Explain the concept of Time by making clock on a paper plate and taking real life situations.</p> <p>Activity : Make a paper clock with the minutes underneath the hour</p>	<p>C's :</p> <p>Communication Collaboration Creative thinking Critical thinking Cooperation</p> <p>Life skills : * Problem solving * Analytical thinking * Time management</p>	<p>Arts:- Make a table calendar for the year 2023 of all the months in a year. - Use red colour for the months having 31 days. - Use blue colour for the months having 30 days. - Use brown colour for the month</p>	<p>Language English:- Reading Time and Calendar EVS- Planning day-to-day activities</p> <p>Art:- Colour the birth dates of your family members on calendar .</p> <p>Music: Poem on 'Time' https://youtu.be/RaAJZQxCEs</p>	7 days	Classroom Maths Lab Activity Room	<p>Class assignments : Book Exercises</p> <p>Home assignments : Plan your day, mentioning time at which you will carry out all the activ</p>	<p>Project - based learning : Make a model of the clock. Make calendar of your birth day month. Problem solving</p>
-----	--	--	--	---	--	---	---	--------	---	--	---

of 'to' and 'past' * am and pm * Time Conversions - Hours into minutes - Minutes into seconds - Hours into seconds *Duration of Time * Reading A Calendar - The Knuckle	actively in formal learning environments like a school classroom Kosha - *Annama ya kosha and pranamay a kosha understood together, includes bodily awareness and embodied learning through active engagement of all sensorial	vocabulary about Time and Calendar through discussion and story telling. Medium : CG-8 read a clock and calendar. Advance: CG-7 TOo solve real life problems like finding elapsed time, Analysing Time tables.	hand .it will help the child to learn the minutes that represent each hour numberSet the minute and hour hand and read the time .Then we can checktime in minute also.	having 28/29 days. Sports:- Note the time taken to complete 100 m race . Convert this time in seconds and hours. Scientific temper:- Make a timeline for the events on a school day. Technology: Use of ppt				ities.	Suggestive Assessment :- *Worksheets *Multiple-choice questions *Lower order thinking skills questions *Hot
---	---	--	--	---	--	--	--	--------	--

	Trick * Calendar Conversions - Months into Days - Weeks into Days - Days into Hours	perceptions. Vijnanam aya kosha is emphasized to engage meaningfully with the cognitive and conscious aspects of human experience.									and animation videos.							ques tions Sug gesti ve reso urce s/Ac tivity es : live wor kshe et http s:// ww w.li vew orks heet s.co m/w orks heet s/en/ Mat h/Ti
--	--	---	--	--	--	--	--	--	--	--	-----------------------------	--	--	--	--	--	--	--

											me
--	--	--	--	--	--	--	--	--	--	--	----

TEXT BOOK: Learning Maths 4 Class- IV

PUBLISHER: Frank Educational Aids											
Month	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 *Word Problems	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 quantities. Kosha -	Competency 7.3 Uses appropriate tools and technology in daily life situations . 8.11 performs simple transactions using money up to INR 100 Learning Outcomes:- Basic :(CG-)Learns to verify a bill,Understan s concept of	Develop concept and commun ication amongst children through play activities and real life example s . Activity : Build an ATM from cardboar d that really	C's : Collabor ation Critical thinking Life skills : Analytic al thinking Problem solving Creative Thinkin g	Arts:- Making your own piggy bank using colourful paper,box etc Sports:- Kaboom game To explain the concept of Money Scientific temper:-	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 on Money. https://youtu.be/zY	5 days	Classro om Maths Lab	Class assign ments : Book exerci ses Home assign ments : Make a bill for grocer y items your mothe	Project -based learnin g : Model of ATM Proble m solvin g Sugge stive Assess ment :- Works heet Sugge

*Making Bills	Vijnanamaya kosha, is emphasized to engage meaningfully with the cognitive and conscious aspects of human experience. **Annamaya kosha and pranamaya kosha understood together, include sbodily awareness and embodied learning through active enegagement of all sensorial perceptetions.	oney onversion Medium :(CG-) Applies the our fundamental arithmetic operations in solving riblems involving money. Advance:(CG-) Use the knowledge of Money in day to day life and dealing with he situation n their own.	dispense s money when you swipe a card.		The students will observe and identify currency system. Technolo gy :-PPT and related videos will be shown.	yKH8Loe9s			r bought in a week.	stive resour ces/Ac tivities : Livew orkshe ets.co m Games on wordw all https:// www.l ivewor ksheet s.com/ works heets/e n/Mat h/Mon ey
---------------	--	---	---	--	---	-----------	--	--	---------------------	--

TEXT BOOK: Learning Maths Class : IV

PUBLISHER: Frank Educational Aids											
Month	UNIT/ LESSON:- Number- Lesson No Name:-	Domain & Curricular Goals (mapping with Foundational stage)	Compete ncy & Learning Outcome:	CWSN	21st Century skills	Integrati on	Inter-disciplinary integration	Perio ds	Learning Space	Assignm ents	Suggestive Pedagogies
Dec	UNIT/ LESSON:- Number-15 Name:-Number Patterns Concept:Figurepattern s,patterns with consecutive numbers,patterns in even and odd numbers,casting out nines Sub Concepts: *Figure Patterns *Finding Patterns in the 10x10 grid *Patterns with consecutive numbers *Patterns in multiplication	DOMAIN: Cognitive Development Curricular Goal:- CG-7 Children make sense of the world around through observation and logical thinking. CG-8 Children develop mathematical understanding and abilities to recognize the	Compete ncy : C-7.1 Observes and understand s different categorie s of objects and relationsh ips between them. C-8.2 Identifies and	Explai n the concep t of pattern s with real life situatio ns. Activit y : student s will be asked to comple	C's : Collabora tion Critical Thinking Life skills : Problem Solving Decision Making Creative thinking	Arts:- Students will be asked to draw and colour a pattern using various shapes Sports:- Students will form a pattern accordin	Language English:- Students will write a poem based on patterns EVS- Students will observe the patterns in nature Art:- Students will draw the animals having patterns Music: Students will sing a song on patterns (Even and odd numbers) https://youtu.be/4a2c7HsRyuk	6 days	Classroom Surround ings Maths Lab	Class assignme nts : Book Exercise s Home assignme nts : Students will make patterns on even and odd numbers	Project -based learning : Problem solving Suggestive Assessment :- Worksheet Quiz Suggestive resources/Acti vities : Liveworksheet s.com Games on wordwall

<p>*Patterns in even and odd numbers *Casting out nines</p>	<p>world through quantities, shapes and measures</p> <p>Kosha KoshaVijnana maya kosha, is emphasized to engage meaningfully with the cognitive and conscious aspects of human experience. *Anandmayako sha, or experience of transcendence is best addressed for this age group through art and culture.</p>	<p>extends simple patterns in their surroundings, shapes, and numbers.</p> <p>Learning Outcome s:- Basic : CG-8 identify symmetrical objects and patterns around in surroundings.</p> <p>Medium : CG-8 Enlist symmetrical</p>	<p>te the figure patterns</p>		<p>g to the houses</p> <p>Scientific temper:- Students will explore the patterns.</p> <p>Technology: Students will make a pattern using shapes on computer</p>					
---	--	---	-------------------------------	--	--	--	--	--	--	--

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

TEXT BOOK: Learning Maths Class : V

PUBLISHER: Frank Educational Aids

Month	Unit/ Lesson No, Lesson Name, Concept & sub concepts	Domain & Curricular Goals (mapping with Foundational stage)	Competency & Learning Outcome:	CWSN	21st Century skills	Integration	Inter- disciplina ry integratio n	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) Sub	Domain: Cognitive Development , Socio- Emotional and Ethical development. Curricular Goal : CG-7 Children make sense of the world around through observation and logical thinking. them CG-6 Children develop a positive	Competency : C-7.1 Observes and understands different categories of objects and relationship s between them. C-6.1 Shows care for and joy	Develop concept and communicati on amongst children through activity and real life examples. Activity : Making pictograph to show the favourite fruit of 10 students.	C's : *Communicat ion *Creativity *Collaboratio n *Critical Thinking Life skills : *Problem Solving *Decision Making *Self Awareness	Arts:- Drawing and making patterns in pictograph . Sports:- Count different colour-balls and segregate them. Scientific temper:- Interpret	Language English:- Read different types of graphs EVS- Collect data of liking different colours of Dresses from 10 students	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 ts :	Project -based learning Problem solving Experiential Learning Suggestive Assessment :- 1) Quiz 2) Worksheet 3) Project (Group activity) Suggestive resources/Activi

