



Sunbeam School

Annapurna, Bhagwanpur, Indiranagar, Lahartara, Sarnath, Suncity, Varuna & Knowledge Partners

BOOK LIST for Class – IV (2025-26)

Parents are free to buy books from any shop of their choice in the city.

Please ensure that you buy the New Editions only.

Subjects	Name of the Books	Publishers
English	a. 21 st Century English for Grade-4 (Literature Reader)	<i>Burlington English</i>
	b. 21 st Century English for Grade-4 (Coursebook 2 nd Edition)	<i>Burlington English</i>
	c. New Grammar with a Smile – 4 (Fifth Edition aligned with NCF 2023)	<i>Headword</i>
	d. Oxford Illustrated Primary English Dictionary	<i>Oxford</i>
	e-1. Read Think Write Grade 4 (Only Core Schools)	<i>LHBH Learning LLP</i>
	e-2. My Reading Log (Only Knowledge Partners)	<i>Eternal Publication</i>
	f. Learner's Comate (Term-I & Term-II)	<i>Marina Publications</i>
Hindi	a. Medha-4 (Purnatah Sanshodhit Sanskaran) (Semester 1 & 2)	<i>Kriti Prakashan</i>
	b. Navin Hindi Vyavaharik Vyakaran Tatha Rachna – 4 (Bhag A Term 1 & Bhag B Term 2)	<i>Goyal Brothers Prakashan</i>
	c. Learner's Comate (Term-I and Term-II)	<i>Marina Publications</i>
Maths	a. New Enjoying Mathematics – 4 (Preparatory Stage As Per NCF 2023) Part-1 and Part-2	<i>Oxford</i>
	b. Learner's Comate (Term-I & Term-II)	<i>Marina Publications</i>
	Ref. Book – <i>New Maths Ahead – 4</i>	<i>Orient BlackSwan</i>
Science	a. NEPtune Science Class 4 # NEP # NCF (Semester 1 & 2)	<i>Orient BlackSwan</i>
	b. Learner's Comate	<i>Marina Publications</i>
Social Studies	a. Getting Ahead in Social Studies – 4 # NEP # NCF (Semester 1 & 2)	<i>Orient BlackSwan</i>
	b. Learner's Comate	<i>Marina Publications</i>
G.K.	Updated Knowledge Lighthouse – 4 A Skill-Based Course on General Knowledge	<i>Collins</i>
	My Confidence Diary for Juniors (Classes III-V) (Revised Edition)	<i>Marina Publications</i>

Life Skills	My Cinema Book – 4	<i>Edumedia India Pvt. Ltd.</i>
Drawing & Craft	My Colourful World Book-4 An integrated multi-skill art & craft course	<i>V-Connect Education</i>
Computer Science	Cyber Quest - 4 Windows 10 and MS Office 2019	<i>KIPS Learning Pvt. Ltd.</i>
Reading for Pleasure	a. An Elephant's Story (Half Yearly)	<i>Orient BlackSwan</i>
	b. Adventures of Tom Sawyer (Annual)	<i>Orient BlackSwan</i>
Song Book	Swaranjali – Songs for Sunbeams	<i>Eternal Publication</i>
Logical Reasoning & Olympiads	Enrichment Booklet	<i>Marina Publications</i>

Reference Book Note

Dear Parents

The books suggested in **the Reference section** of the booklist are purely recommendations and are **not at all compulsory to buy**.

In keeping with parental requests for additional study/practice materials, we have suggested the same.

Picking them up is **purely on parental discretion**. School will not ask for the same during the classes at any point.

STATIONERY LIST (CLASS - IV)

English	Double Lined notebooks	2 for Lit. 60 pgs., 1 for Lang. 60 pgs (All branches) 1 for Revision – 40 pgs. (for Anp, Lht, Snt, Vrn & Knowledge Partners)	
Hindi	Single Lined notebooks	2 for Lit. 60 pgs., 1 for Lang. 60 pgs & 1 for Revision – 40 pgs. (for Anp, Lht, Snt, Vrn & Knowledge Partners) 2 for Lit. 60 pgs., 1 for Lang. 60 pgs. (for BGN, SCT, ING)	
Maths	Single Lined notebooks	4 for CW – 2 for each term of 60 pgs. each, 2 for HW - 60 pgs. & 1 for Revision – 40 pgs.	
	Practical File	1	
Science	Single Lined	2 for CW - 60 pgs. & 1 for Revision – 40 pgs.	
Social Studies	Single Lined	2 for CW - 60 pgs. & 1 for Revision – 40 pgs.	
Computer Science	Single Lined notebooks	1 for CW - 60 pgs. & 1 for Revision – 40 pgs.	
Stationery	Pencils	1 set	Stainless Steel Rulers are not allowed in school. Only Plastic Rulers are to be used.
	Eraser, Sharpener, Plastic Ruler, White board marker (any colour)	1 each	
Drawing & Craft	Drawing notebook	1	
	Camel Poster Colours	1 box	(6 shades of 10ml each)
	Round Brush (No.4 & 6)	1 each	
	Camel Plastic Crayons	1 set	extra long (24 shades)
	Palette	1	
	Fevicol, Glue Stick	1 each	

KPL Learning Kit	Skip counting board with 12 hr and 24 hr Clock (9.5 inches x 8 inches)		
	Slate Map - India Physical and India Political (9.5 inches x 8 inches)		
Library (for BGN, ING & SCT)	Single Lined notebook	1	40 pgs.
1 Geometry Box			
1 File (for Filing Unit Test Papers & Open Door Assessment)			

Please Note :

1. We discourage covering notebooks to save paper. If needed, all notebooks should be covered only with used paper as we are an eco-conscious school and realize the importance of recycling. Plastic covers are strictly prohibited.
2. The text books should be covered only with used paper or bound so that they don't tear during the session.
3. All text books and notebooks should be properly labelled with name, class and section.
4. All notebooks should be of **big size**. Small notebooks will not be accepted in school for correction.
5. Parents are requested to buy the books at the earliest before the stock is sold.
6. Reference books mentioned (if any) are optional to buy.
7. Since we believe that the child should carry a few books to school so as to avoid burden on the young shoulders, please see that the child brings books according to the time table.

The Sunbeam School **VISION**

Ongoing consolidation, growth and collaboration within and across institutions that are instrumental in holistic growth of students, in a conducive environment, that promotes excellence and the students further move on to refine the social fabric.



Sunbeam
Group of Educational Institutions

A WORD TO THE PARENTS

Dear Parents

Welcome to an amazing year of learning!

We extend our heartfelt gratitude to you for giving us the opportunity to educate your child. We are thankful for the trust and faith shown by you in Sunbeam Group of Educational Institutions.

We will leave no stone unturned in our mission to develop a positive brain compatible environment. We will work together as a team to encourage and motivate all students to reach their fullest potential.

At Sunbeam, we strive to use various teaching and learning strategies for which we have structured our syllabus accordingly.

The Precept includes a detailed month wise description of the content to be formally taught in various scholastic subjects during the year. It will also enable you to examine closely the non-scholastic areas that have been given due importance in the Precept. You will also find a comprehensive list of website references, assessment pattern, test schedules, list of suggested reading, project work and Holiday homework.

In the given PRECEPT, we have made an attempt to synchronise learning with children's inherent talents and aptitude so that learning becomes easy and enjoyable for the children. The precept is designed keeping in mind the individual differences existing in children owing largely to the Multiple Intelligence found in them. We aim at developing aesthetic sense, cultivating life skills and providing lifelong guidelines. The theories of Blooms Taxonomy, Multiple Intelligence along with Collaborative learning find a dominant place in this Precept.

We work towards the holistic growth of our students. We also work to protect the self-esteem of each individual and to make every member of the 'Sunbeam Family' feel special. Our staff and students become lifelong learners and responsible citizens striving to reach new heights in order to make the world a better place to live in.

To increase the degree of educational success, it is important that teachers, parents and administrators communicate openly and frequently concerning the progress of students.

Your words of encouragement, a hug when the day has been rough, your interest in your children's work and your presence in the school are vital !

Parents count! Come to school, meet us, talk to us, join the PTM and volunteer your time and energy for the benefit of your child. Your involvement will show your children that you value their education.

Let's work together!

Educationally yours,

Sunbeam Group of Educational Institutions.

Value additions to the Sunbeam Precept

In addition to the core curriculum, Sunbeam Schools add further dimension to the precept with a set of age appropriate innovative and immersive set of programs for enhancing academic, cultural and co-scholastic progress.

Art Integrated Learning (AIL)

Art integrated Learning (AIL) has become an integral part of the learning process. Hence Art Integrated Learning (AIL) is being introduced in all the subjects to give students an opportunity to study deeply about the 'Uniqueness in Indian work culture and present it through different art forms like dance, music, skit, role play, theatre etc. It also helps to imbibe the Indian ethos through integration of Indian art and culture in the teaching and learning process at every level. This art integrated approach will strengthen the linkages between education and culture.

Career Awareness

Sunbeam Schools understand that integrating career awareness and relevant skills related information into classes can aid students in gaining a better understanding of themselves and the professional world, empowering them to make well-informed and satisfying career decisions in the future. Hence, regular sessions on careers and related information will be taken by teachers assigned by the Principal. We are implementing this structured career awareness programme from the early years. This aims to provide students with comprehensive knowledge about various career options available to them as they advance through their education. So that they are aware of all the options and paths available to them.

Chetna

Chetna curriculum is designed keeping in mind the socio emotional development and the safety of the children. It also focuses on preventing child abuse and child sexual abuse in particular. It includes various activities, presentations and brainstorming sessions which will motivate students to introspect, communicate without fear and find solution to the problems in the best possible way, sometimes on their own, or by seeking help from the right person at the right time.

Digital Health and Wellness Curriculum for new age citizens

Using technology responsibly and being physically, socially & emotionally healthy amidst technology centred world is important. Students need to know how to use and how much to use the gadgets available to avoid the harmful effects of the same. Hence, the Digital Health and Wellness Curriculum is designed to inculcate awareness among students.

Entrepreneurship and Financial Literacy

As our core philosophy, it's important for Sunbeam students to take what they learn in class and apply it to their daily and future lives. Hence several opportunities are provided in the Precept to expose students to areas such as entrepreneurship, innovation, problem-solving, and critical thinking.

Entrepreneurship syllabus teaches students about money, investing, business strategies, loans, and creating budgets. At the same time, students can learn critical life skills such as problem-solving, brainstorming ideas, taking risks, facing failure, and getting up again, setting goals, working together, and feeling comfortable to work individually.

Also, with the many unknowns in the future job market, the activities will ensure students think about opportunities they can build for themselves for the future.

<p align="center">IIA (Integrated Interdisciplinary Approach)</p> <p>Integrated Interdisciplinary teaching is a method of educational instruction where a student learns about a single topic or issue from a variety of different viewpoints. Interdisciplinary teaching refers to the concept of learning a single subject from multiple perspectives.</p>
<p align="center">Information for Internet Usage</p> <p>Parents to take note that we will continue to use blended form of learning so all links, updates, texts, research materials will be provided by the school in the G Suite (Google Classroom). It will take between 30-40 minutes of internet time for your ward to go through and benefit. Please be conscious about the net usage beyond the mentioned allotted time since beyond that your ward may be using the internet for non-productive/addictive things, not in the best of his/her interest, intelligently/emotionally.</p>
<p align="center">Jodo Gyan</p> <p>The words "jodo" which means "to connect" and "gyan" which means "knowledge." The goal of the JodoGyan activities is to help students for better understanding and connecting with Math concepts. It has innovative activities to develop the understanding of Maths concept. JodoGyan is an integral part of Math curriculum.</p>
<p align="center">Khan Academy</p> <p>Khan Academy is an online educational resource for Math & Science. The impact of Khan Academy on students has been significant and far-reaching. Khan Academy has made it possible for students to learn at their own pace. Self-paced learning model allows students to progress through material as quickly or as slowly as they need, which can be especially beneficial for students who may be struggling with a particular concept. Khan Academy has had a significant impact on students by improving access to education, providing self-paced learning opportunities, and offering a personalized learning experience. These benefits help students develop a love for learning and lay the foundation for good academic and to take charge of their own learning.</p>
<p align="center">Open Door</p> <p>We, at Sunbeam, believe that the child learns by thinking as they are natural thinkers. They are curious and ask many questions. Keeping this in mind, we introduce 'Open Door Assessment' a series of thought-provoking assessments which test critical thinking and application skills followed by immediate feedback. It is a competency based assessment that will encourage your ward to become deep thinkers. This assessment will give your ward an insight of his concepts of Mathematics and Science. Each student will be given an individual feedback and the process of assessment not only will involve learning, but also Relearning where difficult concepts will be revisited.</p>
<p align="center">Pronunciation Lab</p> <p>Correct Pronunciation is very important for speaking a language correctly and making English sound clear and distinct. To make students aware of the correct pronunciation of difficult words, homophones, synonyms, silent letter etc. Links of recording (Audio / Video) of Pronunciation Lab of all the chapters will be shared in Google Classroom (G-Suite) in English, Science & Social Science. Please see that your ward will practice, record and send it back to the teacher for the feedback and improve.</p>
<p align="center">Prayag Sangeet Samiti (Optional)</p> <p>Prayag Sangeet Samiti provides a unique method of learning. It's emphasizes on creating an environment to nurture and encourage creativity. It awards diploma and certificate programs in Vocal Music, Instrumental Music as well as Classical Dance. It is an integral part of our curriculum enhancing the child's creativity in the field of music and dance. The major aim of this program is to upgrade and enhance the various streams of performing art.</p>

The Party Etiquette Club

The 'Party Etiquette Club' is a club especially designed to teach children Party Etiquettes and manners and also groom them to blend into any party and not be out of place.

The Party Etiquette club functions over 6 sessions, once in each term. The highlight of the club is the last session where we actually organize a demo party in a Restaurant to help children experience the scene and demonstrate all that he /she has learnt. This club is to inculcate Party Etiquettes and confidence to conduct themselves in a party, among kids.

Quality Circle Time (QCT)

Quality Circle Time (QCT) is a creative way of allowing students to talk on a wide range of issues in a safe inclusive environment. It helps them to develop self-esteem and ultimately improves academics. In this way in the school, we create non-threatening, collaborative and participatory learning environment.

Four QCT sessions are held in a term for the students.

Reading for Pleasure

Books are the quietest and most constant of friends; they are the most accessible and wisest of counselors, and the most patient of teachers. There is no substitute for books in the life of a child and the greatest skill a child can ever acquire is a passion for reading. Reading for Pleasure books have been incorporated in the syllabus to inculcate a love and habit for reading. The Reading For Pleasure books are meant to be read by the child on his own for the love of reading and not just for an exam and marks. They need to enjoy the experience and in the process if he/she falls in love with reading, the bigger purpose of having RFP in the syllabus, fructifies. Limited class discussions on the same are not to teach the book per se, but only to stimulate thoughts and initiate discussions and deliberations. The exam paper of RFP in both the terms will contain questions which are global in nature. The exams will test how much has the child understood the story and not how much he/she remembers. So encourage and excite your children to dive deep into the world of books starting with RFP, help him to be an independent reader and watch him/her blossom.

Please do take note that:

- Reading is fun. Children who read often and widely get better at it. Reading exercises our brain and improves concentration.
- Reading teaches children about the world around them and therefore builds confidence and the ability to converse socially.
- Reading improves vocabulary and language skills and develops a child's imagination.
- Reading helps children to develop empathy.
- Children who read invariably achieve better in life and also helps language skills and therefore improves on the understanding and comprehension of all subjects being taught.

He that loves reading has everything within his reach. -William Godwin

Graphic Novel

Graphic novels have proven to be a powerful and effective educational tool, combining visual elements with textual content to enhance comprehension and foster a love for reading. The unique format of Graphic Novels engages students in a way that traditional textbooks often struggle to achieve. Sunbeam has Integrated Graphic Novels into its curriculum for dynamic and enjoyable learning environment.

It fosters creativity and allows students to express themselves through visual narratives. It is also a gateway to reading for reluctant readers, making literature more accessible and enjoyable.

It is uploaded in the IFP/Digi boards for the students and it is available in the DIKSHA portal of CBSE.

Portfolio and E Portfolio

A portfolio is a useful collection of purposely chosen work depicting a selection of performances that are collected over time and represents the learner's effort, progress, growth and accomplishment in key areas. Keeping this in mind, CBSE has introduced portfolio as an integral part of curriculum where students create their own digital portfolio for checking their own progress. Sunbeam encourage students to build a strong portfolio in order to help them in seeking admission/internship in the future.

Sustainable Development Goals

Sunbeam Schools understand the critical role that schools and students must play in addressing critical global challenges and achieving the Sustainable Development Goals by 2030. We understand our responsibility to equip our students with the knowledge to understand the global challenges facing the world and the skills to overcome them.

SDGs cannot be taught in isolation, hence we have integrated the thoughts and concepts of SDGs across subjects and chapters starting from class 1.

All the chapters will have a question(s)/activity(ies) based on SDG which will make students think, introspect, and relate his learnings or actions to the goals .

The idea behind SDG immersion in the Precept is to :

- Support and Promote the global principles of SDGs.
- Provide educational opportunities to our students to acquire the knowledge and skills needed to engage with the SDGs.
- Transform the Sunbeam learning environment into dynamic hubs of student leadership for the SDGs.
- Be a part of the Global Movement to achieve SDGs by year 2030.

Day-to-day practices to achieve Sustainability

In our journey towards a safer and more sustainable planet, both schools and families play crucial roles. By integrating simple day-to-day practices, we can collectively contribute to the Sustainable Development Goals (SDGs) and foster a sustainable school community. By adopting these simple practices, we can create a ripple effect that leads to a more sustainable and healthier planet for future generations. Together, we can make a significant difference.

Here are some practical steps:

Water Conservation:

1. Turn off taps while brushing teeth, shaving or soaping hands.
2. Take shorter showers (5-10 minutes).
3. Fix leaky faucets, taps, and pipes promptly.
4. Use water-efficient appliances.
5. Supply water in glasses instead of bottles.

Waste Reduction:

1. Carry reusable bags for shopping.
2. Refuse single-use plastics (straws, cutlery, etc.).
3. Segregate waste into wet and dry wastes for

Energy Efficiency:

1. Switch off lights, fans, ACs etc. and electronics when not in use.
2. Use LED bulbs.
3. Adjust thermostat settings to save energy.
4. Unplug chargers and devices on standby.
5. Regulate the AC temperature to 25° Celsius

Food Sustainability:

1. Plan meals to reduce food waste.
2. Buy local, seasonal produce.
3. Use reusable containers for takeout.

disposing them 4. Compost food waste. 5. Recycle paper, plastic, glass, and metal.	4. Avoid single-use water bottles/paper glasses etc.
Transportation: 1. Use public transport for long trips 2. Practice walking or bi-cycling for short trips. 3. Carpool or share rides. 4. Maintain vehicle efficiency (regular tune-ups, proper tire pressure etc.). 5. Consider electric or hybrid vehicles.	Home and Garden: 1. Use eco-friendly cleaning products. 2. Plant trees, herbs, or vegetables. 3. Reduce paper usage, go for digital documents, bills). 4. Repurpose or up-cycle old items. 5. Use reusable materials for wiping hands/face etc.
Lifestyle Changes: 1. Avoid fast fashion, animal-based textiles and impulse buying 2. Reduce air travel or offset carbon emissions. 3. Support renewable energy projects. 4. Choose organic & sustainable products as far as possible. 5. Boycott products that endanger wildlife.	Daily Habits: 1. Bring reusable coffee cups or water bottles. 2. Avoid using disposable utensils. 3. Use rags instead of paper towels/tissues. 4. Drive less, Drive green. 5. Use resources wisely to minimize carbon footprint.

SUNBEAM KI TRAFFIC PAATHSHALA TRAFFIC SAFETY AWARENESS DRIVE

Traffic rules and safety signs help to mitigate the risk and reduce the possibilities of accidents happening on road. To make children aware regarding traffic safety a ppt/video will be shown and discussed with the students during 'My City Week' in the 2nd Term.

Sanskrit Shlok

Children's intellects are sharpened through chanting of the Sanskrit shloka. It helps brain to stay sharp and focused. Recitation increases systematic breathing and supplies additional oxygen to the brain to stay active and flexible by learning new languages through shlokas.

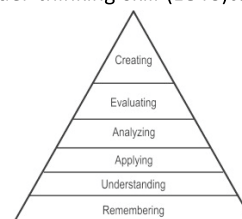
Using Bloom's Taxonomy to Enhance Learning !

Bloom's taxonomy is a series of cognitive skills and learning objectives arranged in a hierarchical model. Originally, Bloom's taxonomy was designed as a way of gauging competence by placing students' knowledge on one of 6 levels which are often represented visually in the form of a pyramid.

Each step of the pyramid from bottom to top represents a move from a lower order thinking skill (LOTS) to a higher order one (HOTS); from straightforward concrete cognition to a more abstract, conceptual understanding.

This taxonomy of educational objectives gets its name from its creator, Benjamin Bloom. Bloom was an American educational psychologist who is best remembered for his significant contributions to the theory of mastery learning.

All our teachers are well versed in transcending from LOTS to HOTS while transacting curriculum through activities and questioning. Our assessment papers also have a good balance of HOTS and LOTS questions. At the same time our



students from class IV upwards are trained to understand Bloom's Taxonomy and are encouraged to make questions catering to different levels of the taxonomy across subjects thus developing Questioning abilities and developing various competencies that comes with traversing the various levels of the pyramid.

Virtual Escape Room

To make blended form of learning more interesting and engaging and to bring the element of gamification. We are including Virtual Escape Room as an Individual Assessment Tool in Asynchronous mode. Escape rooms are innovative learning tools that bridge the physical & digital learning environment. The purpose of this experience is are

- 1) To encourage students for solving puzzles, enhancing coding skills, develop critical thinking by finding clues to complete an objective.
- 2) Helpful for revising the concepts of every chapter.

Links of Escape Room in **English, Maths, Science and Social Science** will be shared on the G suite (Google Classroom) at the end of every chapter. Please help your ward in case he/she faces any problem in solving the levels (questions) or child may directly seek the assistance from the teacher in school.

Washroom Etiquettes

Toilet training in the initial years is taken up seriously in school. Training on usage of washrooms and maintaining proper personal hygiene is done regularly. CD on washrooms and toilet habits are shown regularly to students

Sunbeam and the National Education Policy (NEP) 2020

Dear Parents,

Greetings at the start of the academic new session.

The National Education Policy promises to revolutionize Indian Education but at Sunbeam, what gives us immense pleasure is that it reiterates our commitment to holistic child development, something which Sunbeam has always believed in and has incorporated ways and means to provide the same down the years. The NEP validates our progressive vision.

A quick look to connect provisions of the NEP to what Sunbeam has already been doing.

- Sunbeam Schools are Innovative education centers with good infrastructure support and well-equipped classrooms and laboratories.
- Sunbeam had incorporated technology in education from many years back. Today we are extremely well equipped for a blended learning environment offering the best of the online and offline worlds to our students.
- While everyone is talking about ECCE, Sunbeam always has had a very strong ECCE precept which is well researched and dynamic, incorporating best practices of Kindergarten from across the world, focusing on Foundational Literacy and Numeracy and communication skill building helping young learners build a strong mind set during growing years.
- The Sunbeam Precept provides opportunities for holistic learning to students along with enriching their minds with 21st century skills like analytical & critical thinking power and experiential learning experiences. Sunbeam has never believed in rigid learning separation between various fields like arts & science, curricular & extra-curricular activities. Everything that a student does is counted! The vision is to ensure students become all-rounders rather than acquiring just the academic knowledge.
- Our delivery system comprises of multiple modes of learning: Formal & Informal
- We have Experienced faculty members and a well-designed & formalized Teachers Training and development plan.
- All our schools have Trained counselors (both Behavioral and Career)
- The Sunbeam precept has in it, life-enrichment courses for overall development of individuals. We also have Skill Development Courses with internship opportunities for students.
- In class XI students at Sunbeam have choice-based options so that students can choose subjects of their interest and pursue the same.
- Across classes we track student progress based on learning levels. Assessments at Sunbeam plays a key role in helping teachers scrutinize & evaluate the skills & knowledge of students. Our assessments are competency-based assessment that evaluates-

● Analytical power

● Critical thinking

● Decision-making

● Creativity

● Conceptual clarity

Sunbeam is committed toward nation building by shaping up youngsters to the requirements of tomorrow. We are happy other schools too now will follow the path that we have been treading so far.



Amrita Burman
Director

Weight of Bags

Dear Parents,

We are happy that the NEP 2020 talks at length about lighter school bags.

As a school, Sunbeam has always been conscious of the weight of the bag that a child carries every day to school. We have designed our time table in such a way that we kind of adhere to the NCERT stipulated bag weight as mentioned below. Similarly we have QCT books/copies also designed to lighten bags.

Body weight and weight of school bag

The suggestive table for class-wise range for ratio for school bag as 10 per cent of the body weight is given below.

Class wise range of average body weight of children—

S.No.	Class	Average Body Weight Range (in Kg)	Bag Weight Range (Recommended)
1	KG Section	10-16	No bag
2	Class I	16-22	1.6-2.2
3	Class II	16-22	1.6-2.2
4	Class III	17-25	1.7-2.5
5	Class IV	17-25	1.7-2.5
6	Class V	17-25	1.7-2.5
7	Class VI	20-30	2-3
8	Class VII	20-30	2-3
9	Class VIII	25-40	2.5-4
10	Class IX	25-45	2.5-4.5
11	Class X	25-45	2.5-4.5
12	Class XI	35-50	3.5-5
13	Class XII	35-50	3.5-5

Please pack your ward's bag as per the time table given. If even after that, you feel the bag is still heavy, please do get in touch with us. Your feedback is solicited to help us lessen the weight of the bag and keep children happy and healthy.

Regards
Sunbeam School

Understanding Children

No two kids are alike, especially when it comes to hitting developmental benchmarks. But it helps the Parents and Teachers to have a rough idea of the skills the child needs to develop at this stage. Developmental milestones at these age of 9/10 years revolve around physiological changes, the need for independence and a desire to be accepted by peers. Children at this age are full of ideas and they like to explain their ideas. They enjoy working, cooperating and become engrossed in the activity at hand.

As it is often said, “a real genius is not one who knows all the answers, it is one who has the curiosity to find every answer”. Students possess the same curiosity and enthusiasm. They relate more to the subject matter and the teacher. They look for explanations of facts, how things work and why things happen as they do.

There are remarkable changes in their social and emotional life, at this stage they develop a better sense of responsibility and are helpful and caring. In addition to this, their ability to deal with multiple variables emerges. They become better at making decisions and solving problems.

The kids are increasingly independent from family and have a growing interest in their friends. They are generally truthful and dependable. The Precept is designed in such a way so as to build confidence, fluency in subjects, improvise on oratory skills, enhance curiosity and to boost up their self-esteem so that they become stronger individuals capable of taking up challenges of class.

Learning in class IV includes ...

ENGLISH

The children are the most versatile and enthusiastic of all age groups. Students at this age start building language. They start using it as a tool of expressing views and thoughts. They are able to form their own opinion, present their point of view and actively participate in discussions with others. Our precept tries to strike a perfect balance so as to develop the four main pillars of language namely :

- a) **Listening and Speaking Skills-** We believe that a good speaker needs to be a good listener too. Therefore for developing listening and speaking skills, students are engaged effectively in a range of collaborative discussions with diverse partners thus helping to build and express on their ideas. Multiple activities have been incorporated to develop their listening and speaking skills. – Listening Skill Development Assignments, Group discussions Role Plays, Story Telling, Volunteer Teaching, Debates, Speeches, Elocutions and Poem Recitation. Listen and Speak Activity at the end of every chapter in the 21st Century English Course Book. Language Quiz is organized as a part of CCA to develop Linguistic Skills amongst children.
- b) **Reading Skill-** A book is a gift you can open again and again and our precept presents this gift to every child. Under the umbrella of having the perfect reading habit, we keep a watch on bringing out the correct pronunciation, voice modulation, pauses etc. In order to develop the reading skills amongst our students we have : Chapters meant only for reading, *Reading Mahotsav*, *Reading for Pleasure book*, *Reading Logs*, *Comprehension Passage and Poems in Learner's Comate*.
- c) **Writing Skill-** Writing is an art and the one who encompasses it, is no less than an artist. In Class, students develop their own writing style where their understanding of grammatical function is clearly visible. They will be learning to write Paragraph, Story Review, Picture Composition, Formal and Informal Letters. They will learn to analyze characters, plots and settings as well as able to

recognize the author's purpose for writing the story. Project Work, Creative Writing, Genius At Work, Comprehension Passages and Poems in Learner's Comate, Question Bank, Vocabulary Building through New Words, Frame Sentences, Fundamental Grammar Concepts with aids like grammar games and grammar corners.

HINDI

बच्चों के भाषा ज्ञान की नींव इसी आयु में पड़ती है। आधुनिक युग के चंचल और जिज्ञासु बच्चों के व्यवहार की विविधता को ध्यान में रखते हुए हमने अपने पाठ्यक्रम में रोचक एवं मूल्यपरक कहानियाँ, कविताएँ, नाटक, जीवनी, गिनती एवं भाषा एवं व्याकरण को शामिल किया है, जिससे बच्चों में निम्नलिखित कौशलों का विकास किया जा सके।

पठन कौशल – छात्रों में पठन कौशल विकसित करने के लिए कक्षा में पाठ का आदर्श वाचन कराते समय शुद्ध उच्चारण एवं विराम चिह्नों का विशेष ध्यान रखा जाता है। पाठ्यक्रम में कबीर एवं रहीम के दोहों को शामिल कर उनका लयात्मक वाचन कराया जाता है।

लेखन कौशल एवं विश्लेषणात्मक कौशल – छात्रों में लेखन कौशल विकसित करने के लिए उनके पाठ्यक्रम में अनुच्छेद लेखन, सृजनात्मक, पत्र लेखन, वाक्य प्रयोग, रचनात्मक अभिव्यक्ति, सुलेख प्रतियोगिता को शामिल किया गया है, जिसके अन्तर्गत छात्र विभिन्न विषयों पर कक्षा में चर्चा करने के उपरान्त स्वयं लिखते हैं। पाठ के अन्त में प्रश्नकोश का निर्माण कराया जाता है जिससे छात्रों में विश्लेषणात्मक कौशल का विकास होता है।

श्रवण एवं वाक् कौशल – छात्रों में श्रवण वाक एवं तार्किक कौशल के विकास के लिए वाद-विवाद के विभिन्न विषयों को पाठ्यक्रम में शामिल किया गया है। साथ ही रचनात्मक अभिव्यक्ति में 'चर्चा करो' के माध्यम से छात्रों को अपना विचार प्रस्तुत करने का अवसर प्रदान किया जाता है।

चिंतन क्रियात्मक एवं खोज कौशल – पाठ्यक्रम में (HOTS) प्रश्नों, परियोजना कार्यों, क्रियात्मक गतिविधियों एवं मनोरंजक गतिविधियों को शामिल कर छात्रों में चिंतन, क्रियात्मक एवं खोज कौशल का विकास किया जाता है।

अभिनय, दृश्य एवं गणितीय कौशल – कन्टेन्ट द्वारा व्याकरण एवं साहित्य के पाठों एवं अभ्यासों को दिखा कर उनके दृश्य कौशल को विकसित किया जाता है। पाठ्यक्रम में एकांकी को शामिल कर तथा छात्रों को कक्षा में उस एकांकी के अभिनय का अवसर प्रदान कर उनके अभिनय कौशल को विकसित किया जाता है। हिन्दी में गिनती को शामिल कर छात्रों में भाषा कौशल के साथ-साथ गणितीय कौशल का भी विकास किया जाता है।

नैतिक मूल्यों का विकास – छात्रों में नैतिक मूल्यों के विकास के लिए पाठ्यक्रम में मूल्यपरक पाठों का समावेश किया जाता है। प्रत्येक पाठ की समाप्ति पर उससे संबंधित जीवन कौशलों पर चर्चा की जाती है। उन्हें उन कौशलों पर अपने विचार व्यक्त करने की स्वतंत्रता दी जाती है तथा मूल्यपरक प्रश्नों को लर्नर्स कॉमेन्ट में भी शामिल किया गया है।

MATHS

Maths has been an integral part of our teaching and learning process since the beginning. The curriculum which we follow aims to make a child a logical thinker. The central idea behind this approach is to help the child to apply it in the real world. All the topics which are covered in the curriculum focuses to bring out some of the vital skills namely Problem Solving, Understanding, Applying Logical, Visual and above all analysing in the following ways –

Mathematical and Logical Skills – These skills are being developed from the base level, dealing with the basic mathematical operations (Addition, Subtraction, Multiplication and Division), Implementation of these operations are further dealt in Fractions and Decimals.

Visual and Spatial Skills - Recognition of different shapes, Concept of symmetrical objects and identification of fractions with the help of different shapes and figures. Students also learn the interpretation of graphs.

Measurement and Estimation – The child starts learning from concepts of different Measuring Units, Conversion of Units, Perimeter and Area. Time based conversions and problems too are covered in the curriculum. All these concepts are poured into practical usage through Maths Walk and Maths Lab Activities.

Critical Thinking – Word Problems, Mental Maths, Worksheets including fast track Assignments and More Challenging Questions.

SCIENCE

Science is simply the word we use to describe a method of organizing our curiosity. Every child has a lot of curiosity and the Science curriculum which we follow tries to answer a curious mind. A child comes across many knows and hows which at this age is answered in the best possible way as we make students do hand on Science and explore the world outside. Under the outline of our curriculum, we trigger some thought provoking topics namely food, digestion, teeth and microbes, photosynthesis, reproduction in animals, force-work and energy, planets and the solar system.

