

## TERM AND MONTH-WISE SPLIT-UP SYLLABI OF CLASS – V 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	<b>Coursebook</b> Ch-1 Chuskit Goes to School A Pocketful of Sympathy <b>Grammar</b> Ch-1 Phrases Ch-17 Phrases and Clauses Ch-16 Sentence-Subject, Predicate, Object <b>Writing</b> Picture Composition	<ul style="list-style-type: none"> <li>▪ Students will be able to read, understand and appreciate a story of compassion, cooperation and hope based in Ladakh.</li> <li>▪ Students will be able to build empathy and respect for children with disabilities.</li> <li>▪ Students will be able to read and comprehend a poem about sympathy.</li> </ul>	Integrated with Arts	<ul style="list-style-type: none"> <li>▪ Use of simple language and visual aids.</li> <li>▪ Experiential Learning</li> </ul>	<ul style="list-style-type: none"> <li>▪ Draw a poster on the theme “Education for All”</li> <li>▪ Draw a scene showing someone helping another person.</li> </ul>	<b>Group Discussion</b> Topic: <i>Why is education important for everyone?</i>	<ul style="list-style-type: none"> <li>▪ Students have learnt to read, understand and appreciate a story of compassion, cooperation and hope based in Ladakh.</li> <li>▪ Students learnt to build empathy and respect for children with disabilities.</li> <li>▪ Students learnt to read and comprehend a poem about sympathy.</li> </ul>
May	07	<b>Coursebook</b> Ch-2 Thunder Cake The Dark <b>Grammar</b> Ch-5 Articles <b>Vocabulary</b> Synonyms and Antonyms	<ul style="list-style-type: none"> <li>□ Students will be able to understand the themes of overcoming fear and courage.</li> <li>□ Students will be able to improve reading comprehension and vocabulary.</li> </ul>	Integrated with EVS	Differentiated worksheets	<b>Weather Observation Activity</b> <ul style="list-style-type: none"> <li>▪ Students observe clouds, rain, thunder, and lightning and record their observations.</li> </ul>	<b>Creative Writing</b> <ul style="list-style-type: none"> <li>▪ Write a short poem or sentence about being brave in the dark or during a storm.</li> </ul>	<ul style="list-style-type: none"> <li>□ Students understood the themes of overcoming fear and courage.</li> <li>□ Students learnt to improve reading comprehension and vocabulary.</li> </ul>
June	16	<b>Coursebook</b> Ch-3 Who Is Peter Pan? <b>Grammar</b> Ch-2 Adjectives-Kinds Ch-3 Adjectives-Degrees of Comparison	<ul style="list-style-type: none"> <li>▪ Students will be able to read and understand an entertaining story about imaginary adventures in Neverland.</li> <li>▪ Students will be able to</li> </ul>	Story telling	Peer Learning	<ul style="list-style-type: none"> <li>▪ Write a short imaginative paragraph: <i>“If I could fly to Neverland...”</i></li> </ul>	<b>Character Analysis</b> Describe the qualities of Peter Pan.	<ul style="list-style-type: none"> <li>▪ Students learnt to read and understand an entertaining story about imaginary adventures in Neverland.</li> <li>▪ Students learnt to recognize the themes of childhood,</li> </ul>

		Ch-4 Formation Of Adjectives <b>Writing</b> Paragraph Writing	recognize the themes of childhood, adventure, and friendship.					adventure, and friendship.
July	26	<b>Coursebook</b> Ch-4 What Lucy Found <b>Grammar</b> Ch-7 Simple and Continuous Tenses Ch-8 The Perfect Tenses <b>Writing</b> Letter writing	<ul style="list-style-type: none"> <li>•Students will be able to read, understand and appreciate a value based story.</li> <li>•Students will be able to understand the importance of belief, courage, and exploration.</li> </ul>	Integrated with Art & Craft	Group Reading and Peer Discussions	Make a mini model of a wardrobe leading to a magical forest.	Write a short story about finding a magical door or place.	<ul style="list-style-type: none"> <li>•Students have read, understood and appreciated a value based story.</li> <li>•Students understood the importance of belief, courage, and exploration.</li> </ul>
Aug	24	<b>Coursebook</b> Ch-5 Nagendra's Journey by Boat Courage Courage Courage <b>Grammar</b> Ch-9 Adverbs-Kinds Ch-10 Adverbs – Degrees of Comparison <b>Vocabulary</b> Prefix and Suffixes	<ul style="list-style-type: none"> <li>•Students will be able to understand the themes of courage, determination, and overcoming difficulties.</li> <li>•Students will be able to recognize the importance of confidence, bravery, and perseverance in life.</li> </ul>	Integrated with EVS		<b>Poster Making</b> Posters with slogans like: “Be Brave and Face Challenges” “Courage Makes Us Strong”	<b>Situation-Based Question</b> What would you do if you faced a difficult or risky situation?	<ul style="list-style-type: none"> <li>•Students have understood the themes of courage, determination, and overcoming difficulties.</li> <li>•Students have learnt to recognize the importance of confidence, bravery, and perseverance in life.</li> </ul>
Sep	23	Revision						
Oct	22	<b>Coursebook</b> Ch-6 Heidi Learns to Read Eldorado <b>Grammar</b> Ch-11 Pronouns-Kinds Ch-6 Modals verbs Ch-18 Sentences-Simple and Compound	<ul style="list-style-type: none"> <li>•Students will be able to appreciate a heart warming story about a little Swiss girl who left her home in the mountains and came to live in the city.</li> <li>•Students will be able to understand the themes of determination, learning, and dreams in the chapters.</li> </ul>		Encourage group reading and recitation of the poem.		<b>Vocabulary Activity</b> Identify new words from the poem and story and use them in sentences.	<ul style="list-style-type: none"> <li>•Students learnt to appreciate a heart warming story about a little Swiss girl who left her home in the mountains and came to live in the city.</li> <li>•Students have understood the themes of determination, learning, and dreams in the chapters.</li> </ul>
Nov	16	<b>Coursebook</b> Ch-7 Gulliver Arrives in Lilliput	•Students will be able to understand the themes of adventure curiosity, and	Integrated with Social Science	Simple explanations and	<b>Travel Poster Project</b> Design a	<b>Creative Landscape Drawing</b>	•Students have understood the themes of adventure curiosity, and exploration.

		Foreign Lands <b>Grammar</b> Ch-14 Punctuation	exploration. ▪Students will be able to appreciate the beauty and imagination expressed in poetry.		vocabulary support.	poster about a foreign land students wish to explore.	Draw the beautiful places described in the poem <b>Foreign Lands</b>	▪Students have learnt appreciate the beauty and imagination expressed in poetry.
Dec	24	<b>Coursebook</b> Ch-8 Owls in the Family Ch-9 In Anticipation of Friendship <b>Grammar</b> Ch-12 Conjunctions Ch-13 Prepositions-Kinds	▪Students will be able to understand the themes of friendship, love for animals, and companionship. ▪Students will be able to understand about the empathy and responsibility towards others and animals.	Integrated with EVS	Students can express their ideas through drawing, speaking, or writing and ensure equal participation and a supportive classroom environment.	<b>Friendship Tree Activity</b> Create a classroom tree where students write qualities of a good friend on paper leaves.	<b>Creative Writing</b> Write a short paragraph about your best friend or a pet you love.	▪Students have learnt to understand the themes of friendship, love for animals, and companionship. ▪Students have understood about the empathy and responsibility towards others and animals.
Jan	14	<b>Coursebook</b> My True Friend Ch-10- The Thirteenth Cookie <b>Grammar</b> C-20 Direct and Indirect Speech <b>Vocabulary</b> ▪Phrasal Verbs ▪Useful Phrases and Expressions <b>Writing</b> ▪Picture Composition ▪Paragraph Writing ▪Letter Writing	▪Students will be able to learn the importance of sharing, trust, and helping others. ▪Students will be able to read, understand, and appreciate a play with a message.		Promote respect and participation from all students.		<b>Think–Pair–Share</b> Why is sharing important among friends?	▪Students have learnt the importance of sharing, trust, and helping others. ▪Students have learnt to read, understand, and appreciate a play with a message.
Feb	22	Revision						

**विषय : हिंदी**

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

महीने	कार्य दिवस	अध्याय / उप-विशयों	सीखने की मकसद	कला एकीकरण	समावेशी शिक्षण	प्रोजेक्ट / प्रैक्टिकल	योग्यता आधारित गतिविधि सीखना	सीखने के परिणाम
अप्रैल	23	<b>पाठ्यपुस्तक</b> पाठ-1 भूल गया है क्यों इनसान पाठ-2 बारिश लाई खुशियाँ  <b>व्याकरण</b> 1. भाषा, लिपि और व्याकरण 2. वर्ण और मात्राएँ	<ul style="list-style-type: none"> <li>• प्रकृति से मिली वस्तुओं का ज्ञान</li> <li>• ऋतुओं की जानकारी</li> <li>• छात्रों का नए-नए शब्दों से परिचय</li> </ul>	<ul style="list-style-type: none"> <li>• कविता कंठस्थ कर गाकर सुनाना</li> </ul>	<ul style="list-style-type: none"> <li>• पानी की बचत का महत्व</li> </ul>	<ul style="list-style-type: none"> <li>• जल बचाओ, कल बचाओ जैसे नारों (स्लोगन) को लिखकर पोस्टर बनाएँ</li> </ul>	<ul style="list-style-type: none"> <li>• प्रकृति से हमें मिलने वाली वस्तुओं का चित्र बनाएँ</li> </ul>	<ul style="list-style-type: none"> <li>• आपसी सहयोग व सकारात्मक सोच</li> </ul>
मई	07	<b>व्याकरण</b> • पत्र-लेखन (औपचारिक पत्र) • अनुच्छेद लेखन • कहानी लेखन • संवाद लेखन	<ul style="list-style-type: none"> <li>• अनुच्छेद-लेखन, कहानी-लेखन एवं पत्र-लेखन का ज्ञान प्राप्त करेंगे।</li> <li>• छात्रों का नए-नए शब्दों से परिचय</li> </ul>	<ul style="list-style-type: none"> <li>• अपनी कक्षा में आपकी किसी एक यात्रा का वृत्तांत को बताएँ।</li> </ul>			<ul style="list-style-type: none"> <li>• अनुच्छेद-लेखन, कहानी-लेखन एवं पत्र-लेखन का ज्ञान किया</li> </ul>	<ul style="list-style-type: none"> <li>• एल.ओ.ए.</li> <li>• श्रुतलेख</li> <li>• समूह-कक्षा चर्चा</li> </ul>
जून	16	<b>पाठ्यपुस्तक</b> पाठ-3 सोने की खेती पाठ-4 जादुई टोपी  <b>व्याकरण</b> 3. शब्द-विचार	<ul style="list-style-type: none"> <li>• नैतिक मूल्य, समर्पण</li> <li>• बुद्धि एवं सकारात्मक सोच</li> <li>• कठिन शब्दों से परिचय</li> </ul>	<ul style="list-style-type: none"> <li>• भारतीय राजाओं के चित्र चिपकाएँ</li> </ul>	<ul style="list-style-type: none"> <li>• भारतीय राजाओं के विषय में जानकारी इकट्ठा करें</li> </ul>	<ul style="list-style-type: none"> <li>• फाइल बनाएँ</li> <li>• टोपी मॉडल</li> </ul>	<ul style="list-style-type: none"> <li>• छात्रों का नए-नए शब्दों से परिचय</li> </ul>	<ul style="list-style-type: none"> <li>• आत्मविश्वास और नूतन जानकारी</li> </ul>
जुलाई	26	<b>पाठ्यपुस्तक</b> पाठ-5 हम तेरे आभारी मेट्रो पाठ-6 होनहार चंद्रगुप्त  <b>पाठ्यपुस्तक</b> पाठ-7	<ul style="list-style-type: none"> <li>• कृतज्ञता</li> <li>• दश प्रेम</li> </ul>	<ul style="list-style-type: none"> <li>• किन्हीं पाँच भारतीय राजाओं के विषय में जानकारी हासिल करें</li> </ul>	<ul style="list-style-type: none"> <li>• समूह-चर्चा</li> <li>• कक्षा- गतिविधि</li> </ul>	<ul style="list-style-type: none"> <li>• मेट्रो के लाभ</li> </ul>	<ul style="list-style-type: none"> <li>• चंद्रगुप्त का जीवन परिचय लिखें</li> <li>• डायरी बनाकर अपनी</li> </ul>	<ul style="list-style-type: none"> <li>• मेट्रो के विषय में जान पाएँगे</li> <li>• साहस और नेतृत्व</li> </ul>

		अर्पिता की डायरी पाठ-8 प्रदूषण: विकराल समस्या  <b>व्याकरण</b> 4. संज्ञा 5. लिंग 6. वचन 7. कारक • पत्र-लेखन (औपचारिक पत्र)	• उत्सुकता • जागरुकता  • छात्रों का नए-नए शब्दों से परिचय	• प्रदूषण रोकथाम	पाँच ऐसे कार्यों की सूची बनाएँ जो आपने अपनी मेहनत से हो	• प्रदूषण रोकथाम चार्ट	दिनचर्या को लिखें	• प्रदूषण के प्रकार को जान पाएँगे
अगस्त	24	<b>पाठ्यपुस्तक</b> पाठ-9 स्वास्थ्य के लिए यज्ञ  <b>व्याकरण</b> 8. सर्वनाम 9. विशेषण 10. क्रिया तथा काल	• योग का महत्व  • नए-नए शब्दों के प्रयोग को जान सकेंगे	• किन्हीं पाँच योगासन के चित्र बनाएँ	• स्वयं किए गए आसनों के लाभ को लिखें	• दस सर्वनाम और विशेषण शब्दों की सूची बनाएँ	•	• योग के अर्थ और महत्व को समझेंगे
सितंबर	23	• पुनरावृत्ति • अर्द्धवार्षिक परीक्षा	पुनरावृत्ति	पुनरावृत्ति	पुनरावृत्ति	पुनरावृत्ति	पुनरावृत्ति	पुनरावृत्ति
अक्टूबर	22	<b>पाठ्यपुस्तक</b> पाठ-10 मैं सबसे छोटी होऊँ पाठ-11 बहादुर सोमी पाठ-12 नीति के दोहे  <b>व्याकरण</b> 11. अविकारी या अव्यय शब्द 12. वाक्य रचना	• • साहस, कर्तव्य और देशप्रेम की समझ • नैतिक मूल्यों को जीवन में अपनाने की प्रेरणा • वाक्य में अव्यय की पहचान व प्रयोग	• विद्यार्थी अपने परिवार का चित्र बनाकर उसमें स्वयं को दर्शाएँ	• किन्हीं पाँच सैनिकों के चित्र सहित उनके विषय में लिखें	• कबीर के दोहों की कक्षा में चर्चा करें	• पाँच अव्यय शब्द की सूची बनाएँ	• साहस और देशभक्ति के महत्व को जान सकेंगे
नवंबर	16	<b>पाठ्यपुस्तक</b> पाठ-13 गुणकारी नीम एवं तुलसी पाठ-14 बसंती हवा हूँ	• नीम और तुलसी के औषधीय गुण  • नए-नए शब्दों की जानकारी	• ऋतु चक्र बनाएँ	• पत्तियों की छाप से पोस्टर बनाएँ	• किन्हीं पाँच औषधि गुणों वाले पौधों की जानकारी इकट्ठा करें	• विराम-चिह्न का चार्ट बनाएँ	• पर्यावरण के प्रति जागरुकता • ऋतुओं का सामान्य ज्ञान