<p>concepts : * Reading and representing data in tabular form with Pictograph *Bar graph.</p>	<p>regard for the natural environment around them</p> <p>Kosha :- * Anandmayakosha, or experience of transcendence is best addressed for this age group through art and culture.</p> <p>The development of the intellect, or vijñanamaya kosha, is emphasized to engage meaningfully with the cognitive and conscious aspects of human experience.</p>	<p>in engaging with all life forms</p> <p>Learning Outcomes:- Basic : (CG-7) Read different types of graphs such as pictograph and bar graph and find answers .</p> <p>Medium : (CG-7) Represent data in the form of Tally marks, Pictograph and bar graph.</p> <p>Advance: (C</p>		<p>*Analysis</p>	<p>different types of graph; Collect, analyze and represent data in different types of graphs.</p> <p>Technology :- Interpret the information on display board of attendance, which is given as tabular form.</p>	<p>and represent it in the form of Bar graph.</p> <p>Art:- Drawing and colouring different types of Pictograph/ bar graph. Also fill them with different patterns.</p> <p>Music: Nil</p>		<p>Make a Pictograph representing the favourite places of family members which they want to visit.</p>	<p>ties : Collect the data of age of your family members and represent it in the form of Bar-graph.</p>
---	---	---	--	------------------	--	--	--	--	--

			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									

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

Class: IV

Subject: EVS

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

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

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

CENTRALISED SYLLABUS Bifurcation for APS (Primary Preparatory Class 4)
Environmental Studies

Month Number of periods	Unit /Lesson Number:	Domain & curricular Goals (Mapping with foundational stage)	Competency and learning outcomes	21st Century Skills	Integrating AWES Initiatives	Interdisciplinary Integration	Learning space (suggestive)	Assignments (suggestive) (observation, checklist, worksheets, rubrics & portfolio)	Pedagogies (suggestive)
-------------------------	----------------------	--	----------------------------------	---------------------	------------------------------	-------------------------------	-----------------------------	---	-------------------------

<p>Apr (no of days-25)</p> <p>Number of periods=9</p>	<p>Unit /Lesson Number:1</p> <p>Name:-Family and relationships</p> <p>Concept- Family(As a unit of a society)</p> <p>Sub-concept:-</p> <p>Me and my family (understanding relationship)</p> <p>Knowing my family type</p> <p>Types of family- (nuclear, joint and extended)</p> <p>Characteristics of a family(caring, respect, sharing, values, habits)</p> <p>Categorization of family (Paternal and Maternal, family tree)</p>	<p>Domain: socio-emotional and ethical development</p> <p>Curricular Goals: CG4 Children develop emotional intelligence i.e. ability to understand and manage their own emotions and respond positively towards a positive norms.</p>	<p>Panchkosha Vikas- Mannomaya kosha</p> <p>C4.1(Curricular progression from NCF FDLN stage) Starts recognizing self as an individual belonging to a family and community</p> <p>Learning Outcomes-</p> <p>Basic-identifies relationships with family members</p> <p>Medium- Identifies names , and associates relationship with family and among extended family.</p> <p>Advanced- Expresses & demonstrates comprehension (oral, reading and writing) The importance of a family.</p> <p>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 cards having large font to help the read the words. Use felt/flannel/ alphabets , cutouts to help form the words.</p> <p>Hearing Impairment studentsassistance: Take some videos of sign language experts and embed in your presentations to supportthe child to learn with the rest of the class.</p> <p>Refer apps for learning Involve & communicate with parents.</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">I i f e s k i l l s T h i n k i n g s k i l l s S o c i a l s</p>	<p>ARTS:- Identifying traditional art forms, as a family tradition culture in India</p> <p>Sports:- Exploring & playing games that families play together</p> <p>Scientific Temper:- Exploring family beliefs and applying rational thinking</p> <p>Technology- Creating newsletters on my family history</p>	<p>Language-English- Writing a narrative on “My Family history and roots”</p> <p>Maths- Looking at a bar graph/pie chart on Population survey.</p> <p>Art- Identifyin g Traditiona l Art forms as a family tradition and culture in India.</p> <p>Music:- Exploring popular songs on concept of Family</p>	<p>Assem bly hall or Activit y room for role play</p> <p>AV room for present ations on origin and history of family</p> <p>Librar y for studyin g family as a unit of society</p>	<p>Class Assignments:- Worksheets based on Competency based learning</p> <p>Home Assignments:- Share your views on following statement- “ Without families, our life would become very difficult”</p> <p>Flipped Classroom:- Giving notes to study at home for discussion in class specific theme:</p> <p>Reference books:</p> <ol style="list-style-type: none"> Including children with Autism in primary classes a teacher’s handbook NCERT(Mar 2019) Including children with special needs. NCERT(JUL 2014) 	<p>Project -based learning</p> <p>Problem solving</p> <p>Role- Playing</p> <p>Suggestive Assessment:-</p> <ol style="list-style-type: none"> Worksheet Multiple-choice questions. Lower order thinking skills questions. HOTS questions
<p>CENTRALISED LIBRARY BIFURCATION, ARMY WELFARE EDUCATION SOCIETY</p>									

<p>MAY 2023</p> <p>No. of periods-10</p>	<p>Lesson -3 Name- We can sense</p> <ul style="list-style-type: none"> ● Sense organs ● Taking care of sense organs ● Different ly-abled people ● Good & bad touch 	<p>Domain- Physical development</p> <p>Curricular Goals- CG2</p> <p>Children develop sharpness in sensorial perceptions.</p>	<p>Panchkosha Vikas- Annamaya kosha</p> <p>CG-2.1-2.6 Differentiate between different sensorial perceptions , discrimination of sense of touch and holistic awareness of their experiences.</p> <p>Learning Outcomes:- Basic- Differentiate between different sense organs and know their functions.</p> <p>Medium- Taking care of sense organs.</p> <p>Advance- Differentiate between types of touch and Being empathetic to differently-abled people.</p>	<ul style="list-style-type: none"> ● I n i t i a t i v e S e l f A w a r e n e s s ● C o l l a b o r a t i 	<p>Arts:-Draw different types of sense organs.</p> <p>Sports:- Activities Using sense organs to recognize different types of Sounds, taste, texture etc.</p> <p>Scientific temper- Children will use their different sense organs for different activities.</p> <p>ICT Collect information through search engine about various achievements of the some super achievers who were challenged people</p>	<p>Language</p> <p>English-Read the story on Hellen Keller, Louis Braille</p> <p>Arts:- Draw different types of sense organs.</p> <p>Math:- Activity – Observe how Indian currency is designed for Visually impaired (The Rs 100 note has a triangle and four raised lines, Rs 500 note has a circle and five lines and the Rs 2000 note has a rectangle and seven lines,)</p>	<p>Assembly area for role-play or a song.</p> <p>Classroom for paragraph writing activity</p>	<p>Classroom Activity-Observation and Memory Game- Showcasing around 10 to 15 items on tray for a minute and removing items from sight and list the items child remembers.</p> <p>Home Assignment - Discovering nature using sense organs</p> <p>Flipped Classroom: - Giving notes to study at home for discussion in class.</p>	<p>Scientific method</p> <p>Learning by doing</p> <p>Experiential learning</p>
<p>CENTRALISED SYLLABUS BIFURCATION, ARMY WELFARE EDUCATION SOCIETY</p>									

<p>MAY No. of period s- 7 to 8 period s</p>	<p>Lesson-4 Fun & Recreation</p> <ul style="list-style-type: none"> ● Importance of recreation ● Types of games ● Fair play, team spirit ● Means of recreation and its importance 	<p>Domain- Physical development</p> <p>Socio-emotional and ethical development</p> <p>Curricular Goals- CG3 Children develop a fit and flexible body</p> <p>CG4 Children develop emotional intelligence</p>	<p>Panchkosha- Anandmaya kosha</p> <p>CG3.2 Shows balance, coordination & flexibility in various physical activities.</p> <p>CG3.3 Shows precision and control in working with their hands and fingers.</p> <p>CG3.4 Shows strength and endurance in carrying, walking and running.</p> <p>Learning Outcomes-</p> <p>Basic- Differentiate between Indoor and Outdoor games</p> <p>Medium- Practice fair play in school games</p> <p>Advance- Develops leadership qualities and promotes team spirit.</p>	<ul style="list-style-type: none"> ● Social Playing different indoor and outdoor games ● Scientific Temper- Listing the rules for playing your favorite game. ● Initiative ● Creativity ● File 	<p>English – Make a collage on an A4 sheet, of the recreational activities popular among tourists in any state eg Goa. (carnival, water sports, beach activities, parasailing, scuba diving etc.)</p> <p>Maths- Find the number of players in each team in Cricket, Football, volleyball, kabaddi, khokho, ice hockey, rugby, polo, basketball etc. Find their multiples, LCM, factors, HCF</p> <p>Arts- Draw and colour the different types of balls used in various games.</p>	<p>Playground, classroom, activity rooms</p>	<p>Classroom Activity- Speak about your pass-time activities and hobbies.</p> <p>Home Assignments- Identify the given pictures of various sports person . Find and write the sports they play. (page 34 & 35 of Text book)</p>	<p>Observation Experiential learning</p>
--	--	--	---	--	---	--	---	--

