

### TERM AND MONTH-WISE SPLIT-UP SYLLABI OF CLASS – III FOR THE SESSION 2026-2027

#### SUBJECT: ENGLISH

**Textbook:** 1. Communicate with Cambridge  
2. Grammar Gear

Month	WD	Chapter/Sub-Topics	Learning Objectives	Art Integration	Inclusive Teaching	Project / Practical	Competency Based Activity Learning	Learning Outcomes
April	23	Coursebook Ch – 1 Aladdin and the Magic Lamp Ch – 2 Down the Rabbit Hole Grammar Ch – 1 Nouns – Collective and Abstract Ch – 2 Nouns - Singular and Plural	Students will read and analyze the story, identifying plot, characters, and moral lessons.  <input type="checkbox"/> Understand the concept of <b>curiosity and exploration</b> through storytelling. <input type="checkbox"/> Develop <b>reading and comprehension skills</b> .  Learning that happens through <b>group participation and collaboration</b> .	Students create illustrations of Aladdin’s adventures, the magic lamp, or the Genie.  Students draw Alice falling down the rabbit hole and imagine what she sees.  Learning that involves <b>ideas, concepts, and thinking rather than physical objects</b> .	Use <b>multimodal materials</b> : audio versions of the story, illustrated books, or animated clips.  <input type="checkbox"/> Use <b>visual aids, pictures, and story cards</b> for different learning styles. <input type="checkbox"/> Allow <b>group storytelling</b> so shy students can participate.  Clear statements describing <b>what students should know or be able to do after a lesson</b> .	Students craft a “magic lamp” using clay, recycled materials, or papier-mâché.  <input type="checkbox"/> Create a <b>mini storybook or poster</b> imagining their own adventure after falling into a magical hole. <input type="checkbox"/> Include <b>characters, drawings, and short descriptions</b> .  Using <b>art forms like drawing, music, dance, drama, or craft</b> to teach other subjects.	Work in teams to design a performance or visual project.  Identify objects and characters in pictures from the story.  Teaching that <b>includes all students</b> , regardless of background, ability, gender, or disability.	Comprehend & Summarize the main plot, characters, and moral of Aladdin and the Magic Lamp.  <input type="checkbox"/> Retell the beginning of the story <b>“Down the Rabbit Hole.”</b> <input type="checkbox"/> Identify <b>main characters and setting</b> .  Learning by <b>doing activities or experiments</b> .
May	07	Coursebook The Tree Hippopotamus Grammar Ch – 14 Punctuation Ch – 15 kinds of sentences Ch – 16 Sentence - Affirmative and Negative	<input type="checkbox"/> Students will understand the story and message of <i>The Tree Hippopotamus</i> . <input type="checkbox"/> Develop imagination and critical thinking about animals and habitats.  <input type="checkbox"/> Identify different kinds of sentences. <input type="checkbox"/> Understand the purpose of each	Students draw or paint <u>their own version of a “Tree Hippopotamus.”</u>  <input type="checkbox"/> Students create <b>colorful posters</b> showing each type of sentence. <input type="checkbox"/> Draw pictures and <u>write a sentence below each drawing.</u>	<input type="checkbox"/> Use <b>pictures, storytelling, and simple language</b> so all learners can understand. <input type="checkbox"/> Allow students with different abilities to participate through <b>drawing, speaking, or acting</b> . <input type="checkbox"/> Use <b>pictures, gestures, and examples</b> for better	<input type="checkbox"/> Make a <b>model of a tree hippopotamus habitat</b> using clay or recycled materials. <input type="checkbox"/> Students create a <b>short poster</b> explaining where the imaginary animal lives and what it eats. Students look in books/newspapers.	<input type="checkbox"/> Identify <b>characteristics of animals and habitats</b> . <input type="checkbox"/> Develop <b>creative thinking</b> by imagining a new animal species.  <input type="checkbox"/> Give students <b>mixed sentences</b> . <input type="checkbox"/> Ask them to <b>identify and classify</b> them.	<input type="checkbox"/> Describe the story and concept of a <b>tree hippopotamus</b> . <input type="checkbox"/> Demonstrate creativity through art or model-making.  <input type="checkbox"/> Recognize the <b>four kinds of sentences</b> . <input type="checkbox"/> Use correct <b>punctuation marks</b> (? , ! .).

			sentence type.		<u>understanding.</u> <input type="checkbox"/> <b>Pair slow learners with peer helpers.</b>			
June	16	Coursebook Ch – 3 How the Sun was Rescued Ch – 4 Mowgli joins the Wolf Pack Grammar Ch – 17 Sentence- Subject and Predicate Ch – 10 Pronouns	<input type="checkbox"/> Understand the storyline and characters in “ <b>How the Sun Was Rescued.</b> ” <input type="checkbox"/> Identify the <b>problem and solution</b> in the story.  Students will understand the story of how Mowgli becomes part of the wolf family.  <input type="checkbox"/> Students will identify pronouns in sentences. <input type="checkbox"/> Students will learn how pronouns replace nouns to avoid repetition.	Students draw the moment when the <b>Sun was rescued.</b>  Create a <b>jungle collage</b> using paper, leaves, or craft materials.  Students will draw pictures of family members or friends and write sentences using pronouns such as <b>he, she, they, we.</b>	<input type="checkbox"/> Use <b>pictures, flashcards, and storytelling</b> for visual learners. <input type="checkbox"/> Allow <b>group reading</b> so weaker readers get support. <input type="checkbox"/> Encourage <b>peer learning</b> by pairing strong and weak students.  <input type="checkbox"/> Use pictures, flashcards, and gestures to support visual learners. <input type="checkbox"/> Pair strong learners with weaker learners for group activities.	Create a poster showing the main events of the story.  Create a poster titled “ <i>Life in the Wolf Pack.</i> ”  Students write a short paragraph about their family using pronouns instead of repeating names.	Arrange story events in the correct order.  <input type="checkbox"/> Worksheet where students replace nouns with correct pronouns. <input type="checkbox"/> Group activity: students identify pronouns in a short story or paragraph.	<input type="checkbox"/> Retell the story “ <b>How the Sun Was Rescued.</b> ” <input type="checkbox"/> Identify <b>main characters and key events.</b> Identify main characters and their roles.  <input type="checkbox"/> Identify pronouns in sentences. <input type="checkbox"/> Correctly use pronouns in their own sentences.
July	26	<b>Coursebook Homes</b> <b>Ch – 5 Sailing ships and Sinking spoons</b> <b>Grammar</b> <b>Ch – 3 Adjectives – Of Quality, Of Number and Of Quantity</b>	<u>Identify different types of homes.</u> <u>2. Understand how homes reflect culture and lifestyle.</u>  <input type="checkbox"/> Understand <b>why objects float or sink in water.</b> <input type="checkbox"/> Observe and describe <b>buoyancy and density</b> in everyday items.  <input type="checkbox"/> Identify adjectives of <u>quality, number, and quantity in sentences.</u> <input type="checkbox"/> Differentiate between <u>adjectives of quality, number, and quantity.</u>	<u>Creating clay models of houses.</u>  <u>Students craft paper or clay ships, decorating them creatively.</u>  Students create a “ <u>Descriptive Adjective Poster</u> ” where they <u>illustrate nouns and label them with adjectives of quality, number, and quantity.</u>	<u>Use visual aids and multilingual labels for diverse learners.</u> <u>- Encourage students to share their own home experiences.</u> <u>- Provide tactile models for students with visual impairments.</u>  <input type="checkbox"/> Provide <b>multiple materials</b> (plastic, foil, wood, paper) for <u>accessibility.</u> <input type="checkbox"/> Use <b>visual aids, videos, and diagrams</b> for <u>diverse learning styles.</u>	Build a 3D model of a home using recycled materials. - Conduct a photo walk to observe neighborhood homes.  Ask them to <b>predict</b> whether each object will float or sink.  Use <b>multimodal instruction:</b> verbal explanations, visuals, gestures, and hands-on activities.	- Sorting and classifying homes by material, location, or style. - Compare and contrast homes in different cultures or climates.  Modify ship designs to improve buoyancy.  Adjective Hunt” – Students collect adjectives from storybooks, magazines, or their environment and categorize them into quality, number, and quantity.	- Students can name and describe various types of homes. - Demonstrate understanding of cultural and environmental factors in home design. - Apply creativity in designing or modeling a home. <input type="checkbox"/> Correctly <b>identify</b> adjectives of quality, number, and quantity.

								<input type="checkbox"/> <b>Construct sentences</b> using the appropriate type of adjective.
Aug	24	Coursebook The song of the Engine Grammar Ch – 4 Adjectives – Demonstrative and Possessive Synonyms and Antonyms Story writing Comprehension	Analyze and interpret the poem “ <b>The Song of the Engine</b> ” in terms of theme, imagery, and sound.	<u>Students can create rhythmic patterns or beats that mimic the engine sounds described in the poem.</u>	<u>Use multimodal learning:</u> auditory (reading aloud), visual (illustrations), kinesthetic (acting out engine sounds).	Students collect or create sounds of machines and compose a short sound piece reflecting the poem.	Analyze how the poet uses language to depict motion and energy.	Identify key literary devices (onomatopoeia, rhythm, imagery) in the poem.
Sep	23	Revision of term – I						
Oct	22	Coursebook Ch –6 Project Sunshine Good Books Grammar Ch – 6 Articles – a , an , the Ch – 7 Verbs – Am , Is , Are , Was , Were , has, have , had	<input type="checkbox"/> Students will learn the importance of <b>teamwork and creativity</b> . <input type="checkbox"/> Students will understand basic <b>design and planning</b> for a project. <input type="checkbox"/> Students will develop <b>problem-solving and observation skills</b> .  Students will understand the use of <b>helping verbs</b>	Create a <b>paper or cardboard aircraft model</b> .  Draw pictures to represent sentences	<input type="checkbox"/> Encourage <b>group work</b> so every student participates. <input type="checkbox"/> Provide <b>simple instructions and visual examples</b> for better understanding.  <input type="checkbox"/> Use <b>simple language and examples</b> for better understanding. <input type="checkbox"/> Use <b>visual aids, flashcards, and pictures</b> to help slow learners.	Students make a <b>simple model aircraft</b> using materials such as:  Paper or cardboard Ice-cream sticks Glue Colors or markers Students write <b>5 sentences using present verbs and 5 sentences using past verbs</b> .	Explain <b>how the aircraft was made and why teamwork is important</b> .  Students pick a verb card and make a sentence orally.	<input type="checkbox"/> Students will be able to <b>describe the story “Project Sunshine.”</b> <input type="checkbox"/> Students will understand <b>how a project is planned and completed</b> . <input type="checkbox"/> Students will develop <b>creativity, cooperation, and communication skills</b> .
Nov	16	Coursebook Ch- 7 Exploring an Underwater World The Sea`s Treasures Grammar Ch – 8 Verbs – The Simple Tenses Ch – 9 Adverb	<input type="checkbox"/> Understand different <b>marine habitats</b> such as oceans, coral reefs, and deep sea. <input type="checkbox"/> Identify common <b>underwater animals and plants</b> (fish, coral, seaweed, octopus, etc.). <input type="checkbox"/> Explain the <b>importance of oceans</b> in maintaining	<input type="checkbox"/> Students create an <b>underwater scene</b> using drawing, painting, or collage. <input type="checkbox"/> Use colored paper, clay, or recycled materials to make <b>marine animals</b> .  They can illustrate sentences and highlight	<input type="checkbox"/> Use <b>visual aids, pictures, and videos</b> to help all learners understand concepts. <input type="checkbox"/> Provide <b>hands-on activities</b> for kinesthetic learners.  Use <b>simple examples, pictures, and actions</b> so all	Students create a <b>shoebox aquarium model</b> .  They write <b>5–10 sentences using adverbs</b> and decorate the chart.	Identify and name different marine animals.  <b>Students read a short paragraph and circle the adverbs.</b>	<input type="checkbox"/> describe basic features of the <b>underwater world</b> . <input type="checkbox"/> Recognize and name <b>common marine organisms</b> .  <input type="checkbox"/> Identify

			<p>ecological balance.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Develop observation, creativity, and environmental awareness.</li> <li><input type="checkbox"/> Students will understand the meaning of an <b>adverb</b>.</li> <li><input type="checkbox"/> Students will identify adverbs in sentences.</li> <li><input type="checkbox"/> Students will use adverbs correctly in their own sentences.</li> </ul>	the adverbs with colors.	<p>learners can understand.</p> <p><b>Pair slow learners with supportive peers</b> for group activities.</p>			<p>adverbs in sentences.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use adverbs correctly in speaking and writing.</li> <li><input type="checkbox"/> Recognize different types of adverbs.</li> </ul>
Dec	24	<p>Coursebook Ch – 8 Fly in space The man from planet X Grammar Ch – 11 Conjunctions Ch – 12 Interjection Ch - 13 Preposition</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Children will understand the basic idea of <b>space</b>.</li> <li><input type="checkbox"/> Identify simple features of space</li> </ul> <p>Children will Use interjections to express <b>emotions and feelings</b> in sentences.</p>	Make a <b>paper rocket craft</b> .	<ul style="list-style-type: none"> <li><input type="checkbox"/> Use <b>pictures, videos, and simple models</b> so all learners can understand.</li> <li><input type="checkbox"/> Encourage <b>group activities</b> where stronger learners help others.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Make a <b>simple rocket model</b> using cardboard or plastic bottles.</li> <li><input type="checkbox"/> Create a <b>solar system model</b> using balls or clay.</li> </ul>	Role-play as <b>astronauts going on a space mission</b> .	<ul style="list-style-type: none"> <li><input type="checkbox"/> Described in simple words <b>what astronauts and rockets do</b>.</li> <li><input type="checkbox"/> Show creativity by <b>drawing or making space models</b>.</li> <li><input type="checkbox"/> Participate in discussions about <b>space travel</b>.</li> </ul>
Jan	14	<p>Coursebook Ch – 9 Stage Fright Ch – 10 Raja’s useful collection Grammar</p> <p>Homophones Compound words Paragraph writing Story writing Informal Letters</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Recognize and name feelings like fear, courage, and excitement.</li> <li><input type="checkbox"/> Communicate ideas clearly through speaking, drawing, and acting.</li> </ul>	Create emotion wheels, comics, or posters illustrating feelings before, during, and after performance	<ul style="list-style-type: none"> <li><input type="checkbox"/> Use <b>pictures, gestures, and story narration</b> for all learners.</li> <li><input type="checkbox"/> Allow <b>different ways to participate</b>: acting, narrating, drawing, or helping with props.</li> </ul>	Students will perform a scene from the story.	orking in groups for role-play	<ul style="list-style-type: none"> <li><input type="checkbox"/> Retell the story in their own words.</li> <li><input type="checkbox"/> Identify and describe feelings like fear and courage.</li> <li><input type="checkbox"/> Participate confidently in small performances or group activities.</li> </ul>
Feb	22	Revision of term - II	Children will do revision of all the topics					Children understood all the topics