All these topics give a fruitful outcome as a child learns predicting, inferring, classifying, communicating and observing changes, logical thinking and analysing.

We focus not just on the facts given in the book, we even touch the cause and effects through number of HOTS questions, Science Lab Activities, Gallery Walk, Demonstrations and Project Based Learning. All with an agenda to make learning beyond the classroom walls.

SOCIAL SCIENCE

Knowing about the world is always fun and interesting. The curriculum of Social Science has been planned to bring a child closer to the history and its happenings, geographical location and position and same major events that defined human existence. Skills like researching, understanding, debating, critical and logical thinking, collecting and comparing information and social skills are put in the front while teaching our topics.

The child learns about India in detail, they get a glimpse of Landforms and climatic features of their country as well.

To make the teaching and learning more life-like, we have incorporated activities like Gallery Walk, Project Based Learning, Map Making, Diagram Making, Group Discussion and in order to give a critical touch to our students understanding, discussion of HOTS questions are also done on regular intervals. Students are also motivated to create their own question bank for each chapter. We also try to give the right values to our students with the help of Value Based Questions.

ICT (COMPUTERS)

Living in the world of technology, we understand the importance and essence of focussing on a well planned Computer precept. The students are well versed about Internet Hygiene with an objective to make the child smart enough to handle computer independently.

The children are introduced to the features of Input and output devices, Windows 10, MS Word and Ms Power Point. Students also learn types of memory and storage. Projects and quizzes are also done and discussed at the end of every chapter. This boosts their creativity and application.

YOU CAN HELP YOUR CHILD LEARN BETTER

As a parent, you are your child's first and the most important teacher. When parents and families are involved in their children's school, the children do better and have better feelings about going to school. There are many ways that parents can support their children's learning at home throughout the school year.

DEVELOP BONDING WITH YOUR CHILD

- Show interest in what happens at school and talk about what your child is learning.
- Be your child's friend and make a conscious effort to become a part of his/her world.
- As a parent, you need to know what he/she thinks and feels about the experiences he/she is going through in school.
- Give children a chance to make simple choices.
- Encourage your child to learn from his mistakes and to keep trying even if he finds something difficult.
- Praise your child for his/her effort and progress which will boost his/her confidence and self-esteem.

SPEND QUALITY TIME

- Keep a relationship with your child that is open, respectable and positive. This will make them comfortable to share their views and feelings with you.
- It's also important for you to show your child that you're interested in what he/she has to say which motivates him/her to learn.
- It also stimulates language development.

GET INFORMED AND BE AN ADVOCATE FOR YOUR CHILD

- Provide them a supportive environment at home.
- Take them on educational trips which include traveling on a family trip, going on a picnic and so on. Get the most out of these trips by asking them to write a brief essay or report of what they've seen once you get home.
- Encourage your child to read English newspaper. Create an English speaking environment at home.
- Encourage active learning like playing sports, spending time with friends, participating in school play or visiting a bookstore.
- Monitor your child's television, video game and Internet use. You can make television time beneficial by watching cartoons /educational channels together as a family. News is also a good programme to watch with them, as this teaches them about the issues and conflicts happening today.

- Encourage your child to be responsible and work independently. Teach your child how to break down overall tasks into smaller manageable chunks.
- Read bed time stories to them. Teach your child to love reading. We ask our parents to encourage their kids to read every day at home; spending just 20 minutes a day. Reading can have a huge impact on your child's reading ability and comprehension skills. Reading is the foundation in all subject areas, students who read perform well in school.
- Establish a regular eating and bedtime routine.
- Develop study habits. At this stage, you should set a routine of reading, writing or doing any learning activity at a particular time during the day.
- Make sure that your child gets homework done. Help your child prepare for assessments.

TRUST THE TEACHING

We are continuously learning from eminent educators, adopting innovative researches and practices from around the globe so that the school can provide the best learning environments. We are there for you all the time. The goal of school as a miniature society is the same as yours- to nurture the genius in your child.

GET INVOLVED WITH YOUR CHILD'S SCHOOL

- Demonstrate a positive attitude about education to your children.
- Attend Parent-Teacher Meeting and keep in touch with your child's teacher to ascertain which areas your child might need additional help from you.
- Learn what the school offers. Read the notice/information the school sends home. Remember to keep track of events throughout the school year.
- Volunteer at your child's school. There are many ways you can contribute. You can volunteer in your child's class, in the school library or in any other school events.
- There may be an ambiguity at times about your child's learning or behavior, ask the teacher or Principal about it and seek their advice.
- As a parent, it's important to take a close interest in your child's school, read the newsletters, keep checking the school website for any updated information and make efficient use of the SunbeamApp.

Notebook Maintenance

Notebooks are an integral part of a student's academics. Important notes, questions/answers are written in the notebooks which help students to revise their lessons as and when required and also show the attitude of the child towards his/her studies and work. Here are some essential points in maintenance of notebooks :

1. It is not necessary to cover the notebook as it wastes paper. *Let's save paper.*
2. The child must write his/her name on the cover page as well as on the first page of the notebook.
3. Index should be maintained. Fresh index must be made on the next page for 2nd term.
4. The date and CW/HW must be written on top of the page where the child starts his/her work.
5. In the Hindi notebook, HW/CW and date must be mentioned in Hindi.
6. Heading / chapter's name should be written on top.
7. Draw a line after each answer.
8. Write the question number properly.
9. Avoid tearing pages from the notebook.
10. Rough work column should be drawn towards the right hand side in the Maths notebook.
11. In the interleaf/drawing notebook, the top margin and the margin towards the left hand side must be drawn on the blank page before starting the work.
12. A flap must be made before starting the 2nd term separating the work of both the terms.
13. To avoid missing of books in Junior classes (I-V), we follow colour code. We have introduced the colour code for different subjects which are mentioned below-

Sr. No	Subject	Colour
1	English Notebook and Comate	Golden
2	Hindi Notebook and Comate	Silver
3	Maths Notebook, Comate	Blue
4	Science Notebook and Comate	Green
5	Social Studies Notebook and Comate	Yellow
6	Computer Science Notebook	Black

14. Write answers in legible and neat handwriting. Neat and tidy notebooks is a pleasure to check and see.
15. The model of writing in English for Class III & IV must be followed.
16. Folding top corners of notebooks must be avoided. Bookmarks can be used.
17. Eating and drinking around notebooks should be avoided so there is no stain on them.

ENJOY LEARNING

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WEBSITES FOR REFERENCE

English	Hindi/Sanskrit	Maths
www.literacyplanet.com www.newsela.com www.cambridgeenglish.org www.kidsworldfun.com www.vocabulary.com	www.hindikiduniya.com chitra lekhan www.hindigrammaronline.com www.hindigrammar.in www.hindwi.org www.shabdakosh.com	www.toytheatre.com www.hoodmath.com www.schoolcountry.com www.mathgoodies.com www.primarygames.com
Ev.S./Science	S.St.	Computer
www.sciencefocus.com www.scribd.com www.wordwall.net www.sciencekids.co.nz	www.mapsofindia.com www.edurev.in www.kids.nationalgeographic.com www.study.com	www.computerhope.com www.w3school.com www.tutorialspoint.com www.ecomputernotes.com www.scratch.mit.edu www.slideshare.net www.studytonight.com
G.K.	Drawing	Games
www.edudose.com www.jagranjosh.com www.bbc.co.uk/bitesize	www.colorhunt.com www.autodraw.com www.roomrecess.com	www.funbrain.com www.kidsites.com www.sikids.com www.foxsports.com



FREE EDUCATIONAL APPS



English	Dictionary.com : Enhances vocabulary, audio pronunciations, idioms and phrases. TED Ed : Short educational videos library, with subtitles. Kindle app : For book reading Linguee : Used for translation
Hindi / Sans.	Hindi Alphabets : Lessons on Alphabet application Hindi Verbs, Vowels, Consonants with pictures and drawing options. Drops: Learn new languages while playing games.
Maths	Photomath : Learn algebra, arithmetic, geometry and more. Best Vedic Math : Fast maths using ancient Indian teachings called Veda. Wolfram Alpha : Allows user to find the answers to problem for various subject - physics, math & music
Social Science	Barefoot World Atlas : An interactive globe that introduces children to different countries, cultures, and landmarks, fostering a global perspective. Stack the States 2A : geography game where children learn about U.S. states through interactive maps and fun facts, enhancing their knowledge of state shapes, capitals, and locations. https://kids.nationalgeographic.com
Evs / Science	Science Daily : For breaking scientific news and the latest scientific discoveries. ePathshala : Resource for Evs and Science
Drawing	Kids Drawing, Doodle painting : Explore artist talent while having fun. Drawing Desk : Learn to draw.
G.K.	TodayLearned : For getting information about the world. Evernote : For taking notes, photos and record videos to remember all sorts of things with additional features such as collaboration on projects and note-sharing. Quizizz : Daily quiz fun games.
Educational Apps To Make Learning Easy	Dropbox : An online storage system for storing assignments, essay, photos, videos, etc. in a secure and protected location. Instapaper : Saves web pages as texts which makes it extremely easy to read even on your mobile phone. WikiWand : Wikipedia articles available for several popular web browsers as a free browser extension or mobile app.

ASSESSMENT PATTERN

- There will be no formal exams.
- Promotion of the child will be based on the basis of Unit Tests.
- There will be **6 Unit Tests** in the course of the year for English, Hindi, Maths, Science & Social Science. **(3 per term)**
- Out of **3 Unit Tests** per term, marks of only **2 Unit Tests** will be calculated i.e. **two best performances/marks** will be added for **Half Yearly and Annuals**. In this case, if a child is unable to appear for any one particular test, his/her overall Half Yearly/Annual performance will not get affected.
- There will be **4 Unit Test** in the course of the year **(2 per term)** for Computer Science & General Knowledge (G.K.). **Appearing in both will be mandatory.**
- **If the child is absent for the Unit Test no retest will be taken.**
- 40% is the pass percentage for promotion and the child has to pass in each subject.
- Class Work Assignment will be done once per term for **English, Hindi, Maths, Science & Social Science**. These Assignments will be marked. **The marks of the C. W. Assignment will be reflected in the Report Card.**
- There will be no Class Work Assignment for **Computer Science & General Knowledge**.

The marking pattern for the Unit Test is as follows:-

UNIT TEST MARKING PATTERN			
Subject	M. M.	Half Yearly and Annual	Duration
English	30	25 (Written) +5 (Dictation) = 30	1hour
Hindi	30	25 (Written) + 5 (Dictation) = 30	1hour
Math	30	25 (Written)+5 (Math Practical) = 30	1hour
Science	30	30 (Written)	1hour
Social Sc.	30	30 (Written)	1hour
G. K.	20	15 (Written) + 2 current affairs + 1 calendar date +2 confidence diary = 20	1hour
Computer	20	15 (Written) + 5 (Practical) = 20	1 hour

Grades will be given in the following subjects :

- | | | |
|-----------------------|----------------------|------------------|
| 1. Life Skills | 2. Drawing and Craft | 3. Music / Dance |
| 4. Physical Education | 5. Class Project | 6. Hindi Project |

At the end of the session children will be awarded as

- *Best in Academics* • *Most Promising Student* • *Promising Student*

on the basis of their meritorious performance in the Unit Tests of main subjects & additional subjects in both the terms.

Note :

1. The pass percentage in the unit tests is 40%.
2. 75% attendance is compulsory for a child to be promoted in the next class.
3. **Listening Skill Development (LSD)** in English will be assessed both in Half Yearly and Annual. 10 marks are allotted for the same, and it will be reflected in the Report Card.
4. Reading for Pleasure books will be subjected for assessment and 20 marks are allotted which will be reflected in Report Card.
5. **No formal assessment** will be done for **Life Skills, Physical Education, Drawing/Craft, Music/Dance**, instead grades will be allotted to the students on the basis of the child's continuous performance during the regular classes in each term.
6. Any question from the chapter can be asked in Unit Test and C. W. Assignment other than that given at the end of the chapter and Learner's Comate. The syllabus for C.W. Assignment is given in the Unit Test schedule.

7. English :

- (a) Dictation in Unit Test and C.W. Assignment will be taken. For dictation any word from the chapter can be given besides the word already mentioned in the precept.
- (b) Paragraph Writing/Letter Writing/Creative Writing- New topic (other than mentioned in Learner's Comate) will be given in English Unit Test and C.W. Assignment.

8. Maths :

- (a) Sums in the Unit Test will be based on the concepts but digit of the sums will change.
- (b) Math practical carries 5 marks and will be assessed with every Unit Test. **Math practical file** to be brought to school on the days of Maths Unit Test.

9. GK:

Confidence Diary carries 2 marks and it will be assessed with GK Unit Tests.
Confidence Diary to be brought to school on the days of GK Unit Tests.

Sunbeam School

Annapurna, Bhagwanpur, Indiranagar, Lahartara, Sarnath, Suncity, Varuna & Knowledge Partners

UNIT TEST SCHEDULE (HALF YEARLY TERM)

Subject	Date	Day	Open Door Assessment	Syllabus
English	26.04.25	Sat	----	Ch. : The Railway Children, The Sentence, Punctuation & Capital Letters, Creative Writing, Comprehension (Prose), British vs American spelling
Computer	30.04.25	Wed	----	Ch. : Net Hygiene, Cyber Ethics, Ch.: More features of Word: till the topic page formatting, Pg. No. 38
G.K.	03.05.25	Sat	----	Pg. 9 to 15 Current Affairs, Important Dates (bring Confidence Diary)
Hindi	09.05.25	Fri		पाठ: पुष्प की अभिलाषा, विराम चिन्ह, संज्ञा, गिनती, औपचारिक पत्र, सृजनात्मक लेखन
Science	28.06.25	Sat	Science Cycle 1 Learning	Ch. : Plant- The Food Factories
Maths	05.07.25	Sat	Science Cycle 1 Re-Learning	Ch. : Place Value, Ch. : Addition and Subtraction (bring Math Practical file)
Social Studies	11.07.25	Fri	Maths Cycle 1 Learning	Ch. India
English	19.07.25	Sat	Maths Cycle 1 Re-Learning	Ch. : Down the Rabbit Hole, Going Downhill on a Bicycle, Subject & Predicate, Nouns, Gender, Comprehension (Poem), Letter Writing
Hindi	26.07.25	Sat	----	पाठ: भिक्षा पात्र एवं तीन शर्तें, पर्यायवाची शब्द, सर्वनाम, अनुच्छेद लेखन
Science	02.08.25	Sat	Science Cycle 2 Learning	Ch. : Plant Adaptation and Ch.: Reproduction in Animals
Maths	08.08.25	Fri	Science Cycle 2 Re-Learning	Ch. : Multiplication, Ch. : Division (bring Math Practical File)
Social Studies	13.08.25	Wed	Maths Cycle 2 Re-Learning	Ch. : Landforms of the World
English	20.08.25	Wed	----	Ch. : The Weightlifting Princess, The Case of Missing Water, Number, Articles, Pronouns, Comprehension (Prose), Homophones, Proverbs
GK	23.08.25	Sat	Maths Cycle 2 Re-Learning	Pg. No. 16 to 19, Pg. 24 to 32, Pg. 36 to 38, Current Affairs, Important Dates (bring Confidence Diary)
Computer Science	27.08.25	Wed		Ch.: More Features of Word- from topic- Setting Page Properties to Printing a Document and Ch.: Working With Styles and Objects
Hindi	30.08.25	Sat		पाठ: आखिर वह दिन आ ही गया, अशुद्धि शोधन, औपचारिक पत्र, लिंग, अपठित गद्यांश,

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UNIT TEST SCHEDULE (HALF YEARLY TERM)

Subject	Date	Day	Open Door Assessment	Syllabus
Science	06.09.25	Sat	----	Ch. : Food and Nutrition
Math	13.09.25	Sat	----	Ch. : Factors, Ch. : Multiples (bring Math Practical File)
Social Studies	18.09.25	Thu	----	Ch. : The Great Indian Desert Ch.: The Climate of Our Country

SYLLABUS FOR CLASS WORK ASSIGNMENT-
Time duration for Class Work Assignment will be 2 hours

Subject	Content
English (50 marks)	Poem- Voice of Spring (All Exercises & Dictation), The Sentence, Punctuation and Capital letter, Subject and Predicate, Nouns, Verbs, Gender, Number, Article, Pronouns, Adjectives, Degrees of Comparison, Comprehension Prose, Creative Writing, Letter Writing, Prefix,
Hindi (50 marks)	पाठ- हिमालय (सभी अभ्यास कार्य, शब्द-श्रुतलेख, वाक्य-श्रुतलेख), गिनती, विराम चिन्ह, संज्ञा, पर्यायवाची शब्द, सर्वनाम, अशुद्धि शोधन, लिंग, अपठित गद्यांश, पत्र लेखन, सृजनात्मक लेखन, अनुच्छेद लेखन
Maths (50 marks)	Place Value, Addition & Subtraction, Multiplication, Division, Factors, Multiples Shapes, Patterns & Nets
Science (50 marks)	Plant- The food factories, Plant adaptations, Reproduction in Animals, Food and Nutrition, Safety and First Aid.
Social Science (50 marks)	Chapter India, Landforms of the world, The Great Indian Desert, The Climate of our Country, States, Union Territories and Capitals.

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Annapurna, Bhagwanpur, Indiranagar, Lahartara, Sarnath, Suncity, Varuna & Knowledge Partners

UNIT TEST SCHEDULE (ANNUAL TERM)

Subject	Date	Day	Open Door Assessment	Syllabus
English	01.11.25	Sat	----	Ch. : Braille, Simple Present Tense, Present Continuous Tense, Comprehension (Prose), Paragraph Writing, British vs American spelling
Science	07.11.25	Fri	----	Ch. : Digestion and Teeth
Maths	15.11.25	Sat	Science Cycle 3 Learning	Ch. Fractions and Ch. Decimals (bring Math Practical File)
Hindi	22.11.25	Sat	Science Cycle 3 Re-learning	पाठ: वीर तुम बड़े चलो, जगदीश चन्द्र बसु, विशेषण, विलोम शब्द, गिनती, अपठित गद्यांश, सृजनात्मक लेखन
GK	26.11.25	Wed	----	Pg. 44 to 49, 52 to 57, Current Affairs, Important Dates, (Bring Confidence Diary)
Social Studies	29.11.25	Sat	----	Ch.: Soils of India
English	06.12.25	Wed	Maths Cycle 3 Learning	Ch. : Luke Saves the Whale, The Bluebird, Simple Past Tense, Past Continuous Tense, Simple Future Tense, Letter, Comprehension (Poem) and Creative Writing
Science	12.12.25	Fri	Maths Cycle 3 Re-Learning	Ch. Matter and its States
Computer Science	17.12.25	Wed	----	Ch.: Introduction to Power Point, Ch.: Working with Slides, Digital De-addiction, Fun with AI
Maths	20.12.25	Sat	----	Ch. : Measurement, Ch. : Perimeter and Area (bring Math Practical File)
Hindi	27.12.25	Sat	----	पाठ: ग्राम्य जीवन, क्रिया, अनेक शब्दों के लिए एक शब्द, औपचारिक पत्र, अनुच्छेद लेखन
Social Studies	09.01.26	Fri	Science Cycle 4 Learning	Ch. : Our Water Wealth
English	17.01.26	Sat	Science Cycle 4 Re-Learning	Ch. : Kali Wants to Dance, Sword in the Stone, Future Continuous Tense, Adverbs, Conjunctions, Diary Writing , Comprehension Prose.
Computer	21.01.26	Wed	----	Ch.: Browsing the Internet
GK	24.01.26	Sat	Maths Cycle 4 Learning	Pg. 58, 60 to 63, 66 to 69, 72 to 77, Current Affairs, Important Dates, (bring Confidence Diary)

Sunbeam School

Annapurna, Bhagwanpur, Indiranagar, Lahartara, Sarnath, Suncity, Varuna & Knowledge Partners

UNIT TEST SCHEDULE (ANNUAL TERM)

Subject	Date	Day	Open Door Assessment	Syllabus
Science	30.01.26	Fri	Math Cycle 4 Re-Learning	Ch. : Force work and Energy, Ch.: The Universe
Maths	07.02.26	Sat	----	Ch. : Time, Ch. : Data (bring Math Practical File)
Hindi	11.02.26	Wed	----	पाठ: दानशील कर्ण, मुहावरे, वचन, अपठित गद्यांश, अनौपचारिक पत्र
Social Studies	14.02.26	Sat	----	Ch. : Agriculture and Industries Ch.: Our Rights and Duties

SYLLABUS FOR CLASS WORK ASSIGNMENT-
Time duration for Class Work Assignment will be 2 hours

Subject	Content
English (50 marks)	Poem- Friends (All Exercises and Dictation), Simple Present Tense, Present Continuous Tense, Simple Past Tense, Past Continuous Tense, Simple Future Tense, Future Continuous Tense, Adverbs, Conjunctions, Preposition, Interjections, Subject-Verb Agreement, Suffixes, Sound Word, Paragraph Writing, Comprehension Poem, Nouns, Verbs.
Hindi (50 marks)	पाठ: मिट्टी की महिमा (सभी अभ्यास कार्य, शब्द-श्रुतलेख, वाक्य-श्रुतलेख), संज्ञा, सर्वनाम, विशेषण, विलोम शब्द, क्रिया, अनेक शब्दों के लिए एक शब्द, मुहावरे, वचन, गिनती, अपठित गद्यांश, अनुच्छेद लेखन, पत्र लेखन, सृजनात्मक लेखन
Maths (50 marks)	Fractions, Decimals, Measurement, Perimeter and Area, Time, Data
Science (50 marks)	Digestion and Teeth, Matter and Its States, Force, Work and Energy, The Universe, Environment
Social Science (50 marks)	Soils of India, Our Water Wealth, Agriculture and Industries, Our Rights & Duties.

DETAILS OF LEARNER'S COMATE

ENGLISH :

1. There are two separate Learner's Comates for both the terms for the students.
2. There are Revisional Assignments for both the terms given in the Learner's Comate.
3. Model Question Papers of English, Computer Science and G.K. are also included in the English Learner's Comate.
4. British Vs American Spellings Assignments are subjected to discussion, correction and assessment.
5. A small section on Verbal Reasoning is added to all the assignments in the English Learner's Comate. The child is expected to attempt on his/her own without much help. These exercises are not subjected to any kind of Assessment.
6. Questions on SDGs given in Learner's Comate are subjected to discussion and correction. (not subjected to assessment)
7. Entrepreneurship and Financial Literacy Assignments given in Learner's Comate are subjected to discussion and correction (not subjected to assessment)
8. Make your Question Assignments given for each chapter are subjected to correction.
9. Chetna Assignments are given at the end of both the terms.
10. Career Awareness Assignment is given in Learner's Comate (Term-II) subjected to discussion and correction (not subjected to assessment)

MATHS :

1. There are two separate Learner's Comates for both the terms for the students.
2. There are Revisional Assignments and Model papers for both the terms given in the Learner's Comate.
3. Questions on SDGs given in Learner's Comate are subjected to discussion and correction. (not subjected to assessment)
4. Make your Question Assignments given for each chapter are subjected to correction.

HINDI :

1. There are two separate Learner's Comates for both the terms for the students.
2. There are Revisional Assignments and Model papers for both the terms given in the Learner's Comate.
3. Questions on SDGs given in Learner's Comate are subjected to discussion and correction. (not subjected to assessment)

SCIENCE :

1. There is a combined Learner's Comate for both the terms for the students.
2. There are Revisional Assignments and Model papers for both the terms given in the Learner's Comate.
3. Questions on SDGs given in Learner's Comate are subjected to discussion and correction. (not subjected to assessment)
4. Robotics assignment (meant only for **ANP, SIV, SNT & ING**) given in Learner's Comate are subjected to discussion and correction. (not subjected to assessment)
5. Make your Question Assignments given for each chapter are subjected to correction.

SOCIAL STUDIES :

1. There is a combined Learner's Comate for both the terms for the students.
2. There are Revisional Assignments and Model papers for both the terms given in the Learner's Comate.
3. An assignment to track sunrise and sunset 'Journey of the Earth around the Sun' is part of Learners Comate.
4. Assignments on 'Bhadwad Geeta', 'Sikh Gurus & their teachings' and 'Know more about Banaras' given in Learner's Comate are subjected to discussion and correction. (not subjected to assessment)
5. Questions on SDGs given in Learner's Comate are subjected to discussion and correction. (not subjected to assessment)
6. Make your Question Assignments given for each chapter are subjected to correction.

Note :

1. All the Assignments given in the Learner's Comate are subjected to corrections.
2. Revisional Assignments which are given in the Learner's Comate are to be done in the revisional notebook before the C.W. Assignment and are not subjected to corrections.

Details of Enrichment Booklet

Enrichment Booklet is a combined practice booklet which comprises of

- i) Math Enrichment Sheets
- ii) Cyber assignments
- iii) Asset assignments
- iv) Logical Reasoning assignments
- v) Verbal Reasoning assignments
- vi) Global assignment

- ❖ There will be only 1 booklet for both the terms.
- ❖ Math Enrichment Sheets are to be done chapter wise along with the respective chapters.
- ❖ Asset Enrichment sheets will include questions of English, Maths and Science.

General instructions :

1. The Enrichment sheets given in Booklet are for practice and not subjected to correction.
2. Math Enrichment sheets are for additional practice for students.
3. Asset Enrichment sheets are for additional practice for students.
4. Cyber Olympiad Practice Sheets will be discussed and done in the class for practice.
5. Logical Reasoning Enrichment Sheets will be done as Holiday Home Work in Summer Vacation.
6. Verbal Reasoning Assignment (Four Assignments), Summer Verbal Reasoning Assignment, Dussehra Verbal Reasoning Assignment, Diwali Verbal Reasoning Assignment, Winter Verbal Reasoning Assignment. These assignments are only for practice and not subjected for corrections and assessment.
7. Enrichment booklet is to be brought by students in the next session (2026-27) for the discussion of Global Assignment which will be included in the Enrichment Booklet.

ENGLISH

Books

- | | |
|--|------------|
| 1. 21st Century English Course Book-4
Second Edition (Subjected to
Correction) | Burlington |
| 2. New Grammar with a Smile -4 Fifth Edition
(Aligned with NCF 2023)(Subjected to Correction) | Headword |
| 3. 21st Century English Literature Reader Book-4
(Not subjected to Correction) | Burlington |
| 4. Oxford Illustrated Primary English Dictionary | Oxford |

Note books to be maintained

English I - Language Notebook (Subjected to correction)

English II - Literature Notebook (Subjected to correction)

Learner's Comate (Subjected to correction)

Asynchronous Tasks

Topic wise **Asynchronous tasks** in various modes (audio/video/ texts/graphic novels etc.) will be shared in the Google classrooms. Students are expected to go through them and do it on their own, back home, as instructed by the respective teachers to enhance concepts/understanding of the topic. The extended Asynchronous work will be taken up in the classes by the teachers so it is important to go through them regularly.

Introduction:

1. **21st Century English Book** is based on interactive pattern which enriches reading, writing and grammar skills of the child. It comprises verbal and visual inputs which will increase your child's communication. 21st Century English Course Book is a complete course designed to help learners in communicating effectively and accurately in English.
2. **New Grammar with a Smile** is a fresh and fascinating approach to grammar and composition. It is followed by a variety of exercises, occasionally in the form of group contents, crossword puzzle etc.

General Instructions-

1. New Words and Paragraph dictation test will be taken after completion of each chapter and in the Unit test. The marks will be added in the unit tests as well.
2. For dictation, any word from the chapter can be given besides the word already mentioned in the precept in the Unit Test.
3. For 'Make Sentence' any word from the chapter can be given besides the words already mentioned in the precept in the Unit Test.
4. Word Meaning - Same words which are mentioned in the precept will be asked in Unit Test.
5. The children will be made to listen to the poem on the IFP. Recitation and Explanation of all the poems will be done. Children will write poem and make a picture to illustrate the ideas of the poem as per their imagination. Poems are meant to be learnt by heart..
6. Compositions and letter writings are to be done in the language note book.
7. Children will write a paragraph (8 to 10 lines) on the topic given in the Learner's Comate in the class of creative writing section.
8. Questions on SDGs given in Learner's Comate are subjected to discussion and correction.
9. Children will do reading of the chapters mentioned in the precept (two in first term and two in second term) from 21st Century Literature Reader. It should be dealt in classes once in a week according to their time table to enhance their reading skills and it is not subjected for assesment.
10. In an attempt to make the students more compatible in how to use a dictionary effectively, like tracing out the words in alphabetical order, finding out their meanings and accurate pronunciation, we are introducing dictionary based activities in the Learner's Comate which will be done individually in both terms as per mentioned in the precept.
11. Story telling activity will be done once in a term.
12. Children will write the answers on their own after the discussion in the class. Answers will not be dictated in the class.
13. Question Bank will be done in Literature notebook after every Literature chapter.
14. Children will do one page of handwriting of every chapter and they will write new words, word meaning, frame sentences, question and answers in their literature note book.
15. E-content will be shown for all the topics through IFP in the class.
16. Assignments on British vs. American spellings of the suggestive words will be done in the Learner's Comate for students to understand that both spelling are correct and acceptable. This will also be assessed in the Unit Test.

17. For better understanding and additional practice students must download the online resources of Burlington through the given link of the app.

<https://app.burlingtonenglish.com>.

Steps to Access the Online Resources.

Log on to <https://app.burlingtonenglish.com>.

+ Enter the coupon code.

Follow the onscreen instructions to access the online resources.

18. Burlington English Grammar: An Eclectic Approach is a supplementary resource book designed to provide comprehensive grammar instruction based on the Eclectic Approach to language acquisition. This book emphasizes practical application and functional use. We encourage students to engage with the exercises, which will reinforce their grammar skills and build confidence. Please note that this resource is for practice and reinforcement purposes only, and is not subjected for corrections, unit test or Assessment.

19. At Sunbeam, we emphasize the importance of robust vocabulary for effective communication and comprehension. Our integrated vocabulary word list, incorporated into the syllabus, aims to:

- Enhance word knowledge across subjects
- Illustrate vocabulary integration in various contexts
- Strengthen overall language proficiency

20. Make Your Questions will be practiced after each chapter in the Learner's Comate. Parents must give their child further practice at home. Questioning skills will be assessed in the Unit Test.

21. Verbal Reasoning is, thinking with words. It involves solving word problems, following written instructions, shorting letter sequences and cracking letter and number based codes. It helps to develop vocabulary and analytical skills. It also develops qualities of perception and solve complicated subject questions.

22. Grammar topics (Nouns and Verbs) from Term-I will be assessed in the classwork assignment of Term-II.

Note: A small section on Verbal Reasoning is added to all the assignments in the English Learner's Comate. The child is expected to attempt on his/her own without much help. These exercises are not subjected to any kind of Assessment.

Pronunciation Lab: Pronunciation Plus - The digital pronunciation practice materials feature an integrated pronunciation element - the Burlington Speech Trainer. It listens to learners practicing vocabulary, identifies pronunciation errors, and provides each learner with a personalised pronunciation programme. Speech trainer is available anytime, anywhere, and on any device.

Virtual Escape Room - Links of **Escape Room** will be shared of all the chapters in Google Classroom (G-Suite) for revising the concepts.

Vocabulary Building

We believe that strong Vocabulary is essential for effective communication and Comprehension. Keeping this in mind we are introducing an integrated Vocabulary word list.

- These words have been taken from the different subjects being taught to the child and are to be used by all the subject teachers for familiarity and comprehension.
- We encourage our parents to use these words in their day to day conversation.
- Together we can empower our students to become confident and articulate communicators.
- These list of words will be provided monthly in the class WhatsApp group and Google Classroom for your reference.