		<b>व्याकरण</b> 13. विराम-चिह्न 14. पर्यायवाची शब्द 15. विलोम शब्द 16. अनेक शब्दों के लिए एक शब्द						
				<ul style="list-style-type: none"> <li>• अनेक शब्दों के लिए एक शब्द का फलैश कार्ड बनाएँगे</li> </ul>				
दिसंबर	24	<b>पाठ्यपुस्तक</b> पाठ-15 सादगी की मूर्ति: ईश्वरचंद्र विद्यासागर पाठ-16 सदा सत्य बोलो  <b>व्याकरण</b> 17. श्रुतिसम भिन्नार्थक शब्द 18. अनेकार्थी शब्द 19. अशुद्धि-शोधन	<ul style="list-style-type: none"> <li>• सादगी, परोपकार और शिक्षा के महत्व को समझेंगे</li> <li>• सत्य का महत्व</li> <li>• भाषा के प्रति सजगता</li> </ul>	<ul style="list-style-type: none"> <li>• विद्यासागर जी का चित्र बनाकर उनके गुण लिखें</li> </ul>	<ul style="list-style-type: none"> <li>• छोटी नाट्य प्रस्तुति</li> </ul>	<ul style="list-style-type: none"> <li>• सत्य बोलने का संकल्प को डायरी में लिखें</li> </ul>	<ul style="list-style-type: none"> <li>• जो काम करना है और जो काम नहीं करना है इसकी सूची बनाएँ</li> </ul>	<ul style="list-style-type: none"> <li>• आत्मविश्वास में वृद्धि</li> <li>• नैतिक मूल्यों का विकास</li> <li>• शुद्ध लेखन कौशल का विकास</li> </ul>
जनवरी	14	<b>पाठ्यपुस्तक</b> पाठ-17 पेड़-पौधे और हमारा जीवन पाठ-18 पिता का पुत्र के नाम पत्र  <b>व्याकरण</b> 20. मुहावरे 21. पत्र-लेखन	<ul style="list-style-type: none"> <li>• पेड़-पौधों के महत्व को समझेंगे</li> <li>• पारिवारिक मूल्यों एवं अनुशासन का महत्व</li> </ul>	<ul style="list-style-type: none"> <li>• पेड़ का चित्र बनाकर उसके लाभ लिखें</li> <li>• सुंदर लेखन में पत्र लिखकर सजाएँगे</li> </ul>	<ul style="list-style-type: none"> <li>• संवाद की प्रस्तुति</li> </ul>	<ul style="list-style-type: none"> <li>• मित्र को पत्र लिखकर लिफाफा तैयार करें</li> </ul>	<ul style="list-style-type: none"> <li>• एक सप्ताह पौधे की देखभाल कर अवलोकन करें</li> </ul>	<ul style="list-style-type: none"> <li>• पर्यावरण संरक्षण के प्रति जागरूकता</li> <li>• अनुशासन का महत्व</li> </ul>
फरवरी	22	<ul style="list-style-type: none"> <li>• पुनरावृत्ति</li> </ul>	पुनरावृत्ति	पुनरावृत्ति	पुनरावृत्ति	पुनरावृत्ति	पुनरावृत्ति	पुनरावृत्ति

**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	<p>Ch – 3, Large Numbers</p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• How to Write a Number ?</li> <li>• Order Relation</li> <li>• International place value system</li> </ul> <p>Ch – 4, Operation on Large Numbers</p> <ul style="list-style-type: none"> <li>• Addition , Word problems on Addition</li> <li>• Subtraction, Word problem of Subtraction</li> <li>• Multiplication ,</li> <li>• Properties of multiplication</li> <li>• Multiplication of a Number by a Multiple of 10, 100, 1000 etc.</li> <li>• Multiplication of Large numbers, Word problems on Multiplication</li> <li>Division, Word problems on Division.</li> </ul>	<ol style="list-style-type: none"> <li>1. Acquisition of knowledge: <ul style="list-style-type: none"> <li>• To enable the students to know more about 7-digit numbers.</li> <li>• To know more about the ways of writing the expanded form of a 7-digit number.</li> </ul> </li> <li>2. Development of understanding: <ul style="list-style-type: none"> <li>• To enable the students to understand the concept related to Place Value, the Face Value of a 7-digit number.</li> </ul> </li> <li>2. Development of understanding: <ul style="list-style-type: none"> <li>• To enable the students to understand the concept related to Place Value, the Face Value of a 7-digit number.</li> </ul> </li> <li>3. Development of skills: <ul style="list-style-type: none"> <li>* To enable the students to see the numbers as a</li> </ul> </li> </ol>	Integrated with art and music.	<p>Art: Poster Making</p> <p>Music: Counting the number of ragas.</p>	Activity To make colorful Number Cards from 0 to 9 using chart paper and form largest and smallest number.	<p>Picture base learning.</p> <ul style="list-style-type: none"> <li>• Quizzing</li> <li>• Assignment</li> </ul> <p>LOA HOTS</p> <ul style="list-style-type: none"> <li>• Case based learning</li> <li>• Picture based Learning</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be able to understand the concept of place, place value, and face value.</li> <li>• Students will be able to write the successor and predecessor of the given number.</li> <li>• Students will be able to understand the concept of expanded form, ascending and descending order.</li> <li>• Students will be able to form the largest and smallest numbers by the given numbers</li> </ul>

		<p>group of lakhs, thousands, hundreds, tens, and ones and understand the significance of place value.</p> <p>Ch – 2, Roman Numerals</p> <p>Rules for forming Roman Numerals</p> <p>Writing Roman Numerals for Hindu-Arabic Numerals up to 500</p>	<p>1 Development of understanding: To be able to list some of the most common Roman numerals</p> <p>2.Acquisition of knowledge;</p> <p>To be able to know some most essential rules of the Roman numeral system.</p> <p>3.Development of skills: To enable the students to develop the skill do some basic addition using Roman.</p>	<p>To make colourful Roman Numbers</p> <p>Using cards using chart paper</p>	<p>History: learn Roman numerals from Roman Civilization.</p>	<p>Project work: Make a clock by writing the numbers in Roman numerals an show the time, Birthday card with their birth year in Roman numbers.</p>	<p>Picture base learning.</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>	<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-25, Pictograph and Bar Graph</p> <ul style="list-style-type: none"> <li>•Drawing a Pictograph for a given Information</li> <li>•Reading and Interpreting a Pictograph</li> <li>•Bar Graph</li> </ul>	<p>1.Development of understanding: To enable the students to present 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>• HOTS</li> <li>• Case based learning</li> <li>• Picture based learning</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>

		Ch-5, Simplification Numerical expressions Use of brackets						
June	16	<p>Ch- 5 Simplification continue</p> <p>Ch-6 , Factors and Multiples</p> <ul style="list-style-type: none"> <li>•Factors and multiples</li> <li>•Properties of Factors</li> <li>•Properties of multiples</li> <li>•Even and odd numbers</li> <li>•Divisibility test</li> <li>•Prime and composite numbers <ul style="list-style-type: none"> <li>•Prime factorization</li> <li>•Highest Common Factor</li> <li>•Least Common Multiple</li> <li>•Properties of HCF and LCM</li> </ul> </li> </ul>	<p>1. Acquisition of knowledge: • To enable the students to know about the concept of multiples and factors. • To enable the students to know about prime and composite numbers. 2. Development of understanding: • To enable the students to understand the ways to find factors and prime factors. • To enable the students to understand the ways to find HCF and LCM. 3. Development of skills: • To enable the students to develop the skills to implement the concept of prime and composite in their real life</p>	Factors and Multiples Calendar.	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>• HOTS</li> <li>• Case based learning</li> <li>• Picture based learning</li> </ul>	<ul style="list-style-type: none"> <li>•The students will be able to know about the concept of multiples and factors</li> <li>• The students will be able to know about prime and composite numbers</li> <li>• The students will be able to understand the ways to find factors and prime factors</li> <li>• The students will be able to understand the ways to find HCF and LCM.</li> <li>•The students will be able to develop the skills to implement the concept of prime and composite in their real life.</li> </ul>
July	26	<p>Ch – 7, Fractions</p> <ul style="list-style-type: none"> <li>•Types of fractions</li> <li>•Reducing fractions to lowest terms</li> <li>•Comparison of fractions</li> </ul>	<p>1.Acquisition of knowledge:</p> <ul style="list-style-type: none"> <li>•To enable the students to identify a fraction as a part of a whole</li> </ul>	Integrated with geography : showing the division of land and water in pie	Integrated with geography: showing the division of land and water in pie	Activity (Fraction fish)	<ul style="list-style-type: none"> <li>• Assignment</li> <li>• LOA</li> <li>• HOTS</li> <li>• Case based learning</li> </ul>	<ul style="list-style-type: none"> <li>•Students will be able to convert mixed fraction to improper fraction.</li> </ul>

	<p>Ch-8, Addition and Subtraction of fractions</p> <ul style="list-style-type: none"> <li>• Addition and subtraction of fraction</li> </ul> <p>Mixed Problems on Addition and subtraction</p> <p>Word Problems on addition and Subtraction of fraction</p> <p>Ch-9, Multiplication and Division of fractions</p> <p>Multiplication of a fraction</p> <p>*Word problem on Multiplication of fraction</p> <p>* Division of fractions</p> <p>* Word problems on division of fractions</p> <p>Ch-10, Decimals</p> <ul style="list-style-type: none"> <li>•Decimal fractions in place value chart.</li> <li>•Writing tenth, hundredth and</li> </ul>	<ul style="list-style-type: none"> <li>• To enable the students to know about like and unlike fraction, proper and improper fraction, unit and mixed fraction.</li> </ul> <p>2. Development of understanding</p> <ul style="list-style-type: none"> <li>•To enable the students to understand the conversion of mixed fraction to improper fraction</li> </ul> <p>1. Development of skills: •To enable the students to develop the skill to express the given fractions in different ways.</p> <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>chart.</p> <p>Integrated with art: Rangoli making.</p> <p>Integrated with art</p>	<p>chart.</p> <p>Physics: Mathematical expression Line graph</p>	<p>Activity:</p> <ul style="list-style-type: none"> <li>•Fraction and decimal Cards</li> </ul>	<ul style="list-style-type: none"> <li>• Picture based learning</li> </ul> <ul style="list-style-type: none"> <li>• Assignment</li> <li>• LOA</li> <li>• HOTS</li> <li>• Case based learning</li> </ul>	<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> </ul>
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		<p>thousandth as decimal.</p> <ul style="list-style-type: none"> <li>•Converting decimals into fractions.</li> <li>•Decimals in expanded form and short form.</li> <li>•Like and Unlike decimals.</li> <li>•Addition of Decimals</li> <li>•Subtraction of Decimals</li> <li>•Multiplication of Decimals</li> <li>•Multiplication of a Decimal by 10, 100, 1000</li> <li>• Division of Decimals</li> <li>• Division of a Decimal by a Decimal number .</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 decimals.</li> </ul>				<ul style="list-style-type: none"> <li>• Picture based learning</li> </ul>	<ul style="list-style-type: none"> <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 about like and unlike decimals.</li> <li>•The students will be able to add, subtract, multiply and divide the decimals..</li> </ul>
Aug	24	<p>Ch-10, Decimals continue</p> <p>Ch -11, Rounding Number.</p> <ul style="list-style-type: none"> <li>• Rounding off numbers to the Nearest Ten.</li> <li>• Rounding off numbers to the Nearest Hundred</li> <li>• Rounding off number to the Nearest Thousand.</li> <li>• Rounding off Large Numbers</li> </ul>	<p>To enable the students to understand about rounding off numbers, decimals and decimals quotients.</p>	Integrated with art			<ul style="list-style-type: none"> <li>• Assignment</li> <li>• LOA</li> <li>• HOTS</li> <li>• Case based learning</li> <li>• Picture based learning</li> </ul>	<ul style="list-style-type: none"> <li>•The students will be able to round off numbers, decimals and decimals quotients.</li> </ul>

		<ul style="list-style-type: none"> <li>Rounding off the Decimals.</li> </ul> <p>Ch-13, Average</p>						
Sep	23	Revision and Term 1 exam						
Oct	22	<p>Ch-14, Percentage</p> <p>Ch -12, Measurement of Length, Mass, and Capacity</p> <ul style="list-style-type: none"> <li>Conversion</li> <li>Basic Operations On Length, Mass (Weight) and Capacity</li> <li>Addition and Subtraction of Length, Mass and Capacity</li> <li>Mathematical problems in real life</li> </ul>	<ol style="list-style-type: none"> <li>Acquisition of knowledge: <ul style="list-style-type: none"> <li>To make the students aware of the concept of mass, weight and capacity.</li> </ul> </li> <li>Development of understanding: <ul style="list-style-type: none"> <li>To make the students understand the conversion of different units of mass, weight and capacity.</li> </ul> </li> <li>To enable the students to add and subtract the mass, weight and capacity</li> </ol> <p>3.Development of skills: To enable the students to use different mathematical operators for the calculation of mass, weight and capacity</p>	Integrated with dance and sculpture	Physics: Calculating the mass and weight of an object or substance	Draw the instruments used to measure length and weight in ancient times.	<ul style="list-style-type: none"> <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 know the concept of mass, weight and capacity.</p> <ul style="list-style-type: none"> <li>The students will be able to do the conversion of different units of mass, weight and capacity.</li> <li>The students will be able to add and subtract the mass, weight and capacity</li> <li>The students will</li> </ul>

		<p>Ch-15, Time</p> <ul style="list-style-type: none"> <li>• Clock with three hand</li> <li>•Duration of an activity</li> <li>•Conversion of time</li> <li>•Addition and Subtraction of time .</li> </ul>	<p>Acquisition of knowledge:</p> <p>To enable the students to write the time in different ways and by using different units.</p> <p>1. Development of understanding:</p> <ul style="list-style-type: none"> <li>•To enable the students to write the duration of an activity in hours and days.</li> <li>•To enable the students to do the conversion of time.</li> <li>•To enable the students to write the time in 12- hour and 24-hour clock</li> <li>•To enable the students to convert the temperature</li> </ul>	<p>Integrated with music:</p> <p>counting of ragas in rhythm</p>	<p>Geography</p> <p>Rotation and revolution of the earth says about leap and ordinary Year.</p>	<ul style="list-style-type: none"> <li>• Project</li> <li>•Preparing My Creative Clock.</li> <li>•Measure the temperature of their own body and convert in other scale</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment</li> <li>• LOA</li> <li>• HOTS</li> <li>• Case based learning</li> <li>• Picture based learning</li> </ul>	<p>be able to use different mathematical operators for the calculation of mass, weight and capacity</p> <ul style="list-style-type: none"> <li>• The students will be able to write the time in different ways and by using different units.</li> <li>• The students will be able to write the duration of an activity in hours and days.</li> <li>• The students will be able to do the conversion of time.</li> </ul>
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Nov	16	<p>Ch – 12, Money</p> <ul style="list-style-type: none"> <li>•Conversion of rupees into paise</li> <li>•Conversion of Paise into Rupees and paise</li> <li>•Addition and Subtraction of money</li> <li>•Multiplication and Division of money</li> </ul>	<p>1. Acquisition of knowledge: To know the different ways of expressing money.</p> <p>2. Development of understanding:</p> <ul style="list-style-type: none"> <li>•To enable students to understand how to add and subtract money, make a bill and mathematical problems in real -world situations.</li> <li>•Enable to learn how to convert Paise into Rupees and paise</li> </ul> <p>3.Development of skills: To enable students to develop the skill to use different mathematical operators to calculate money.</p>	<p>Integrated with art. Integrated with sketch and painting.</p>	<p>Collection of very old notes and coins</p>	<p>Project: Evolution of money</p>	<ul style="list-style-type: none"> <li>• Assignment</li> <li>• LOA</li> <li>• HOTS</li> <li>• Case based learning</li> <li>• Picture based learning</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 operators to calculate money.</li> <li>• The students will be able to understand how to find the value of one and then the value of many.</li> </ul>