**विषय : हिंदी**

**निर्धारित पुस्तकें—** 1. पंखुड़ी हिंदी पाठमाला  
2. पंखुड़ी हिंदी व्याकरण

महीना	कार्य दिवस	अध्याय / उप-विषयों	सीखने की मकसद	कला एकीकरण	समावेशी शिक्षण	प्रोजेक्ट / प्रैक्टिकल	योग्यता आधारित गतिविधि सीखना	सीखने के परिणाम
अप्रैल	23	<b>पाठ्यपुस्तक</b> पाठ-1 विनती पाठ-2 निडर नेहा  <b>व्याकरण</b> 1. हमारी भाषा 2. वर्ण विचार	<ul style="list-style-type: none"> <li>दश-प्रेम का महत्व</li> <li>अंधविश्वास का खंडन</li> <li>भाषा का ज्ञान</li> <li>वर्णों का वर्गीकरण</li> </ul>	<ul style="list-style-type: none"> <li>साहस से संबंधित अपने अनुभव को लिखकर साझा करेंगे</li> </ul>	<ul style="list-style-type: none"> <li>अपने अनुभव की चर्चा करेंगे</li> </ul>	<ul style="list-style-type: none"> <li>प्रकृति से संबंधित किन्हीं पाँच चीजों का चित्र बनाकर उनके विषय में लिखेंगे</li> </ul>	<ul style="list-style-type: none"> <li>अच्छे और बुरे व्यवहार में अंतर समझना</li> </ul>	<ul style="list-style-type: none"> <li>आपसी सहयोग और समर्पण की भावना का विकास</li> <li>नैतिक मूल्यों का विकास होगा</li> </ul>
मई	07	<b>पाठ्यपुस्तक</b> पाठ-3 जंगल में पाठशाला <b>व्याकरण</b> • अनुच्छेद लेखन • चित्र-वर्णन	<ul style="list-style-type: none"> <li>आपसी सहयोग व सकारात्मक सोच</li> <li>शब्द-भंडार को समझेंगे</li> </ul>	<ul style="list-style-type: none"> <li>'जंगल में पाठशाला' पाठ से किन्हीं दो पात्रों का चित्र बनाएँ और उसके विषय में लिखें</li> </ul>	<ul style="list-style-type: none"> <li>'शिक्षा का महत्व' पर चर्चा</li> </ul>	<ul style="list-style-type: none"> <li>'शिक्षा का महत्व' पर अनुच्छेद लेखन</li> </ul>	<ul style="list-style-type: none"> <li>अनुभव साझा करेंगे</li> </ul>	<ul style="list-style-type: none"> <li>बौद्धिक कौशल</li> </ul>
जून	16	<b>पाठ्यपुस्तक</b> पाठ-4 नन्हा पौधा पाठ-5 अनोखा दंड <b>व्याकरण</b> 3. मात्राएँ और शब्द	<ul style="list-style-type: none"> <li>प्रकृति प्रेम</li> <li>दया एवं करुणा का भाव</li> <li>मात्राओं का प्रयोग</li> </ul>	<ul style="list-style-type: none"> <li>किन्हीं पाँच पौधों का चित्र बनाकर उनसे मिलने वाले लाभों के विषय में लिखेंगे</li> </ul>	<ul style="list-style-type: none"> <li>पर्यावरण संरक्षण को समझ पाएँगे</li> </ul>	<ul style="list-style-type: none"> <li>किन्हीं दो भारतीय राजाओं का चित्र बनाकर</li> </ul>	<ul style="list-style-type: none"> <li>छत्रपति शिवाजी के विषय में जानेंगे</li> </ul>	<ul style="list-style-type: none"> <li>वैज्ञानिक दृष्टिकोण</li> <li>बुद्धि एवं सूझ-बूझ</li> </ul>
जुलाई	26	<b>पाठ्यपुस्तक</b> पाठ-6 क्या सूर्य जल्द ही नष्ट हो जाएगा! पाठ-7 रवींद्रनाथ टैगोर का बचपन <b>व्याकरण</b> 4. संज्ञा 5. सर्वनाम 6. लिंग 7. वचन	<ul style="list-style-type: none"> <li>विज्ञान के प्रति रुचि</li> <li>दया एवं करुणा का भाव</li> <li>संज्ञा और सर्वनाम की पहचान</li> <li>लिंग और वचन के भेदों की पहचान</li> </ul>	<ul style="list-style-type: none"> <li>सूर्य का चित्र बनाएँगे</li> <li>रवींद्रनाथ टैगोर का चित्र बनाकर उनके कोई पाँच गुणों को लिखेंगे</li> </ul>	<ul style="list-style-type: none"> <li>सूर्य का हमारे जीवन में महत्व</li> <li>'रवींद्रनाथ टैगोर' का जीवन परिचय लिखेंगे</li> </ul>	<ul style="list-style-type: none"> <li>सौरमंडल का मॉडल तैयार करेंगे</li> <li>नोबेल पुरस्कार प्राप्त करने वाले किन्हीं पाँच भारतीयों की सूची बनाएँ</li> </ul>	<ul style="list-style-type: none"> <li>दिन और रात कैसे होता है, इस प्रक्रिया को चित्र के माध्यम से समझेंगे</li> </ul>	<ul style="list-style-type: none"> <li>वास्तविकता का ज्ञान</li> <li>सकारात्मक सोच</li> <li>नए-नए शब्दों का प्रयोग</li> </ul>

अगस्त	24	<p><b>पाठ्यपुस्तक</b> पाठ-8 सच्चा गहना पाठ-9 हम करके कुछ दिखलाएँगे</p> <p><b>व्याकरण</b> 8. विशेषण 9. क्रिया 10. पर्यायवाची शब्द</p>	<ul style="list-style-type: none"> <li>परिश्रम का महत्व</li> <li>समर्पण और आपसी सहयोग</li> <li>विशेषण और क्रिया की पहचान</li> <li>पर्यायवाची शब्द का प्रयोग</li> </ul>	<ul style="list-style-type: none"> <li>हमारे सहायकों का चित्र बनाकर उनके नाम लिखें</li> </ul>	<ul style="list-style-type: none"> <li>हमारे सहायकों के विषय में लिखें</li> </ul>	<ul style="list-style-type: none"> <li>किन्हीं पाँच भारतीय स्वतंत्रता सेनानियों के चित्रों को चिपकाएँगे</li> </ul>	<ul style="list-style-type: none"> <li>देश भक्ति गीत कक्षा में सुनाएँगे</li> </ul>	<ul style="list-style-type: none"> <li>आपसी सहयोग</li> <li>देश प्रेम की भावना</li> </ul>
सितंबर	23	<ul style="list-style-type: none"> <li>पुनरावृत्ति</li> <li>अर्द्धवार्षिक परीक्षा</li> </ul>	पुनरावृत्ति	पुनरावृत्ति	पुनरावृत्ति	पुनरावृत्ति	पुनरावृत्ति	पुनरावृत्ति
अक्टूबर	22	<p><b>पाठ्यपुस्तक</b> पाठ-10 माँ ने पढ़ाया पाठ पाठ-11 असली शिक्षा पाठ-12 जयपुर की सैर</p> <p><b>व्याकरण</b> 11. विलोम शब्द 12. काल 13. अशुद्धि शोधन</p> <ul style="list-style-type: none"> <li>कहानी-लेखन</li> </ul>	<ul style="list-style-type: none"> <li>लगन, कर्मठता, शिक्षा एवं परिश्रम का महत्व</li> <li>धर्म, नीति एवं वास्तविकता का ज्ञान</li> <li>आनंद और अनुभूति</li> <li>विलोम शब्द से परिचित होंगे</li> <li>काल के भेदों की जानकारी</li> <li>अशुद्धि शोधन</li> </ul>	<ul style="list-style-type: none"> <li>संवाद अभिनय</li> <li>नाटक के माध्यम से व्यवहार को जानेंगे</li> <li>जयपुर शहर के प्रसिद्ध स्थलों का चित्र बनाकर या चिपकाकर उसके बारे में लिखेंगे</li> </ul>	<ul style="list-style-type: none"> <li>'माँ का प्यार' का चित्र बनाकर उसपर अनुच्छेद लिखेंगे</li> </ul>	<ul style="list-style-type: none"> <li>माँ के लिए धन्यवाद कार्ड बनाएँगे</li> </ul>	<ul style="list-style-type: none"> <li>भारत की संस्कृति और ऐतिहासिक धरोहर को जानेंगे</li> </ul>	<ul style="list-style-type: none"> <li>नैतिक और सामाजिक मूल्यों को समझेंगे</li> <li>माँ का त्याग, प्रेम और शिक्षा के महत्व को समझ पाएँगे</li> <li>नए-नए शब्दों का ज्ञान प्राप्त करेंगे</li> </ul>
नवंबर	16	<p><b>पाठ्यपुस्तक</b> पाठ-13 डाँ0 कलाम (मिसाइल मैन ऑफ इंडिया)</p> <p><b>व्याकरण</b> 14. विराम-चिह्न 15. गिनती 16. दिन, महीने और त्योहार</p>	<ul style="list-style-type: none"> <li>देश-प्रेम,</li> <li>आपसी सहयोग, सूझबूझ एवं बुद्धि</li> <li>सकारात्मक सोच</li> <li>नए-नए शब्दों का प्रयोग</li> </ul>	<ul style="list-style-type: none"> <li>रॉकेट या मिसाइल का मॉडल तैयार करेंगे</li> </ul>	<ul style="list-style-type: none"> <li>अपने जीवन के लक्ष्य को कक्षा में चर्चा करेंगे</li> </ul>	<ul style="list-style-type: none"> <li>किन्हीं पाँच भारतीय वैज्ञानिकों का कोलॉज बनाएँगे</li> </ul>	<ul style="list-style-type: none"> <li>डाँ0 कलाम को 'मिसाइल मैन' क्यों कहा जाता है?</li> </ul>	<ul style="list-style-type: none"> <li>मेहनत, अनुशासन और देशभक्ति की भावना को विकसित करना</li> <li>दिन, महीने और त्योहारों के बारे में जान सकेंगे</li> </ul>

दिसंबर	24	<p><b>पाठ्यपुस्तक</b> पाठ-14 सत्य के पुजारी: विवेकानंद पाठ-15 ओणम</p> <p><b>व्याकरण</b> 17. वाक्यांश के लिए एक शब्द 18. मुहावरे 19. अनुच्छेद-लेखन</p>	<ul style="list-style-type: none"> <li>• सत्यता, कर्मठता, ईमानदारी</li> <li>• आनंद अनुभूति और सकारात्मक सोच</li> </ul>	<ul style="list-style-type: none"> <li>• स्वामी विवेकानंद का जीवन परिचय लिखेंगे</li> <li>• ओणम के फूलों की रंगोली को तैयार करेंगे</li> </ul>	<ul style="list-style-type: none"> <li>• कक्षा-चर्चा</li> <li>• भारतीय नृत्यों के विषय में जानकारी</li> </ul>	<ul style="list-style-type: none"> <li>• अपने मनपसंद त्योहार का चित्र बनाकर उसके विषय में पाँच पंक्ति लिखें</li> </ul>	<ul style="list-style-type: none"> <li>• भारत के किन्हीं पाँच महापुरुषों के चित्र बनाकर या चिपकाकर उनके विषय में लिखें</li> </ul>	<ul style="list-style-type: none"> <li>• विवेकानंद के आदर्शों को जान पाएँगे</li> <li>• कर्मठता और ईमानदारी</li> <li>• भारतीय संस्कृति के बारे जानना</li> </ul>
जनवरी	14	<p><b>पाठ्यपुस्तक</b> पाठ-16 दादा जी लाए कंप्यूटर पाठ-17 जादुई ब्रश</p> <p><b>व्याकरण</b> 20. चित्र-वर्णन 21. पत्र-लेखन 22. कहानी-लेखन</p>	<ul style="list-style-type: none"> <li>• नूतन जानकारी</li> <li>• सूझबूझ एवं बुद्धि, ईमानदारी एवं सत्यता</li> </ul>	<ul style="list-style-type: none"> <li>• कंप्यूटर के मॉडल को तैयार करेंगे</li> </ul>	<ul style="list-style-type: none"> <li>• किन्हीं पाँच विद्युतीय उपकरणों के आविष्कारों का चित्र सहित नाम लिखेंगे</li> </ul>	<ul style="list-style-type: none"> <li>• किन्हीं पाँच प्रसिद्ध पेंटिंग को इकट्ठा कर उनके पेंटर का नाम लिखें</li> </ul>	<ul style="list-style-type: none"> <li>• अपनी पसंद की पेंटिंग को तैयार करेंगे</li> </ul>	<ul style="list-style-type: none"> <li>• कल्पनाशक्ति और रचनात्मकता का विकास</li> <li>• कंप्यूटर के महत्व को जानेंगे</li> </ul>
फरवरी	22	• पुनरावृत्ति	पुनरावृत्ति	पुनरावृत्ति	पुनरावृत्ति	पुनरावृत्ति	पुनरावृत्ति	पुनरावृत्ति

**SUBJECT: MATHEMATICS**

Textbook:

New Composite Mathematics

Month	WD	Chapter/Sub-Topics	Learning Objectives	Art Integration	Inclusive Teaching	Project / Practical	Competency Based Activity Learning	Learning Outcomes
April	23	Revision; Numbers up to 10,000; Roman Numerals	Understand place value, ordering, comparison and Roman numerals	Abacus drawing and number charts	Use concrete materials and peer support	Create number chart	<ul style="list-style-type: none"> <li>Use abacus and place value charts to form numbers up to 10,000.</li> <li>Arrange number cards in ascending and descending order.</li> <li>Practice Roman numerals using flash cards and matching games.</li> </ul>	<ul style="list-style-type: none"> <li>Students can read and write numbers up to 10,000 correctly.</li> <li>Students can identify place value and compare numbers.</li> <li>Students can recognize and write basic Roman numerals.</li> </ul>
May	07	Addition	Learn addition with and without carrying	Colour coded addition worksheets	Step-by-step guided practice	Addition puzzle sheet	<ul style="list-style-type: none"> <li>Solve addition sums using beads, counters, and number lines.</li> <li>Perform pair activities to practice addition with carrying.</li> <li>Complete addition puzzles and worksheet challenges.</li> </ul>	<ul style="list-style-type: none"> <li>Students can add numbers with and without carrying.</li> <li>Students can apply addition in simple daily life problems.</li> </ul>
June	16	Subtraction; Problems on Addition & Subtraction	Understand subtraction with borrowing	Visual subtraction strips	Use manipulatives	Shopping role play	<ul style="list-style-type: none"> <li>Use bundles of sticks or counters to demonstrate borrowing.</li> <li>Perform shopping role-play activities to practice addition and subtraction.</li> <li>Solve word problems in groups.</li> </ul>	<ul style="list-style-type: none"> <li>Students can subtract numbers with borrowing.</li> <li>Students can solve simple word problems involving addition and subtraction.</li> </ul>

July	26	Multiplication	Understand multiplication as repeated addition and tables	Multiplication array art	Use table charts	Make multiplication table booklet	<ul style="list-style-type: none"> <li>• Create multiplication arrays using dots or grid paper.</li> <li>• Practice tables through group games and table charts.</li> <li>• Prepare a multiplication table booklet.</li> </ul>	<ul style="list-style-type: none"> <li>• Students can understand multiplication as repeated addition.</li> <li>• Students can recall and apply multiplication tables.</li> <li>• Students can understand division as sharing and grouping.</li> <li>• Students can solve simple division problems.</li> </ul>
		Division	Understand division as sharing and grouping	Sharing objects activity	Concrete examples	Group sharing task	<ul style="list-style-type: none"> <li>• Perform sharing activities using objects like pencils or candies.</li> <li>• Use grouping exercises to divide objects equally.</li> </ul>	
Aug	24	Money	Identify currency and perform money operations	Design play currency	Real life examples	Class shop activity	<ul style="list-style-type: none"> <li>• Identify different Indian currency notes and coins.</li> <li>• Conduct a class shop activity using play money.</li> </ul>	<ul style="list-style-type: none"> <li>• Students can recognize Indian currency.</li> <li>• Students can perform simple money calculations.</li> </ul>
		Pictograph	Understand pictographs and data representation	Draw pictograph charts	Use visual symbols and examples	Create class survey chart	<ul style="list-style-type: none"> <li>• Conduct a class survey and record data.</li> <li>• Draw pictographs using symbols.</li> </ul>	
Sep	23	Fractions	Understand numerator, denominator and simple fractions	Fraction pizza art	Visual fraction strips	Fraction craft	<ul style="list-style-type: none"> <li>• Use paper folding and fraction strips to show halves and quarters.</li> <li>• Create fraction pizza or fruit diagrams.</li> </ul>	<ul style="list-style-type: none"> <li>• Students can identify numerator and denominator.</li> <li>• Students can recognize simple fractions.</li> </ul>
Oct	22	Measurement of Length	Measure and convert length units	Ruler drawing activity	Guided measurement practice	Measure classroom objects	<ul style="list-style-type: none"> <li>• Measure classroom objects using rulers or measuring tapes.</li> <li>• Compare shorter and longer objects.</li> </ul>	<ul style="list-style-type: none"> <li>• Students can measure and compare length using standard units.</li> <li>• Students can record measurements correctly.</li> </ul>
		Measurement of Weight	Understand units of weight	Draw measuring	Hands-on examples	Weigh classroom items	<ul style="list-style-type: none"> <li>• Weigh different classroom items using balance scale.</li> <li>• Compare heavier and lighter objects.</li> </ul>	

			and capacity	tools				
Nov	16	Measurement of Capacity, Time	Understand capacity units and reading time	Draw measuring jars and clock	Visual demonstrations	Measure water in containers	<ul style="list-style-type: none"> <li>• Measure water using containers and jars.</li> <li>• Practice reading clocks through classroom clock models.</li> </ul>	<ul style="list-style-type: none"> <li>• Students can identify units of capacity.</li> <li>• Students can read time on a clock.</li> </ul>
Dec	24	Calendar	Read clocks and understand calendar	Clock making craft	Use visual clock models	Make weekly schedule	<ul style="list-style-type: none"> <li>• Create a monthly calendar and mark important dates.</li> <li>• Prepare a daily routine schedule.</li> </ul>	<ul style="list-style-type: none"> <li>• Students can read and understand a calendar.</li> <li>• Students can identify days, weeks, and months.</li> </ul>
		Geometry	Identify basic shapes and solids	Shape collage	Use tactile shapes	Shape identification task	<ul style="list-style-type: none"> <li>• Identify shapes through classroom shape hunt activity.</li> <li>• Make shape collage using paper cutouts.</li> </ul>	<ul style="list-style-type: none"> <li>• Students can identify basic 2D and 3D shapes.</li> <li>• Students can recognize shapes in daily life objects.</li> </ul>
Jan	14	Symmetry; basic idea	Identify shapes, symmetry and basic data representation	Shape collage	Use tactile shapes	Draw pictographs	<ul style="list-style-type: none"> <li>• Use paper folding and mirror activities to explore symmetry.</li> <li>• Draw symmetrical patterns and designs.</li> </ul>	<ul style="list-style-type: none"> <li>• Students can identify symmetrical shapes.</li> <li>• Students can draw simple symmetrical figures.</li> </ul>
Feb	22	Revision						

