

### TERM AND MONTH-WISE SPLIT-UP SYLLABI OF CLASS – IV 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	<p><b>Coursebook</b> Ch-1 Kaguya The Dragons are singing Tonight Ch-2 My Early Home</p> <p><b>Grammar</b> Ch-3 Nouns-Kinds Ch-1 Possessive Form of Nouns Ch-2 Nouns -Singular and Plural</p> <p><b>Writing</b> Story Writing</p>	<ul style="list-style-type: none"> <li>• Students will be able to read and appreciate a heart warming story, a Japanese folktale about Princess Kaguya.</li> <li>• Students will be able to relate the story to real life situations about friendship, family bonds and saying goodbye.</li> <li>• Students will be able to know about the creatures that come out only at night.</li> <li>• Students will be able to read about a fictional autobiography with comprehension.</li> </ul>	Integrated with EVS (Nocturnal Animal)	<ul style="list-style-type: none"> <li>• Differentiated instruction</li> <li>• Encourage Participation</li> </ul>	<p>Imagine a magical World on the moon. Describe it in a few sentences. Make a list of 20 animals and their babies. Make a wind mill of Noun.</p>	<p>Students will write 5 sentences about their home, including:</p> <ul style="list-style-type: none"> <li>• Where it is?</li> <li>• Who lives there?</li> <li>• Their favorite place in the house.</li> </ul>	<ul style="list-style-type: none"> <li>• Students have learnt to read and appreciate a heart warming story, a Japanese folktale about Princess Kaguya.</li> <li>• Students learnt to relate the story to real life situations about friendship, family bonds and saying goodbye.</li> <li>• Students learnt to know about the creatures that come out only at night. Students will be able to read about a fictional</li> </ul>

								autobiography with comprehension
May	07	Coursebook Choosing Their Names <b>Grammar</b> Ch-13 Pronouns – Possessive and Interrogative <b>Vocabulary</b> Prefixes Suffixes	<ul style="list-style-type: none"> <li>• Students will be able to read the poem with correct pronunciation and intonation.</li> </ul>	Integrated with EVS	<ul style="list-style-type: none"> <li>• Differentiated Learning</li> <li>• Worksheet</li> </ul>	Imagine you have a pet. Write a short poem about it.	Students will write <b>4–5 sentences</b> on: <b>“If I could choose my own name...”</b>	Students learnt to read the poem with correct pronunciation and intonation
June	16	Coursebook Ch-3 The Most Important Day Ch-4 Dragon Rock <b>Grammar</b> Ch-7 Verbs- Irregular and Helping Ch-8 Modals –as Helping Verbs <b>Writing</b> Paragraph Writing	<ul style="list-style-type: none"> <li>• Students will be able to read and appreciate a factual story.</li> <li>• Students will be able to understand interpersonal skills and empathy.</li> <li>• Students will be able to read ,understand and appreciate a mythical story.</li> </ul>	Integrated with EVS (Famous Personality)	<ul style="list-style-type: none"> <li>• Group work and collaboration</li> <li>• Multimedia Resources</li> </ul>	<ul style="list-style-type: none"> <li>• Make a Dragon mask.</li> <li>• Create a poster about an important day.</li> </ul>	Imagine you’re characters from the story , write a diary entry about your experience at dragon rock.	<ul style="list-style-type: none"> <li>• Students have learnt to read and appreciate a factual story.</li> <li>• Students understood interpersonal skills and empathy.</li> <li>• Students learnt to read ,understand and appreciate a mythical story.</li> </ul>
July	26	Coursebook The Tease Ch-5 Humpty Dumpty and Alice <b>Grammar</b> Ch-4- Adjectives-Kinds and Formation Ch-5 Adjectives-Degrees of Comparison Ch-6 Articles	<ul style="list-style-type: none"> <li>• Students will be able to read and appreciate a fantasy story.</li> <li>• Students will be able to understand and appreciate the imagination and creativity of writing a fantasy tale.</li> </ul>	Integrated with EVS ( different forms of wind)	<ul style="list-style-type: none"> <li>• Peer Learning</li> </ul>	Create a paper wind mill.	Imagine a world without wind.Describe how it would feel like?	<ul style="list-style-type: none"> <li>• Students learnt to read and appreciate a fantasy story.</li> <li>• Students learnt to understand and appreciate the imagination and creativity</li> </ul>

								of writing a fantasy tale.
Aug	24	Coursebook Ch-6 Irah Becomes a Flower Gardener Come Little leaves <b>Grammar</b> Ch-10 The Simple and Continuous Tenses <b>Writing</b> Letter Writing (Informal)	<ul style="list-style-type: none"> <li>• Students will be able to comprehend and appreciate the value of education.</li> <li>• Students will be able to highlights the efforts of Irah’s friends in helping her to get her goal.</li> <li>• Students will be able to evaluate the relationship between leaves, wind and other elements of nature.</li> </ul>	Integrated with art and EVS	<ul style="list-style-type: none"> <li>• Differentiated worksheets</li> </ul>	Observe the trees around your school and home. On a sheet of chart paper ,trace any five different leaves,write their names and more details of the trees.	Create a “Gardening Tips” poster.	<ul style="list-style-type: none"> <li>• Students have learnt to comprehend and appreciate the value of education.</li> <li>• Students learnt to highlights the efforts of Irah’s friends in helping her to get her goal.</li> <li>• Students learnt to evaluate the relationship between leaves, wind and other elements of nature.</li> </ul>
Sep	23	Revision						
Oct	22	Coursebook Ch-7 Sai, the Panther Zebra Question <b>Grammar</b> Ch-9 Verbs – The Continuous Tenses Ch-11 Adverbs Kinds and Positions Ch-12 Adverbs - Formation <b>Writing</b> Letter Writing (Formal)	<ul style="list-style-type: none"> <li>• Students will be able to read about a panther named Sai.</li> <li>• Students will be able to appreciate the bond between animals and humans.</li> </ul>	Integrated eith History and EVS	Differentiated Learning	Create a diary entry for Sai or a zebra about their habitat.	Critical Thinking: Why do animals like Sai need forests? Discuss.	<ul style="list-style-type: none"> <li>• Students learnt to read about a panther named Sai.</li> <li>• Students have learnt to appreciate the bond between animals and humans</li> </ul>
Nov	16	Coursebook	• Students will be able to		Peer Learning	List out the names	• Summariz	• Students have

		<p>Ch-8 A Fairy with Horns The Rum Tum Tugger <b>Grammar</b> Ch-14 Conjunctions Ch-15 Prepositions-of Time , of Position, of Direction <b>Writing</b> Diary Entry <b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Collocations</li> <li>• Useful Phrases and Expressions</li> </ul>	<p>read, understand and appreciate a simple family story.</p> <ul style="list-style-type: none"> <li>• Students will be able to appreciate and enjoy the humour in the story.</li> </ul>			of the unusual pets	<p>e the RumTum Tiger’s adventure.</p> <ul style="list-style-type: none"> <li>• Imagine a meeting between the fairy and the tiger; write their conversation.</li> </ul>	<p>learnt to read, understand and appreciate a simple family story.</p> <ul style="list-style-type: none"> <li>• Students have learnt to appreciate and enjoy the humour in the story.</li> </ul>
Dec	24	<p>Coursebook Ch-9 An Open Mystery <b>Grammar</b> Ch-16 Punctuation Ch-17 Subject Verb Agreement</p>	<ul style="list-style-type: none"> <li>• Students will be able to understand and appreciate the value of kindness, acceptance and mathematical beauty.</li> </ul>	Integrated with Mathematics	Developing curiosity		<p>Imagine you are Pintu. You have just learnt a new concept in mathematics. Write an informal letter to your friend and explain about the same to him/her.</p>	<p>Students understood and appreciated the value of kindness, acceptance and mathematical beauty.</p>
Jan	14	<p>Coursebook Ch-10 The Boy and the Drum <b>Grammar</b> Ch-18 Kinds of Sentences Ch-19 Sentence-Subject, Predicate and Object Ch-20 Sentences- Simple and Compound</p>	<ul style="list-style-type: none"> <li>• Students will be able to develop interpersonal relationship, helping others, empathy, sharing, contentment.</li> </ul>	Integrated with social environment	Hands on Activities	<p>1. Friendship Chain: Write ways to be a good friend on paper strips; create a chain. 2. Social Skills Role-Play: Act out greetings, sharing, or helping a friend.</p>	<p>Write a paragraph on the topic “How kindness creates a chain of goodwill.”</p>	<p>Students have learnt to develop interpersonal relationship, helping others, empathy, sharing, contentment.</p>
Feb	22	Revision						

**विषय : हिंदी****निर्धारित पुस्तकें-** 1. पंखुड़ी हिंदी पाठमाला

2. पंखुड़ी हिंदी व्याकरण एवं रचना

Month	WD	अध्याय / उप-विषयों	सीखने की मकसद	कला एकीकरण	समावेशी शिक्षण	प्रोजेक्ट / प्रैक्टिकल	योग्यता आधारित गतिविधि सीखना	सीखने के परिणाम
April	23	<b>पाठ्यपुस्तक</b> पाठ -10. त्योहारों का देश है अपना <b>पाठ्यपुस्तक</b> पाठ- 2. सच्चा खिलाड़ी <b>व्याकरण</b> 1. भाषा, लिपि और व्याकरण 2. वर्ण और मात्राएँ	<ul style="list-style-type: none"><li>हमें सभी धर्मों के प्रति सम्मान की भावना रखनी चाहिए।</li></ul>	<ul style="list-style-type: none"><li>कविता को लयबद्ध तरीके से गाना</li></ul>	समूह चर्चा	इंडोर तथा आउटडोर खेलों की सूची बनाइए।	छात्रों को भारत के विभिन्न त्योहारों के बारे में जानकारी	खेल-भावना आपसी सहयोग
May	07	<b>व्याकरण</b> <ul style="list-style-type: none"><li>अनुच्छेद लेखन</li><li>पत्र-लेखन</li></ul>	पत्र-लेखन करना अनुच्छेद लेखन करना		समूह चर्चा	पत्र-लेखन अपने माता - पिता को पत्र लिखना।	पत्र-लेखन	आपसी सहयोग परिश्रम का महत्व
June	16	<b>पाठ्यपुस्तक</b> पाठ - 3. सत्यवादी तिलक पाठ - 4. मेहनत का फल <b>व्याकरण</b> 3. शब्द और वाक्य 4. संज्ञा 18. चित्र वर्णन	परिश्रम का महत्व बताना पंक्तियाँ लेखन	आयुर्वेद के कुछ आचार्यों के चित्र चिपकाएँ।	समूह चर्चा	आयुर्वेद के कुछ आचार्यों के चित्र चिपकाएँ।	छात्रों को लोकमान्य तिलक के जीवन के बारे में जानकारी	सत्यनिष्ठा देशप्रेम परिश्रम का महत्व
July	26	<b>पाठ्यपुस्तक</b> पाठ - 5. हिमालय	हिमालय के बारे में जानकारी	<ul style="list-style-type: none"><li>कविता को लयबद्ध तरीके से</li></ul>	समूह चर्चा	सहसी पोरस और	कक्षा में छात्रों को समूहों में बाँटें और	

		पाठ – 6. बुद्धिमान सलाहकर पाठ – 7. पीयूष का साहस  <b>व्याकरण</b> 5. लिंग 6. वचन 7. सर्वनाम	<u>साहस हमें उत्साह से भरा रखता है ।</u>	गाना		सिकंदर की कहानी	उन्हें समस्या दी जाए और समाधान निकालने के लिए प्रेरित करें ।	उत्साह आत्मविश्वास
Aug	24	<b>पाठ्यपुस्तक</b> पाठ – 1. ध्वज वंदना पाठ – 8. भारत का दिल : दिल्ली <b>व्याकरण</b> 8. विशेषण 9. क्रिया 10. काल	• कविता को लयबद्ध तरीके से गाना सैर – सपाटा	• कविता को लयबद्ध तरीके से गाना	समूह चर्चा दिल्ली की प्रसिद्ध जगहों की जानकारी	दिल्ली की प्रसिद्ध जगहों की जानकारी	छात्रों को दिल्ली के ऐतिहासिक और सांस्कृतिक महत्व के बारे में जागरूक करना	उत्साह आत्मविश्वास
Sep	23	• पुनरावृत्ति • अर्द्धवार्षिक परीक्षा			समूह चर्चा			
Oct	22	<b>पाठ्यपुस्तक</b> पाठ – 13. मंगल पांडे का बलिदान पाठ – 14. हीरे तथा कोयले का संवाद <b>व्याकरण</b> . क्रियाविशेषण 11. विराम-चिह्न	भारतीय स्वतंत्रता संग्राम के सेनानियों की जानकारी व्यक्ति के गुणों का महत्व	हीरे तथा कोयले की तुलना	समूह चर्चा	भारतीय स्वतंत्रता संग्राम के सेनानियों की जानकारी इकट्ठा करें ।	मंगल पांडे के जीवन और बलिदान के बारे में जागरूक करना	आपसी सहयोग सत्यनिष्ठा देशप्रेम
Nov	16	<b>पाठ्यपुस्तक</b> पाठ – 15. सखी के नाम पत्र <b>व्याकरण</b> –	पर्वतीय स्थान की यात्रा	पर्वतीय स्थानों में पाए जाने वाले वृक्ष या जानवरों का चित्र चिपकाएँ	समूह चर्चा	पत्र लेखन	पर्वतीय स्थानों की यात्रा करें और अनुभवों को साझा करें ।	सत्यनिष्ठा देशप्रेम

		<b>12.शब्द भण्डार</b> • पर्यायवाची शब्द • विलोम शब्द						
Dec	24	<b>पाठ्यपुस्तक</b> पाठ – 13. स्वच्छता रखिए,स्वस्थ रहिए 6.नोबेल पुरस्कार विजेता: सी.वी.रामन पाठ-17. निराला कंप्यूटर  <b>व्याकरण</b> <b>12.शब्द भण्डार</b> अनेक शब्दों के लिए एक शब्द	स्वास्थ्य संबंधी लेख नोबेल पुरस्कार	नोबेल पुरस्कार	समूह चर्चा	नोबेल पुरस्कार द्वारा सम्मानित लोगों की सूची तैयार करें ।	स्वच्छता अभियान चलाने के लिए प्रेरित करना ।	बौद्धिक कौशल जगरूकता समस्या निदान
Jan	14	<b>पाठ्यपुस्तक</b> पाठ – 15. पोंगल की धूम <b>व्याकरण</b> <b>13. अशुद्धि-शोधन</b> 14. मुहावरे 19. पत्र-लेखन	पोंगल पर्व की जानकारी	दक्षिण भारत में मनाएँ जाने वाले त्योहारों नाम लिखें ।	समूह चर्चा	पोंगल पर्व मनाते हुए लोगों के चित्र एकत्रित कीजिए तथा उस पर अनुच्छेद लिखें	मुहावरों की कहानी बनाना ।	उत्साह आत्मविश्वास
Feb	22	• पुनरावृत्ति • वार्षिक						

**SUBJECT: MATHEMATICS**

**Textbook: 1. COMPOSITE MATHEMATICS**

**2. SPEED SOLVER**

Month	WD	Chapter/Sub-Topics	Learning Objectives	Art Integration	Inclusive Teaching	Project / Practical	Competency Based Activity Learning	Learning Outcomes
April	23	Ch- 2, Roman Numerals Basic Rules to form Roman Numerals Writing Roman Numerals for Hindu-Arabic Numerals up to 100.	1. Acquisition of knowledge: •To enable the students, to know more about 6-digit numbers. • To know more about the ways of writing the expanded form of a 6-digit number.	Integrated with art and music. To make colourful Roman Numbers Using cards using chart papers.	Art: Poster Making  Music: Counting the number of ragas.  History: learn Roman numerals from Roman Civilization.	• Activity To make colourful Number Cards from 0 to 9 using chart paper and list out as many 2- digits odd and even numbers as you can use each number card only once. Project work: Make a clock by writing the numbers in Roman numerals and show the time.	•Picture base learning • Quizzing • Assignment • LOA • HOTS • Case based learning • Picture based learning	• Students will be able to understand the concept of place, place value, and face value. • Students will be able to write the successor and predecessor of the given number.
		Ch-3, Number System Number and Numeral 5-digit and 6-digit Numbers Indian Number System International Number System Face Value and Place Value Expanded Notation Successor and Predecessor Skip Counting Comparison of numbers Ascending and Descending Order	2. Development of understanding: •To enable the students to understand the concept related to Place Value, the Face Value of a 6-digit number. • To be able to know some of the most essential rules of the					3. Development of skills: * To enable the students to see the numbers as a group of lakhs thousands, hundreds, tens, and ones and understand the significance of place value. • To enable the students to develop the skill do
		Ch-8 Estimation Rounding Numbers						• Students will be able to understand the concept of expanded form, ascending and descending order.