		<p>Ch-17, Basic Geometrical Concepts Plane, Point , Line Segment, Line, Ray</p> <p>Ch-18, Concept of Angles * Introduction * Naming an Angles *Comparison of Angle *Classification of Angles * Pairs of Related angles</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 types of triangles and their properties. •To introduce the students about the circle and their parts</p>	<p>Mandala Art, drawing idols/objects in using geometrical shapes.</p>	<p>Science: Drawing diagrams.</p>	<p>Project on Different Geometrical Patterns Animation PPT slides</p>	<ul style="list-style-type: none"> <li>• Assignment</li> <li>• LOA</li> <li>• HOTS</li> <li>• Case based learning</li> <li>• Picture based learning</li> </ul>	<ul style="list-style-type: none"> <li>•The students will be able to identify points, rays, lines, and segments, types of lines using words and symbols.</li> <li>• The students will be able to draw and name an angle</li> <li>•The students will be able to understand different types of triangles and their properties.</li> <li>•The students will be able to draw circle and its parts</li> </ul>
Dec	24	<p>Ch-22 Perimeters of Rectilinear Figures</p> <p>Rectilinear Figures</p> <p>Perimeter of a Rectilinear Figure</p> <p>Perimeter of a Triangle</p> <p>Perimeter of a Rectangle</p> <p>Perimeter of a Square</p> <p>Ch-23 Area</p> <p>Introduction</p>	<p><b>1. Acquisition of knowledge:</b></p> <p>To enable the students to know about the formula of perimeter, area and volume of square and rectangle.</p> <p><b>2. Development of understanding:</b></p> <p>To enable the students to find the perimeter, area and volume of square and rectangle.</p>	<p>Integration with art and craft</p> <p>Activity</p> <p>Integrated with sketch and painting</p>	<p>Science: Drawing diagrams</p>	<p>Art integrated Activity: To measure the perimeter using cardboard. To calculate the area of irregular object using squared paper.</p>	<ul style="list-style-type: none"> <li>• Assignment</li> <li>• LOA</li> <li>• HOTS</li> <li>• Case based learning</li> <li>• Picture based learning</li> </ul>	<ul style="list-style-type: none"> <li>• The students will be able to know about the formula of perimeter, area and volume of square and rectangle.</li> <li>• The students will be able to find the perimeter, area and volume of square and rectangle.</li> </ul>

		<p>Area Area of a Rectangle and a Square Ch-24 Volume Solids Volume of a Solids Units of Volume Volume of a cuboid and Volume of a cube</p>	<p><b>3.Development of skills:</b></p> <p>To enable students to develop the skill to use perimeter, area and volume formula to solve any rectilinear and 3D- shapes.</p>					<p>The students will be able to develop the skill to use perimeter, area and volume formula to solve any rectilinear and 3D- shapes.</p>
Jan	14	<p>Ch-20 Triangles Collinear and Non-collinear Points Triangle Classification of Triangle according to Sides. Classification of Triangle according to Angles.</p> <p>Ch-21 Circles Introduction To Draw a Circle with the help of a Compass Terms Related to Circles</p> <p>To Draw a Chord of Given Length in a Given Circle</p>	<p><b>1. Acquisition of knowledge:</b></p> <p>To enable them to identify points, rays, lines, and segments using words and symbols</p> <p><b>2. Development of understanding:</b></p> <ul style="list-style-type: none"> <li>•To enable the student to understand different types of triangles and their properties.</li> <li>•To introduce the students about the circle and their parts.</li> </ul>	<p>Mandala</p> <p>Art, drawing idols/objects using geometrical shapes.</p>	<p>Science: Drawing diagrams.</p>		<ul style="list-style-type: none"> <li>• Assignment</li> <li>• LOA</li> <li>• HOTS</li> <li>• Case based learning</li> <li>• Picture based learning</li> </ul>	<ul style="list-style-type: none"> <li>•The students will be able to identify points, rays, lines, and segments, types of lines using words and symbols.</li> <li>• The students will be able to draw and name an angle</li> <li>•The students will be able to understand different types of triangles and their properties.</li> <li>•The students will be able to draw circle and its parts.</li> </ul>
Feb	22	<p>Revision and Term 2 Exam</p>						

**SUBJECT: EVS**

**Textbook: 1. OUR GREEN WORLD**

Month	WD	Chapter/Sub-Topics	Learning Objectives	Art Integration	Inclusive Teaching	Project / Practical	Competency Based Activity Learning	Learning Outcomes
April	23	<p>Ch - 3 Different jobs,</p> <p>Dignity of labour Division of labour Mental and physical work , People who help us.</p> <p>CH- 4 , Our Body,</p> <p>Respiratory system Digestive system Circulatory system The Skeleton system Excretory System Nervous System</p>	<p>Students will be able to: Understand the meaning of <b>dignity of labour</b>. Recognize the importance of <b>division of labour</b> in society. Differentiate between <b>mental work and physical work</b>. Identify various <b>people who help us in our daily life</b> (teacher, doctor, farmer, cleaner, driver, etc.). Develop <b>respect for all kinds of work and workers</b>.</p> <p>Students will be able to: Identify the <b>main organs of the human body</b>.</p>	<p>Students draw or make a <b>poster showing different helpers in the community</b>. Create a <b>collage using magazine pictures</b> of different professions (doctor, farmer, carpenter, teacher, etc.). Role-play activity where students <b>dress up as community helpers</b> and explain their work.</p> <p>• <b>Human Body Diagram</b> Students draw and label different organs of the body on chart paper.</p> <p>• <b>Skeleton Craft Activity</b> Students make a skeleton using cotton buds or paper sticks.</p> <p>• <b>Digestive System Poster</b> Students create a colourful poster</p>	<p>Students draw or make a <b>poster showing different helpers in the community</b>. Create a <b>collage using magazine pictures</b> of different professions (doctor, farmer, carpenter, teacher, etc.). Role-play activity where students <b>dress up as community helpers</b> and explain their work.</p> <p>Use <b>charts, flashcards, and videos</b> to support visual learners.</p> <p>Encourage <b>group learning</b> so that all</p>	<p>Students make a <b>“Community Helper Chart”</b> including: Name of the helper Work they do Tools they use <b>Project:</b> Interview a <b>community helper</b> (such as a gardener, shopkeeper, or cleaner) and write: What work they do Why their work is important How we should respect them.</p> <p>Activity: 1 Students observe chest movement while inhaling and exhaling to understand breathing.</p>	<p>• <b>Situation-based questions:</b> Example: “If garbage collectors stop working for a week, what problems will people face?”</p> <p>• <b>Sorting activity:</b> Students classify examples into <b>mental work and physical work</b>.</p> <p>• <b>Think and discuss:</b> Why is every type of work important for society?</p> <p><b>Diagram</b></p>	<p>After completing the chapter, students will be able to: Explain the concept of <b>dignity of labour</b>. Identify different <b>community helpers and their roles</b>. Distinguish between <b>mental work and physical work</b>. Show <b>respect and appreciation for all workers</b>. Understand that <b>every job is important for the smooth functioning of society</b>.</p> <p>After completing the chapter, students will be able to:</p>

			<p>Understand the <b>structure and functions</b> of different body systems.</p> <p>Explain the <b>process of breathing, digestion, circulation and excretion.</b></p> <p>Understand the <b>role of the brain and nerves in controlling body activities.</b></p> <p>Recognize the <b>importance of bones and muscles for movement and support.</b></p>	<p>showing the journey of food through the digestive system.</p> <ul style="list-style-type: none"> <li>• <b>3D Model Making</b> Students create simple models of lungs, heart or brain using clay or recycled materials.</li> </ul>	<p>students can participate and support each other.</p> <p>Provide <b>simple explanations and real-life examples</b> to help slow learners understand concepts.</p> <p>Use <b>hands-on activities and demonstrations</b> for better understanding. Allow students with different learning abilities to <b>express their understanding through drawing, speaking or acting.</b></p>	<p><b>Activity 2 – Heartbeat Activity</b> Students check their pulse before and after exercise to understand how the heart works.</p> <p><b>Activity 3 – Food Digestion Chart</b> Students prepare a flowchart showing the path of food in the digestive system.</p> <p><b>Activity 4 – Skeleton Identification</b> Students identify major bones such as skull, ribs, backbone and leg bones using diagrams.</p> <p><b>Activity 5 – Brain and Nerves Activity</b> Teacher gives instructions (clap, blink, raise hand) to show how the brain controls body actions.</p>	<p><b>Labelling</b> Students label parts of the digestive system, respiratory system and skeleton.</p> <p><b>Think and Answer</b> Why do we breathe faster after running? Why are bones important for our body?</p> <p><b>Observation Activity</b> Students observe how breathing changes during rest and exercise.</p> <p><b>Problem Solving</b> Students discuss what may happen if a person does not drink enough water or eat healthy food.</p>	<p>Name the <b>different systems of the human body.</b></p> <p>Describe the <b>functions of respiratory, digestive, circulatory, skeletal, excretory and nervous systems.</b></p> <p>Draw and label <b>simple diagrams of body systems.</b></p> <p>Explain how <b>different organs work together to keep the body healthy.</b></p> <p>Demonstrate understanding through <b>activities, projects and discussions.</b></p> <p>Practice <b>healthy habits for maintaining body fitness and hygiene.</b></p>
May	07	<p>CH- 10 , On an Adventure Trip</p> <p>Adventure in Mountain Space Adventure Some Famous Astronauts</p>	<p>Students will be able to:</p> <ol style="list-style-type: none"> <li>1. Understand the meaning of <b>adventure and exploration.</b></li> <li>2. Learn about different <b>types of</b></li> </ol>	<ul style="list-style-type: none"> <li>• <b>Space Scene Drawing</b> Students draw a space scene including rockets, planets and astronauts.</li> </ul>	<p>Use <b>pictures, videos and stories</b> about mountain climbing and space missions. Encourage <b>group discussion and storytelling</b> about</p>	<p><b>Activity 1 – Space Exploration Chart</b> Students prepare a chart showing planets, astronauts and spacecraft.</p>	<ul style="list-style-type: none"> <li>• <b>Match the Following</b> <ul style="list-style-type: none"> <li>• Astronaut → Travels in space</li> <li>• Mountain climber →</li> </ul> </li> </ul>	<p>After completing the chapter, students will be able to: Explain the <b>concept of</b></p>

			<p><b>adventure activities such as mountain climbing and space travel.</b></p> <p>3. Develop knowledge about <b>challenges faced during mountain and space adventures.</b></p> <p>4. Identify some <b>famous astronauts and their achievements.</b></p> <p>5. Understand the importance of <b>courage, teamwork and preparation in adventure activities.</b></p> <p>6. Develop curiosity about <b>space exploration and scientific discoveries.</b></p>	<ul style="list-style-type: none"> <li>• <b>Mountain Adventure Poster</b> Students create a poster showing mountain climbing activities.</li> <li>• <b>Astronaut Chart</b> Students prepare charts about famous astronauts and their missions.</li> <li>• <b>Rocket Model Making</b> Students make a simple rocket model using paper, cardboard or recycled materials.</li> </ul>	<p>adventure experiences. Provide <b>simple explanations and real-life examples</b> for better understanding. Allow students to <b>express their learning through drawing, speaking or acting.</b> Ensure all students participate through <b>team activities and cooperative learning.</b></p>	<p><b>Activity 2 – Adventure Trip Plan</b> Students plan an imaginary adventure trip and list things needed for safety. <b>Activity 3 – Famous Astronaut Research</b> Students collect information about a famous astronaut and present it in class. <b>Activity 4 – Role Play</b> Students act as astronauts explaining their space journey.</p>	<p>Climbs mountains</p> <ul style="list-style-type: none"> <li>• Rocket → Used for space travel</li> <li>• Helmet → Safety equipment</li> </ul> <ul style="list-style-type: none"> <li>• <b>Think and Answer</b> Why do astronauts wear special suits in space? Why is training important for adventure activities?</li> <li>• <b>Problem Solving</b> Students discuss what safety measures should be taken during mountain climbing.</li> <li>• <b>Picture Observation</b> Students observe pictures of astronauts or mountain climbers and describe what they see.</li> <li>• <b>Arrange the Steps</b> Students arrange steps involved in preparing for an adventure trip.</li> </ul>	<p><b>adventure and exploration.</b> Describe <b>mountain and space adventures.</b> Identify <b>famous astronauts and their contributions.</b> Demonstrate understanding through <b>charts, drawings, role play and discussions.</b> Understand the importance of <b>teamwork, courage and safety during adventures.</b> Develop curiosity about <b>space science and exploration.</b></p>
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June	16	<p><b>CH -11,Shelter for Everyone, Houses in Different Places Location and Climate Building Methods and Materials Economics status Living Together</b></p>	<p>Students will be able to:</p> <ol style="list-style-type: none"> <li>Understand the <b>importance of shelter for human beings.</b></li> <li>Identify different <b>types of houses found in various places.</b></li> <li>Explain how <b>location and climate influence the type of houses people build.</b></li> <li>Recognize the <b>materials used for building houses.</b></li> <li>Develop awareness about <b>safe, clean and comfortable living</b></li> </ol>	<ol style="list-style-type: none"> <li><b>House Drawing Activity</b> Students draw different types of houses such as huts, igloos, stilt houses and tents.</li> <li><b>Model Making</b> Students create a model of a house using cardboard, clay or recycled materials.</li> <li><b>Collage Work</b> Students make a collage showing houses in deserts, mountains and snowy regions.</li> <li><b>Climate and House Chart</b> Students prepare charts showing how climate affects the</li> </ol>	<ol style="list-style-type: none"> <li>Use <b>pictures, charts and videos</b> to show different types of houses.</li> <li>Encourage <b>group learning and peer discussion.</b></li> <li>Explain concepts using <b>simple language and real-life examples.</b></li> <li>Allow students to <b>express ideas through drawing, speaking or acting.</b></li> <li>Provide <b>hands-on activities</b> to engage all learners.</li> </ol>	<p><b>Activity 1 – My Dream House</b> Students draw and describe their dream house.</p> <p><b>Activity 2 – House Model</b> Students make a simple house model using waste materials.</p> <p><b>Activity 3 – Local House Survey</b> Students observe houses in their locality and list materials used for construction.</p> <p><b>Activity 4 – Climate and House Study</b> Students discuss why houses in snowy areas are different from houses in hot regions.</p>	<ul style="list-style-type: none"> <li><b>Match the Following</b> <ul style="list-style-type: none"> <li>Igloo → Snowy region</li> <li>Stilt house → Flood-prone area</li> <li>Tent → Temporary house</li> <li>Hut → Rural area</li> </ul> </li> <li><b>Picture Identification</b> Students identify types of houses from pictures.</li> <li><b>Think and Answer</b> <ul style="list-style-type: none"> <li>Why do houses in rainy areas have sloping roofs?</li> <li>Why are stilt houses built in flood-prone areas?</li> </ul> </li> <li><b>Sorting Activity</b> Students classify houses into <b>permanent and temporary houses.</b></li> </ul>	<p>After completing the chapter, students will be able to:</p> <ol style="list-style-type: none"> <li>Explain the <b>importance of shelter.</b></li> <li>Identify <b>different types of houses in various regions.</b></li> <li>Understand how <b>location and climate affect house construction.</b></li> <li>Participate in <b>activities and projects related to housing.</b></li> <li>Develop awareness about <b>safe and suitable shelter.</b></li> <li>Appreciate the diversity of <b>houses across different environments.</b></li> </ol>