<p>JULY No. of Period s-7</p>	<p>Unit/Lesson No. - 5 The Work we do</p> <ul style="list-style-type: none"> ● Meaning of Occupation ● Workers around us ● Dignity of labour ● Gender & work 	<p>Domain- Socio-emotional & ethical development</p> <p>CG-5 Children develop[a positive attitude towards productive work and service or ‘Seva’</p>	<p><u>Panchkosha-</u> Anandmaya kosha</p> <p><u>CG5.1</u></p> <p>Demonstrate willingness and participation in age-appropriate physical work towards helping others.</p> <p><u>Learning Outcomes:-</u> Basic-Identification of different occupations Medium-Different profession along with the study and training related to them. Advanced-Acknowledging the Dignity of labour and being empathetic</p>	<ul style="list-style-type: none"> ● Social skills ● Initiative ● empathy 	<p>Arts- Making a ‘Thank you ’ card for different helpers in the school.</p> <p>Technology- Making a collage of some famous women achievers of India.</p> <p>Scientific temper- Cleanliness drive will be conducted to help different helpers in school</p>	<p>Language- Write a paragraph on “The famous / brave Women of India”</p> <p>Math Estimate daily/monthly income (salary) of our helpers.Survey and find the actual salary.</p>	<p>School campus Classroom Assembly</p>	<p>Class Assignment- Making a ‘Thank you ’ card for different helpers in the school.</p> <p>Home Assignment- Exploring the people who help us at home</p> <p>Flipped Classroom- Watch the youtube videos on dignity of labor</p>	<p>Project method Cooperative learning Experiential learning</p>
<p>CENTRALISED SYLLABUS BIFURCATION, ARMY WELFARE EDUCATION SOCIETY</p>									

<p>Month - July No. of period s8-9</p>	<p>Lesson-6 Food we eat</p> <ul style="list-style-type: none"> • Different types of food groups • Journey of food. • Special food for special occasions. • Community meals. • Foreign influence on our food. 	<p>Domain-Physical development</p> <p>Respect for culture</p> <p>Curricular Goals CG-1 Children develop habits that keep them healthy and safe</p>	<p>CG1.1- Shows a liking for an understanding of nutritious food and does not waste food.</p> <p>Learning Outcome-</p> <p>Basic-Differentiate between the nutrients and apply new knowledge into their healthy eating lifestyle. 2.Explain the journey of food. 3.Explain how the food is produced 4. Develop healthy eating lifestyle</p> <p>Medium- 1. Able to share things 2. Suggest various ways to avoid food wastage. 3. Make a flowchart of the journey of food.</p> <p>Advance- Appreciate the need and importance of plant and environment in our life. 2. Respect for culture.</p>	<p>Critical Thinking</p> <p>Communication</p> <p>Flexibility</p> <p>Social skills</p>	<p>Integration</p> <p>Sensorial – Touch / various food items, Art - Draw different food items pasting food items in a Balanced diet pyramid. healthy habit song Making of Aamras/nimbupani</p> <p>Sports Healthy food ,healthy body exercises</p> <p>Scientific temper:Cbservation and differentiation (Categorize of different food items in different food groups)</p> <p>Technology :- use of ppt,video links</p>	<p>English</p> <p>Find names of any two famous traditional dishes of your State . List the ingredients used in its recipe and the nutrients present in the same.</p> <p>Math Make a Bill of grocery items used by your family in a month *Make a list of food items and their quantity eaten in a day.</p>	<p>Home Classroom</p> <p>Evs lab Discussion method, Interactive method</p> <p>Classroom activity- Will encourage gross and fine motor skills along with socio emotional development.</p>	<p>Home Assignment- Read the labels of different food items and separate them as healthy and unhealthy food.</p> <p>Home Assignment- Find out ways to stop food wastage and also prepare a list.</p> <p>Flipped classroom- Watch the given YouTube video- https://youtu.be/0vypxpdmwEs</p>	<p>Project method Cooperative learning Experiential learning</p>
<p>CENTRALISED SYLLABUS BIFURCATION, ARMY WELFARE EDUCATION SOCIETY</p>									

<p>Aug 9 Periods</p>	<p>Lesson-7 Teeth and Tongue</p> <ul style="list-style-type: none"> • Types of teeth • Parts of teeth • Taking care of teeth • Tongue structure • Taste buds • Taking care of tongue • Teeth in animals 	<p>Domain- Physical Development</p> <p>Curricular Goals- CG1- Children develop habits that keep them healthy and safe.</p>	<p><u>Panchkosha- Annamaya Kosha</u></p> <p><u>CG1.2-</u> Practices basic self care and hygiene.</p> <p><u>CG1.4-</u> Practices safe use of material and simple tools.</p> <p><u>Learning Outcomes</u> <u>Basic-</u> Taking care of oral hygiene.</p> <p><u>Medium-</u> Differentiate between different types of teeth and tell their functions.</p> <p><u>Advance-</u> 1. Concluding knowledge of different living beings around them. 2. Explain the types of teeth in different types of animals.</p>	<p>Critical Thinking</p> <p>Observation</p> <p>Identification</p> <p>Classification</p>	<p>Arts- Draw the parts of a tooth.</p> <p>Scientific Temper- Observing types of teeth in different living beings.</p>	<p>English- Recite a poem on tongue/teeth</p> <p>Write and learn tongue twister</p> <p>Maths- Count and write the number of teeth of your friend. Incisors Canines Premolars/ Find number of teeth in different animals</p> <p>Music- Sing a song or poem on oral hygiene</p>	<p>Classroom for quiz activity</p> <p>School for health check up programme</p>	<p><u>Classroom Activity-</u> Discussion on the importance of oral hygiene.</p> <p><u>Home Assignment:-</u> Prepare an oral hygiene kit having toothpaste, toothbrush and a tongue cleaner.</p> <p><u>Flipped Classroom:-</u> Giving notes to study at home for discussion in class.</p>	<p>Brainstorming session Observation Inquiry based Independent study</p> <p>Suggestive Assessment Reading Worksheet Multiple choice questions HOTS questions.</p>
-----------------------------	---	--	---	---	--	--	--	---	---

<p>Month- August</p> <p>10 Periods</p>	<p>Lesson-8 Animal Kingdom</p> <ul style="list-style-type: none"> • Different types of animals. • Shy and friendly animals • Group behaviour • Social animals • Honey making in beehives • Types of animal ear • Shelter for animals. 	<p><u>Domain-</u></p> <p>Socio-emotional and ethical development.</p> <p><u>Curricular Goals:-</u></p> <p>CG-6 Children develop a positive regard for the natural environment around them.</p>	<p><u>Panchkosha Vikas:-</u></p> <p>Anandamaya Kosha</p> <p>CG-6.1 Shows care for and joy in engaging with all life forms.</p> <p><u>Learning Outcomes:-</u></p> <p>Basic- Differentiate between the animals on the basis of their behaviour and types of ears.</p> <p>Medium:- Interrelate the relationship n between different types of animals.</p> <p>Advance:- Appreciate the importance of wildlife sanctuaries.</p>	<p>Social Skills</p> <p>Critical Thinking</p> <p>Initiative</p> <p>Collaboration</p> <p>Empathy</p>	<p><u>Arts-</u> Draw different types of animal shelter.</p> <p><u>Sports:- (Indoor animal games)</u></p> <p>Solve the puzzle.</p> <p>Using miniature animals classify them between shy and friendly animal.</p> <p><u>Scientific Temper:-</u> Exploring different animals in zoos and ecological parks.</p>	<p>Language</p> <p><u>English:</u></p> <p>Slogan Writing Be kind to animals.</p> <p><u>Arts:</u> Draw different types of animal shelter.</p> <p>Music: Animal song in school assembly</p>	<p>Assembly area for a role play showing care and empathy for animals.</p> <p>Classroom for games activity .</p>	<p><u>Classroom Activity:</u> Slogan Writing on save animals.</p> <p><u>Home Assignment:</u> Watch program based on discovery channel or BBC Earth.</p> <p><u>Flipped Classroom:</u> Giving notes to study at home for discussion in class.</p>	<p>Experiential learning Learning</p> <p>Brainstorming sessions Project based learning</p> <p>Gamification</p> <p>Suggestive Assessment Reading Worksheet Multiple choice questions Lower order thinking skills questions</p> <p>HOTS questions.</p>
--	---	--	---	---	--	---	--	--	--