		<p>Rounding Numbers to the Nearest Ten</p> <p>Rounding Numbers to the Nearest Hundred</p> <p>Rounding Numbers to the Nearest Thousand</p> <p>Estimation</p> <p>Estimating Sums</p> <p>Estimating Difference</p> <p>Estimating Products</p>	<p>some basic addition using Roman numeral</p>					<ul style="list-style-type: none"> <li>•Students will be able to write the Roman numerals for the given Hindu-Arabic number.</li> <li>• Students will be able to perform basic operations like addition and subtraction.</li> </ul>
May	07	<p>Ch-4, Addition and Subtraction</p> <p>Addition</p> <p>Addition without Carrying</p> <p>Addition with Carrying</p> <p>Properties of Addition of Numbers</p> <p>Word Problems on Addition</p> <p>Subtraction without Borrowing</p> <p>Subtraction with Borrowing</p> <p>Word Problems on Subtraction</p>	<p>1.Development of understanding:</p> <p>To enable the students to understand the concept of the addition and subtraction of 6 - digit numbers with and without carrying and borrowing</p> <p>2. Acquisition of knowledge:</p> <p>To know the different properties of addition and subtraction.</p> <p>3.Development of skills.</p> <p>To enable the students to develop the skill of effective implementation of the concept of enumeration in his or her day today activities.</p>	<p>Relating to games like calculation of score while playing cricket and daily life, calculation of money while going to market.</p> <p>*Instrument used for calculation in the early days</p>	Accountancy: enumeration and calculation	Analyzing the calculation	<ul style="list-style-type: none"> <li>•Picture base learning</li> <li>•Quizzing</li> <li>• Assignment</li> <li>• LOA</li> <li>• HOTS</li> <li>• Case based learning</li> <li>• Picture based learning</li> </ul>	<p>The students will be able to understand the concept of the addition and subtraction of 6 - digit numbers with and without carrying and borrowing. ••</p> <p>The students will be able to know the different properties of addition and subtraction and effective ways to use it in daily</p>
June	16	Ch-5 Multiplication and Division	1. Development of understanding:		Accountancy:		•Picture base learning	Students will be able to define the

		<ul style="list-style-type: none"> <li>• Multiplication of a 3-digit and 4 - digit number by 2 -digit and 3 - digit number</li> <li>• Properties of Multiplication <ul style="list-style-type: none"> <li>• Multiplication By 10, 100, 1000, 20, 200 etc.</li> </ul> </li> <li>• Division by 2-digit number.</li> <li>• Properties of division.</li> <li>• Mathematical problems in real life.</li> </ul>	<ul style="list-style-type: none"> <li>• To recognize division as repeated subtraction.</li> <li>• To determine that division is dividing objects into equal groups</li> </ul> <p>2. Acquisition of knowledge:</p> <ul style="list-style-type: none"> <li>• To define the terms: Dividend, Divisor, Quotient, and Remainder.</li> <li>• To make the students learn about how to divide a number by 10, 100, 1000</li> </ul> <p>3. Development of skills:</p> <ul style="list-style-type: none"> <li>• To enable the students, develop the skills to divide 4-digit and 5-digit number with 1-digit or 2-digit number</li> </ul>		<p>Calculation, enumeration and analyzing data.</p> <p>Geography: show the distribution of soil, vegetations etc. on map</p>		<ul style="list-style-type: none"> <li>• Quizzing</li> <li>• Assignment</li> <li>• LOA</li> <li>• HOTS</li> <li>• Case based learning</li> <li>• Picture based learning</li> </ul>	<p>terms like Dividend, Divisor, Quotient, and Remainder</p> <ul style="list-style-type: none"> <li>• Students will be able to divide a number by 10, 100, 1000 etc.</li> <li>• Holistic Development: Students learn equal sharing.</li> <li>• Students will be able to know the different properties of multiplication and effective ways to use it in daily life</li> </ul>
July	26	<p><b>Ch-6 Factors and Multiples</b></p> <p>Factors Properties of Factors</p> <ul style="list-style-type: none"> <li>• Multiples <ul style="list-style-type: none"> <li>• Properties of multiples</li> </ul> </li> <li>• Common multiples</li> <li>• LCM</li> <li>• Factors</li> <li>• Prime Factorisation</li> <li>• Divisibility Tests</li> </ul>	<p>1. Acquisition of knowledge:</p> <ul style="list-style-type: none"> <li>• To enable the students to know about the concept of multiples and factors.</li> <li>• To enable the students to know about prime and composite numbers.</li> </ul> <p>2. Development of understanding:</p> <ul style="list-style-type: none"> <li>• To enable the students to understand the ways to find factors and prime factors.</li> <li>• To enable the students</li> </ul>	Accountancy: Calculation, enumeration and analyzing data	Activity Project work • Prepare factor tree of a number		<ul style="list-style-type: none"> <li>• Assignment</li> <li>• LOA</li> <li>• Case based questions</li> <li>• Picture based learning.</li> <li>• HOTS</li> </ul>	<ul style="list-style-type: none"> <li>• The students will be able to know about the concept of multiples and factors.</li> </ul>

		<p>Ch-20, Pictorial Representation of Data</p> <p>Data Pictographs Interpretation of a pictograph An Introduction to Bar Graphs</p>	<p>to understand the ways to find HCF and LCM.</p> <p>3. Development of skills:</p> <ul style="list-style-type: none"> <li>• To enable the students to develop the skills to implement the concept of prime and composite in their real life.</li> </ul> <p>1. Development of understanding: To enable the students to represent the given information in the form of pictures.</p> <p>2. Development of skills: To enable the students to develop the skill to read and interpret a pictograph</p>	<p>Integrated with art and craft</p>	<p>Geography: showing the distribution of animals</p>	<p>Art integrated project: Prepare the pictograph of number of holidays in a year</p>	<ul style="list-style-type: none"> <li>• Assignment</li> <li>• LOA</li> <li>• Case based questions.</li> <li>• Picture based learning.</li> <li>• HOTS</li> </ul>	<ul style="list-style-type: none"> <li>• The students will be able to represent the given information in the form of pictures</li> <li>• The students will be able to develop the skill to read and interpret a pictograph</li> </ul>
Aug	24	<p>Ch-9 Fractions, • Fractional Numbers and Fractions • Numerator and Denominator of a Fraction • Fractional Part of a collection or Group • Types of fractions • Conversion of improper fraction into mixed fraction</p>	<p>1. Acquisition of knowledge: • To enable the students to identify a fraction as a part of a whole. • To enable the students to know about like and unlike fraction, proper and improper fraction, unit and mixed fraction.</p> <p>3. Development of understanding: • To enable the students to understand the conversion of mixed</p>	<p>Integrated with geography :</p> <p>showing the division of land and water in pie chart. Integrated with art: Rangoli making.</p>	<p>Integrated with geography: showing the division of land and water in pie chart.</p>	<p>Activity (Fraction fish)</p>	<ul style="list-style-type: none"> <li>• Assignment</li> <li>• LOA</li> <li>• Case based questions.</li> <li>• Picture based learning.</li> <li>• HOTS</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be able to identify fractions as a part of a whole.</li> <li>• Students will be able to understand the concept of fractions and fractional numbers.</li> <li>• Students will be able to convert mixed fraction to</li> </ul>

		<p>fraction to improper fraction.</p> <ul style="list-style-type: none"> <li>•To enable the students to understand the addition and subtraction of fraction.</li> </ul> <p>4. Development of skills: •To enable the students to develop the skill to express the given fractions in different ways</p>	<p>Integrated with art</p>	<p>Physics: Mathematical expression Line graph</p>			<p>improper fraction.</p> <ul style="list-style-type: none"> <li>• Students will be able to understand the addition and subtraction of fraction.</li> <li>• Students will be able to develop the skill to express the given fractions in different ways.</li> </ul> <ul style="list-style-type: none"> <li>• The students will be able to know about decimal place value chart.</li> <li>•The students will be able to write tenth, hundredth and thousandth as decimals.</li> <li>•The students will be able to convert decimals into fractions</li> <li>•The students will be able to understand</li> </ul>
	<p>Ch – 10, Decimals</p> <ul style="list-style-type: none"> <li>•Decimal fractions in place value chart.</li> <li>•Writing tenth, hundredth and thousandth as decimal.</li> <li>•Converting decimals into fractions.</li> <li>•Decimals in expanded form</li> <li>•Like and Unlike decimals.</li> </ul>	<p>1.Acquisition of knowledge:</p> <ul style="list-style-type: none"> <li>•To enable the students to know about decimal place value chart.</li> </ul> <p>2. Development of understanding:</p> <ul style="list-style-type: none"> <li>•To enable the students to write tenth, hundredth and thousandth as decimals.</li> <li>•To enable the students to convert decimals into fractions</li> <li>•To enable the students to understand about like and unlike fraction</li> </ul>					

								about like and unlike fraction
Sep	23	Ch-7 , Number Patterns, Patterns on the Number Grid Table Patterns Number Patterns in Addition of Consecutive Numbers Adding Old Numbers Adding Even Numbers Patterns in Multiplication	1. Acquisition of knowledge: To enable them to know about the arrangement of patterns. 2. Development of skills: To enable the students to develop the skill for effective implementation of the concept of pattern.	Integrated with sketch and painting.	Integrated with sketch and painting.			<ul style="list-style-type: none"> <li>• The students will be able to know about the arrangement of patterns.</li> <li>• The students will be able to develop the skill for effective implementation of the concept of pattern</li> </ul>
Oct	22	Ch – 11, Money  •Conversion of rupees into paise  •Conversion of Paise into Rupees and paise  •Addition and Subtraction of money •Multiplication and Division of money	1. Acquisition of knowledge: To know the different ways of expressing money. 2. Development of understanding: •To enable students to understand how to add and subtract money in real -world situations. •Enable to learn how to convert Paise into Rupees and paise •To enable students to understand how to find the value of one and then the value of many.  3.Development of skills: To enable students to develop the skill to use different mathematical operators to calculate money.	Integrated with art. Integrated with sketch and painting.	History: Collection of old coins and notes. Model : Evolution of money	Activity: To develop an understanding of the value of currency notes. Role Play: Classroom shop	<ul style="list-style-type: none"> <li>• Assignment</li> <li>• LOA</li> <li>• Case based questions.</li> <li>• Picture based learning.</li> <li>• HOTS</li> </ul>	<ul style="list-style-type: none"> <li>•The students will be able to know different ways of expressing money.</li> <li>• The students will be able to understand how to add and subtract money in real - world situations.</li> <li>• The students will be able to learn how to convert Paise into rupees and paise.</li> <li>• The students will be able to develop the skill to use different mathematical</li> </ul>

		CH-13 Unitary Method Introduction						operators to calculate money. • The students will be able to understand how to find the value of one and then the value of many
Nov	16	Ch-18, Time • Reading time to the exact minute. •Duration of an activity •Conversion of time •Addition and Subtraction of time  Ch-19, Calendar Days of the Week Months of the Year Ordinary and Leap years How to write dates Calendar  Chapter 12, Measures of Length, Mass and Capacity	1. Acquisition of knowledge: To enable the students to write the time in different ways and by using different units. 2. Development of understanding: •To enable the students to write the duration of an activity in hours and days  •To enable the students to do the conversion of time. •To enable the students to write the time in 12-hour and 24-hour clock	Integrated with music: counting of ragas	Geography: Rotation and revolution of the earth says about leap and ordinary Year.	Activity: Preparing a nonworking handmade Clock	• Assignment • LOA • Case based questions. • Picture based learning. • HOTS	• The students will be able to write the time in different ways and by using different units. • The students will be able to write the duration of an activity in hours and days. • The students will be able to do the conversion of time. • The students will be able to write the time in 12-hour and 24-hour clock.