**SUBJECT: EVS**

**Textbook: OUR GREEN WORLD**

Month	WD	Chapter/Sub-Topics	Learning Objectives	Art Integration	Inclusive Teaching	Project / Practical	Competency Based Activity Learning	Learning Outcomes
April	23	<p>CH- 1 , In The Family</p> <p>Different types of family Nuclear family Joint family Importance of parents Importance of grandparents Function of the family.</p>	<ul style="list-style-type: none"> <li>▪ Students will be able to:</li> <li>▪ Understand the meaning of a family.</li> <li>▪ Identify different types of families (small and big family)</li> <li>▪ Develop respect and love for family members.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Draw and colour a family tree.</li> <li>▪ Make a greeting card for family members.</li> <li>▪ Create a collage using family photographs.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use simple language and visual aids( pictures of family members).</li> <li>▪ Allow students to share about their own family structure ( single parent, joint family, guardian, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Make a small family album</li> <li>▪ Prepare a “helping chart “ showing how they help at home.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Sorting activity : identify nuclear and joint family pictures.</li> <li>▪ Group discussion on “ why is family important”.</li> </ul>	<ul style="list-style-type: none"> <li>▪ By end of the chapters, students will:</li> <li>▪ Define family in simple words.</li> <li>▪ Identify types of families .</li> </ul>
		<p>CH-2 , Our Sense Organs</p> <p>Sense organs Eyes Nose Ears Tongue Skin</p>	<ul style="list-style-type: none"> <li>▪ Students will be able to :</li> <li>▪ Name five sense organs .</li> <li>▪ Identify the function of each sense organ.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Make a 3D model of sense organs using clay or paper.</li> <li>▪ Create a chart</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use pictures and flashcards for better understanding .</li> <li>▪ Use real objects ( flowers, fruits bells ) for</li> </ul>	<ul style="list-style-type: none"> <li>▪ “Sense walk” activity- students observe things they see , hear , smell, feel, and taste.</li> <li>▪ Bring different objects and identify which</li> </ul>	<ul style="list-style-type: none"> <li>▪ Match the sense organ with its function .</li> <li>▪ Identify objects by touching ( blindfold activity under supervision ).</li> </ul>	<ul style="list-style-type: none"> <li>▪ By end of the chapter, students will :</li> </ul>

			<ul style="list-style-type: none"> <li>▪ Learn simple ways to take care of sense organs.</li> </ul>	<p>showing each sense organ and its function.</p>	<p>demonstration.</p>	<p>sense organ is used.</p>	<ul style="list-style-type: none"> <li>▪ Group quiz on sense organs.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Name all five sense organs correctly.</li> <li>▪ Explain the function of each sense organs in simple words.</li> <li>▪ Show awareness about caring for sense organs.</li> </ul>
May	07	<p><b>CH- 3</b></p> <p><b>Food for everyone</b></p> <p>Food Food grains Spices Fruits and vegetables</p>	<ul style="list-style-type: none"> <li>▪ Students will be able to :</li> <li>▪ Explain why food is important for growth and energy .</li> <li>▪ Classify food into energy – giving, body – building , and protective foods.</li> <li>▪ Understand the importance of a balanced diet.</li> <li>▪ Develop awareness about food wastage and food sharing.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Food collage – make a collage using old magazines showing different food chain.</li> <li>▪ Poster making – “do not waste food “ awareness poster.</li> <li>▪ Rangoli with grains – create simple patterns using rice, pulses and wheat grains.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use simple language and local example .</li> <li>▪ Use audio – visual aids for better clarity.</li> <li>▪ Use real food items and pictures for better understanding .</li> </ul>	<ul style="list-style-type: none"> <li>▪ Healthy tiffin weak – students brings healthy food and explain its benefits .</li> <li>▪ Visit to school garden – observe different vegetables and fruits .</li> <li>▪ Germination activity- grow seeds and observe changes.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Sorting activity – classify food into plant and animals sources .</li> <li>▪ Food around us discussion- activity- students list different foods eaten in different regions of India and discuss why food habits differ ( climate , crops , culture).</li> <li>▪ Role play – market visit – students act as shopkeeper and customer buying vegetables, fruits, grains.</li> </ul>	<ul style="list-style-type: none"> <li>▪ By end of the chapter, students will be able to :</li> <li>▪ Identify different types of food items.</li> <li>▪ Explain the importance of a balanced diet.</li> <li>▪ Classify food into energy giving , body- building and protective foods. Show</li> </ul>

June	16	<p><b>CH-4 Cooking Food</b> Raw and Cooked food Why should we cook food? Cooking food as a skill</p>	<p>▪ Students will be able to:</p> <ul style="list-style-type: none"> <li>• Differentiate between raw and cooked food.</li> <li>• Understand why cooking is important.</li> <li>• Recognize cooking as an important life skill.</li> </ul>	<ul style="list-style-type: none"> <li>• Draw and colour pictures of raw and cooked food.</li> <li>• Make a food collage (cut &amp; paste activity).</li> <li>• Create a simple “My Favourite Dish” drawing activity.</li> </ul>	<ul style="list-style-type: none"> <li>• Use real food samples (raw rice, fruits, chapati, etc.).</li> <li>• Show pictures/videos of cooking process.</li> <li>• Allow children to share experiences of helping at home.</li> </ul>	<ul style="list-style-type: none"> <li>• No-fire cooking activity (fruit salad / sandwich).</li> <li>• Sorting activity: Separate raw and cooked food items.</li> </ul>	<ul style="list-style-type: none"> <li>• Group discussion: “Why do we cook food?”</li> <li>• Identify foods that can be eaten raw.</li> <li>• Role play: Chef and kitchen helpers.</li> </ul>	<ul style="list-style-type: none"> <li>▪ By end of the chapter, students will:</li> <li>• Identify raw and cooked food correctly.</li> <li>• Explain why cooking is necessary.</li> <li>• Show interest in learning simple cooking skills safely.</li> </ul>
July	26	<p><b>CH- 5, Houses we live in Different types of houses</b> Kutchha and pucca houses Special houses Qualities of good hous</p> <p><b>CH-6 , Water For all</b></p> <p>Why is water important? Sources of water -river , oceans , lake , well , glacier , rain.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Identify different types of houses.</li> <li>• Differentiate between kutchha and pucca houses.</li> <li>• Recognize special houses and where they are found.</li> <li>• Understand the qualities of a good house.</li> </ul> <p>▪ Students will understand the importance of water in daily life.</p>	<ul style="list-style-type: none"> <li>• Draw and colour different types of houses.</li> <li>• Make a 3D house model using cardboard/clay.</li> <li>• Create a collage of various houses from magazines.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use of pictures, charts and flashcards for better understanding.</li> <li>▪ Group activities so that every child participates.</li> <li>▪ Simple language explanations and storytelling related to houses.</li> <li>▪ Peer learning where stronger students help others.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students collect pictures of different types of houses and prepare a <b>chart or scrapbook</b>.</li> <li>▪ Making a <b>model of kutchha and pucca houses</b> using clay or cardboard.</li> <li>▪ Observing houses in their neighbourhood and discussing their types.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Picture identification activity of different houses.</li> <li>▪ Sorting activity: classify houses into <b>kutchha and pucca houses</b>.</li> <li>▪ Matching activity: match <b>special houses with the places where they are found</b>.</li> <li>▪ Group discussion on features of a <b>good house</b>.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students will be able to explain why houses are important.</li> <li>▪ Students will identify and name different types of houses.</li> <li>▪ Students will differentiate between <b>kutchha and pucca houses</b>.</li> <li>▪ Students will recognize special houses and the places where they are used.</li> <li>▪ Students will describe the qualities of a <b>clean, safe and</b></li> </ul>

			<ul style="list-style-type: none"> <li>▪ Students will identify different <b>uses of water</b> such as drinking, cooking, bathing, washing and watering plants.</li> <li>▪ Students will learn about different <b>sources of water</b>.</li> <li>▪ Students will develop awareness about <b>saving and using water wisely</b>.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Drawing and colouring <b>sources of water</b> like rivers, wells, lakes and ponds.</li> <li>▪ Making a poster on “<b>Save Water</b>”.</li> <li>▪ Craft activity: creating a simple collage showing different uses of water.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use pictures, charts and real-life examples to explain the topic.</li> <li>▪ Encourage group discussion so all students can participate.</li> <li>▪ Provide simple explanations and visual aids for better understanding.</li> <li>▪ Peer learning where students help each other in activities.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students prepare a <b>chart showing sources of water</b> (rain, river, pond, lake, well, hand pump).</li> <li>▪ Observation activity: list the <b>ways water is used at home or school</b>.</li> <li>▪ Simple activity: collect rainwater in a container and observe.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Picture identification of different <b>sources of water</b>.</li> <li>▪ Matching activity: match <b>uses of water with pictures</b>.</li> <li>▪ Group discussion on <b>ways to save water</b>.</li> <li>▪ Sorting activity: natural sources and man-made sources of water.</li> </ul>	<p><b>well-ventilated house.</b></p> <ul style="list-style-type: none"> <li>▪ Students will explain <b>why water is important for living things</b>.</li> <li>▪ Students will identify and name <b>different sources of water</b>.</li> <li>▪ Students will list <b>common uses of water in daily life</b>.</li> <li>▪ Students will understand the importance of <b>saving and conserving water</b>.</li> </ul>
Aug	24	<p><b>CH- 7, Storing Water,</b></p> <p>Forms of water ,Water Cycle , save water , clean water, storage of water.</p>	<ul style="list-style-type: none"> <li>▪Students will understand the <b>different forms of water</b> (solid, liquid, gas).</li> <li>▪Students will learn about the <b>water cycle</b></li> </ul>	<ul style="list-style-type: none"> <li>•Drawing and colouring the <b>water cycle diagram</b>.</li> <li>•Making a <b>poster on “Save Water”</b> with slogans.</li> <li>•Craft activity:</li> </ul>	<ul style="list-style-type: none"> <li>▪<u>Use <b>charts, pictures and videos</b> to explain forms of water and the water cycle.</u></li> <li>▪<u>Provide <b>simple</b></u></li> </ul>	<ul style="list-style-type: none"> <li>▪Prepare a <b>chart showing the water cycle</b>.</li> <li>▪Simple experiment: <b>observe ice melting into</b></li> </ul>	<ul style="list-style-type: none"> <li>▪<b>Picture identification</b> of forms of water (ice, water, steam).</li> <li>▪<b>Sequencing activity</b> of the stages of the water</li> </ul>	<ul style="list-style-type: none"> <li>▪Students will be able to <b>identify the three forms of water</b>.</li> <li>▪Students will explain the</li> </ul>

	<p><b>CH- 8, Clothes We Wear</b></p> <p>Clothes for Different Season , special clothes, What are clothes made of ?, Natural fibres, Man - made fibres.</p>	<p>in a simple way.</p> <ul style="list-style-type: none"> <li>▪ Students will understand the importance of <b>clean and safe water</b>.</li> <li>▪ Students will develop awareness about <b>saving and conserving water</b>.</li> <li>▪ Students will understand <b>why we wear clothes</b>.</li> <li>▪ Students will identify <b>clothes worn in different seasons</b> (summer, winter, rainy season).</li> <li>▪ Students will learn about <b>special clothes</b> worn by different people (uniforms, traditional clothes, protective clothes).</li> <li>▪ Students will understand <b>materials</b></li> </ul>	<p>drawing different <b>forms of water</b> (ice, water, steam).</p> <ul style="list-style-type: none"> <li>• Making a collage of <b>clean water and water storage containers</b>.</li> <li>▪ <u>Drawing and colouring clothes for different seasons.</u></li> <li>▪ <u>Making a collage of different types of clothes using magazine cuttings.</u></li> <li>▪ <u>Craft activity: designing and colouring</u></li> </ul>	<p><b><u>explanations and demonstrations</u></b> for better understanding.</p> <ul style="list-style-type: none"> <li>▪ <u>Encourage group learning and peer support.</u></li> <li>▪ <u>Use real-life examples from students' homes and surroundings.</u></li> <li>▪ Use <b>pictures, charts and real samples of fabrics</b> for better understanding.</li> <li>▪ Encourage <b>group discussions and peer learning</b>.</li> <li>▪ Use <b>simple language and demonstrations</b> for all learners.</li> </ul>	<p><b>water</b> to understand forms of water.</p> <ul style="list-style-type: none"> <li>▪ Students prepare a <b>scrapbook showing ways to save water</b>.</li> <li>☐</li> <li>▪ <b>Observe and list different containers used to store water at home.</b></li> <li>▪ Use <b>pictures, charts and real samples of fabrics</b> for better understanding.</li> </ul>	<p>cycle.</p> <ul style="list-style-type: none"> <li>▪ <b>Matching activity:</b> match water sources with storage containers.</li> <li>▪ <b>Group discussion</b> on ways to save and keep water clean.</li> <li>▪ <b>Picture identification activity</b> of clothes for different seasons.</li> <li>• <b>Sorting activity:</b> classify fibres into <b>natural fibres and man-made fibres.</b></li> <li>• <b>Matching activity:</b> match clothes with the <b>season in which they are worn.</b></li> </ul>	<p><b>basic stages of the water cycle.</b></p> <ul style="list-style-type: none"> <li>▪ Students will understand the importance of <b>clean drinking water</b>.</li> <li>▪ Students will describe <b>proper ways to store water safely</b>.</li> <li>▪ Students will explain <b>why clothes are important</b>.</li> <li>▪ Students will identify <b>clothes worn in different seasons</b>.</li> <li>▪ Students will recognize <b>special clothes and uniforms</b>.</li> <li>▪ Students will differentiate</li> </ul>
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			used to make clothes.	<u>traditional or special clothes.</u>  ▪ <u>Poster making on “Taking Care of Clothes.”</u>	▪ Allow students to <b>share examples of clothes they wear in different seasons.</b>	▪ Encourage <b>group discussions and peer learning.</b>  ▪ Use <b>simple language and demonstrations</b> for all learners.  ▪ Allow students to <b>share examples of clothes they wear in different seasons.</b>	• <b>Group discussion</b> on how to keep clothes clean and neat.	between <b>natural fibres and man-made fibres.</b>
Sep	23	<b>CH-10, How We Travel?</b>  Transportation, Modes of Transportation, Land Transport, Water Transport, Air Transport.  <b>TERM -I ,</b> <b>REVISION</b>	▪ Students will understand <b>why transport is important</b> in our daily life.  ▪ Students will identify different <b>modes of transport.</b>  ▪ Students will learn about <b>land transport, water transport and air transport.</b>	▪ Drawing and colouring <b>different vehicles</b> such as cars, buses, boats and aeroplanes.  ▪ Making a <b>transport collage</b> using pictures from newspapers or magazines.  ▪ Craft activity: making <b>paper models of vehicles.</b>	▪ Use <b>pictures, flashcards and toy vehicles</b> for demonstration.  ▪ Encourage <b>group discussions and sharing experiences</b> about travel.  ▪ Provide <b>visual aids and simple explanations</b> for better understanding.  ▪ Allow students to <b>participate in group activities and role play.</b>	▪ Students prepare a <b>chart showing the three types of transport.</b>  ▪ Collect and paste <b>pictures of vehicles used in land, water and air transport.</b>  ▪ Observe and list the <b>vehicles students use to come to school.</b>	▪ Students prepare a <b>chart showing the three types of transport.</b>  ▪ Collect and paste <b>pictures of vehicles used in land, water and air transport.</b>  ▪ Observe and list the <b>vehicles students use to come to school.</b>	▪ Students will identify and name <b>different modes of transport.</b>  ▪ Students will classify vehicles into <b>land, water and air transports.</b>  ▪ Students will give <b>examples of vehicles used for travelling.</b>
Oct	22	<b>CH- 11, How we communicate?</b>		• <b>Poster</b>	▪ Use <b>pictures,</b>	▪ Prepare a <b>chart</b>	• Students will explain the	• Students will explain the