<p>Month- Sep</p>	<p>Lesson-9 Beaks, Claws and Nests</p> <ul style="list-style-type: none"> • Different types of beaks in birds • Different types of claws in birds. • Importance and types of nests. 	<p>Domain: Socio-emotional and ethical development.</p> <p>Curricular Goals: CG-6</p> <p>Children develop a positive regard for the natural environment around them.</p>	<p>Panchakosha: VijnanamayaKosha</p> <p>CG-6.1 Shows care for and joy in engaging with all life forms.</p> <p>Learning Outcomes:</p> <p>Basic: Recognise different kinds of beaks in birds.</p> <p>Medium: Summarise the uses of beaks.</p> <p>Advance: Classify the birds according to their feet, claws and nest they make.</p>	<p>Collaborative</p> <p>Adaptability</p> <p>Critical Thinking</p> <p>Social Skills</p> <p>Self Awareness</p>	<p>Arts: Make two different kinds of claws using coloured clay.</p> <p>Make a beautiful nest using waste material.</p> <p>Scientific Temper: Prepare a project on flightless birds of the world.</p>	<p>English:- Recite a poem on bird.</p> <p>Math :- Make a bar graph of Number of animals/ birds find in different National Parks of India. (pictograph, Tally marks, bar graph</p>	<p>Classroom for drawing the different kinds of feet and claws in birds.</p> <p>Assembly area for role play showing care and empathy for birds.</p> <p>School campus to observe different types of birds.</p>	<p>Classroom Activity: Draw different kinds of beaks and claws.</p> <p>Home Assignment: Prepare a project on flightless birds of the world also find out their special features.</p>	<p>Brain storming sessions. Joyful learning. Role-playing Suggestive Assessment. Reading Worksheet Lower order thinking skills questions HOTS questions.</p>
<p>CENTRALISED SYLLABUS BIFURCATION, ARMY WELFARE EDUCATION SOCIETY</p>									

<p>October</p> <p>No. Of periods- 10</p>	<p>Unit/Lesson- 10 Plant Kingdom</p> <ul style="list-style-type: none"> • Parts of a plant • Flowers • Whom do trees belong to? • People living in forests 	<p><u>Domain:-</u></p> <p><u>Socio-emotional & ethical development</u></p> <p><u>Cognitive development</u></p> <p><u>CG-6</u> Children develop a positive regard for the natural environment around them.</p> <p><u>CG-7</u> Children make sense of the world around through observation and logical thinking</p>	<p><u>Panchakoshavikas - Vijnanamaya kosha</u></p> <p><u>CG-6. 1</u> Shows care for and joy in engaging with all life forms.</p> <p><u>CG-7. 2</u> Observes and understands cause and effect relationships in nature by forming simple hypothesis and uses observations to explain their hypothesis.</p> <p><u>Learning Outcomes</u></p> <p><u>Basic-</u> Draw parts of a plant and describe their functions.</p> <p><u>Medium-</u> Understands the parts of a flower & types of flowering plants.</p> <p><u>Advance-</u> Understands importance of trees and responsibility of taking care of plants.</p>	<p>Initiative</p> <p>Social skills</p> <p>Creativity</p> <p>Leadership</p> <p>Demonstration</p>	<p><u>Arts-</u> Creating leaf art using various types of leaves.</p> <p><u>Scientific temper-</u> Poster on Love , conserve nature and its beauty.</p>	<p>English Paste the picture of a forest. 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 class in groups.</p>	<p>Classroom Activity - Roleplay on being empathetic towards plants.</p> <p>Home assignment- prepare a list of herbal plants in your surroundings and also collect their leaves.</p> <p>Flipped Classroom- Watch different drives carried out for protection of plants. For eg- Chipko movement</p>	<p>Herbal garden</p> <p>Exploring school campus</p> <p>Assembly</p>	<p>Inquiry based</p> <p>Collaborative</p> <p>Integrated</p>
--	---	--	---	---	--	---	--	---	---

<p>October</p> <p>No. of Periods-7</p>	<p>Lesson- 11 Houses Then And Now</p> <ul style="list-style-type: none"> • Houses in villages • Houses in cities and slums 	<p>Domain- Cognitive development</p> <p>Curricular goals- CG-7</p> <p>Children make sense of the world around through observation and logical thinking.</p>	<p>Panchakosha Vikas- VIjnanamaya Kosha</p> <p>CG7.1</p> <p>Observes and understands different categories of objects and relationships between them.</p> <p>Learning Outcomes:-</p> <p>Basic- Differentiate between kutcha houses & pucca houses.</p> <p>Medium- Differentiate between the types of houses in Villages and cities and provides reason for the difference.</p> <p>Advance Understand the importance and need of eco-friendly houses.</p>	<p>Creative skills</p> <p>Critical Thinking</p> <p>Initiative</p> <p>Problem solving</p>	<p>Art- Make a model of a kutcha house using waste materials.</p> <p>Scientific Temper- Collect information about the special houses of the world.</p> <ol style="list-style-type: none"> 1. Rashtrapati Bhawan 2. Windsor Castle 3. Downing street 	<p>Math</p> <p>Measure the length and width of your classroom and calculate area and perimeter</p> <p>English-</p> <p>Write an informal letter to your friend -You have shifted to a new house. Describe it</p>	<p>Classroom Activity- Prepare a list of materials required to make a kutcha & pucca house.</p> <p>Home Assignment- Discuss with elders and note the features found in old houses .</p>	<p>Neighbourhood</p> <p>Classroom</p>	<p>Inquiry based</p> <p>Reflective Collaboration</p>
--	---	---	---	--	--	---	---	---------------------------------------	--

<p>November</p> <p>No. of periods: 7 to 9 periods</p>	<p>Lesson-12</p> <p>Concept: Garbage and its Disposal.</p> <p>Sub concept:</p> <ul style="list-style-type: none"> • What is garbage? • Urban and rural garbage. • Disposal of garbage • Waste Management 	<p>Domain: Socio-Emotional and Ethical Development</p> <p>Curricular Goals: CG-6</p> <p>Children develop a positive regard for the natural environment around them.</p>	<p>Panchakosha Vikas- VIJNANAMAY A KOSHA</p> <p>CG-6.1</p> <p>Shows care for joy in engaging with all life forms.</p> <p>Learning Outcome.</p> <p>Basic: Identifying types of waste produced in our day to day life.</p> <p>Medium: Differentiate between biodegradable and nonbiodegradable</p> <p>Advance: Understand the need and importance of the 3 R's and able to apply in real life situations.</p>	<p>Life Skills:</p> <p>Critical Thinking</p> <p>Problem Solving</p> <p>Decision Making</p> <p>Collaboration</p> <p>Creativity.</p>	<p>Arts: Make pots, piggy bank or pencil stand by reusing old coke tin, plastic bottles.</p> <p>Scientific Temperament</p> <p>Preparing a vermicompost</p>	<p>English: Collect information about any one person who has given notable contribution towards cleanliness. Write a short paragraph on him / her.</p> <p>Math Find the Buying and selling Rate of Junk of your house (Amount spent in purchase of Newspaper for a month and sold to a junk seller. Calculate the difference)</p> <p>Music: Sing a song on the importance of keeping your surroundings clean.</p>	<p>Classroom Activity: Green and bluebin activity.</p> <p>Home Assignment: Make green bin and blue bin using old cardboard sheets or shoe boxes.</p>	<p>Joyful method learning.</p> <p>Role-playing</p> <p>Problem solving</p> <p>Suggestive Assessment.</p> <p>Reading</p> <ol style="list-style-type: none"> 1. Work sheet. 2. Multiple-choice questions. 3. Lower order thinking skills questions. 4. HOT S questions.
---	--	---	--	--	--	--	--	---

<p>November</p> <p>No. of Periods: 7 to 8</p>	<p>Lesson-13</p> <p>Mapping My Neighbourhood.</p> <p>Sub-concept:</p> <ul style="list-style-type: none"> ● Landmarks. ● Directions and sub directions ● Map and sketches. ● Scale and legend of a map. 	<p>Domain:</p> <p>Cognitive Development</p> <p>Curricular Goal:</p> <p>CG-7</p> <p>Children make sense of the world around them through observation and logical thinking.</p>	<p>PANCHKOSHA VIKAS:</p> <p>VIJANAMAYA KOSHA</p> <p>C-7.3</p> <p>Use appropriate tools and technology in daily life situations and for learning.</p> <p>Learning Outcome:</p> <p>Basic:</p> <p>Identify the places in their neighbourhood and able to find out the cardinal points and sub -directions using different methods.</p> <p>Medium:</p> <p>Differentiate between sketch, plan and a map. Able to recognize landmarks in their locality.</p> <p>Advance:</p> <p>Differentiate between political and physical map . Able to make a plan of a particular place.</p>	<p>Critical Thinking</p> <p>Creativity</p> <p>Spatial Thinking</p>	<p>Arts:</p> <p>Draw the Scientific Temper:</p> <p>Children make use of directions in their real life situations.</p>	<p>English:</p> <p>Prepare an invitation card for your friends , inviting them on your birthday party. Draw the sketch showing important landmarks near your house</p> <p>On the back side of the invitation card helping them to locate your house.</p> <p>Math:-</p> <p>Reading and drawing of maps (scale drawing)</p>	<p>Classroom Activity:</p> <p>Mark the different states in the political map of India.</p> <p>Home Assignment:</p> <p>Draw a sketch of your neighborhood with famous landmarks.</p>	<p>Direct Instruction.</p> <p>Independent study.</p> <p>Suggestive Assessment.</p> <ol style="list-style-type: none"> 1. Reading 2. Worksheets 3. Multiple choice Questions 4. HOTS and Lower order thinking questions.
---	---	---	--	--	---	---	---	--