			<p><b>condition s.</b></p> <p>6. Appreciate the diversity of houses in <b>different regions of the world.</b></p>	design of houses.			<p>• <b>Situation Based Question</b></p> <p>Students discuss which type of house is suitable for a desert or mountain region.</p>	
July	26	<p><b>CH- 12 In Time of Emergency</b></p> <p><b>Natural Calamities Earthquakes Landslide, Flood, Drought, man made emergencies.</b></p> <p><b>CH- 13, Our Forests , Tropical Evergreen Forests, Tropical</b></p>	<p>Students will be able to: Understand the meaning of <b>emergency situations</b> and why they occur.</p> <p>Identify different <b>natural disasters</b> such as earthquakes, floods, droughts, and landslides.</p> <p>Distinguish between <b>natural and man-made emergencies.</b></p> <p>Learn basic <b>safety measures and precautions</b> during emergencies.</p> <p>Develop awareness about <b>helping others</b></p>	<p><b>• Poster Making:</b> Students create posters on “Safety During Earthquake/Flood”.</p> <p><b>• Disaster Awareness Chart:</b> Draw and label different types of disasters.</p> <p><b>• Role Play:</b> Act out emergency rescue situations.</p> <p><b>• Collage Activity:</b> Collect newspaper pictures of disasters and create a collage.</p> <p><b>• Creative Drawing:</b> Draw safe and unsafe actions during emergencies.</p>	<p>Use <b>visual aids, pictures, and videos</b> to help students understand disasters.</p> <p>Provide <b>simple explanations and examples</b> for slow learners.</p> <p>Encourage <b>group discussion and peer learning.</b></p> <p>Allow students with different abilities to express understanding through <b>drawing, storytelling, or speaking.</b></p>	<p><b>• Emergency Kit Project:</b> Students prepare a list or model of items needed in an emergency kit (torch, water bottle, first aid, whistle).</p> <p><b>• Disaster Preparedness Plan:</b> Students design a simple <b>family safety plan</b> for earthquakes or floods.</p> <p><b>• Research Activity:</b> Find information about a <b>major disaster in India</b> and present it in class.</p> <p><b>• First Aid Demonstration:</b> Teacher shows basic first aid techniques.</p>	<p><b>Situation Analysis:</b> Students discuss what they would do if an earthquake happens in school.</p> <p><b>Problem-Solving Activity:</b> Groups suggest solutions to reduce damage caused by floods or droughts.</p> <p><b>Think–Pair–Share:</b> Students think about ways communities help during emergencies and share ideas.</p> <p><b>Safety Drill:</b> Practice a simple <b>earthquake safety drill</b> in class.</p>	<p>By the end of the chapter, students will be able to: Explain what <b>emergencies and disasters</b> are.</p> <p>Identify types of <b>natural and man-made emergencies.</b></p> <p>Describe <b>causes and effects</b> of earthquakes, floods, landslides, and droughts.</p> <p>Demonstrate <b>basic safety measures</b> during emergencies.</p> <p>Show <b>awareness, cooperation, and responsibility</b> in helping others during disasters.</p>

		<p><b>Deciduous Forests , Thorny Forest, Mangrove Forests Coniferous forests,</b></p>	<p><b>and staying calm</b> during disasters.</p> <p>Students will be able to: Understand the meaning and importance of forests.</p> <p>Identify different types of forests found in India.</p> <p>Describe the characteristics of tropical evergreen, deciduous, thorny, mangrove and coniferous forests.</p> <p>Recognize plants and animals found in different forests.</p> <p>Understand the importance of forest</p>	<p>Students draw and colour <b>different types of forests</b> and label the plants and animals found there.</p> <p>Make a <b>forest collage</b> using coloured paper, leaves and twigs.</p> <p>Create a <b>chart showing five types of forests</b> with pictures.</p> <p>Write a <b>short poem or slogan on “Save Forests”</b> and decorate it.</p>	<ul style="list-style-type: none"> <li>• Use <b>pictures, videos and models</b> to help visual learners understand forest types.</li> <li>• Encourage <b>group discussions</b> so every child participates.</li> <li>• Provide <b>simple worksheets and picture cards</b> for slow learners.</li> <li>• Allow students with different abilities to express learning through <b>drawing, speaking or writing.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Leaf Collection Project:</b> Students collect different leaves and paste them in a scrapbook, mentioning the type of forest they may belong to.</li> <li>• <b>Forest Awareness Poster:</b> Prepare a poster showing ways to <b>protect forests and wildlife.</b></li> <li>• <b>Mini Forest Model:</b> Create a small model showing trees, animals and rivers in a forest using clay or paper.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Map Activity:</b> Locate areas of different forests in India on a map.</li> <li>• <b>Sorting Activity:</b> Match animals and plants with the correct forest type.</li> <li>• <b>Problem Solving:</b> Discuss what may happen if forests disappear.</li> <li>• <b>Role Play:</b> Students act as forest guards explaining how to protect forests.</li> </ul>	<p>After completing the chapter, students will be able to: Name different types of forests.</p> <p>Explain the features of tropical evergreen, deciduous, thorny, mangrove and coniferous forests.</p> <p>Identify common plants and animals found in forests.</p> <p>Understand the importance of forests for humans and wildlife.</p> <p>Suggest simple ways to conserve</p>
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			conservation					forests and protect nature
Aug	24	<p><b>CH- 14 Our Rich Heritage</b></p> <p>Shantiniketan Dholvira, Sun Temple , Elephanta Caves , Ajanta Caves, Bom Jesus Basilica, The Stupa at Sanchi, Taj Mahal, Dilwara Temple , Hawa Mahal, Red Fort, Golden Temple Jama Masjid, care of Great Monuments</p>	<p>Students will be able to: Understand the meaning of <b>heritage and monuments</b>.</p> <p>Identify some important historical monuments of India.</p> <p>Recognize the cultural and historical importance of these monuments.</p> <p>Learn about the locations and special features of famous heritage sites.</p> <p>Develop respect for India’s rich cultural heritage.</p> <p>Understand the importance of protecting and caring for monuments.</p>	<p>Students <b>draw and colour famous monuments</b> of India.</p> <p>Prepare a <b>heritage collage</b> using pictures of different monuments.</p> <p>Make a <b>chart showing famous monuments with their locations</b>.</p> <p>Write <b>slogans or short poems</b> on “Save Our Heritage”.</p>	<ul style="list-style-type: none"> <li>• Use <b>pictures, videos and models</b> to help students understand monuments better.</li> <li>• Encourage <b>group discussions</b> and storytelling about historical places.</li> <li>• Provide <b>picture cards and simple descriptions</b> for slow learners.</li> <li>• Allow students to express learning through <b>drawing, speaking, acting or writing</b>.</li> </ul>	<p><b>Monument Scrapbook:</b> Students collect pictures of famous Indian monuments and paste them in a scrapbook with short descriptions.</p> <p><b>Model Making:</b> Make a simple model of any monument using clay, cardboard or thermocol.</p> <p><b>Heritage Poster:</b> Create a poster showing ways to <b>protect and keep monuments clean</b>.</p> <p><b>Animal Sense Chart:</b> Students prepare a chart</p>	<ul style="list-style-type: none"> <li>• <b>Map Activity:</b> Locate important monuments of India on a map.</li> <li>• <b>Matching Activity:</b> Match monuments with their cities or states.</li> <li>• <b>Quiz Activity:</b> Identify monuments from pictures.</li> <li>• <b>Role Play:</b> Students act as guides explaining the importance of a monument.</li> <li>• <b>Matching</b></li> </ul>	<p>After completing the chapter, students will be able to:</p> <p>Explain the meaning of <b>heritage and monuments</b>.</p> <p>Name important monuments of India and their locations.</p> <p>Describe the importance of famous heritage sites.</p> <p>Show respect for cultural heritage.</p> <p>Suggest ways to <b>protect and care for monuments</b>.</p>

		<p>CH –17, THE WORLD OF ANIMALS</p> <p>Sense of smell, Sense of Sight Sense of touch, Sense Hearing Sense of Taste, Animals Communicate Animals Sleep</p>	<p>Students will be able to: Understand that animals have different senses to survive in their environment.</p> <p>Identify how animals use their <b>sense of smell, sight, touch, hearing and taste.</b></p> <p>Learn how animals communicate with each other.</p> <p>Recognize examples of animals with strong or special senses.</p> <p>Develop curiosity and respect for animals and their abilities.</p>	<p>Draw and colour <b>different animals and their special senses.</b></p> <p>Make a <b>chart showing animals with strong senses</b> (e.g., dog – smell, eagle – sight).</p> <p>Create <b>animal masks</b> and explain their senses.</p> <p>Write short <b>slogans or rhymes about animals and their senses.</b></p>	<p>Draw and colour <b>different animals and their special senses.</b></p> <p>Make a <b>chart showing animals with strong senses</b> (e.g., dog – smell, eagle – sight).</p> <p>Create <b>animal masks</b> and explain their senses.</p> <p>Write short <b>slogans or rhymes about animals and their senses.</b></p>	<p>showing different animals and their strongest senses.</p> <ul style="list-style-type: none"> <li>• <b>Observation Activity:</b> Observe animals such as dogs, birds or ants and note how they react to sounds, smells or movement.</li> <li>• <b>Animal Communication Project:</b> Collect pictures showing how animals communicate (sounds, body movements, smells).</li> </ul>	<p><b>Activity:</b> Match animals with their strongest senses.</p> <ul style="list-style-type: none"> <li>• <b>Picture Identification:</b> Identify animals from pictures and state their special sense.</li> <li>• <b>Role Play:</b> Students imitate how animals communicate (sounds or actions).</li> <li>• <b>Problem Solving:</b> Discuss how animals find food or danger using their senses.</li> </ul>	<p>After completing the chapter, students will be able to:</p> <p>Explain different senses used by animals.</p> <p>Identify animals with strong senses such as smell, sight, hearing, touch and taste.</p> <p>Describe how animals communicate with each other.</p> <p>Show interest and awareness about the animal world.</p> <p>Appreciate the importance of animals in nature.</p>
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Sep	23	REVISION TERM - I						
Oct	22	<p><b>CH- 5 Deficiency Diseases</b></p> <p>Carbohydrates Protein Vitamin Mineral Deficiency Diseases</p>	<p>Students will be able to: Understand the <b>importance of nutrients in our body.</b></p> <p>Identify different <b>types of nutrients such as proteins, carbohydrates, vitamins and minerals.</b></p> <p>Explain what <b>deficiency diseases</b> are.</p> <p>Recognize the <b>symptoms and causes of deficiency diseases.</b></p> <p>Identify <b>food sources rich in different nutrients.</b></p> <p>Understand the importance of <b>balanced diet for good health.</b></p>	<ul style="list-style-type: none"> <li>• <b>Balanced Diet Plate Drawing</b> Students draw a plate showing different food items that make a balanced diet.</li> <li>• <b>Food Collage Activity</b> Students cut pictures of food items from magazines and paste them under nutrients like proteins, vitamins and minerals.</li> <li>• <b>Deficiency Disease Chart</b> Students prepare charts showing diseases caused due to lack of nutrients.</li> <li>• <b>Food Pyramid Poster</b> Students create a colourful food pyramid showing healthy food choices</li> </ul>	<p>Use <b>pictures, charts and real food samples</b> to explain nutrients.</p> <p>Encourage <b>group discussions and cooperative learning.</b></p> <p>Provide <b>simple examples from daily meals</b> to help understanding.</p> <p>Allow students with different learning abilities to <b>express ideas through drawing, speaking or writing.</b></p> <p>Use <b>interactive questioning and storytelling</b> to keep all students engaged.</p>	<p>Students identify foods rich in proteins, carbohydrates, vitamins and minerals.</p> <p><b>Activity 4 – Food Diary</b> Students maintain a <b>one-day food diary</b> and identify nutrients in their meals.</p> <p><b>Activity 1 – Healthy Tiffin Survey</b> Students observe their classmates’ lunch boxes and identify which nutrients are present.</p> <p><b>Activity 2 – Balanced Meal Preparation</b> Students prepare a chart showing a healthy meal for breakfast, lunch and dinner.</p> <p>Activity 1 – Seed Germination Students plant seeds in small pots and observe</p>	<ul style="list-style-type: none"> <li>• <b>Match the Following</b> Protein → Body building Carbohydrates → Energy Vitamin A → Good eyesight Iron → Healthy blood</li> <li>• <b>Identify the Deficiency</b> Students identify the disease caused due to lack of certain nutrients.</li> <li>• <b>Sorting Activity</b> Students classify food items into groups: proteins, carbohydrates, vitamins and minerals.</li> <li>• <b>Situation Based Question</b> Why should children drink milk and eat fruits daily? What may happen if a person does not eat a balanced diet?</li> <li>• <b>Label the Nutrients</b> Students label</li> </ul>	<p>After completing the chapter, students will be able to: Define <b>deficiency diseases.</b></p> <p>Identify the <b>main nutrients required by the body.</b></p> <p>Explain the <b>effects of deficiency of proteins, carbohydrates, vitamins and minerals.</b></p> <p>Identify <b>food sources that prevent deficiency diseases.</b></p> <p>Demonstrate understanding through <b>charts, projects and discussions.</b></p> <p>Develop healthy eating habits and understand the <b>importance of a</b></p>

		<p>Agriculture Improved method of agriculture Modern methods of Irrigation Fertilizers Protection of crops Storage Grains</p>	<p>Students will be able to: Understand the <b>importance of food for human survival.</b></p> <p>Explain the meaning of <b>agriculture and its importance in India.</b></p> <p>Understand the <b>improved methods of agriculture</b> used by farmers.</p> <p>Recognize the <b>role of fertilizers in plant growth.</b></p> <p>Learn about the <b>importance of proper storage of grains to prevent</b></p>	<ul style="list-style-type: none"> <li>• <b>Farming Process Chart</b> Students draw and label the different stages of farming such as ploughing, sowing, watering and harvesting.</li> <li>• <b>Crop Poster</b> Students prepare a poster showing different crops grown in India.</li> <li>• <b>Food Cycle Drawing</b> Students illustrate the journey of food from farm to plate.</li> <li>• <b>Model Making</b> Students create a simple model of a farm using clay, paper or cardboard.</li> </ul>	<p>Use <b>picture es, charts and videos</b> showing farming activities.</p> <p>Encourage <b>group discussions and collaborative learning.</b></p> <p>Provide <b>real-life examples from rural and urban areas.</b></p> <p>Allow students with different abilities to <b>participate through drawing, speaking or role play.</b></p> <p>Use <b>simple language and storytelling</b> to explain farming concepts.</p>	<p>their growth.</p> <p>Activity 2 – Farm Visit / Observation Students observe farming tools or discuss farming methods used in their local area.</p> <p>Activity 3– Food Waste Awareness Students prepare a list of ways to reduce food wastage at home and school.</p>	<p>different nutrients in a food chart.</p> <ul style="list-style-type: none"> <li>• <b>Arrange the Steps of Farming</b> Students arrange stages of agriculture in correct order: ploughing, sowing, watering, harvesting.</li> <li>• <b>Match the Following</b> Fertilizers → Improve soil fertility Farmer → Grows crops Storage → Protects grains Agriculture → Growing crops</li> <li>• <b>Problem Solving Question</b></li> </ul>	<p><b>balanced diet.</b></p> <p>After completing the chapter, students will be able to: Explain the <b>importance of food and agriculture.</b></p> <p>Describe the <b>steps involved in farming.</b></p> <p>Understand the <b>role of fertilizers and improved farming methods.</b></p> <p>Explain the <b>importance of proper grain storage.</b></p>
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			<b>spoilage.</b>				What may happen if grains are not stored properly? <ul style="list-style-type: none"> <li>• <b>Observation Activity</b> Students observe seed germination and record changes in a notebook.</li> </ul>	Participate in <b>activities and projects related to farming and food conservation.</b>
Nov	16	<p><b>CH- 7, EAT WELL KEEP WELL,</b></p> <p><b>Balanced diet , Nutrients Deficiency Diseases Preservation of food, Refrigeration</b></p> <p><b>CH – 8 , FUEL FOR VEHICLE</b></p> <p><b>Renewable Resources, Non -Renewable Resources Fuel</b></p>	<p>Students will be able to: Understand the importance of eating healthy food for good health.</p> <p>Identify different <b>nutrients in food</b> such as carbohydrates, proteins, fats, vitamins and minerals.</p> <p>Explain the meaning of a <b>balanced diet.</b></p> <p>Recognize common <b>deficiency diseases</b> caused by lack of nutrients.</p> <p>Learn different <b>methods of food preservation.</b></p>	<ul style="list-style-type: none"> <li>• Draw and colour <b>different food groups</b> in a balanced diet plate.</li> <li>• Prepare a <b>food pyramid chart</b> using pictures from magazines or newspapers.</li> <li>• Make a <b>collage of healthy and unhealthy foods.</b></li> <li>• Write <b>slogans or short poems on healthy eating habits.</b></li> <li>• Draw and colour <b>vehicles using different fuels</b> (petrol, diesel,</li> </ul>	<ul style="list-style-type: none"> <li>• Use <b>real food samples, pictures and charts</b> to explain nutrients and balanced diet.</li> <li>• Encourage <b>group discussion</b> about students’ daily meals.</li> <li>• Provide <b>simple worksheets and picture-based activities</b> for slow learners.</li> <li>• Allow students to express their understanding through <b>drawing, speaking, acting or writing.</b></li> </ul> <p>Use <b>pictures, videos and real-life</b></p>	<ul style="list-style-type: none"> <li>• <b>Balanced Diet Chart:</b> Students prepare a chart showing a healthy balanced diet for a day.</li> <li>• <b>Food Preservation Activity:</b> Demonstrate simple preservation methods such as <b>drying or refrigeration.</b></li> <li>• <b>Food Diary:</b> Students maintain a <b>one-day or one-week food diary</b> and check whether it is balanced.</li> <li>• <b>Energy Sources Chart:</b> Students prepare a chart showing renewable and non-renewable energy sources.</li> </ul>	<p>What may happen if grains are not stored properly?  <ul style="list-style-type: none"> <li>• <b>Observation Activity</b> Students observe seed germination and record changes in a notebook.</li> </ul> </p> <p><b>Sorting Activity:</b> Classify foods according to nutrients.</p> <p><b>Matching Activity:</b> Match nutrients with their functions in the body.</p> <p><b>Problem Solving:</b> Discuss what happens if the body does not get enough nutrients.</p> <p><b>Group Discussion:</b> Identify healthy and unhealthy food habits.</p> <ul style="list-style-type: none"> <li>• <b>Sorting Activity:</b> Classify</li> </ul>	<p>After completing the chapter, students will be able to:</p> <p>Explain the meaning of <b>balanced diet and nutrients.</b></p> <p>Identify different types of nutrients present in food.</p> <p>Describe common <b>deficiency diseases</b> caused by lack of nutrients.</p> <p>Explain simple <b>methods of food preservation.</b></p> <p>Develop awareness about <b>healthy eating habits for good health.</b></p>