	<p>Communication , Personal Communication, Means of Personal Communication, Mass Communication, Means of Mass Communication.</p>	<ul style="list-style-type: none"> <li>▪ <b>Understand the concept of communication</b> and its importance in daily life.</li> <li>▪ <b>Distinguish between personal communication</b> (one-on-one conversations, family, friends) and <b>mass communication</b> .</li> <li>▪ <b>Learn about the different forms of communication</b> used in society today.</li> <li>▪ <b>Appreciate the role of communication</b> in connecting people and sharing information.</li> <li>▪ <b>Identify the various professions</b> such as Police, Doctor, Postman, Teacher, and Firefighter.</li> <li>▪ <b>Understand the</b></li> </ul>	<p><b>Making:</b> Students will create posters showing the various ways we communicate .</p> <ul style="list-style-type: none"> <li>• <b>Drawing &amp; Storyboarding:</b> In groups, students will draw comic strips or storyboards showing a scenario where people use different forms of communication, such as talking face-to-face.</li> <li>• <b>Role Play:</b> Students will engage in role-play activities where they act out different forms of communication.</li> </ul>	<p><b>charts and real-life examples</b> to explain communication methods.</p> <ul style="list-style-type: none"> <li>▪ Encourage <b>group discussions and role-play activities.</b></li> <li>▪ Use <b>simple language and visual aids</b> for better understanding.</li> <li>▪ Allow students to <b>share their experiences of communicating with family and friends.</b></li> </ul> <p>▪ <b>Peer Learning:</b></p>	<p><b>showing different modes of communication.</b></p> <ul style="list-style-type: none"> <li>▪ Students collect pictures of <b>personal and mass communication tools</b> and paste them in a scrapbook.</li> <li>▪ <b>Role-play activity: sending a message through different communication methods</b></li> </ul> <p>▪ <b>Community Helpers Poster Project:</b></p>	<p><b>meaning and importance of communication.</b></p> <ul style="list-style-type: none"> <li>• Students will identify <b>different modes of personal communication.</b></li> <li>• Students will recognize <b>mass communication and its tools.</b></li> <li>• Students will differentiate between <b>personal communication and mass communication.</b></li> </ul> <p>• <b>Job Sorting Activity:</b> In a group, students will receive flashcards with pictures of different profession.</p> <ul style="list-style-type: none"> <li>• <b>Role-Playing/Simulation:</b> Students will be divided into groups, each</li> </ul>	<p><b>meaning and importance of communication</b></p> <ul style="list-style-type: none"> <li>• Students will identify <b>different modes of personal communication</b></li> <li>• Students will recognize <b>mass communication and its tools.</b></li> <li>• Students will differentiate between <b>personal communication and mass communication</b></li> </ul> <p>▪ By the end of the chapter, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ <b>Describe the roles of key community helpers</b> (Police, Doctor,</li> </ul>
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		<p><b>roles and responsibilities</b> of each profession in the community.</p> <p>▪ <b>Recognize the importance of these professions</b> in ensuring the safety, health, education, and well-being of society.</p> <p>▪ <b>Develop an appreciation for hard work</b> and the contributions of individuals in different jobs.</p> <p>▪ <b>Express knowledge through simple descriptions</b> and activities based on these professions.</p>	<p>▪ <b>Drawing and Coloring:</b> Students will draw pictures of different professionals (Police, Doctor, Postman, Teacher, Firefighter)</p> <p>▪ <b>Role Play:</b> Students will perform a role-play of one of the professions (e.g., a doctor treating a patient, a teacher teaching students, etc.)</p> <p>▪ <b>Collage Creation:</b> Create a collage using cut-out pictures from magazines or newspapers to depict different people working in various professions.</p>	<p>Encourage collaborative group work where students can share their ideas, ensuring that everyone contributes regardless of their learning level.</p> <p>▪ <b>Adaptation for Diverse Learners:</b> Use simple language, visual aids, and stories to explain the content.</p> <p>▪ <b>Hands-on Learning:</b> For students who may struggle with verbal explanations, hands-on activities like role-playing, drawing, and creating collages will be more effective.</p>	<p>Students will create a poster showing different community helpers at work.</p> <p>▪ They will label the posters with the name of the profession and explain in 2-3 lines what each person does.</p>	<p>representing a different profession. They will then act out a typical day in the life of someone in that profession (e.g., a firefighter putting out a fire, a teacher giving a lesson).</p>	<p>Postman, Teacher, Firefighter) and explain why their work is important.</p> <p>▪ <b>Identify the various tools and uniforms</b> used by different professionals .</p> <p>▪ <b>Develop communication skills</b> through activities like role-playing, interviews, and group discussions.</p> <p>▪ <b>Create visual representations</b> (posters, collages) .</p>
Nov	16	<p>• <b>Identify and understand different kinds of maps</b> such as topographic maps and political maps.</p> <p>• <b>Recognize the</b></p>	<p>• <b>Map Drawing:</b> Students will draw simple maps of their</p>	<p>▪ <b>Visual Learning:</b> Use large printed maps with clear</p>	<p>▪ Create a Personal Map: Students will draw a map of</p>	<p>▪ <b>Political Map of India/World:</b> In groups, students will color a blank political map.</p>	<p>▪ By the end of the chapter, students will be able to:</p>

	<p><b>CH- 13, Maps And Directions.</b></p> <p>Kinds of map, Topographic maps Political maps Importance of maps.</p>	<p><b>significance of maps</b> in understanding geography and the world around us.</p> <ul style="list-style-type: none"> <li>• <b>Learn the basic elements of maps</b> (symbols, scale, directions).</li> <li>• <b>Understand the importance of maps</b> in daily life, travel, and navigation.</li> <li>• <b>Create simple maps</b> and identify key features on them.</li> <li>• <b>Apply knowledge of maps</b> in real-life situations.</li> </ul> <p>▪ By the end of the lesson, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Understand that <b>plants are important friends of humans and animals.</b></li> <li>▪ Identify and classify <b>different types of plants</b> – trees, herbs,</li> </ul>	<p>school, home, or local neighborhood, showing roads, landmarks, and key features.</p> <ul style="list-style-type: none"> <li>• <b>Coloring Political Maps:</b> Students will be given a blank political map of their country or state, where they will color the different states or region.</li> <li>• <b>Create a Topographic Map:</b> Students will create a simple topographic map.</li> </ul> <p>▪ Art activities help students understand plant types creatively.</p>	<p>symbols.</p> <ul style="list-style-type: none"> <li>▪ <b>Group Work:</b> Divide students into mixed-ability groups for map-related activities.</li> <li>▪ <b>Simplified Language:</b> Use clear and simple language to explain .</li> </ul> <p>▪ <b>Visual Aids</b> Use pictures, real leaves, and plant samples so all learners can easily understand plant types.</p> <ul style="list-style-type: none"> <li>▪ <b>Group Learning</b></li> </ul>	<p>their home or local neighborhood, showing key landmarks, roads, and areas they know well.</p> <ul style="list-style-type: none"> <li>▪ <b>Map Symbols and Legend Activity:</b> Students will create a map of a fictional island or place, using symbols.</li> <li>▪ <b>Political Map of India/World:</b> In groups, students will colour a blank political map of India or the world and mark the states, countries, or continents.</li> </ul> <p>▪ <b>Project 1: My Plant Scrapbook</b></p>	<ul style="list-style-type: none"> <li>▪ <b>Compass and Direction Activity:</b> In the classroom, place a simple world map or topographic map. Have students use a compass (or a printed compass rose) to practice identifying directions (north, south, east, west).</li> <li>▪ <b>Create a Topographic Map:</b> Students will design a topographic map of a fictional landscape, incorporating mountains, rivers, roads, and settlements.</li> </ul> <p>1. Plant Classification Game Teacher shows</p>	<ul style="list-style-type: none"> <li>▪ <b>Identify and describe different kinds of maps</b>, such as topographic maps and political maps.</li> <li>▪ <b>Understand the purpose and importance of maps</b> in understanding geographical features, political boundaries, and locations.</li> <li>▪ <b>Recognize and use map symbols</b> (such as rivers, mountains, roads, cities) to understand map representations.</li> <li>▪ <b>Apply basic map-reading skills</b> such as using a compass rose,</li> </ul>
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		<p>CH – 15, Plants and Friends.</p> <p>Types of trees Trees Herbs Shrubs Climbers Creepers</p>	<p>shrubs, climbers, and creepers.</p> <ul style="list-style-type: none"> <li>▪ Recognize <b>basic characteristics of each type of plant.</b></li> <li>▪ Observe plants in their surroundings and <b>relate classroom learning to nature.</b></li> <li>▪ Develop awareness about <b>protecting and caring for plants.</b></li> <li>▪ Build curiosity about <b>nature and plant diversity.</b></li> </ul>	<p><b>1. Leaf Printing Activity</b> Students collect leaves and make <b>leaf prints using colors</b> on paper. They label the plant type (tree, shrub, etc.).</p> <p><b>2. Plant Drawing and Coloring</b> Students draw and color.</p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p>Students work in mixed-ability groups to identify plants and share ideas.</p> <ul style="list-style-type: none"> <li>▪ <b>Experiential Learning</b> Take students outside the classroom (school garden) to <b>observe real plants.</b></li> <li>▪ Allow <b>verbal explanations instead of written responses</b> when needed.</li> <li>▪ Multi-sensory Learning Students see, touch, and observe plants to understand their differences.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students prepare a small scrapbook with pictures or drawings of: <ul style="list-style-type: none"> <li>• Tree</li> <li>• Herb</li> <li>• Shrub</li> <li>• Climber</li> <li>• Creeper</li> </ul> </li> <li>▪ Each page should include: <ul style="list-style-type: none"> <li>• Plant name</li> <li>• Type of plant</li> </ul> </li> </ul> <hr/> <p><b>Project 2: Grow a Plant Activity</b> Students plant <b>seeds (bean, coriander, or mustard)</b> in a small pot or cup.</p>	<p>pictures or real plants. Students classify them into: Trees Herbs Shrubs Climbers Creepers 2. Plant Hunt Activity Students explore the school campus and list plants they see. 3. Role Play Activity Students act as different plants and describe themselves.</p>	<p>understanding scale, and reading legends.</p> <ul style="list-style-type: none"> <li>▪ <b>Identify different types of plants</b> – trees, herbs, shrubs, climbers, and creepers.</li> <li>▪ <b>Describe simple characteristics</b> of each plant type.</li> <li>▪ <b>Recognize plants in their surroundings</b> and classify them correctly.</li> <li>▪ <b>Explain why plants are important</b> for humans and animals.</li> <li>▪ <b>Develop love and respect for nature</b> and understand the need of plants.</li> </ul>
Dec	24		<ul style="list-style-type: none"> <li>▪ By the end of the lesson, students will be able to:</li> <li>▪ Identify different</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Leaf Rubbing Art</b> – Students place a leaf under</li> </ul>	<ul style="list-style-type: none"> <li>▪ To support all learners: Use <b>real leaves for tactile</b></li> </ul>	<p>Activity 1: Leaf Collection Students collect 5 different leaves from</p>	<p>Observation Activity Students observe leaves and identify:</p>	<p>Students will be able to: Identify and name <b>parts of a leaf.</b></p>

		<p><b>CH – 16, Leaves</b></p> <p>Parts of leaves Leaf blade Petiole Functions of petiole Functions of leaves Photosynthesis Exchange of gases Transpiration</p>	<p>parts of a leaf.</p> <ul style="list-style-type: none"> <li>▪ Explain the leaf blade (lamina) and its functions.</li> <li>▪ Describe the petiole and its role in holding the leaf.</li> <li>▪ State the main functions of leaves. State the main functions of leaves.</li> <li>▪ Understand the simple concept of photosynthesis (plants making food).</li> </ul> <p>Explain exchange of gases in plants.</p> <p>Understand the concept of transpiration (loss of water from leaves).</p> <p>Observe and compare different shapes and sizes of leaves.</p> <p>Develop curiosity about plants and nature.</p>	<p>paper and rub crayon to see the pattern.</p> <ul style="list-style-type: none"> <li>▪ <b>Leaf Collage</b> – Create animals or scenery using different leaves.</li> <li>▪ <b>Draw and Label</b> – Draw a leaf and label <b>leaf blade, veins, and petiole</b>.</li> <li>▪ <b>Leaf Printing</b> – Use paint to make prints of different leaves.</li> <li>▪ This activity integrates <b>EVS with Art and Craft</b>.</li> </ul>	<p><b>learning</b> for visual and kinesthetic learners.</p> <ul style="list-style-type: none"> <li>▪ Show <b>charts, pictures, and videos</b> for visual understanding.</li> <li>▪ Provide <b>simple explanations and local examples</b> of plants.</li> <li>▪ Pair <b>slow learners with peer buddies</b>.</li> <li>▪ Use <b>oral questioning and picture cards</b> for students with writing difficulty.</li> <li>▪ Allow <b>drawing instead of long written answers</b> where needed.</li> </ul>	<p>their surroundings and paste them in a notebook.</p> <p>Activity 2: Identify Parts of a Leaf Teacher shows a real leaf and students identify: Leaf blade Veins Petiole</p> <p>Activity 3: Transpiration Experiment (Simple) Materials: Plant leaf Plastic bag Procedure: Cover a leaf with a plastic bag and tie it. After some time, water droplets appear inside the bag. Conclusion: release water → Transpiration. Leaves</p>	<p>Shape Size Colour</p> <hr/> <p>Sorting Activity Give pictures of leaves and ask students to group similar leaves.</p> <hr/> <p>Think and Answer Why are leaves called food factories of plants? What happens if plants do not get sunlight?</p> <hr/> <p>Labeling Activity Students label parts of a leaf in a diagram.</p>	<p>Describe the <b>functions of leaf blade and petiole</b>. Explain the <b>main functions of leaves</b> in simple terms. Understand that leaves help plants <b>make food using sunlight</b>. Recognize that plants <b>exchange gases and release water vapour</b>. Observe and classify <b>different types of leaves</b>. Show interest in <b>plants and environmental awareness</b>.</p>
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		<p><b>CH- 17 , the animals world</b></p> <p>Wild Animals Domestic Animals Food Habits of Animals Movement of Animals</p>	<ul style="list-style-type: none"> <li>▪ By the end of this chapter, students will be able to:</li> <li>▪ Identify different <b>types of animals</b> around them.</li> <li>▪ Differentiate between <b>wild animals and domestic animals.</b></li> <li>▪ Understand the <b>food habits of animals</b> (plant eaters, flesh eaters, and those that eat both).</li> <li>▪ Describe how animals <b>move in different ways</b> such as walking, running, flying, crawling, hopping, and swimming.</li> <li>▪ Recognize animals found in their <b>surroundings and environment.</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ Integrate EVS with art through creative activities:</li> <li>▪ <b>Animal Drawing Activity</b> – Students draw their favourite animal and colour it.</li> <li>▪ <b>Animal Mask Making</b> – Create masks of animals like lion, tiger, cow, rabbit etc.</li> <li>▪ <b>Paper Craft Animals</b> – Make animals using coloured paper.</li> <li>▪ <b>Animal Collage</b> – Use magazine pictures to create a collage of wild and domestic animals.</li> </ul>	<ul style="list-style-type: none"> <li>▪ To support all types of learners:</li> <li>▪ Use <b>pictures, flashcards, and charts</b> of animals.</li> <li>▪ Play <b>animal sound identification games</b> for auditory learners.</li> <li>▪ Show <b>short videos or animations</b> about animals.</li> <li>▪ Allow <b>group activities and peer learning.</b></li> <li>▪ Use <b>local examples of animals</b> familiar to students.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Activity 1: Animal Chart</li> <li>▪ Students prepare a chart with pictures of:</li> <li>▪ Wild animals (lion, tiger, elephant etc.)</li> <li>▪ Domestic animals (cow, dog, goat etc.)</li> <li>▪ Activity 2 : Animal Movement Game</li> <li>▪ Students act out different animal movements such as: Hop like a rabbit Crawl like a snake Fly like a bird Swim like a fish</li> </ul>	<ul style="list-style-type: none"> <li>▪ Picture Identification</li> <li>▪ Show pictures and ask students to identify:</li> <li>▪ Wild animal or domestic animal.</li> <li>▪ Matching Activity Match animals with their food habits. Example: Cow → Grass Lion → Flesh</li> <li>▪ Movement Identification</li> <li>▪ Students identify how animals move</li> </ul>	<ul style="list-style-type: none"> <li>▪ After completing this chapter, students will be able to:</li> <li>▪ Classify animals as <b>wild animals and domestic animals.</b></li> <li>▪ Explain <b>food habits of animals</b> in simple terms.</li> <li>▪ Describe <b>different ways animals move.</b></li> <li>▪ Show <b>care and respect for animals.</b></li> <li>▪ Develop awareness about <b>wildlife and environment protection.</b></li> </ul>
Jan	14		<ul style="list-style-type: none"> <li>• Identify different types of birds found around them.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Bird Drawing Activity</b> Students draw their favourite</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Visual learners</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ Project 1: Bird Observation</li> </ul>	<ul style="list-style-type: none"> <li>▪ Activity 1: Match the Following Match birds with</li> </ul>	<ul style="list-style-type: none"> <li>▪ Identify common birds around them.</li> </ul>