Dec	24	<p>Ch-14, Geometry Point, Line Segment, Line and Ray</p> <p>Measuring Line Segments</p> <p>Angles Straight and Curved Lines</p> <p>Closed and Open Figures</p> <p>Simple Closed Figure</p> <p>Polygons</p> <p>Types of Polygons Circles</p>	<p>1. Acquisition of knowledge: To enable them to identify points, rays, lines, and segments using words and symbols</p> <p>2. Development of understanding: •To enable the student to understand different geometrical shapes and their properties. •To introduce the students about the polygons and their sides and vertices, etc.</p>	<p>Integration with art and craft. Activity Integrated with sketch and painting.</p>	<p>Science: Drawing diagrams.</p>	<p>Art integrated Activity: formation of any object by using different shapes</p>	<ul style="list-style-type: none"> <li>• Assignment</li> <li>• LOA</li> <li>• Case based questions</li> <li>• Picture based learning.</li> <li>• HOTS</li> </ul>	<ul style="list-style-type: none"> <li>•The students will be able to identify points, rays, lines, and segments using words and symbols.</li> <li>•The students will be able to understand different geometrical shapes and their properties.</li> <li>• The students will be able to draw and name an angle</li> <li>• The students will be able to draw circle and its parts.</li> </ul>
		<p>Ch- 15, Perimeter of Rectilinear Figures</p> <p>Rectilinear Figure Perimeter of a Rectilinear Figure</p>	<p>• 1. Acquisition of knowledge: To enable the students to know about the formula of perimeter of square and rectangle</p> <p>. 2. Development of understanding: To enable the students to find the perimeter of square and rectangle.</p> <p>3.Development of skills: To enable students to develop the skill to use perimeter and area formula to solve any</p>	<p>Integration with art and craft Activity Integrated with sketch and painting</p>	<p>Art integrated Activity: To measure the perimeter using cardboard</p>	<ul style="list-style-type: none"> <li>• Assignment</li> <li>• LOA</li> <li>• Case based questions</li> <li>• Picture based learning.</li> <li>• HOTS</li> </ul>	<ul style="list-style-type: none"> <li>• The students will be able to know about the formula of perimeter of square and rectangle.</li> <li>• The students will be able to find the perimeter</li> </ul>	

			rectilinear figures.					of square and rectangle. <ul style="list-style-type: none"> <li>The students will be able to develop the skill to use perimeter and area formula to solve any rectilinear figures</li> </ul>
Jan	14	Ch-16 Three-Dimensions Shapes Solids Cuboid Cube Prism Pyramid  Ch-17 Symmetry Introduction	1. Acquisition of knowledge: To enable them to know about the arrangement of patterns. 2. Development of skills: To enable the students to develop the skill for effective implementation of the concept of pattern	Integrated with sketch and painting.	Integrated with sketch and painting	Patterns Art integrated project.	<ul style="list-style-type: none"> <li>Assignment</li> <li>LOA</li> <li>Case based questions</li> <li>Picture based learning.</li> <li>HOTS</li> </ul>	<ul style="list-style-type: none"> <li>The students will be able to know about the arrangement of patterns.</li> <li>The students will be able to develop the skill for effective implementation of the concept of pattern.</li> </ul>
Feb	22	Revision And Term 2 Exam						

**SUBJECT: EVS**

**Textbook: 1. OUR GREEN WORLD (A BOOK OF ENVIRONMENTAL SCIENCE)**

Month	WD	Chapter/Sub-Topics	Learning Objectives	Art Integration	Inclusive Teaching	Project / Practical	Competency Based Activity Learning	Learning Outcomes
April	23	Chapter 1- All in the family <ul style="list-style-type: none"> <li>• Family</li> <li>• Types of family</li> <li>• Your mother as a child</li> </ul>	Students will be able to: <ul style="list-style-type: none"> <li>• describe types of families.</li> <li>• identify family members and relationships.</li> <li>• compare past and present family life.</li> </ul>	<ul style="list-style-type: none"> <li>• Create a 3D family tree using recycled materials.</li> <li>• Draw and label “My Family”.</li> </ul>	<ul style="list-style-type: none"> <li>• Storytelling and drawing for expression.</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare a “Then &amp; Now” chart comparing family life.</li> </ul>	<ul style="list-style-type: none"> <li>• Role-play different family roles and responsibilities.</li> </ul>	By the end of the chapter students will be able to: <ul style="list-style-type: none"> <li>• describe types of families with examples.</li> <li>• identify relationships and roles within a family.</li> <li>• compare family life of past and present.</li> </ul>
		Chapter 2- My Extended family <ul style="list-style-type: none"> <li>• Special family occasions</li> <li>• Learning from family members</li> <li>• Decision making in family</li> <li>• Family values and tradition</li> </ul>	Students will be able to: <ul style="list-style-type: none"> <li>• describe extended family members and their importance.</li> <li>• explain traditions and values followed in families.</li> <li>• describe decision-making in families.</li> </ul>	<ul style="list-style-type: none"> <li>• Design a “Tradition Wheel” showing festivals.</li> <li>• Create a greeting card for a family occasion.</li> </ul>	<ul style="list-style-type: none"> <li>• Allow sharing through stories, drawings, or examples.</li> <li>• Respect cultural diversity in traditions.</li> </ul>	<ul style="list-style-type: none"> <li>• Interview a family member about traditions.</li> <li>• Make a scrapbook of family occasions.</li> </ul>	<ul style="list-style-type: none"> <li>• Group discussion on making family decisions.</li> </ul>	By the end of the chapter students will be able to: <ul style="list-style-type: none"> <li>• connect family values with their daily behaviour and choices.</li> <li>• participate in discussions and express opinions respectfully.</li> <li>• apply decision-making skills in simple real-life situations.</li> </ul>
		Chapter 4- Tongue and Teeth <ul style="list-style-type: none"> <li>• Changing teeth</li> <li>• Structure of a tooth</li> </ul>	Students will be able to: <ul style="list-style-type: none"> <li>• describe parts of a tooth and their functions.</li> </ul>	<ul style="list-style-type: none"> <li>• Make a clay model of a tooth.</li> </ul>		<ul style="list-style-type: none"> <li>• Prepare a simple chart of milk vs permanent teeth.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration of tooth structure using models.</li> </ul>	By the end of the chapter students will be able to: <ul style="list-style-type: none"> <li>• relate dental health concepts to their daily habits.</li> </ul>
May	07	Chapter 4- Tongue and Teeth <ul style="list-style-type: none"> <li>• Kinds of teeth</li> <li>• Tooth decay</li> <li>• Care of teeth</li> </ul>	Students will be able to: <ul style="list-style-type: none"> <li>• explain the process of changing teeth.</li> <li>• identify the role of teeth in eating and speaking.</li> </ul>	<ul style="list-style-type: none"> <li>• Draw and label tooth structure.</li> </ul>	<ul style="list-style-type: none"> <li>• Use models, charts, and videos for clarity.</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain a one-week dental care diary.</li> </ul>	<ul style="list-style-type: none"> <li>• Matching activity of parts and functions.</li> </ul>	By the end of the chapter students will be able to: <ul style="list-style-type: none"> <li>• demonstrate awareness of changes happening</li> </ul>

								in their body. • practice basic observation and recording skills.
June	16	Chapter 5- The Food we eat  • Food • Nutrients • Kinds of nutrients • Minerals • Vitamins • Water	Students will be able to: • describe different types of food and nutrients. • identify sources of vitamins and minerals. • explain the importance of water in diet.	• Create a balanced diet plate collage. • Draw and colour food groups chart.	• Encourage sharing of food habits	• Prepare a simple healthy meal plan	• Classify food into nutrients. • Menu planning activity for a healthy lunch.	By the end of the chapter students will be able to: • make healthier food choices in daily life. • relate nutrients to body needs and growth. • plan simple balanced meals independently.
		Chapter 6- Eating Together  • Neighbourhood Get-together • Celebrating Baisakhi • Mid-day meal	Students will be able to: • describe the importance of eating together. • explain community celebrations like Baisakhi. • identify the role of mid-day meals.	• Draw a community feast scene. • Make a festival food collage.	• Group sharing of food experiences. • Respect different food cultures.	• Organize a small class “sharing meal” activity.	• Group planning of a get-together.	By the end of the chapter students will be able to: • show cooperation and sharing habits during meals. • appreciate cultural diversity in food practices. • understand the value of community eating.
July	26	Chapter 8- Water Sources  • Rainfall • Rivers • Groundwater • Dam • Ocean and Seas • Forms of water in Nature • Evaporation, Condensation • Scarcity of water	Students will be able to: • describe different sources of water. • explain forms of water and water cycle processes. • identify causes of water scarcity.	• Draw and label water cycle diagram. • Make a 3D model of water sources.	• Use videos and models for explanation.	• Simple experiment on evaporation and condensation.	• Problem-solving activity on saving water	By the end of the chapter students will be able to: • develop awareness about conserving water in daily life. • relate natural processes to real-world observations. • suggest practical ways to reduce water wastage.
		Chapter 19- Water Pollution  • Causes of water pollution	Students will be able to: • describe causes of water pollution. • explain effects of polluted water.	• Poster making on “Stop Water Pollution”. • Draw before/after polluted water	• Group discussions for awareness.	• Prepare awareness charts.	• Case study discussion on polluted rivers.	By the end of the chapter students will be able to: • develop responsibility

		<ul style="list-style-type: none"> <li>• Effects of water pollution</li> <li>• Prevention of water pollution</li> <li>• Scarcity of water</li> </ul>	<ul style="list-style-type: none"> <li>• identify methods to prevent pollution.</li> </ul>	<ul style="list-style-type: none"> <li>• Create scenes.</li> </ul>				<ul style="list-style-type: none"> <li>• towards protecting water resources.</li> <li>• identify pollution in their surroundings.</li> <li>• participate in awareness and prevention activities.</li> </ul>
Aug	24	<p>Chapter 7- Types of Houses</p> <ul style="list-style-type: none"> <li>• Houses in Villages</li> <li>• Houses in Cities</li> <li>• Types of houses in cities</li> <li>• Slums</li> <li>• Houses in cold region</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• describe houses in villages and cities.</li> <li>• identify different types of houses.</li> <li>• explain houses in different climates.</li> </ul>	<ul style="list-style-type: none"> <li>• Make a model of different houses.</li> <li>• Draw houses in different regions.</li> </ul>	<ul style="list-style-type: none"> <li>• Show pictures/videos of different houses.</li> </ul>	<ul style="list-style-type: none"> <li>• Build a model house using waste materials.</li> <li>• Compare rural and urban houses chart.</li> </ul>	<ul style="list-style-type: none"> <li>• Design a house suitable for a given climate.</li> </ul>	<p>By the end of the chapter students will be able to:</p> <ul style="list-style-type: none"> <li>• relate types of houses to environmental conditions.</li> <li>• appreciate diversity in living styles.</li> <li>• apply ideas to design suitable shelters.</li> </ul>
		<p>Chapter 9- Houses and Bridges</p> <ul style="list-style-type: none"> <li>• People involved in construction business</li> <li>• How are bricks made?</li> <li>• Different kinds of Bridges</li> <li>• Temporary bridges</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• identify people involved in construction.</li> <li>• describe how bricks are made.</li> <li>• explain different types of bridges.</li> </ul>	<ul style="list-style-type: none"> <li>• Draw construction workers at work.</li> <li>• Create a step diagram of brick making.</li> </ul>	<ul style="list-style-type: none"> <li>• Hands-on building activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Build a simple bridge model.</li> </ul>	<ul style="list-style-type: none"> <li>• Group task on construction process.</li> </ul>	<p>By the end of the chapter students will be able to:</p> <ul style="list-style-type: none"> <li>• understand teamwork involved in construction work.</li> <li>• apply basic design thinking in building structures.</li> <li>• recognize importance of safe and strong constructions.</li> </ul>
Sep	23	<b>REVISION</b>						
Oct	22	<p>Chapter 18 -Plants Around us</p> <ul style="list-style-type: none"> <li>• Terrestrial Plants</li> <li>• Aquatic Plants</li> <li>• Underwater plants</li> <li>• Agricultural plants</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• describe different types of plants (terrestrial, aquatic, underwater).</li> <li>• identify agricultural plants and their uses.</li> <li>• compare plants based on their habitat.</li> </ul>	<ul style="list-style-type: none"> <li>• Draw and label different types of plants.</li> <li>• Make a collage using real/dried leaves.</li> </ul>	<ul style="list-style-type: none"> <li>• Use real plants and pictures for observation.</li> </ul>	<ul style="list-style-type: none"> <li>• Collect and classify leaves from surroundings.</li> <li>• Grow a small plant and observe changes</li> </ul>	<ul style="list-style-type: none"> <li>• Sorting plants based on habitat.</li> </ul>	<p>By the end of the chapter students will be able to:</p> <ul style="list-style-type: none"> <li>• connect plant types with their surroundings.</li> <li>• develop observation skills through real-life</li> </ul>

								examples. • show awareness about importance of plants in daily life.
		Chapter 17 – Animals Behaviour  • How Animals help each other • Who visits flowers • Ears of animals • Body coverings	Students will be able to: • describe how animals help each other. • identify animals that visit flowers. • explain body parts like ears and coverings.	• Create a chart of animals visiting flowers. • Make a mask of any animal.	• Encourage imitation and role-play. • Group discussions.	• Prepare a simple chart of animal features.	• Matching activity (animal – body covering).	By the end of the chapter students will be able to: • relate animal behaviour to survival needs. • observe and identify animals in their surroundings. • appreciate interdependence among living beings.
Nov	16	Chapter 15- Animal homes  • Where do animals live • Terrestrial animals • Aquatic animals • Amphibians • Arboreal animals • Aerial animals • Why do birds make nest	Students will be able to: • describe where different animals live. • identify types of animals (terrestrial, aquatic, aerial, etc.). • explain why birds make nests.	• Make models of animal homes. • Draw and label habitats	• Use visuals and storytelling. • Allow drawing and verbal expression.	• Build a model of a bird’s nest. • Match animals with their homes	• Sorting animals by habitat. • Design a home suitable for an animal.	By the end of the chapter students will be able to: • relate animals to their habitats. • understand the need for shelter in living beings. • apply knowledge to identify habitats around them.
		Chapter 16- The young ones • Animals that give birth to young ones • Care of young ones • Animal that lays eggs • Birds, frogs, Reptiles, Fish, Insects	Students will be able to: • describe animals that give birth or lay eggs. • explain care of young ones. • identify different groups (birds, reptiles, insects, etc.).	• Draw life cycle of an animal. • Make a chart of baby animals and parents. • Create a sequencing strip of growth stages.	• Use visuals and real-life examples. • Encourage storytelling. • Pair activities.	• Prepare a life cycle chart	• Classification activity (egg-laying vs birth-giving).	By the end of the chapter students will be able to: • understand life cycles of different animals. • show empathy towards animals and their young ones. • classify animals based on reproduction methods.
Dec	24	Chapter 11- Animals for Transport	Students will be able to: • describe different types of	• Draw riding and pack animals.	• Encourage discussion on animal	• Prepare a chart of animal uses.	• Role-play (farmer, animal caretaker).	By the end of the chapter students

		<ul style="list-style-type: none"> <li>• Riding animals</li> <li>• Pack animals</li> <li>• Draught animals</li> <li>• Other uses of animals</li> <li>• Horseshoe and its uses</li> <li>• Caring for animals</li> </ul>	<p>animals used for transport.</p> <ul style="list-style-type: none"> <li>• identify uses of animals in daily life.</li> <li>• explain importance of caring for animals.</li> </ul>	<ul style="list-style-type: none"> <li>• Make a poster on “Animals Help Us”.</li> <li>• Create a model of a cart.</li> </ul>	care.			<p>will be able to:</p> <ul style="list-style-type: none"> <li>• recognize the role of animals in human life.</li> <li>• develop responsibility towards animal care.</li> <li>• make ethical choices regarding use of animals.</li> </ul>
		<p>Chapter 12- Travel and Currency</p> <ul style="list-style-type: none"> <li>• Plateau</li> <li>• Island</li> <li>• Mountains</li> <li>• Plains</li> <li>• Paying for travel</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• describe different landforms (plateau, island, mountains, plains).</li> <li>• explain ways of paying for travel.</li> <li>• identify basic currency use.</li> </ul>	<ul style="list-style-type: none"> <li>• Draw different landforms.</li> <li>• Make a travel brochure.</li> <li>• Design play currency notes</li> </ul>	<ul style="list-style-type: none"> <li>• Use maps and visuals.</li> </ul>	<ul style="list-style-type: none"> <li>• Matching landforms with features.</li> </ul>	<ul style="list-style-type: none"> <li>• Practice buying/selling using play money.</li> </ul>	<p>By the end of the chapter students will be able to:</p> <ul style="list-style-type: none"> <li>• connect landforms with travel experiences.</li> <li>• use basic money skills in real-life situations.</li> <li>• plan simple journeys with understanding of cost and place.</li> </ul>
Jan	14	<b>REVISION</b>						
Feb	22							