<p>December No. of period s- 9 to 10</p>	<p>Lesson No.- 14 Water in our Life</p> <ul style="list-style-type: none"> ● Natural sources of water ● States of Water ● Water Cycle 	<p>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 in real life situations Advance- Understands the processes involved in the water cycle and makes observations of such processes around them.</p>	<p>Panchakosha Vikas- Vijnanam aya kosha</p> <p>CG 7.2</p> <p>Observes and understands cause and effect relationships in nature by forming simple hypothesis and uses observations to explain their hypothesis.</p>	<p>Self Awareness</p> <p>Initiative</p> <p>Critical Thinking</p> <p>Problem solving</p>	<p>Arts- Prepare a poster “Conserve water”</p> <p>Scientific temper/ ICT Group activity Prepare a presentation showing the process of evaporation connected to salt making from sea water</p>	<p>English- Make a Pledge Certificate on Water Conservation.</p> <p>Math</p> <p>*Estimate the capacity of water used in daily activities and convert them in to given metric units (ml, cL, dl, l, hl, dal, kl).</p>	<p>Classroom Activity- Give examples of other matter found in different states.</p> <p>Home Assignments- Make a list of food items along with the states in which they are found.</p> <p>Flipped Classroom - Watch the video and make observations .</p> <p>Sources of water</p> <p>Water Cycle</p>	<p>Neighbourhood</p> <p>Classroom</p>	<p>Experiential Learning</p> <p>Observation</p> <p>Constructivist</p> <p>Collaboration</p>
<p>CENTRALISED SYLLABUS BIFURCATION, ARMY WELFARE EDUCATION SOCIETY</p>									

<p>December No. of Periods - 7 to 8</p>	<p>Lesson- 15 Clean and Safe water</p> <ul style="list-style-type: none"> • Water pollution • Steps to control water pollution • Potable water • Conservation of water 	<p><u>Domain- Cognitive development</u></p> <p><u>CG-7</u></p> <p>Children make sense of world around through observation and logical thinking</p> <p><u>Learning Outcomes- Basic-</u> 1 List the causes of water pollution and makes effort to stop it.</p> <p><u>Medium-</u> Suggest ways to stop water pollution and how to make water fit for drinking.</p> <p><u>Advance-</u> Sensitizes others about the judicious use of water.</p>	<p><u>Panchakosha Vikas- Viijnanamaya kosha</u></p> <p><u>C7.2</u></p> <p>Observes and understands cause and effect relationships in nature by forming simple hypothesis and uses observations to explain their hypothesis</p>	<p>Critical thinking</p> <p>Problem solving</p> <p>Self awareness</p>	<p>Music-</p> <p>Recite a poem on water pollution.</p> <p>.Scientific Temperament</p> <p>Experiments to be conducted / Examples to be cited for Condensation, transpiration and evaporation</p>	<p>Engli sh-</p> <p>Write a composition on ‘Water Pollution’ highlighting Causes, Effects and Solutions</p>	<p>Class Assignment-</p> <p>Speak five points how water pollution can be prevented.</p> <p>Home Assignment-</p> <p>Mark the multi purpose Projects on political map of India</p> <p>Flipped Classroom-</p> <p>Water the video on various modes of waterconservation .</p>	<p>Assembly</p> <p>School Campus</p> <p>Classroom</p> <p>EVS lab</p>	<p>Demostration</p> <p>Project method</p> <p>Collaboration</p> <p>Experiential learning</p>
--	--	--	--	---	---	--	--	--	---

<p>January.</p> <p>No. of periods: 8 to 9</p>	<p>Lesson-16</p> <p>Animals for Transport</p> <p>Sub Concept:</p> <ul style="list-style-type: none"> Animals Powered Transport . Riding, Pack and Draught animals. Sensitivity towards animals 	<p><u>Domain:</u></p> <p><u>Socio- emotional and ethical development.</u></p> <p><u>Curricular Goal:</u></p> <p><u>CG-6</u> Children develop a positive regard for the natural environment around them.</p>	<p><u>PanchakoshaVikas:</u> <u>Vijnanamaya Kosha</u></p> <p><u>C-6.1</u> Show care for joy in engaging with all life forms.</p> <p><u>Learning Outcome:</u></p> <p><u>Basic-</u> 1.Differentiate animals as riding, pack and draught according to their use and place they live in.</p> <p><u>Medium:</u> Give examples of different types of animals used for transportation.</p> <p><u>Advance:</u> Interpret how humans use animals for their livelihood. Become sensitized to be kind and will develop empathetic nature for animals.</p>	<p>Social skills</p> <p>Critical Thinking</p> <p>Initiative</p>	<p>Arts:</p> <p>Draw any two animals used for transportation today. Draw a poster against ‘Cruelty towards animals.’</p> <p>Scientific Temper:</p> <p>Exploring and developing a cruelty free environment for animals around us.</p>	<p>Language</p> <p>English: Write a short paragraph on how animals are useful to us.</p> <p>Math</p> <p>Conversion of units of length (Distance covered)</p> <p>Music: Poem or song on animals in school assembly.</p>	<p>Assembly area for a role play showing care and empathy for animals.</p> <p>Classroom for paragraph writing and for group activity.</p> <p>Flipped Classroom: Watch the video and mark observations.</p>	<p>Classroom Activity: (Group Activity) Choose few animals and create a short story and do the enactment in the class.</p> <p>Home Assignment : Visit an amusement park near by your area and observe different kinds of animals and how they are treated. (Later discuss in the class)</p>	<p>Cooperative Learning.</p> <p>Role-Playing.</p> <p>Observation</p> <p>Suggestive Assessments: Reading Worksheets Multiple choice questions HOTS and Lower order thinking questions.</p>
---	--	---	--	---	--	---	---	---	--

<p>January</p> <p>No. of Periods- 8</p>	<p>Lesson- 17 Paying for Travel</p> <ul style="list-style-type: none"> • Why do we travel? • Types of vehicles • Paying for travel • Currency of India 	<p>Domain - Cognitive development</p> <p>CG- 7 Children make sense of world around through observation and logical thinking</p>	<p>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 different types of currency used around the world with their symbols and their conversions in Indian currency.</p>	<ul style="list-style-type: none"> • Global awareness • Communication • Critical Thinking • Decision making • Problem solving. 	<p>Arts- Prepare a collage of (fake)currency used around the world for travelling.</p> <p>Scientific temper- Collect different tickets of land, water & air transport and collect the given information</p>	<p>English- Write about the different details on an Indian Currency note.</p> <p>Math</p> <p>Mock Market /Activity *Make a table of Currency of different Countries and their exchange rate with rupees Conversion of unit of money,(Addition, Subtraction multiplication and division)</p>	<p>EVS lab</p> <p>Classroom</p> <p>Home</p>	<p>Classroom Activity- Write about the different details on an Indian Currency note.</p> <p>Home Assignment- Find different modes of digital payment</p> <p>Flipped Classroom- Watch the video on YouTube and list 5 do's and don't's while travelling.</p>	<p>Project Method</p> <p>Experiential learning</p> <p>Learning by doing</p> <p>Collaboration.</p>
<p>CENTRALISED SYLLABUS BIFURCATION, ARMY WELFARE EDUCATION SOCIETY</p>									