		<p><b>CH- 19 , Birds Around us ,</b></p> <p>Different types of birds Feathers How do birds fly Beaks of birds, Feet and claws.</p>	<ul style="list-style-type: none"> <li>• Describe the role and importance of <b>feathers</b>.</li> <li>• Explain <b>how birds fly</b> in simple terms.</li> <li>• Recognize <b>flightless birds</b> and understand why they cannot fly.</li> <li>• Identify different <b>types of beaks</b> and their food habits.</li> <li>• Identify different <b>types of feet and claws</b> of birds.</li> <li>• Develop observation skills by identifying birds in their surroundings.</li> </ul> <p>▪ By the end of the lesson, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Identify common <b>insects</b> found around them.</li> <li>▪ Recognize different insects such as <b>ants, butterflies, mosquitoes, houseflies, cockroaches, and</b></li> </ul>	<p>bird and colour it. Label parts such as <b>beak, wings, feathers, claws.</b></p> <ul style="list-style-type: none"> <li>• <b>Feather Craft</b> Use coloured paper to create a <b>bird collage.</b></li> <li>• <b>Clay Modeling</b> Make small bird models using clay.</li> <li>• <b>Bird Mask Making</b> Students create masks of birds like <b>parrot, owl, eagle.</b></li> <li>• <b>Song / Poem</b> Sing a simple rhyme about birds.</li> </ul> <p>▪ Students learn through creative activities:</p> <ul style="list-style-type: none"> <li>▪ 1. Insect</li> </ul>	<ul style="list-style-type: none"> <li>▪ Show pictures, flashcards, charts of birds.</li> <li>▪ <b>Auditory learners</b></li> <li>▪ Play recordings of bird sounds.</li> <li>▪ <b>Kinesthetic learners</b></li> <li>▪ Let students mimic bird movements like flapping wings.</li> <li>▪ <b>Slow learners</b> Provide simple worksheets and repeated explanation.</li> <li>▪ <b>Group work</b> Mix different ability students in groups for activities.</li> <li>▪ To support different types of learners:</li> <li>▪ <b>Visual learners</b> Use charts,</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students observe birds around their home/school and write:</li> <li>▪ Name of bird Colour Type of beak What it eats</li> <li>▪ Project 2: Bird Scrapbook</li> <li>▪ Students collect or draw pictures of different birds and paste them in a scrapbook.</li> </ul> <p><b>Project 1: Insect Scrapbook</b></p> <ul style="list-style-type: none"> <li>▪ Students collect pictures or draw insects and paste them</li> </ul>	<p>their food habits. Example: Parrot → Fruits and seeds Eagle → Flesh Duck → Water plants.</p> <ul style="list-style-type: none"> <li>▪ Activity 2: Identify the Bird</li> <li>▪ Teacher shows pictures and students identify: Type of beak Type of feet</li> <li>▪ Activity 3: Role Play Students act like birds: Flying</li> <li>▪ Activity 1: Identify the Insect</li> <li>▪ Teacher shows pictures and students identify the insect.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Explain the importance of feathers and wings.</li> <li>▪ Describe how birds fly.</li> <li>▪ Recognize examples of flightless birds (ostrich, penguin).</li> <li>▪ Classify birds based on their <b>beaks and feet.</b></li> <li>▪ Observe and appreciate birds in their environment.</li> <li>▪ Identify common insects and worms around them.</li> </ul>
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		<p><b>CH- 20, Insects and Worms</b></p> <p><b>Insects</b></p>	<p><b>honeybees.</b></p> <ul style="list-style-type: none"> <li>▪ Understand the basic characteristics of insects.</li> <li>▪ Identify <b>worms</b> such as earthworms and leeches.</li> <li>▪ Explain the role of some insects and worms in nature.</li> </ul>	<p><b>Drawing</b> Students draw and colour insects like: Butterfly Ant Honeybee</p> <p>▪ <b>2. Paper Butterfly Craft</b> Students create butterflies using coloured paper and decorate them.</p> <p>▪ <b>3. Insect Mask Making</b> Students create masks of butterflies or honeybees.</p>	<p>flashcards, and pictures of insects and worms.</p> <ul style="list-style-type: none"> <li>▪ <b>Auditory learners</b> Tell short stories about ants or bees.</li> <li>▪ <b>Kinesthetic learners</b> Students imitate movements of insects such as crawling like ants.</li> <li>▪ <b>Real-life observation</b> Encourage students to observe insects in the garden or playground.</li> </ul>	<p>in a scrapbook.</p> <ul style="list-style-type: none"> <li>▪ <b>Practical Activity</b> Teacher shows pictures or videos of insects and worms and discusses: Body parts Movement Habitat</li> </ul>	<p>Example: Ant Butterfly Honeybee</p> <ul style="list-style-type: none"> <li>▪ Activity 2: Sorting Game Students classify picture cards into groups: Helpful insects Harmful insects Example: Helpful: Honeybee, butterfly Harmful: Mosquito, housefly.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe basic features of insects.</li> <li>• Recognize ants, butterflies, mosquitoes, houseflies, cockroaches, and honeybees.</li> <li>• Identify worms like earthworms and leeches.</li> <li>• Understand which insects are helpful and which are harmful.</li> <li>• Develop observation and curiosity about small animals in nature.</li> </ul>
Feb	22	TERM – II , REVISION						

**SUBJECT: WE/AI/Computational Thinking**  
**Textbook: 1. New Empower Computer Studies**

Month	WD	Chapter/Sub-Topics	Learning Objectives	Art Integration	Inclusive Teaching	Project / Practical	Competency Based Activity Learning	Learning Outcomes
April	23	<b>Chapter – 1, A computer System</b> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• IPO model</li> <li>• Hardware</li> <li>• Software</li> <li>• Different Application Software</li> <li>• Central Processing Unit</li> <li>• Computer Memory</li> </ul> <b>Chap. – 1, Introduction</b> <b>Chap. – 2, How to use this Book?</b>	<b>1. Acquisition of Knowledge:</b> To enable the students to know about the working of a computer. <b>2. Development of Understanding:</b> To enable students to understand different application software.	Draw and label parts of a computer system.	Show real computer parts; use charts and videos for better understanding.	Identify computer parts in the lab.	Match hardware devices with their functions.	Students will understand the basic working and components of a computer system.
May	07	<b>Chapter – 2, GUI Operating System – An Introduction</b> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Operating System</li> <li>• Functions of Operating System</li> <li>• Single – User and Multi – User operating systems</li> <li>• Windows 11 as an Operating system</li> <li>• Power modes of a computer</li> </ul> <b>Chap. – 3, What’s in a Name?</b>	<b>1. Acquisition of Knowledge:</b> To enable students to understand the functions of an operating system. <b>2. Development of Understanding:</b> To enable students to identify different types of operating systems and their uses.	Poster on “Functions of Operating System”.	Step-by-step demonstration in lab.	Identify desktop icons and start menu.	Discuss differences between single-user and multi-user OS.	Students will understand OS functions and basic navigation.
June	16	<b>Chapter – 2, GUI Operating System – An</b> <ul style="list-style-type: none"> <li>• Icons</li> <li>• Arranging icons</li> <li>• Viewing icons</li> <li>• Hiding desktop icons</li> <li>• Taskbar</li> <li>• Wallpaper</li> <li>• Personalise wallpaper</li> <li>• Screen Saver</li> <li>• Shut down</li> </ul> <b>Chap. – 4, Toy Joy</b> <b>Chap. – 5, Double Century</b>	<b>1. Acquisition of Knowledge:</b> To enable students to know about desktop components and icons. <b>2. Development of Understanding:</b> To enable students to personalize desktop settings like wallpaper and taskbar.	Design a creative wallpaper idea on paper.	Guided practice with teacher support in lab.	Change wallpaper and screen saver in computer.	Arrange icons and explore taskbar options.	Students will be able to customize and manage desktop settings.
July	26	<b>Chapter – 3, Word Processor – An Introduction</b> <ul style="list-style-type: none"> <li>• Introduction</li> </ul>	<b>1. Acquisition of Knowledge:</b> To enable students to understand the	Create a greeting card using MS	Step-by-step typing and formatting	Type a short paragraph and save it.	Practice creating and opening documents.	Students will be able to create, save, and open

		<ul style="list-style-type: none"> <li>• Purposes of Word Processor</li> <li>• Starting MS Word</li> <li>• Components of MS Word Window</li> <li>• Creating a documents</li> <li>• Saving a document</li> <li>• Closing a document</li> <li>• Closing MS Word</li> <li>• Opening an existing document</li> </ul> <p><b>Chap. – 6, Vacation with My Nani Maa</b> <b>Chap. – 7, Fun with Shapes</b></p>	purpose and components of a word processor. <b>2. Development of Understanding:</b> To enable students to create, save, and open documents in MS Word.	Word.	guidance.			Word documents.
Aug	24	<p><b>Chapter – 4, The Internet – An Introduction</b></p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Uses of Internet</li> <li>• Advantages and Disadvantages of Internet</li> <li>• Internet terms</li> <li>• Opening a web page</li> <li>• Best practices to online safety</li> <li>• Responsibilities of a Digital Citizen</li> </ul> <p><b>Chap. – 8, House of Hundreds – I</b> <b>Chap. – 9, Raksha Bandhan</b></p>	<p><b>1. Acquisition of Knowledge:</b> To enable students to understand the uses and terms of the internet.</p> <p><b>2. Development of Understanding:</b> To enable students to practice safe and responsible internet usage.</p>	Poster on “Safe Internet Practices”.	Story-based examples for online safety.	Open a webpage in browser.	Identify safe vs unsafe online practices.	Students will be able to use the internet safely and responsibly.
Sep	23	<b>Revision Term I</b>						
Oct	22	<p><b>Chapter – 5, File Management – Organisation of Folders</b></p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Different views of files and folders</li> <li>• Creating a folder</li> <li>• Saving a file in a folder</li> <li>• Renaming a folder</li> <li>• Moving a folder</li> <li>• Deleting a folder</li> <li>• Restoring a folder</li> <li>• Emptying Recycle Bin</li> </ul> <p><b>Chap. – 10, Fair Share</b></p>	<p><b>1. Acquisition of Knowledge:</b> To enable students to understand files, folders, and their management.</p> <p><b>2. Development of Understanding:</b> To enable students to organize and manipulate files efficiently.</p>	Draw folder structure charts.	Demonstration with visual steps.	Create, rename, move, and delete folders.	Organize files into proper folders.	Students will be able to manage and organize files efficiently.
Nov	16	<p><b>Chapter – 6, Tux Paint – An Introduction</b></p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Starting with Tux Paint</li> <li>• Components of Tux Paint window</li> <li>• Paint tool and Brushes</li> <li>• Different tools</li> <li>• Saving Tux Paint drawing</li> </ul>	<p><b>1. Acquisition of Knowledge:</b> To introduce students to digital drawing tools.</p> <p><b>2. Development of Understanding:</b> To enable students to create and save digital artwork.</p>	Draw scenery in Tux Paint.	Guided drawing for all learners.	Create a drawing using different tools.	Explore paint tools and stamps.	Students will be able to create and save digital drawings.

		<ul style="list-style-type: none"> <li>Opening an existing drawing</li> <li>Quitting Tux Paint</li> </ul> <p><b>Chap. – 11, House of Hundreds – II</b> <b>Chap. – 12, Fun at Class Party!</b></p>						
Dec	24	<p><b>Chapter – 7, An Introduction to Scratch Programming</b></p> <ul style="list-style-type: none"> <li>Introduction</li> <li>Features of Scratch</li> <li>Getting started with Scratch programming</li> <li>Components of Scratch window</li> <li>Increasing or Decreasing the size of a Sprite</li> <li>Adding a Sprite</li> <li>Hiding/Deleting a Sprite</li> <li>Adding Backdrop</li> <li>Deleting Backdrop</li> </ul> <p><b>Chap. – 13, Filling and Lifting</b> <b>Chap. – 14, Give and Take</b></p>	<p><b>1. Acquisition of Knowledge:</b> To introduce students to Scratch and basic coding concepts.</p> <p><b>2. Development of Understanding:</b> To enable students to create simple animations using sprites and backdrops.</p>	Draw a cartoon character sprite.	Demonstration on projector; guided practice.	Create simple animation using sprites.	Move and manipulate sprites using coding blocks.	Students will understand basic programming and animation concepts.
Jan	14	<p><b>Chapter – 8, Artificially Intelligent Gadgets</b></p> <ul style="list-style-type: none"> <li>Introduction</li> <li>AI in Gadgets</li> <li>Artificial Intelligence in Homes</li> <li>AI in our daily lives</li> </ul> <p><b>Chap. – 15, Time Goes On</b> <b>Chap. – 16, The Surajkund Fair</b></p>	<p><b>1. Acquisition of Knowledge:</b> To enable students to identify AI gadgets.</p> <p><b>2. Development of Understanding:</b> To enable students to understand AI applications in daily life.</p>	Draw AI gadgets used at home.	Use videos and real examples.	Identify AI devices at home or school.	Discuss AI in daily life scenarios.	Students will recognize AI gadgets and their applications.
Feb	22	<b>Revision for Term II</b>						