		<p><b>Fossil fuel Alternative Resources of Energy.</b></p>	<p>) Students will be able to: Understand the meaning of <b>fuel and energy</b>.</p> <p>Identify different types of <b>fuels used in vehicles</b>.</p> <p>Differentiate between <b>renewable and non-renewable resources</b>.</p> <p>Learn about <b>fossil fuels</b> such as coal, petrol and diesel. Understand the importance of <b>alternative sources of energy</b>.</p>	<p>electric).</p> <ul style="list-style-type: none"> <li>• Prepare a <b>chart showing renewable and non-renewable resources</b>.</li> <li>• Make a <b>poster on “Save Fuel, Save Earth”</b>.</li> <li>• Create a <b>collage of different sources of energy</b> like solar, wind and water.</li> </ul>	<p><b>examples</b> of vehicles and fuels. Encourage <b>group discussion</b> on how families use fuel in daily life. Provide <b>simple worksheets and picture cards</b> for slow learners. Allow students to express ideas through <b>drawing, speaking, writing or acting</b>.</p>	<ul style="list-style-type: none"> <li>• <b>Survey Activity:</b> Conduct a small survey in the neighbourhood to find out <b>which fuels are used in vehicles</b>.</li> <li>• <b>Model Activity:</b> Make a <b>simple model of a solar or wind energy source</b> using cardboard or paper.</li> </ul>	<p>resources as renewable or non-renewable.</p> <ul style="list-style-type: none"> <li>• <b>Matching Activity:</b> Match fuels with the vehicles that use them.</li> <li>• <b>Problem Solving:</b> Discuss what will happen if fossil fuels are exhausted.</li> <li>• <b>Group Discussion:</b> Suggest ways to <b>save fuel and use alternative energy</b>.</li> </ul>	<p>After completing the chapter, students will be able to:</p> <p>Define <b>fuel and energy resources</b>.</p> <p>Differentiate between <b>renewable and non-renewable resources</b>.</p> <p>Identify common <b>fossil fuels</b> used in vehicles.</p> <p>Explain the importance of <b>alternative sources of energy</b>.</p>
Dec	24	<p><b>CH- - 15 THE STORY OF WATER,</b> Water in our home.</p>	<p>Students will be able to: Understand the importance of</p>	<ul style="list-style-type: none"> <li>• Draw and colour <b>different sources of water</b> (river, lake, rain, well).</li> </ul>	<p>Use <b>pictures, videos and demonstrations</b> to explain sources and uses of water. Encourage <b>group</b></p>	<p><b>Water Usage Chart:</b> Students list and illustrate how water is used in their homes during a day.</p>	<p><b>Sorting Activity:</b> Classify sources of water as natural or man-made. <b>Matching</b></p>	<p>After completing the chapter, students will be able to: Explain the</p>

	<p>Sources of water. Different method of irrigation Properties of water</p> <p>CH- 16, AQUATIC LIFE</p> <p>Aquatic plants Aquatic animals Aquatic birds Aquatic mammals Mosquitoes</p>	<p><b>water in daily life.</b> Identify different <b>sources of water</b> such as rivers, lakes, wells and rain. Learn how water is used in <b>homes and agriculture.</b> Understand different <b>methods of irrigation</b> used by farmers. Describe basic <b>properties of water.</b> Develop awareness about <b>saving and conserving water.</b></p> <p>Students will be able to: Understand the meaning of <b>aquatic life</b> and habitats. Identify different types of <b>aquatic plants and animals.</b> Recognize <b>aquatic birds</b></p>	<ul style="list-style-type: none"> <li>• Prepare a <b>chart showing uses of water at home and in farming.</b></li> <li>• Make a <b>poster on “Save Water”</b> with creative drawings.</li> <li>• Create a <b>water cycle diagram</b> using colours and labels.</li> </ul> <p>Draw and colour <b>aquatic plants and animals</b> such as lotus, fish and dolphin. Make a <b>chart showing different aquatic birds and mammals.</b> Create a <b>collage of aquatic life</b> using magazine pictures. Prepare a <b>poster on “Keep Water Clean” or “Prevent Mosquitoes”.</b></p>	<p><b>discussion</b> on how students use water at home. Provide <b>simple worksheets and picture-based activities</b> for slow learners. Allow students to show learning through <b>drawing, speaking, writing or practical demonstration.</b></p> <p>Use <b>pictures, flashcards and videos</b> to explain aquatic life. Encourage <b>group discussions</b> about animals and plants living in water. Provide <b>simple worksheets and picture-based learning</b> for slow learners. Allow students to express understanding through <b>drawing, speaking, writing or</b></p>	<p><b>Simple Experiment:</b> Demonstrate properties of water such as <b>water taking the shape of a container.</b> <b>Irrigation Model:</b> Make a small model showing <b>different irrigation methods</b> using cardboard or clay.</p> <p><b>Aquatic Life Chart:</b> Students prepare a chart showing different aquatic plants, animals, birds and mammals. <b>Observation Activity:</b> Observe a nearby pond, aquarium or pictures of water bodies and identify living organisms. <b>Mosquito Awareness Project:</b> Make a poster explaining how to <b>prevent mosquito breeding.</b></p>	<p><b>Activity:</b> Match irrigation methods with their descriptions. <b>Problem Solving:</b> Discuss ways to reduce wastage of water at home. <b>Group Activity:</b> Identify daily activities that require water.</p> <p><b>Sorting Activity:</b> Classify organisms as aquatic plants, animals, birds or mammals. <b>Matching Activity:</b> Match aquatic animals with their habitats. <b>Problem Solving:</b> Discuss how dirty water bodies increase mosquito breeding. <b>Group Activity:</b> Identify ways to keep ponds, lakes and surroundings clean.</p>	<p><b>importance and uses of water.</b> Identify different <b>sources of water.</b> Describe <b>methods of irrigation</b> used in agriculture. Explain basic <b>properties of water.</b> Show awareness about <b>water conservation and responsible use of water.</b></p> <p>After completing the chapter, students will be able to: Explain the meaning of <b>aquatic life.</b> Identify different <b>aquatic plants, animals, birds and mammals.</b> Describe the importance of <b>clean water habitats.</b> Understand the <b>life cycle of mosquitoes and the diseases they</b></p>
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			<p><b>and aquatic mammals</b> and their characteristics. Learn about <b>mosquitoes</b>, their life cycle and the diseases they spread. Develop awareness about <b>clean water bodies and prevention of mosquito breeding.</b></p>		<p><b>acting.</b></p>			<p><b>spread.</b> Demonstrate awareness about <b>preventing mosquito breeding and maintaining hygiene.</b></p>
Jan	14	<p>CH- 18 GROWING PLANTS</p> <p>Growing plants from seeds Structure of a seed Germination of a seed Growing plants from roots ,leaves, and stems,</p>	<p>Students will be able to: Understand how plants grow and develop. Identify different parts of a seed (seed coat, cotyledon, embryo). Explain the process of <b>seed germination.</b> Describe the conditions required for germination (air, water, warmth). Recognize different ways</p>	<ul style="list-style-type: none"> <li>• <b>Seed Diagram Drawing</b> – Students draw and label the structure of a seed.</li> <li>• <b>Life Cycle Chart</b> – Create a colourful chart showing the stages of seed germination.</li> <li>• <b>Leaf Printing Activity</b> – Make art using leaves to understand plant parts.</li> <li>• <b>Clay Model</b> – Make a clay model of a seed and label its parts.</li> </ul>	<p>Use <b>visual aids, pictures and real seeds</b> to help all learners understand the concept.</p> <p>Allow <b>group activities</b> so students can learn from each other.</p> <p>Provide <b>large labelled diagrams</b> for students who need visual support.</p> <p>Use <b>simple language and demonstrations</b> for better understanding.</p>	<p><b>Seed Germination Experiment</b> Soak gram/bean seeds and place them in moist cotton. Observe and record changes for 5–7 days.</p> <p><b>Plant Growing Activity</b> Grow a plant in a pot and record its growth in a notebook.</p> <p><b>Vegetative Propagation Project</b> Bring examples such as <b>potato, ginger, onion, mint leaves</b> and identify how they grow</p>	<ul style="list-style-type: none"> <li>• <b>Sorting Activity</b> Students classify plants growing from <b>seeds, roots, stems and leaves.</b></li> <li>• <b>Think and Answer</b> Why do farmers soak seeds before sowing them?</li> <li>• <b>Observation Activity</b> Observe different seeds (pea, bean, maize) and compare their size and shape.</li> <li>• <b>Problem</b></li> </ul>	<p>By the end of the lesson, students will be able to: Explain how plants grow from seeds. Identify and label the <b>parts of a seed.</b> Describe the process of <b>germination.</b> State the conditions required for seed germination. Identify plants that grow from <b>roots, stems and</b></p>

		<p>plants reproduce such as through <b>roots, stems, and leaves.</b></p> <p>Observe plant growth through simple experiments.</p> <p>Develop curiosity and appreciation for plants and nature.</p>	<p>• <b>Plant Growth Poster</b> – Draw a poster showing plants growing from seeds, stems, roots and leaves.</p>			<p><b>Solving</b> What will happen if a seed does not get water or air?</p>	<p><b>leaves.</b> Perform simple plant growing experiments and record observations.</p>
Feb	22	REVISION, TERM - II					

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

Month	WD	Chapter/Sub-Topics	Chapter/Sub-Topics	Learning Objectives	Art Integration	Inclusive Teaching	Project / Practical	Competency Based Activity Learning	Learning Outcomes
April	23	Ch- 1 Evolution of computer Introduction. Evolution of various devices/machines, History and development of computers, characteristic of computer Chap. – 1, Introduction Chap. – 2, How to use this Book?	Understand the meaning and history of computers and identify characteristics of modern computers.	Students draw and colour early calculating devices such as Abacus and modern computers.	Use charts, videos and storytelling to help different learners understand concepts.	Make a <b>timeline chart</b> showing evolution of computers.	Arrange pictures of computing devices in correct chronological order.	Students explain the stages of computer development and identify basic characteristics.	Understand the meaning and history of computers and identify characteristics of modern computers.
May	07	Ch- 2Advanced features of word Introduction . Formatting tools. Editing tools. Working with Tabs . Indent text and margin Working with shapes Chap. – 3, We the Travellers – I	Learn to format and edit documents using MS Word tools.	Create a decorative page using shapes and WordArt.	Demonstration method and peer learning during practical work.	Create a formatted document on “ <b>My School</b> ”.	Apply bold, italic, alignment, tabs and shapes in a paragraph.	Students create and edit formatted documents using advanced Word features.	Learn to format and edit documents using MS Word tools.
June	16	Ch- 3 Presentation software -special effects Revision tour, built in templates . Saving slide. Changing background, inserting shapes Chap. – 4, Fractions Chap. – 5, Angles as Turns	Understand presentation software and create slides with design elements.	Design colourful slides with shapes and backgrounds .	Use step-by-step instructions and visual examples.	Prepare a <b>3–4 slide presentation</b> on “My Favourite Festival”.	Insert shapes, change background and save slides.	Students create and save simple presentations with visual effects.	Understand presentation software and create slides with design elements.
July	26	Ch- 4 Scratch: Animation and game creation Introduction . Components of scratch. Editor. Position of sprite. Changing of sprite Adding and changing backdrop. Chap. – 6, We the Travellers – II Chap. – 7, Far and Near	Learn basics of Scratch and create simple animations.	Create animated storytelling using Scratch characters.	Pair programming and guided practice for beginners.	Create a <b>simple animation with a moving sprite</b> .	Change sprite position and add different backdrops.	Students develop basic animations using Scratch programming blocks.	Learn basics of Scratch and create simple animations.
Aug	24	Ch- 5 Inter services Introduction to internet. Requirements of internet connectivity. Inter term Broadband	Understand internet services and devices used for connectivity.	Draw a diagram showing devices connected to the internet.	Use real-life examples and multimedia	Prepare a <b>poster on safe internet usage</b> .	Identify different internet connection devices.	Students explain basic internet services and	Understand internet services and devices used for