**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, Computers – Storage and Memory devices</b> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Computer as an electronic device</li> <li>• Data and information</li> <li>• Fundamental operations of a computer</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 computer storage.  <b>2. Development of Understanding:</b> To enable students to understand about memory devices.	Drawing and labeling different storage devices such as hard disk, pen drive and memory card.	Use charts, models and visual aids to explain concepts to diverse learners.	Identify storage devices used in computers and homes.	Class activity to classify primary and secondary memory devices.	Students will be able to understand computer storage and memory devices.
May	07	<b>Chapter – 2, GUI Operating System – Desktop Management</b> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Functions of an Operating system</li> <li>• Windows 11</li> <li>• Features of windows 11</li> <li>• System icons</li> </ul> <b>Chap. – 3, Shapes Around Us</b>	<b>1. Acquisition of Knowledge:</b> To introduce students to the GUI operating system. <b>2. Development of Understanding:</b> To understand the functions and features of Windows 11.	Drawing the Windows desktop with system icons.	Demonstration using projector and step-by-step explanation.	Identify system icons on the desktop.	Matching icons with their functions.	Students will be able to recognize the desktop interface and system icons.
June	16	<b>Chapter – 2, GUI Operating System – Desktop Management</b> <ul style="list-style-type: none"> <li>• Customizing Desktop</li> <li>• Shortcut</li> <li>• Deleting shortcut</li> <li>• Taskbar</li> <li>• Quick Launch Bar</li> <li>• Date &amp; Time</li> <li>• Hiding and Unhiding System</li> <li>• Clock</li> <li>• Volume of the speaker</li> </ul> <b>Chap. – 4, Hide and Seek</b> <b>Chap. – 5, Patterns Around Us</b>	<b>1. Acquisition of Knowledge:</b> To introduce desktop customization tools. <b>2. Development of Understanding:</b> To help students manage desktop settings and shortcuts.	Design a creative desktop background.	Hands-on demonstration and guided practice.	Create and delete shortcuts on the desktop.	Customize desktop settings and taskbar features.	Students will be able to manage desktop features and shortcuts.

July	26	<p><b>Chap – 3, Tools of Word Processor</b></p> <ul style="list-style-type: none"> <li>• <b>Part I – Formatting a Document</b></li> <li>➤ Introduction</li> <li>➤ Recap</li> <li>➤ Formatting text</li> <li>➤ Font Group</li> <li>➤ Drop Cap</li> <li>➤ Paragraph Group</li> <li>• <b>Part II – Editing a Document</b></li> <li>➤ Introduction</li> <li>➤ Editing a document</li> <li>➤ Printing a Document</li> </ul> <p><b>Chap. – 6, Thousands Around Us</b></p> <p><b>Chap. – 7, Sharing and Measuring</b></p>	<p><b>1. Acquisition of Knowledge:</b> To introduce formatting and editing tools in a word processor.</p> <p><b>2. Development of Understanding:</b> To develop skills for creating and editing documents.</p>	Create a formatted greeting card or invitation using Word tools.	Guided practice and demonstration in the computer lab.	Create and format a document using font and paragraph tools.	Edit and print a document using word processing tools.	Students will be able to create, format and edit documents.
Aug	24	<p><b>Chapter – 4, The Internet – Web Browser</b></p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• The Internet</li> <li>• Advantages of Internet</li> <li>• Requirements for an Internet Connection</li> <li>• Internet terms</li> <li>• Net Surfing</li> <li>• Different Components of a Web Browser</li> <li>• Search Engine</li> <li>• Disconnecting Internet</li> <li>• Netiquette for Safe Browsing</li> </ul> <p><b>Chap. – 8, Measuring Length</b></p> <p><b>Chap. – 9, The Cleanest Village</b></p>	<p><b>1. Acquisition of Knowledge:</b> To introduce the concept of the Internet and web browsers.</p> <p><b>2. Development of Understanding:</b> To develop awareness of safe browsing practices.</p>	Poster making on “Safe Internet Use”.	Use videos and real examples to explain concepts clearly.	Demonstration of browsing educational websites.	Search simple information using a search engine.	Students will be able to use the Internet responsibly and safely.
Sep	23	Revision for Term I						
Oct	22	<p><b>Chapter – 5, Presentation Software – An Introduction</b></p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Starting PowerPoint</li> </ul>	<p><b>1. Acquisition of Knowledge:</b> To introduce presentation software and file management.</p>	Design colourful slides using shapes and pictures.	Demonstration with step-by-step guidance.	Create a simple PowerPoint presentation.	Practice organizing files and folders.	Students will be able to create presentations and manage

		<ul style="list-style-type: none"> <li>• Components of PowerPoint Window</li> <li>• Backstage</li> <li>• View</li> <li>• Commonly Performed tasks on PowerPoint</li> </ul> <p><b>Chapter – 6, Features of a File Management</b></p> <ul style="list-style-type: none"> <li>• Recap of a file and folder</li> <li>• File explorer</li> <li>• Working with files and folders</li> <li>• Copy a file/folder</li> <li>• Move a file/folder</li> <li>• Rename a file/folder</li> <li>• Delete a file/folder</li> <li>• Not tampering with other's file/folder</li> </ul> <p><b>Chap. – 10, Weigh It, Pour It</b></p>	<p><b>2. Development of Understanding:</b> To develop skills in creating presentations and managing files.</p>					files effectively.
Nov	16	<p><b>Chapter – 7, Tux Paint – Developing Skill</b></p> <ul style="list-style-type: none"> <li>• Recap of Tux Paint</li> <li>• New Tool</li> <li>• Stamp Tool</li> <li>• Magic Tool</li> <li>• Flower and grass tools</li> <li>• Rainbow effects</li> <li>• Foam effect</li> <li>• Minor effect</li> </ul> <p><b>Chap. – 11, Equal Groups</b> <b>Chap. – 12, Elephants, Tigers, and Leopards</b></p>	<p><b>1. Acquisition of Knowledge:</b> To introduce advanced tools of Tux Paint.</p> <p><b>2. Development of Understanding:</b> To develop creativity using drawing software.</p>	Digital drawing activity using Tux Paint tools.	Provide individual assistance and demonstrations.	Create a digital drawing using various Tux Paint tools.	Apply effects creatively in digital artwork.	Students will develop creativity through digital drawing.
Dec	24	<p><b>Chapter – 8, Scratch: Block-based Visual Programming</b></p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Components of scratch window</li> <li>• Creating a new project</li> <li>• Execution of Scratch script</li> <li>• Saving a project</li> <li>• Opening an Existing</li> </ul>	<p><b>1. Acquisition of Knowledge:</b> To introduce Scratch programming interface.</p> <p><b>2. Development of Understanding:</b> To develop logical thinking through block-based coding.</p>	Design characters and backgrounds for Scratch projects.	Guided coding practice for all learners.	Create a simple animation using Scratch blocks.	Arrange coding blocks to perform actions.	Students will be able to create simple animations using Scratch.

		Project <ul style="list-style-type: none"> <li>• Closing a project</li> <li>• Solved Scratch Script</li> </ul> <b>Chap. – 13, Fun with Symmetry</b> <b>Chap. – 14, Ticking Clocks and Turning Calendar</b>						
Jan	14	<b>Chapter - 9, AI Integrated IOT</b> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Advantages and Disadvantages of internet</li> <li>• Wi-Fi</li> <li>• IOT and its connectivity</li> <li>• Smart homes</li> <li>• Smart Security</li> <li>• Smart cars</li> <li>• Augmented Reality and Virtual Reality</li> <li>• Robotics</li> <li>• Hue application</li> </ul> <b>Chap. – 15, The Transport Museum</b> <b>Chap. – 16, Data Handling</b>	<b>1. Acquisition of Knowledge:</b> To introduce modern technologies like AI and IoT. <b>2. Development of Understanding:</b> To understand applications of smart technologies in daily life.	Chart making on smart devices used in daily life.	Use videos and pictures to explain modern technologies.	Demonstration of smart devices or applications.	Discussion on examples of AI and IoT around us.	Students will recognize modern technologies and their uses.
Feb	22	Revision for Term II						

**SUBJECT: German**

**Textbook: 1. So geht das 2**

Month	WD	Chapter/ Sub-Topics	Learning Objectives	Art Integration	Inclusive Teaching	Project / Practical	Competency Based Activity Learning	Learning Outcomes
April	23	<p><b>Chapter1: Freunde (Friends)</b></p> <p><b>Sub-Topics:</b></p> <ul style="list-style-type: none"> <li>• Introduction to characters: Matthias, Maria, Anton</li> <li>• Descriptive adjectives and opposites</li> <li>• Nominative case and personal pronouns</li> <li>• Common verbs in the nominative case</li> <li>• German personal pronouns</li> </ul>	<ul style="list-style-type: none"> <li>• Develop skills to describe people using appropriate adjectives.</li> <li>• Understand and apply the nominative case in sentences.</li> <li>• Correctly use personal pronouns in various contexts.</li> <li>• Recognize and conjugate common verbs associated with the nominative case.</li> </ul>	<ul style="list-style-type: none"> <li>• Create character sketches or portraits based on textual descriptions.</li> <li>• Illustrate scenes depicting the characters' activities, such as Maria singing or Anton watching TV with his dog Rocky.</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage students to share descriptions of friends or family members from diverse backgrounds, fostering an inclusive environment.</li> <li>• Use varied teaching materials, including visual aids and interactive activities, to cater to different learning styles.</li> </ul>	<ul style="list-style-type: none"> <li>• Students create a short descriptive essay or presentation about a friend or family member, incorporating learned adjectives and pronouns.</li> <li>• Role-play exercises where students introduce themselves and others, practicing the nominative case and personal pronouns.</li> </ul>	<ul style="list-style-type: none"> <li>• Group activities where students collaboratively construct sentences describing each other, reinforcing the use of adjectives, pronouns, and the nominative case.</li> <li>• Peer-review sessions to provide feedback on descriptive essays or presentations.</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to describe individuals using appropriate adjectives and opposites.</li> <li>• Proficiency in identifying and using the nominative case in German sentences.</li> <li>• Correct application of personal pronouns in various contexts.</li> <li>• Familiarity with common verbs associated with the nominative case.</li> <li>• Enhanced cultural awareness through character exploration and related research.</li> </ul>
May	07	<p><b>Lektion 2 – Gespräche (Conversations)</b></p> <p><b>Sub-Topics:</b></p> <ul style="list-style-type: none"> <li>• <b>Gespräch 1:</b> Daily Activities and Plans</li> <li>• <b>Gespräch 2:</b> Making Plans and Invitations</li> <li>• <b>Grammar Focus:</b> -Irregular Verbs (Unregelmäßige Verben) -Separable Verbs (Trennbare Verben)</li> </ul>	<ul style="list-style-type: none"> <li>• Develop conversational skills in German for everyday scenarios.</li> <li>• Learn and practice irregular and separable verbs in German.</li> <li>• Understand sentence structures and verb placements.</li> <li>• Enhance listening and comprehension skills through dialogues.</li> <li>• Gain cultural knowledge about Germany's history and landmarks.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Dialogue Role Play:</b> Students perform the given dialogues as a short play.</li> <li>• <b>Visual Storyboarding:</b> Illustrate the sequence of actions in Gespräch 1 &amp; 2.</li> <li>• <b>Flashcards:</b> Create flashcards for irregular and separable verbs with visuals.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Multisensory Approach:</b> Use auditory (listening), visual (pictures, videos), and kinesthetic (role-play) methods.</li> <li>• <b>Pair Work:</b> Peer-assisted learning for students who need extra support.</li> <li>• <b>Differentiated Assignments:</b> Simplified dialogues for beginners and advanced extensions for proficient students.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Create a Daily Routine Video:</b> Record a short video describing daily activities using learned verbs.</li> <li>• <b>Interview a Classmate:</b> Ask and answer questions about their daily plans in German.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Problem-Solving Task:</b> Fill in the blanks with correct verb forms.</li> <li>• <b>Real-Life Simulation:</b> Plan a weekend trip in German using learned structures.</li> <li>• <b>Question-Answer Sessions:</b> Practice spontaneous conversations based on given scenarios.</li> </ul>	<p>By the end of the lesson, students will be able to:</p> <ul style="list-style-type: none"> <li>• Engage in simple German conversations about daily plans.</li> <li>• Use and identify irregular and separable verbs correctly.</li> <li>• Form grammatically correct sentences with learned verbs.</li> <li>• Understand the importance of cultural landmarks like Brandenburg Gate.</li> <li>• Demonstrate improved listening,</li> </ul>