**SUBJECT: GERMAN**

**Textbook: 1. So geht das 1**

Month	WD	Chapter/ Sub-Topics	Learning Objectives	Art Integration	Inclusive Teaching	Project / Practical	Competency Based Activity Learning	Learning Outcomes
April	23	<p><b>Lesson 1: Begrüßung (Greetings in German)</b></p> <p><b>Sub-Topics</b></p> <ul style="list-style-type: none"> <li>• Common Greetings and Responses</li> <li>• Formal and Informal Greetings</li> <li>• Introducing Oneself and Asking for Names</li> <li>• German Names (First and Last Names)</li> <li>• Basic German Verbs: "heißen" (to be called)</li> <li>• Sentence Construction Exercises</li> <li>• Fun Facts about Germany</li> </ul>	<ul style="list-style-type: none"> <li>• Learn and practice basic greetings in German.</li> <li>• Differentiate between formal and informal greetings.</li> <li>• Introduce oneself and ask others for their names.</li> <li>• Familiarize with common German names.</li> <li>• Conjugate the verb "heißen" and use it in sentences.</li> <li>• Develop basic sentence formation skills.</li> <li>• Gain cultural knowledge about Germany.</li> </ul>	<ul style="list-style-type: none"> <li>• Role-playing different greeting scenarios.</li> <li>• Creating a greeting card with German phrases.</li> <li>• Drawing and labeling a "German Name Tree" with common first and last names.</li> <li>• Enacting dialogues with props and costumes.</li> </ul>	<ul style="list-style-type: none"> <li>• Using visual aids for different learning styles.</li> <li>• Pair work for peer learning and inclusion.</li> <li>• Pronunciation practice through audio aids for auditory learners.</li> <li>• Using sign language gestures for greetings to support diverse learners.</li> </ul>	<ul style="list-style-type: none"> <li>• Create a short video introducing yourself in German.</li> <li>• Prepare a greeting poster in German for the classroom.</li> <li>• Conduct a survey on students' favorite German names and present findings.</li> </ul>	<ul style="list-style-type: none"> <li>• Situational role-plays (e.g., greeting a teacher vs. a friend).</li> <li>• Group activity: Creating and performing a dialogue using greetings.</li> <li>• Sentence-building exercises using word cards.</li> </ul>	<ul style="list-style-type: none"> <li>• Use appropriate German greetings in different contexts.</li> <li>• Introduce themselves and ask for names correctly.</li> <li>• Conjugate and use the verb "heißen" properly.</li> <li>• Recognize and use common German names.</li> <li>• Develop confidence in basic conversational German.</li> </ul>
May	07	<p><b>Lektion 2 - Alphabet, Sounds, and Basic Conversation</b></p> <p><b>Sub-Topics</b></p> <ul style="list-style-type: none"> <li>• <b>The German Alphabet (Das Alphabet)</b></li> <li>• <b>Pronunciation and Sounds in German</b> <ul style="list-style-type: none"> <li>- Vowels and Umlauts (Ä, Ö, Ü)</li> <li>- Consonants and</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Learn the German alphabet and proper pronunciation of letters and sounds.</li> <li>• Recognize and pronounce vowels, umlauts, and consonant combinations correctly.</li> <li>• Understand and use basic German greetings and introductions.</li> <li>• Ask and respond to questions about nationality and</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Pronunciation Posters:</b> Create posters for German phonetics and special sound rules.</li> <li>• <b>Alphabet Song:</b> Learn and sing the German alphabet song.</li> <li>• <b>Role-Play:</b> Enact</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Visual Aids:</b> Use flashcards with images and words for better understanding.</li> <li>• <b>Auditory Learning:</b> Listen to recordings of native German speakers.</li> <li>• <b>Tactile Learning:</b> Tracing letters of the alphabet and practicing</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Pronunciation Challenge:</b> Students record themselves pronouncing German words.</li> <li>• <b>Dialogue Presentation:</b> Create a short skit using greetings and introductions.</li> <li>• <b>Alphabet Collage:</b> Create a collage using images representing German words for each letter.</li> <li>• <b>City Mapping:</b> Students mark major German and Indian cities on a map and describe their locations.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Pronunciation Relay:</b> Students take turns pronouncing difficult German words correctly.</li> <li>• <b>Dialogue Rehearsals:</b> Practice real-life conversational situations.</li> <li>• <b>Word Scramble:</b> Unscramble jumbled German words to improve spelling and recognition.</li> <li>• <b>Question-Answer Drill:</b> Students ask and answer about residence and nationality in pairs.</li> </ul>	<ul style="list-style-type: none"> <li>• Pronounce and recognize the German alphabet and sounds correctly.</li> <li>• Use basic German phrases for introduction and greetings confidently.</li> <li>• Ask and respond to questions about origin and residence.</li> <li>• Understand and use common German verbs (lernen, kommen, wohnen).</li> <li>• Identify and locate major German and Indian cities on a map.</li> <li>• Develop listening, speaking, and writing skills in beginner-</li> </ul>

		<p>Diphthongs - Special Letter Combinations (ei, au, eu, sch, sp, st, etc.)</p> <p><b>• Common German Words and Their Pronunciations</b></p>	<p>residence.</p> <ul style="list-style-type: none"> <li>• Learn the verb conjugations of "lernen," "kommen," and "wohnen."</li> <li>• Identify locations of German and Indian cities on a map.</li> <li>• Construct simple German sentences using question words.</li> </ul>	<p>dialogues asking and answering about nationality and residence.</p> <p><b>• Map Activity:</b> Color-code a world map to indicate German-speaking countries.</p>	<p>pronunciation.</p> <p><b>• Pair Work:</b> Practice dialogues in pairs to encourage peer learning.</p> <p><b>• Multi-Sensory Learning:</b> Combining speaking, writing, and listening exercises.</p>		<p>level German.</p>	
June	16	<p><b>Lektion 2 - Alphabet, Sounds, and Basic Conversation</b></p> <p><b>• Basic German Conversation</b> -Asking and Answering About Residence -Asking and Answering About Origin -Basic Sentence Structure in German</p> <p><b>• Geographical Understanding</b> -Major Cities in Germany and India -Understanding Locations (North, South, Central)</p> <p><b>• Grammar Topics</b> -Verb Conjugation: lernen, kommen, wohnen -Question Words (Was, Wo, Woher, Wie) -Sentence Formation Practice</p>	<ul style="list-style-type: none"> <li>• Learn the German alphabet and proper pronunciation of letters and sounds.</li> <li>• Recognize and pronounce vowels, umlauts, and consonant combinations correctly.</li> <li>• Understand and use basic German greetings and introductions.</li> <li>• Ask and respond to questions about nationality and residence.</li> <li>• Learn the verb conjugations of "lernen," "kommen," and "wohnen."</li> <li>• Identify locations of German and Indian cities on a map.</li> <li>• Construct simple German sentences using question words.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Pronunciation Posters:</b> Create posters for German phonetics and special sound rules.</li> <li>• <b>Alphabet Song:</b> Learn and sing the German alphabet song.</li> <li>• <b>Role-Play:</b> Enact dialogues asking and answering about nationality and residence.</li> <li>• <b>Map Activity:</b> Color-code a world map to indicate German-speaking countries.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Visual Aids:</b> Use flashcards with images and words for better understanding.</li> <li>• <b>Auditory Learning:</b> Listen to recordings of native German speakers.</li> <li>• <b>Tactile Learning:</b> Tracing letters of the alphabet and practicing pronunciation.</li> <li>• <b>Pair Work:</b> Practice dialogues in pairs to encourage peer learning.</li> <li>• <b>Multi-Sensory Learning:</b> Combining speaking, writing, and listening exercises.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Pronunciation Challenge:</b> Students record themselves pronouncing German words.</li> <li>• <b>Dialogue Presentation:</b> Create a short skit using greetings and introductions.</li> <li>• <b>Alphabet Collage:</b> Create a collage using images representing German words for each letter.</li> <li>• <b>City Mapping:</b> Students mark major German and Indian cities on a map and describe their locations.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Pronunciation Relay:</b> Students take turns pronouncing difficult German words correctly.</li> <li>• <b>Dialogue Rehearsals:</b> Practice real-life conversational situations.</li> <li>• <b>Word Scramble:</b> Unscramble jumbled German words to improve spelling and recognition.</li> <li>• <b>Question-Answer Drill:</b> Students ask and answer about residence and nationality in pairs.</li> </ul>	<ul style="list-style-type: none"> <li>• Pronounce and recognize the German alphabet and sounds correctly.</li> <li>• Use basic German phrases for introduction and greetings confidently.</li> <li>• Ask and respond to questions about origin and residence.</li> <li>• Understand and use common German verbs (lernen, kommen, wohnen).</li> <li>• Identify and locate major German and Indian cities on a map.</li> <li>• Develop listening, speaking, and writing skills in beginner-level German.</li> </ul>

July	26	<p><b>Lektion 3 – Erich und Erika</b></p> <p><b>Sub-Topics</b></p> <ul style="list-style-type: none"> <li>• <b>Introducing People &amp; Basic Descriptions</b></li> <li>-Talking about oneself and others (Ich bin..., Er ist...)</li> <li>-Describing friendships and hobbies</li> <li>• <b>Grammar Topics</b></li> <li>-Personal Pronouns (ich, du, er, sie, wir, ihr, Sie)</li> <li>-Verb "sein" (to be) - Conjugation and usage</li> <li>-Indefinite and Definite Articles (ein/eine, der/die/das)</li> <li>• <b>Vocabulary Expansion</b></li> <li>-International words in German (Pilot, Film, Kaffee, etc.)</li> <li>-Family members and common nouns (Mutter, Vater, Kind, Freund, etc.)</li> <li>• <b>Numbers in German (1-20)</b></li> <li>-Counting and recognizing German numbers</li> <li>• <b>Cultural Awareness</b></li> <li>-Colors and significance of the German flag</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce oneself and others using correct sentence structures.</li> <li>• Use personal pronouns correctly in sentences.</li> <li>• Conjugate and apply the verb "sein" in real-life conversations.</li> <li>• Identify and use definite and indefinite articles appropriately.</li> <li>• Recognize and pronounce international words in German.</li> <li>• Learn and use numbers from 1 to 20 in German.</li> <li>• Understand basic cultural elements like the German flag.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Role-Play:</b> Enact simple dialogues introducing oneself and others.</li> <li>• <b>Poster Activity:</b> Create a visual chart for German personal pronouns and verb conjugations.</li> <li>• <b>Number Craft:</b> Design number flashcards with German spellings.</li> <li>• <b>German Flag Drawing:</b> Color and label the German flag.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Visual Aids:</b> Use charts and pictures to help identify personal pronouns and articles.</li> <li>• <b>Auditory Learning:</b> Listen to recorded dialogues for correct pronunciation.</li> <li>• <b>Group Activities:</b> Pair students for role-playing and dialogue practice.</li> <li>• <b>Tactile Learning:</b> Use cut-and-paste exercises to match articles with nouns.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Class Survey:</b> Each student introduces a classmate using "Er ist..." or "Sie ist..."</li> <li>• <b>Grammar Challenge:</b> Create sentences using "sein" and personal pronouns.</li> <li>• <b>Flashcard Game:</b> Match nouns with the correct definite and indefinite articles.</li> <li>• <b>Number Activity:</b> Conduct a counting exercise in German.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Sentence Formation Challenge:</b> Rearrange words to form correct German sentences.</li> <li>• <b>Speaking Practice:</b> Students introduce their friends using "Das ist..."</li> <li>• <b>Memory Game:</b> Identify and recall definite and indefinite articles.</li> <li>• <b>Number Race:</b> Say numbers 1-20 in German as quickly as possible.</li> </ul>	<ul style="list-style-type: none"> <li>• Speak simple German sentences for introductions and descriptions.</li> <li>• Use personal pronouns and conjugate "sein" correctly.</li> <li>• Identify and apply definite and indefinite articles appropriately.</li> <li>• Recognize and use German numbers up to 20.</li> <li>• Understand cultural symbols like the German flag.</li> </ul>
Aug	24	<p><b>Lektion 4 – Was hast du?</b></p> <p><b>Sub-Topics</b></p>	<p>-Express ownership and possessions using the verb "haben."</p>	<ul style="list-style-type: none"> <li>• <b>Flashcard Creation:</b> Students create colorful</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Visual Aids:</b> Use charts and diagrams for plural rules and</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Classroom Inventory:</b> Students count and list classroom objects in German.</li> <li>• <b>Family Chart:</b> Create a</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Sentence Building:</b> Construct sentences using "haben" and plural nouns.</li> <li>• <b>Memory Game:</b> Match</li> </ul>	<ul style="list-style-type: none"> <li>• Use the verb "haben" correctly in different contexts.</li> <li>• Form and use plural nouns accurately in German.</li> </ul>

		<ul style="list-style-type: none"> <li>• <b>Talking About Possessions</b></li> <li>-Using the verb "<b>haben</b>" (to have) in different contexts</li> <li>-Asking and answering questions about possessions</li> <li>• <b>Grammar Topics</b></li> <li>-Conjugation of "<b>haben</b>"</li> <li>-Forming <b>plural nouns</b> in German</li> <li>• <b>Numbers in German (21-1,000,000)</b></li> <li>-Recognizing and pronouncing large numbers</li> </ul>	<ul style="list-style-type: none"> <li>-Conjugate and use "haben" correctly in sentences.</li> <li>-Form and recognize plural nouns in German.</li> <li>-Read, write, and say numbers from 21 to 1,000,000.</li> <li>-Ask and answer simple questions about personal belongings and family.</li> </ul>	<ul style="list-style-type: none"> <li>flashcards for plural noun formations.</li> <li>• <b>Number Poster:</b> Make a creative poster displaying large numbers in German.</li> <li>• <b>Dialogue Skit:</b> Enact short dialogues using "haben" and numbers.</li> </ul>	<ul style="list-style-type: none"> <li>numbers.</li> <li>• <b>Listening Exercises:</b> Provide audio clips for correct pronunciation.</li> <li>• <b>Group Work:</b> Pair students for dialogues and question-answer activities.</li> <li>• <b>Kinesthetic Learning:</b> Use physical counting objects (balls, books, pencils) for practical application.</li> </ul>	<ul style="list-style-type: none"> <li>family tree using "haben" to describe family members.</li> <li>• <b>Number Challenge:</b> Students write and say large numbers correctly.</li> <li>• <b>Shopping Role-Play:</b> Pretend shopping scenario using "haben" and numbers.</li> </ul>	<ul style="list-style-type: none"> <li>singular and plural words correctly.</li> <li>• <b>Listening Activity:</b> Recognize and write down numbers heard in German.</li> <li>• <b>Question-Answer Challenge:</b> Students ask and answer questions about possessions.</li> </ul>	<ul style="list-style-type: none"> <li>• Count and say numbers from 21 to 1,000,000 fluently.</li> <li>• Engage in simple conversations about possessions and family.</li> </ul>
Sep	23	<p><b>Lektion 4 – Was hast du?</b></p> <ul style="list-style-type: none"> <li>• <b>Cultural Knowledge</b></li> <li>-Important geographical facts about Germany (Zugspitze, Rhein, Elbe, Donau)</li> </ul>	<ul style="list-style-type: none"> <li>• Understand key geographical landmarks of Germany.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Map Activity:</b> Label and decorate a map of Germany with famous rivers and mountains.</li> </ul>				<ul style="list-style-type: none"> <li>• Identify key geographical features of Germany.</li> </ul>
Oct	22	<p><b>Lektion 5 – Meine Familie</b></p> <p><b>Sub-Topics</b></p> <ul style="list-style-type: none"> <li>• <b>Introduction to Family Members</b></li> <li>-Talking about family members</li> <li>-Describing relationships using possessive pronouns</li> <li>• <b>Grammar Topics</b></li> <li>-Possessive pronouns (mein, dein, sein, ihr, unser, euer, Ihr)</li> <li>-Gender of nouns (der, die, das)</li> </ul>	<ul style="list-style-type: none"> <li>• Describe family members and relationships.</li> <li>• Use <b>possessive pronouns</b> correctly.</li> <li>• Recognize the <b>gender of nouns</b> and apply the correct articles.</li> <li>• Identify and talk about <b>professions</b> in German.</li> <li>• Learn about <b>famous German personalities.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Family Tree Drawing:</b> Students create a <b>visual representation</b> of their family and label members in German.</li> <li>• <b>Profession Role-Play:</b> Act out</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Personalized Learning:</b> Students describe their own family structures.</li> <li>• <b>Audio Support:</b> Listening activities for <b>pronunciation</b> of new words.</li> <li>• <b>Group Work:</b> Discussing professions and family members.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Family Introduction Video:</b> Record a short <b>video or voice note</b> introducing family members in German.</li> <li>• <b>Interview Activity:</b> Ask classmates about their family members and professions.</li> <li>• <b>Matching Game:</b> Match <b>professions</b> with the correct German words.</li> <li>• <b>Guess the Personality:</b> Research a famous German figure and present clues for classmates to guess.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Sentence Construction:</b> Students form sentences about <b>their family and professions.</b></li> <li>• <b>Listening Comprehension:</b> Listen to a <b>family introduction</b> and answer questions.</li> <li>• <b>Group Challenge:</b> Teams compete to <b>correctly match</b> German professions to their English meanings.</li> <li>• <b>Writing Task:</b> Describe a <b>family member and their profession</b> in simple German.</li> </ul>	<ul style="list-style-type: none"> <li>• Use <b>possessive pronouns</b> correctly in sentences.</li> <li>• Identify and describe <b>family members</b> in German.</li> <li>• Recognize and use the <b>correct articles</b> (der, die, das) with nouns.</li> <li>• Discuss different <b>professions</b> in German.</li> <li>• Develop <b>basic conversation skills</b> related to family and occupations.</li> <li>• Gain knowledge of <b>famous German</b></li> </ul>