		USB Modem. WIFI Dongle. Chap. – 8, The Dairy Farm Chap. – 9, Shapes and Patterns			resources.			safe usage practices.	connectivity .
Sep	23	Project Work & Practice	Apply knowledge in practical tasks.	Creative presentation of projects.	Group collaboration and peer learning. prepare <b>computer-based projects</b> on internet safety or AI.	Presentation of projects in class.			Students demonstrate practical computer skills and creativity.
Oct	22	Ch- 6 Algorithms and flow charts Introduction, Algorithms. Features of an algorithm. Flowcharts. Different symbols. Chap. – 10, Weight and Capacity Chap. – 11, Coconut Farm	Understand algorithms and represent steps using flowcharts.	Use colourful shapes to design flowcharts.	Activity-based learning with group tasks.	Draw a <b>flowchart for making a sandwich or brushing teeth.</b>	Write an algorithm for a daily activity.	Students create simple algorithms and flowcharts using correct symbols.	Understand algorithms and represent steps using flowcharts.
Nov	16	Ch- 7 Fundamentals of python (a programming language) Introduction Features of python. first step to python. Working with python. Microsoft Copilot Your AI companion Chap. – 12, Symmetrical Designs Chap. – 13, Grandmother’s Quilt	Learn the basics of Python programming and simple commands.	Create a poster showing basic Python commands.	Teacher demonstration followed by hands-on practice.	Write a <b>simple Python program to print a message.</b>	Run and observe simple Python codes.	Students understand basic programming concepts and run simple Python programs.	Learn the basics of Python programming and simple commands.
Dec	24	Ch- 8 An introduction to Artificial intelligence Introduction. Understanding AI. History of AI Differences between Natural and artificial intelligence Chap. – 14, Racing Seconds Chap. – 15, Animal Jumps	Understand the concept and uses of Artificial Intelligence.	Draw robots or AI systems used in daily life.	Discussion-based learning with examples from daily technology.	Prepare a <b>chart on applications of AI in daily life.</b>	Identify AI features used in smartphones or apps.	Students explain the concept of AI and identify examples in everyday life.	Understand the concept and uses of Artificial Intelligence.
Jan	14	Chap. – 16, Maps and Locations Chap. – 17, Data Through Pictures							
Feb	22								

## 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.	*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 coordination ability.					
		3. Learning & practice of Football game.	# To develop body posture.					
		4. Introduction & practice of chess game.	# To improve speed ability.  # 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 <ul style="list-style-type: none"> <li>Perform Surya Namaskar with soft instrumental music.</li> </ul>	* 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.	*Role Play / Skit				*Improved fitness level and coordination.
		2. Inter house Chess competition.	# To improve their confidence level. # To improve their Mental development.	• Perform a short self-defence situation.	#Adaptive Taekwondo #Peer Learning	#Championship among students	* Balance and coordination * Tactical puzzle solving	*Improved confidence level
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 # Simplified Drills # Encourage teamwork and cooperation	# Art integrated project	* Balance, coordination, discipline *Critical thinking	#they are able to play gatka, volleyball and basketball.
		2. Introduction and practices Volleyball event.						
		3. Introduction of Basketball event						
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 *High order thinking.	*Improved fitness level and coordination. *Improved confidence level
		2. Practices of Drill and march past.						
Dec	24	1. Annual sports meet 2026 (SPARDHA) • Practice • Final events	# 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.	# Skill Reinforcement <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> # Memory & Recall <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	*Logical reasoning *Analyzing *High order thinking.	#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	23	From book page number 5 and 10 Landscape with figure	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	07	From book page numbers 11 to 12 Landscape of Village	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
JUNE	16	From book page number 13 to 15 Watercolor painting C (composition)	To inculcate knowledge about composition drawing.	<u>Perceptive</u>	<u>Life of different state city</u>	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
JULY	26	From book pages 16 to 20 Composition drawing with figures	To inculcate knowledge about composition drawing with figures.	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
AUG	24	From book page numbers 21 to 27 Glass painting Clay Modelling	<u>Learn to use fabric color.</u>	<u>Knowledge of building materials</u>	<u>Knowledge of mosaic</u>	Clay modelling	Q & A LOA	Students will be able to understand various aspects of development. Students will be able to identify various indicators of development Student will be able to differentiate quantitative & qualitative measures of comparison

<b>SEPT</b>	<b>23</b>	From book page number 27 to 29 Collage Making  TERM -2 EXAM	<u>Learn to use wastage paper.</u>	<u>Types of college</u>	<u>Knowledge of building materials</u>	Collage art	Q & A LOA	Students will be able to understand various aspects of development. Students will be able to identify various indicators of development Student will be able to differentiate quantitative & qualitative measures of comparison
<b>OCT</b>	<b>22</b>	From book page number 30 to 32 Stippling Art Folk Art Gond	<u>To give knowledge of Folk Art of Madhya Pradesh &amp; Chhattisgarh And Stippling Art</u>	<u>Perspective</u>	<u>Knowledge of dot art. And Gond Art</u>	Dot art painting	Q & A LOA	Made a Gond Art Painting
<b>NOV</b>	<b>16</b>	From book page number 33 to 34 Stippling Art Texture painting (water)	<u>To inculcate knowledge about Texture painting.</u>	<u>Texture</u>	<u>Knowledge of different textures</u>	Pencil sketch	Q & A LOA	<b>Texture Painting made</b>
<b>DEC</b>	<b>24</b>	From book page number 35 to 37 Dry pastel painting	<u>Use of Dry-Pastel.</u>	<u>Knowledge of building materials</u>	<u>Use of dry pastel</u>	Dry pastel painting	Q & A LOA	<b>Painting Made using Dry Pastel</b>
<b>JAN</b>	<b>14</b>	From book page number 38 and 39 Thumb painting Clay modelling	<u>Learn to paint without brush.</u>	<u>Knowledge of building materials</u>	<u>Types of clay</u>	Clay modelling	Q & A LOA	Painting made using thumb print
<b>FEB</b>		<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	Bhajan from Almanac “ <b>Ga re Man Ga re</b> ”	Children will learn the prayer song and will get to know about the Swar used in this Bhajan.	Knowing about 1. Dadra taal. Children will 2. learn to sing Suddh Swar.	Blending Swar of raag Bhairav	Teaching Suddh Notes through this prayer	Singing swaras in jumbled form in Bilawal Thaata	NO	NO	Guess the Song Activity	Children will learn the Bhajan and will be able to sing Suddh Swar effortlessly
May	08										
June	14	Raag “ <b>Bihag</b> ” Discription, Aaroh, Avroh & Bandish	Practice of small alnkars in Suddh Swar Effortlessly singing suddh swars and usage as sargams	Nature of the the Raag along with Teentaal describing taali and khali	Identificati on of other songs related to this raga's interpretati on	Usage of Swar Dha and Ga sangati Properly	Creating Taan with Jumble Funny Activity	NO	NO	Playing notes in Haronium and understanding the Tune	Children will know the Importance of Practice of small alnkars in Suddh Swar Effortlessly singing suddh swars and useage as sargams
July	26										
Aug	22	Song from almanac “ <b>Shramik Krishak</b> ”	Knowing to sing in Different Patterns of Same taal. Knowing About Karun Ras in Sinning Knowing about the meaning of the song	Concept About • Rupak Taal • Singing in different pattern of Laya	Use of Musical notes which changes the mood of the song	Teaching prayog of Komal Gandhar to Set the tone of the song	Singing and counting in Hand beats	Name those persons who have	NO	NO	Children will Know to sing in Different Patterns of Same taal. Knowing About Karun Ras in Sinning
Sept		<b>Term I EXAMINATION</b>	Revision								

Oct	14											
Nov	22	Bhajan From Almanac “ <b>Guru Charnan Ki</b> ”	Knowing about Bhajan theka to properly sing in bhajan theka Counting of 8 beats and Use of komal nishaad in the song	Concept About • Kaharwa taal • Bhajan Theka Chalan of Bilawal Raag	Integrated with Importance of guru in life	Learning about bhajan genre and Bhajni theka	Deal with the Pitch of the song and how to use komal Nishad (NI) properly in songs	Songs related to this genre	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	
Dec	23	Motivational Song “ <b>Manushya tu Bada Mahan Hai</b> ”	Knowing About Singing in Western Beats along with Clapping and tapping Sound Variations in Western music (Western Notation)	Concept About • Four By Four Beat Structure • Scale and its type	Difference between Indian Rhythm and western rhythm	Learning about difference between fast beat and slow beat songs	Western notation and sound system	Songs related other western culture	NO	NO	Children will knowing About Singing in Western Beats along with Clapping and tapping Sound Variations in Western music (Western Notation)	
Jan	16	Song from Almanac “ <b>Ata Uthvu</b> ”	Knowing about the following 1. Importance of Language in Music Notes are being used in This particular Song	Concept About • Kaharwa Westen and slow Pattern • Musical notes use in Energetic Songs	By singing Knwoing the difference between komal and suddh swar	Inclusive ly teaching about raag Yaman 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 importance of Language in Music but Language is not a barrier for music	
Feb		<b>Term II EXAMINATION</b>	<b>Revision</b>									
Mar		<b>Revision “All Songs”</b>	<b>Revision</b>									

**Subject: INSTRUMENT ( Music)**

Month	W. D.	Chapter/ Sub-Topic	Learning Objectives	Key Terms and Concept	Inclusive Teaching	Project / Practical Work	Competency Based Activity/ Learning Outcomes	Learning Outcomes
April	23	Description some related taal Parichay and Gharana	To inculcate knowledge about different taal Parichay and Gharana.	To inculcate knowledge about different taal Parichay and Gharana.	Number Counting.	Practice of All Skills.	Students will come to know about different Gharana Bole.	Students will come to know about different Gharana Bole.
May	07	Bole Riyaz	To inculcate knowledge about different Bole.	To inculcate knowledge about different Bole.	Number Counting.	Bole Practice.	Students will come to know about Bole.	Students will come to know about Bole.
June	16	Writing Teen taal , Introduction of Peshkar.	To improve variation of Peshkar.	To improve variation of Peshkar.	Taal Counting.	Practice of all skills.	Students will learn about Teen taal.	Students will learn about Teen taal.
July	26	Peshkar & how to play it.	To inculcate knowledge about Peshkar.	To inculcate knowledge about Peshkar.	Forward & Back-word counting.	Skill Practice.	Students will learn about Teen Taal Peshkar.	Students will learn about Teen Taal Peshkar.
Aug	24	All types of bole peshkar kaida tukda. Rela tihai etc.	To improve knowledge about peshkar kaida tukda , Rela tihai.	To improve knowledge about peshkar kaida tukda , Rela tihai.	Dance & Vocal music.	Practice of all Skills.	They will play peshkar kaida tukda. Rela tihai	They will play peshkar kaida tukda. Rela tihai
Sept	23							
Oct	22	Ektaal , Theka, Kaida, Tukda, Tihai and Safari in Congo.	Practice of Ektaal , Theka, Kaida, Tukda, Tihai and Safari in Congo.	Practice of Ektaal , Theka, Kaida, Tukda, Tihai and Safari in Congo.	Dance & Vocal music.	Students will Prepare a Chart of Ektaal , Theka, Kaida, Tukda, Tihai and Safari in Congo.	They will learn Ektaal , Theka, Kaida, Tukda, Tihai .	They will learn Ektaal , Theka, Kaida, Tukda, Tihai .
Nov	16	Naal, Dholak, Congo, Beats and Practice of Almanac song.	Taal Dadra, Kaharwa , congo and other instrument.	Taal Dadra, Kaharwa , congo and other instrument.	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	Accompaniment on Tabla and other Instruments , Ghazal, Bhajan Folkand some classical music.	To inculcate knowledge about Taal Dadra, Kaharwa , congo and other instrument.	To inculcate knowledge about Taal Dadra, Kaharwa , congo and other instrument.	Dance & Vocal music.	Practice of Taal Dadra, Kaharwa , congo and other instrument	Students will learn Taal Dadra, Kaharwa , congo and other instrument.	Students will learn Taal Dadra, Kaharwa , congo and other instrument.
Jan	14	Whole lesson practice.	To improve performance.	To improve performance.	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	To know the basic starting of Bharatnatyam	Draw the picture of RUKMANI DEVI ARUNDEL.	With SST(history)	Draw the picture of RUKMANI DEVI ARUNDEL.	NO	To know the basic starting of Bharatnatyam
MAY	07	REVISION OF ADAVUS		REVISION OF ADAVUS	REVISION OF ADAVUS	REVISION OF ADAVUS		
		Basic Adavus steps of Bharatnatyam and revision of previous class.	Beginning steps of Bharatnatyam.				NO	
JUNE	16	Any one Folk Dance of India.	Know to about their diverse culture.	Draw the Adavus steps one by one(at least 8)	Integrate with Yogasana.	Draw the Adavus steps one by one(at least 8)	NO	Beginning steps of Bharatnatyam.
JULY	26	Janmashtami special Dance	Know to about their diverse culture.	Jewellery making of that specific dance.	Integrate with Art and SST.	Jewellery making of that specific dance.	NO	Know to about their diverse culture.
AUG	24	Introduction of Bharatnatyam & its famous dancers. Classical pranam	To know the basic starting of Bharatnatyam	Krishna Bhajan and writing meaning	Integrate with history	Krishna Bhajan writing and meaning	NO	Know to about their diverse culture.
SEPT	23	REVISION ,PROJECT WORK AND TERM 1						

<b>OCT</b>	<b>22</b>	Anga, Pratyanga & Upanga	Classification of body	Draw a diagram of the body labelling anga, pratyanga & upaanga.	Integration with science.	Draw a diagram of the body labelling anga, pratyanga & upaanga.	NO	Classification of body
<b>NOV</b>	<b>16</b>	Shirobheda & Greevabheda	Head & Neck Movements	The art of moving our head & neck on the classical rhythms.	Integration with science.	The art of moving our head & neck on the classical rhythms.	NO	Head & Neck Movements
<b>DEC</b>	<b>24</b>	Counts are the rhythmic arrangements of beats in a song.	Write the counts with bass beats , & counts and empty beats.	Integrate with Mathematics	counts with bass beats , & counts and empty beats	Integrate with Mathematics.	NO	Write the counts with bass beats , & counts and empty beats.
<b>JAN</b>	<b>14</b>	Mudra	Basics of Mudra, its classification.	Draw and name different kinds of asamyukta mudras(at least 10)	Integrate with Yogasana.	Draw and name different kinds of asamyukta mudras(at least 10)	NO	Basics of Mudra, its classification.
<b>FEB</b>	<b>22</b>							

**SUBJECT: General Knowledge****Textbook: 1. Brain Bytes**

Month	WD	Chapter/Sub-Topics
April	23	1. Types of Winds 2. Exploring Space: Landing on the Moon 3. Observing Good Dental Health 4. The Ocean is My Home 5. Endangered Animals 6. Water Cycle ▪ <b>Current Affairs</b>
May	07	7. Famous Autobiographies ▪ <b>Current Affairs</b>
June	16	8. Aquatic Plants. 9. Styles of Indian Painting. 10. The Largest and Highest in India 11. Famous Freedom Fighters ▪ <b>Current Affairs</b>
July	26	12. Indian Dance Forms 13. Historical Cities in India 14. The Martial Arts of India 15. Cricket in India ▪ <b>Current Affairs</b>
Aug	24	16. Island Nations 17. Megalopolises on Rivers ▪ <b>Current Affairs</b> ▪ <b>Almanac</b> ▪ <b>Sports</b> ▪ <b>Mental Ability</b>
Sep	23	REVISION

Oct	22	18. Books of Special Types 19. Languages and Nations 20. The Way Drones Help Us 21. Popular Festivals from Around the World 22. Ancient Civilisations and Empires 23. Measuring Devices 24. Gases Around Us ▪ <b>Current Affairs</b>
Nov	16	25. Famous Paintings 26. Great Inventions 27. Bridges and Tunnels 28. Honesty 29. Healthy Habits ▪ <b>Current Affairs</b>
Dec	24	30. Saving Electricity. 31. Respecting Public Property ▪ <b>Current Affairs</b> ▪ <b>Almanac</b> ▪ <b>Sports</b> ▪ <b>Mental Ability</b> Let's Check 1 Let's Check 2
Jan	14	REVISION
Feb	22	