Word List for April & May

English:- government, whispered, passengers, magazines, medicine, conversations, shrinking, exclaimed, scurried, curious, unfortunately, buttered

Math:- roman numerals, ascending order, abacus, rounding, midway point, regrouping, counting in tens, information, bar models, adding up

Science:- atmosphere, iodine, mistletoe, insectivorous, stomata, carbon dioxide, starch, oxygen

S.St:- landforms, plateaus, distributaries, perennial, sediments, valley, fertile, population, Brahmaputra, Afghanistan, territories, coastal, diverse

Word List for June + July

English: - scarce, treadles, feathery, toils, poised, famous, kingdom, month, championship, disappointed, athlete, weightlifting, competitors

Math:- multiplication, shortcut, column, array, box multiplication, times table, quotient, unitary method, remainder, Corresponding, divisor, facts, dividend

Science:- hyacinth, creepers, mangrove, flexible, gulmohar, fibrous, spruce, maggot, hatching, reptiles, spawn, nymph, chrysalis

S.St:- Pushkar, banjara, Jaisalmer, ghagra, sandstorms, Rann of Kutch

Word List for August

English: examined, collected, sanitary engineers, muttered, downstairs, mystery, wondered, monsoon, bleating, cawing, orchard, humming, abound, gnats

Math: factor, factor pair, divisible, divisibility, common factors, construct, symmetry, vertical, diameter, horizontal, reflection, slanting, tessellation, circumference

Science: minerals, obese, liquified, nutrients, carbohydrates, protein, diet, scurvy

S. St : monsoon, humid, seasons, autumn, vapor, coromandel coast, climate, weather

Word List for October

English: Braille, monopoly, languages, symbols, workplace, patterns, special, blind, accident

Math: whole, numerator, denominator, converting, mixed number, equivalent fractions, mixed number

Science: emergency, swelling, medicines, antiseptic, injured, tissue, broken, synthetic, traffic, accident

S.St : humus, erosion, laterite soil, embankments, terrace, alluvial, manure

Word List for November

English: project, Alaska, Arctic, whales, diary, breathe, travel, special, usually, swinging, snowdrop, cheery, mantles, crocus

Math: decimal point, fraction, decimal, hundredth, digit, kilometre, estimate, capacity, liquid, centimetre, millimeter, halfway mark, litre

Science: protozoa, typhoid, digestive, microscope, cavities, oesophagus, saliva, enamel, balanced, dentine

S.St : irrigation, diesel, groundwater, harnessing, drought, Farakka Barrage, reservoir, harvesting

Word List for December

English: opportunities, kovalam, Bharatanatyam, pretend, hospital, programmes, awards, Kalakshetra, magician, announces, succeeded, England, shoulder

Math: perimeter, surface, approximate, edge, portion, figure, unit

Science: temperature, molecule, freezing, container, volume, saturated, melting, deposition, beaker, dissolve

S.St : handicrafts, industries, Chhattisgarh, technology, agriculture, machinery, witnessed, refineries, revolution

Word List for January

English: school, chorus, phone, noise, clever, friend, everything

Math: leap year, duration, quarter to, ante meridian, timeline, post meridian, pictograph, bar graph, vertical scale, horizontal scale

Science: cylindrical, lever, inclined, wedge, screw, atomic, turbine, geothermal, rotating, atomic

S.St : constitution, representative, secularism, monarchy, sovereign, democracy, government

Word List for February

Science: hemisphere, galaxy, valley, atmosphere, magma, molten, dysentery, management, compost, hazards

Vowel Phonemes			
01	/ɪ/	p <u>it</u>	sit, hit, nil, bin, sin
02	/e/	p <u>e</u> t	met, set, net, let, get
03	/æ/	p <u>a</u> t	hat, bat, mat, chat, sat
04	/ɒ/	p <u>o</u> t	cot, log, jog, not, hot
05	/ʌ/	l <u>u</u> ck	duck, hut, thud, rug, suck
06	/ʊ/	g <u>oo</u> d	hood, should, wood, foot
07	/ə/	<u>a</u> go	adore, alas, aghast, amazed
08	/i:/	m <u>ea</u> t	beat, seat, treat, feed, sleep
09	/ɑ:/	c <u>a</u> r	star, war, park, bar
10	/ɔ:/	d <u>oo</u> r	pour, score, bore, go, tore, lobe

Note : Refer to the above chart while reading a dictionary.

Half Yearly Term

Month	Content																																																																											
	<table><tr><th>Sl. No.</th><th>Chapter's Name</th><th>No. of iBLD</th></tr><tr><td>1</td><td>Chapter 1 : The Railway Children</td><td>1</td></tr><tr><td>2</td><td>Chapter 2 : Down The Rabbit Hole</td><td>1</td></tr><tr><td>3</td><td>Out with the Goats (only for reading) <div>Literature Reader</div></td><td>-</td></tr><tr><td>4</td><td>Poem- Going Downhill on a Bicycle</td><td>1</td></tr><tr><td>5</td><td>Chapter 3 : The Weightlifting Princess</td><td>1</td></tr><tr><td>6</td><td>The Emperor's New Clothes (only for reading) <div>Literature Reader</div></td><td>-</td></tr><tr><td>7</td><td>Chapter 4: The Case of the Missing Water</td><td>1</td></tr><tr><td>8</td><td>Poem- The Voice of Spring</td><td>1</td></tr></table> <table><tr><th>Sl. No.</th><th>Chapter's Name</th><th>No. of IIA</th></tr><tr><td>1</td><td>Chapter 1 : The Sentence</td><td></td></tr><tr><td>2</td><td>Chapter 22 : Punctuation and Capital Letters</td><td></td></tr><tr><td>3</td><td>Chapter 3 : Subject and Predicate</td><td></td></tr><tr><td>4</td><td>Chapter 4 : Nouns</td><td></td></tr><tr><td>5</td><td>Chapter 5 : Gender</td><td></td></tr><tr><td>6</td><td>Chapter 6 : Number</td><td></td></tr><tr><td>7</td><td>Chapter 7 : Articles</td><td></td></tr><tr><td>8</td><td>Chapter 8 : Pronouns</td><td></td></tr><tr><td>9</td><td>Chapter 9 : Adjectives</td><td></td></tr><tr><td>10</td><td>Chapter 10 : Degree of Comparison</td><td></td></tr><tr><td>11</td><td>Chapter 11 : Verbs</td><td></td></tr><tr><td>12</td><td>Vocabulary-4: Prefixes</td><td></td></tr><tr><td>13</td><td>Comprehension Passage (Learner's Comate)</td><td>2</td></tr><tr><td>14</td><td>Video</td><td>1</td></tr><tr><td>15</td><td>Creative Writing (Learner's Comate)</td><td>1</td></tr></table> <div>Note:</div> <div>1. Children will write the answers on their own after discussion in the class. Answers will not be dictated in the class.</div>	Sl. No.	Chapter's Name	No. of iBLD	1	Chapter 1 : The Railway Children	1	2	Chapter 2 : Down The Rabbit Hole	1	3	Out with the Goats (only for reading) <div>Literature Reader</div>	-	4	Poem- Going Downhill on a Bicycle	1	5	Chapter 3 : The Weightlifting Princess	1	6	The Emperor's New Clothes (only for reading) <div>Literature Reader</div>	-	7	Chapter 4: The Case of the Missing Water	1	8	Poem- The Voice of Spring	1	Sl. No.	Chapter's Name	No. of IIA	1	Chapter 1 : The Sentence		2	Chapter 22 : Punctuation and Capital Letters		3	Chapter 3 : Subject and Predicate		4	Chapter 4 : Nouns		5	Chapter 5 : Gender		6	Chapter 6 : Number		7	Chapter 7 : Articles		8	Chapter 8 : Pronouns		9	Chapter 9 : Adjectives		10	Chapter 10 : Degree of Comparison		11	Chapter 11 : Verbs		12	Vocabulary-4: Prefixes		13	Comprehension Passage (Learner's Comate)	2	14	Video	1	15	Creative Writing (Learner's Comate)	1
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	<div>2. New Words and Paragraph dictation test will be taken after completion of chapters and in the Unit test. The marks will be added in the unit tests as well.</div> <div>3. For 'dictation' any word from the chapter can be given besides the words already mentioned in the precept in the Unit Test.</div> <div>4. For 'Make Sentence' any word from the chapter can be given besides the words already mentioned in the precept in the Unit Test.</div>
<div>April</div> <div>+ May</div> <div>No of Days</div> <div>23+9</div> <div>=32 days</div>	<div>21st Century English Course Book-4</div> <div>Welcome- Pg. No. 9 to 14 (to be discussed and done in the course book as class work) (not subjected for correction)</div> <div>Theme- Family-(Pg. No. 15), Ex. A, B1,B2 & C (to be discussed in the class)</div> <div>Ch. 1 - The Railway Children</div> <div>Reading and Explanation- Pg. No. 16 to Pg. No. 21</div> <div>Dictation words and paragraph from the chapter will be taken</div> <div>Teaching aids : Pronunciation Plus - Recorded video of the pronunciation of difficult words will be practiced.</div> <div>Pronunciation Lab-1- Recorded video of the pronunciation of difficult words will be practiced & shared in Google Classroom.</div> <div>New Words</div> <div><div>1. comfortable</div><div>2. government</div><div>3. important</div><div>4. enough</div><div>5. suitcases</div><div>6. explore</div><div>7. medicine</div><div>8. magazines</div><div>9.whispered</div><div>10. brave</div><div>11. shouting</div><div>12.tunnel</div><div>13.secret</div><div>14.passengers</div><div>15.excitedly</div></div> <div>Word meaning</div> <div><div>1. comfortable</div><div>2. government</div><div>3. enough</div><div>4. whispered</div></div> <div>Words for sentence formation</div> <div><div>1. comfortable</div><div>2. explore</div><div>3. whispered</div><div>4. brave</div></div> <div>All the exercises will be done</div> <div>Comprehension-Pg. No. 22</div> <div>Ex. A& B (to be done in the Burlington App)</div> <div>Ex. C & D (to be done in the literature notebook)</div> <div>Ex. E. Q. 1 and 2 (to be discussed in the class)</div> <div>Vocabulary-Pg. No. 23, Ex. A & B (to be done in the Burlington App)</div> <div>Listening- Pg. No. 25 (to be done in the course book as LSD-1)</div> <div>Speaking-Pg. No. 25 (to be discussed in the class)</div>

Theme- Fantasy-: (Pg. No. 28), Ex. A, B, C, & D (to be discussed in the class)

Ch. 2 – Down The Rabbit-Hole

Reading and Explanation- Pg. No. 29 to Pg. No. 33

Dictation words and paragraph from the chapter will be taken

Teaching aids : Pronunciation Plus - Recorded video of the pronunciation of difficult words will be practiced.

Pronunciation Lab-2- Recorded video of the pronunciation of difficult words will be practiced & shared in Google Classroom.

New words

- | | | | | |
|------------------|--------------|--------------|------------|--------------|
| 1.conversations | 2. waistcoat | 3. surprise | 4. curious | 5. golden |
| 6. unfortunately | 7.buttered | 8.exclaimed | 9.grabbed | 10.shredding |
| 11.scurried | 12.measure | 13.shrinking | 14.uttered | 15.leap |

Word meaning

- | | | | |
|------------|-------------|------------|--------|
| 1. grabbed | 2. scurried | 3. uttered | 4.leap |
|------------|-------------|------------|--------|

Words for sentence formation

- | | | | |
|-------------|------------|----------|---------|
| 1. surprise | 2. curious | 3.golden | 4. leap |
|-------------|------------|----------|---------|

All the exercises will be done

Comprehension- Pg. No. 33 & 34

Ex. A & B (to be done in the Burlington App)

Ex. C & D (to be done in the literature notebook)

Ex. E, Q. 1 to 5 (to be discussed in the class)

Vocabulary-Pg. No. 35 Ex. A (to be done in the course book)

Ex. B (to be done in the Burlington App)

Listening- Pg. No. 38 (to be done in the course book) **Speaking-** Pg. No. 38 (to be done in the class)

Art Corner-1, Pg. No. 41:-Ex. A (to be discussed in the class), Ex. B (to be done as H.W. and then displayed in the class) **as Art Integrated Learning (AIL)**

Enrichment Activities 1 - Pg. No. 44, Ex. A & B (Discussion), Ex. C (to be done in the course book).

New Grammar with a Smile 4 (All the exercises will be discussed and done in the class)

Ch. 1 The Sentence

- Warm up (Pg 7)
- Explanation (Pg. 8)

- Ex. A (Pg. 9)
- Ex. B (Pg. 9) (To be done in language notebook)

Ex. C (Pg 10) (to be done in the language notebook)

Ex. D (Pg 11) (to be done in the language notebook)

Ex. E (Pg 12) (to be done in the language notebook)

Ch.: 22 Punctuation and Capital Letters

- Warm Up (Pg 96)
- Explanation (Pg. 97 & 98)

- Ex. A (Pg. 98)
- Ex. B (Pg. 99)

- Ex. C (Pg. 99) (To be done in language notebook)

Ch.: 3 Subject and Predicate

- Warm Up (Pg 13)
- Ex. B (Pg. 14)
- Ex. A (Pg. 13)
- Ex. C (Pg. 15)

Ch.: 4 Nouns

- Warm Up (Pg 16)
- Ex. B (Pg. 17)
- Ex. C (Pg. 19)
- Ex. D (Pg. 21), Ex. E (Pg. 21). Ex. F (Pg. 22)
- Ex. A (Pg. 17)
- Explanation (Pg. 18)
- Explanation (Pg. 20)

Comprehension 1 (Pg 112-113) only for practice (not subjected for correction) (to be done in Grammar book)

Language

1. Writing - Ex. A, Pg. No. 26 (to be discussed), Ex. B Pg No. 26 (to be done in the course book), Ex. C Pg No.26 (to be done in course book) Ex D Pg No. 27 (to be discussed in the class) Ex E. Pg No. 27(to be done in Language notebook) (The Railway Children)

2. Letter Writing- Ex A Pg. No. 39 (to be discussed), Ex B Pg. No. 39, (to be done in the course book) Ex C Pg no. 40(to be discussed in the class) Ex D Pg no.40 (to be done in the Language notebook)(Down The Rabbit-Hole)

3. Learner's Comate Revisional Assignment -1

4. Learner's Comate Assignment-2: Comprehension (prose) + The Sentence + Punctuation and Capital Letters + Subject & Predicate + Nouns + Creative Writing + Dictionary Activity

5. Integrated Interdisciplinary Approach (IIA)- Unseen Passage
Learner's Comate Assignment -2

21st Century English Literature Reader -4 (For reading only, not subjected for test/ assesment)

Out with the Goats (only for reading).

Language Building Activity: Situational Talk

Read the book 'An Elephant's Story' for Reading for Pleasure Examination.
Summer Verbal Reasoning Assignment - to be done in Enrichment Booklet

June & July No of Days 5+27 =32 days	<p><u>21st Century English Course Book - 4</u></p> <p><u>Poem-Going Downhill on a Bicycle- Pg. No. 42</u></p> <p>The children will be made to listen to the poem on the IFP</p> <p>Recitation and Explanation will be done in the class</p> <p>Dictation of words will be taken</p> <p>Teaching aids : Pronunciation Plus - Recorded video of the pronunciation of difficult words will be practiced.</p> <p>Pronunciation Lab-3- Recorded video of the pronunciation of difficult words will be practiced & shared in Google Classroom.</p> <p>Children will write the poem in the literature notebook and make a picture to illustrate the idea of the poem as per their imagination.</p> <p>New words</p> <table border="0"> <tr> <td>1. poised</td> <td>2. heedful</td> <td>3. mighty</td> <td>4. throat</td> <td>5. feathery</td> </tr> <tr> <td>6. steel-shod</td> <td>7. slackens</td> <td>8. scarce</td> <td>9. treadles</td> <td>10. toils</td> </tr> </table> <p>Word meaning</p> <table border="0"> <tr> <td>1. poised</td> <td>2. mighty</td> <td>3. slackens</td> <td>4. treadles</td> <td>5. toils</td> </tr> </table> <p>Words for sentence formation</p> <table border="0"> <tr> <td>1. laugh</td> <td>2.mighty</td> <td>3. moment</td> <td>4. crawl</td> </tr> </table> <p>All the exercises will be done</p> <p>Understanding the Poem- Pg. No. 43</p> <p>Ex. A (to be done in the literature notebook), Ex. B (to be discussed in the class)</p> <p>Appreciation- Pg. No. 43</p> <p>Ex. A& B (to be done in the Burlington App)</p> <p><u>Theme- Winning and Losing-</u> (Pg. No. 45), Ex. A, B & C (to be discussed & done in the course book in the class)</p> <p><u>Ch. 3 The Weightlifting Princess</u></p> <p>Reading and Explanation-Pg. No. 46 and 47</p> <p>Dictation of words and paragraph from the chapter will be taken</p> <p>Teaching aids : Pronunciation Plus - Recorded video of the pronunciation of difficult words will be practiced.</p> <p>Pronunciation Lab-4- Recorded video of the pronunciation of difficult words will be practiced & shared in Google Classroom.</p> <p>New words</p> <table border="0"> <tr> <td>1. famous</td> <td>2. weightlifting</td> <td>3. contest</td> <td>4.kingdom</td> <td>5. month</td> </tr> <tr> <td>6. rules</td> <td>7. kilos</td> <td>8. athlete</td> <td>9. championship</td> <td></td> </tr> <tr> <td>10. competitors</td> <td>11. throne</td> <td>12. ankle</td> <td>13. disappointed</td> <td>14. resolved</td> </tr> <tr> <td>15. clap</td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>Word meaning</p> <table border="0"> <tr> <td>1. competitors</td> <td>2. strength</td> <td>3.resolved</td> <td>4.grunted</td> </tr> </table>	1. poised	2. heedful	3. mighty	4. throat	5. feathery	6. steel-shod	7. slackens	8. scarce	9. treadles	10. toils	1. poised	2. mighty	3. slackens	4. treadles	5. toils	1. laugh	2.mighty	3. moment	4. crawl	1. famous	2. weightlifting	3. contest	4.kingdom	5. month	6. rules	7. kilos	8. athlete	9. championship		10. competitors	11. throne	12. ankle	13. disappointed	14. resolved	15. clap					1. competitors	2. strength	3.resolved	4.grunted
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10. competitors	11. throne	12. ankle	13. disappointed	14. resolved																																								
15. clap																																												
1. competitors	2. strength	3.resolved	4.grunted																																									

Words for sentence formation

1. remembered 2. worried 3. championship 4. final

Comprehension- Pg. No. 48

Ex. A. (to be done in the Burlington App)

Ex. B, C & D (to be done in the literature notebook)

Ex. E, Q. 1 (to be done in the course book), Q. 2 (to be discussed in the class)

Vocabulary-Pg. No.49

Ex. A, B & C (to be done in the Burlington App)

Listening -Pg. No. 51 (to be done in the course book as **LSD-2**)

Speaking-Pg. No. 51 (to be discussed and done in the class)

New Grammar with a Smile-4 (All the exercises will be discussed and done in the class)

Ch.: 5 Gender

- Warm Up (Pg 23)
- Ex. A (Pg. 24)
- Ex. B (Pg. 25)
- Ex. C (Pg. 26)

Ch.: 6 Number

- Warm Up (Pg 27)
- Explanation (Pg. 28)
- Ex. A (Pg. 29),
- Ex. B (Pg. 29)
- Ex. C (Pg. 30),
- Ex. D (Pg. 31)

Ch.: 7 Articles

- Warm Up (Pg 32)
- Explanation (Pg. 33 & 34)
- Ex. A (Pg. 34),
- Ex. B (Pg. 34 & 35)
- Ex. C (Pg. 35)

Ch.: 8 Pronouns

- Warm Up (Pg 36)
- Explanation (Pg. 37)
- Ex. A (Pg. 38)
- Ex. B (Pg. 39)
- Ex. C (Pg. 40)

Comprehension 2: (Prose) (Pg 114-115) (only for practice, not subjected for correction). (to be done in the Grammar book)

Language

1. Article Writing- Ex. A, Pg. No. 52 (to be done in the course book), Ex. B, Pg. No. 52 (to be discussed in the class), Ex. C. Pg. No. 53 (to be done in the course book) Ex D Pg no.53(to be done in the Language notebook) (The Weightlifting Princess)

	<p>2. Integrated Interdisciplinary Approach (IIA)- Record a video on "River Ganga - The lifeline of Varanasi" (Any video app)</p> <p>3. Learner's Comate Assignment-3 - Comprehension (poem) + Gender + Number + Articles + Pronouns+ Creative Writing + Dictionary Activity- To look into the dictionary and find out the correct spellings.</p> <p>4. Entrepreneurship and Financial Literacy: Activity sheet to be done in the Learner's Comate.</p> <p>5. Proverbs: (to be done in the Learner's Comate)</p> <p>6. Homophones: (to be done in the Learner's Comate)</p> <p>21st Century English Literature Reader -4 (For reading only, not subjected for test/assesment)</p> <p>The Emperor's New Clothes (only for reading).</p>
August No. of Days= 24 days	<p>21st Century English Course Book-4</p> <p>Theme-Environment-(Pg. No. 54), Ex. A, B & C (to be discussed in the class)</p> <p>Ch. 4 The Case of Missing Water</p> <p>Reading and Explanation- Pg. No. 55 to Pg. No. 58.</p> <p>Dictation of words and paragraph from the chapter will be taken</p> <p>Teaching aids : Pronunciation Plus - Recorded video of the pronunciation of difficult words will be practiced.</p> <p>Pronunciation Lab-5- Recorded video of the pronunciation of difficult words will be practiced & shared in Google Classroom.</p> <p>New words</p> <p>1. tank 2. rain 3. collected 4. filled 5. dig 6. arrive</p> <p>7. examined 8. wondered 9. mystery 10. glasses 11. muttered</p> <p>12. downstream 13. fisherman 14. sanitary engineers 15. monsoon</p> <p>Word meaning</p> <p>1. mystery 2. searched 3. sanitary 4. splashing</p> <p>Words for sentence formation</p> <p>1. angrily 2. roared 3. searched 4. mystery</p> <p>All the exercises will be done</p> <p>Comprehension- Pg. No. 59</p> <p>Ex. A (to be done in the Burlington App)</p> <p>Ex. B & C (to be done in the literature notebook)</p> <p>Ex. D, Q. 1 to 3 (to be discussed in the class)</p> <p>Vocabulary- Pg. No. 60</p> <p>Ex. A, B, & C (to be done in the Burlington App)</p> <p>Listening - Pg. No. 62, to be done in the course book as LSD Revisional</p> <p>Speaking-Pg. No. 62 (to be done in the class)</p> <p>Sports Corner-1 Pg. No. 65 (to be discussed and done in the class)</p>

Poem : The Voice of Spring- Pg. No. 66

The children will be made to listen to the poem on the IFP

Recitation and Explanation will be done in the class

Dictation of words will be taken

Teaching aids : Pronunciation Plus - Recorded video of the pronunciation of difficult words will be practiced.

Pronunciation Lab-6- Recorded video of the pronunciation of difficult words will be practiced & shared in Google Classroom.

Children will write the poem in the literature notebook and make a picture to illustrate the idea of the poem as per their imagination.

New words

- | | | | | |
|-------------|-----------|------------|-----------|---------|
| 1. bleating | 2. cawing | 3. orchard | 4. abound | 5. elms |
| 6. autumn | 7. gnats | 8. humming | 9. stream | |

Word meaning

- | | | | |
|------------|-----------|----------|---------|
| 1. orchard | 2. stream | 3. gnats | 4. elms |
|------------|-----------|----------|---------|

Words for sentence formation

- | | | | |
|-----------|------------|----------|----------|
| 1. spring | 2. soaring | 3. crowd | 4. shoot |
|-----------|------------|----------|----------|

All the exercises will be done**Understanding the Poem- Pg. No. 67**

Ex. A (to be done in the literature notebook), Ex. B (to be discussed in the class)

Appreciation- Pg. No. 67 (to be done in the Burlington App)

Enrichment Activities-2 Pg. 68 (to be discussed in the class)

New Grammar with a smile - 4

All the exercises will be discussed and done in the class

Ch.: 9 Adjectives

- | | |
|-------------------------|--|
| • Warm Up (Pg 41) | • Ex. A (Pg. 42) |
| • Ex. B & Ex C (Pg. 43) | • Ex. D (Pg. 44), Ex. E (Pg. 45) |
| • Ex. F (Pg. 46) | • Let's Play (Pg. 46) (To be done as H.W.) |

Ch.: 10 Degrees of Comparison

- | | |
|-------------------|------------------------|
| • Warm Up (Pg 47) | • Explanation (Pg. 48) |
| • Ex. A (Pg. 49) | • Ex. B (Pg. 50) |

Ch.: 11 Verbs

- Warm Up (Pg 51)
- Explanation (Pg. 52)
- Ex. A (Pg. 53),
- Explanation (Pg. 53 & 54)
- Ex. B (Pg. 54)

	<p><u>Language</u> 1. Message Writing - Pg no. 63- Ex. A & B (to be done in the course book) Ex C Pg No 64(to be discussed in the class) Ex. D, Pg. No. 64 (to be done in course book) (The Case of the Missing Water) Comprehension Passage-3 (Prose) pg. no. 116 & 117 (only for practice, not subjected to correction) (to be done in the book)</p>
Sept. 22 Days	<p>Vocabulary - 4 Prefixes Explanation (Pg. 106) Ex. (Pg. 107) Grammar Game will be played in the class on "Tense"</p> <p>Learner's Comate Assignment-4 Comprehension (prose)+ Adjectives + Degrees of Comparison + Verbs+ Creative Writing+ Dictionary Activity-To look into the dictionary, observe the alphabetical order of the words.</p> <p>Learner's Comate Assignment-5 Prefixes</p> <p>Integrated Interdisciplinary Approach (IIA)- Creative Writing (Learner's Comate Assignment 4) Story Telling: Story will be narrated for enjoyment, comprehension & enhancement of thinking skills. Story of the term is Selfish Giant. Assignment based on the story is to be done in the English Learner's Comate.</p> <p>Revision & Class work Assignment</p>
	<div style="border: 1px solid black; padding: 10px; text-align: center;"> <p>Holiday Home Work (Summer Vacation)</p> <p>a) Revise Word Meanings of chapters taught in the first term.</p> <p>b) Summer Verbal Reasoning Assignment to be done in Enrichment booklet.</p> <p>c) Read any one book from the list of suggested readings given in your precept and maintain a record in 'My Reading Log'.</p> <p>d) Read the book 'An Elephant's Story' for Reading for Pleasure Examination.</p> </div>

ANNUAL TERM

Month I

Content

SI. No.	Chapter's Name	No. of iBLD
1	Chapter 5 : Braille	1
2	Chapter 6 : Luke Saves the Whales	1
3	Poem : The Bluebird	1
4	The Elephant That Struck Work (only for reading) <small>Literature Reader</small>	—
5	Chapter 7 : Kali Wants to Dance	1
6	Chapter 8 : The Sword in the Stone	1
7	The Pied Piper of Hamelin (only for reading) <small>Literature Reader</small>	—
8	Poem: Friends	1

SI. No.	Chapter's Name	No. of IIA
1	Chapter 12: Simple Present Tense	
2	Chapter 13 : Present Continuous Tense	
3	Chapter 14: Simple Past Tense	
4	Chapter 15 : Past Continuous Tense	
5	Chapter 16 : Simple Future Tense	
6	Chapter 17 Future Continuous Tense	
7	Chapter 18 : Adverbs	
8	Chapter 19 : Conjunctions	
9	Chapter 20 : Prepositions	
10	Chapter 21 : Interjections	
11	Chapter 2 : Subject-Verb Agreement	
12	Vocabulary -5 : Suffixes	
13	Vocabulary -6: Sound Words	
14	Unseen Passage (Learner's Comate)	2
15	Paragraph Writing (Language Notebook)	2

Oct. No. of days = 18 days	<p><u>21st Century English Course Book - 4</u></p> <p>Theme-Amazing Achievements- (Pg. No. 69), Ex. A & B (to be discussed in the class)</p> <p><u>Ch. 5 - Braille</u></p> <p>Reading and Explanation- Pg. No. 70 to 71</p> <p>Dictation of words and paragraph from the chapter will be taken</p> <p>Teaching aids : Pronunciation Plus - Recorded video of the pronunciation of difficult words will be practiced.</p> <p>Pronunciation Lab-7- Recorded video of the pronunciation of difficult words will be practiced & shared in Google Classroom.</p> <p>New words</p> <table border="0"> <tr> <td>1. Braille</td> <td>2. Paris</td> <td>3. workplace</td> <td>4. accident</td> </tr> <tr> <td>5. doctor</td> <td>6. blind</td> <td>7. clever</td> <td>8. special</td> </tr> <tr> <td>9. soldier</td> <td>10. dots</td> <td>11. code</td> <td>12. symbols</td> </tr> <tr> <td>13. languages</td> <td>14. monopoly</td> <td>15. patterns</td> <td></td> </tr> </table> <p>Word meanings</p> <table border="0"> <tr> <td>1. Braille</td> <td>2. terrible</td> <td>3. invented</td> <td>4. secret</td> <td>5. published</td> </tr> </table> <p>Words for sentence formation</p> <table border="0"> <tr> <td>1. blind</td> <td>2. invented</td> <td>3. published</td> <td>4. friendly</td> </tr> </table> <p>All the exercises will be done</p> <p>Comprehension- Pg. No. 72</p> <p>Ex. A & B (to be done in the Burlington App)</p> <p>Ex. C & D (to be done in the literature notebook)</p> <p>Ex. E, Q. 1 to Q. 4 (to be discussed in the class)</p> <p>Vocabulary- Pg. No. 73</p> <p>Ex. A & B. (to be done in the Burlington App)</p> <p>Listening-Pg. No. 76 (to be done in the course book) as LSD-1</p> <p>Speaking-Pg. No. 76 (to be discussed in the class)</p> <p>New Grammar with a smile - 4</p> <p>All the exercises will be discussed and done in the class</p> <p>Ch.: 12 Simple Present Tense</p> <p>Warm Up (Pg 55)</p> <p>Explanation (Pg. 55 & 56)</p> <p>Ex. A (Pg. 56)</p> <p>Ex. B (Pg. 57)</p> <p>Ex. C (Pg. 57) (To be done in language notebook)</p> <p>Ch.: 13 Present Continuous Tense</p> <p>Warm Up (Pg 58)</p> <p>Explanation (Pg. 59 & 60)</p> <p>Ex. A (Pg. 60)</p>	1. Braille	2. Paris	3. workplace	4. accident	5. doctor	6. blind	7. clever	8. special	9. soldier	10. dots	11. code	12. symbols	13. languages	14. monopoly	15. patterns		1. Braille	2. terrible	3. invented	4. secret	5. published	1. blind	2. invented	3. published	4. friendly
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	<p>Ex. B (Pg. 60 & 61) Ex. C (Pg. 61) (To be done in language notebook) • Ex. D (Pg. 61 & 62) • Ex. E (Pg. 62)</p> <p>Ch.: 14 Simple Past Tense Warm Up (Pg 63) • Explanation (Pg. 64) Ex. A (Pg. 64) (To be done in language notebook) • Ex. B (Pg. 65) Ex C (Pg. 65) (To be done in language notebook)</p> <p>Language 1. Paragraph Writing - Ex A Pg. No. 77 (to be discussed in the class) Ex B Pg No. 77 (to be discussed and done in the course book) Ex C Pg no. 78 (to be discussed in the class) Ex D.Pg No.78 (to be done in the Language notebook) (Braille) 2. Proverbs (to be done in learner's Comate) 3. Learner's Comate Assignment-1 - Comprehension (Prose) + Simple Present Tense + Present Continuous Tense + Simple Past Tense 4. Integrated Interdisciplinary Approach (IIA) - Unseen Passage (Learner's Comate Assignment-1) Language Building Activity: Making a chain of compound words Verbal Reasoning Assignment for Dussehra & Diwali to be done in Enrichment booklet as H.W.</p> <div style="border: 1px solid black; padding: 2px;"> Read the book 'Adventures of Tom Sawyer' for Reading for Pleasure Exam. </div>
Nov. No. of days = 24 days	<p><u>21st Century English Course Book-4</u> Theme-Animals in Danger-(Pg. No.79), Ex. A & B (to be discussed and done in the class) <u>Ch. 6- Luke Saves the Whales</u> Reading and Explanation- Pg. No. 80 to 81 Dictation of words and paragraph from the chapter will be taken Teaching aids : Pronunciation Plus - Recorded video of the pronunciation of difficult words will be practiced. Pronunciation Lab-8- Recorded video of the pronunciation of difficult words will be practiced & shared in Google Classroom. New words 1. project 2.diary 3.travel 4.Alaska 5. Arctic 6.whales 7. usually 8.freezes 9. breathe 10. special <u>Word meaning :</u> 1. project 2. freezes 3.special 4.usually</p>

Words for sentence formation

1. freeze 2. hope 3. ocean 4. diary

All the exercises will be done Comprehension- Pg. 82

Ex. A& B (to be done in the Burlington App)

Ex. C & D (to be done in the literature notebook)

Ex. E, Q. 1, Q. 2, Q. 3 & Q. 4 (to be discussed in the class)

Vocabulary-Pg. No.83

Ex. A&B (to be done in the Burlington App)

Listening - Pg. No.85 (to be done in the course book) as **LSD-2**

Speaking - Pg. No. 85 (to be discussed in the class)

Art Corner-2: Pg. No. 88 (to be done on a chart paper as H.W. and later to be displayed in the class)

Poem : The Bluebird Pg. No. 89

The children will be made to listen to the poem on the IFP.

Recitation and Explanation will be done in the class

Dictation of words will be taken

Teaching aids : Pronunciation Plus - Recorded video of the pronunciation of difficult words will be practiced.

Pronunciation Lab-9- Recorded video of the pronunciation of difficult words will be practiced & shared in Google Classroom.

Children will write the poem in the literature notebook and make a picture to illustrate the idea of the poem as per their imagination.

New Words

1. swinging 2. dreary 3. cheery 4. throat 5. swaying
6. blossoms 7. weary 8. snowdrop 9. crocus 10. mantles
11. daffodils

Word meaning

1. brave 2. weary 3. mantles 4. dreary

Words for sentence formation

1. merry 2. winter 3. gold 4. music

All the exercises will be done

Understanding the Poem- Pg. No. 90

Ex. A (to be done in the literature notebook)

Ex. B (to be discussed in the class)

Appreciation- Pg. No. 90 (to be done in the Burlington App)

Enrichment Activities 3 - Pg. 91, Ex. A, B (to be done in the course book),
Ex. C- Enactment (to be done as group work).

New Grammar with a smile - 4

All the exercises will be discussed and done in the class

Ch.: 15 Past Continuous Tense

- Warm Up (Pg 68)
- Ex. A (Pg. 69 & 70)
- Ex. C (Pg. 70) (To be done in language notebook)
- Explanation (Pg. 68 & 69)
- Ex. B (Pg. 70)

Ch.: 16 Simple Future Tense

- Warm Up (Pg 71)
- Ex. A (Pg. 72 & 73)
- Explanation (Pg. 71 & 72)
- Ex. B (Pg. 74)

Ch.: 17 Future Continuous Tense

- Ex. A (Pg. 75, 76)
- Ex. B (Pg. 76)

Ch.: 18 Adverbs

- Warm Up (Pg 77)
- Ex. B (Pg. 79)
- Ex. D (Pg. 80) (To be done in language notebook)
- Ex. E (Pg 80 & 81), Ex. F (Pg. 81)
- Ex. G & Ex H (Pg 82),
- Ex. A (Pg. 78)
- Ex. C (Pg. 79 & 80)

Grammar Games will be played in the class on "Adjectives".