								speaking, and comprehension skills in German.
June	16	<p><b>Lektion 2 – Gespräche (Conversations)</b></p> <p><b>Sub-Topics:</b></p> <ul style="list-style-type: none"> <li>• <b>Exercises (Übungen):</b> Sentence Correction, Verb Conjugation, Sentence Formation</li> <li>• <b>Cultural Aspect (Landeskunde):</b> Brandenburg Gate and German Reunification</li> </ul>	<ul style="list-style-type: none"> <li>• Develop conversational skills in German for everyday scenarios.</li> <li>• Learn and practice irregular and separable verbs in German.</li> <li>• Understand sentence structures and verb placements.</li> <li>• Enhance listening and comprehension skills through dialogues.</li> <li>• Gain cultural knowledge about Germany's history and landmarks.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Dialogue Role Play:</b> Students perform the given dialogues as a short play.</li> <li>• <b>Visual Storyboarding:</b> Illustrate the sequence of actions in Gespräch 1 &amp; 2.</li> <li>• <b>Flashcards:</b> Create flashcards for irregular and separable verbs with visuals.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Multisensory Approach:</b> Use auditory (listening), visual (pictures, videos), and kinesthetic (role-play) methods.</li> <li>• <b>Pair Work:</b> Peer-assisted learning for students who need extra support.</li> <li>• <b>Differentiated Assignments:</b> Simplified dialogues for beginners and advanced extensions for proficient students.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Create a Daily Routine Video:</b> Record a short video describing daily activities using learned verbs.</li> <li>• <b>Interview a Classmate:</b> Ask and answer questions about their daily plans in German</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Problem-Solving Task:</b> Fill in the blanks with correct verb forms.</li> <li>• <b>Real-Life Simulation:</b> Plan a weekend trip in German using learned structures.</li> <li>• <b>Question-Answer Sessions:</b> Practice spontaneous conversations based on given scenarios.</li> </ul>	<p>By the end of the lesson, students will be able to:</p> <ul style="list-style-type: none"> <li>• Engage in simple German conversations about daily plans.</li> <li>• Use and identify irregular and separable verbs correctly.</li> <li>• Form grammatically correct sentences with learned verbs.</li> <li>• Understand the importance of cultural landmarks like Brandenburg Gate.</li> </ul> <p>Demonstrate improved listening, speaking, and comprehension skills in German.</p>
July	26	<p><b>Lektion 3: Die Klasse 7a</b></p> <p><b>Sub-Topics:</b></p> <ol style="list-style-type: none"> <li>1. Der Englischunterricht</li> <li>2. Schwierigkeiten beim Lernen und Nutzung des Wörterbuchs</li> <li>3. Der Deutschunterricht und seine Methoden</li> <li>4. Vergleich der Lehrerpersönlichkeiten</li> <li>5. Die große Pause</li> <li>6. Akkusativ – Grammatikregeln</li> <li>7. Konjugation des Verbs „mögen“</li> <li>8. Satzstruktur – Verb an zweiter Position</li> <li>9. Wortstellung und Ergänzungsübungen</li> <li>10. Landeskunde: Bayerische</li> </ol>	<ul style="list-style-type: none"> <li>• Verstehen und Beantworten einfacher Fragen zum Text</li> <li>• Erkennen und Verwenden des Akkusativs im Satz</li> <li>• Konjugation des Verbs „mögen“ in verschiedenen Formen</li> <li>• Korrekte Satzstellung im Deutschen üben</li> <li>• Wortschatz erweitern (Schulalltag, Kleidung, Traditionen)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Szenische Darstellung:</b> Nachspielen einer Unterrichtsstunde aus dem Text</li> <li>• <b>Kreative Wortbilder:</b> Illustrierung von Akkusativsätzen</li> <li>• <b>Mindmaps:</b> Visualisierung der Wortschatzthemen (z. B. Kleidung, Schulgegenstände)</li> <li>• <b>Kunst &amp; Kultur:</b> Gestaltung von Trachtenfiguren zur bayerischen Kultur</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Multisensorischer Ansatz:</b> Visuelle Darstellungen (Bilder, Diagramme), Hörübungen und praktische Aktivitäten</li> <li>• <b>Differenzierte Aufgaben:</b> Einfachere Fragen für langsamere Lerner, komplexe Satzbau-Übungen für Fortgeschrittene</li> <li>• <b>Partnerarbeit:</b> Gemeinsames Üben von Dialogen, um alle Schüler einzubeziehen</li> <li>• <b>Verständnishilfen:</b> Wortlisten mit Übersetzungen und Beispielsätzen</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Rollenspiel:</b> Ein Tag in der Schule – Nachstellen von Dialogen im Klassenzimmer</li> <li>• <b>Wortschatz-Poster:</b> Gestaltung einer Collage mit Bildern und Bezeichnungen für Kleidung</li> <li>• <b>Interview-Projekt:</b> Befragung von Mitschülern über Lieblingsfächer und Lehrer</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Problem-Based Learning:</b> Wie kann man schwierige Wörter lernen? (Strategien entwickeln)</li> <li>• <b>Kollaboratives Lernen:</b> Gruppenarbeit zu Unterschieden zwischen Englisch- und Deutschunterricht</li> <li>• <b>Anwendung von Grammatik:</b> Schüler schreiben eigene Akkusativsätze</li> </ul>	<ul style="list-style-type: none"> <li>• Die Schüler können Fragen zum Text mündlich und schriftlich beantworten</li> <li>• Sie können Akkusativobjekte richtig erkennen und verwenden</li> <li>• Sie verstehen und konjugieren das Verb „mögen“ korrekt</li> <li>• Sie bilden grammatisch korrekte Sätze mit richtiger Wortstellung</li> <li>• Sie erweitern ihren Wortschatz in den Bereichen</li> </ul>

		<b>Traditionen und Kleidung</b>	<ul style="list-style-type: none"> <li>• Interkulturelles Wissen über deutsche Bräuche vertiefen</li> </ul>					Schulalltag und Kleidung <ul style="list-style-type: none"> <li>• Sie gewinnen interkulturelles Wissen über bayerische Traditionen</li> </ul>
Aug	24	<b>Lektion 4: Erich und Erika kaufen ein</b>  <b>Sub-Topics:</b> 1. Einkaufen und Kleidungsstücke beschreiben 2. Personalpronomen im Akkusativ 3. Ja/Nein/Doch-Antworten 4. Demonstrativpronomen (dieser, diese, dieses) 5. Satzbau und Wortstellung 6. Übungen zur Satzbildung 7. Landeskunde: München – ein kulturelles Zentrum 8. Wortschatz: Schulsachen und Klassenzimmer	<ul style="list-style-type: none"> <li>• Kleidung und Accessoires im Gespräch verwenden</li> <li>• Die Akkusativ-Formen der Personalpronomen verstehen und anwenden</li> <li>• Richtige Verwendung von Ja/Nein/Doch in Antworten üben</li> <li>• Demonstrativpronomen im Zusammenhang mit Kleidung und Gegenständen einsetzen</li> <li>• Satzstruktur im Deutschen verbessern</li> <li>• Wortschatz für Schule und Klassenzimmer erweitern</li> <li>• Kulturelles Wissen über München vertiefen</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Kreatives Rollenspiel:</b> Einkaufsszenen nachstellen</li> <li>• <b>Zeichnen &amp; Beschriften:</b> Kleidungsstücke illustrieren und auf Deutsch beschriften</li> <li>• <b>Mindmaps:</b> Visualisierung der Personalpronomen</li> <li>• <b>Collagen:</b> Erstellung einer Einkaufsliste mit Bildern und Preisen</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Visuelle Unterstützung:</b> Bilder und Realia zur Veranschaulichung</li> <li>• <b>Partnerarbeit:</b> Dialoge gemeinsam erstellen und präsentieren</li> <li>• <b>Differenzierte Übungen:</b> Leichtere und anspruchsvollere Aufgaben für verschiedene Lernniveaus</li> <li>• <b>Multisensorisches Lernen:</b> Hören, Sprechen, Schreiben und interaktive Aktivitäten kombinieren</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Einkaufsprojekt:</b> Schüler erstellen eigene Dialoge für eine Einkaufsszene</li> <li>• <b>Wortschatzkarten:</b> Schüler gestalten Karteikarten zu Kleidungsstücken und Schulsachen</li> <li>• <b>Interview:</b> Schüler befragen sich gegenseitig zu ihren Lieblingskleidungsstücken</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Problem-Based Learning:</b> Simulation eines Einkaufsgesprächs in Gruppen</li> <li>• <b>Kollaboratives Lernen:</b> Schüler arbeiten gemeinsam an Ja/Nein/Doch-Antworten</li> <li>• <b>Anwendungsübungen:</b> Schüler schreiben eigene Sätze mit Demonstrativpronomen</li> </ul>	<ul style="list-style-type: none"> <li>• Die Schüler können Kleidungsstücke und Preise in Gesprächen korrekt beschreiben</li> <li>• Sie verwenden Personalpronomen im Akkusativ richtig</li> <li>• Sie beantworten Fragen mit Ja, Nein oder Doch angemessen</li> <li>• Sie setzen Demonstrativpronomen im richtigen Kontext ein</li> <li>• Sie bilden grammatikalisch korrekte Sätze mit Kleidungs- und Schulsachen-Vokabeln</li> <li>• Sie gewinnen interkulturelles Wissen über München als kulturelles Zentrum</li> </ul>
Sep	23	<b>Lektion 5: In der Schule</b>  <b>Sub-Topics:</b> 1. Schulalltag und Fächer (Schulstunden, Lieblingsfächer) 2. Stundenplan und Tagesablauf	<ul style="list-style-type: none"> <li>• Schulalltag und Unterrichtsfächer auf Deutsch beschreiben</li> <li>• Einen Stundenplan lesen und verstehen</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Kreatives Stundenplan-Projekt:</b> Schüler erstellen ihren eigenen Stundenplan mit Zeichnungen</li> <li>• <b>Schulcollage:</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Bildunterstützung:</b> Nutzung von Bildern und Piktogrammen für bessere Verständlichkeit</li> <li>• <b>Gruppenarbeit:</b> Schüler arbeiten gemeinsam an Minidialogen über ihren</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Stundenplan-Erstellung:</b> Schüler erstellen ihren idealen Stundenplan auf Deutsch</li> <li>• <b>Interview-Projekt:</b> Befragung von Mitschülern über ihre</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Rollenspiel:</b> Schüler führen Gespräche über ihren Stundenplan</li> <li>• <b>Kollaboratives Lernen:</b> Gruppenarbeit zu</li> </ul>	<ul style="list-style-type: none"> <li>• Die Schüler können über ihren Schulalltag und ihre Lieblingsfächer sprechen</li> <li>• Sie können einen Stundenplan lesen</li> </ul>

		<p>3. Das Schulsystem in Indien und Deutschland</p> <p>4. Grammatik:</p> <ul style="list-style-type: none"> <li>- Gebrauch von "man"</li> <li>- Unterschied zwischen "Stunde" und "Uhr"</li> <li>- Zeitangaben mit „am“, „im“</li> </ul>	<ul style="list-style-type: none"> <li>• Zeitangaben und Wochentage korrekt verwenden</li> </ul>	<p>Erstellung einer Schulcollage mit Bildern der Unterrichtsfächer</p> <ul style="list-style-type: none"> <li>• <b>Visuelle Darstellung von Sprichwörtern:</b> Zeichnungen oder Comics zu deutschen Sprichwörtern</li> <li>• <b>Bastelprojekt:</b> Modellbau eines deutschen Schlosses oder einer Burg</li> </ul>	<p>Stundenplan</p> <ul style="list-style-type: none"> <li>• <b>Interaktive Spiele:</b> Quiz zu Schulvokabular und Zeitangaben</li> <li>• <b>Anpassung des Unterrichts:</b> Einfachere und komplexere Aufgaben für unterschiedliche Lernniveaus</li> </ul>	<p>Lieblingsfächer und Lehrkräfte</p> <ul style="list-style-type: none"> <li>• <b>Tagesablauf-Beschreibung:</b> Jeder Schüler schreibt eine kurze Beschreibung seines Schultages</li> </ul>	<p>den Redewendungen und Sprichwörtern</p> <ul style="list-style-type: none"> <li>• <b>Problemlösungsaufgaben:</b> Planung eines optimalen Stundenplans für eine Schule</li> </ul>	<p>und Fragen dazu beantworten</p> <ul style="list-style-type: none"> <li>• Sie verwenden Zeitangaben mit „am“, „im“ und „Wann?“ korrekt</li> <li>• Sie verstehen und verwenden die Grammatik zu „man“, „Stunde/Uhr“ richtig</li> <li>• Sie kennen Unterschiede zwischen dem deutschen und indischen Schulsystem</li> <li>• Sie erkennen und erklären die Bedeutung einiger deutscher Sprichwörter</li> </ul>
Oct	22	<p><b>Lektion 5: In der Schule</b></p> <p><b>Sub-Topics:</b></p> <ol style="list-style-type: none"> <li>1. Wochentage und Tageszeiten</li> <li>2. Redewendungen und Sprichwörter</li> <li>3. Landeskunde: Burgen und Schlösser in Deutschland</li> <li>4. Übungen zur Satzbildung und Wortschatz</li> </ol>	<ul style="list-style-type: none"> <li>• Die Grammatikregeln zu „man“, „Stunde/Uhr“ und „Wann?“ beherrschen</li> <li>• Unterschiede zwischen dem deutschen und indischen Schulsystem kennenlernen</li> <li>• Redewendungen und Sprichwörter verstehen und im Kontext anwenden</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Kreatives Stundenplan-Projekt:</b> Schüler erstellen ihren eigenen Stundenplan mit Zeichnungen</li> <li>• <b>Schulcollage:</b> Erstellung einer Schulcollage mit Bildern der Unterrichtsfächer</li> <li>• <b>Visuelle Darstellung von Sprichwörtern:</b> Zeichnungen oder Comics zu deutschen Sprichwörtern</li> <li>• <b>Bastelprojekt:</b> Modellbau eines deutschen Schlosses oder einer Burg</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Bildunterstützung:</b> Nutzung von Bildern und Piktogrammen für bessere Verständlichkeit</li> <li>• <b>Gruppenarbeit:</b> Schüler arbeiten gemeinsam an Minidialogen über ihren Stundenplan</li> <li>• <b>Interaktive Spiele:</b> Quiz zu Schulvokabular und Zeitangaben</li> <li>• <b>Anpassung des Unterrichts:</b> Einfachere und komplexere Aufgaben für unterschiedliche Lernniveaus</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Stundenplan-Erstellung:</b> Schüler erstellen ihren idealen Stundenplan auf Deutsch</li> <li>• <b>Interview-Projekt:</b> Befragung von Mitschülern über ihre Lieblingsfächer und Lehrkräfte</li> <li>• <b>Tagesablauf-Beschreibung:</b> Jeder Schüler schreibt eine kurze Beschreibung seines Schultages</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Rollenspiel:</b> Schüler führen Gespräche über ihren Stundenplan</li> <li>• <b>Kollaboratives Lernen:</b> Gruppenarbeit zu den Redewendungen und Sprichwörtern</li> <li>• <b>Problemlösungsaufgaben:</b> Planung eines optimalen Stundenplans für eine Schule</li> </ul>	<ul style="list-style-type: none"> <li>• Die Schüler können über ihren Schulalltag und ihre Lieblingsfächer sprechen</li> <li>• Sie können einen Stundenplan lesen und Fragen dazu beantworten</li> <li>• Sie verwenden Zeitangaben mit „am“, „im“ und „Wann?“ korrekt</li> <li>• Sie verstehen und verwenden die Grammatik zu „man“, „Stunde/Uhr“ richtig</li> <li>• Sie kennen Unterschiede zwischen dem deutschen und</li> </ul>