**SUBJECT: German**

**Textbook: 1. So geht das 3**

Month	WD	Chapter/ Sub-Topics	Learning Objectives	Art Integration	Inclusive Teaching	Project / Practical	Competency Based Activity Learning	Learning Outcomes
April	23	<p><b>Lektion 1: Ein ideales Geburtstagsgeschenk</b></p> <p><b>Sub-Topics</b></p> <ul style="list-style-type: none"> <li>• Überlegen und Entscheiden eines Geschenks</li> <li>• Wortschatz: Geburtstagsgeschenke, Musik, Taschengeld</li> <li>• Fragen und Antworten zum Text</li> <li>• Gegenteile und Wortschatzerweiterung</li> <li>• Lückentext und Satzbildung</li> <li>• Personalpronomen (Nominativ, Dativ, Akkusativ)</li> <li>• Verben mit Dativ</li> <li>• Grußformeln</li> </ul>	<ul style="list-style-type: none"> <li>• Verständnis für Entscheidungsprozesse bei Geschenken entwickeln</li> <li>• Leseverständnis und Textanalyse verbessern</li> <li>• Wortschatz zu Geschenken und persönlichen Interessen erweitern</li> <li>• Personalpronomen im Satzbau korrekt anwenden</li> <li>• Verben mit Dativ erkennen und verwenden</li> <li>• Höflichkeits- und Grußformeln im Alltag einsetzen</li> </ul>	<ul style="list-style-type: none"> <li>• Erstellung von Geburtstagskarten mit kreativen Grußformeln</li> <li>• Zeichnen eines Posters mit Lieblingsbands oder Musikrichtungen</li> <li>• Rollenspiel: Ein Geburtstagsgeschenk auswählen und präsentieren</li> </ul>	<ul style="list-style-type: none"> <li>• Anpassung der Aufgaben für unterschiedliche Lernniveaus</li> <li>• Nutzung von Bildern und Audiodateien für auditiv und visuell Lernende</li> <li>• Gruppenarbeit zur Förderung der Zusammenarbeit und gegenseitigen Unterstützung</li> </ul>	<ul style="list-style-type: none"> <li>• Gestaltung einer Liste mit idealen Geschenken für verschiedene Altersgruppen</li> <li>• Erstellen eines Dialogs: "Ein Geschenk für meinen Freund kaufen"</li> </ul>	<ul style="list-style-type: none"> <li>• Gruppenarbeit: Eine Geburtstagsüberraschung planen</li> <li>• Partnerübung: Geschenkeideen diskutieren und begründen</li> <li>• Rollenspiele mit verschiedenen Szenarien zum Geschenkekauf</li> </ul>	<ul style="list-style-type: none"> <li>• Die Schüler können Geburtstagsgeschenke beschreiben und begründen.</li> <li>• Sie verstehen und beantworten Fragen zu einem Lesetext.</li> <li>• Sie können Personalpronomen und Dativverben korrekt anwenden.</li> <li>• Sie kennen verschiedene deutsche Grußformeln und können sie in Kontexten verwenden.</li> <li>• Sie sind in der Lage, Dialoge über Geschenke zu führen und kreativ zu gestalten.</li> </ul>
May	07	<p><b>Lektion 2: Indien heute - Ein Blick</b></p> <p><b>Sub-Topics</b></p> <ul style="list-style-type: none"> <li>• Briefschreiben: Form und Inhalt eines informellen Briefes</li> <li>• Vergleich Indien – Deutschland: Gesellschaftliche Veränderungen,</li> </ul>	<ul style="list-style-type: none"> <li>• Die Schüler lernen, einen informellen Brief zu schreiben.</li> <li>• Sie verstehen gesellschaftliche Veränderungen in Indien und Deutschland.</li> </ul>	<ul style="list-style-type: none"> <li>• Gestaltung einer Collage über das Leben junger Menschen in Indien und Deutschland</li> <li>• Erstellen eines Videos oder Rollenspiels zu gesellschaftlichen Veränderungen</li> </ul>	<ul style="list-style-type: none"> <li>• Auditive Unterstützung: Hörbeispiele von Briefen und Dialogen</li> <li>• Gruppenarbeit: Partnerübungen zu Wortschatz und Satzbildung</li> <li>• Individuelle</li> </ul>	<ul style="list-style-type: none"> <li>• Schreiben eines Briefes an einen fiktiven Brieffreund über das eigene Leben</li> <li>• Szenisches Spiel: Dialog mit Redewendungen aus der</li> </ul>	<ul style="list-style-type: none"> <li>• Gruppendiskussion: Wie wichtig ist Unabhängigkeit für Jugendliche?</li> <li>• Kreatives Schreiben: Ein Tagebucheintrag aus der Sicht einer jungen Frau in Indien</li> </ul>	<ul style="list-style-type: none"> <li>• Die Schüler können informelle Briefe schreiben und dabei höfliche Wendungen nutzen.</li> <li>• Sie verstehen gesellschaftliche Entwicklungen in Indien und Deutschland.</li> <li>• Sie nutzen alltagstaugliche Redewendungen sicher in Gesprächen.</li> <li>• Sie können Vergleiche zwischen</li> </ul>

		Rolle der Frauen, Ehe			Differenzierung: Zusätzliche Aufgaben für schnelle Lernende	Lektion		zwei Kulturen ziehen und darüber sprechen.
June	16	<p><b>Lektion 2: Indien heute - Ein Blick</b></p> <p><b>Sub-Topics</b></p> <ul style="list-style-type: none"> <li>• Akkusativ- und Dativpräpositionen:</li> <li>-Akkusativ: um, durch, gegen, ohne, entlang</li> <li>-Dativ: aus, bei, mit, nach, seit, von, zu, gegenüber</li> <li>• Wortschatz &amp; Wendungen: Nützliche Redewendungen für den Alltag</li> <li>• Übungen zur Präpositionen und Wortendungen</li> </ul>	<ul style="list-style-type: none"> <li>• Sie verwenden Präpositionen im Akkusativ und Dativ korrekt.</li> <li>• Sie erweitern ihren Wortschatz mit nützlichen Redewendungen.</li> </ul>	<ul style="list-style-type: none"> <li>• Visualisierung der Präpositionen mit Bildern oder Comics</li> </ul>	<ul style="list-style-type: none"> <li>• Visuelle Lernhilfe: Bilder und Diagramme für die Präpositionen</li> <li>• Individuelle Differenzierung: Zusätzliche Aufgaben für schnelle Lernende</li> </ul>	<ul style="list-style-type: none"> <li>• Erstellen eines Plakats mit wichtigen Präpositionen und Beispielen</li> <li>• Szenisches Spiel: Dialog mit Redewendungen aus der Lektion</li> </ul>	<ul style="list-style-type: none"> <li>• Partnerarbeit: Sätze mit richtigen Präpositionen bilden</li> </ul>	<ul style="list-style-type: none"> <li>• Die Schüler können informelle Briefe schreiben und dabei höfliche Wendungen nutzen.</li> <li>• Sie können Präpositionen im Akkusativ und Dativ korrekt anwenden.</li> </ul>
July	26	<p><b>Lektion 3: Jans Privatsphäre</b></p> <p><b>Sub-Topics</b></p> <ul style="list-style-type: none"> <li>• Jans Privatsphäre: Sauberkeit und Ordnung vs. Chaos</li> <li>• Wechselpräpositionen (Akkusativ &amp; Dativ):</li> <li>auf, unter, neben, zwischen, hinter, vor, in, an</li> </ul>	<ul style="list-style-type: none"> <li>• Die Schüler verstehen den Unterschied zwischen Akkusativ- und Dativ-Wechselpräpositionen.</li> <li>• Sie lernen räumliche Beschreibungen und die Wegbeschreibung in der Stadt.</li> <li>• Sie können Sätze</li> </ul>	<ul style="list-style-type: none"> <li>• Zeichnung eines chaotischen vs. ordentlichen Zimmers mit Beschriftungen</li> <li>• Modellbau einer Stadt mit Gebäuden und Straßen für Wegbeschreibungen</li> <li>• Rollenspiel: „Finden den Weg zum Kino!“ mit Stadtplänen</li> </ul>	<ul style="list-style-type: none"> <li>• Visuelle Unterstützung: Bilder von Zimmern (unordentlich vs. ordentlich)</li> <li>• Haptische Lernerfahrung: Bewegung im Klassenzimmer zur Platzierung von Gegenständen</li> <li>• Gruppenarbeit: Gegenseitiges</li> </ul>	<ul style="list-style-type: none"> <li>• Kreatives Schreiben: Eine Geschichte über „Mein Zimmer und mein Ordnungsstil“</li> <li>• Stadtplan-Projekt: Markierung von wichtigen Orten und Erklärung des Weges dorthin</li> <li>• Fotoprojekt:</li> </ul>	<ul style="list-style-type: none"> <li>• Lagebeschreibung im Klassenzimmer: Wo ist dein Stift? Wo liegt dein Buch?</li> <li>• „Mein Zimmer“ beschreiben: Jeder Schüler beschreibt sein eigenes Zimmer</li> <li>• Richtungsaufgaben in der Schule: Wegbeschreibung zu verschiedenen Räumen üben</li> </ul>	<ul style="list-style-type: none"> <li>Die Schüler können Akkusativ- und Dativ-Wechselpräpositionen korrekt verwenden.</li> <li>• Sie können Gegenstände in einem Raum oder in der Stadt beschreiben.</li> <li>• Sie sind in der Lage, eine Wegbeschreibung klar zu formulieren.</li> <li>• Sie verstehen die Kulturunterschiede in Bezug auf Sauberkeit und Ordnung.</li> </ul>

		<ul style="list-style-type: none"> <li>• Verben mit Wechselp Präpositionen: legen, stellen, hängen, setzen, stecken, gehen, fahren, laufen, springen</li> <li>• Orientierung in der Stadt: Wegbeschreibung (Wie komme ich zu...?)</li> <li>• Ortsangaben &amp; Präpositionen: an der Ecke, gegenüber, neben, zwischen</li> </ul>	<p>über Ordnung und Unordnung formulieren.</p> <ul style="list-style-type: none"> <li>• Sie erweitern ihren Wortschatz mit Alltagsgegenständen und Ortsangaben.</li> </ul>		<p>Beschreiben von Zimmern oder Stadtplänen</p> <ul style="list-style-type: none"> <li>• Differenzierte Aufgaben für verschiedene Lernniveaus</li> </ul>	<p>Fotos von verschiedenen Zimmern und Beschreibungen dazu</p>		<ul style="list-style-type: none"> <li>• Sie verbessern ihre kommunikativen Fähigkeiten durch Rollenspiele und praktische Übungen.</li> </ul>
Aug	24	<p><b>Lektion 4: Ein vernünftiger Vorschlag</b></p> <p><b>Sub-Topics</b></p> <ul style="list-style-type: none"> <li>• Dialog: Ein vernünftiger Vorschlag (Freizeit, Familie, Lernen)</li> <li>• Perfekt (Vergangenheit im Deutschen)</li> <li>• Bildung des Perfekts mit „haben“ und „sein“</li> <li>• Schwache, starke und unregelmäßige Verben</li> <li>• Trennbare und untrennbare Verben im Perfekt</li> <li>• Vergleich zwischen Gestern und Heute</li> <li>• Bewegungsverben mit „sein“</li> </ul>	<ul style="list-style-type: none"> <li>• Die Schüler lernen, wie sie Vergangenes im Perfekt ausdrücken.</li> <li>• Sie verstehen den Unterschied zwischen haben und sein im Perfekt.</li> <li>• Sie können Erlebnisse in der Vergangenheit beschreiben.</li> <li>• Sie lernen die Konjugation und Regeln der schwachen, starken und unregelmäßigen Verben im Perfekt.</li> <li>• Sie können einen kurzen Bericht über einen vergangenen Tag schreiben.</li> </ul>	<ul style="list-style-type: none"> <li>• Comic-Geschichte „Mein Wochenende“ – Schüler zeichnen und beschreiben ihr letztes Wochenende.</li> <li>• Memory-Spiel mit Partizipien – Perfektformen als Kartenpaar suchen.</li> <li>• Drama-Übung – Schüler stellen eine Szene in der Vergangenheit dar und erzählen sie danach im Perfekt.</li> </ul>	<ul style="list-style-type: none"> <li>• Bildergeschichten für visuelles Lernen beim Perfekt.</li> <li>• Lied über Perfektformen zur auditiven Unterstützung.</li> <li>• Gruppenarbeit: Austausch über Erlebnisse in der Vergangenheit.</li> <li>• Einfache und komplexe Sätze je nach Leistungsniveau.</li> </ul>	<ul style="list-style-type: none"> <li>• Tagesablauf-Projekt: Schüler dokumentieren ihren gestrigen Tag mit Perfekt-Sätzen.</li> <li>• Video-Interview: „Was hast du am Wochenende gemacht?“ – Schüler interviewen sich gegenseitig.</li> <li>• Story-Writing: Eine Geschichte in der Vergangenheitsform schreiben</li> </ul>	<ul style="list-style-type: none"> <li>• Partnerarbeit: Einer erzählt von gestern, der andere stellt Fragen im Perfekt.</li> <li>• Klassenzimmer-Interview: Schüler interviewen sich gegenseitig über ihre vergangene Woche.</li> <li>• Zeitreise-Spiel: „Was hast du gemacht, wenn du 10 Jahre alt warst?“</li> </ul>	<p>Die Schüler können über vergangene Ereignisse sprechen und schreiben.</p> <ul style="list-style-type: none"> <li>• Sie verwenden das Perfekt mit haben und sein korrekt.</li> <li>• Sie erkennen unregelmäßige Verben im Perfekt und bilden sie richtig.</li> <li>• Sie können einen Vergleich zwischen Gestern und Heute ziehen.</li> <li>• Sie entwickeln ihre kommunikativen Fähigkeiten in Alltagsgesprächen.</li> </ul>