Comprehension Passage-4 (Prose) pg. no. 118 & 119 (only for practice, not subjected to correction) (to be done in the book)

Language

1. Letter writing (Formal)

Write a letter to the Principal requesting him/her to exempt you from the library fine. (to be done in the language notebook)

2. Story Writing - Ex. A, Pg. No. 86 (to be done in the course book), Ex. B & C Pg. No. 87 (to be done in the course book), (Luke Saves the Whales)

3. Learner's Comate Assignment 2- Comprehension (Prose)+ Past Continuous Tense + Simple Future Tense + Future Continuous Tense +Adverbs + Creative Writing + Dictionary Activity-To look in the dictionary to find out the meanings of new words

4. Integrated Interdisciplinary Approach (IIA) Paragraph writing

(Topic: Importance of Rainwater Harvesting) (to be done in language notebook)

21st Century English Literature Reader-4 (only for reading, not subjected for test/assesment) **The Elephants That Struck Work**

Dec. No. of days = 25 days	<p><u>21st Century English Course Book -4</u> Theme-Gender Equality- (Pg. No. 92), Ex. A, B, C & D (to be discussed in the class) <u>Ch. 7 - Kali Wants to Dance</u> Reading and Explanation- Pg.No.93 to 96 Dictation of words and paragraph from the chapter will be taken Teaching aids : Pronunciation Plus - Recorded video of the pronunciation of difficult words will be practiced. Pronunciation Lab-10- Recorded video of the pronunciation of difficult words will be practiced & shared in Google Classroom. New words 1.gender 2. equality 3. responsibilities 4. rights 5.opportunities 6. Kovalam 7. pretended 8. Bharatanatyam 9. perform 10. programmes 11. Hospital 12. astonished 13.Kalakshetra 14. awards 15. rural Word meaning 1. equality 2. astonished 3. renowned 4. crookedly 5. skillful 6. confused <u>Words for sentence formation</u> 1. performance 2. arranged 3. skillful 4. teased <u>All the exercises will be done</u> Comprehension- Pg. No. 97 Ex. A & B (to be done in the Burlington App) Ex. C & D (to be done in the literature notebook) Ex. E Q. 1 & 3 (Discussion), Q. 2 (to be done in the course book) Vocabulary- Pg.No. 98 Ex. A, B, & C (to be done in the Burlington App) Listening -Pg. No. 101 (to be done in the course book) Speaking - Pg. No. 101 (to be discussed in the class)</p> <p><u>21st Century English Course Book-4</u> Theme-Adventure- Pg. No. 104 (to be discussed in the class) <u>Ch. 8 - The Sword in the Stone</u> Reading and Explanation- Pg. No. 105 to 108 Dictation of words and paragraph from the chapter will be taken Teaching aids : Pronunciation Plus - Recorded video of the pronunciation of difficult words will be practiced. Pronunciation Lab-11- Recorded video of the pronunciation of difficult words will be practiced & shared in Google Classroom.</p>
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New words

- | | | | | |
|---------------|--------------|--------------|-------------|------------|
| 1. legends | 2. magician | 3. return | 4. knight | 5. promise |
| 5. raise | 7. sword | 8. succeeded | 9. Bishop | 10. stone |
| 11. announces | 12. shoulder | 13. people | 14. England | 15. crown |

Word meaning

- | | | | |
|-------------|-----------|-----------|------------|
| 1. magician | 2. knight | 3. Bishop | 4. succeed |
|-------------|-----------|-----------|------------|

Words for sentence formation

- | | | | |
|-------------|--------------|--------------|--------------|
| 1. promised | 2. important | 3. beautiful | 4. strongest |
|-------------|--------------|--------------|--------------|

All the exercises will be done**Comprehension-** Pg. No. 109

Ex. A (to be done in the Burlington App)

Ex. B, C & D (to be done in the literature notebook)

Ex. E Q. 1, 2 & 3 (to be discussed in the classroom)

Vocabulary- Pg. No. 110

Ex. A, B & C. (to be done in the Burlington App)

Listening - Pg. No. 113 (to be done in the course book) as **LSD Revisional**

Speaking- Pg. No. 113 (to be done in the class)

Sports Corner-2, Pg. No. 116 (to be discussed and done in the class)

New Grammar with a smile - 4

All the exercises will be discussed and done in the class

Ch.: 19 Conjunctions

Warm Up (Pg 83)

Explanation (Pg. 84 & 85)

Ex. A (Pg. 84)

Ex. B (Pg. 85 & 86)

Ch.: 20 Prepositions

Warm Up (Pg 87)

Ex. A (Pg. 88), Ex. B (Pg. 88)

Ex. C (Pg. 89)

Ch.: 21 Interjections

Ex. A & B (Pg. 91)

Comprehension Passage-5 (Poem) pg. no. 120 (only for practice, not subjected to correction) (to be done in the book)

Art Integrated Learning (AIL) - Students will create a story using prepositions. It will be a live presentation in the class. They will also make an anchor chart for the same. Game will be played in the class related to Preposition.

Language

1. Diary Writing-Pg 102 Ex.A(to be discussed in the class) Ex B Pg no.102(to be done in the course book), Ex. C-Pg. No. 103 (to be discussed in the class), Ex. D- Pg. No. 103 (to be done in the Language Notebook) (Kali Wants to Dance)

	<p>2. Book Report: Pg. No. 114, Ex. A (to be done in the course book), Pg. No. 115, Ex. B1 and B2 (to be done in the course book), Pg. No. 115, Ex. C (to be done in the language notebook) {The Sword in the Stone}</p> <p>3. Learner's Comate Assignment-3 Comprehension (poem) + Conjunctions + Prepositions + Interjections + Creative writing + Dictionary Activity - To look in the dictionary and find out the meanings of the words indicated.</p> <p>4. Entrepreneurship and Financial Literacy: (Activity sheet to be done in Learner's Comate)</p> <p>5. Homophones (to be done in Learner's Comate)</p> <p>6. Integrated Interdisciplinary Approach (IIA) - Unseen Passage (Learner's Comate Assignment-3)</p> <p>21st Century English Literature Reader-4 (only for reading, not subjected for test/assessment) The Pied Piper of Hamelin</p>
<p>Jan. No. of days = 23 days</p>	<p>21st Century English Course Book-4 Poem: Friends Pg.No.117 The children will be made to listen to the poem on the IFP Recitation and Explanation- to be done in the class. Dictation of words will be taken Teaching aids: Pronunciation Plus - Recorded video of the pronunciation of difficult words will be practiced. Pronunciation Lab-12- Recorded video of the pronunciation of difficult words will be practiced & shared in Google Classroom. Children will write the poem in the literature notebook and make a picture to illustrate the idea of the poem as per their imagination. New Words 1. school 2. chorus 3. phone 4. noise 5. cool 6. everything 7. friend 8. clever Word meaning 1. clever 2. friend 3. playing Words for sentence formation 1. clever 2. friend 3. chorus 4. noise All the exercises will be done Understanding the Poem- Pg. No. 118 Ex. A. (to be done in the literature notebook) Ex. B. (to be discussed in the class) Appreciation- Pg. No. 118 (to be done in the course book) Enrichment Activities 4, Pg.119 (to be discussed in the class).</p>

	<p>New Grammar with a smile - 4</p> <p>All the exercises will be discussed and done in the class</p> <p>Ch.: 2 Subject Verb Agreement</p> <ul style="list-style-type: none"> • Warm Up (Pg 92) • Ex. A (Pg. 94) • Explanation (Pg. 93) • Ex. B (Pg. 94 & 95) <p>Language-</p> <p>Learner's Comate Assignment-4: Comprehension Passage (Prose) + Subject Verb Agreement + Creative Writing + Dictionary Activity- To look into the dictionary to find out the meanings of the new words and observe their placement.</p>	
Feb+Mar. No. of Days 21+22 =43 days	<p>Vocabulary- 5 (Suffixes)</p> <p>Explanation (Pg. 108 & 109)</p> <p>Ex. (Pg. 109)</p>	<p>Vocabulary- 6 (Sound Words)</p> <p>Explanation (Pg. 110)</p> <p>Ex. (Pg. 111)</p>
	<p>Learner's Comate Assignment- 5: Suffixes + Sound Words</p> <p>Integrated Interdisciplinary Approach (IIA)- Paragraph Writing (Topic: Duties of a student towards his/her school) (to be done in the language notebook).</p> <p>Story Telling : Story will be narrated for enjoyment, comprehension & enhancement of thinking skills. Story of the term is The Elves and The Shoemaker. Assignment based on the story is to be done in the English Learner's Comate.</p> <p>Revision and Classwork Assignment</p>	
	<p>Note:Topics to be included in Annual term from the 1st term</p> <p>Nouns + Verbs</p> <p>(All the exercises will be subjected for Classwork Assignment)</p>	
	<p>Holiday Home Work (Winter Vacation)</p> <ul style="list-style-type: none"> a) Winter Verbal Reasoning Assignment to be done in Enrichment booklet. b) Revise Word Meanings of all the chapters taught in the second term. c) Read any one book from the list of suggested reading given in your precept and maintain a record in 'My Reading Log'. 	

SUGGESTED READING

Parents are requested to provide their children with a few books to encourage their reading skill and arouse keen interest towards reading and deviate their attention from TV. and Videos games which are taking away much of their precious time, energy and attention. Reading a book will certainly upgrade their speaking and writing skills.

- | | | |
|-----|---------------------------------|------------------------|
| 1. | Amazing Fairy Tales | Vasan Publications |
| 2. | Indian Folk Tales | Scholastic |
| 3. | The World's Funniest Folk Tales | Scholastic |
| 4. | Amar Chitra Katha | Amar Chitra Katha |
| 5. | Famous Five | ENID BLYTON |
| 6. | Aesop's Fables | Book Place |
| 7. | Peter Pan | Dream Land |
| 8. | The Empire of the world | Walt Disney |
| 9. | The Boy who Painted Dragons | Simon and Schuster's |
| 10. | Nancy Drew | Carolyn Keene |
| 11. | Wisdom Series | Maple Press Pvt. Ltd. |
| 12. | Magic Tree House | Random House, New York |

हिंदी

- पुस्तक -** (१) मेधा-४ (पूर्णतः संशोधित संस्करण) (कृति प्रकाशन प्रा० लि०) Semester 1 & 2 (जाँचने हेतु)
 (२) नवीन हिन्दी व्यावहारिक व्याकरण तथा रचना-४ (गोयल) भाग-A टर्म-१ तथा भाग-B टर्म-२ (जाँचने हेतु)
- उत्तर पुस्तिका -** (१) साहित्य (मेधा) और १ व्याकरण के लिए (जाँचने हेतु)
- लर्नर्स कोमेट -** (जाँचने हेतु)

अतुल्यकालिक कार्य

विभिन्न प्रकार (ऑडियो/वीडियो/पाठ/ग्राफिक्स उपन्यास इत्यादि) में विषयवार अतुल्यकालिक कार्यों (Asynchronous tasks) को Google कक्षाओं में साझा किया जाएगा। छात्रों से अपेक्षा की जाती है कि वे उनके माध्यम से जाएँ और इसे गृह कार्य की तरह करें, जैसा कि सम्बन्धित शिक्षकों द्वारा विषय की अवधारणाओं/समझ को बढ़ाने के निर्देश दिए गए हैं। विस्तारित अतुल्यकालिक कार्यों (Asynchronous tasks) शिक्षकों द्वारा कक्षाओं में लिया जाएगा, इसलिए उन्हें नियमित रूप से किया जाना महत्वपूर्ण है।

सामान्य निर्देश -

१. पाठ्यपुस्तक के सभी अभ्यास कार्य बच्चे स्वयं करेंगे।
२. विद्यार्थी दिन, दिनांक, कक्षाकार्य और गृहकार्य केवल हिंदी में ही लिखेंगे।
३. गिनती - बच्चों को १ से २० तक के अंकों का लिखित तथा मौखिक अभ्यास लर्नर्स कोमेट में कराया जाएगा। गिनती (अंकों में) इकाई परीक्षा तथा C.W. Assignment में पूछी जाएगी।
४. रंगों के नाम-बच्चों को रंगों के नाम का अभ्यास आई.एफ.पी. बोर्ड द्वारा कराया जाएगा। रंगों के नाम इकाई परीक्षा में नहीं पूछे जाएँगे।
५. मेधा के पाठ्यक्रम में शामिल सभी पाठों के व्याकरण के अभ्यास कार्य इकाई परीक्षा में पूछे जाएँगे।
६. 'श्रुतलेख' के शब्द के अतिरिक्त, पाठ के बीच में से भी शब्द इकाई परीक्षा में पूछे जाएँगे।
७. **इकाई परीक्षा में प्रश्न-पत्र ३० अंक का होगा। जिसका विभाजन निम्नलिखित रूप में किया जाएगा।**
(२५ लिखित + ५ श्रुतलेख = ३०)
८. शब्द एवं वाक्य श्रुतलेख प्रत्येक पाठ के अंत में होगा तथा इकाई परीक्षा में भी होगा।
९. **पाठ्यक्रम के अतिरिक्त मेधा पुस्तक के पढ़ाए गए पाठों के मध्य से भी वाक्य प्रयोग के लिए शब्द इकाई परीक्षा तथा C.W. Assignment में दिए जाएँगे।**
१०. परीक्षा में पाठ्य-पुस्तक एवं उत्तर पुस्तिका के वाक्य लिखने पर अंक नहीं दिए जाएँगे।
११. ई-कन्टेंट सभी पाठों का दिखाया जाएगा।
१२. **संज्ञा तथा सर्वनाम वार्षिक C.W. Assignment में भी पूछे जाएँगे।**
१३. साहित्य उत्तर पुस्तिका में -
 १) सुलेख एवं शब्दार्थ - प्रत्येक पाठ के आरंभ में छात्रों से एक पृष्ठ सुलेख व शब्दार्थ पुस्तक के सम्बन्धित पाठ से कराया जाएगा।
 २) प्रश्नकोश - छात्र पाठ को ध्यानपूर्वक पढ़ेंगे व स्वयं कुछ प्रश्न निर्मित करेंगे जिसे प्रश्नकोश शीर्षक के अन्तर्गत साहित्य की उत्तर पुस्तिका में लिखेंगे।
१४. व्याकरण उत्तर पुस्तिका में पत्र और अनुच्छेद लेखन कराया जाएगा।
१५. नवीन व्यावहारिक व्याकरण तथा रचना के सभी अभ्यास कार्य कराए जाएँगे।
१६. छात्र मेधा के प्रश्न-उत्तर एवं अभ्यास कार्य पाठ्य पुस्तक में ही लिखेंगे।

नोट:- मेधा की दो पुस्तकें हैं। Semester-1 (प्रथम सत्र) एवं Semester-2 (द्वितीय सत्र) में पढ़ाई जायेगी। नवीन हिन्दी व्यावहारिक व्याकरण तथा रचना की दो पुस्तकें हैं। प्रथम सत्र में भाग-A टर्म-१ तथा द्वितीय सत्र में भाग-B टर्म-२ पढ़ाई जाएँगी। विद्यार्थी पाठ्यक्रम में दिए गये पाठ के अनुसार ही पुस्तक विद्यालय लेकर आयेंगे।

अर्द्धवार्षिक पाठ्यक्रम

क्र० सं०	मेधा (Semester-1) साहित्य (पाठ का नाम)	IBLD की संख्या	क्र० सं०	नवीन हिन्दी व्यावहारिक व्याकरण तथा रचना भाग-A टर्म-१ (पाठ का नाम)	No. of IIA
१.	पुष्प की अभिलाषा (कविता)	१	१.	विराम चिह्न	
२.	कबड्डी का खेल (केवल पठन हेतु)	-	२.	संज्ञा	
३.	भिक्षा-पात्र (ऐतिहासिक कहानी)	१	३.	पर्यायवाची शब्द	
४.	तीन शतें (हास्य कहानी)	१	४.	गिनती (लर्नर्स कोमेट) १ से ६० तक	
५.	आखिर वह दिन आ ही गया (विदेशी कहानी)	१	५.	सर्वनाम	
६.	हिमालय (कविता)	१	६.	अशुद्धि - शोधन	
७.	अक्षय ऊर्जा (केवल पठन हेतु)(श्रीधामकाश गृहकार्य)	-	७.	लिंग	
			८.	पत्र (औपचारिक और अनौपचारिक)	-
			९.	अपठित गद्यांश (लर्नर्स कोमेट)	१
			१०.	अनुच्छेद लेखन (व्याकरण कार्य पुस्तिका)	१
			११.	वीडियो	१

Month & No. of working days	Content										
अप्रैल + मई २३ + ६ = ३२ दिन	<p>गिनती - १ से ६० तक के अंकों का लिखित तथा मौखिक अभ्यास लर्नर्स कोमेट में कराया जाएगा।</p> <p>रंगों के नाम - लाल-Red, हरा-Green, नीला-Blue, पीला-Yellow, सफेद-White, काला-Black, नारंगी-Orange, बैंगनी- Purple, गुलाबी-Pink, भूरा-Brown, सुनहरा-Golden (बच्चों को रंगों के नाम का अभ्यास आई०एफ०पी० बोर्ड द्वारा करवाया जाएगा। रंगों के नाम इकाई परीक्षा में नहीं पूछे जाएँगे।)</p> <table border="1"> <tr> <td>पाठ-१ पुष्प की अभिलाषा (कविता)</td><td>No. of iBLD-1</td></tr> <tr> <td>नवीन शब्द -</td><td>कक्षा कार्य - 'वाचन एवं श्रुतलेखन कौशल' के शब्द नवीन शब्द के रूप में करवाए जाएँगे। (कार्यपुस्तिका कार्य)</td></tr> <tr> <td>शब्दार्थ -</td><td>कक्षा कार्य - 'कठिन शब्दों के मायने' के सभी शब्दार्थ करवाए जाएँगे। (कार्यपुस्तिका कार्य)</td></tr> <tr> <td>वाक्य प्रयोग -</td><td>कक्षा कार्य - भाग्य, मातृभूमि, शीश, वीर (कार्यपुस्तिका कार्य)</td></tr> <tr> <td>पाठ बोध (अभ्यास कार्य) -</td><td>कक्षा कार्य - प्र० सं० १ 'सोचिए और बताइए' (मौखिक) प्र० सं० २ 'कलम उठाइए' (पुस्तक कार्य) गृह कार्य - प्र० सं० ३ (पुस्तक कार्य) नोट - आशय बोध प्र० सं० ४ नहीं कराया जाएगा।</td></tr> </table>	पाठ-१ पुष्प की अभिलाषा (कविता)	No. of iBLD-1	नवीन शब्द -	कक्षा कार्य - 'वाचन एवं श्रुतलेखन कौशल' के शब्द नवीन शब्द के रूप में करवाए जाएँगे। (कार्यपुस्तिका कार्य)	शब्दार्थ -	कक्षा कार्य - 'कठिन शब्दों के मायने' के सभी शब्दार्थ करवाए जाएँगे। (कार्यपुस्तिका कार्य)	वाक्य प्रयोग -	कक्षा कार्य - भाग्य, मातृभूमि, शीश, वीर (कार्यपुस्तिका कार्य)	पाठ बोध (अभ्यास कार्य) -	कक्षा कार्य - प्र० सं० १ 'सोचिए और बताइए' (मौखिक) प्र० सं० २ 'कलम उठाइए' (पुस्तक कार्य) गृह कार्य - प्र० सं० ३ (पुस्तक कार्य) नोट - आशय बोध प्र० सं० ४ नहीं कराया जाएगा।
पाठ-१ पुष्प की अभिलाषा (कविता)	No. of iBLD-1										
नवीन शब्द -	कक्षा कार्य - 'वाचन एवं श्रुतलेखन कौशल' के शब्द नवीन शब्द के रूप में करवाए जाएँगे। (कार्यपुस्तिका कार्य)										
शब्दार्थ -	कक्षा कार्य - 'कठिन शब्दों के मायने' के सभी शब्दार्थ करवाए जाएँगे। (कार्यपुस्तिका कार्य)										
वाक्य प्रयोग -	कक्षा कार्य - भाग्य, मातृभूमि, शीश, वीर (कार्यपुस्तिका कार्य)										
पाठ बोध (अभ्यास कार्य) -	कक्षा कार्य - प्र० सं० १ 'सोचिए और बताइए' (मौखिक) प्र० सं० २ 'कलम उठाइए' (पुस्तक कार्य) गृह कार्य - प्र० सं० ३ (पुस्तक कार्य) नोट - आशय बोध प्र० सं० ४ नहीं कराया जाएगा।										

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	<p>वैकल्पिक बोध - कक्षा कार्य - प्र० सं० ५ (पुस्तक कार्य)</p> <p>भाषा एवं व्याकरण आधारित प्रश्न - कक्षा कार्य - प्र० सं० ६ एवं ७ (पुस्तक कार्य)</p> <p>(व्याकरणीय अभ्यास) गृह कार्य - प्र० सं० ८ (पुस्तक कार्य)</p> <p>मूल्य आधारित प्रश्न - कक्षा कार्य - 'पुष्प की आत्मकथा' (पुस्तक कार्य)</p> <p>आओ सीखें खेल-खेल में - गृह कार्य - 'शब्द जाल' (पुस्तक कार्य)</p> <p>(रचनात्मक अभिव्यक्ति)</p> <p>जिज्ञासा - ग्रीष्मावकाश गृह कार्य - 'फूलों की उपयोगिता' (पुस्तक कार्य)</p> <p>लीक से हटकर - कक्षा कार्य - (मौखिक)</p>
	<p>पाठ वाचन - पाठ ६ - कबड्डी का खेल (केवल पठन हेतु)</p> <p>नोट - पाठ पर आधारित अभ्यास कार्य एवं प्रश्न इकाई परीक्षा में नहीं पूछे जाएंगे।</p>
	<p>पाठ-२ भिक्षा-पात्र (ऐतिहासिक कहानी) No. of iBLD-1</p> <p>नवीन शब्द - कक्षा कार्य - 'वाचन एवं श्रुतलेखन कौशल' के शब्द नवीन शब्द के रूप में करवाए जाएंगे। (कार्यपुस्तिका कार्य)</p> <p>शब्दार्थ - 'कठिन शब्दों के मायने' के सभी शब्दार्थ करवाए जाएंगे।</p> <p>कक्षा कार्य - 'वर्षा' से 'उद्धार' तक (कार्यपुस्तिका कार्य)</p> <p>गृह कार्य - 'कलेजा' से 'कृपादृष्टि' तक (कार्यपुस्तिका कार्य)</p> <p>वाक्य प्रयोग - कक्षा कार्य - 'भाषा एवं व्याकरण आधारित प्रश्न' प्र० सं० ७ (पुस्तक कार्य)</p> <p>पाठ बोध (अभ्यास कार्य) - कक्षा कार्य - प्र० सं० १ 'सोचिए और बताइए' (मौखिक), प्र० सं० २ 'कलम उठाइए' (पुस्तक कार्य), प्र० सं० ३ (पुस्तक कार्य)</p> <p>गृह कार्य - प्र० सं० ४ (पुस्तक कार्य)</p> <p>वैकल्पिक बोध - कक्षा कार्य - प्र० सं० ५ (पुस्तक कार्य)</p> <p>भाषा एवं व्याकरण आधारित प्रश्न - कक्षा कार्य - प्र० सं० ६ एवं ८ (पुस्तक कार्य)</p> <p>(व्याकरणीय अभ्यास)</p> <p>मूल्य आधारित प्रश्न - कक्षा कार्य - (पुस्तक कार्य)</p> <p>आओ सीखें खेल-खेल में - गृह कार्य - 'शब्द जाल' (पुस्तक कार्य)</p> <p>(रचनात्मक अभिव्यक्ति)</p> <p>जिज्ञासा - ग्रीष्मावकाश गृह कार्य - (कार्यपुस्तिका कार्य)</p> <p>लीक से हटकर - कक्षा कार्य - (मौखिक)</p>

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	<p>व्याकरण - नवीन हिन्दी व्यावहारिक व्याकरण तथा रचना भाग-A टर्म-9</p> <p>विराम चिह्न - परिभाषा, भेद व सभी अभ्यास कार्य करवाए जाएँगे। कक्षा कार्य - अभ्यास-9६ - प्र० सं० १, ३, ५ गृह कार्य - अभ्यास-9६ - प्र० सं० २, ४</p> <p>संज्ञा - कक्षा कार्य - परिभाषा, भेद व सभी अभ्यास कार्य कराए जाएँगे। कक्षा कार्य - अभ्यास-४ प्र० सं० १, ३, ४ अभ्यास-५ प्र० सं० ४, ५, ६ गृह कार्य - अभ्यास-४ प्र० सं० २, ५ अभ्यास-५ प्र० सं० १, २, ३</p> <p>अनौपचारिक पत्र - नये सत्र में अपनी नवीन कक्षा के अनुभव के बारे में बताते हुए अपने दादा जी को पत्र लिखिए।</p> <p>एकीकृत अन्तःविषय दृष्टिकोण Integrated Interdisciplinary Approach (IIA) (अपठित गद्यांश- लर्नर्स कोमेट में कराया जाएगा)</p> <p>अभ्यास प्रपत्र १ - अपठित गद्यांश, विराम चिह्न, संज्ञा, पुष्प की अभिलाषा, भिक्षा पात्र, मूल्यपरक प्रश्न, सृजनात्मक लेखन (लर्नर्स कोमेट में कराया जाएगा)</p> <p>गिनती - कक्षा कार्य - १ से ६० तक (अंकों व शब्दों में लर्नर्स कोमेट में कराया जाएगा)</p> <p>संस्कृत श्लोक-१ (लर्नर्स कोमेट) वाचन का अभ्यास कराया जाएगा।</p> <p>पाठ वाचन - पाठ-७ अक्षय ऊर्जा (ग्रीष्मावकाश गृह कार्य) (केवल पठन हेतु) नोट - पाठ पर आधारित अभ्यास कार्य एवं प्रश्न इकाई परीक्षा में नहीं पूछे जाएँगे।</p>
जून + जुलाई ५ + २७ = ३२ दिन	<p>पाठ-४ तीन शर्ते (हास्य कहानी) No. of iBLD-1</p> <p>नवीन शब्द - कक्षा कार्य - 'वाचन एवं श्रुतलेखन कौशल' के शब्द नवीन शब्द के रूप में करवाए जाएँगे। (कार्यपुस्तिका कार्य) शब्दार्थ - 'कठिन शब्दों के मायने' के सभी शब्दार्थ करवाए जाएँगे। कक्षा कार्य - 'सूत्रधार' से 'हाय!' तक (कार्यपुस्तिका कार्य) गृह कार्य - 'ईर्ष्या-द्वेष' से 'बुद्धि' तक (कार्यपुस्तिका कार्य)</p> <p>वाक्य प्रयोग - कक्षा कार्य - 'भाषा एवं व्याकरण आधारित प्रश्न' प्र० सं० ६ (पुस्तक कार्य)</p> <p>पाठ बोध (अभ्यास कार्य) - कक्षा कार्य - प्र० सं० १ 'सोचिए और बताइए' (मौखिक) प्र० सं० २ 'कलम उठाइए' (पुस्तक कार्य) कक्षा कार्य - प्र० सं० ४ (पुस्तक कार्य) गृह कार्य - प्र० सं० ३ (पुस्तक कार्य)</p>

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	<p>वैकल्पिक बोध - कक्षा कार्य - प्र० सं० ५ (पुस्तक कार्य)</p> <p>भाषा एवं व्याकरण आधारित प्रश्न - कक्षा कार्य - प्र० सं० ७ (पुस्तक कार्य)</p> <p>(व्याकरणीय अभ्यास)</p> <p>मूल्य आधारित प्रश्न - कक्षा कार्य - (कार्यपुस्तिका कार्य)</p> <p>आओ सीखें खेल-खेल में - गृह कार्य - 'शब्द वर्ग' (पुस्तक कार्य)</p> <p>(रचनात्मक अभिव्यक्ति)</p> <p>जिज्ञासा - गृह कार्य - (पुस्तक कार्य)</p> <p>लीक से हटकर - गृह कार्य - (पुस्तक कार्य)</p>
	<p>व्याकरण -</p> <p>पर्यायवाची शब्द - 'ईश्वर' से 'पहाड़' तक कक्षा कार्य - अभ्यास-१७ प्र० सं० १, २, ३ और ४ गृह कार्य - अभ्यास-१७ प्र० सं० ५, समस्या समाधान (पृष्ठ सं० ४६)</p> <p>संयुक्ताक्षर - संयुक्ताक्षर का अभ्यास लर्नर्स कोमेट में कराया जाएगा तथा इसके प्रश्न इकाई परीक्षा में नहीं पूछे जाएंगे।</p> <p>औपचारिक पत्र - घर पर अति आवश्यक कार्य होने के कारण प्रधानाचार्य/प्रधानाचार्या को अवकाश पत्र लिखिए।</p> <p>एकीकृत अन्तःविषय दृष्टिकोण Integrated Interdisciplinary Approach (IIA)</p> <p>अनुच्छेद लेखन - 'हिमालय से निकलती नदियों का महत्त्व' सर्वनाम - कक्षा कार्य - परिभाषा, भेद व सभी अभ्यास कार्य करवाए जाएंगे। कक्षा कार्य - अभ्यास-७ प्र० सं० १, २, ३ अभ्यास-८, अभ्यास-६, अभ्यास-१०, अभ्यास-११ प्र० सं० १, अभ्यास-१२, अभ्यास-१३ प्र० सं० १ गृह कार्य - अभ्यास-११ प्र० सं० २, अभ्यास-१३ प्र० सं० २</p> <p>अशुद्धि शोधन - 'प्रशाद' से 'प्रसतुत' तक कक्षा कार्य - अभ्यास-१४ प्र० सं० २, ३ अभ्यास-१५ प्र० सं० २ गृह कार्य - अभ्यास-१४ प्र० सं० १, अभ्यास-१५ प्र० सं० १</p>

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	<p>अभ्यास प्रपत्र २ - अपठित गद्यांश, पर्यायवाची, सर्वनाम, अशुद्धि शोधन, तीन शर्तें, मूल्यपरक प्रश्न, सृजनात्मक लेखन (लर्नर्स कोमेट में कराया जाएगा)</p> <p>औपचारिक पत्र - आपके पहचान पत्र (आई-कार्ड) में कुछ त्रुटियाँ हैं उनके बारे में बताते हुए तथा नया पहचान पत्र जारी करने का निवेदन करते हुए प्रधानाचार्य/प्रधानाचार्या को पत्र लिखिए।</p> <p>संस्कृत श्लोक-२ एवं दोहा- (लर्नर्स कोमेट) वाचन का अभ्यास कराया जाएगा।</p>
अगस्त २४ दिन	<div style="text-align: right;">No. of iBLD-1</div> <p>पाठ-८ आखिर वह दिन आ ही गया (विदेशी कहानी)</p> <p>नवीन शब्द - 'वाचन एवं श्रुतलेखन कौशल' के शब्द नवीन शब्द के रूप में करवाए जाएँगे। (कार्यपुस्तिका कार्य)</p> <p>कक्षा कार्य - 'हैगर्दान' से 'इंडियाना' तक</p> <p>गृह कार्य - 'मांसपेशियाँ' से 'मर्यादा' तक</p> <p>शब्दार्थ - 'कठिन शब्दों के मायने' के सभी शब्दार्थ करवाए जाएँगे।</p> <p>कक्षा कार्य - 'विपरीत दिशा' से 'वक्तव्य' तक (कार्यपुस्तिका कार्य)</p> <p>गृह कार्य - 'आवश्यक' से 'व्यापक' तक (कार्यपुस्तिका कार्य)</p> <p>वाक्य प्रयोग - कक्षा कार्य - 'भाषा एवं व्याकरण आधारित प्रश्न' प्र० सं० ६ (पुस्तक कार्य)</p> <p>पाठ बोध (अभ्यास कार्य) - कक्षा कार्य - प्र० सं० १ 'सोचिए और बताइए' (मौखिक) प्र० सं० २ 'कलम उठाइए' (पुस्तक कार्य)</p> <p>गृह कार्य - प्र० सं० ३ (पुस्तक कार्य)</p> <p>वैकल्पिक बोध - कक्षा कार्य - प्र० सं० ४ (पुस्तक कार्य)</p> <p>भाषा एवं व्याकरण आधारित प्रश्न - कक्षा कार्य - प्र० सं० ५ (पुस्तक कार्य) (व्याकरणीय अभ्यास)</p> <p>मूल्य आधारित प्रश्न - कक्षा कार्य - (मौखिक)</p> <p>आओ सीखें खेल-खेल में - गृह कार्य - 'चित्र चिपकाएँ' (पुस्तक कार्य) (रचनात्मक अभिव्यक्ति)</p> <p>जिज्ञासा - गृह कार्य - (पुस्तक कार्य)</p> <p>लीक से हटकर - कक्षा कार्य - (पुस्तक कार्य)</p>