		<ul style="list-style-type: none"> <li>• <b>Professions</b> -Common professions for men and women in German</li> <li>• <b>Cultural Knowledge</b> -Famous German personalities (Albert Einstein, Goethe, Beethoven, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Ask and answer questions about family and occupations.</li> </ul>	<p>different jobs using German vocabulary.</p> <ul style="list-style-type: none"> <li>• <b>Portrait Activity:</b> Draw or bring pictures of famous German personalities and discuss their professions.</li> <li>• <b>Poster Making:</b> Create a collage of professions with German labels.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Differentiated Worksheets:</b> Basic and advanced exercises on possessive pronouns.</li> </ul>		<p>personalities and their contributions.</p>	
No v	16	<p><b>Lektion 6: Familienfotos</b></p> <p><b>Sub-Topics:</b></p> <ul style="list-style-type: none"> <li>• <b>Introduction to Family Vocabulary</b></li> <li>• <b>Describing Family Photos</b></li> <li>• <b>Understanding and Using Possessive Pronouns</b></li> <li>• <b>Formulating 'W' Questions</b></li> <li>• <b>Negation with 'nicht' and 'kein'</b></li> </ul>	<ul style="list-style-type: none"> <li>• Expand vocabulary related to family members and common objects.</li> <li>• Describe photographs using appropriate German terminology.</li> <li>• Apply possessive pronouns accurately in context.</li> <li>• Construct and respond to 'W' questions effectively.</li> <li>• Differentiate and correctly use 'nicht' and 'kein' for negation.</li> </ul>	<ul style="list-style-type: none"> <li>• Students create a family photo album, labeling each member in German.</li> <li>• Drawing scenes from family gatherings and describing them using learned vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Incorporate diverse family structures in examples and discussions.</li> <li>• Use multimedia resources (videos, images) to cater to various learning styles.</li> <li>• Provide materials in both text and audio formats to support different learning needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Interview a classmate about their family and present the findings in German.</li> <li>• Compile a class family tree showcasing the vocabulary learned.</li> </ul>	<ul style="list-style-type: none"> <li>• Role-playing scenarios where students describe family photos or introduce family members.</li> <li>• Group activities constructing and answering 'W' questions about families.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be able to identify and name various family members in German.</li> <li>• Describe family photographs using appropriate vocabulary and possessive pronouns.</li> <li>• Formulate and respond to basic 'W' questions.</li> <li>• Apply 'nicht' and 'kein' correctly in negating statements.</li> <li>• Demonstrate an understanding of German family-related cultural practices.</li> </ul>
Dec	24	<p><b>Lektion 7: Wie ist das Wetter?</b></p> <p><b>Sub-Topics:</b></p>	<ul style="list-style-type: none"> <li>• Identify and name the four seasons and their corresponding</li> </ul>	<ul style="list-style-type: none"> <li>• Create seasonal collages depicting</li> </ul>	<ul style="list-style-type: none"> <li>• Use multisensory approaches, such as visual</li> </ul>	<ul style="list-style-type: none"> <li>• Students create a "Weather Journal" in German, documenting daily weather conditions over a month.</li> </ul>	<ul style="list-style-type: none"> <li>• Role-playing exercises where students describe the weather and suggest activities for a given season.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be able to name and describe the four seasons and their corresponding months in</li> </ul>

		<ul style="list-style-type: none"> <li>• Seasons and Corresponding Months</li> <li>• Weather Descriptions for Each Season</li> <li>• Activities Associated with Different Seasons</li> <li>• Major Festivals in Various Seasons</li> </ul>	<p>months in German.</p> <ul style="list-style-type: none"> <li>• Describe typical weather conditions for each season using appropriate vocabulary.</li> <li>• Discuss common activities and festivals associated with each season.</li> </ul>	<p>typical weather, activities, and festivals.</p> <ul style="list-style-type: none"> <li>• Draw and color scenes representing each season, labeling them in German.</li> </ul>	<p>aids (pictures of seasons), auditory materials (songs about seasons), and kinesthetic activities (acting out seasonal activities).</p> <ul style="list-style-type: none"> <li>• Provide materials in accessible formats for students with visual or hearing impairments.</li> <li>• Encourage group work to promote peer learning and support.</li> </ul>	<ul style="list-style-type: none"> <li>• Organize a classroom "Seasonal Festival," where students present information, food, and customs related to a specific season.</li> </ul>	<ul style="list-style-type: none"> <li>• Group discussions on favorite seasons and associated activities, enhancing conversational skills.</li> </ul>	<p>German.</p> <ul style="list-style-type: none"> <li>• They will accurately describe typical weather conditions and activities for each season.</li> <li>• Students will recognize and use common German opposites and color names.</li> <li>• They will gain cultural awareness of major festivals celebrated in German-speaking countries.</li> <li>• Enhanced ability to use descriptive language in German, both orally and in writing.</li> </ul>
Jan	14	<p><b>Lektion 7: Wie ist das Wetter?</b></p> <p><b>Sub-Topics:</b></p> <ul style="list-style-type: none"> <li>• Opposites in German (e.g., hot/cold, short/long)</li> <li>• Colors in German</li> </ul>	<ul style="list-style-type: none"> <li>• Understand and use common opposites in German.</li> <li>• Recognize and name colors in German.</li> </ul>	<ul style="list-style-type: none"> <li>• Design a color wheel in German, incorporating various shades and their names.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide materials in accessible formats for students with visual or hearing impairments. Encourage group work to promote peer learning and support</li> </ul>		<ul style="list-style-type: none"> <li>• Role-playing exercises where students describe the weather and suggest activities for a given season.</li> <li>• Group discussions on favorite seasons and associated activities, enhancing conversational skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Enhanced ability to use descriptive language in German, both orally and in writing.</li> </ul>
Feb	22	Revision	Revision	Revision	Revision	Revision	Revision	Revision

## SUBJECT: PHYSICAL EDUCATION

Month	WD	Chapter/Sub-Topics	Learning Objectives	Art Integration	Inclusive Teaching	Project / Practical	Competency Based Activity Learning	Learning Outcomes
April	23	<ol style="list-style-type: none"> <li>1. Definition of Health &amp; Physical Education and practice of general fitness exercises.</li> <li>2. Basic skill learning &amp; practice of Football game</li> <li>3. Basic movements of Jumping events</li> <li>4. Basic knowledge and basic skill practice of Cricket game.</li> <li>5. Free hand &amp; Stretching exercises..</li> </ol>	<ul style="list-style-type: none"> <li># Improve leg strength.</li> <li># Learn the game.</li> <li># To improve fitness level.</li> <li># To improve Flexibility.</li> <li># To improve coordination</li> </ul>	<ul style="list-style-type: none"> <li>* Evaluating shape &amp; size.</li> <li>* Team Leading</li> </ul>	<ul style="list-style-type: none"> <li>*Football to be integrated with Physics.</li> <li>* Cricket game to be integrated with Physics</li> </ul>	<ul style="list-style-type: none"> <li>Art integrated project</li> <li>* Identify sports equipment.</li> </ul>	<ul style="list-style-type: none"> <li>*Conceptual learning</li> <li>*Thought provoking</li> <li>*Critical thinking</li> <li>*Logical reasoning</li> <li>*Analyzing,</li> <li>*High order thinking.</li> <li>*Picture based</li> <li>*Source based learning</li> <li>*Oral drilling</li> <li>*Quizzing</li> <li>*Creating and engaging</li> <li>*Mind mapping</li> </ul>	<ul style="list-style-type: none"> <li># Improve leg strength.</li> <li># Learn the game.</li> <li># To improve fitness level</li> <li># To improve Flexibility.</li> <li># To improve coordination</li> </ul>
May	07	<ol style="list-style-type: none"> <li>1. Introduction &amp; practice of Yogic Exercises</li> <li>2. Mass P.T. practice</li> </ol>	<ul style="list-style-type: none"> <li># To improve Flexibility</li> <li># To improve fitness level and coordination</li> </ul>	<ul style="list-style-type: none"> <li><u>*Role Play</u></li> <li><u>*Music</u></li> </ul>	<ul style="list-style-type: none"> <li><u>* Mass PT to be integrated with Mathematics.</u></li> </ul>	<ul style="list-style-type: none"> <li>Art integrated project</li> <li>* Name any five free hand exercises.</li> </ul>	<ul style="list-style-type: none"> <li>*Conceptual learning</li> <li>*Thought provoking</li> <li>*Critical thinking</li> <li>*Logical reasoning</li> <li>*Analyzing,</li> <li>*High order thinking.</li> <li>*Picture based</li> <li>*Source based learning</li> <li>*Oral drilling</li> </ul>	<ul style="list-style-type: none"> <li># Improve leg strength.</li> <li># Learn the game.</li> <li># To improve fitness level</li> <li># To improve Flexibility.</li> <li># To improve coordination</li> </ul>
June	16	<ol style="list-style-type: none"> <li>1. Celebration &amp; practice of Yoga Day.</li> <li>2. Introduction &amp; basic skill practice of Rope Skipping game.</li> <li>3. Introduction &amp; basic skill practice of Carrom game.</li> </ol>	<ul style="list-style-type: none"> <li># To improve fitness level and coordination</li> <li># Improve leg strength.</li> <li># Learn the game.</li> </ul>	<ul style="list-style-type: none"> <li>*Role Play</li> <li>*Music</li> </ul>	<ul style="list-style-type: none"> <li>* Yoga to be integrated with respiration system.</li> <li>*Rope Skipping to be integrated with physics.</li> </ul>	<ul style="list-style-type: none"> <li>Art integrated project</li> <li>* Identify any two yoga pose.</li> </ul>	<ul style="list-style-type: none"> <li>*Logical reasoning</li> <li>*Analyzing,</li> <li>*High order thinking.</li> <li>*Picture based</li> <li>*Source based learning</li> <li>*Oral drilling</li> <li>*Quizzing</li> <li>*Creating and engaging</li> <li>*Mind mapping</li> </ul>	<ul style="list-style-type: none"> <li># Improve leg strength.</li> <li># Learn the game.</li> <li># To improve fitness level</li> <li># To improve Flexibility.</li> <li># To improve coordination</li> </ul>
July	26	<ol style="list-style-type: none"> <li>1. Inter House Rope Skipping tournament.</li> <li>2. Basic movements of Running events.</li> <li>3. Introduction of games &amp; sports equipment</li> <li>4. Basic movements of Taekwondo.</li> </ol>	<ul style="list-style-type: none"> <li><u># To improve confidence level.</u></li> <li><u># To improve speed ability.</u></li> <li><u># To inculcate knowledge about subject.</u></li> <li><u># To develop coordination ability.</u></li> <li><u># To develop body posture.</u></li> </ul>	<ul style="list-style-type: none"> <li><u>*Role Play</u></li> <li><u>*Music</u></li> </ul>	<ul style="list-style-type: none"> <li><u>* rope skipping events to be integrated with physics.</u></li> </ul>	<ul style="list-style-type: none"> <li>Art integrated project</li> <li>* Identify sports equipment.</li> </ul>	<ul style="list-style-type: none"> <li>*Conceptual learning</li> <li>*Thought provoking</li> <li>*Critical thinking</li> <li>*Logical reasoning</li> <li>*Analyzing,</li> <li>*High order thinking.</li> <li>*Picture based</li> <li>*Source based learning</li> <li>*Oral drilling</li> <li>*Quizzing</li> </ul>	<ul style="list-style-type: none"> <li># To improve confidence level.</li> <li># To improve speed ability.</li> <li># To inculcate knowledge about subject.</li> <li># To develop coordination ability.</li> <li># To develop body</li> </ul>

							*Creating and engaging *Mind mapping	posture.
Aug	24	1. Zig Zag Run for Fun 2. Hopscotch Fun game 3. Basic movements of Throwing events.	# To improve speed ability. # To develop endurance power. # Improve hand strength. # To improve body balance ability.	*Role Play *Music	* Zig Zag Run for Fun to be integrated with physics.	Art integrated project  * Name any five free hand exercises.	*Conceptual learning *Thought provoking *Critical thinking *Logical reasoning *Analyzing, *High order thinking. *Picture based *Source based learning *Oral drilling *Quizzing *Creating and engaging *Mind mapping	# To improve speed ability. # To develop endurance power. # Improve hand strength. # To improve body balance ability.
Sep	23	Assessment of Term - I Examination						
Oct	22	1. Basic knowledge of Track & lane and race practice. 2. Warming -up exercises. 3. Cooling down exercises.	# To understand Games & Sports. # To improve Flexibility	*Role Play *Music	* Annual sports meet to be integrated with physics.  * Warming up and cooling down to be integrated with respiration system	Art integrated project  * Make a chart of games name.	*Conceptual learning *Thought provoking *Critical thinking *Logical reasoning *High order thinking. *Picture based *Source based learning *Oral drilling *Quizzing *Creating and engaging *Mind mapping	#Student s will be able to know how to give best performance in annual sports day.
Nov	16	1. Basic step practice of Aerobic exercises. 2. Learning & practice of Recreational Game. 3. Events practice of Annual Sports Day. 4. Hola hoops Fun games	# To improve energy level. # To learn & practice of Sports events. # To improve the mental fitness level.	*Role Play *Music	*Aerobic exercises to be integrated with respiration system.	Art integrated project  * Name any five running events.	*Conceptual learning *Thought provoking *Critical thinking *Logical reasoning *Analyzing, *High order thinking. *Picture based *Source based learning	# they improve energy level. # They will play fun games easily # Students will be able to their energy level.