								indischen Schulsystem • Sie erkennen und erklären die Bedeutung einiger deutscher Sprichwörter
Nov	16	<p><b>Lektion 6: Zu Hause am Sonntag</b></p> <p><b>Sub-Topics:</b>  <b>1.</b> Alltag am Sonntag (Familienleben, Freizeit, Pflichten)  <b>2.</b> Imperativsatz (Befehle, Aufforderungen)  <b>3.</b> Satzarten:  - Aussagesatz (Erklärung)  - Fragesatz (Fragen stellen)  - Imperativsatz (Befehle geben)  <b>4.</b> Kommunikation in der Familie (Umgangston, Höflichkeit)  <b>5.</b> Landeskunde: Köln und sein Wahrzeichen – Der Kölner Dom  <b>6.</b> Sportarten und Piktogramme der Olympischen Spiele  <b>7.</b> Übungen zur Satzbildung und Grammatik</p>	<ul style="list-style-type: none"> <li>• Den Alltag zu Hause am Sonntag auf Deutsch beschreiben</li> <li>• Imperativformen für verschiedene Personen (du, ihr, Sie, wir) verstehen und anwenden</li> <li>• Die Unterschiede zwischen Aussagesätzen, Fragesätzen und Imperativsätzen erkennen</li> <li>• Sportarten und Piktogramme der Olympischen Spiele benennen</li> <li>• Köln und seine Bedeutung in Deutschland kennenlernen</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Familien-Cartoon:</b> Schüler zeichnen und beschriften eine Szene aus ihrem Sonntag</li> <li>• <b>Piktogramm-Wettbewerb:</b> Schüler entwerfen eigene Symbole für verschiedene Sportarten</li> <li>• <b>Rollenspiel:</b> Dialoge zwischen Eltern und Kindern mit Befehlen im Imperativ</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Visuelle Unterstützung:</b> Bilder von Sportarten und Tagesabläufen</li> <li>• <b>Interaktive Gruppenaktivitäten:</b> Gemeinsames Erstellen eines Familienalltags</li> <li>• <b>Differenzierte Aufgaben:</b> Einfachere und komplexere Befehlsformen je nach Lernniveau</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Wochenend-Tagebuch:</b> Schüler schreiben über ihr Wochenende auf Deutsch</li> <li>• <b>Familieninterview:</b> Fragen an Familienmitglieder über ihre Sonntagsroutine</li> <li>• <b>Poster-Projekt:</b> Darstellung des Kölner Doms und seiner Geschichte</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Gruppenarbeit zu Imperativbefehlen:</b> Schüler schreiben eigene Befehle und setzen sie in Dialoge um</li> <li>• <b>Sportpiktogramm-Ratespiel:</b> Schüler erkennen und benennen verschiedene Sportarten</li> <li>• <b>Diskussion über Freizeit und Freiheit:</b> Reflexion über Befehle und persönliche Freiheit</li> </ul>	<ul style="list-style-type: none"> <li>• Schüler können über ihren Sonntag sprechen und Befehle auf Deutsch formulieren</li> <li>• Sie verwenden den Imperativ in verschiedenen Formen korrekt</li> <li>• Sie unterscheiden Aussagesatz, Fragesatz und Imperativsatz</li> <li>• Sie können deutsche Sportbegriffe und Olympiapiktogramme identifizieren</li> <li>• Sie kennen den Kölner Dom und seine Bedeutung in der deutschen Kultur</li> </ul>
Dec	24	<p><b>Lektion 7: Sport – ja oder nein?</b></p> <p><b>Sub-Topics:</b>  <b>1. Sport und Freizeit</b> – Diskussion über Vor- und Nachteile von Sport  <b>2. Sportarten</b> – Verschiedene Sportarten auf Deutsch benennen  <b>3. Grammatik:</b>  - Vergleichsformen: Positiv, Komparativ, Superlativ</p>	<ul style="list-style-type: none"> <li>• Über Sportarten sprechen und persönliche Meinungen ausdrücken</li> <li>• Die Vergleichsformen von Adjektiven korrekt anwenden</li> <li>• Das Verb „mögen“ und seine Varianten richtig gebrauchen</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Sport-Poster:</b> Schüler erstellen ein Poster mit verschiedenen Sportarten und deren Vorteilen</li> <li>• <b>Meinungs-Collage:</b> Schüler schneiden Bilder aus Zeitschriften aus und schreiben Sätze über ihre Lieblingssportarten</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Visuelle Lernhilfen:</b> Bilder von Sportarten und Körperteilen zur Unterstützung</li> <li>• <b>Bewegungsaktivitäten:</b> Einfache Sportübungen zur Verknüpfung von Sprache und Bewegung</li> <li>• <b>Unterschiedliche Lernstile:</b> Schreib-, Sprech- und Hörübungen zur</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Sporttagebuch:</b> Schüler schreiben über ihre Lieblingssportart und warum sie diese mögen</li> <li>• <b>Umfrage im Klassenzimmer:</b> Schüler befragen ihre Mitschüler zu deren Lieblingssportarten und präsentieren die Ergebnisse</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Diskussionsrunde:</b> Ist Sport notwendig oder Zeitverschwendung?</li> <li>• <b>Vergleichsspiel:</b> Schüler vergleichen sich (z. B. „Ich bin größer als du“)</li> <li>• <b>Gruppenarbeit:</b> Ein kurzes</li> </ul>	<ul style="list-style-type: none"> <li>• Schüler können über Sportarten sprechen und Vorlieben ausdrücken</li> <li>• Sie verwenden Komparativ- und Superlativformen korrekt</li> <li>• Sie kennen die Namen der Körperteile auf</li> </ul>

		<p>-Verben: mögen, finden, haben + gern</p> <p>-Konjugation: wissen &amp; werden</p> <p><b>4.Meinungen zum Sport ausdrücken</b> – Präferenzen und Vergleiche</p> <p><b>5.Landeskunde:</b> Fachwerkhäuser in Deutschland</p> <p><b>6.Körperteile</b> – Vokabeln von Kopf bis Fuß</p>	<ul style="list-style-type: none"> <li>• Die Körperteile auf Deutsch benennen</li> <li>• Kulturelles Wissen über deutsche Fachwerkhäuser erwerben</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Rollenspiel:</b> Ein Interview mit Sportlern und Sportkritikern nachspielen</li> </ul>	Unterstützung aller Schüler	<ul style="list-style-type: none"> <li>• <b>Modell von Fachwerkhäusern:</b> Schüler basteln oder zeichnen Fachwerkhäuser</li> </ul>	Theaterstück über Sport und Gesundheit	<p>Deutsch</p> <ul style="list-style-type: none"> <li>• Sie verstehen und verwenden die Verben „mögen“ und „finden“ in verschiedenen Formen</li> <li>• Sie haben Wissen über deutsche Fachwerkhäuser und deren Bedeutung</li> </ul>
Jan	14	<p><b>Lektion 8: Bleiben Sie gesund!</b></p> <p><b>Sub-Topics:</b></p> <p><b>1.Gesundheit und Arztbesuche</b> – Arztbesuche, Symptome und Behandlungen</p> <p><b>2.Krankheiten und Beschwerden</b> – Kopfschmerzen, Zahnschmerzen, Grippe usw.</p> <p><b>3.Grammatik:</b></p> <p>-Verben „weh tun“ und „beraten“ – Konjugation und Anwendung</p> <p>-Fragen und Antworten zu Gesundheitsproblemen</p> <p><b>4.Hobbys &amp; Freizeitaktivitäten</b> – Gesunde Freizeitgestaltung</p> <p><b>5.Landeskunde:</b> Freundschaft zwischen Goethe und Schiller</p>	<ul style="list-style-type: none"> <li>• Beschwerden und Schmerzen auf Deutsch beschreiben</li> <li>• Über Arztbesuche sprechen und Ratschläge geben</li> <li>• Die Konjugation von „weh tun“ und „beraten“ korrekt anwenden</li> <li>• Namen für verschiedene Freizeitaktivitäten lernen</li> <li>• Wissen über Goethe und Schiller und ihre Bedeutung für die deutsche Literatur erwerben</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Gesundheitsplakat:</b> Schüler erstellen ein Poster mit verschiedenen Krankheiten und deren Behandlung</li> <li>• <b>Rollenspiel „Beim Arzt“:</b> Schüler spielen eine Arzt-Patient-Szene</li> <li>• <b>Freizeit-Collage:</b> Bilder von verschiedenen Freizeitaktivitäten sammeln und beschreiben</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Visuelle Unterstützung:</b> Bilder von Symptomen und Körperteilen</li> <li>• <b>Alltagsbezug:</b> Schüler berichten von eigenen Arztbesuchen</li> <li>• <b>Interaktive Methoden:</b> Dialoge, Gruppenübungen und Bewegungsspiele</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Gesundheitstagebuch:</b> Schüler dokumentieren eine Woche lang ihre Gesundheit und sportlichen Aktivitäten</li> <li>• <b>Interviews:</b> Schüler befragen Eltern oder Großeltern über deren Gesundheitsgewohnheiten</li> <li>• <b>Freizeit-Aktivitäten-Poster:</b> Schüler präsentieren ihre Lieblingshobbys auf Deutsch</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Arzt-Patient-Rollenspiel:</b> Schüler üben Arztbesuche in realistischen Dialogen</li> <li>• <b>Krankheits-Szenario-Spiel:</b> Schüler raten anhand von Symptomen die Krankheit</li> <li>• <b>Gruppendiskussion:</b> Warum sind gesunde Hobbys wichtig?</li> </ul>	<ul style="list-style-type: none"> <li>• Schüler können Krankheiten und Symptome auf Deutsch beschreiben</li> <li>• Sie können Arztbesuche und Ratschläge in deutscher Sprache formulieren</li> <li>• Sie verwenden die Verben „weh tun“ und „beraten“ korrekt</li> <li>• Sie kennen verschiedene Freizeitaktivitäten und deren Bedeutung für die Gesundheit</li> <li>• Sie haben Grundwissen über Goethe und Schiller</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	1. Definition, Aims, Objectives of Health & Physical Education and practice of general fitness exercises.	#To inculcate knowledge about subject. # To develop coordination ability.	*Role Play	* Badminton to be integrated with Physics. * Football to be integrated with Physics * Chess and carrom to be integrated with mathematics	# Art integrated project	*Conceptual learning *Thought provoking *Critical thinking *Logical reasoning	# They are able to play badminton #They are to play chess. # They are able to play Football
		2. Basic Knowledge & skill practice of Badminton.	# To develop body posture.					
		3. Learning & practice of Football game.	# To improve speed ability.					
		4. Introduction & practice of chess game.	# To knowledge of chess and game.					
May	07	1. Practice for Yoga Day	# preparation for international yoga day.	*Role Play	* Yoga to be integrated with respiration system.	* Identify any two-yoga pose.	*Logical reasoning *Analyzing *High order thinking. *Picture based	# To develop body flexibility.
June	16	1. Inter house yoga competition.	## To improve of mental Strength. # To develop body flexibility.	*Role Play • Perform Surya Namaskar with soft instrumental music.	* Yoga to be integrated with respiration system.	#Championship among students	*Thought provoking *Critical thinking *Logical reasoning	* Physical Development. * Mental development

		2. Inter house Rope Skipping competition.	# To improve their confidence level. # To improve fitness level and coordination. # Improve leg strength. # Learn the game.	*Role Play / Skit	#Rope skipping events to be integrated with physics.	#Championship among students	*Critical thinking	*Improved confidence level *Improved Physical Development.
July	26	1. Inter house Taekwondo championship.	# To improve fitness level and coordination. # To improve their confidence level.	*Role Play / Skit • Perform a short self-defence situation.	#Adaptive Taekwondo	#Championship among students	* Balance and coordination * Tactical puzzle solving	*Improved fitness level and coordination. *Improved confidence level
		2. Inter house Chess competition.	# To improve their Mental development.		#Peer Learning			
Aug	24	1. Introduction and practices of Gatka event.	# To know the rules and regulations of gatka , volleyball and basketball games.	*Role Play	#Rotational Participation	# Art integrated project	* Balance, coordination, discipline *Critical thinking	#they are able to play gatka, volleyball and basketball.
		2. Introduction and practices Volleyball event.			# Simplified Drills			
		3. Introduction of Basketball event			# Encourage teamwork and cooperation			
Sep	23	1. Term – II examination	Assessment					

Oct	22	1. Introduction and practices of football games	# To know the rules and regulations of football game.				* Balance, coordination, discipline	#they are able to play football.
Nov	16	1. Heats of Annual sports meet.	#Developing fitness, sports skills, teamwork, discipline, creativity, and event-planning abilities.”	*Role Play	# Encourage teamwork and cooperation	#Tournamnet among students	*Logical reasoning *Analyzing	*Improved fitness level and coordination.
		2. Practices of Drill and march past.					*High order thinking.	*Improved confidence level
Dec	24	1. Annual sports meet 2026 (SPARDHA) <ul style="list-style-type: none"> <li>• Practice</li> <li>• Final events</li> </ul>	# To show case the talent # To awareness of physical education # To build the confidence level	*Role Play	# Encourage teamwork and cooperation	#Tournamnet among students	* Balance, coordination, discipline *Logical reasoning *Analyzing *High order thinking.	#Improved fitness level # they are able to know the meaning of physical education # Improved confidence level
Jan	14	1. Inter house Kho- Kho Championship.	# To improve their confidence level. # To improve fitness level and coordination. # Improve leg strength.	*Role Play	# Encourage teamwork and cooperation	#Tournamnet among students	* Balance and coordination * Tactical puzzle solving	#they are motivated # they are able to play higher level kho – kho tournaments.
		2. Practical of Term – II examination.	Assessment					

Feb	22	1. Revision of previous games.	<p># Skill Reinforcement</p> <ul style="list-style-type: none"> <li>Strengthen previously learned techniques and skills in each game or sport.</li> <li>Improve accuracy, speed, and efficiency in performance.</li> </ul> <p># Memory &amp; Recall</p> <ul style="list-style-type: none"> <li>Recall rules, strategies, and sequences of different games.</li> <li>Remember key techniques, formations, and moves.</li> </ul>	*Role Play	#Rotational Participation	#Tournamnet among students	<p>*Logical reasoning</p> <p>*Analyzing</p> <p>*High order thinking.</p>	#Students demonstrate improved accuracy, technique, and execution in previously learned games.
		2. Term – II examination	Assessment					

**SUBJECT: \_ART AND CRAFT**

**Textbook: ART AND ME**

Month	WD	Chapter/Sub-Topics	Learning Objectives	Art Integration	Inclusive Teaching	Project / Practical	Competency Based Activity Learning	Learning Outcomes
APRIL	24	From book page number 5 to 8 Landscape painting	To inculcate knowledge about composition drawing.	Perceptive	Life of different state villages	Landscape drawing	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
MAY	08	From book page numbers 9 to 11 Landscape painting	To inculcate knowledge about composition drawing.	Perceptive	Life of different state villages	Landscape drawing		
JUNE	14	From book page number 12 to 15 Watercolor painting landscape (composition)	To inculcate knowledge about composition drawing.	<u>Perceptive</u>	<u>Life of different state villages</u>	Landscape drawing		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
JULY	26	From book page number 16 and 20 Watercolor painting landscape	To inculcate knowledge about composition drawing with figures.	Perceptive	Life of different state villages	Landscape drawing		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
AUG	22	From book page numbers 21 to 25 Mosaic painting Clay Modelling	<u>Learn to use fabric color.</u>	<u>Knowledge of building materials</u>	<u>Knowledge of mosaic</u>	Clay modelling		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
SEPT	05	From book page number 24 to 25 Collage art TERM 1 EXAM	<u>Learn to use waste paper.</u>	<u>Types of college</u>	<u>Knowledge of building materials</u>	Collage art		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
OCT	13	From book page number 26 to 28 Dot painting Folk Art	<u>To give knowledge of Folk Art. And Dot/ stippling Art</u>	<u>Perspective</u>	<u>Knowledge of dot art</u>	Dot art painting		<b>Students will make Warli folk Art</b>
NOV	22	From book page number 29 to 33 Dot painting Texture with Pencil	<u>To inculcate knowledge about Texture painting.</u>	<u>Texture</u>	<u>Knowledge of different textures</u>	Pencil sketch	<b>Stippling art will be made</b>	
DEC	23	From book page number 34 to 36 Dry pastel painting	<u>Use of Dry- Pastel.</u>	<u>Knowledge of building materials</u>	<u>Use of dry pastel</u>	Dry pastel painting		
JAN	16	From book page number 37 to 40 Thumb Clay modelling	<u>Learn to paint without brush.</u>	<u>Knowledge of building materials</u>	<u>Types of clay</u>	Clay modelling		<b>Clay model will be made</b>
FEB		<b>TERM – 2 EXAM</b>						