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	<p>पाठ-६ हिमालय (कविता)</p> <p>नवीन शब्द - कक्षा कार्य - 'वाचन एवं श्रुतलेखन कौशल' के शब्द नवीन शब्द के रूप में करवाए जाएँगे। (कार्यपुस्तिका कार्य)</p> <p>शब्दार्थ - कक्षा कार्य - 'कठिन शब्दों के मायने' के सभी शब्दार्थ करवाए जाएँगे। (कार्यपुस्तिका कार्य)</p> <p>वाक्य प्रयोग - कक्षा कार्य - 'हिमालय, नभ, मुसीबत, सफलता' (कार्यपुस्तिका कार्य)</p> <p>पाठ बोध (अभ्यास कार्य) - कक्षा कार्य - प्र० सं० १ 'सोचिए और बताइए' (मौखिक) प्र० सं० २ 'कलम उठाइए' (पुस्तक कार्य) कक्षा कार्य - प्र० सं० ४ (पुस्तक कार्य) गृह कार्य - प्र० सं० ३ (पुस्तक कार्य)</p> <p>नोट - हिमालय (कविता) का शेष कार्य सितम्बर माह में करवाया जाएगा।</p>
	<p>व्याकरण -</p> <p>लिंग - 'मोर' से 'युवक' तक कक्षा कार्य - अभ्यास-६ प्र० सं० २, ३, ४, ५, ७, ८ गृह कार्य - अभ्यास-६ प्र० सं० १, ६, ९</p> <p>अभ्यास प्रपत्र ३ - अपठित गद्यांश, लिंग, आखिर वह दिन आ ही गया, मूल्यपरक प्रश्न, सृजनात्मक लेखन (लर्नर्स कोमेट में कराया जाएगा)</p> <p>अनौपचारिक पत्र - अपनी इकाई परीक्षा की तैयारी के बारे में बताते हुए अपने बड़े भाई/बहन को पत्र लिखिए।</p> <p>एकीकृत अन्तःविषय दृष्टिकोण Integrated Interdisciplinary Approach (IIA) विभिन्न जलवायु वाले प्रदेशों में पाए जाने वाले पौधों के बारे में जानकारी एकत्रित करिए एवं उनके बारे में बताते हुए १-२ मिनट का विडियो बनाइए।</p>

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सितम्बर २२ दिन	<div style="text-align: right; border: 1px solid black; padding: 2px;">No. of iBLD-1</div> <p>पाठ-६ हिमालय (कविता) नोट - हिमालय (कविता) का शेष कार्य वैकल्पिक बोध - कक्षा कार्य - प्र० सं० ५ (पुस्तक कार्य) भाषा एवं व्याकरण आधारित प्रश्न - कक्षा कार्य - प्र० सं० ७ (पुस्तक कार्य) (व्याकरणीय अभ्यास) गृह कार्य - प्र० सं० ६ (पुस्तक कार्य) मूल्य आधारित प्रश्न - कक्षा कार्य - (मौखिक) आओ सीखें खेल-खेल में - गृह कार्य - प्र० सं० 'क' (कार्यपुस्तिका कार्य) (रचनात्मक अभिव्यक्ति) प्र० सं० 'ख' (पुस्तक कार्य) जिज्ञासा - गृह कार्य - प्र० सं० 'क' (कार्यपुस्तिका कार्य) प्र० सं० 'ख' (मौखिक) लीक से हटकर - कक्षा कार्य - 'भारत के मानचित्र में' (कार्यपुस्तिका कार्य)</p>
	<p>व्याकरण - अनुच्छेद लेखन - 'शिक्षा - आवश्यकता ही नहीं अधिकार भी' अभ्यास प्रपत्र ४ - हिमालय, मूल्यपरक प्रश्न (लर्नर्स कोमेट में कराया जायेगा)</p>
	Revision and CW Assignment
	<p style="text-align: center;">ग्रीष्मावकाश गृह कार्य</p> <p>(Holiday Homework to be done in language notebook - Summer Vacation) (Wherever needed)</p> <p>१. गिनती - १ से ६० तक के अंकों का लिखित तथा मौखिक अभ्यास कीजिए। (लर्नर्स कोमेट)</p> <p>२. परियोजना कार्य (व्याकरण कार्यपुस्तिका में)</p> <p>क) कविता-१ पुष्प की अभिलाषा - जिज्ञासा - फूलों की उपयोगिताएँ (पृष्ठ सं० १२) (पुस्तक कार्य)</p> <p>ख) पाठ-२ भिक्षा-पात्र - जिज्ञासा - 'प्राकृतिक आपदाओं से सम्बन्धित सरकारी योजनाएँ लिखिए।' (पृष्ठ सं० १६) (कार्यपुस्तिका कार्य)</p> <p>ग) पाठ-७ अक्षय ऊर्जा (केवल पठन हेतु) (पृष्ठ सं० ४६ - ५२)</p>

वार्षिक पाठ्यक्रम

क्र० सं०	मेधा (Semester-2) साहित्य (पाठ का नाम)	IBLD की संख्या	क्र० सं०	नवीन हिन्दी व्यावहारिक व्याकरण तथा रचना भाग-B टर्म-२ (पाठ का नाम)	No. of IIA
१.	वीर तुम बढ़े चलो (कविता)	१	१.	गिनती (लर्नर्स कोमेट ६१ से ८० तक)	
२.	जगदीश चंद्र बसु (व्यक्तित्व)	१	२.	विशेषण	
३.	मसूरी की सैर (यात्रा वृत्तांत) केवल पठन हेतु	-	३.	विलोम शब्द	
४.	ग्राम्य जीवन (पत्र)	१	४.	क्रिया	
५.	दानशील कर्ण (नाटक)	१	५.	अनेक शब्दों के लिए एक शब्द	
६.	मिट्टी की महिमा (कविता)	१	६.	मुहावरे	
७.	आओ पेड़ लगाएँ (केवल पठन हेतु)(शीतावकाश गृहकार्य)	-	७.	वचन	
			८.	अपठित गद्यांश (लर्नर्स कोमेट)	१
			९.	अनुच्छेद लेखन (व्याकरण कार्य पुस्तिका)	१
			१०.	गतिविधि - (पोस्टर निर्माण)	१
			११.	पत्र (अनौपचारिक)	१
			१२.	पत्र (औपचारिक)	-

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अक्टूबर १८ दिन	<p>गिनती - ६१ से ८० तक के अंकों का लिखित अभ्यास लर्नर्स कोमेट में एवं १ से ८० तक के अंकों का मौखिक अभ्यास भी कराया जाएगा।</p> <table border="1"> <thead> <tr> <th></th><th>No. of iBLD-1</th></tr> </thead> <tbody> <tr> <td>पाठ-१ वीर तुम बढ़े चलो (कविता)</td><td></td></tr> <tr> <td>नवीन शब्द -</td><td>कक्षा कार्य - 'वाचन एवं श्रुतलेखन कौशल' के शब्द नवीन शब्द के रूप में करवाए जाएँगे। (कार्यपुस्तिका कार्य)</td></tr> <tr> <td>शब्दार्थ -</td><td>'कठिन शब्दों के मायने' के सभी शब्दार्थ करवाए जाएँगे।</td></tr> <tr> <td>वाक्य प्रयोग -</td><td>कक्षा कार्य - 'धीर' से 'यत्न' तक (कार्यपुस्तिका कार्य)</td></tr> <tr> <td>पाठ बोध (अभ्यास कार्य) -</td><td>गृह कार्य - 'ध्वजा' से 'वारि' तक (कार्यपुस्तिका कार्य)</td></tr> <tr> <td>वैकल्पिक बोध -</td><td>कक्षा कार्य - 'निडर, अन्न, दल, यत्न' (कार्यपुस्तिका कार्य)</td></tr> <tr> <td>भाषा एवं व्याकरण आधारित प्रश्न - (व्याकरणीय अभ्यास)</td><td>कक्षा कार्य - प्र० सं० १ 'सोचिए और बताइए' (मौखिक), प्र० सं० २ 'कलम उठाइए', प्र० सं० ३ (पुस्तक कार्य)</td></tr> <tr> <td>मूल्य आधारित प्रश्न -</td><td>गृह कार्य - प्र० सं० ४ (पुस्तक कार्य)</td></tr> <tr> <td>आओ सीखें खेल-खेल में - (रचनात्मक अभिव्यक्ति)</td><td>कक्षा कार्य - प्र० सं० ५ (पुस्तक कार्य)</td></tr> <tr> <td>जिज्ञासा -</td><td>कक्षा कार्य - प्र० सं० ६ एवं ७ (पुस्तक कार्य)</td></tr> <tr> <td>लीक से हटकर -</td><td>कक्षा कार्य - (पुस्तक कार्य)</td></tr> <tr> <td></td><td>गृह कार्य - 'ध्वज चिपकाइए' (पुस्तक कार्य)</td></tr> <tr> <td></td><td>कक्षा कार्य - (पुस्तक कार्य)</td></tr> <tr> <td></td><td>शीतावकाश गृह कार्य -</td></tr> <tr> <td></td><td>प्र० सं० 'क' (मौखिक), 'ख' (पुस्तक कार्य)</td></tr> </tbody> </table>		No. of iBLD-1	पाठ-१ वीर तुम बढ़े चलो (कविता)		नवीन शब्द -	कक्षा कार्य - 'वाचन एवं श्रुतलेखन कौशल' के शब्द नवीन शब्द के रूप में करवाए जाएँगे। (कार्यपुस्तिका कार्य)	शब्दार्थ -	'कठिन शब्दों के मायने' के सभी शब्दार्थ करवाए जाएँगे।	वाक्य प्रयोग -	कक्षा कार्य - 'धीर' से 'यत्न' तक (कार्यपुस्तिका कार्य)	पाठ बोध (अभ्यास कार्य) -	गृह कार्य - 'ध्वजा' से 'वारि' तक (कार्यपुस्तिका कार्य)	वैकल्पिक बोध -	कक्षा कार्य - 'निडर, अन्न, दल, यत्न' (कार्यपुस्तिका कार्य)	भाषा एवं व्याकरण आधारित प्रश्न - (व्याकरणीय अभ्यास)	कक्षा कार्य - प्र० सं० १ 'सोचिए और बताइए' (मौखिक), प्र० सं० २ 'कलम उठाइए', प्र० सं० ३ (पुस्तक कार्य)	मूल्य आधारित प्रश्न -	गृह कार्य - प्र० सं० ४ (पुस्तक कार्य)	आओ सीखें खेल-खेल में - (रचनात्मक अभिव्यक्ति)	कक्षा कार्य - प्र० सं० ५ (पुस्तक कार्य)	जिज्ञासा -	कक्षा कार्य - प्र० सं० ६ एवं ७ (पुस्तक कार्य)	लीक से हटकर -	कक्षा कार्य - (पुस्तक कार्य)		गृह कार्य - 'ध्वज चिपकाइए' (पुस्तक कार्य)		कक्षा कार्य - (पुस्तक कार्य)		शीतावकाश गृह कार्य -		प्र० सं० 'क' (मौखिक), 'ख' (पुस्तक कार्य)
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	<p>व्याकरण - नवीन हिन्दी व्यावहारिक व्याकरण तथा रचना भाग - B टर्म-२</p> <p>विशेषण - परिभाषा, भेद तथा सभी अभ्यास कार्य करवाए जाएँगे। कक्षा कार्य - अभ्यास-२, ३, ४, ५, अभ्यास-६ प्र० सं० १, ३ गृह कार्य - अभ्यास-६ प्र० सं० २</p> <p>विलोम शब्द - 'अंधकार' से 'छोटा' तक कक्षा कार्य - अभ्यास-१० प्र० सं० १, ३, ४ गृह कार्य - अभ्यास-१० प्र० सं० २</p> <p>गिनती - कक्षा कार्य- ६१ से ८० तक अंकों एवं शब्दों में लिखित अभ्यास लर्नर्स कोमेट में करवाए जाएँगे।</p> <p>औपचारिक पत्र - पुस्तकें मँगवाने हेतु पुस्तक विक्रेता को पत्र लिखिए। एकीकृत अन्तःविषय दृष्टिकोण Integrated Interdisciplinary Approach (IIA) (अपठित गद्यांश- लर्नर्स कोमेट में कराया जाएगा।)</p> <p>संस्कृत श्लोक-१ (लर्नर्स कोमेट) वाचन का अभ्यास कराया जाएगा।</p>
नवम्बर २४ दिन	<div style="text-align: right; border: 1px solid black; padding: 2px;">No. of iBLD-1</div> <p>पाठ-२ जगदीश चन्द्र बसु (व्यक्तित्व)</p> <p>नवीन शब्द - कक्षा कार्य - 'वाचन एवं श्रुतलेखन कौशल' के शब्द नवीन शब्द के रूप में करवाए जाएँगे। (कार्यपुस्तिका कार्य)</p> <p>शब्दार्थ - 'कठिन शब्दों के मायने' के सभी शब्दार्थ करवाए जाएँगे। कक्षा कार्य - 'सर्वप्रथम' से 'संसार' तक (कार्यपुस्तिका कार्य) गृह कार्य - 'प्रारंभिक' से 'असंभव' तक (कार्यपुस्तिका कार्य)</p> <p>वाक्य प्रयोग - कक्षा कार्य - 'वैज्ञानिक, दर्द, संसार, असंभव' (कार्यपुस्तिका कार्य)</p> <p>पाठ बोध (अभ्यास कार्य) - कक्षा कार्य - प्र० सं० १ 'सोचिए और बताइए' (मौखिक), प्र० सं० २ 'कलम उठाइए', प्र० सं० ४ (पुस्तक कार्य) गृह कार्य - प्र० सं० ३ (पुस्तक कार्य)</p> <p>वैकल्पिक बोध - कक्षा कार्य - प्र० सं० ५ (पुस्तक कार्य)</p> <p>भाषा एवं व्याकरण आधारित प्रश्न - कक्षा कार्य - प्र० सं० ६, ७ एवं ८ (पुस्तक कार्य) (व्याकरणीय अभ्यास)</p> <p>मूल्य आधारित प्रश्न - कक्षा कार्य - प्र० सं० 'क' (कार्यपुस्तिका कार्य) प्र० सं० 'ख' (मौखिक)</p> <p>आओ सीखें खेल-खेल में - शीतावकाश गृह कार्य - प्र० सं० 'क' एवं 'ख' (रचनात्मक अभिव्यक्ति) (कार्यपुस्तिका कार्य)</p> <p>जिज्ञासा (स्वयं करें) - कक्षा कार्य - प्र० सं० 'क' एवं 'ख' (पुस्तक कार्य)</p> <p>लीक से हटकर - गृह कार्य - (मौखिक)</p>

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	<p>व्याकरण - क्रिया - परिभाषा, भेद तथा सभी अभ्यास कार्य करवाए जाएँगे। कक्षा कार्य - अभ्यास-७ प्र० सं० १, ४, ५ गृह कार्य - अभ्यास-७ प्र० सं० २, ३, कला समेकन पृष्ठ सं० २४ अनेक शब्दों के लिए एक शब्द - 'चित्रकला' से 'शाकाहारी' तक कक्षा कार्य - अभ्यास-११ प्र० सं० १, २, ४ गृह कार्य - अभ्यास-११ प्र० सं० ३ अनौपचारिक पत्र - मित्र को जन्मदिन की बधाई देने हेतु पत्र लिखिए। एकीकृत अन्तःविषय दृष्टिकोण Integrated Interdisciplinary Approach (IIA) अनुच्छेद लेखन - 'नदियों पर बाँधों का प्रभाव' अभ्यास प्रपत्र १ - अपठित गद्यांश, विशेषण, विलोम, क्रिया, अनेक शब्दों के लिए एक शब्द, वीर तुम बड़े चलो, जगदीश चन्द्र बसु, मूल्यपरक प्रश्न, सृजनात्मक लेखन (लर्नर्स कोमेट में कराया जाएगा) संस्कृत श्लोक-२ एवं दोहा (लर्नर्स कोमेट) वाचन का अभ्यास कराया जाएगा।</p> <p>पाठ वाचन - पाठ-५ - मसूरी की सैर (यात्रा वृत्तान्त) केवल पठन हेतु नोट - पाठ पर आधारित अभ्यास कार्य एवं प्रश्न इकाई परीक्षा में नहीं पूछे जाएँगे।</p>
दिसम्बर २५ दिन	<p>पाठ-३ ग्राम्य जीवन (पत्र) नवीन शब्द - कक्षा कार्य - 'वाचन एवं श्रुतलेखन कौशल' के शब्द नवीन शब्द के रूप में करवाए जाएँगे। (कार्यपुस्तिका कार्य) शब्दार्थ - 'कठिन शब्दों के मायने' के सभी शब्दार्थ करवाए जाएँगे। कक्षा कार्य - 'सप्रेम' से 'द्रवित' तक (कार्यपुस्तिका कार्य) गृह कार्य - 'ग्राम्य' से 'संकल्प' तक (कार्यपुस्तिका कार्य) वाक्य प्रयोग - कक्षा कार्य - 'भाषा एवं व्याकरण आधारित प्रश्न' प्र० सं० ८ (पुस्तक कार्य) पाठ बोध (अभ्यास कार्य) - कक्षा कार्य - प्र० सं० १ 'सोचिए और बताइए' (मौखिक), प्र० सं० २ 'कलम उठाइए', प्र० सं० ३ (पुस्तक कार्य) गृह कार्य - प्र० सं० ४ (पुस्तक कार्य) वैकल्पिक बोध - कक्षा कार्य - प्र० सं० ५ (पुस्तक कार्य) भाषा एवं व्याकरण आधारित प्रश्न - कक्षा कार्य - प्र० सं० ६ एवं ७ (पुस्तक कार्य) (व्याकरणीय अभ्यास) मूल्य आधारित प्रश्न - कक्षा कार्य - (पुस्तक कार्य) आओ सीखें खेल-खेल में - गृह कार्य - चित्र में रंग भरिए (पुस्तक कार्य) (रचनात्मक अभिव्यक्ति) जिज्ञासा - कक्षा कार्य - प्र० सं० 'क' (पुस्तक कार्य) गृह कार्य - प्र० सं० 'ख' (पुस्तक कार्य) लीक से हटकर - शीतावकाश गृह कार्य - (पुस्तक कार्य)</p>

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	<p>पाठ वाचन - पाठ-६ 'आओ पेड़ लगाएँ' (शीतावकाश गृह कार्य) केवल पठन हेतु नोट - पाठ पर आधारित अभ्यास कार्य एवं प्रश्न इकाई परीक्षा में नहीं पूछे जाएंगे।</p> <p>व्याकरण - मुहावरे - 'दाँत खट्टे करना' से 'मन मारना' तक कक्षा कार्य - अभ्यास-१३ प्र० सं० २, ४ गृह कार्य - अभ्यास-१३ प्र० सं० १, ३ अभ्यास प्रपत्र २ - अपठित गद्यांश, मुहावरे, ग्राम्य जीवन, मूल्यपरक प्रश्न, सृजनात्मक लेखन (लर्नर्स कोमेट में कराया जाएगा) एकीकृत अन्तःविषय दृष्टिकोण Integrated Interdisciplinary Approach (IIA) अपने शहर के लघु उद्योगों के प्रसिद्ध उत्पादों के बारे में जानकारी एकत्रित करते हुए पोस्टर बनाइए।</p>
जनवरी २३ दिन	<p>पाठ-४ दानशील कर्ण (नाटक) नवीन शब्द - 'वाचन एवं श्रुतलेखन कौशल' के शब्द नवीन शब्द के रूप में करवाए जाएंगे। (कार्यपुस्तिका कार्य) कक्षा कार्य - 'कुरुक्षेत्र' से 'यशस्वी' तक गृह कार्य - 'निर्धन' से 'आशीर्वाद' तक शब्दार्थ - 'कठिन शब्दों के मायने' के सभी शब्दार्थ करवाए जाएंगे। कक्षा कार्य - 'अवसर' से 'स्मरण' तक (कार्यपुस्तिका कार्य) गृह कार्य - 'विरुद्ध' से 'स्तुति' तक (कार्यपुस्तिका कार्य) वाक्य प्रयोग - कक्षा कार्य - 'ईर्ष्या, निर्धन, भिक्षुक, स्तुति' (कार्यपुस्तिका कार्य) पाठ बोध (अभ्यास कार्य) - कक्षा कार्य - प्र० सं० १ 'सोचिए और बताइए' (मौखिक), प्र० सं० २ 'कलम उठाइए', प्र० सं० ३ (पुस्तक कार्य) गृह कार्य - प्र० सं० ४ (पुस्तक कार्य) वैकल्पिक बोध - कक्षा कार्य - प्र० सं० ५ (पुस्तक कार्य) भाषा एवं व्याकरण आधारित प्रश्न - कक्षा कार्य - प्र० सं० ६ (पुस्तक कार्य) (व्याकरणीय अभ्यास) मूल्य आधारित प्रश्न - गृह कार्य - प्र० सं० ७ (पुस्तक कार्य) आओ सीखें खेल-खेल में - कक्षा कार्य - (कार्यपुस्तिका कार्य) (रचनात्मक अभिव्यक्ति) गृह कार्य - (पुस्तक कार्य) जिज्ञासा - कक्षा कार्य - (पुस्तक कार्य) लीक से हटकर - कक्षा कार्य - (नाटक मंचन)</p>

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	<p>व्याकरण -</p> <p>औपचारिक पत्र - मोहल्ले में पड़े कूड़े के ढेर को हटवाने के लिए नगर निगम अधिकारी को पत्र लिखिए।</p> <p>वचन - परिभाषा, भेद व सभी अभ्यास कार्य करवाए जाएँगे। ‘तोता’ से ‘डाली’ तक कक्षा कार्य - अभ्यास-१ प्र० सं० २, ३, ४, ६ गृह कार्य - अभ्यास-१ प्र० सं० १, ५, कला समेकन (पृष्ठ सं० १३)</p> <p>एकीकृत अन्तःविषय दृष्टिकोण Integrated Interdisciplinary Approach (IIA)</p> <p>अनौपचारिक पत्र - अपने भाई/बहन को भारत के नागरिकों के कर्तव्यों के विषय में बताते हुए पत्र लिखिए।</p> <p>अभ्यास प्रपत्र ३ - अपठित गद्यांश, वचन, दानशील कर्ण, मूल्यपरक प्रश्न, सृजनात्मक लेखन (लर्नर्स कोमेट में करवाए जाएँगे)</p> <p>अनुच्छेद लेखन - ‘विकासशील मानव और प्रकृति’</p>
फरवरी + मार्च २१ + २२ = ४३ दिन	<div> <div>पाठ-८ मिट्टी की महिमा (कविता)</div> <div>No. of iBLD-1</div> </div> <p>नवीन शब्द - कक्षा कार्य - ‘वाचन एवं श्रुतलेखन कौशल’ के शब्द नवीन शब्द के रूप में करवाए जाएँगे। (कार्यपुस्तिका कार्य) ‘कठिन शब्दों के मायने’ के सभी शब्दार्थ करवाए जाएँगे।</p> <p>शब्दार्थ - कक्षा कार्य - ‘निर्मम’ से ‘महिमा’ तक (कार्यपुस्तिका कार्य) गृह कार्य - ‘कुम्हार’ से ‘सँवरना’ तक (कार्यपुस्तिका कार्य)</p> <p>वाक्य प्रयोग - कक्षा कार्य - ‘भाषा एवं व्याकरण आधारित प्रश्न’ प्र० सं० ८ (पुस्तक कार्य)</p> <p>पाठ बोध (अभ्यास कार्य) - कक्षा कार्य - प्र० सं० १ ‘सोचिए और बताइए’ (मौखिक), प्र० सं० २ ‘कलम उठाइए’, नोट - आशय बोध प्र० सं० ३ नहीं कराया जायेगा। गृह कार्य - प्र० सं० ४ (पुस्तक कार्य)</p> <p>वैकल्पिक बोध - कक्षा कार्य - प्र० सं० ५ (पुस्तक कार्य)</p> <p>भाषा एवं व्याकरण आधारित प्रश्न - कक्षा कार्य - प्र० सं० ६ एवं ७ (पुस्तक कार्य) (व्याकरणीय अभ्यास)</p> <p>मूल्य आधारित प्रश्न - कक्षा कार्य - (कार्यपुस्तिका कार्य)</p> <p>आओ सीखें खेल-खेल में - गृह कार्य - गुड़िया बनायेंगे तथा सामग्री एवं विधि पुस्तक में लिखेंगे।</p> <p>जिज्ञासा - कक्षा कार्य - (पुस्तक कार्य)</p> <p>लीक से हटकर - गृह कार्य - (मौखिक वाचन एवं पुस्तक कार्य)</p>

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	<p>कला समेकित शिक्षा Art Integrated Learning (AIL) - छात्र मिट्टी से विभिन्न आकृतियाँ बनाएँगे जैसे - दीपक, मूर्ति, खिलौने, बर्तन आदि एवं उन्हें सुखाकर उसमें रंग भरेंगे। अभ्यास प्रपत्र ४ - मिट्टी की महिमा, मूल्यपरक प्रश्न (लर्नर्स कोमेट में कराया जायेगा)</p>																				
	Revision and CW Assignment																				
	<p>शीतावकाश गृह कार्य (Holiday Homework to be done in language notebook - Winter Vacation) (Wherever needed) परियोजना कार्य - क) पाठ-१ वीर तुम बड़े चलो (लीक से हटकर, प्र० सं० 'क' मौखिक अभ्यास, प्र० सं० 'ख' पुस्तक कार्य पृष्ठ सं० १२) ख) पाठ-२ जगदीश चंद्र बसु (आओ सीखें खेल-खेल में, प्र० सं० 'क' (कार्यपुस्तिका कार्य) एवं 'ख' (चार्ट पेपर पर चिपकाएँ) पृष्ठ सं० १८ ग) पाठ-३ ग्राम्य जीवन (लीक से हटकर - अनुच्छेद लेखन, पुस्तक कार्य पृष्ठ सं० २६) घ) पाठ-६ आओ पेड़ लगाएँ (केवल पठन हेतु पृष्ठ सं० ६५)</p> <p>अध्ययन हेतु अनुमोदित पुस्तकें भाषा के बोध और भाषा-कौशलों के विकास के साथ-साथ छात्रों के नैतिक बोध और सामाजिक मूल्यों के विकास के लिए कक्षा की पाठ्य पुस्तकों के अतिरिक्त अन्य पुस्तकें अत्यधिक सहायक होती हैं। अतः उनको रुचिकर बनाने के लिए उनको अनेक पुस्तकों का अध्ययन करना चाहिए। इसी संदर्भ में कुछ पुस्तकों के नाम दिये जा रहे हैं जो छात्रों के लिए पठनीय हैं।</p> <table> <tr> <td>१. माँ की ममता</td><td>- प्रेमचन्द</td></tr> <tr> <td>२. ईद का त्योहार</td><td>- प्रेमचन्द</td></tr> <tr> <td>३. भारत की लोक कथाएँ</td><td>- सी.बी.टी. प्रकाशन</td></tr> <tr> <td>४. हास्य कहानियाँ</td><td>- स्कॉलिस्टिक</td></tr> <tr> <td>५. जातक कथाएँ</td><td>- टिनी टॉट पब्लिकेशन्स</td></tr> <tr> <td>६. नैतिक कथाएँ</td><td>- टिनी टॉट पब्लिकेशन्स</td></tr> <tr> <td>७. परियों की कहानियाँ</td><td>- टिनी टॉट पब्लिकेशन्स</td></tr> <tr> <td>८. अनोखा उपहार</td><td>- सी.बी.टी. प्रकाशन</td></tr> <tr> <td>९. सिंदबाद की सात यात्राएँ</td><td>- स्कॉलिस्टिक प्रकाशन</td></tr> <tr> <td>१०. तेनालीराम की चतुराई के किस्से</td><td>- स्कॉलिस्टिक प्रकाशन</td></tr> </table>	१. माँ की ममता	- प्रेमचन्द	२. ईद का त्योहार	- प्रेमचन्द	३. भारत की लोक कथाएँ	- सी.बी.टी. प्रकाशन	४. हास्य कहानियाँ	- स्कॉलिस्टिक	५. जातक कथाएँ	- टिनी टॉट पब्लिकेशन्स	६. नैतिक कथाएँ	- टिनी टॉट पब्लिकेशन्स	७. परियों की कहानियाँ	- टिनी टॉट पब्लिकेशन्स	८. अनोखा उपहार	- सी.बी.टी. प्रकाशन	९. सिंदबाद की सात यात्राएँ	- स्कॉलिस्टिक प्रकाशन	१०. तेनालीराम की चतुराई के किस्से	- स्कॉलिस्टिक प्रकाशन
१. माँ की ममता	- प्रेमचन्द																				
२. ईद का त्योहार	- प्रेमचन्द																				
३. भारत की लोक कथाएँ	- सी.बी.टी. प्रकाशन																				
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MATHEMATICS

Book : **New Enjoying Mathematics - 4 (NEP Aligned) Part-1 and Part-2 (Oxford)**

Reference Book : New Maths Ahead (Orient Black Swan)

Asynchronous Tasks

Topic wise **Asynchronous tasks** in various modes (audio/video/ texts/graphic novels etc.) will be shared in the Google classrooms. Students are expected to go through them and do it on their own, back home, as instructed by the respective teachers to enhance concepts/understanding of the topic. The extended Asynchronous work will be taken up in the classes by the teachers so it is important to go through them regularly.

Mathematics is a challenging and vibrant subject connected to the real world at every level. A complete study of Mathematics must necessarily be able to relate the subjects to the environment and focus on the development of thinking and reasoning skills. Keeping this in mind, our teaching methodology embodies :

1. Activities, through which children can understand the abstract mathematical concepts with the use of concrete objects like dices, beads, pebbles, learning aids, picture cards, games and puzzles.
2. Mental Maths questions to help the students to do quick and easy calculations and to build thinking skills beyond the level of class room learning will be done in the Maths Book & Learner's Comate
3. **Enrichment Booklet** - (includes Maths Enrichment Sheet, Asset Enrichment Sheet, Logical Reasoning Enrichment Sheet) will be done by the children to improve their Mathematics & Logical Skills to be discussed in the class. This is to give practice to the students and is not subjected to corrections.
4. **Khan Academy Assignments** to be done at some points of each chapter for better understanding and practice.
5. Above all, a well-equipped Mathematics laboratory, where children do experiments/activities based on different mathematical concepts; discover patterns and generalize the same, discovering the concepts on their own, prior to learning them in class.
6. Practicals will be done related to the topics taught as mentioned in the precept and things required for the practical will be provided by the school. A Practical File will be maintained for the same.

7. Maths Walk assignment will be done once in a session (annual term). It has to be stuck in Math Practical File and will be subjected to correction.
8. 'Maths About Me' assignment will be done in the Learner's Comate.
9. Make Your Questions will be practiced after each chapter in the Learner's Comate. Parents must give their child further practice at home. Questioning skills will be assessed in the Unit Test.
10. Children must learn tables from 2 to 15.
11. Digi/e-content will be shown for all the topics.
12. Notebook work mentioned in the precept will be done only in the Notebook.

GENERAL INSTRUCTIONS :

- * Two single lined notebooks for CW and HW (subjected to correction)
- * One practical file (subject to correction)
- * Book Work is subjected to correction.
- * Try This, Challenge, Chapter Check Up, Mental Maths, Critical Thinking Skills are subjected to correction.
- * Worksheet, Looking Beyond, Use Your Skills, Data Connect, Maths & Art, and Steam Connect will NOT be subjected to corrections.
- * Mathspeak will be discussed in the class and not subjected to correction & assessment
- * Sums in the unit test and exam will be done on the concepts but digits of the sums will be different.
- * After each chapter, its practice sheet will be done in the Learner's Comate. (Subjected to correction)
- * After each chapter Maths Enrichment sheets will be discussed in the class. (Not Subjected to correction)

Virtual Escape Room – Links of **Escape Room** will be shared of all the chapters in Google Classroom (G-Suite) for revising the concepts.

To lighten the burden of bags, the text book – New Enjoying Mathematics has been divided into two parts, Part-1 and Part-2.

Students are requested to bring the book according to the chapters mentioned in the precept.

Both the books are used in Half Yearly and Annual term.

Competencies commonly define the applied skills and knowledge that enable people to successfully perform in professional, educational, and other life contexts. We firmly believe in Competency Based Education and a reference to this is visible in the questions and exercises given in the text book.

Happy Learning!!