<p>February</p> <p>No. of periods 7 to 8</p>	<p>Lesson-18</p> <p>Buildings and bridges</p> <ul style="list-style-type: none"> • Process of making bricks • People involved in the process of construction of Bridges. 	<p><u>Domain-</u></p> <p><u>Cognitive development</u></p> <p><u>CG-7</u></p> <p>Children make sense of the world around through observation and logical thinking.</p>	<p><u>Panchakosha Vikas-</u></p> <p><u>Vijnanamaya kosha CG-7.2</u></p> <p>Uses appropriate tools and technology in daily life situations and for learning.</p> <p><u>Basic-</u> Knows about the people involved in a construction process of a house/ building/ bridges.</p> <p><u>Medium-</u> Make observations of the process of making bricks and correlate in real life.</p> <p><u>Advance-</u></p> <p>1) Understands the science and technology used in building of bridges and develops their own hypothesis.</p> <p>2) Differentiate between different types of bridges and give examples.</p>	<p>Critical thinking</p> <ul style="list-style-type: none"> • Problem solving • Decision making 	<p>Arts-</p> <p>Draw and label the different types of bridges.</p> <p>Scientific temper-</p> <p>Find out details and examples of a Cantilever Bridges in India.</p>	<p>English-</p> <p>Collect the information about the famous bridges of the world.</p> <p>Math:-</p> <p>Make figures (Building) using geometrical shapes</p>	<p>Neighbourhood</p> <p>Classroom</p> <p>Construction site in School Campuses</p>	<p>Home Assignment- Draw and label the different types of bridges.</p> <p>Class Assignments- Discuss the safety norms to be followed by workers at the construction site.</p>	<p>Cooperative learning</p> <p>Inquiry based</p> <p>Exploration</p>
--	--	---	--	---	---	---	--	---	---

Summary Bifurcation of Syllabus

Class:IV

Subject: COMPUTER

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

CENTRALIZED SYLLABUS BIFURCATION FOR APS (Primary – Preparatory Class 4) Computer

Month No of Periods	UNIT/ LESSON:- Number- Lesson No1	Domain & Curricular Goals(mapping with Foundatio nal stage)	Competency & Learning Outcome	21st Century skills	Integratin g AWES Initiatives	Inter- disciplinar y integration (Based on the theme/Con cept- PI note every concept cannot be integrated)	Learning Space (Suggestive)	Assignments (Suggestive) (Observation,Checklist , Worsheets,Rubrics,Po rtfolios)	Pedagogies (Suggestive)
------------------------------------	--	--	--	---	--	---	--	--	-------------------------------------

<p>APRIL 2023 (21days) No of Periods: 8</p>	<p>Lesson 1- Computer-inside the system unit Concept:</p> <ul style="list-style-type: none"> • Components inside the system unit • Types of ports in the system unit 	<p>Domain Cognitive domain</p> <p>Kosha: Vijnanama yaKosha</p> <p>Curricular Goal: CG-7Children develop understanding of the system unit through observation and logical thinking</p>	<p>Competency: C-7.3Uses appropriate tools and technology in daily life situations and for understanding</p> <p>Learning Outcome Basic</p> <ul style="list-style-type: none"> • Shows attention and regulation when interacting with audio-visual material <p>Medium</p> <ul style="list-style-type: none"> • Chooses appropriate 	<ul style="list-style-type: none"> • Observation Power • Effective skills • Cognitive and Fine motor skills in students • Identification skill 	<p>Technology:</p> <p>Understanding the role of technology in our daily life</p>		<ul style="list-style-type: none"> • Classroom • Computer lab practicals 	<p>Teacher's observation:</p> <p>Observe learner's understanding through practical sessions</p> <p>Checklist: Prepare checklist based on the learning outcomes</p>	<p>Methodology: Explanation & Discussion, Contextual Examples</p> <p>Activity: Identification/Recognition of various components of system unit</p> <p>Making word document of the components fitted inside system Unit.</p>
--	--	---	---	--	---	--	--	--	---

			<p>riate tools for appropriate work and engages with digital technology with the assistance of the teacher</p> <p>Advance</p> <ul style="list-style-type: none">• Shows simple usage of digital technology in learning situations						
--	--	--	--	--	--	--	--	--	--

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

<p>MAY 2023 (21 days) No of Periods: 8</p>	<p>Lesson 2- Windows- Customizing and Personalizing</p> <p>Concepts</p> <ul style="list-style-type: none"> • Understanding windows 10 • Switch between running apps • Organize running programs • Lock and unlock your computer • Use of settings app 	<p>Domain Cognitive domain</p> <p>Kosha: Vijnanama ya Kosha</p> <p>Curricular goal CG-8Children develop technological understanding and abilities to recognise the world of operating systems</p>	<p>Competencies C-8.2Identifies and extends the simple patterns in their technological surroundings</p> <p>Learning Outcomes Basic</p> <ul style="list-style-type: none"> • Recognises and repeats the names of the start menu apps of Windows 10 <p>Medium</p> <ul style="list-style-type: none"> • Recognises all start 	<ul style="list-style-type: none"> • Logical thinking • Spatial intelligence 	<p>Technology:</p> <p>Learners will understand the applicability and importance of technology in daily life</p>		<ul style="list-style-type: none"> • Computer lab in school • Home environment 		<p>Methodology:</p> <p>Explanation & Discussion, Contextual Examples,</p> <p>Experiential Learning.</p> <p>Activity:</p> <ul style="list-style-type: none"> • Opening of Windows and working with multiple applications • Activity on
--	--	---	--	--	--	--	--	--	--

			<p>menu apps of Windows 10 and able to describe the function and usage of at least 3 apps</p> <p>Advance</p> <ul style="list-style-type: none"> • Describe the functioning and usage of all the start menu apps and extends practices 						switching among the Windows
--	--	--	---	--	--	--	--	--	-----------------------------

			ally on the compu ter CwSN Assistive Learning Based on the cognitive ability of individual.						
--	--	--	--	--	--	--	--	--	--

<p>JULY 2023 (23 days) No of Periods: 8</p>	<p>Lesson 3- WORD- Editing and Formatting</p> <p>Concepts:</p> <ul style="list-style-type: none"> • Edit and delete text in word document • Format text to change its appearance • Insert picture and word art • Printing a document 	<p>Domain Aesthetic and Cultural Development</p> <p>Kosha: Anandamaya Kosha</p> <p>Curricular Goal: CG-12Children develop abilities and sensibilities in visual arts and express their ideas and skills through the usage of the app</p>	<p>Competencies: C-12.3innovates and works imaginatively to express a range of ideas and emotions through the use of Word</p> <p>Learning Outcomes Basic:</p> <ul style="list-style-type: none"> • Shares their own ideas of the tools and usage in Word <p>Medium:</p> <ul style="list-style-type: none"> • Identifies and interprets a 	<ul style="list-style-type: none"> • Logical thinking • Creativity and innovation • Cognitive thinking • Communication skill 	<p>Technology</p> <p>Using the word document to create projects and assignments and integrate technology into other curricular areas.</p> <p>Art:</p> <p>Creating art through the use of features of word</p>	<p>English:</p> <p>Type an application for leave of absence addressing to the principal.</p> <p>EVS:</p> <p>Prepare a flowchart in word using the tools on the topic-Types of Natural Resources</p>	<ul style="list-style-type: none"> • Classroom • Home environment • Tabs 	<p>Methodology: Explanation & Discussion, Contextual Examples,</p> <p>Experiential Learning.</p> <p>Activity: Applying various formatting and features like spelling and grammar, thesaurus, find and replace, Drop cap etc in a word document</p> <p>Creating a notice for school notice</p>
---	--	--	---	--	---	---	---	--

			<p>variety of expressions, ideas, emotions through the app and applies the knowledge in their own artistic exploration</p> <p>Advance:</p> <ul style="list-style-type: none"> • Pays attention to thematic details of the Word app 						board on the conduct of the CCA “ Inter House Quiz”
--	--	--	--	--	--	--	--	--	---

			<p>while creatin g a docum ent</p> <p>CwSN Assistive Learning</p> <ul style="list-style-type: none"> • Autism - Spectr um:-- openin g a word docum ent with assista nce • Activit ies to be planne d based on the disabili 						
--	--	--	--	--	--	--	--	--	--

			ty as and when the need arises							
--	--	--	---	--	--	--	--	--	--	--

<p>AUGUST 2023 (23 days) No of Periods: 8</p>	<p>Lesson 4- Powerpoint</p> <p>Concepts:</p> <ul style="list-style-type: none"> • Understanding presentation software • Components of powerpoint window • Creating and adding slides • Formatting and saving a powerpoint • Running a slide show 	<p>Domain: Cognitive Domain</p> <p>Kosha: Vijnanama ya Kosha</p> <p>Curricular Goal: CG-7 Children make sense of the technological world around them through understanding, observation and logical thinking</p>	<p>Competencies: C-7.3 Uses appropriate tools and technology in daily life situations and for learning and expression of thought</p> <p>Learning Outcomes: Basic:</p> <ul style="list-style-type: none"> • Shows inclination to use the basic tools of power point while creating a slide <p>Medium</p>	<ul style="list-style-type: none"> • Creativity and innovation • Initiative and self-direction • Collaboration 	<p>Technology: Using powerpoint to create projects and assignments and integrate technology into other curricular areas.</p>	<p>EVS: Creating powerpoint slides on different concepts for their own understanding.</p>	<ul style="list-style-type: none"> • Classroom • Computer lab • Home environment 	<p>Class Assignment: Create a powerpoint presentation on any topic of your choice. Understand and apply the important features</p>	<p>Methodology: Explanation & Discussion, Contextual Examples, Experiential Learning.</p> <p>Activity: Create a PowerPoint presentation on the topic – Different modes of Transport for going to Going</p>
---	---	--	---	---	---	--	---	---	---