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

Month	WD	Chapter/ Sub-Topics	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>Hoga Kal Sunehra</b> ”	Singing the song properly along with the High and Low swars with voice modulation	Concept About <ul style="list-style-type: none"> <li>• Kaharwa Western and slow Pattern and Fast rhythmic Song</li> <li>• Describing the joy through music</li> </ul>	Song “Aao Sajda Karein hum Can be Integrated”	Teen taal can be included with the help of this beat Teen Taal will can be described easily	Beat of four By four beats.	NO	NO	Composing Song using This beat Only	Children will Sing the song properly along with the High and Low swars with voice modulation
May	08										
June	14	Raag “ <b>Khamaj</b> ” Discription, Aaroh, Avroh & Bandish	Practice of small alnkars Using Komal NI Effortlessly singing Raag Swars and useage as Sargams	Concept About <ul style="list-style-type: none"> <li>• Teental Along with Bandish</li> <li>• Taali, Khali, Bibhag and other concepts in taal</li> </ul>	Song “Vande Matram with the help of khamaj raag”	Usage of Swar komal NI and Ga, NI sangati Properly	Creating Taan with Jumble Funny Activity	NO	NO	Playing notes in Haronium and understanding the Tune	Children will get to know small alnkars Using Komal NI Effortlessly singing Raag Swars and useage as Sargams
July	26										
Aug	22	Song from almanac “ <b>Jage Jage Amar Bhavna</b> ”	Knowing about the following <ul style="list-style-type: none"> <li>• Use of komal Gandhar</li> <li>• Singing in minor scale</li> <li>• Singing with the use of Komal Dhaiwat</li> </ul>	Concept About <ul style="list-style-type: none"> <li>• Kaharwa Westen and slow Pattern</li> <li>• Use of Tivra Swar</li> </ul>	Useful in Understanding and Singing Raag Kaafi	Raag “Patdeep”	Usage of Komal Ga along with tivra Ma	Finding out the musical note which changes the mood of the song	NO	Playing notes in Haronium and understanding the Tune	Kids will Know about the following <ul style="list-style-type: none"> <li>• Use of komal Gandhar</li> <li>• Singing in minor scale Singing with the use of Komal Dhaiwat</li> </ul>
Sept		<b>Term I EXAMINATION</b>	<b>Revision</b>								

Oct	13	Bhajan From Almanac <b>“Ganpati Wandana”</b>	Knowing about Bhajan theka to properly sing in bhajan theka Counting of 8 beats and Use of Raag Shankara	Concept About • Kaharwa taal • Bhajan Theka • Chalan of Raag Shankara	Integrated With “Ganpati Stuti”	Learning about bhajan genre and Bhajni theka	Different Nams of Lord Ganesh	Another Wandana of lord ganesha	NO	NO	Children will Know about Bhajan theka to properly sing in bhajan theka Counting of 8 beats and Use of komal nishaad in the song
Nov	22		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	Inclusivel y 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. 1. Veer Ras in Music Notes are being used in Patriotic songs
Jan	16	Song from Almanac <b>“Hamare khoon me”</b>	Knowing about the following • Use of Tune which Needs in composing Patriotic Song • Enhancing Ability of Composing	Concept About • Kaharwa & Dadra taal • How to westernize the taal	By singing Knwoing the difference between komal and suddh swar	Inclusivel y 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 • Use of Tune which Needs in composing Patriotic Song • Enhancing Ability of Composing
Feb		<b>Term II EXAM</b>	<b>Revision</b>								
Mar		<b>Revision “All Songs”</b>	<b>Revision</b>								

**Subject: INSTRUMENT (Music)**

Month	W. D.	Chapter/Unit	Learning Objectives	Art Integration Topics	Inclusive Teaching	Project / Practical Work	Competency Based Activity/ Learning Outcomes	Learning Outcomes
April	23	Revision practice of Kaida , Palta & Tihai, Dadra, Kaharwa, Beats on Congo, Drum & other Instrument.	To inculcate knowledge about different Instrument.	Number Counting.	Number Counting.	Practice of All Skills.	Students will come to know about different Taal.	Students will come to know about different Taal.
May	07	Bole , define place, Bole Padhant, Taali, Khali, Tukda, Paran.	To inculcate knowledge about different Bole & Tali - Khali	Number Counting.	Number Counting.	Bole Practice.	Students will come to know about Theka.	Students will come to know about Theka.
June	16	Teen taal , Kaida, & variation of Theka, Rupak Taal.	To improve variation of Taal..	Taal Counting.	Taal Counting.	Practice of all skills.	Students will learn about Teen taal and Rupak Taal.	Students will learn about Teen taal and Rupak Taal.
July	26	Congo Beats, Fox tort on Drum and congo.	To inculcate knowledge about Congo & Drum Beats.	Forward & Back-word counting.	Forward & Back-word counting.	Skill Practice.	Congo Beats, Fox tort on Drum and congo.	Congo Beats, Fox tort on Drum and congo.
Aug	24	Bole & Taal Practice	To improve knowledge about different Taal.	Dance & Vocal music.	Dance & Vocal music.	Project Work.	They will play instrument with Almanac songs.	They will play instrument with Almanac songs.
Sept	23							
Oct	22	Rupak taal Kaida Palta Rela tihai.	Practice of Rupak & taal Kaida.	Dance & Vocal music.	Dance & Vocal music.	Students will Prepare a Chart of Different instrument.	They will learn Rupak taal Kaida Palta Rela tihai.	They will learn Rupak taal Kaida Palta Rela tihai.
Nov	16	Taal Dadra Kaharwa and time ramba in congo and other instrument.	Taal Dadra, Kaharwa , congo and other instrument.	Dance & Vocal music.	Dance & Vocal music.	Practice of Kaharwa taal and Dadra taal.	They will come to know about of Kaharwa taal & Dadra Taal.	They will come to know about of Kaharwa taal & Dadra Taal.
Dec	24	Practice of Chakkardar in Rupak taal , Jhaptaal and Ektaal	To inculcate knowledge about Chakkardar in Rupak taal , Jhaptaal and Ektaal	Dance & Vocal music.	Dance & Vocal music.	Practice of Chakkardar in Rupak taal , Jhaptaal and Ektaal	Students will learn Chakkardar in Rupak taal , Jhaptaal and Ektaal	Students will learn Chakkardar in Rupak taal , Jhaptaal and Ektaal
Jan	14	Bole Practice Define	To improve Bole & Taal performance.	Dance & Vocal music.	Dance & Vocal music.	Life sketch of any Indian Musician.	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)	<u>Draw the picture of RUKMANI DEVI ARUNDEL.</u>	Dance in different postures	NO	<u>To know the basic starting of Bharatnatyam</u>
		REVISION	REVISION					
		Basic Adavus steps of Bharatnatyam and revision of previous class.	<u>Beginning steps of Bharatnatyam.</u>	Integrate with Yogasana.	<u>Draw the Adavus steps one by one(at least 8)</u>	Bharatnatyam and revision of previous class.	NO	<u>Beginning steps of Bharatnatyam.</u>
		Any one Folk Dance of India.	<u>Know to about their diverse culture.</u>	Integrate with Art and SST.	<u>Jewellery making of that specific dance.</u>	Folk Dance of India	NO	<u>Know to about their diverse culture.</u>
MAY	07	Janmashthami special Dance		Integrate with history.	<u>Krishna Bhajan writing and meaning</u>	Janmashthami special Dance	NO	
		REVISION	REVISION			revision		
		Anga, Pratyanga & Upanga	Classification of body	Integration with science.	<u>Draw a diagram of the body labelling anga, pratyanga &amp; upaanga.</u>	Pratyanga & Upanga	NO	Classification of body
		Shirobheda	<u>Head Movements</u>	Integration with science.	<u>The art of moving our head on the classical rhythms.</u>	<u>rhythmic arrangements of beats in a song</u>	NO	<u>Head Movements</u>
JUNE	16	<u>Counts are the rhythmic arrangements of beats in a song.</u>	<u>Write the counts with bass beats , &amp; counts and empty beats.</u>	<u>counts with bass beats , &amp; counts and empty beats</u>	Integrate with Mathematics.	<u>rhythmic arrangements of beats in a song</u>	NO	<u>Write the counts with bass beats , &amp; counts and empty beats.</u>
		Mudra	<u>Basics of Mudra, its classification.</u>	Integrate with Yogasana.	<u>Draw and name different kinds of asamyukta mudras(at least 10)</u>	<u>Basics of Mudra, its classification</u>	NO	<u>Basics of Mudra, its classification.</u>
		Revision and Project						

		Work Verification						
		Introduction of Bharatnatyam & its famous dancers. Classical pranam.	<u>To know the basic starting of Bharatnatyam</u>	With SST(history)	<u>Draw the picture of RUKMANI DEVI ARUNDEL.</u>	Dance in different postures	NO	<u>To know the basic starting of Bharatnatyam</u>
<b>JULY</b>	<b>26</b>	REVISION	REVISION					
		Basic Adavus steps of Bharatnatyam and revision of previous class.	<u>Beginning steps of Bharatnatyam.</u>	Integrate with Yogasana.	<u>Draw the Adavus steps one by one(at least 8)</u>	Bharatnatyam and revision of previous class.	NO	<u>Beginning steps of Bharatnatyam.</u>
		Any one Folk Dance of India.	<u>Know to about their diverse culture.</u>	Integrate with Art and SST.	<u>Jewellery making of that specific dance.</u>	Folk Dance of India	NO	<u>Know to about their diverse culture.</u>
		Janmashtami special Dance		Integrate with history.	<u>Krishna Bhajan writing and meaning</u>	Janmashtami special Dance	NO	
<b>AUG</b>	<b>24</b>	REVISION	REVISION			REVISION		
		Anga, Pratyanga & Upanga	Classification of body	Integration with science.	<u>Draw a diagram of the body labelling anga, pratyanga &amp; upaanga.</u>	Pratyanga & Upanga	NO	Classification of body
		Shirobheda	<u>Head Movements</u>	Integration with science.	<u>The art of moving our head on the classical rhythms.</u>	<u>rhythmic arrangements of beats in a song</u>	NO	<u>Head Movements</u>
		<u>Counts are the rhythmic arrangements of beats in a song.</u>	<u>Write the counts with bass beats , &amp; counts and empty beats.</u>	<u>counts with bass beats , &amp; counts and empty beats</u>	Integrate with Mathematics.	<u>rhythmic arrangements of beats in a song</u>	NO	<u>Write the counts with bass beats , &amp; counts and empty beats.</u>
<b>SEPT</b>	<b>23</b>	Mudra	<u>Basics of Mudra, its classification.</u>	Integrate with Yogasana.	<u>Draw and name different kinds of asamyukta mudras(at least 10)</u>	<u>Basics of Mudra, its classification</u>	NO	<u>Basics of Mudra, its classification.</u>
		Revision and Project Work Verification						
		Introduction of Bharatnatyam & its	<u>To know the basic starting of</u>	With SST(history)	<u>Draw the picture of RUKMANI DEVI</u>	Dance in different postures	NO	<u>To know the basic starting of</u>

		famous dancers. Classical pranam.	<u>Bharatnatyam</u>		<u>ARUNDEL.</u>			<u>Bharatnatyam</u>
		REVISION	REVISION					
<b>OCT</b>	<b>22</b>	Basic Adavus steps of Bharatnatyam and revision of previous class.	<u>Beginning steps of Bharatnatyam.</u>	Integrate with Yogasana.	<u>Draw the Adavus steps one by one(at least 8)</u>	Bharatnatyam and revision of previous class.	NO	<u>Beginning steps of Bharatnatyam.</u>
<b>NOV</b>	<b>16</b>	Any one Folk Dance of India.	<u>Know to about their diverse culture.</u>	Integrate with Art and SST.	<u>Jewellery making of that specific dance.</u>	Folk Dance of India	NO	<u>Know to about their diverse culture.</u>
<b>DEC</b>	<b>24</b>	Janmashtami special Dance		Integrate with history.	<u>Krishna Bhajan writing and meaning</u>	Janmashtami special Dance	NO	
<b>JAN</b>	<b>14</b>	REVISION	REVISION					
<b>FEB</b>	<b>22</b>	Anga, Pratyanga & Upanga	Classification of body	Integration with science.	<u>Draw a diagram of the body labelling anga, pratyanga &amp; upaanga.</u>	Pratyanga & Upanga	NO	Classification of body

## Subject: BrainBytes General Knowledge for schools 4

MONTH	WD	CHAPTER/ SUB TOPIC
April	23	<ol style="list-style-type: none"> <li>1. Eating Healthy</li> <li>2. Science in Everyday Life</li> <li>3. Useful Plants</li> <li>4. Weather and Seasons</li> </ol>
May	07	<ol style="list-style-type: none"> <li>5. Types of Clouds</li> </ol>
June	16	<ol style="list-style-type: none"> <li>6. Nocturnal Animals</li> <li>7. Big, Bigger, Biggest</li> <li>8. Books as Movies</li> <li>9. The Wonders of the World</li> <li>10. Indian Folk Tales <ul style="list-style-type: none"> <li>• Current Affairs Q. no. 1 to 13</li> </ul> </li> </ol>
July	24	<ol style="list-style-type: none"> <li>11. Languages of India</li> <li>12. Religions of India</li> <li>13. Famous Indians</li> <li>14. Monuments of India</li> <li>15. Rulers and Kingdoms of India <ul style="list-style-type: none"> <li>• Almanac</li> <li>• Sports</li> <li>• Current Affairs Q. No. 13 to 31</li> </ul> </li> </ol>
Aug	24	<ol style="list-style-type: none"> <li>16. Festivals Of India</li> <li>17. Stories From Indian Epics</li> <li>18. Legends in Chess</li> <li>19. Inspiring leaders From Around The World</li> <li>20. Renowned Museums <ul style="list-style-type: none"> <li>• Mental Ability</li> <li>• Current Affairs Q. No. 31 to 75</li> </ul> </li> </ol>
Sep	23	<p><b>Revision</b></p> <ol style="list-style-type: none"> <li>21. Sports Equipment</li> <li>22. Parts and Devices of a Computer</li> </ol>