KHAN ACADEMY

	Half Yearly
April + May No. of days 23+09 =32 days	Chapter 1: Place Value <u>Khan Academy Assignment(s) :</u> NUMBER UP TO 1000 <ul style="list-style-type: none"> Place Value (Class 3) Comparing 3 digit numbers (Class 3) Skip counting (Class 3) Chapter 2: Addition & Subtraction <u>Khan Academy Assignment(s) :</u> ADDITION & SUBTRACTION <ul style="list-style-type: none"> 3 digit addition (Class 4) 3 digit subtraction (Class 4) Unit Test (Class 4)
June+ July No. of days 05+27 =32 days	Chapter 3: Multiplication <u>Khan Academy Assignment(s) :</u> MULTIPLICATION <ul style="list-style-type: none"> Multiply by using distributive property (Class 4) Multi digit multiplication (Class 4) Multiply by using area model (Class 4) Multiply by 1 digit number (Class 4) Unit Test (Class 4) Chapter 4: Division <u>Khan Academy Assignment(s) :</u> DIVISION <ul style="list-style-type: none"> Relate Multiplication and Division (Class 4) Division-Place Value & Area (Class 4) Divide by 1 digit number (Class 4) Multi digit division - no remainders (Class 4) Unit Test (Class 4)
August No. of days =24 days	Chapter 5: Factors <u>Khan Academy Assignment(s) :</u> FACTORS AND MULTIPLES <ul style="list-style-type: none"> Factors (Class 5) Unit Test (Class 4) Chapter 6: Multiples <u>Khan Academy Assignment(s) :</u> FACTORS AND MULTIPLES <ul style="list-style-type: none"> Multiples (Class 5)
September No. of days =22 days	Chapter 9: Shapes, Space & Pattern <u>Khan Academy Assignment(s) :</u> IDENTIFY PATTERNS <ul style="list-style-type: none"> Pattern -1 (Class 5) Pattern -2 (Class 5)

	Annual
October 18 days	Chapter 7: Fraction <u>Khan Academy Assignment(s) :</u> HALVES AND QUARTERS <ul style="list-style-type: none"> Fraction of shapes (Class 4) PARTS AND WHOLE <ul style="list-style-type: none"> Intro to Fraction (Class 5) Recognize Fraction (Class 5) Understanding numerators & denominators (Class 5) Unit Test (Class 4)
November 24 days	Chapter 8: Decimals <u>Khan Academy Assignment(s) :</u> TENTHS AND HUNDREDTHS <ul style="list-style-type: none"> Intro to Decimals (Class 5) Decimals on the number line (Class 5) Unit Test (Class 5) Chapter 10: Measurement <u>Khan Academy Assignment(s) :</u> GEOMETRY AND MEASUREMENT <ul style="list-style-type: none"> Length (Class 4) Mass (Class 4)
December 25 days	Chapter 11: Perimeter and Area <u>Khan Academy Assignment(s) :</u> GEOMETRY AND MEASUREMENT <ul style="list-style-type: none"> Perimeter (Class 4) Area (Class 4) AREA AND ITS BOUNDARY <ul style="list-style-type: none"> Intro to Perimeter (Class 5) Count units squares to find area (Class 5) Chapter 12: Time <u>Khan Academy Assignment(s) :</u> GEOMETRY AND MEASUREMENT <ul style="list-style-type: none"> Time (Class 4)
January 23 days	Chapter 12 Time <u>Khan Academy Assignment(s)</u> GEOMETRY AND MEASUREMENT <ul style="list-style-type: none"> Unit Test (Class 4) Chapter 13: Handling Data <u>Khan Academy Assignment(s) :</u> SMART CHARTS <ul style="list-style-type: none"> Picture graphs (Class 5) Bar charts (Class 5) Unit Test (Class 5)

New Enjoying Mathematics - 4 has been divided into two parts, Part-1 and Part-2
Both the books are used in Half Yearly and Annual term. Students are requested to bring the book according to the chapters mentioned in the precept.

HALF YEARLY TERM

Sl. No.	Name of Chapters	Part of the Book	No. of iBLD
1	Chapter 1 : Place Value	Part 1	1
2	Chapter 2 : Addition and Subtraction	Part 1	2
3	Chapter 3 : Multiplication	Part 1	2
4	Chapter 4 : Division	Part 1	2
5	Chapter 5 : Factors	Part 1	1
6	Chapter 6 : Multiples	Part 1	1
7	Chapter 9 : Shapes, Patterns and Nets	Part 2	1

Month	Contents	
April + May No. of days 23 + 09 =32 days	Ch. 1 : PLACE VALUE (Part-1)	
	Theme of the Chapter -Mission to the Moon(to be discussed) Vocabulary Review will be discussed (pg. no. 22) Looking Back on pg. no. 7 (Book work) C.W. (a, c, d, e) Explanation of pg. no. 8, 9 and 10	
	Ex - 1A (pg. no. 11 and 12)	
	C.W.	H.W.
	Q1- c, d (Notebook Work)	Q1- b (Notebook work)
	Q2- a, c, e (Book Work)	Q2- b, d (Book work)
	Q3- a, c, (Book work)	Q3- b, d (Book work)
	Q4- a, c (Notebook)	Q4- b, d, e (Notebook)
	Q5- a, b, (Notebook)	Q5- c, d, e (Notebook)
	Q6- a (ii) (Book work) b (ii) (Book work)	Q6- a (i) (Book work) b (i) (Book work)
	Q7- c, e (Note book)	Q7- b, d (Note book)
	Q8- c, e (Note Book)	Q8- b, d (Note Book)

	Explanation of pg no. 13 Data Connect to be discussed in class. (Book Work) H.W. Explanation of pg no. 14 Ex. - 1B (pg. no. 15)	
	C.W.	H.W.
	Q1- a, c (Book work)	Q1-b (Book work)
	Q2- a, c (Book work)	Q2- b, d (Book work)
	Q3- a, c (Book work)	Q3- b, d (Book work)
	Q5- a, c (Book work)	Q5- b, d (Book work)
	Q7- a, c (Book work)	Q7- b, d (Book work)
	Explanation of pg no. 16,17 Challenge on pg no. 16 (Book work) C.W. Mathspeak on pg. no. 17 (to be discussed in class) Ex. 1C (pg. no. 17)	
	C.W.	H.W.
	Q1- a, c, e (Book work)	Q1- b, d (Book work)
	Q2- a, c, e (Book work)	Q2- b, d (Book work)
	Explanation of pg no. 18, 19 Ex. 1D (pg. no. 19, 20)	
	C.W.	H.W.
	Q1- Explanation (Oral)	
	Q2- a (Book work)	Q2- b (Book work)
	Q3- a (Book work)	Q3- b (Book work)
	Q4- a, b, c (Book work)	Q4- d, e, f (Book work)
	Q5- a, b, c (Book work)	Q5- d, e, f (Book work)
	Q6- Book work	
	Q7- a, c (Note Book)	Q7- b (Note Book)
	Challenge on pg no. 20 (Book work) C.W. Explanation of pg no. 20, 21	

	Ex. 1E (pg. no. 21)	
	C.W.	H.W.
		Q1 (Note Book)
	Q2 (Book work)	
	Q3 - a, c (Book work)	Q3 - b, d (Book Work)
	Chapter Check Up - (pg. no. 22) (HHW)	
	Critical Thinking Skills (pg. no. 24) (Book Work) C.W.	
	Maths Practical - 1 To build, understand and identify square and triangular numbers. (self prepared) Things will be provided by the school.	
	Learner's Comate : Practice Sheet - 1	
	Enrichment Booklet : Maths Enrichment Sheet-1 to be discussed in the class.	
	Teaching Aids - Abacus, Flip cards, Maan cards, Ganit Mala, Skip Counting Board (KPL), Dienes Block and e-content.	
	<div style="border: 1px solid black; padding: 10px; margin: 10px;"> <p>Khan Academy Assignment (s) : NUMBER UP TO 1000</p> <ul style="list-style-type: none"> • Place Value (Class 3) • Comparing 3 digit numbers (Class 3) • Skip counting (Class 3) </div>	
	Ch. 2 : ADDITION AND SUBTRACTION (Part-1) <div style="float: right; border: 1px solid black; padding: 2px 5px;">No. of iBLD - 2</div>	

Theme of the Chapter - ROBOTS (to be discussed)

Maths Vocabulary : Addition : altogether, more, sum, in all, total (Revision of previous class)

Subtraction : less, taken away, difference, left, borrow, more (Revision of previous class)

Vocabulary Review will be discussed (pg no. 45)

Looking back : Pg no. 25 Q. 2 (a, b) H.W.

Explanation of pg no. 26

Project pg. no. 26 (HHW)

Ex. 2A (pg. no. 27)	
C.W.	H.W.
Q 2- b, d (Note book)	Q 2 - a, c (Note book)
Q 3 - a (Note book)	Q 3 - b (Note book)
Project pg. no. 27 (HHW)	
Explanation of pg no. 28 and 29	

	Ex. 2B (pg. no. 30)	
	C.W.	H.W.
	Q1- g, h (Note book)	Q1- e, f (Note book)
	Q2- i, j (Note book)	Q2- f, g (Note book)
		Q3- (Note book)
	Data Connect Pg. No. 30 to be discussed in class (Book Work) H.W. Explanation of Pg no. 31(Addition Strategies)	
	Ex. 2C (pg no. 31)	
	C.W.	H.W.
	Q1- a, d (Note book)	Q1- b, c (Note book)
	Q3- a, d (Note book)	Q3- b, e (Note book)
	Explanation of pg no. 32 (Subtraction Strategies)	
	Ex. 2D (pg no. 32)	
	C.W.	H.W.
	Q1- a, d (Note book)	Q1- b, e (Note book)
	Number Patterns pg. no. 33, 34 (Book work) (Not subjected to correction and assessment) C.W. Explanation of pg. no. 35 (Addition and Subtraction of Money)	
	Ex. 2E (pg. no. 35)	
	C.W.	H.W.
	Q1- a (Book work)	Q1- b (Book work)
	Q2 (Book work)	
	Q3- a, c (Note Book)	Q3- b, d (Note Book)
	Challenge & ATM activity on pg. no. 36 (Book Work) C.W. Explanation of pg. no. 37 (Problem solving)	

	Ex. 2F (pg no. 38)	
	C.W.	H.W.
	Q-1, 3, 5 (Note book)	Q-2, 4 (Note book)
	Ex. 2G (pg. no. 42) to be done as Word problems	
	C.W.	H.W.
	Q-3, 5 (Note book)	Q-2, 4, 6 (Note book)
	Explanation of pg no. 43	
	Ex. 2H (pg. no. 43)	
	C.W.	H.W.
	Q-1, 3 (Note book)	Q-2, 4 (Note book)
	Explanation of pg no. 44	
	Ex. 2I (pg no. 44)	
	C.W.	H.W.
	Q-1, 3, 5, 7 (Note book)	Q-2, 4, 6 (Note book)
	Chapter Check Up - pg. no. 45 (HHW) Worksheet - pg no. 46 (Notebook Work) HHW Steam Connect -Pg no. 47 to be discussed in class (Book Work) H.W. Mental Maths pg. no. 48 (Book Work) C.W.	
	Complementary numbers-base 100 (orals) Eg. $25 + 75$, $30 + 70$ Revision of Complementary numbers - base 10, 20, 50	
	Revision of Tables - 2 to 15	
	Learner's Comate : Practice Sheet - 2	
	Enrichment Booklet : Maths Enrichment Sheet -2 to be discussed in the class.	
	Teaching Aids : Dienes Block, Ganit Mala, Jodo block, Number Sticks and e-content	
	<div> Khan Academy Assignment(s) : ADDITION & SUBTRACTION <ul style="list-style-type: none"> • 3 digit addition (Class 4) • 3 digit subtraction (Class 4) • Unit Test (Class 4) </div>	

June+ July No. of days 05+27 =32 days	Ch. 3 : MULTIPLICATION (Part-1)		No. of iBLD - 2
	Theme of the Chapter- Dinosaurs (to be discussed)		
	Vocabulary Review will be discussed pg no. 65		
	Maths Vocabulary : In all, total, altogether, times, product (Revision of previous class)		
	Explanation of pg. no. 50		
	Ex. 3A (pg no. 50)		
	C.W.		H.W.
	Q2- a, c (Note book)		Q2- b, d (Note book)
			Q3-(Notebook Work)
	Explanation of pg no. 51 (Look for a pattern), Mathspeak (pg. no. 51) (to be discussed in class)		
	Ex. 3B (pg no. 51)		
	C.W.		H.W.
	Q3- a, c (Note book)		Q3- b, d (Note book)
	Explanation of pg. no. 53		
	Ex. 3C (pg. no. 53)		
	C.W.		H.W.
	Q1- e, f, g, h (Book work)		Q1- a, b, c, d (Book work)
	Explanation of pg no. 54		
	Ex. 3D (pg no. 54)		
	C.W.		H.W.
	Q1- g, h (Note book)		Q1- d, e (Note book)
	Q2- e, h (Note book)		Q2- d, f, g (Note book)
	Explanation of pg. no. 55 (use a short cut)		
	Try this pg. no. 55 (Book work) C.W.		
	Maths and Art pg. no. 55 HHW (graph paper of Math practical file to be used)		
	Explanation of pg no. 56 & 57, Data Connect pg no. 56 to be discussed in class (Book Work) H.W.		
	Ex. 3E (pg. no. 57 and 58)		
	C.W.		H.W.
	Q1- a (Note book)		Q1- b (Note book)
Q2- a, b (Note book)		Q2- c, d (Note book)	
Q3- c, g (Note book)		Q3- e, f (Note book)	
Q4- b, d (Note book)		Q4- a, c (Note book)	

	Challenge on pg no. 58 (a, b) (Book work) C.W. Explanation of pg no. 59	
	Ex. 3F (pg no. 59)	
	C.W.	H.W.
	Q1- a, c (Note book)	Q1- b, d (Note book)
	Q2- a, c (Note book)	Q2- b, d (Note book)
	Explanation of patterns in multiplication pg no. 60 (Book work, not subjected to correction and assessment) Explanation of pg no. 61 - Problem Solving and Use a short cut Try this pg. no. 61 (Book work) C.W.	
	Ex. 3G (pg no. 61)	
	C.W.	H.W.
	Q1, 3, 5 (Book work)	Q2, 4 (Book work)
	Explanation of pg no. 62	
	Ex. 3H (pg. no. 62)	
	C.W.	H.W.
	Q1 & 3 (Note book)	Q2 & 4 (Note book)
	Ex. 3I (Pg. no. 64) to be done as Word problems	
	C.W.	H.W.
	Q. 1, 2, 6 (Note book)	Q. 3, 4, 5, 7 (Note book)
	Chapter Check Up - pg no. 65	
	C.W.	H.W.
		Q1-(b), (c) (Note book)
		Q4- (b, c) (Note book)
		Q5- (a), (b) (Note book)
		Q6- a, b, c (Note book) to be done as word problems
		Q7 (Book Work)
		Keeping in touch on pg no. 65(Book work)
	Worksheet pg no. 66 (Book work) H.W. Use Your Skills pg. no. 68 H.W. (Book Work)	

	Maths Practical-2 To write the table of 8 using the table of 4 (Self prepared) Things will be provided by the school.	
	Learner's Comate - Practice Sheet - 3	
	Enrichment Booklet - Maths Enrichment Sheet-3 to be discussed in the class.	
	Teaching Aids : Maths Relay, Ganit Mala with number catcher, Jodo block, Taming the Tables and e-content.	
	<div style="border: 1px solid black; padding: 5px; display: inline-block;"> Khan Academy Assignment(s) : MULTIPLICATION <ul style="list-style-type: none"> Multiply by using distributive property (Class 4) Multi digit multiplication (Class 4) Multiply by using area model (Class 4) Multiply by 1 digit number (Class 4) Unit Test (Class 4) </div>	
	Ch. 4 : DIVISION (Part-1) <div style="float: right; border: 1px solid black; padding: 2px 5px;">No. of iBLD - 2</div>	
	Theme of the Chapter - Unusual Careers (to be discussed) Vocabulary Review will be discussed (pg no. 92) Looking Back pg no. 69 Q1-a, d Q2 & 3 (Note book) Explanation of pg no. 70, 71, 72, 73, Mathspeak (pg. no. 72)(to be discussed in class) <div style="text-align: center;">Ex. 4A (pg. no. 74)</div>	
	C.W.	H.W.
	Q1- e, f (Note book)	Q1- a, d (Note book)
	Q2- e, f (Note book)	Q2- a, d (Note book)
	Q3- e, f (Note book)	Q3- a, d (Note book)
	Q4- e, f (Note book)	Q4- a, d (Note book)
	Project pg. no. 74 (Note book) HW , Mathspeak (pg. no. 74) (to be discussed in class), Explanation of pg no. 75 and 76 <div style="text-align: center;">Ex. 4B (pg no. 77)</div>	
	C.W.	H.W.
	Q1- c, e (Note book)	Q1- b, d (Note book)
	Q2- e, h (Note book)	Q2- a (Note book)
	Q3- e, h (Note book)	Q3- a, d (Note book)
	Explanation of pg no. 77 (Shortcut), 78 and 79 Shortcut - Try this pg. no. 77 (Book work) C.W., Challenge on pg no. 78 (Book work) C.W., Mathspeak (pg no. 79) (to be discussed in class)	

	Ex. 4C (pg no. 79)	
	C.W.	H.W.
	Q1- c, d (Note book)	Q1- a, e (Note book)
	Q2- c, d (Note book)	Q2- a, e (Note book)
	Q3- c (Note book)	Q3- d (Note book)
	Explanation of pg no. 80, 81, 82	
	Ex. - 4D (pg. no. 82)	
	C.W.	H.W.
	Q1- a, d (Note book)	Q1- e, f (Note book)
	Q2- a, d (Note book)	Q2- e, f (Note book)
	Challenge on pg no. 82 (Book work) C.W.	
	Explanation of pg. no. 83	
	Ex. - 4E (pg. no. 83)	
	C.W.	H.W.
	Q2- b, e (Note book)	Q2- c, f (Note book)
	Q-3 b, e (Note book)	Q3- c, f (Note book)
	Patterns pg no. 84 (Book work, not subjected to assessment and correction) (C.W.) Mathspeak (pg. no. 84) (to be discussed in class), Explanation of pg no. 85 and 86,	
	Ex. - 4F (pg. no. 86)	
	C.W.	H.W.
	Q2 (Note book)	Q4 (Note book)
	Explanation of pg no. 87	
	Ex. 4G (pg no. 87)	
	C.W.	H.W.
	Q1- a (Note book)	Q1- d (Note book)
	Q2- c (Note book)	Q2- d (Note book)
	Q3- b (Note book)	Q3- c (Note book)
	Explanation of pg no. 88	
	Ex. 4H (pg no. 88)	
	C.W.	H.W.
	Q1& 3 (Note book)	Q2 & 4 (Note book)

	Explanation of pg no. 90 (Building Skills)	
	Building Skills (pg no. 90)	
	C.W.	H.W.
	Q2 (Book work)	Q3 and 4 (Book work)
	Ex. 4J (pg no. 91)	
	C.W.	H.W.
	Q-1, 2, 3 (Book work)	Q-4, 5, 6 (Book work)
	Data Connect pg. no. 91 to be discussed in class (Book Work) H.W.	
	Chapter Check Up - (pg. no. 92)	
	C.W.	H.W.
		Q1- (a), (b) (Note book)
		Q2- (a), (c) (Note book)
		Q3- (a), (c) (Note book)
		Q4- (c) (d) (Note book)
		Q5- (Book Work)
		Keeping in Touch on pg no. 92 (Note book)
	Worksheet pg. no. 93 H.W. (Book work)	
	Mental Maths pg. no. 94 C.W. (Book work)	
	Critical Thinking Skills pg no. 95 C.W. (Book work)	
	Learner's Comate- Practice Sheet - 4	
	Enrichment Booklet - Maths Enrichment Sheet-4 to be discussed in the class.	
	Teaching Aids : Number Sticks, Dienes Block, Jodo Blocks and e-content.	
	<div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: 80%;"> <p>Khan Academy Assignment(s) : DIVISION</p> <ul style="list-style-type: none"> • Relate Multiplication and Division (Class 4) • Division-Place Value & Area (Class 4) • Divide by 1 digit number (Class 4) • Multi digit division - no remainders (Class 4) • Unit Test (Class 4) </div>	

August No. of days =24 days	Ch. 5 : FACTORS (Part-1)		No. of iBLD-1
	Theme of the Chapter - The Pushkar Mela (to be discussed)		
	Vocabulary Review will be discussed (pg no. 105)		
	Explanation of pg no. 96 (Method 1 Using Multiplication not in the course), pg no. 98 & 99, Mathspeak (pg.no. 98) (to be discussed in class)		
	Ex. 5A (pg no. 100)		
	C.W.	H.W.	
	Q4- a, d (Note book)	Q4- b, c (Note book)	
	Q5- All (Book work)		
	Q6- a (Note book)	Q6- b (Note book)	
	Mathspeak (pg. no. 100) (to be discussed in class), Explanation of pg no.101, Try This pg. no. 101 (Book work) C.W.		
	Ex. 5B (pg no. 101)		
	C.W.	H.W.	
	g to l (Book work)	b to f (Book work)	
	Explanation of pg no. 102		
	Ex. 5C (pg no. 102)		
	C.W.	H.W.	
	Q1- a (Book work)	Q1- b (Book work)	
	Q2- a, c, e (Note Book)	Q2- b, d (Note Book)	
	Challenge on pg. no. 102 (Book Work) C.W.		
	Explanation of pg no. 103, Mathspeak (pg.no. 103) (to be discussed in class)		
	Ex. 5D (pg no. 104)		
	C.W.	H.W.	
	Q2- a, c (Book Work)	Q2- b (Book Work)	
	Q3- a, c (Note Book)	Q3- b, d (Note Book)	
	Q4- a (Note book)	Q4- b (Note book)	
	Chapter Check Up - (pg no. 105)		
	C.W.	H.W.	
		Q1- a, c (Note book)	
		Q2- a (Note book)	
		Q3- a, c (Note Book)	
		Q4- a, b (Book Work)	

	C.W.	H.W.
		Q6- a, b (Book Work)
		Q7- a (Notebook)
		Q8- (Book Work)
		Keeping in Touch on pg no. 105 (Note book)
Steam Connect - Pg. no. 107 to be discussed in class (Note book) H.W.		
Learner's Comate - Practice Sheet - 5		
Enrichment Booklet: Maths Enrichment Sheet-5 to be discussed in the class.		
Teaching Aids : Number Sticks, Jodo blocks, Maths mat, Ganit Mala with number catcher and e-content		
Khan Academy Assignment(s) : FACTORS <ul style="list-style-type: none"> • Factors (Class 5) • Unit Test (Class 4) 		
Ch. 6 : MULTIPLES (Part-1)		No. of iBLD-1
Theme of the Chapter - Being organised (to be discussed)		
Vocabulary Review will be discussed (pg no. 113)		
Multiples pg. no.108 (Book work) C.W., Explanation of pg no.108, 109 Ex. 6A (pg. no. 109)		
	C.W.	H.W.
	Q1- a, c, e (Note book)	Q1- b, d, f (Note book)
	Q2- All (Book work)	
Project pg. no. 109 (HW) Note book		
Data Connect pg. no. 109 to be discussed in class. (Book Work) H.W.		
Explanation of pg no.110		
Try This pg no. 110 (Book work) C.W. Ex. 6B (pg. no. 110)		
	C.W.	H.W.
	Q1 & 3 (Book Work)	Q2 (Book Work)
Explanation of pg no. 111		

	Ex. 6C (pg. no. 112)	
	C.W.	H.W.
	Q1 All (Book Work)	
	Q2 (Book Work)	
	Q3 (Book Work)	
	Q4- a (Book Work)	Q4- b (Book Work)
	Q5- a, d (Note Book)	Q5- b, c (Note Book)
	Q6 All (Book Work)	
	Q7- a (Note Book)	Q7- b (Note Book)
	Chapter Check Up - (pg no. 113)	
	C.W.	H.W.
		Q1- c, b (Note book)
		Q2- (Book work)
		Q3- a (Book work)
		Q4- a, b (Note book)
		Q5- a, b (Book Work)
		Q6- (Book work)
		Keeping in Touch on pg. no. 113 (a, c) (Note book)
	Work Sheet pg. no. 114 H.W. (Book work)	
	Use your skills pg. no. 115 (Book work) H.W.	
	Maths Practical 3 - To find the common multiples of 2 & 3 (Self prepared) Things will be provided by the school.	
	Learner's Comate - Practice Sheet - 6	
	Enrichment Booklet : Maths Enrichment Sheet -6 to be discussed in the class.	
	Teaching aids : Jodo blocks, Number Sticks, Ganit Mala with number catcher and e-content.	
	Khan Academy Assignment(s) : MULTIPLES • Multiples (Class 5)	

	Ch. 9 : SHAPES, PATTERN AND NETS (Part-2) No. of iBLD-1	
	Theme of the Chapter - Arts and Crafts of the World (to be discussed) Vocabulary Review will be discussed (pg. no. 56), Explanation of pg no. 42 and 43, Mathspeak (pg. no. 43) (to be discussed in class)	
	Ex. 9A (pg no. 43)	
	C.W.	H.W.
		Q1 (Note Book)
	Q2- All (Book work)	
	Q3- All (Book work)	
	Q4- a, b (Book work)	
	Explanation of pg no. 44, 45 and 46, Mathspeak (pg. no. 45) (to be discussed in class), Relationship between radius and diameter of a circle pg. no. 46 (Book work) C.W.	
	Ex. 9B (pg. no. 47)	
	C.W.	H.W.
	Q1- All (Book work)	
	Q2- a, c (Book work)	Q2- b (Book work)
	Q3- a, c (Book work)	Q3- b (Book work)
	Q4- f, h, i (Note book)	Q4- a, c, e (Note book)
	Q5- f, h, i (Note book)	Q5- a, c, e (Note book)
	Q6- All (Book work)	
	Teaching Aids - Solid shapes, Aakar Pariwaar, Geo board, Jodo straw kit and e-content.	
September No. of days =22 days	Ch. 9 : SHAPES, PATTERN AND NETS (Part-2) to be continued... Explanation of pg no. 48 and 49 Try This pg. no. 48 and 49 (Book work) C.W.	
	Ex. 9C (pg no. 50)	
	C.W.	H.W.
	Q1- All (Book work)	
		Q2 (Book work)
	Q3- All (Book work)	
		Q4 -All (Book work)
	Explanation of pg no. 51	
	Ex. 9D (pg. no. 51)	
	C.W.	H.W.
	Q1 (Book work)	
		Q3-All (Book work)
	Explanation of pg no. 53, 54 Try this on pg. no. 53 (Book work) C.W. Using patterns to make codes on pg. no. 54 (Book work) C.W.	

	Ex. 9E (pg. no. 54, 55)	
	C.W.	H.W.
	Q1 (Book work)	
	Q2- a (Book work)	Q2- b (Book work)
	Q3- a (Book work)	Q3- b (Book work)
	Q4- a, b (Book work)	Q5 (Note Book)
		Q6- a, b (Note Book) to be discussed in class
	Chapter Check Up - (pg no. 56)	
	C.W.	H.W.
		Q1-All (Book work)
		Q2-All (Book work)
		Q3-All (Book work)
		Q4 (Note Book)
		Q5 (Book work), Q6 (Book work)
		Q7 (Book work)
		Keeping in touch pg. no. 56 (Book work)
	Worksheet pg. no. 57 (Book work) H.W.	
	Use your skills pg. no. 58 Q5 (Book work) (H.W.)	
	Learner's Comate - Practice sheet - 7	
	Enrichment Booklet : Maths Enrichment Sheet-7 to be discussed in the class.	
	Art Integrated Learning (AIL) - Students will present shapes of polygon through Warli Art or Doodling or any other medium. They will also find variety of tessellation present in the nature and draw it.	
	Teaching Aids - Solid shapes, Aakar Pariwaar, Geo board, Jodo straw kit and e-content.	
	Khan Academy Assignment(s) : IDENTIFY PATTERNS	
	<ul style="list-style-type: none"> • Pattern -1 (Class 5) • Pattern -2 (Class 5) 	
	Revision and Class Work Assignment	
	<p align="center">New Enjoying Mathematics Part-1 (Summer Vacation) Do it in H.W. Note book</p> <ol style="list-style-type: none"> 1. Chapter Check Up pg. no. 22 Q-1, 3 & 4 (Notebook), Q-2, 5, 6, 7 & 8 (Book work) 2. Project (pg. no. 26, at least 3 with one step and 3 with two step), Project (pg. no. 27) (Do it in Home work notebook) 3. Chapter Check Up pg. no. 45 Q-1, Q-2, Q-5 (Book Work), Q-3, Q-4 (Note book) Keeping in touch (Book work) 4. Worksheet pg. no. 46 (Note Book) 5. Maths & Art pg. no. 55 (graph paper of Maths practical file to be used) 6. Assignment on Logical reasoning to be done in Enrichment Booklet. 7. Revise tables from 2 to 15. 	

ANNUAL TERM

Sl. No.	Name of the Chapter	Part of the Book	No. of iBLD
1	Chapter 7 : Fractions	Part 2	2
2	Chapter 8 : Decimals	Part 2	1
3	Chapter 10 : Measurement	Part 2	2
4	Chapter 11 : Perimeter and Area	Part 2	1
5	Chapter 12 : Time	Part 2	1
6	Chapter 13 : Data	Part 2	1

Month	Content	
October No. of days =18 days	Maths About Me (will be discussed and given as H.W. from Learner's Comate)	
	<div>No. of iBLD - 2</div> CH. 7 : FRACTIONS (Part-2) Theme of the Chapter - Craft Fun (to be discussed) Vocabulary Review will be discussed (pg. no. 29) Looking Back : Pg. no. 7 Q2- (Book work) C.W. Explanation of pg no. 8 <div>Ex. 7A (pg no. 8)</div>	
	C.W.	H.W.
	Q1 & 3 (Book work)	Q2 & 4 (Book work)
	Explanation of pg no. 9 Try This Pg. no. 9 (Book work) C.W. <div>Ex. 7B (pg. no. 9 & 10)</div>	
	C.W.	H.W.
	Q1- All (Book work)	
	Q2- b (Note Book)	Q2- a (Note Book)
	Q3- All (Book work)	

	Try this on pg no. 10 (Book work) C.W. Explanation of pg no. 10 & 11 Ex - 7C (pg no. 12 & 13)	
	C.W.	H.W.
	Q2- All (Book work)	
		Q3 (Book work)
	Q4- a, b (Book work)	Q4- c (Book work)
	Q5- a, b (Book work)	Q5- c (Book work)
	Q6 (Book work)	
	Q7- a, b (Book work)	Q7- c (Book work)
	Q8- a, b (Book work)	
	Explanation of pg no. 14 Ex-7D (pg. no. 15)	
	C.W.	H.W.
		Q1- All (Book work)
		Q2 (Book work)
	Q3- a, d (Note Book)	Q3. b, c, f (Note Book)
	Q4-a, c, d (Note book)	Q4- b, e, f (Note book)
	Q5-a, c (Note book)	Q5- b (Note book)
	Explanation of pg no. 16 and 17 Ex. 7E (pg. no. 17)	
	C.W.	H.W.
	Q1- a, b (Book work)	
	Q2- a, b (Book work)	Q2- c, d (Book work)
	Q3- a, b (Note Book)	Q3- c, d (Note Book)
	Q4- a, b (Note book)	Q4- c, d (Note book)
	Q5- a, b (Note book)	
	Explanation of pg. no. 18 & 19 Try this on pg. no. 18 (Book Work) C.W. Mathspeak (pg. no. 19) (to be discussed in class)	

	Ex. 7F (pg. no. 20 & 21)	
	C.W.	H.W.
	Q1- a,b (Book work)	
	Q2- b,c,d (Book work)	
	Q3- a,c (Note book)	Q3- b,d,e (Note book)
	Q4- b (Book work)	Q4- c,d (Book work)
	Q5- a (Note book)	Q5- b,c (Note book)
	Q6- a, b (Note book)	
	Q7- a, c (Note book)	Q7- b (Note book)
	Explanation of pg no. 21 & 22	
	Ex. 7G (pg no. 22)	
	C.W.	H.W.
	Q1- All (Book work)	
	Q2- a (Book work)	
	Q3- All (Book work)	
	Q4- a,c,e (Note book)	Q4- b,d,f (Note book)
	Q5. a,c (Note book)	Q5- b (Note book)
	Explanation of pg no. 23, 24, 25, 26 & 27	
	Try this on pg. no. 24 (Book work) C.W.	
	Data Connect pg. no. 27 to be discussed in class. (Book work) H.W.	
	Ex. 7H (pg no. 28)	
	C.W.	H.W.
	Q1- All (Book work)	
	Q2- All (Book work)	
	Q3- a,b,c (Note book)	Q3- d,e,f (Note book)
	Q4- a,c,e (Note book)	Q4- b,d,f (Note book)
	Q5- a,c, e (Note book)	Q5- b, d,f (Note book)
	Chapter check up- (pg. no. 29)	
	C.W.	H.W.
		Q1-a, b (Book work)
		Q2-a (Note Book)
		Q3- a, b (Book work)
		Q4-a (Note Book)
		Q5-a, c (Note Book)
		Q6- All (Book work)
		Q7-a (Note Book)
		Q8-a(i) b(i) (Note Book)
		Q9- (Book Work), Keeping in touch on pg. no. 29 (Book work)

	Mental Maths pg. no. 31 (Book work) CW	
	Maths Practical 1 - Addition of like fractions (self prepared). Things will be provided by the school.	
	Learner's Comate : Practice Sheet - 1	
	Enrichment Booklet : Maths Enrichment Sheet-8 to be discussed in the class.	
	Jodo Gyan Activities : Unit fraction activities Concept of Proper and improper fractions Equivalent fraction Measurement using fractions number line (Rope Activity, Arun's birthday)	
	Teaching Aids - Fraction Kit 1 & 2, Rangometry, Rope and e-content.	
	Khan Academy Assignment(s) : HALVES AND QUARTERS • Fraction of shapes (Class 4) PARTS AND WHOLE • Intro to Fraction (Class 5) • Recognize Fraction (Class 5) • Understanding numerators & denominators (Class 5) • Unit Test (Class 4)	
November No. of days = 24 days	Ch. 8 : DECIMALS (Part-2)	
	Theme of the Chapter - The Insect World (to be discussed) Vocabulary Review will be discussed (pg. no. 39) Explanation of pg no. 32 and 33 Try This pg no. 33 (Book work) C.W.	
	Ex-8A (pg no. 34)	
	C.W.	H.W.
	Q1- All (Book work)	
	Q2- All (Book work)	
	Q3- a, c (Note book)	Q3- b, d (Note book)
	Q4- a, c (Book work)	Q4- b, d (Book work)
	Explanation of pg no. 34 and 35 Data Connect pg no. 35 to be discussed in class. (Book Work) H.W. Ex. 8B (pg no. 36)	
	C.W.	H.W.
	Q1- All (Book work)	
	Q2- a, b (Book work)	
	Q3- All (Note book)	
	Q4- All (Book work)	
		Q5- All (Book work)
	Explanation of pg no. 36, 37 Mathspeak (pg. no. 36) (to be discussed in class)	

	Ex. 8C (pg. no. 38)	
	C.W.	H.W.
	Q1- a, c, i, l (Note book)	Q1- b, f, j (Note book)
	Q2- a, c, h (Note book)	Q2- b, e, g (Note book)
	Q3 (Book work)	
	Mathspeak (pg. no. 38) (to be discussed in class) Chapter Check Up - (pg no. 39)	
	C.W.	H.W.
		Q1 (Book work)
		Q2- All (Book work)
		Q3- a, b (Book work)
		Q4- All (Book work)
		Q5- All (Book work)
		Q6 (Book work)
		Keeping in touch pg no. 39 (Note book)
	Steam Connect pg. no. 40 (Book work) H.W. (to be discussed in class)	
	Critical Thinking Skills pg. no. 41 (Book work) C.W.	
	Learner's Comate : Practice Sheet - 2	
	Enrichment Booklet : Maths Enrichment Sheet-9 to be discussed in the class.	
	Jodo Gyan Activities :	
	• Story of Sonmal	• Decimal card game
	Teaching Aids : Dienes Block, Fraction Kit, e-content and Decimal Kit.	
	Khan Academy Assignment(s) : TENTHS AND HUNDREDTHS	
	• Intro to Decimals (Class 5)	
	Ch. 10 : MEASUREMENT (Part-2)	
	Theme of the Chapter - Saving our Planet (to be discussed)	No. of iBLD - 2
	Vocabulary Review will be discussed - (pg no. 70)	
	Measurement of Length Q-1 pg no. 59 (Book work) C.W.	
	Explanation of Pg. no. 60, Measuring length from different points	
	Try This on pg no. 60 (Book work) C.W.	
	Ex-10 A (pg no. 60)	
	C.W.	H.W.
	Q1- a, b (Book work)	
		Q2 (Book work)
	Explanation of pg no. 61	
	Draw the line segment of the Q1-a to d (C.W.), (Note book) Q1-e to h (H.W.)	
	Pg. no. 61,	
	Maths & Art pg no. 61 (Book work) H.W.	