Sep	23	<p><b>Lektion 5: Das musste (ja so) kommen</b></p> <p>Sub-Topics</p> <ul style="list-style-type: none"> <li>• Märchen &amp; Moral: Das indische Volksmärchen und seine Lehre</li> <li>• Vergangenheit: Präteritum</li> </ul>	<ul style="list-style-type: none"> <li>• Die Schüler verstehen die Moral von Geschichten und können ihre Meinung äußern.</li> </ul>	<p>Märchenillustration: Schüler malen eine Szene aus der Geschichte.</p>	<ul style="list-style-type: none"> <li>• Bildgeschichten für visuelles Lernen.</li> <li>• Hörverstehen: Geschichte anhören und Fragen dazu beantworten.</li> </ul>	<p>Vergleich von Märchen: Ein deutsches Märchen mit einem indischen Märchen vergleichen.</p>	<ul style="list-style-type: none"> <li>• Rollen-Spiel: Schüler stellen verschiedene Szenen aus der Geschichte dar.</li> <li>• Mind-Map zur Moral: Schüler erstellen eine Mind-Map mit den Lehren des Märchens.</li> </ul>	<ul style="list-style-type: none"> <li>• Die Schüler können eine Geschichte im Präteritum erzählen und schreiben.</li> <li>• Sie verstehen die Moral von Märchen und Fabeln und können darüber diskutieren.</li> <li>• Sie entwickeln ihre Lesefähigkeit und kritisches Denken durch Märcheninterpretation.</li> </ul>
Oct	22	<ul style="list-style-type: none"> <li>• Bildung des Präteritums (schwache und starke Verben)</li> <li>• Unregelmäßige Verben im Präteritum</li> <li>• Vergleich: Perfekt vs. Präteritum</li> <li>• Berühmte Persönlichkeiten der deutschen Geschichte</li> <li>• Leseverständnis &amp; Interpretation</li> <li>• Satzbau und Grammatikübungen</li> </ul>	<ul style="list-style-type: none"> <li>• Sie lernen, wie man das Präteritum zur Erzählung von Geschichten verwendet.</li> <li>• Sie erkennen den Unterschied zwischen schwachen, starken und unregelmäßigen Verben im Präteritum.</li> <li>• Sie üben Leseverständnis durch Fragen zum Text und Lückentexte.</li> <li>• Sie können über historische Persönlichkeiten Deutschlands berichten.</li> </ul>	<ul style="list-style-type: none"> <li>• Schauspiel: Das Märchen wird als kleine Theatervorführung inszeniert.</li> <li>• Story-Comic: Schüler erstellen einen kurzen Comic zur Geschichte.</li> <li>• Lied zum Präteritum: Lernen der Verbformen durch ein deutsches Lied.</li> </ul>	<ul style="list-style-type: none"> <li>• Gruppenarbeit: Partnerübung zur Konjugation der Präteritum-Formen.</li> <li>• Einfache &amp; erweiterte Sätze je nach Sprachlevel der Schüler.</li> </ul>	<ul style="list-style-type: none"> <li>• Interview-Projekt: Schüler befragen ihre Großeltern über ihre Kindheit und schreiben eine Geschichte im Präteritum.</li> <li>• Präteritum-Tagebuch: „Mein Tag in der Vergangenheit“ – Schüler schreiben über einen vergangenen Tag.</li> </ul>	<ul style="list-style-type: none"> <li>• Gruppenaktivität: Schüler schreiben gemeinsam eine Geschichte im Präteritum.</li> <li>• Debatte: War der Wäscher klug oder nicht? Schüler argumentieren aus verschiedenen Perspektiven.</li> </ul>	<ul style="list-style-type: none"> <li>• Die Schüler können eine Geschichte im Präteritum erzählen und schreiben.</li> <li>• Sie beherrschen die Konjugation von schwachen und starken Verben im Präteritum.</li> <li>• Sie können über eine historische Persönlichkeit berichten.</li> </ul>
Nov	16	<p><b>Lektion 6: Der Kunde ist König</b></p> <p>Sub-Topics</p> <p>Einkaufssituationen &amp;</p>	<p>Die Schüler lernen, wie sie sich in einem Geschäft oder auf dem Markt angemessen unterhalten.</p>	<p>Rollenspiel: Die Schüler stellen eine Verkaufssituation oder eine Reklamation nach.</p>	<p>Visuelle Unterstützung: Bilder von Einkaufssituationen, Marktständen und Geschäften.</p>	<p>Marktbesuch oder Simulation: Ein kleines Geschäft oder ein Marktstand wird in der</p>	<p>Rollenspiel mit Bewertungsbogen : Schüler bewerten gegenseitig ihre Dialoge im</p>	<p>Die Schüler können selbstbewusst auf Deutsch einkaufen und eine Beschwerde äußern.</p> <p>Sie kennen die wichtigsten</p>

		<p>Kundenrechte</p> <p>Dialoge im Geschäft und Reklamationen</p> <p>Sonderangebote und Schlussverkäufe</p> <p>Reflexive Verben &amp; Reflexivpronomen</p> <p>Akkusativ und Dativ Reflexivpronomen</p>	<p>Sie verstehen die Verwendung von fester Präpositionen mit Verben und können diese korrekt im Gespräch anwenden.</p> <p>Sie können eine Beschwerde formulieren und einen Reklamationsdialog führen.</p>	<p>Poster-Gestaltung: Schüler gestalten ein Werbeplakat für Sonderangebote.</p> <p>Szenisches Spiel: Ein Theaterstück über eine typische Einkaufssituation.</p> <p>Kreatives Schreiben: Schüler schreiben einen fiktiven Dialog zwischen einem Kunden und einem Verkäufer.</p>	<p>Hörverstehen-Übungen: Zuhören und Antworten auf Einkaufsdialoge.</p> <p>Gruppenaktivitäten : Partnerübungen zu Reflexivverben und Präpositionen.</p> <p>Alternative Ausdrucksmöglichkeiten: Schüler können eine Beschwerde schriftlich oder mündlich formulieren.</p>	<p>Klasse aufgebaut.</p> <p>Interviews mit Ladenbesitzern: Schüler befragen Ladenbesitzer über Kundenerfahrungen.</p> <p>Reklamationsbrief schreiben: Schüler verfassen einen Brief an einen Laden über ein defektes Produkt.</p> <p>Kundenservice-Umfrage: Schüler sammeln Erfahrungen von anderen über ihre Reklamationserfahrungen.</p>	<p>Geschäft.</p> <p>Schnelles Reflexivverben-Spiel: Wer kann Reflexivverben am schnellsten mit den richtigen Pronomen kombinieren?</p> <p>Leseverständnis-Quiz: Ein kurzer Text über eine Reklamation mit Verständnisfragen</p> <p>Diskussion: Ist „Der Kunde ist König“ immer richtig? Schüler diskutieren Vor- und Nachteile.</p>	<p>Verben mit Präpositionen und können diese anwenden.</p> <p>Sie verbessern ihre Sprechfertigkeit durch realistische Dialoge und Rollenspiele.</p> <p>Sie verstehen die Kultur des Einkaufens in Deutschland und vergleichen sie mit ihrer eigenen.</p>
Dec	24	<p><b>Lektion 6: Der Kunde ist König</b></p> <p><b>Sub-Topics</b></p> <p>Feste reflexive Verben</p> <p>Reflexive Verben mit Präpositionen</p> <p>Feste Präpositionen mit Dativ und Akkusativ</p> <p>Verben mit Präpositionen und ihre Bedeutung</p> <p>Präpositionen richtig</p>	<p>Die Schüler lernen, wie sie sich in einem Geschäft oder auf dem Markt angemessen unterhalten.</p> <p>Sie können Reflexivverben richtig verwenden und wissen, wann Akkusativ oder Dativ Reflexivpronomen nötig sind.</p> <p>Sie verbessern ihre Hör- und Leseverständnisfähigkeiten durch</p>	<p>Rollenspiel: Die Schüler stellen eine Verkaufssituation oder eine Reklamation nach.</p> <p>Poster-Gestaltung: Schüler gestalten ein Werbeplakat für Sonderangebote.</p> <p>Szenisches Spiel: Ein Theaterstück über eine typische Einkaufssituation.</p> <p>Kreatives Schreiben: Schüler schreiben einen fiktiven Dialog</p>	<p>Visuelle Unterstützung: Bilder von Einkaufssituationen, Marktständen und Geschäften.</p> <p>Hörverstehen-Übungen: Zuhören und Antworten auf Einkaufsdialoge.</p> <p>Gruppenaktivitäten : Partnerübungen zu Reflexivverben und Präpositionen.</p> <p>Alternative Ausdrucksmöglich</p>	<p>Marktbesuch oder Simulation: Ein kleines Geschäft oder ein Marktstand wird in der Klasse aufgebaut.</p> <p>Interviews mit Ladenbesitzern: Schüler befragen Ladenbesitzer über Kundenerfahrungen.</p> <p>Reklamationsbrief schreiben:</p>	<p>Rollenspiel mit Bewertungsbogen : Schüler bewerten gegenseitig ihre Dialoge im Geschäft.</p> <p>Schnelles Reflexivverben-Spiel: Wer kann Reflexivverben am schnellsten mit den richtigen Pronomen kombinieren?</p> <p>Leseverständnis-</p>	<p>Die Schüler können selbstbewusst auf Deutsch einkaufen und eine Beschwerde äußern.</p> <p>Sie verwenden Reflexivverben korrekt im Akkusativ und Dativ.</p> <p>Sie kennen die wichtigsten Verben mit Präpositionen und können diese anwenden.</p> <p>Sie verbessern ihre Sprechfertigkeit durch realistische Dialoge und Rollenspiele.</p>

		<p>verwenden</p> <p>Kommunikation &amp; Beschwerdemanagement</p> <p>Wie man sich in einer Reklamation ausdrückt</p> <p>Höflichkeitsformeln im Kundenservice</p>	<p>praxisnahe Dialoge.</p>	<p>zwischen einem Kunden und einem Verkäufer.</p>	<p>keiten: Schüler können eine Beschwerde schriftlich oder mündlich formulieren.</p>	<p>Schüler verfassen einen Brief an einen Laden über ein defektes Produkt.</p> <p>Kundenservice-Umfrage: Schüler sammeln Erfahrungen von anderen über ihre Reklamationserfahrungen.</p>	<p>Quiz: Ein kurzer Text über eine Reklamation mit Verständnisfragen</p> <p>Diskussion: Ist „Der Kunde ist König“ immer richtig? Schüler diskutieren Vor- und Nachteile.</p>	<p>Sie verstehen die Kultur des Einkaufens in Deutschland und vergleichen sie mit ihrer eigenen.</p>
Jan	14	<p><b>Lektion:7 Onkel Fred</b></p> <p><b>Sub-Topics</b></p> <p>Beschreibung von Personen</p> <p>Adjektive zur Charakter- und Körperbeschreibung</p> <p>Beispiele aus dem Text (Onkel Fred)</p> <p>Genitiv – Der Besitzfall</p> <p>Genitivformen von Nomen und Artikeln</p> <p>Beispiele und Übungen</p> <p>Adjektivendungen</p> <p>Adjektivdeklinations mit bestimmten und unbestimmten Artikeln</p> <p>Übungen zur Adjektivendungen</p>	<p>Die Schüler lernen, wie man Personen beschreibt (Aussehen &amp; Charakter).</p> <p>Sie können den Genitiv richtig anwenden, um Besitzverhältnisse auszudrücken.</p> <p>Sie verstehen die Adjektivendungen und können sie in verschiedenen Kasus verwenden.</p> <p>Sie erweitern ihren Wortschatz zu Gefühlen und Emotionen.</p> <p>Sie verbessern ihr Leseverständnis und schriftliche Ausdrucksfähigkeit.</p>	<p>Zeichnung &amp; Collage: Schüler zeichnen oder gestalten ein Porträt von Onkel Fred mit einer Beschreibung.</p> <p>Szenenspiel: Schüler spielen eine kurze Szene mit einem humorvollen Onkel Fred.</p> <p>Kreatives Schreiben: „Beschreibe eine Person aus deiner Familie“ mit richtigen Adjektiven und Genitiv.</p> <p>Emotionen-Pantomime: Schüler stellen verschiedene Gefühle dar, während andere raten.</p>	<p>Bilder und visuelle Hilfsmittel zur Unterstützung von Beschreibungen.</p> <p>Interaktive Gruppenübungen, um den Genitiv spielerisch zu lernen.</p> <p>Alternative Ausdrucksformen: Schüler können Personen entweder mündlich oder schriftlich beschreiben.</p> <p>Hörverstehen mit Audiodateien, um den Wortschatz zu festigen.</p>	<p>Fotoprojekt: Schüler bringen Fotos von Familienmitgliedern mit und beschreiben sie auf Deutsch.</p> <p>Kreative Geschichte: „Ein Tag mit Onkel Fred“ – Schüler erfinden eine lustige Kurzgeschichte.</p> <p>Gefühls-Memory: Zu jedem deutschen Gefühl ein passendes Emoji oder Bild finden.</p> <p>Adjektiv-Quiz: Ein Quiz, um die richtige Adjektivendung für verschiedene Fälle zu bestimmen.</p>	<p>Beschreibungs-Wettbewerb: Wer kann Onkel Fred am genauesten beschreiben?</p> <p>Genitiv-Puzzle: Schüler setzen Genitiv-Sätze richtig zusammen.</p> <p>Gefühlsrad-Spiel: Schüler drehen ein Rad und müssen einen Satz mit dem gezogenen Gefühl bilden.</p> <p>Hörverstehensübung: Ein Text über eine Person wird vorgelesen, und die Schüler beantworten Fragen dazu.</p>	<p>Die Schüler können eine Person detailliert beschreiben (Aussehen &amp; Charakter).</p> <p>Sie verwenden den Genitiv korrekt, um Besitz auszudrücken.</p> <p>Sie deklinieren Adjektive richtig in verschiedenen Kasus.</p> <p>Sie kennen verschiedene Emotionen auf Deutsch und können diese in Sätzen verwenden.</p> <p>Sie verbessern ihre Lese-, Schreib- und Sprechfähigkeiten in authentischen Kontexten.</p>

		Gefühle und Emotionen ausdrücken Wortschatz zu Gefühlen Anwendung in Sätzen Lese- und Hörverstehen Fragen zum Text „Onkel Fred“ Richtige und falsche Aussagen						
Feb		Revision	Revision	Revision	Revision	Revision	Revision	Revision

**SUBJECT: Financial Literacy****Textbook: S. Chand's Financial Literacy**

Month	WD	Chapter/Sub-Topics	Learning Objectives	Art Integration	Inclusive Teaching	Project / Practical	Competency Based Activity Learning	Learning Outcomes
April	23	<b>Ch-1 Counting &amp; Money</b> <ul style="list-style-type: none"> <li>• Money History</li> <li>• Real -World Money Math</li> </ul>	Understand evolution of money and basic calculations	Draw old and modern currency	Use real coins/notes for tactile learning	Make a timeline of money evolution	Solve real-life money problems	Students understand money usage and perform calculations
May	07	<b>Ch-2 Earning &amp; Learning</b> <ul style="list-style-type: none"> <li>• Where To Find Jobs</li> <li>• Applying For Jobs</li> </ul>	Understand concept of earning and different jobs	Poster on different professions	Role-play for different abilities	Mock job application activity	Identify skills required for jobs	Students learn importance of work and earning
June	16	<b>Ch-3 Entrepreneurship</b> <ul style="list-style-type: none"> <li>• Understanding Entrepreneurship.</li> <li>• Entrepreneurship Planning.</li> </ul>	Develop idea of business and planning	Design a small business logo	Group work for peer learning	Create a simple business plan	Think creatively to start small business	Students understand basics of entrepreneurship
July	26	<b>Ch-4 smart spending</b> <ul style="list-style-type: none"> <li>• Consumer chain economy</li> <li>• Spending limits</li> </ul>	Learn wise spending and needs vs wants	Collage of needs vs wants	Use visual aids and examples	Maintain a weekly spending diary	Analyze spending habits	Students develop smart spending habits
Aug	24	Ch-5 Advertising & Media <ul style="list-style-type: none"> <li>• Type Of Advertisements</li> <li>• Slogan Study</li> </ul>	Understand advertisements and their impact	Create posters and slogans	Audio-visual aids for better understanding	Design an advertisement	Identify persuasive techniques	Students analyze and create advertisements
Sep	23	Ch-6 Every Day Money <ul style="list-style-type: none"> <li>• Purchases Incentives</li> <li>• Modern Forms Of Money</li> </ul> Revise all concepts learned	Learn about digital payments and offers	Draw digital payment methods	Demonstration with visuals	Visit a shop / simulate buying	Compare payment methods	Students understand modern money usage
Oct	22	All About Goals <ul style="list-style-type: none"> <li>• Identifying Short - Terms Goals</li> <li>• Identifying Medium-Terms Goals</li> </ul>	Learn goal setting and planning	Create goal charts	Individual goal setting support	Make personal goal sheet	Classify goals by duration	Students set and plan achievable goals

Nov	16	Saving For Future <ul style="list-style-type: none"> <li>• Identifying Short - Terms Goals</li> <li>• Saving Tips And Practices</li> </ul>	Understand importance of saving	Design a piggy bank	Simple language and examples	Create a savings plan	Practice saving habits	Students develop saving habits
Dec	24	Budgeting Skill <ul style="list-style-type: none"> <li>• Budget Balancing</li> <li>• Real-World Practice</li> </ul>	Learn how to make and balance budgets	Chart making of budget	Guided practice with examples	Prepare a monthly budget	Solve budgeting problems	Students understand budgeting concepts
Jan	14	Budget Practice <ul style="list-style-type: none"> <li>• Fixed And Floating Expenses</li> <li>• Budget Change</li> </ul>	Identify types of expenses	Graph of expenses	Use simplified worksheets	Track family/school expenses	Categorize expenses	Students differentiate expense types
Feb	22		Revise all concepts learned	Creative revision charts	Extra support for weak learners	Final project on financial planning	Quiz and group activities	Students demonstrate overall understanding