			<ul style="list-style-type: none"> • Chooses appropriate tools for different functions for creating, arranging, adding slide and preparing a power point <p>Advance</p> <ul style="list-style-type: none"> • Shows fluency and comfort in using all tools 						
--	--	--	--	--	--	--	--	--	--

			and applications of preparing a ppt and running the ppt on slide show mode. CwSN Assistive Learning						
--	--	--	---	--	--	--	--	--	--

<p>SEPTEMBER 2023 (21days) No of Periods: 7</p>	<p>Lesson 5- Internet- Surfing and Security Concepts:</p> <ul style="list-style-type: none"> • Internet and its history • Advantages and Disadvantages of using internet • Equipments of internet • Use of search engines and Web browser • Guidelines for online safety 	<p>Domain: Cognitive Development</p> <p>Kosha: Vijnanama ya Kosha</p> <p>Curricular Goal: CG-7Children make sense of the digital world around through observation and logical thinking</p>	<p>Competencies: C-7.3observes and understands different categories of information and use appropriate tools and technology in daily life situations and for learning</p> <p>Learning Outcomes: Basic</p> <ul style="list-style-type: none"> • Identifies and observes common web browsers and search engine 	<ul style="list-style-type: none"> • Information Literacy • Critical Thinking • Logical Reasoning • Operational skills 		<p>EVS: Search the web and find out information about the seven wonders of the world</p> <p>English: Write a paragraph on the how to use the internet for finding information</p>	<ul style="list-style-type: none"> • Classroom • Computer lab • Home environment 	<p>Class Assignment: Open any search engine and look for information on the state that you belong to</p>	<p>Methodology: Explanation & Discussion, Contextual Examples,</p> <p>Experiential Learning.</p> <p>Activity:</p> <ul style="list-style-type: none"> • 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.
--	---	--	---	--	--	---	---	---	--

			<p>s and shows inclination to use them in internet surfing</p> <p>Medium</p> <ul style="list-style-type: none"> • Notices and describes the usage of the common search engines in the internet environment and shows simple usage 						
--	--	--	---	--	--	--	--	--	--

			of digital technol ogy in learnin g Advance <ul style="list-style-type: none"> • Identifi es and describ es finer details of web surfing and shows fluenc y in filterin g inform ation, downl oading materi als, sequen cing and sorting 						
--	--	--	--	--	--	--	--	--	--

			data for learnin g CwSN Assistive Learning						
--	--	--	---	--	--	--	--	--	--

<p>OCTOBER 2023 (15days) No of Periods: 7</p>	<p>Lesson 5- Internet- Surfing and Security Concepts:</p> <ul style="list-style-type: none"> • Internet and its history • Advantages and Disadvantages of using internet • Equipments of internet • Use of search engines and Web browser • Guidelines for online safety 	<p>Domain: Cognitive Development</p> <p>Kosha: Vijnanama ya Kosha</p> <p>Curricular Goal: CG-7Children make sense of the digital world around through observation and logical thinking</p>	<p>Competencies: C-7.3observes and understands different categories of information and use appropriate tools and technology in daily life situations and for learning</p> <p>Learning Outcomes: Basic</p> <ul style="list-style-type: none"> • Identifies and observes common web browsers and search engine 	<ul style="list-style-type: none"> • Information Literacy • Critical Thinking • Logical Reasoning • Operational skills 		<p>EVS: Search the web and find out information about the seven wonders of the world</p> <p>English: Write a paragraph on the how to use the internet for finding information</p>	<ul style="list-style-type: none"> • Classroom • Computer lab • Home environment 	<p>Class Assignment: Open any search engine and look for information on the state that you belong to</p>	<p>Methodology: Explanation & Discussion, Contextual Examples,</p> <p>Experiential Learning.</p> <p>Activity:</p> <ul style="list-style-type: none"> • 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.
--	---	--	---	--	--	---	---	---	---

			s and shows inclination to use them in internet surfing Medium <ul style="list-style-type: none">• Notices and describes the usage of the common search engines in the internet environment and shows simple usage						
--	--	--	--	--	--	--	--	--	--

			of digital technol ogy in learnin g Advance <ul style="list-style-type: none"> • Identifi es and describ es finer details of web surfing and shows fluenc y in filterin g inform ation, downl oading materi als, sequen cing and sorting 						
--	--	--	--	--	--	--	--	--	--

			data for learnin g CwSN Assistive Learning							
--	--	--	---	--	--	--	--	--	--	--

<p>NOVEMBER 2023 (23 days)</p> <p>No of Periods: 8</p>	<p>Lesson 6- Step- wise Thinking</p> <p>Concepts:</p> <ul style="list-style-type: none"> • Understand the concept of steps, sequence • Solve real life situations • Understand reasoning and its application 	<p>Domain: Cognitive Development</p> <p>Kosha: Vijnanama ya Kosha</p> <p>Curricular Goal: CG-8Children develop logical and mathematical understanding of sorting, seriating, sequencing and abilities to recognise different real life situations</p>	<p>Competencies: 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</p> <p>Learning Outcomes: Basic</p> <ul style="list-style-type: none"> • Sorts objects or tasks into patterns with minim 	<ul style="list-style-type: none"> • Logical Reasoning • Critical Thinking • Problem Solving • Understanding procedure 	<p>Technology:</p> <p>Understanding the use of sorting, sequencing and how technology can be applied in problem solving.</p>	<p>Maths:</p> <p>Use to solve mathematical concepts of reasoning</p>	<ul style="list-style-type: none"> • Classroom • Computer lab • Games on logical reasoning 	<p>Classroom assignment:</p> <p>Rearrange the steps/ events of the given story in proper order using step-wise thinking.</p>	<p>Methodology: Explanation & Discussion, Contextual Examples</p> <p>Activity:</p> <p>Perform Activities based on logical Reasoning, Mental ability and mental Maths, Analogy, Coding and decoding.</p>
--	---	---	---	--	---	---	---	---	---

			<p>um linkage from one step to the next</p> <p>Medium</p> <ul style="list-style-type: none"> • Sorts tasks into patterns in a more appropriate way to arrive into completion through proper sequencing <p>Advance</p> <ul style="list-style-type: none"> • Sorts, sequences and 						
--	--	--	---	--	--	--	--	--	--

			illustrates tasks into appropriate completion using logical reasoning and understanding						
			CwSN Assistive Learning						

<p>DECEMBER 2023 (19 days) No of Periods: 7</p>	<p>Lesson 7- More About Scratch 3 Concepts:</p> <ul style="list-style-type: none"> Scratch and its elements Sprite stage and creating background Event based programming Forever block and saving a project 	<p>Domain Aesthetic and Cultural Development</p> <p>Kosha: Manomaya Kosha</p> <p>Curricular Goal: CG-12Children develop abilities and sensibilities in visual arts and expresses their emotions through programming art in meaningful and joyful ways</p>	<p>Competencies: C-12.3Innovates and works imaginatively to express a range of ideas and emotions through visual arts</p> <p>Learning Outcomes Basic:</p> <ul style="list-style-type: none"> Identify sprites, scripts and blocks used in the creation of a program <p>Medium</p> <ul style="list-style-type: none"> Identif 	<ul style="list-style-type: none"> Programming skills. Cognitive skills Understanding skills. Creativity and Innovation Critical Thinking 			<ul style="list-style-type: none"> Classroom Computer lab Practical classes 	<p>Practical Assignment: Follow the instructions of the teacher on how to work on Scratch 3</p> <p>Checklist of Teacher's observation</p>	<p>Methodology: Live demonstration of scratch in computer lab. • Black Board</p>
---	---	---	--	--	--	--	--	---	---