	Explanation of pg no. 62 and 63 Try This on pg. no. 62 (Book work) C.W. Ex- 10B (pg. no. 64)	
	C.W.	H.W.
	Q1- a, d, f (Note book)	Q1- b, c, e (Note book)
	Q2- a, b, e (Note book)	Q2- d, f (Note book)
	Q3- a, c (Note book)	Q3- b, d (Note book)
	Q4- a, c (Note book)	Q4- b, f (Note book)
	Q5- a, b (Note book)	Q5- d (Note book)
	Data Connect pg no. 64 to be discussed in class (Book Work) H.W. Explanation of pg no. 65 Ex- 10C (pg no. 66)	
	C.W.	H.W.
	Q1- a, f, g (Note book)	Q1- b, c, h (Note book)
	Q2- a, f (Note book)	Q2- b, c (Note book)
	Q3- a, b (Note book)	Q3- c, d, f (Note book)
	Q4- a, b, c (Book work)	
	Challenge on pg. no. 66 (Book work) C.W. Explanation of pg no. 67 Ex. 10D (pg no. 68)	
	C.W.	H.W.
	Q-1 a, b, g (Note book)	Q1- c, h (Note book)
	Q-2 a, c (Note book)	Q2- b, d (Note book)
	Q-3 a, c (Note book)	Q3- b, d (Note book)
	Q-4 a, b (Book work)	
	Mixed Problem Solving (pg. no. 69)	
	C.W.	H.W.
	Length - a, b (Note book)	Length- c (Note book)
	Mass- a, b (Note book)	Mass- c (Note book)
	Capacity- a, b (Note book)	Capacity- c (Note book)
	Maths and Art Pg no. 69 HHW.	

	Chapter Check Up- (pg. no. 70)	
	C.W.	H.W.
		Q1- All (Book work)
		Q2- All (Book work)
		Q3- All (Book work)
		Q4 (Note book)
		Q5 (Note book)
		Q6 (Note book)
		Q7 (Note book)
		Q8 (Notebook)
		Q9- a, b (Book work)
		Q10 (Notebook)
		Q11 (Book work)
		Keeping in touch pg 70 (Note Book)
	Teaching Aids : Measuring Tape, Weighing Balance, Measuring Cans and e-content.	
December No. of days = 25 days	Ch-10. Measurement (Part-2) to be continued... No. of iBLD - 2	
	Worksheet Pg. No. 71 (Book Work) H.W.	
	Learner's Comate : Practice Sheet - 3	
	Enrichment Booklet : Maths Enrichment Sheet -10 to be discussed in the class.	
	Teaching Aids : Measuring Tape, Weighing Balance, Measuring Cans and e-content.	
	Khan Academy Assignment(s) : MEASUREMENT	
	<ul style="list-style-type: none"> • Length (Class 4) • Mass (Class 4) 	
	CH. 11 : PERIMETER and AREA (Part-2) No. of iBLD - 1	
	Theme of the Chapter - Playing Games (to be discussed)	
	Vocabulary Review will be discussed pg. no. 81	
	Explanation and Ex. of Perimeter pg no. 72 and 73	
	Ex-11 A (pg no. 74)	
	C.W.	H.W.
	Q1- All (Book work)	
		Q2- b (At home) (Note book)
	Q3- All (Book work)	
	Q4- b, d (Note book)	Q-4 a, c (Note book)

	Project pg no. 74 (HHW)	
	Explanation of pg no. 75	
	Ex-11B (pg no. 75 & 76)	
	C.W.	H.W.
	Q1- All (Book work)	
	Q2- a, c (Note book)	Q2- b (Note book)
	Q4- a, c (Note book)	Q4- b (Note book)
	Q5- a, b (Book work)	
		Q6- All (Book work)
	Q7 (Note book)	
	Explanation of pg. no. 77	
	Try This Pg. no. 77 (Book work) C.W.	
	Ex-11C (pg no. 78)	
	C.W.	H.W.
	Q1 (Book work)	
	Q2- a (Book work)	Q2- c (Note book)
	Challenges (Pg. no. 78) (Book work) C.W.	
	Explanation of finding area of other shapes pg no. 79	
	Ex - 11D (pg. no. 79)	
	C.W.	H.W.
	Q1- a, b, c (Book work)	
	Q2 (Book work)	
	Explanation of pg. no. 80	
	Area of irregular shapes Pg. no. 80 (Book work) C.W.	
	Chapter Check Up - Pg. no. 81 (HHW)	
	Steam Connect - Pg. no. 82 to be discussed in class (Book work) H.W.	
	Mental Maths - Pg. no. 83 C.W. (Book work)	
	Maths Practical – 2 Use a square lined paper. Draw as many different designs having an area of 4 sq. cm each on it. List them with their perimeters. (self prepared) Things will be provided by the school.	
	Learner's Comate : Practice Sheet - 4	
	Enrichment Booklet : Maths Enrichment Sheet-11 to be discussed in the class,	
	Teaching Aids -Jodo Block, Thread, Rangometry kit, Geo Board and e-content.	

	Khan Academy Assignment(s) : MEASUREMENT •Perimeter (Class 4) •Area (Class 4) AREA AND ITS BOUNDARY •Intro to Perimeter (Class 5) •Count units squares to find area (Class 5)	
	Ch. 12 : TIME (Part-2) No. of iBLD - 1 Theme of the Chapter - Doing Yoga (to be discussed) Vocabulary Review will be discussed (pg no. 98) Looking Back Q-1, 3 and 4 pg. no. 84 (Book work) C.W., Explanation of pg no. 85 and 86, Mathspeak (pg. no. 86) (to be discussed in class) Ex-12A (pg no. 87)	
	C.W.	H.W.
	Q1- a, d, e (Note book)	Q1- b, c, f (Note book)
	Q2- a, c (Book Work)	Q2- b, d (Book work)
	Q3- a, c (Book work)	Q3- b, d (Book work)
	Q4- (Book work)	
	Challenge on pg no. 87 (Book work) C.W. Explanation of pg no. 88 Try This pg. no. 88 (Book work) C.W. Ex- 12B (pg no. 89)	
	C.W.	H.W.
	Q1- All (Book work)	
	Q2- All (Book work)	
	Q3- c, e (Book work)	Q3- b, d (Book work)
	Q4- a, c, e (Book work)	Q4- b, d, f (Book work)
	Teaching Aids - Clock, Calendar, 12 and 24 hour board (KPL) and e-content.	
	Ch. 12 : TIME (Part-2) to be continued.... No. of iBLD - 1 Explanation of pg no. 90, Mathspeak (pg. no. 90) (to be discussed in class) Ex- 12C (pg no. 91)	
	C.W.	H.W.
	Q1- (Book work)	
	Q2- a, c (Note book)	Q2- b, d, e (Note book)
	Q3 (Book work)	
	Q4- All (Book work)	
	Q5- a (Note book)	

Explanation of pg. no. 92 and 93	
Ex-12D (pg no. 93)	
C.W.	H.W.
Q1- a, c (Note book)	Q1- b, d (Note book)
Q2- a, c (Note book)	Q2- b, d (Note book)
Q3- b (Note book)	Q3- a (Note book)
Explanation of pg. no. 94	
Ex-12E (pg no. 95)	
C.W.	H.W.
Q1- a, b (Note book)	
Q2- a, b (Note book)	Q2- c, d (Note book), Q2-e (HHW)
Data Connect pg. no. 95 to be discussed in class (Book Work) H.H.W.	
Explanation of pg. no. 96, Make a time line pg. no. 97 (Book work) C.W.	
Chapter Check Up- (pg no. 98)	
C.W.	H.W.
	Q1- a, b, c (Note book)
	Q2- a, b (Book work)
	Q3- All (Book work)
	Q4- All (Book work)
	Q5 (Book work)
	Q6 (Book work)
	Q7 (Book work)
	Keeping in touch 98 (Book work)
Worksheet Page no . 99 (H.W.)	
Critical Thinking Skills pg no. 100 (Book work) C.W.	
Learner's Comate - Practice Sheet - 5.	
Enrichment Booklet : Maths Enrichment Sheet -12 to be discussed in the class.	
Teaching Aids - Clock, Calendar, 12 and 24 hour board (KPL) and e-content.	
Khan Academy Assignment(s) : TIME	
• Time (Class 4)	• Unit Test (Class 4)
Ch. 13 : DATA (Part-2)	
Theme of the Chapter - My School Data (to be discussed)	
Vocabulary Review will be discussed (pg no. 106)	
Looking Back pg. no. 101 (Book work) C.W.	
Explanation of pg. no. 102 and 103, Mathspeak (pg. no. 103) (to be discussed in class), Try This pg. no. 102 and 103 (Book work) C.W.	

No. of iBLD - 1

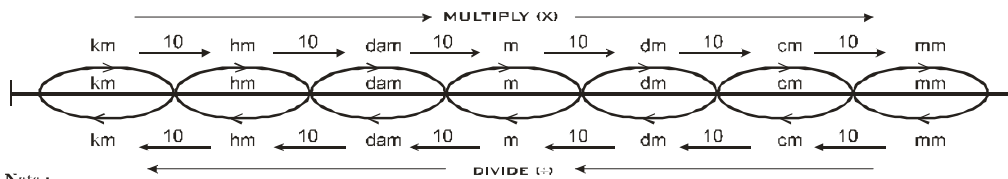
**Mindspark
(For Boarders)
Half Yearly Term**

Months	Weeks	Mindspark Topics	Corresponding Topics at School
April + May	1 st	Mindspark : Initiation session and Numbers upto 999	Place Value
	2 nd	Even and Odd Numbers	
		Ascending and Descending Order	
	3 rd	Large Numbers	
	4 th	Addition upto 999 (without regrouping)	Addition and Subtraction
1 st	Addition upto 999 (with regrouping)		
June + July	4 th	Subtraction upto 999 (without regrouping)	
	1 st	Subtraction upto 999 (with regrouping)	Subtraction
	2 nd	Multiplication of Numbers	Multiplication
	3 rd	Division of Numbers	Division
	4 th	Properties of whole numbers	Multiplication & Division
Aug.	1 st	Word problems on four basic operators (numbers upto 9999)	Addition and Subtraction, Multiplication & Division
	2 nd	Factors and Multiple – Custom 1	Factors
	3 rd	Factors and Multiple – Custom 1	Multiples
	4 th	Geometry - Shapes and Space	Shapes, Space & Pattern
Sept.	1 st	Geometry - Symmetry	
	2 nd	Revision	
	3 rd	Class work Assignment	
	4 th		

Annual Term			
Months	Weeks	Mindspark Topics	Corresponding Topics at School
Oct	1 st	Introduction to Fractions	Fractions
	2 nd	Fractions - basic concepts, equivalence and comparison - Custom 1	
	3 rd	Fractions - basic concepts, equivalence and comparison - Custom 2	
	4 th	Operations on Fractions – Custom 1	
Nov	1 st	Decimals – Fundamentals – Custom 1	Decimals
	2 nd	Decimals – Fundamentals – Custom 2	
	3 rd	Decimals – Fundamentals – Custom 1 & 2	
	4 th	Measurement - Length	Measurement
Dec.	1 st	Measurement - Mass & Capacity	
	2 nd	Measurement - Problems on measurement	
	3 rd	Mensuration - Area & Perimeter	Time
	4 th	Measurement – Time – Custom 1	
Jan	1 st	Winter Vacation	
	2 nd	Measurement – Time – Custom 2	Time
	3 rd	Statistics and Data Analysis - Data Representation – Custom 1	Handling Data
	4 th	Statistics and Data Analysis - Data Representation – Custom 2	
Feb + March	1 st	Revision	
	2 nd		
	3 rd	Class work Assignment	
	4 th		

Let's learn

METRIC SYSTEM LENGTH CONVERSION

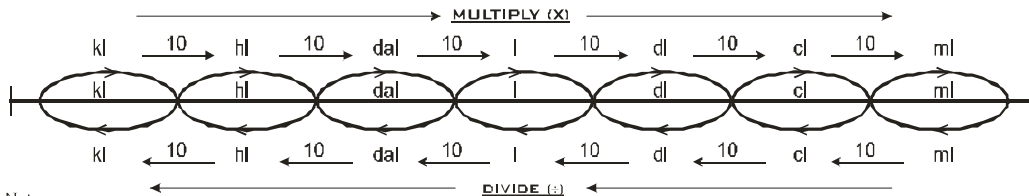


Note :

To convert bigger into smaller units you should always Multiply (x)
for eg. Convert 7 km into m.
 $= 7 \times 1000 \text{ m}$
 $= 7000 \text{ m}$

To convert smaller into bigger units you should always Divide (÷)
for eg. Convert 700 cm into m.
 $= 700 \div 100$
 $= 7 \text{ m}$

METRIC SYSTEM CAPACITY CONVERSION

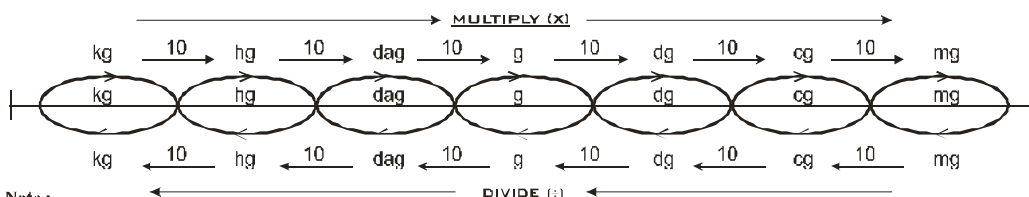


Note :

To convert bigger into smaller units you should always Multiply (x)
for eg. Convert 7 l into ml.
 $= 7 \times 1000 \text{ ml}$
 $= 7000 \text{ ml}$

To convert smaller into bigger units you should always Divide (÷)
for eg. Convert 7000 ml into l.
 $= 7000 \div 1000$
 $= 7 \text{ l}$

METRIC SYSTEM MASS CONVERSION



Note :

To convert bigger into smaller units you should always Multiply (x)
for eg. Convert 7 kg into g.
 $= 7 \times 1000 \text{ g}$
 $= 7000 \text{ g}$

To convert smaller into bigger units you should always Divide (÷)
for eg. Convert 7000 g into kg.
 $= 7000 \div 1000$
 $= 7 \text{ kg}$

SCIENCE

Books : NEP tune Science #NEP #NCF - Semester 1 & Semester 2 (Orient Blackswan)

General Instructions :

1. Single lined **notebook** (all work done in the notebook is subjected to correction).
2. **Text Book** (exercises done in the book is subjected to correction)
3. **Learner's Comate** will be done after completion of the chapter and is subjected to correction.
4. Question Bank will be done in notebook after every chapter.
5. Children are expected to write the question and answers on their own after a brief discussion in the class. Answers will not be dictated in the class.
6. All the exercises and questions given at the end of the chapter will be done.
7. Any question and diagram from between the chapter can be asked in the Unit Test and CW Assignment other than given at the end of the chapter and Learner's Comate. Practical based questions will be a part of Unit Test and CW Assignment.
8. **New words** given in the precept will be tested for spelling check in dictation in the Unit Tests but not in CW Assignment.
9. **Definitions** given in the Learner's Comate are subjected for Unit Tests and CW Assignment.
10. **Half Yearly** and **Annual** CW Assignment will be of **50 marks each**.
11. **E-content** will be shown and used for interaction for all the topics / lessons.
12. **Science Experiment / Early Engineering** Sheets based on **STEM** are given in Learner's Comate. The world today demands a harmonious blend of scientific temperament and artistic view point. Focusing on enhancing students interest towards Science, Technology, Engineering & Mathematics, we have designed 'Early Engineering/ Science Experiment Assignment Sheets' where the students learn by 'Learning by Doing Method'.

12. **Pronunciation Lab** – Links of recording (Audio / Video) of Pronunciation Lab of all the chapters will be shared in Google Classroom (G-Suite) to practice the correct pronunciation of difficult words.
13. **Virtual Escape Room** – Links of **Escape Room** will be shared of all the chapters in Google Classroom (G-Suite) for revising the concepts.
14. Questions on **SDGs** given in the Learner's Comate are subjected to discussion and correction (not subjected to assessment).
15. **Check Point, Lets connect, Eco Corner** will be **subjected for Discussion. Niblet** will be **subjected for Discussions and Unit test and CW Assignment.**
16. Make Your Questions will be practiced after each chapter in the Learner's Comate. Parents must give their child further practice at home. Questioning skills will be assessed in the Unit Test.

Asynchronous Tasks

Topic wise **Asynchronous tasks** in various modes (audio/video/ texts/graphic novels etc.) will be shared in the Google classrooms. Students are expected to go through them and do it on their own, back home, as instructed by the respective teachers to enhance concepts/understanding of the topic. The extended Asynchronous work will be taken up in the classes by the teachers so it is important to go through them regularly.

Half Yearly Term

Sl. No.	Chapter Name	No. of iBLD	No. of IIA	No. of Semester
1	Plants- The Food Factories	1	1	1
2	Plant Adaptations	1	-	1
3	Reproduction in Animals	1	1	1
4	Food and Nutrition	1	1	1
5	Safety and First Aid	1	1	1

HALF YEARLY TERM

Month	Content	
April + May 23+09= 32 days	Chapter	: Plants - The Food Factories No. of iBLD - 1
	Definitions	: carnivorous plants, chlorophyll, glucose, photosynthesis
	New Words	: 1.atmosphere 2.iodine 3.carbon dioxide 4.starch 5.oxygen 6.mistletoe 7. insectivorous 8.stomata
	Textbook	: Discussion & explanation of Pgs. 1-7 which also includes Pg.2,4,5 Let's Do It 1-3, Pg.6 Niblet, Pg.10 Thinking Skills Ex. F, Life Skills and Values
	Book Work	: CW - Pg. 1 Let's Begin CW - Pg.3 Checkpoint 1 CW - Pg. 7 Checkpoint 2 CW - Pg.8-9 Ex. A, Pg.9 Ex. B 1-2, Pg.9-10 Ex. E (to be done in LC)
	Notebook Work :	HW - Pg. 9 Ex. C and D (to be done after class discussion)
	Learner's Comate :	LC based on the chapter to be done
	Labelling	: Photosynthesis Diagram (to be done in LC)
	Activity	: Pg.10 - Ex.1 Enrichment Activity (to be done in Notebook)
	HHW	: 1. Make a collage using dried leaves, flowers and seeds to represent different parts of a plant. 2. To create a colourful flowchart in notebook to explain the steps of Photosynthesis.
	IIA/Science Exp. based on STEM	: Practical Sheet 1 and 2, Assessment (to be done in LC)
	TLM	: e-content on Photosynthesis, Wakelet, Live specimen of different types of plant and different parts of plants.
June+ July 05+27 =32 days	Chapter	: Plant Adaptations No. of iBLD - 1
	Definitions	: adaptation, aquatic plants, breathing roots, conifers, deciduous trees, evergreen trees, habitat, terrestrial plants
	New Words	: 1. terrestrial 2. spines 3. flexible 4. fibrous 5. gulmohar 6. spruce 7. mangrove 8. creepers 9. hyacinth
	Textbook	: Discussion & explanation of Pgs. 11-18 which also includes Pg. 12 Let's Do It 1, Pg. 15 Eco Corner, Pg.16-17 Niblet, Pg. 20 Thinking Skills Ex. F, Pg.21 Life Skills and Values, Heritage Corner, Ex.1 Enrichment Activity

	Book Work : CW - Pg. 11 Let's Begin CW - Pg.15 Checkpoint 1 CW - Pg. 17 Checkpoint 2 CW - Pg. 19 Ex. A, B 1, B 2, Pg.20 Ex. B 3, Pg.20 Ex. E (to be done in LC) Notebook Work : HW - Pg. 20 Ex. C & D (to be done after class discussion), Pg. 16 Let's Do It 2 to be done in notebook by pasting the pictures Learner's Comate : LC based on the chapter to be done TLM : e-content on different plants and their adaptation, 3 D model of cactus & Wakelet
	Chapter : Reproduction In Animals No. of iBLD - 1 Definitions : albumen, embryo, incubation, life cycle, metamorphosis, moulting, reproduction New Words : 1. mammals 2. reptiles 3. spawn 4. chrysalis 5. nymph 6. hatching 7. yolk 8. maggot Textbook : Discussion & explanation of Pgs. 36-42 which also includes Pg.38,40 Niblet, Pg. 38 & 41 Let's Do It 1 & 3, Pg. 44 Thinking Skills Ex. F, Life Skills and Values, Enrichment Activity Q No. 1 Book Work : CW - Pg. 36 Let's Begin CW - Pg. 39 Checkpoint 1 CW - Pg. 41 Checkpoint 2 CW - Pg. 42-43 Ex. A, B 1, 2, Pg. 44 Ex. E (to be done in LC) Notebook Work : HW - Pg. 43 Ex. C & D (to be done after classroom discussion) Diagram : Pg. 38 - Structure of hen's egg (to be done in notebook) Labelling : Life cycle of frog, hen and cockroach (to be done in LC) Learner's Comate : LC based on the chapter to be done IIA : Sequencing of steps involved in Poultry farming (to be done in LC) TLM : e-content related to life cycle of frog, cockroach and butterfly & Wakelet
August No. of days = 24 days	Chapter : Food And Nutrition No. of iBLD - 1 Definitions : cooking, nutrients, preservation, preservatives, roughage New Words : 1. obese 2. diet 3. carbohydrates 4. canning 5. minerals 6. protein 7. liquefied 8. cereal 9. nutrients 10. scurvy Textbook : Discussion & explanation of Pgs. 45-53 which also includes Pg. 46, 48 Niblet, Pg. 46 & 52 Let's Do It 1 & 3, Pg. 55 Thinking Skills Ex. F, Life Skills and Values

	Book Work : CW - Pg. 45 Let's Begin CW - Pg. 49,50, 52 Checkpoint 1,2 & 3 CW - Pg. 53-54 Ex. A, B 1-2 & Pg.55 Ex. E Notebook Work : HW - Pg. 50 Let's Do It 2, Pg. 54-55 Ex. C & D (to be done after class Discussion) Learner's Comate : LC based on the chapter to be done IIA : Pg.56 Heritage Corner - Prepare a presentation on any Ed tech tool. TLM : e-content, Wakelet, Live Specimen, different packaged foods, cereals, fruits, vegetable, pulses, nuts. Gallery Walk : To be done in school Science Experiment: Food Pyramid Activity (Group activity given in LC) based on STEM	
Sept. No. of days = 22 days	Chapter : Safety and First Aid Definitions : antiseptic, safety rules, zebra crossing New Words : 1. synthetic 2. accident 3. tissue 4. traffic 5. emergency 6. injured 7. broken 8. medicines 9. antiseptic 10. swelling Textbook : Discussion & explanation of Pgs. 78-85 which also includes Pg. 81 Let's Do It 1, Pg. 82 Niblet, Pg. 88 Thinking Skills Ex. F, Life Skills and Values Book Work : CW - Pg. 78 Let's Begin CW - Pg.83 & 85 Checkpoint 1 & 2 CW - Pg. 86-88 Ex. A, B 1-2, E Notebook work : HW - Pg. 87 Ex. C & D (to be done after class discussion) Learner's Comate : LC based on the chapter to be done Enrichment Activity : Pg. 88 Ex.1 (Group Activity) IIA : Prepare a small first aid box for display in class. Arrange the items neatly in a box or container and label them clearly. TLM : e-content on First Aid Box and Live Specimen of First Aid Box & Wakelet Revision & Classwork Assignment of Half Yearly	No. of iBLD - 1
Holiday Home Work (Summer Vacation) 1. Make a collage using dried leaves, flowers and seeds to represent different parts of a plant. (to be done in Science notebook) 2. To create a colourful flowchart in notebook to explain the steps of Photosynthesis.		

Annual Term

Sl. No.	Chapter Name	No. of iBLD	No. of IIA	No. of Semester
1	Digestion and Teeth	1	1	1
2	Matter and its States	1	-	2
3	Force, Work and Energy	1	1	2
4	The Universe	1	1	2
5	The Environment	1	1	2

ANNUAL TERM

Month	Content		
October No. of days = 18 days	Chapter	: Digestion and Teeth	No. of iBLD - 1
	Definitions	: crown, digestion, germs, microbes, root	
	New Words	: 1. oesophagus 2. microscope 3. digestive 4. saliva 5. balanced 6. enamel 7. dentine 8. cavities 9. typhoid 10. protozoa	
	Textbook	: Discussion & explanation of Pgs. 57-64 which also includes Pg. 58 Niblet, Pg. 59 & 63 Let's Do It 1 & 3, Pg. 66 Thinking Skills Ex. F, Life Skills and Values, Pg. 67 Ex.2 Enrichment Activity	
	Book Work	: CW - Pg. 57 Let's Begin CW - Pg. 59, 62 & 63 Checkpoint 1, 2 & 3 CW - Pg. 64-65 Ex. A, B 1-2 & Pg. 66 Ex. E (to be done in LC)	
	Notebook Work :	HW - Pg. 66 Ex. C & D (to be done after class discussion)	
	Diagram	: Pg. 61 - Different types of Teeth - to be done in Notebook	
	Learner's Comate	: LC based on the chapter to be done	
	AIL	: Students will be divided into groups of 4-5 and will be asked to present a talkshow (of different organs) students will also create model of different organs	
	HHW	: Create a comic strip that narrates the Journey of a Piece of Food through the digestive system & Let's Do It-2 (to be done in Notebook)	
	IIA	: Research work on medicinal properties of different trees like Neem, Mishwak etc which helps in maintaining oral hygiene. (Padlet or any Ed tech tool) Pg. 67 Heritage Corner	
	TLM	: e-content on Human Digestive System, 3 D Model of different kinds of Teeth & Wakelet	
	Gallery Walk	: To be done in school	

November No. of days = 24 days	Chapter : Matter and its States	No. of iBLD - 1
	Definitions : condensation, evaporation, insoluble substances, matter, soluble substances, solute, solvent, sublimation	
	New Words : 1. volume 2. freezing 3. container 4. molecule 5. temperature 6. dissolve 7. deposition 8. beaker 9. melting 10. saturated	
	Textbook : Discussion & explanation of Pgs. 89-97 which also includes Pg. 90-93 & 95-96 Let's Do It 1-7, Pg. 100 Thinking Skills Ex.F, Life Skills and Values, Ex. 2 Enrichment Activity	
	Book Work : CW - Pg. 89 Let's Begin CW - Pg.93,95 & 97 Checkpoint 1-3 CW - Pg. 98 & 99 Ex. A, B- 1, B- 2, 3 & E, Pg. 100 Enrichment activity Q.1	
	Notebook Work : HW - Pg. 99 Ex. C & D (to be done after class discussion)	
	Learner's Comate : LC based on the chapter to be done TLM : e-content and Visual Aids on States of Matter, Wakelet.	
	Science Experiment : Evaporation (Demonstration), Condensation (Group Activity) (to be done in LC)	
December No. of days = 25 days	Chapter : Force, Work and Energy	No. of iBLD - 1
	Definitions : force, frictional force, gravitational force, muscular force, simple machine	
	New Words : 1.grooved 2.inclined 3.wedge 4.screw 5.lever 6.cylindrical 7.rotating 8. turbine 9.geothermal 10. atomic	
	Textbook : Discussion & explanation of Pgs. 101-109 which also includes Pg. 103, 104, 106 Let's Do It 2-4, Pg. 112 Thinking Skills Ex.F, Life Skills and Values, Ex. 1 & 3 Enrichment Activities	
	Book Work : CW - Pg. 101 Let's Begin CW - Pg.104,107 & 109 Checkpoint 1-3 CW - Pg. 110 & 111 Ex. A, B 1,2 & 3 & E	
	Notebook Work : HW - Pg. 111 Ex. C & D (to be done after class discussion)	
	Learner's Comate : LC based on the chapter to be done	
	IIA : Pg.103 Lets Do it-1 - Students will record their findings on any Ed-tech tool about Sir Issac Newton and his contribution towards mankind	
	TLM : e-content, Wakelet, Live specimen (ball, toy, car, chair etc)	
	STEM Activity : Catapult- A launching stuff, Group Activity (to be done in LC)	
	Note: Additional topics given in LC on Kinds of force and Energy will be discussed and subjected for Unit Test and CW Assignment . Kinds of Force - elastic & mechanical force Kinds of Energy - Sound, Mechanical & Hydro energy.	

January No. of days = 23 days	Chapter :	The Universe	No. of iBLD - 1
	Definitions :	axis, geologist, equator, orbit, revolution, rotation, solar year	
	New Words :	1. galaxy 2. planet 3. atmosphere 4. crater 5. valley 6. discovered 7. mantle 8. molten 9. hemisphere 10. magma	
	Textbook :	Discussion & explanation of Pgs. 135-143 which also includes Pg.137, 141 & 142 Niblet, Pg. 139 Heritage Corner, Pg. 136, 138, 139, 143 Let's Do It 1-3 & 5, Pg. 146 Thinking Skills Ex.F, Life Skills and Values	
	Book Work :	CW - Pg.135 Let's Begin CW - Pg.140,141 & 143 Checkpoint 1-3 CW - Pg. 144-146 Ex. A, B 1, 2, 3, E	
	Notebook Work :	HW - Pg. 145 Ex. C & D (to be done after class discussion)	
	Learner's Comate :	LC based on the chapter to be done	
	IIA :	Discussion on Responsible Consumption of Energy (SDG-12). Make a list of 5 ecofriendly steps you can take in daily life. (to be done in notebook)	
	Demonstration :	Pg. 142 - Let's Do It-4	
	TLM :	e-content and Visual Aids related to Solar System and Globe, Wakelet	
February + March 21+22 = 43 days	Chapter :	The Environment	No. of iBLD - 1
	Definitions :	pollutant, biodegradable waste, non-biodegradable waste	
	New Words :	1. compost 2. hazards 3. acid 4. dysentery 5. typhoid 6. disease 7. management 8. reduce 9. recycle	
	Textbook :	Discussion & explanation of Pgs. 113-120 which also includes Pg. 114,117-119 Let's Do It 1-4, Pg. 116 Heritage Corner, Pg. 122 Thinking Skills Ex.F, Life Skills and Values, Ex.2 & 3 Enrichment Activities	
	Book Work :	CW - Pg.113 Let's Begin CW - Pg.115,117 & 119 Checkpoint 1-3 CW - Pg. 120-121 Ex. A, B 1,2, Pg. 122 Ex. E (to be done in LC)	
	Notebook Work :	HW - Pg. 121 Ex. C & D (to be done after class discussion)	
	Learner's Comate :	LC based on the chapter to be done	
	IIA :	Reuse an old object (like a bottle, can, or box) to make something creative. Bring it to school.	
	TLM :	e-content, on different types of Pollution & Wakelet.	
	Revision & Classwork Assignment of Annuals		
	Holiday Home Work (Winter Vacation) Create a comic strip that narrates the Journey of a Piece of Food through the digestive system & Let's Do It-2 (to be done in Notebook)		

SOCIAL STUDIES

Book: Getting Ahead In Social Studies #NEP #NCF-Class 4
Orient BlackSwan

Asynchronous Tasks

Topic wise **Asynchronous tasks** in various modes (audio/video/texts/graphic novels etc.) will be shared in the Google classrooms. Students are expected to go through them and do it on their own back at home, as instructed by the respective teachers to enhance concepts/ understanding of the topic. The extended Asynchronous work will be taken up in the classes by the teachers so it is important to go through them regularly.

To enable the students to acquire the foundation skills that prepare them to participate respectfully and intelligently in a nation and world marked by globalization human diversity and social change.