		23. Olympic Facts <ul style="list-style-type: none"> <li>• Current Affairs Q. No. 75 to 106</li> </ul>
Oct	13	24. Music Makers 25. Famous Robots 26. Prominent Capital Cities Around the World 27. The importance of Handwashing <ul style="list-style-type: none"> <li>• Current Affairs 107 to 122</li> </ul>
Nov	16	28. Safe and Unsafe Touch 29. Being Responsible 30. Keeping our surrounding Clean 31. Using Public Transportation <ul style="list-style-type: none"> <li>• Current Affairs Page no. 123 to 130</li> </ul>
Dec	24	<ul style="list-style-type: none"> <li>• Current Affairs Page No. 130 to 150</li> <li>• Let's Check 1</li> <li>• Let's Check 2</li> </ul>
Jan	16	<ul style="list-style-type: none"> <li>• Almanac</li> <li>• Sports</li> <li>• Mental Ability</li> <li>• Current Affairs Page No. – 151 to 176</li> </ul>
Feb	14	<b>REVISION</b>
March	22	<b>REVISION</b>

# SUBJECT: FINANCIAL LITERACY

## Textbook: 1. Financial Literacy (S. Chand`s)

Month	WD	Chapter/Sub-Topics	Learning Objectives	Art Integration	Inclusive Teaching	Project / Practical	Competency Based Activity Learning	Learning Outcomes
April	23	1A – Money Study 1B – Money Combinations	<ul style="list-style-type: none"> <li><input type="checkbox"/> Children will Identify different denominations of currency (coins and notes).</li> <li><input type="checkbox"/> They will Calculate the total value of various combinations of money.</li> <li><input type="checkbox"/> They will Solve real-life problems involving money combinations.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Students create <b>money collage projects</b> using drawings, cut-outs of coins and notes, or digital art tools.</li> <li><input type="checkbox"/> Use <b>color-coding and creative patterns</b> to represent different denominations visually.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Use <b>manipulatives</b> such as play money or digital money apps for tactile learning.</li> <li><input type="checkbox"/> Pair <b>visual learners</b> with color-coded charts of coins/notes.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Give students a set of coins and notes (real or play money).</li> <li><input type="checkbox"/> Assign a shopping scenario with a list of items and prices.</li> <li><input type="checkbox"/> Students create all possible combinations to pay for each item.</li> </ul>	<p>Calculate totals accurately.</p> <p>Apply money knowledge to everyday transactions.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Children recognized and differentiate between currency denominations.</li> <li><input type="checkbox"/> They calculated total amounts using multiple coin/note combinations.</li> <li><input type="checkbox"/> Applied mathematical reasoning in real-world contexts.</li> </ul>
May	07	2A – Pay Structures 2B – Jobs , Jobs , Jobs	<ul style="list-style-type: none"> <li><input type="checkbox"/> Children will understand the meaning of <b>jobs, wages, and salaries.</b></li> <li><input type="checkbox"/> They will identify different <b>types of pay structures</b> (</li> </ul>	<p><u>Students draw the job they want in the future and explain it.</u></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Use <b>visual aids, pictures, and charts to help all learners understand.</b></li> <li><input type="checkbox"/> <b>Encourage group work where stronger students support others.</b></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Students interview a worker (farmer, shopkeeper, teacher, driver).</li> <li><input type="checkbox"/> They collect information about the job, working hours, and payment type.</li> <li><input type="checkbox"/> Present the information in class.</li> </ul>	<p>Students categorize jobs based on pay type (</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Children explained the concept of <b>pay structures.</b></li> <li><input type="checkbox"/> Identify <b>different types of jobs and payment systems.</b></li> </ul>
June	16	3A – Entrepreneur Foundation 3B – Inventions	<ul style="list-style-type: none"> <li><input type="checkbox"/> Children will Understand the meaning of <b>entrepreneur and invention.</b></li> <li><input type="checkbox"/> They will Identify examples of successful entrepreneurs like Ratan Tata and Elon Musk.</li> <li><input type="checkbox"/> Explain how inventions help start new businesses.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Students draw or design an <b>imaginary invention</b> that solves a daily problem.</li> <li><input type="checkbox"/> Create posters about famous inventions like the telephone by Alexander Graham Bell or the light bulb by Thomas Edison.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Use <b>simple language and visuals</b> for better understanding.</li> <li><input type="checkbox"/> Encourage <b>group discussions</b> so every student can participate.</li> <li><input type="checkbox"/> Provide <b>different learning activities</b> (drawing, speaking, writing) for diverse learners.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Identify a problem in daily life.</li> <li><input type="checkbox"/> Think of a simple invention to solve it.</li> <li><input type="checkbox"/> Design the product with drawing or model.</li> <li><input type="checkbox"/> Present the idea to the class.</li> </ul>	<p>Learn about entrepreneurs like Steve Jobs and how innovation created companies like Apple Inc..</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Defined <b>entrepreneur and invention.</b></li> <li><input type="checkbox"/> Identify famous inventors and entrepreneurs.</li> <li><input type="checkbox"/> Demonstrated creativity by proposing a new invention.</li> </ul>

July	26	<p>4A -Spending Process 4B – Comparison Shopping</p>	<p><input type="checkbox"/> Children will understand the <b>spending process</b> and its <b>importance in managing money.</b> <input type="checkbox"/> They will Explain the concept of <b>comparison shopping.</b> <input type="checkbox"/> They will Compare prices, quality, and features of products before buying. <input type="checkbox"/> Children will make <b>smart purchasing decisions</b> using simple comparison methods.</p>	<p><input type="checkbox"/> Students design a <b>shopping poster or advertisement</b> comparing two similar products. <input type="checkbox"/> Create a <b>price comparison chart</b> using colors, drawings, or symbols.</p>	<p><input type="checkbox"/> Use <b>visual aids, charts, and pictures</b> to help all learners understand product comparison. <input type="checkbox"/> Allow students to work in <b>mixed-ability groups</b> for peer learning. <input type="checkbox"/> Provide <b>real-life examples</b> from local markets so every student can relate. <input type="checkbox"/> Encourage <b>participation from all students</b>, including those who learn better through activity or discussion.</p>	<p><input type="checkbox"/> Students visit a local shop or observe prices from advertisements. <input type="checkbox"/> Choose one product (e.g., soap, biscuits, notebook). <input type="checkbox"/> Record:</p> <ul style="list-style-type: none"> <li>• Brand name</li> <li>• Price</li> <li>• Quantity</li> <li>• Quality/features</li> </ul>	<p>Students choose the best product within a limited budget. Give students a situation like “<i>You have ₹100 to buy snacks for a trip. Compare products and choose wisely.</i>”</p>	<p><input type="checkbox"/> Children identified different <b>options before purchasing a product.</b> <input type="checkbox"/> Compared <b>price, quality, and quantity</b> of goods. <input type="checkbox"/> Make <b>responsible spending decisions.</b> <input type="checkbox"/> Demonstrated <b>basic financial literacy skills</b> in everyday life.</p>
Aug	24	<p>5A – Ad Audience 5B – Why Slogans Work</p>	<ul style="list-style-type: none"> <li>• Children will understand the meaning of <b>advertising audience.</b></li> <li>• They will identify different <b>target audiences</b> (children, teenagers, adults, families).</li> <li>• Explain <b>why slogans are used in advertisements.</b></li> <li>• Recognize how slogans make products <b>memorable and attractive.</b></li> <li>• Analyze simple advertisements and identify their <b>target audience and slogan.</b></li> </ul>	<p>Students design <b>their own advertisement poster</b> for a product with a creative slogan.</p>	<p><input type="checkbox"/> Use <b>visual advertisements, videos, and pictures</b> so all learners can understand. <input type="checkbox"/> Encourage <b>group work</b> where students of different abilities collaborate. <input type="checkbox"/> Allow students to express ideas through <b>drawing, speaking, or acting.</b> <input type="checkbox"/> Use <b>simple and relatable examples</b> from daily life products.</p>	<p><input type="checkbox"/> Collect <b>3–4 advertisements</b> from newspapers, TV, or the internet. <input type="checkbox"/> Identify:</p> <ul style="list-style-type: none"> <li>• Product name</li> <li>• Slogan used</li> <li>• Target audience</li> </ul> <p><input type="checkbox"/> Present their findings in a <b>chart or table.</b></p>	<p>Students invent a slogan for a common product (soap, pencil, juice).</p>	<p><input type="checkbox"/> Identified <b>target audiences in advertisements.</b> <input type="checkbox"/> Explained <b>why slogans are important in advertising.</b> <input type="checkbox"/> Created <b>simple slogans and advertisement ideas.</b> <input type="checkbox"/> Demonstrate <b>awareness of advertising techniques and consumer influence.</b></p>

Sep	23	Revision of term - I	Children will understand the concept of all the topics					Children understood the concept of all the topics
Oct	22	6A – Ways to Spend 6B – Money Decisions 7A – Savings Splits	<input type="checkbox"/> Children will understand different <b>ways to spend money</b> (needs, wants, and savings). <input type="checkbox"/> They will Identify factors that influence <b>money decisions</b> . <input type="checkbox"/> They will Explain the importance of <b>saving money regularly</b> . <input type="checkbox"/> They will Understand the concept of <b>splitting money for spending, saving, and sharing</b> .	Students create a <b>money management pie chart</b> showing spending, saving, and sharing.	<ul style="list-style-type: none"> <li>• Use <b>real-life examples</b> like pocket money, school supplies, and snacks.</li> <li>• Encourage <b>group discussions</b> so every student can share ideas.</li> <li>• Provide <b>visual charts and pictures</b> for better understanding.</li> <li>• Allow students to present ideas through <b>drawing, storytelling, or role-play</b>.</li> </ul>	Students create a simple <b>weekly budget plan</b> .	Give students a fixed amount (₹200) and ask them to decide how to divide it for spending, saving, and sharing.	<input type="checkbox"/> Identified <b>different ways of spending money wisely</b> . <input type="checkbox"/> Make <b>basic money decisions</b> based on needs and wants. <input type="checkbox"/> Demonstrated the habit of <b>splitting money into spending, saving, and sharing</b> . <input type="checkbox"/> Developed <b>financial awareness and responsible spending habits</b> .
Nov	16	7B – Savings Goals 8A – Savings Mindset 8B – Target Saving	<ul style="list-style-type: none"> <li>• Children will understand the meaning and importance of <b>saving money</b>.</li> <li>• Develop a <b>positive savings mindset</b> for future needs.</li> <li>• Identify <b>short-term and long-term savings goals</b>.</li> <li>• Learn how to <b>set a target amount for saving</b>.</li> <li>• Practice planning to achieve their <b>financial goals step by step</b>.</li> </ul>	Students create a <b>“My Savings Goal” poster</b> with drawings of what they want to save for (book, bicycle, toy, etc.).	<ul style="list-style-type: none"> <li>• Use <b>stories and real-life examples</b> about saving money.</li> <li>• Encourage <b>group discussions</b> so students share their saving ideas.</li> <li>• Use <b>visual aids like charts, pictures, and symbols</b> for better</li> </ul>	<input type="checkbox"/> Choose one item they want to buy (e.g., book, game, school bag). <input type="checkbox"/> Write the <b>total cost</b> . <input type="checkbox"/> Decide how much they can <b>save weekly</b> .	Students set a personal savings goal and track progress.	<ul style="list-style-type: none"> <li>• Explain the importance of <b>developing a savings mindset</b>.</li> <li>• Set <b>simple savings goals and targets</b>.</li> <li>• Plan how to <b>save</b></li> </ul>

					<ul style="list-style-type: none"> <li>understanding.</li> <li>Allow students to express ideas through <b>drawing, speaking, or writing</b> according to their abilities.</li> </ul>			<p><b>money regularly</b></p> <ul style="list-style-type: none"> <li>Show awareness of <b>responsible financial habits</b>.</li> </ul>
Dec	24	9A – Budget Basics 9B – Budget Limits	<ul style="list-style-type: none"> <li>Understand the meaning of a <b>budget</b>.</li> <li>Identify the importance of <b>planning income and expenses</b>.</li> <li>Explain the concept of <b>budget limits</b>.</li> <li>Learn how to <b>control spending within a fixed amount of money</b>.</li> <li>Develop basic skills to <b>create a simple personal budget</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Students create a <b>colorful budget chart</b> showing income and expenses.</li> <li>Draw a <b>budget pie chart</b> representing spending categories (food, books, savings, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>Use <b>simple real-life examples</b> such as pocket money or school expenses.</li> <li>Encourage <b>group discussions and collaborative learning</b>.</li> <li>Provide <b>visual aids like charts, pictures, and diagrams</b> to help all learners.</li> <li>Allow students to present their understanding through <b>drawing, writing, or speaking</b>.</li> </ul>	Students prepare a simple <b>weekly budget using pocket money</b> .	Students are given ₹300 and must plan how to spend and save it.	Students are given ₹300 and must plan how to spend and save it.
Jan	14	10A – Budget Categories 10B – Up – and – down Expenses	<ul style="list-style-type: none"> <li>Understand different <b>categories of expenses</b> (e.g., fixed, variable, discretionary).</li> <li>Identify <b>“up” (essential/fixed) and “down” (optional/variable) expenses</b>.</li> <li>Analyze their personal or family budget to see <b>where money goes</b>.</li> <li>Learn to <b>prioritize spending</b> based on needs</li> </ul>	<ul style="list-style-type: none"> <li>Create a <b>color-coded chart or pie diagram</b> showing “up” and “down” expenses.</li> <li>Make <b>expense cards</b> for different items and sort them into “essential” and “optional”</li> </ul>	<ul style="list-style-type: none"> <li>Use <b>real-life examples</b> like school lunch, stationery, or weekend treats.</li> <li>Encourage <b>group work</b> where students share examples of “up” and “down” expenses.</li> <li>Provide <b>visual</b></li> </ul>	Students record their weekly expenses and categorize them:	tudents plan how to spend ₹200 while prioritizing “up” expenses.	<ul style="list-style-type: none"> <li>Identify <b>different budget categories</b> and classify expenses as “up” or “down.”</li> <li>Prioritize spending on <b>essential items</b></li> </ul>

			versus wants.	categories.	<b>charts, symbols, and pictures</b> to support all learners. <input type="checkbox"/> Allow students to present understanding through <b>drawing, speaking, or acting out scenarios.</b>			<b>first.</b> <input type="checkbox"/> Make <b>responsible adjustments in personal budgets.</b> <input type="checkbox"/> Demonstrate <b>awareness of flexible vs fixed expenses</b> for better money management.
Feb	22	Revision of Term - II	Children will understand the concept of all the topics					Children understood the concept of all the topics