							<ul style="list-style-type: none"> <li>*Oral drilling</li> <li>*Quizzing</li> <li>*Creating and engaging</li> <li>*Mind mapping</li> </ul>	
Dec	24	<ol style="list-style-type: none"> <li>1. Basic knowledge and basic skill practice of chess game.</li> <li>2. Basic knowledge and basic skill practice of Kho - Kho game</li> <li>3. Practice of General Fitness exercises.</li> <li>4. Basic knowledge and basic skill practice of Kabaddi game.</li> </ol>	<ul style="list-style-type: none"> <li># To improve physical fitness.</li> <li># To develop coordination ability.</li> <li># To develop concentration ability.</li> </ul>	<ul style="list-style-type: none"> <li>*Role Play</li> <li>*Music</li> </ul>	<ul style="list-style-type: none"> <li>* Mass Exercises to be integrated with respiration system.</li> </ul>	<ul style="list-style-type: none"> <li>Art integrated project</li> <li>*Name any five skills.</li> </ul>	<ul style="list-style-type: none"> <li>*Conceptual learning</li> <li>*Thought provoking</li> <li>*Critical thinking</li> <li>*Logical reasoning</li> <li>*Analyzing,</li> <li>*High order thinking.</li> <li>*Picture based</li> <li>*Source based learning</li> <li>*Oral drilling</li> <li>*Quizzing</li> <li>*Creating and engaging</li> <li>*Mind mapping</li> </ul>	<ul style="list-style-type: none"> <li># Students will be able to know about the rules of Kho - Kho, chess, and Kabaddi</li> </ul>
Jan	14	<ol style="list-style-type: none"> <li>1. Game Zone.</li> <li>2. Duck, Duck Goose</li> <li>3. Shuttle Run</li> </ol>	<ul style="list-style-type: none"> <li># To improve speed ability.</li> <li># To develop endurance power.</li> <li># Improve Leg strength</li> <li># To improve body balance ability.</li> </ul>	<ul style="list-style-type: none"> <li>*Role Play</li> <li>*Music</li> </ul>	<ul style="list-style-type: none"> <li>* Shuttle Run to be integrated with physics</li> </ul>	<ul style="list-style-type: none"> <li>Art integrated project</li> <li>* Make a chart of games name.</li> </ul>	<ul style="list-style-type: none"> <li>*Conceptual learning</li> <li>*Thought provoking</li> <li>*Critical thinking</li> <li>*Logical reasoning</li> <li>*Analyzing,</li> <li>*High order thinking.</li> <li>*Picture based</li> <li>*Oral drilling</li> <li>*Quizzing</li> <li>*Creating and engaging</li> </ul>	<ul style="list-style-type: none"> <li># Students will be able to know about the Fun games.</li> </ul>
Feb	22	Assessment of Term – II Examination						

**SUBJECT: ART AND CRAFT**  
**TEXT BOOK- ART AND ME**

Month	WD	Chapter/ Sub-Topics	Learning Objectives	Art Integration	Inclusive Teaching	Project / Practical	Competency Based Activity Learning	Learning Outcomes
<b>APRIL</b>	<b>23</b>	From book page number 3 and 8 Landscape drawing Paper Craft	To inculcate knowledge about composition drawing.	Perceptive	Landscape of different locations	Origami	Q & A LOA	Students will be able to understand various aspects of development. Students will be able to identify various indicators of development Student will be able to differentiate quantitative & qualitative measures of comparison
<b>MAY</b>	<b>07</b>	From book page number 9 to 10 Landscape drawing	To inculcate knowledge about composition drawing.	Perceptive	Landscape of different locations	Sunset Scenery	Q & A LOA	<b>Landscape made</b>
<b>JUNE</b>	<b>46</b>	From book page number 11 and 15 Human figures sketch Face mask (craft)	To inculcate knowledge of human anatomy.	<u>Yoga postures</u>	<u>Origin of yoga</u>	Animal mask	Q & A LOA	<b>Mask making</b>
<b>JULY</b>	<b>26</b>	From book page number 16 to 21 Composition drawing Paper Mache (craft)	<u>Best of waste</u>	Perceptive	Knowledge of illusion	Best out of waste	Q & A LOA	
<b>AUG</b>	<b>24</b>	From book page number 22 to 25 Sandpaper painting Tribal photo frame (c	Learn to use sandpaper instead of paper. <u>Best of waste</u>	<u>Knowledge of tribes</u>		Making African Face mask	Q & A LOA	<b>Tribal Photo frame will be made</b>
<b>SEPT</b>	<b>23</b>	From book page number 26 to 27 Drawing and coloring of your	<u>To teach the art of creative writing.</u>	<u>Perceptive</u>	Font of different Indian language	To write your name in beautiful	Q & A LOA	Calligraphy Art

		choice Calligraphy Art				handwriting		
<b>OCT</b>	<b>22</b>	From book page number 28 to 31 Study of animals and birds Chattering lips ( origami)	To give knowledge about animals.	<u>Flora and fauna</u>	<u>Flora and fauna</u>	Chattering lips origami	Q & A LOA	<b>Chattering lips origami made</b>
<b>NOV</b>	<b>16</b>	From book page number 32 to 38 Landscape drawing Sandpaper painting	Learn to use sandpaper instead of paper. Best of waste	<u>Knowledge of geographical locations</u>	<u>Knowledge of texture</u>	Sandpaper painting	Q & A LOA	<b>Landscape painting done</b>
<b>DEC</b>	<b>24</b>	From book page number 39 to 43 Making greeting cards	To teach students to use handmade paper, color paper and decorative material to make card	<u>Giving knowledge of theme on which card is to be made</u>	<u>Giving knowledge of theme on which card is to be made</u>	<b>Card making</b>	Q & A LOA	<b>Card will be made</b>
<b>JAN</b>	<b>14</b>	From book page number 46 to 48 Finger painting	<u>Learn to paint without brush.</u>	<u>Knowledge of different types of leaf</u>	<u>Knowing our local flora</u>	Making card with leaf printing	Q & A LOA	<b>Finger Painting done</b>
<b>FEB</b>		<b>TERM-2 EXAM</b>						

**SUBJECT: ART EDUCATION (VOCAL MUSIC)**

Month	WD	Chapter/Sub-Topic	Learning Objectives	Key Terms and Concept	Art Integration	Inclusive Teaching	Project / Practical	Research Work Blended Learning	Smart Board Activity	Competency Based Activity Learning	Learning Outcomes
	NOP										
April	24	Song from Almanac <b>“Daya Kar Daan Bhakti”</b>	Children will learn the prayer song and will get to know about the Swar used in this prayer.	Concept About <ul style="list-style-type: none"> <li>• Teentaal and Even Beats</li> <li>• Melody of Raag Bilawal</li> </ul>	Usage of Notes of Raag bhairav and made difference between the songs	Teaching Suddh Notes through this prayer	Creating Swar Alankars and aaroh and avroh	NO	NO	Flip the musical notes	Children will learn the prayer song and will know the usage of Komal re and Dha
May	08										
June	14	Raag <b>“Bhairav”</b> Discription, Aaroh, Avroh & Bandish	Practice of small alnkars Using Komal Re and Dha Effortlessly singing Raag Swars and useage as sargams	Nature of the the Raag along with Teentaal describing taali and khali	Identificati on of other songs related to this raga's interpretati on	Usage of Swar Re and Dha sangati Properly	Creating Taan with Jumble Funny Activity	NO	NO	Playing notes in Haronium and understandi ng the Tune	Children will get to know small alnkars Using Komal Re and Dha Effortlessly singing Raag Swars and useage as sargams
July	26										
Aug	22	Song from almanac <b>“Jai Jan Bharat”</b>	Knowing to sing in Different Patterns of Same taal. Knowing About veer Ras in Sinning Knowing about the meaning of the song	Patriotism Importance of Independence	Use of Musical notes which changes the mood of the song	Teaching prayog of Komal Gandhar to Set the tone of the song	Singing and counting in Hand beats	NO	NO	NO	Children will Know to sing in Different Patterns of Same taal. Knowing About veer Ras in Sinning
Sept		<b>Term I EXAMINATION</b>	<b>Revision</b>								

Oct	13	Song From Almanac “Vishnav Jan to”	Knowing about Bhajan theka to properly sing in bhajan theka Counting of 8 beats and Use of komal nishaad in the song	Concept About • Kaharwa taal • Bhajan Theka Chalan of Khamaj Raag	Integrated with Mahatma Gandhi’s effort to make our nation free	Learning about bhajan genre and Bhajni theka	Deal with the Pitch of the song and how to use komal Nishad (NI) properly in songs	Songs related to this kind	NO	NO	• Children will Knowabout Bhajan theka to properly sing in bhajan theka Counting of 8 beats and Use of komal nishaad in the song
Nov	22										
Dec	23	Christmas Song “Joy to the world”	Knowing About Singing in Western Beats along with Clapping and tapping Sound Variations in Western music (Western Notation)	Concept About • Four By Four Beat Structure • Scale and its type	Difference between Indian Rhythm and western rhythm	Learning about difference between fast beat and slow beat songs	Western notation and sound system	Songs related other western culture	NO	NO	Children will knowing About Singing in Western Beats along with Clapping and tapping Sound Variations in Western music (Western Notation)
Jan	16	Song from Almanac “Hind Desh ke Niwasi”	Knowing about the following 1. Veer Ras in Music Notes are being used in Patriotic songs	Concept About • Kaharwa Westen and slow Pattern • Melody of Raag desh	By singing Knwoing the difference between komal and suddh swar	Inclusive ly teaching about raag desh and using swar of this Raag	Similar Songs which Use the same Swar	Finding out the musical note which changes the mood of the song	NO	NO	Children will know about the following. 2. Veer Ras in Music Notes are being used in Patriotic songs
Feb		<b>Term II EXAMINATION</b>	<b>Revision</b>								
Mar		<b>Revision “All Songs”</b>	<b>Revision</b>								

**Subject: INSTRUMENT (Music)**

Month	W. D.	Chapter/Sub- Topic	Learning Objectives	Art Integration Topics	Inclusive Teaching	Project / Practical Work	Competency Based Activity/ Learning Outcomes	Learning Outcomes
April	23	Verna Bole and definition (Revision)	To inculcate knowledge about different Verna.	Number Counting.	Number Counting.	Verna Practice. Practice Bole on Tabla, Kango & Dholak	Students will come to know about Verna Parichay.	Students will come to know about Verna Parichay.
May	07	Theka & Bole	To inculcate knowledge about different Bole & Theka.	Number Counting.	Number Counting.	Theka Practice.	Students will come to know about Theka Bole.	Students will come to know about Theka Bole.
June	16	Teen taal Kaida, Palta ,Dadra, Kaharwa and Rupak practice of Theka.	To improve hand practice.	Taal Counting.	Taal Counting.	Practice of all skills.	Students will learn about Teen taal Kaida, Palta ,Dadra, Kaharwa and Rupak	Students will learn about Teen taal Kaida, Palta ,Dadra, Kaharwa and Rupak
July	26	Teen taal , Kaida, Palta and Tihai	To inculcate knowledge about Kaida, Palta,& Tehai.	Forward & Back-word counting.	Forward & Back-word counting.	Skill Practice.	They will learn about Kaida, Palta & Tihai.	They will learn about Kaida, Palta & Tihai.
Aug	24	Teen taal Paran, Tukda	To improve knowledge about different Taal.	Dance & Vocal music.	Dance & Vocal music.	Practice of Paran & Tukda.	Teen taal Paran, Tukda	Teen taal Paran, Tukda
Sept	23							
Oct	22	Jhap taal Introduction	Practice Theka of Jhap taal Kaida.	Dance & Vocal music.	Dance & Vocal music.	Students will Prepare a Chart of Different instrument.	They will learn Jhap taal	They will learn Jhap taal
Nov	16	10 Matra Taal, Jhaptaal Kaida , Palta, and Tihai practice of Naal & Dholak	To improve knowledge about different Kaida , Palta, and Tihai .	Dance & Vocal music.	Dance & Vocal music.	Practice of Kaharwa taal and Dadra taal.	They will come to know about Theka of Kaharwa taal & Dadra Taal.	They will come to know about Theka of Kaharwa taal & Dadra Taal.
Dec	24	Jhaptaal, Tukra Paran.	To inculcate knowledge about Jhaptaal Tukra Paran	Dance & Vocal music.	Dance & Vocal music.	Practice of Jhaptaal Tukra Paran	Students will learn Jhaptaal Tukra Paran	Students will learn Jhaptaal Tukra Paran
Jan	14	Bole Padhant practice of Naal Dholak and Cango	To improve perfection	Dance & Vocal music.	Dance & Vocal music.	Draw Tabla on half size chart paper and leveling the different parts.	They will improve their performance.	They will improve their performance.
Feb								
March								

**SUBJECT : DANCE\_**

Month	WD / NOP	Chapter/ Sub-Topics	Learning Objectives	Art Integration	Inclusive Teaching	Project / Practical	Competency Based Activity Learning	Learning Outcomes
APRIL	23	Introduction of Bharatnatyam & its famous dancers. Classical pranam.	<u>To know the basic starting of Bharatnatyam</u>	With SST(history)	With SST(history)	<u>Draw the picture of RUKMANI DEVI ARUNDEL.</u>	<u>Draw the picture of RUKMANI DEVI ARUNDEL.</u>	<u>To know the basic starting of Bharatnatyam</u>
MAY	07	Gurus of Bharatnatyam	<u>To know about the roots of this cultural artform.</u>	Write about these dancer's contribution.	Write about these dancer's contribution.	<u>Write (with diagram)about these classical dancers.</u>	<u>Write (with diagram)about these classical dancers.</u>	<u>To know about the roots of this cultural artform.</u>
JUNE	16	Commandments to be a successful Bharatnatyam Dancer.	<u>To know about the application of this artform.</u>	Integrate with physiology.	Integrate with physiology.	<u>Practising postures of this artform</u>	<u>Practising postures of this artform</u>	<u>To know about the application of this artform.</u>
JULY	26	Creative Dance (Ganesh Vandana)	<u>Lord Ganesha's narration is cleared to the students.</u>	Integrate with mythology and Art.	Integrate with mythology and Art.	<u>Making of Lord Ganesha's mask.</u>	<u>Making of Lord Ganesha's mask.</u>	<u>Lord Ganesha's narration is cleared to the students.</u>
AUG	24	“Ganesh Vandana“continued  With counts	<u>Counts are the rhythmic arrangements of beats in a song.</u>	Integrate with Mathematics.	Integrate with Mathematics.	<u>Write the counts with bass beats , &amp; counts and empty beats.</u>	<u>Write the counts with bass beats , &amp; counts and empty beats.</u>	<u>Counts are the rhythmic arrangements of beats in a song.</u>
SEPT	23	REVISION AND PROJECT VERIFICATION TERM 1.						
OCT	22	Durga Stotram.	<u>In Dusshera,we all should be aware of the mythological story of Durga</u>	Integrate with Sanskrit.	Integrate with Sanskrit.	<u>Write down the lyrics along with its meaning in the</u>	<u>Write down the lyrics along with its meaning in the copy.</u>	<u>In Dusshera,we all should be aware of the mythological</u>

			<u>where she killed Mahishashura.</u>			<u>copy.</u>		<u>story of Durga where she killed Mahishashura.</u>
NOV	16	Festival Dance	<u>Deewali is celebrated all over the world. To smell the flavour,one should get to know about Festivals.</u>	Integrate with SST	Integrate with SST	<u>Dancing with Diya.</u>	<u>Dancing with Diya.</u>	<u>Deewali is celebrated all over the world. To smell the flavour,one should get to know about Festivals.</u>
DEC	24	Hastamudra	<u>To know about different Mudras and their implementation.</u>	Intigrate with Yogasana.	Intigrate with Yogasana.	<u>Draw and describe the mudras with their usage.</u>	<u>Draw and describe the mudras with their usage.</u>	<u>To know about different Mudras and their implementation.</u>
JAN	14	New Year Dance	<u>New Year is a joyous celebration .One should know how to celebrate New Year.</u>	Integrate with Instrument.	Integrate with Instrument.	<u>Drill cum dance with colourful ribbon.</u>	<u>Drill cum dance with colourful ribbon.</u>	<u>New Year is a joyous celebration .One should know how to celebrate New Year.</u>
FEB	22							

### Subject: BrainBytes General Knowledge for schools 3

MONTH	WD	CHAPTER/ SUB TOPIC
April	23	<ol style="list-style-type: none"> <li>1. The Solar System: Planet and other Bodies</li> <li>2. Eating Healthy</li> <li>3. Mountain Ranges around the World</li> <li>4. Unusual Animal</li> </ol>
May	07	<ol style="list-style-type: none"> <li>5. Technology in Everyday Life</li> </ol>
June	16	<ol style="list-style-type: none"> <li>6. Amazing Trees</li> <li>7. Things With Wings</li> <li>8. Modern Superheroes</li> <li>9. Rivers of Life</li> </ol>
July	24	<ol style="list-style-type: none"> <li>10. States and Union Territories</li> <li>11. Cities in India</li> <li>12. India's Neighbours</li> <li>13. Handicrafts of India</li> </ol>
Aug	24	<ol style="list-style-type: none"> <li>14. Famous Hill Stations</li> <li>15. The Indian Railways</li> <li>16. Stories From Indian Epics <ul style="list-style-type: none"> <li>• Almanac</li> <li>• Sports</li> <li>• Mental Ability</li> </ul> </li> </ol>
Sep	23	<p><b>Revision</b></p> <ol style="list-style-type: none"> <li>17. Sports and Games in India</li> <li>18. Football Heroes</li> </ol>
Oct	13	<ol style="list-style-type: none"> <li>19. Common Abbreviation</li> <li>20. Countries and Their Flags</li> <li>21. Sports Legends</li> <li>22. Famous Sculptures <ul style="list-style-type: none"> <li>• Current Affairs</li> </ul> </li> </ol>
Nov	16	<p>Current Affairs</p> <ol style="list-style-type: none"> <li>23. Traffic Signs</li> <li>24. Musical Instruments</li> <li>25. Good Manners</li> </ol>

Dec	24	Current Affairs 26. Save Paper 27. Precious Water Let's Check 1 Let's Check 2
Jan	16	Almanac Sports Mental Ability • Current Affairs
Feb	14	<b>REVISION</b>
March	22	<b>REVISION</b>

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