			<p>y and create a simple Scratch program using the applica tions</p> <p>Advance</p> <ul style="list-style-type: none">• Create s a variety of progra ms using approp riate graphi cs and sounds , makin g combi nations						
--	--	--	--	--	--	--	--	--	--

			and arrangi ng them CwSN Assistive Learning						
--	--	--	--	--	--	--	--	--	--

<p>JAN. 2024 (21 days) No of Periods: 8</p>	<p>Lesson 8- AI in Smart Homes</p> <p>Concepts:</p> <ul style="list-style-type: none"> • Need and goal of Artificial Intelligence • Role of AI in Smart Homes • Some Smart Home Products 	<p>Domain Cognitive Development</p> <p>Kosha: Vijnanama ya Kosha</p> <p>Curricular Goal CG-7Children make sense of the world around through observation and logical thinking</p>	<p>Competencies: C-7.1Observes and understands different smart objects and the use of appropriate tools and techniques in daily life situations and for learning</p> <p>Learning Outcomes Basic:</p> <ul style="list-style-type: none"> • Identifies and names common smart objects by observing 	<ul style="list-style-type: none"> • Visual Skills • Spatial skills • Creativity and Innovation • Language Skills • Logical Reasoning 	<p>Scientific temper:</p> <p>Arousing creativity and understanding of the artificial intelligence and its usage in their homes</p>		<ul style="list-style-type: none"> • Classroom • Computer lab • Practical classes • Visiting the Atal Tinkering lab 	<p>Teacher's Checklist:</p> <p>To find out the level of learning of the learners</p>	<p>Methodology: Explanation & Discussion, Contextual Examples,</p> <p>Experiential Learning.</p> <p>Activity: Akinator (Domain-Data): Game based on guessing theme</p>
---	---	--	--	--	---	--	---	---	---

			<p>them</p> <p>Medium</p> <ul style="list-style-type: none"> Identifies and names the smart objects like smart bulbs, online shopping apps and extends about them <p>Advance</p> <ul style="list-style-type: none"> Describe the use and functioning of the smart objects and 						
--	--	--	---	--	--	--	--	--	--

			<p>how AI is used in comm unicati on</p> <p>CwSN Assistive Learning</p>						
<p>FEB. 2024 (22 days) No of Periods: 8</p>	<p>Revisions and Practicals</p>								

CENTRALIZED SYLLABUS BIFURCATION FOR APSs (PRIMARY PREPRATORY LEVEL)

CLASS IV SUBJECT : Games / Physical Activities)

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

CENTRALIZED SYLLABUS BIFURCATION FOR APSs (PRIMARY PREPRATORY LEVEL)**CLASS IV SUBJECT :Art and Craft**

MONTH	SUGGESTED ACTIVITIES
APRIL	<ol style="list-style-type: none">1. Introduction Class2. File Decorating activity3. HW - Pages in book
MAY	<ol style="list-style-type: none">1. Mother's Day Greetings (8th may)2. Pages in book
JULY	<ol style="list-style-type: none">1. International plastic bag free day - 3rd July2. Kargil Vijay Diwas - 26th July3. Friendship Day Greetings - HW
AUGUST	<ol style="list-style-type: none">1. Raksha Bandhan - 11th aug2. Independence Day3. Teachers Day
SEPTEMBER	<ol style="list-style-type: none">1. Teachers Day2. Gandhi Jayanti3. Pages in book - HW
OCTOBER	<ol style="list-style-type: none">1. Diwali Craft Class
NOVEMBER	<ol style="list-style-type: none">2. Painting Glass3. Fun Class
DECEMBER	<ol style="list-style-type: none">1. Christmas & New Year Greetings Cards2. HW Wall hanging craft
JANUARY	<ol style="list-style-type: none">1. Art Quotes Frames

	2. Abstract art
FEBRUARY	1. Collage making 2. 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>	<u>Songs and Prayers</u>	<u>Learning Objectives</u>
April & May	<ol style="list-style-type: none"> 1. English prayer& Sanskrit prayers 2. Musical notes – Do Re Me Fa& Sa Re Ga Ma Pa..... 3. AWES song 4. Song – Environmental song 	Perfecting Musical notes Environmental awareness Thankfulness and gratitude
July	<ol style="list-style-type: none"> 1. English prayer & Sanskrit prayer 2. Musical notes - practice 3. Song - Positive thinking 	Perfecting musical notes Collective group singing Positive thinking
August	<ol style="list-style-type: none"> 1. English prayer& Sanskrit prayer 2. Patriotic song – I salute my flag 3. Country Songs 	Calming minds Developing harmony amongst the students and patriotism
September	<ol style="list-style-type: none"> 1. English Prayer&Sanskrit prayer 2. Ear training with musical notes 3. Foreign language song lessons 4. Teachers Day song 5. Evaluations 	Learning foreign language words Having fun while singing Gratitude to teachers Ear training – Listening skills
October	<ol style="list-style-type: none"> 1. English Prayer&Sanskrit prayer 2. Musical notes with rhythm 3. Community Songs 4. Choir based songs 5. Festival songs 	Generating awareness towards cleanliness and other social community issues. Musical notes training Group singing
November	<ol style="list-style-type: none"> 1. English Prayer&Sanskrit prayer 2. Musical notes with rhythm 3. Community songs 4. Western singing 5. Festival songs 	Importance of festive fervour Community awareness Rhythmic group songs

December	<ol style="list-style-type: none"> 1. English Prayer&Sanskrit prayer 2. Musical notes with rhythm 3. Christmas Carols 4. Action songs 	Speech improvement and general polishing of pronunciation using sounds of mantras while kindling affection and gratitude in children
January	<ol style="list-style-type: none"> 1. English Prayer&Sanskrit prayer 2. Musical notes with rhythm 3. Action songs 4. Patriotic Song 	Enhancing creative movements, while singing as a form of language of expression. It stimulates critical and creative thinking
February	<ol style="list-style-type: none"> 1. English Prayer&Sanskrit prayer 2. Sarasvati Vandana 3. Seasonal Song (Basant Panchami) 4. Country songs 	Importance of Sun moving into Northern declination and blooming of the environment around
March	<ol style="list-style-type: none"> 1. English Prayer&Sanskrit prayer 2. Festival songs 3 Rehearsals/ Revisions 4. Evaluations 	Importance of cohesiveness and communal harmony by group singing.

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

CENTRALIZED SYLLABUS BIFURCATION FOR APSs (PRIMARY PREPRATORY LEVEL

CLASS IV SUBJECT :Dance

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

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

		perceptions	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 - Annanamy kosha Students aware about the physical sheath that compose the outer layer	Cg-3.3 shows precision and control in working with their hands And 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 – tigon	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 asanyukt mudras and fast tatkar that will help them to increase their stamina	Music - Students learn classical dance on patriotic song and
	2. Five asanyukt hast mudras I) pathakam ii) mushti iii) chandrakala Iv) kapitham v) sarpasirsham	Curricular goal - cg-12 children develop Abilities and sensibilities in performing Arts and express their emotions through art in Meaningful and Joyful Learning	C-12.3 innovates and works imaginatively to express a range of ideas and emotions through the arts.			
	3. Kargil Vijay Diwas celebration		C-12.4 works collaboratively in the arts			
		Kosha – Anandmaya kosha Students become responsible for peace, love, joy and	C- 12.5 communicate and appreciate a variety of responses while Creating and experiencing different 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			
August	1. Ist stanza of krishna classical 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) Critical thinking (creativity skill , collaboration)		Music - Students learn dance steps on classical music EVS Janmashtami
	2 nd stanza of krishna classical song	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.			
	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.			
September	1.Janmashtami celebration	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,	Social skill (confidence) Interpersonal (awareness)	Sports – students learn some basic dance steps that will help them to stay fit	Gk - Students aware about Janmashtami Day importance.

			role-play, dance and movement.			
	2. Half yearly exams	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 collaboratively in the arts			
		Kosha – Anandmaaya kosha Students become responsible for peace, love, joy and unity	C- 12.5 communicate and appreciate a variety of responses while Creating and experiencing different forms of art, local culture, and heritage.			
			Learning outcome- learn the importance of Krishna Janmashtmi through the Celebration of Janmashtmi Day.			

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 songs
	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 – Anandmaaya kosha Students become responsible for peace, love, joy and unity	C- 12.5 communicate and appreciate a variety of responses while Creating and experiencing different forms of art, local culture, and heritage.			
		Domain - Physical development	Competency - cg-1.5 shows awareness of safety in movements and acts appropriately			
		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	Cg-3.1 shows coordination			

		develop a fit and flexible body	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 about the physical sheath that compose the outer layer	Cg-3.3 shows precision and control in working with their hands and fingers.			
			Learning outcome- 1. Use of all basic steps on semi classical song.			
December	Practice of complete 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,	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

			dance and movement.			
		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 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 outcome - with all classical basic steps students become			
			Physically fit.			
January	1. Celebration of Army Day	Domain - Aesthetic and cultural	Competency – C-12.2 explore and plays	Inter personal (awareness , team work)	Sports – students learn some basic dance steps	EVS –Student aware about the importance of Republic day

		development	with own voice, body, space, and a variety of objects to create music, role-play, dance and movement.		that will help them to stay fit	
	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	_____	_____	_____	_____	_____