- 1 One single lined notebook (subjected to correction)
2. Book (subjected to correction)
3. Learner's Comate to be done after the completion of the chapter and is subjected to correction.
4. All the questions and exercises given at the end of the chapter will be done by the students on their own.
5. Map work activity which are mentioned in precept will be tested in Unit Test and in C.W. Assignment. These maps are given in Learner's Comate.
6. Question Bank will be done in notebook after every chapter.
7. E-Content/Digi Content to be shown for all the topics.
8. Children are supposed to learn the New Words from the precept. It will be tested for spelling check in dictation in the unit test but not for Class Work Assignments.
9. Any question and diagram from between the chapter can be asked in the Unit Test and Class Work Assignments other than given at the end of the chapter and Learner's Comate.
10. Definitions mentioned in the Learner's Comate are subjected to UT and C.W. Assignment.
11. Make Your Questions will be practiced after each chapter in the Learner's Comate. Parents must give their child further practice at home. Questioning skills will be assessed in the Unit Test.

Pronunciation Lab: Links of recording (Audio/Video) of Pronunciation Lab will be shared in Google Classroom (G-Suite) to practice the correct pronunciation of difficult words.

Virtual Escape Room: Links of Escape Room will be shared for all the chapters in Google Classroom (G-Suite) for revising the concepts

Suggested Activities:- Teachers may select any of the given activities relevant to the chapter and do them with the students before, during or at the end of the chapter.

1. Map Race
2. Pictionary
3. Dumb Charades
4. Spin a wheel
5. Hangman
6. Card game
7. Stamp making
8. Post Card Writing
9. Memory game
10. KWL Charts
11. Story Telling

ASSIGNMENTS GIVEN IN LEARNER'S COMATE

The following assignments are given in the Learner's Comate. Students are expected to do them as per the instructions given in the Learner's Comate.

1. Journey of the Earth around the Sun
2. Sikh Gurus and their teachings Assignment
3. Bhagwad Geeta Week Assignment
4. Know More about Banaras - The Sacred City

Instructions for Journey of earth around the sun (Sunrise /Sunset record sheet)

Purpose -To record and keep a track of sunrise and sunset times and analyze the changing pattern of season.

- An assignment - '**Journey of Earth Around The Sun**' is given in Learners comate of the **S.St.** to record the sunrise and sunset time and related terms.
- Students will fill the table twice a month according to the dates mentioned in the assignment and it will be checked by the subject teachers.
- Discussion to be done by the teacher to make children understand the pattern of observation taken and concept of sunrise/Sunset/Length of the Day.
- Children will answer the questions given in the assignment at the end of the month of January which is subjected to correction.
- In case student is out of station during summer/winter vacations or for any other reason on mentioned date in assignment, student will record the sunrise/sunset times of that place and fill the data in Learners comate when he/she comes back and fill the data in Learners comate when he/she comes back.

Note to Parents - Your child will need your assistance.

Class - IV Art Integrated Class Project

Chapter: Our Culture and Heritage

Art integrated learning is a creative approach through which students demonstrate their understanding of a concept through various art forms.

When art is integrated with education it helps the child apply art based enquiry investigation and exploration critical thinking and creativity for a deep or understanding of the concepts or topics

Hence Art Integrated Project (AIP) is being introduced to give students an opportunity to study deeply about the Uniqueness in work culture of Arunachal Pradesh & Uttar Pradesh Class Project on the chapter **Our Culture and Heritage** will be based on the research on the states Arunachal Pradesh and Uttar Pradesh. Suggested tools and techniques are drawings, paintings, art activities which may include rhythm, role play, dramatization, puppetry, virtual visits, project files etc.

Note: This chapter will not be assessed in the Unit Test or Class Work Assignment. Instead children will be given grades for this project. These grades will be reflected in their Report Card (To be completed by the month of July)

List of Suggested Activities for Art Integrated Class Project



Month & No. of Working Days	Content				
	S. No.	Chapter Name	No. of IBLD	No. of IIA	Book/ Semester
	1	Ch 2: India	2	1	1
	2	Ch 1: Landforms of the World	1	1	1
	3	Ch 5: The Great Indian Desert	1	-	1
	4	Ch 8: The Climate of Our Country	1	1	1
April + May 23+09= 32 days	<p>Chapter 2: India</p> <div style="float: right; border: 1px solid black; padding: 2px;">No. of IBLD - 2</div> <p>Definition: Diverse, Rugged, Physical Features New Words: (1) population, (2) vast (3) diverse (4) Afghanistan (5) territories (6) government (7) coastal (8) plateau (9) fertile (10) Brahmaputra Book Work:</p> <ul style="list-style-type: none"> Q I – Fill in the blanks (page 12) Q II – Multiple choice questions (page 12) <p>Notebook Work:</p> <ul style="list-style-type: none"> Q III – Answer the following questions in brief. (page 12) Q IV- Answer the following question in detail. (page 12) <p>Enrichment Activities : Find Out - Class Discussion (page 13) Make a Model - Group Activity (page 13) Life Skills and Values: Class Discussion Know Your Bharat: Class Discussion Learner's Comate: Based on the chapter will be done Map Work (Learner's Comate) (a) Mark the following states with their capitals on a Political Map of India: 1. Uttar Pradesh 2. Maharashtra 3. West Bengal 4. Tamil Nadu (b) Mark India on a Political Map of the World (c) Mark the following on a Physical Map of India: Himalayas, Northern Plains, Thar Desert, Deccan Plateau Teaching Aids: Globe, Political Map of the World and Political/Physical Map of India, Slate Map and E-Content, Gallery Walk to be done States, Union Territories, and Capitals: General information regarding states, union territories, and their capitals given in LC will be done (Subjected to Unit Test and Class Work Assignments)</p>				

	<div>Chapter 1: Landforms of the World</div> <div>No. of IBLD - 1</div> <p>Definition: Bay, Island, Delta, Peninsula, Cape.</p> <p>New Words: (1) landforms, (2) plateaus (3) slopes (4) peaks (5) volcanic (6) sediments (7) valley (8) passes (9) cape (10) perennial (11) distributaries (12) coast</p> <p>Book Work:</p> <ul style="list-style-type: none">• Q I - Fill in the blanks (page 06)• Q II – Name these (page 06)• Q III – Multiple choice questions (page 06)• Picture-Based Questions (page 07) <p>Notebook Work:</p> <ul style="list-style-type: none">• Q IV(1, 2, 3 & 4) - Answer the following questions in brief. (page 07)• Q V - Answer the following question in detail. (page 7) <p>Diagram: Notebook (Formation of Fold and Block Mountain, page 02)</p> <p>Enrichment Activities: Speak Out – Class Discussion (page 08)</p> <p>Case-Based Questions: To be discussed in class and given as H.W. (page 08)</p>																		
June+ July 05+27 =32 days	<p>Learner’s Comate : Based on the chapters will be done</p> <p>Map Work (Learner’s Comate)</p> <p>Mark the following on a Physical Map of the world –</p> <table><tr><th>Sl.No.</th><th>Landforms</th><th>Names</th></tr><tr><td>1</td><td>Mountain</td><td>Alps Mountains</td></tr><tr><td>2</td><td>Desert</td><td>Sahara Desert</td></tr><tr><td>3</td><td>River</td><td>Nile River</td></tr><tr><td>4</td><td>Plateau</td><td>Tibetan Plateau</td></tr><tr><td>5</td><td>Island</td><td>Australia, Greenland</td></tr></table> <p>Teaching Aids: Physical and Political Map of the World, Globe, Atlas, Charts/Models on different Landforms, Slate Map, E-Content, Graphic Novel link</p> <div>Chapter 5: The Great Indian Desert</div> <div>No. of IBLD - 1</div> <p>Definition: Desert, Nomads, Oasis</p> <p>New Words: (1) Aravalli (2) Rann of Kutch (3) sandstorms (4)Banjara (5) Jaisalmer (6) Ghagra (7) Pushkar</p> <p>Book Work:</p> <ul style="list-style-type: none">• Q I - Fill in the blanks (page 35)• QII – Write T for true or F for false. Correct the false statements. (page 35)• QIII – Multiple choice questions (page 35)• Picture-based questions (page 37) <p>Map-based Questions: To be done in L.C. (page 37)</p> <p>On an outline map of India, mark the extent of Thar Desert</p>	Sl.No.	Landforms	Names	1	Mountain	Alps Mountains	2	Desert	Sahara Desert	3	River	Nile River	4	Plateau	Tibetan Plateau	5	Island	Australia, Greenland
Sl.No.	Landforms	Names																	
1	Mountain	Alps Mountains																	
2	Desert	Sahara Desert																	
3	River	Nile River																	
4	Plateau	Tibetan Plateau																	
5	Island	Australia, Greenland																	

	<p>Notebook Work:</p> <ul style="list-style-type: none"> Q IV(2, 4, 5 & 6) – Answer the following questions in brief. (page 36) Q V(1, 2, 3 & 4) - Answer the following questions in details. (page 36) <p>Enrichment Activities: Group Project (Group Activity) (page 37) Art Work (To be given as HW) (page 37) Write Right (Class Discussion) (page 37)</p> <p>Life Skills and Values: Class Discussion (page 37)</p> <p>Learner's Comate: Based on the chapter will be done</p> <p>Teaching Aids: Map, charts on different types of desert, videos related to the extent of different desert areas, E-Content</p>
	<p>Chapter 17: Our Culture and Heritage - AIL (Art Integrated Learning)</p> <p>Will be done as Class Project</p> <p>Note: Not subjected for Unit Test and Class Work Assignment but grades will be given and will be reflected in the report card.</p>
<p>August No. of days = 24 days</p>	<p>Chapter 8: The Climate of Our Country</p> <div style="border: 1px solid black; padding: 2px; float: right;">No. of IBLD - 1</div> <p>Definitions: Equator, Humidity, Monsoon</p> <p>New Words: (1) weather (2) climate (3) seasons (4) autumn (5) humid (6) monsoon (7) Coromandel Coast (8) vapor (9) patterns</p> <p>Book Work:</p> <ul style="list-style-type: none"> Q I - Fill in the blanks (page 59) Q II - Write T for true or F for false. Correct the false statements. (page 60) Q III - Multiple choice questions (page 60) <p>Notebook Work:</p> <ul style="list-style-type: none"> Q IV – Answer the following questions in brief. (page 60) Q V - Answer the following question in detail. (page 60) <p>Enrichment Activities: Speak Out (To be done as FOM) (page 61) Report (Group Activity) (page 61) Make a Season Wheel (Group Activity) (page 61)</p> <p>Life Skills and Values: Class Discussion (page 61)</p>
<p>Sept. No. of days = 22 days</p>	<p>Learner's Comate: Based on the chapter will be done</p> <p>Teaching Aids: Chart of different seasons, Physical Map of India, E-Content</p> <p>Revision for Class work Assignment</p>
	<p>Holiday Home Work (Summer Vacation):</p> <ol style="list-style-type: none"> Clay modelling (Pg. 08) : Make models of different landforms using modelling clay. Materials required: A tray, 2-3 different colours of modelling clay, pictures of different landforms, glue, sand, soil and grass. Write Right (Pg.no.08) : (to be done in the Notebook) Imagine you have gone for a holiday to a place that has anyone of the landforms you read about in the chapter landforms of the world. Write a letter to your friend describing your holiday. Include pictures also.

	ANNUAL TERM				
	S.No.	Chapters' Name	No. of IBLD	No. of IIA	Book/ Semester
	1.	Ch. 10: Soils of India	1	1	2
	2.	Ch. 12: Our Water Wealth	1	1	2
	3.	Ch. 14: Agriculture and Industries	1	1	2
	4.	Ch. 18: Our Rights and Duties	1	1	2
October No. of days = 18 days	Chapter 10: Soils of India <div style="float: right; border: 1px solid black; padding: 2px;">No. of IBLD - 1</div> <p>Definition: Humus, Erosion, Afforestation</p> <p>New Words: (1) alluvial, (2) alluvium (3) silt (4) manure (5) laterite soil (6) humus (7) embankments (8) terrace (9) erosion</p> <p>Book Work:</p> <ul style="list-style-type: none"> • Q I - Multiple choice questions (page 70) • Picture-based Questions (page 71) <p>Notebook Work:</p> <ul style="list-style-type: none"> • Q II - Answer the following questions in brief. (page 70) • Q III - Answer the following question in detail. (page 70) <p>Map-based Questions: To be done in L.C. (page 70)</p> <p>On a Physical Map of India, mark and colour the regions from where the following types of soils are found – alluvial soil, laterite soil, black soil and red soil.</p> <p>Enrichment Activities: Write Right (HW) (page 71)</p> <p style="padding-left: 40px;">State Connect (Group Discussion) (page 71)</p> <p>Life Skills and Values: Group Activity + Class Discussion (page 71)</p> <p>Know Your Bharat: Class Discussion (page 71)</p> <p>Teaching Aids: Soil chart and e-content related to terrace farming, afforestation</p>				
November No. of days = 24 days	Chapter 12: Our Water Wealth <div style="float: right; border: 1px solid black; padding: 2px;">No. of IBLD - 1</div> <p>Definition: Tube Wells, Hydroelectricity, Reservoirs, Drought</p> <p>New Words: (1) groundwater (2) harnessing (3) tube wells (4) diesel (5) irrigation (6) reservoir (7) Farakka Barrage (8) harvesting (9) drought</p> <p>Book Work:</p> <ul style="list-style-type: none"> • Q I - Fill in the blanks (page 82) • Q II - Multiple choice questions (page 82) <p>Notebook Work:</p> <ul style="list-style-type: none"> • Q III (1, 2 & 4) – Answer the following questions in brief. (page 82) • Q IV - Answer the following question in detail. (page 82) <p>Case-based questions: To be discussed in class and given as H.W. (page 83)</p>				

	<p>Enrichment Activities: Research and Present (To be done individually) (page 83) Art Work (Group Activity) (page 83)</p> <p>Know Your Bharat: Class Discussion (page 83)</p> <p>Learner's Comate: Based on the chapter, work will be done.</p> <p>Teaching Aids: E-content, chart, pictures of different sources of water</p>	
<p>December No. of days = 25 days</p>	<p>Chapter 14: Agriculture and Industries</p> <p>Definition: Staple, Oilseeds, Raw Materials, Industry</p> <p>New Words: (1)agriculture (2)industries (3) Chhattisgarh (4) millets (5) revolution (6) machinery (7)witnessed (8) handicrafts (9) technology (10) refineries</p> <p>Book Work:</p> <ul style="list-style-type: none"> • Q I – Name the following (page 94) • Q II – Name two main crops grown in each of the following states (page 95) • Q III – Multiple choice questions (page 95) <p>Notebook Work:</p> <ul style="list-style-type: none"> • Q IV - Answer the following questions in brief. (page 95) • Q V - Answer the following question in detail. (page 95) <p>Map-based Questions: To be done in L.C. (page 95) On a political map of India Mark the following: (1) One State where rice, wheat and sugarcane is grown. (2) Any one place where Steel plant is found. (3) One place where ship building industry is located. (4) Any one place that have textile mill.</p> <p>Case-based Questions: To be discussed in class and given as H.W. (page 96)</p> <p>Enrichment Activities: Create a Visual Narrative (Class Discussion) (page 96) Art and Craft (Group Activity) (page 96) Report Writing (Group Activity) (page 96)</p> <p>Know Your Bharat: Class Discussion (page 96)</p> <p>Gallery Walk to be done.</p> <p>Learner's Comate: Based on the chapter, work will be done.</p> <p>Teaching Aids: E-content related to agriculture and industries</p>	<p>No. of IBLD - 1</p>
<p>January No. of days = 23 days</p>	<p>Chapter 18: Our Rights and Duties</p> <p>Definition: Republic, Hereditary, Socialism, Secular</p> <p>New Words: (1) government (2) constitution (3) sovereign (4) secularism (5) representative (6) democracy (7) monarchy (8) principles</p> <p>Book Work:</p> <ul style="list-style-type: none"> • Q I - Fill in the blanks (page 121) • Q II - Multiple choice questions (page 121) <p>Notebook Work:</p> <ul style="list-style-type: none"> • Q III - Answer the following questions in brief. (page 122) • Q IV - Answer the following question in detail. (page 122) 	<p>No. of IBLD - 1</p>

	<p>Case-based Questions: To be discussed in class and given as H.W. (page 122)</p> <p>Enrichment Activities: Speak Out (To be done as FOM) (page 122) Art Work (To be done individually) (page 122)</p> <p>Teaching Aids: E-content / charts or pictures related to rights and duties, Graphic Novel link.</p>
Feb + March 21+22 = 43 days	<p>Learner's Comate : Based on the chapter, work will be done.</p> <p>Revision for Class Work Assignments.</p>
	<p>Holiday Home Work (Winter Vacation):</p> <ol style="list-style-type: none"> 1. Write right (Pg.no.83) : (to be done in the Notebook) Imagine there is a shortage of drinking water in your locality. You have noticed that there are a couple of public taps in a neighbourhood that are leaking. You have also noticed that some people are using up large amounts of water to clean their cars. Write a letter to the Director of your city's Water Board bringing to their notice the misuse of water and the wastage that is taking place in your locality. Request them to urgently take action on these issues. 2. Art Work (Pg.no.71) : For your summer vacation, you travelled by train from Kerala to Jammu and Kashmir. Write a letter to your friend describing the different types of soil you saw as the train cut across the southern plateau, the northern plains and the Himalayas, on it's way to Jammu and Kashmir.

COMPUTER SCIENCE

Book: Cyber Quest-4 (Based on Windows 10 & MS office 2019 version).

1 Single lined Notebook. (subjected to correction).

- Note :**
1. Questions and Answers to be done in the Notebook and Book Exercises to be done in the Text book.
 2. The Brain Developer given at the end of every chapter and Let's know more, Know the fact, Let's discuss, Quick view, Quick quiz and let's recall given in the chapters will be subjected for Unit Tests.
 3. At the end of the every chapter CYL (Consolidate Your Learning) & ICL (Interactive Classroom Learning) will be done .
 4. Digital Health and Wellness Curriculum for new age citizens will be done. (i) Net Hygiene and Cyber Ethics will be done in Half yearly Term. (ii) Digital De-addiction and Fun with AI will be done in Annual Term.
 5. Cyber Assignment and Computational Thinking are only for practice and are not subjected to correction.
 6. Topic wise **Asynchronous task** in various modes (audio/video/ wakelet) will be shared in the Google classroom.

HALF YEARLY TERM

Sl. No.	Name of the Chapter
1	Net Hygiene
2	Cyber Ethics
3	Chapter : 4 - More Features of Word
4	Chapter : 5 - Working with Styles and Objects
5	Chapter : 6 - More on Scratch

Month	Content
April+May 23 + 09 = 32 days	<p>Digital health and wellness curriculum for new age citizen:</p> <p>Net Hygiene : Given in the precept (to be discussed Ref. Pg. 121)</p> <p>Cyber Ethics : Given in the book (to be discussed Ref. Pg. 111)</p> <p>Chapter : 4- More Features of Word</p> <p>Brain Developer given on Pg. 42-44.</p> <p>Activity section given on Pg. 44</p> <p>Practical - Lab session given on Pg. 45</p>

June + July 05+27= 32 days	Chapter : 5- Working with Styles and Objects Brain Developer given on Pg. 56-57. Practical: * Activity Section (Lab session) given on Pg. 58 * Project work given on Pg. 58. * Project work given on Pg. 109 (Word 2019).
August 24 days	Chapter : 6- More on Scratch Brain Developer given on Pg. 67-69 Practical: * Activity Section (Lab session) given on Pg. 69-71. * Project Work given on Pg. 109 (Scratch).
September 22 days	Revision Work * Worksheet given on Pg. 46 (Q.- A-1, B-1,2,3) * Test Paper given on Pg. 47 (Q.-B-2, C-3) * Worksheet given on Pg. 106 (Q.- A-2,5, B-2,3, C-1,4, D) * Test Paper given on Pg. 107 (Q.- A-3, B-4, C-3,4)
	Holiday Home Work (Summer Vacation) Cyber Assignment 1 and 2 given in Enrichment booklet Computational Thinking (Pg. 112- 113) given in book.

ANNUAL TERM

Sl. No.	Name of the Chapter
1	Digital De-addiction
2	Fun with AI (Internet of Things)
3	Chapter : 7 - Introduction to PowerPoint
4	Chapter : 8 - Working with Slides
5	Chapter : 9 - Browsing the Internet

Month	Content
October 18 days	Digital health and wellness curriculum for new age citizen: * Digital De-addiction : Given in the Precept (to be discussed, Ref. Pg. no. 122) * Fun with AI (Internet of Things) : Given in book (Ref. Pg. 116-117) Chapter : 7- Introduction to Power Point Brain Developer given on Pg. 79 to 81. Practical : * Activity Section (Lab Session) given on Pg. 81-82. * Project Work given on Pg. 110 (PowerPoint-2019)

November 24 days	Chapter : 8- Working with Slides Brain Developer given on Pg. no. 92-94. Practical- * Activity Section (Lab Session) given on pg. 94-95.
Dec + Jan 25+23= 48 days	Chapter : 9 - Browsing the Internet Brain Developer given on Pg. 102-103. * Activity Section (My Activity) given on Pg. 104 Practical- * Project work given on Pg. 105.
February+ March 21+22= 43 days	Revision Work * Worksheet given on Pg. 106 (Q.- A-1,3,4, B-1,4, C-2,3) * Test Paper given on Pg. 107 (Q.- A-1,2,4, , B-1,2,3 , C-1,2)
	Winter Holiday Homework * Cyber Assignment 3 (given in Enrichment booklet) * National Cyber Olympiad Paper (given in the book on Pg. 119-120)

Net Hygiene (to be done in the month of April)

Ethics is a system of moral principles that differentiate between good and bad practices. Computer ethics involve the code of conduct to use 'Information Technology' in a responsible way. It fulfils the requirements of an individual user without manipulating or destroying the data of any other user.

Therefore It is advisable for all computer users to follow computer ethics or Net Hygiene.

- ◆ Add only friends to your network.
- ◆ Don't share your password with anyone. Keep a strong password which contains letters, digits and special characters. (like #, \$, *, ?, !, @ etc.)
- ◆ Do not open any site without a green padlock sign (🔒)(https://) in the address bar.
- ◆ Always use updated software, antivirus and operating system.
- ◆ Never be friend a stranger. Never try to meet any person whom you have met in 'Online Mode Only.'
- ◆ Report to your parent if any message or gesture makes you uncomfortable or angry.
- ◆ Never respond to messages that demand your photograph, your address or any other personal information.
- ◆ Always keep your parents informed about the sites or games you have downloaded or wish to download.
- ◆ Do not buy or sell rewards on gaming sites.

Online class etiquettes -----

- ◆ Always join your online classroom with your name, class and section.
- ◆ Always keep your mic muted and video 'switched on' while attending online classes.

Digital Health and Wellness Curriculum for new age citizens.

(to be done in the month of October)

To be explained to Children by teachers in the class

Gadget Addiction Leads To

Obesity : Putting on weight and lethargy is the most common symptom.

Lack of concentration : The children get so involved into games that studies, games and even listening to voices is affected.

Aggression : Getting angry often, unacceptability of everything.

Depression : Irritated behavior, conflicts with siblings and friends. Loneliness, feeling of being left out may lead to depression.

A disturbed routine : late nights and late mornings with weariness all day long. A report reveals that children don't even realize that they are addicted to internet and gadgets.

Accidents : Ear plugs while driving two wheelers, mobile phone usage while driving four wheelers are reasons for most of the accidents happening nowadays.

How can children save themselves from addiction to Gadgets?

- Limit the use of TV, computers and mobile devices to a maximum of 30 minutes at a time.
- Pursue a hobby religiously. It may bring you great name and fame.
- Schedule an appropriate time for using the device, and plan fun, physical activities or reading/drawing for you.
- Refrain from putting TV and electronic gadgets in your bedroom.
- Observe 'tech-free' time during meals, while doing homework and bedtime. In addition, you can designate 'tech-free' zones in the bedroom, dining area and in the car.
- Understand importance of moderation. Nothing excess is good in life.
- Seize time and opportunity to communicate, interact and share family values.

GENERAL KNOWLEDGE

Book : Collins Updated Knowledge Lighthouse – 4

Asynchronous Tasks

Topic wise **Asynchronous tasks** in various modes (audio/video/ texts/graphic novels etc.) will be shared in the Google classrooms. Students are expected to go through them and do it on their own, back home, as instructed by the respective teachers to enhance concepts/understanding of the topic. The extended Asynchronous work will be taken up in the classes by the teachers so it is important to go through them regularly.

General Instructions

1. GK book is not subjected to corrections but the G.K. teachers will mark it as '**seen**'.
2. All pages mentioned in both the columns will be explained and discussed in the class. However, page numbers mentioned in the 2nd column will not be subjected for Unit Test.
3. The following pattern of GK paper for Unit Test should be taken care of :-

Unit Test
13 Marks for direct questions from the book
5 Marks Current Affairs
2 Marks Important Dates

4. "Whiz Fact" is subjected for Unit Test.
 5. Confidence diary has to be maintained at least thrice a week and mandatory to carry to the school on GK period day. It will be checked by the G.K. teacher or during assembly as the Principal decides.
 6. Current affairs which are beyond 30 days from the U.T. date will not be subjected for Unit Test except for important / major events that have a long time effect.
- **Please note that the current affairs shared in the Google Classroom/Whatsapp group are to enhance child's general awareness only. Questions in Unit Test may not directly be framed out of it. Please prepare your child to have a global prospective and wider knowledge of the contemporary events.**
7. The GK periods will have discussions on Current Affairs through presentations and Newspapers (for e.g. Sunday Times and Times of India NIE). Children must carry the Sunday Times or any other popular English Sunday Newspaper to the class as it will be discussed.
 8. **Tips for parents to improve on the General Knowledge of their child : Create an environment for knowledge enhancement. Please buy an English Newspaper and see that your child reads Newspaper daily, discuss Current Affairs with your child and make listening to the news and absorbing it, a habit. Do check the Current Affairs that we update on G-Suite (Google Classroom).**

TERM- I

Month	Content	
	Subjected for Unit Test & Exam	Not Subjected for Unit Test & Exam
April + May 23+09=32 days	C.W. : Pg. No. 9, 12, 13,14, 15, 16, 17 H.W. : Pg. No. 10, 11 Current Affairs and Newspaper Discussions	—
June+ July 05+27=32 days	C.W. : Pg. No. 18, 19, 24, 25, 26, 27 H.W. : Pg. No. 28, 29, 30, 31 Current Affairs and Newspaper Discussions	H.W. : Pg. No. 20, 21, 22, 23,
August 24 days	C.W. : Pg. No. 32, 36, 37, 38, 39 H.W. : Pg. No. 40, 41 Quiz yourself 1 (Pg. No. 83) Current Affairs and Newspaper Discussions	H.W. : Pg. No. 33, 34, 35
September 22 days	C.W. : Pg. No. 42, 43 H.W. : Quiz yourself 2 (Pg. No. 84) Current Affairs and Newspaper Discussions	—

Important Dates of Calendar	
Dates	Events
8 th March	International Women's Day
2 nd April	World Autism Awareness Day
8 th May	World Red Cross Day
21 st June	International Yoga Day
19 th August	World Photography Day

TERM- II

Month	Content	
	Subjected for Unit Test & Exam	Not Subjected for Unit Test & Exam
October 18 days	C.W. : Pg. No. 44, 45, 46, 47, 49 H.W. : Pg. No. 48, 52, 53 Current Affairs and Newspaper Discussions	H.W. : Pg. No. 50, 51
November 24 days	C.W. : Pg. No. 54, 55, 56, 57, 58 H.W. : Pg. No. 60, 61 Current Affairs and Newspaper Discussions	H.W. : Pg. No. 59
December 25 days	C.W.: Pg. No. 62, 63, 66, 67, 68, 69 H.W.: Pg. No.72, 73 Current Affairs and Newspaper Discussions	H.W. : Pg. No. 64, 65, 70, 71
January 23 days	C.W.: Pg. No. 74, 75, 76, 77 H.W.: Quiz yourself 3 (Pg. No.85) Current Affairs and Newspaper Discussions	H.W. : Pg. No. 78, 79
February + March 21 +22= 43 days	C.W.: Pg. No. 80, 81, 82 H.W.: Quiz yourself 4 (Pg. No. 86) Current Affairs and Newspaper Discussions	



Important Dates of Calendar (Annual)	
Dates	Events
8 th October	Indian Air Force Day
11 th November	National Education Day
4 th December	Indian Navy Day
12 th January	National Youth Day
28 th February	National Science Day

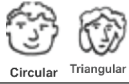



DRAWING & CRAFT


Book :- My Colourful World (Vconnect) (subjected to corrections),
Drawing Note Book (subjected to corrections)

General Instructions :

1. Language Building Through Art Activity (not subjected for examination)
2. Free-hand drawing to be done in notebook.

Month & No. of working Days	Content
	Half Yearly
April+ May 23+09 =32 Days	<p>C.W. - 7,8,11,17 (Artist - Romero Britto),18 (to be done with crayon) H.W. - 9,10,13,19 Free Hand Drawing : Butterfly (Draw & Colour)</p> 
June+July 5+27 =32 Days	<p>C.W. - 22, 24(Pablo Picasso), 25 (Mandala Art) (to be done with crayon), 27 (to be done with poster colour) H.W. - 20,21,23,26 (Wassily Kandinsky) Free Hand Drawing : Doodle Art (Draw & Colour) Language Building Through Art Activity – Caricatures</p>  <p>Aim - To learn to draw cartoon characters. Materials required - Drawing Note book, thickfelt marker Procedure -</p> <ol style="list-style-type: none"> (i) Ask them to draw a geometrical figure of their choice like circle/square/triangle. (ii) Let them imagine the cartoon character they wish to draw like Ninnja, Chotta Bheem etc. (iii) Teach them to develop their features like hair, eyes, mouth. (iv) Teach them to use basic combination of figures to get animal cartoons e.g. two circles for a cat, two triangles for a rat etc. <p>Language usage- Children will be expected to answer simple. questions while doing the activity like : •What are the things that you can draw from a circle?</p>

	<ul style="list-style-type: none"> • What are the things that you can draw from a square? • If you were to design a cartoon what would you name it as? • What will be his face like ? Describe it 
August 24 Days	<p>C.W. - 32 (Artist - Paul Klee) (to be done with crayon), 33 (for discussion), 37 (to be done in notebook)</p> <p>H.W. - 29, 34</p> <p>Free Hand Drawing : Card Making (Draw & Colour)</p> 
Sept. 22 Days	<p>Revision & Half Yearly Exam</p> <p>Summer Holiday Homework - 28, 30, 36, 38, 39</p>
October 18 Days	<p style="text-align: center;">Annual Term</p> <p>C.W. - 41 (Artist - Paul Klee) (to be done with crayon), 42</p> <p>H.W. - 31, 44</p> <p>Free Hand Drawing : Rainbow (Draw & Colour)</p> 
November 24 Days	<p>C.W. - 45 (to be done with crayon)</p> <p>H.W. - 50 (to be done with crayon)</p> <p>Free Hand Drawing : Scenery (Draw & Colour)</p> <p>Language Building Through Art Activity – Visual- Images through listening.</p> <p>Aim - Develop listening and imaginative skills.</p> <p>Materials required - Drawing Note book, colours or pencils.</p> <p>Procedure - Teacher will read a passage and students will draw as per description. In the end everyone will discuss their visual images.</p> <p>Language Usage - Children will be expected to answer simple questions while doing the activity like given below:</p> <p>Passage Example : The sun is rising behind the hills. The birds are flying in search of food. There are some birds sitting on a big tree.</p> <p>Under the tree there are three small plants which have beautiful blooming flowers. There are grasses</p> 

	all around. There is a small but in the corner. The but has a chimney. The road from the but leads to the small stream coming down the mountains. Experiment by getting the children to design letters for their names.
December 25 Days	C.W. - 52, 57(for discussion) H.W. - 53 Free Hand Drawing : Peacock (Pencil Shading) 
January 23 Days	C.W. - 55, 58(for discussion) H.W. - 54
Feb.+Mar. 21+22 =43 Days	C.W. - 56 (Henna Art) (students will be asked to bring henna cone), 59 (Madhubani Art) (for discussion) H.W. - 60 (to be done with poster colour)
	Revision & Annual Exam
	Winter Holiday Homework - 46, 48, 51

Music

Music curriculum has been designed by Padma Bhushan Pt. Rajan Mishra & Padma Bhushan Pt. Sajan Mishra, eminent classical vocalists of India.

'Music gives soul to the universe, wings to the mind, flight to the imagination and charm and gaiety to life and to everything.'

Note : To inculcate an aesthetic feeling in the children, the English songs will be taught during the morning assembly / dispersal assembly and the songs marked with '*' (प्रार्थना गीत, प्रेरणा गीत, देशभक्ति गीत) will be taught in the music class.

The print outs of the lyrics of the songs will be given to students to be pasted in the Almanac since we want students to avoid carrying heavy bags. Students are requested not to bring the song book to school everyday.

Half Yearly

Month	Contents
April + May 23 + 9 = 32 days	1. English Song -Hooray – Hooray it's a Holi Holiday (to be sung in assembly) 2. *प्रार्थना गीत - अज्ञान के अंधेरो से(to be sung in music class) 3. अलंकार - सारेगमप, रेगमपध, गमपधनि, मपधनिसां (to be sung in music class)
June+July 05+27 = 32 days	1. English Song -Yellow River (to be sung in assembly) 2. *देशभक्ति गीत - धरती की शान तू, भारत की संतान (to be sung in music class) 3. अलंकार - सारेगमप, रेगमपध, गमपधनि, मपधनिसां (पुनरावृत्ति) (to be sung in music class) 4. सारे जहाँ से अच्छा
August 24 days	1. English Song -Rain Drops (to be sung in assembly) 2. *प्रेरणा गीत - रुक जाना नहीं (to be sung in music class) 3. ताल-दादरा (to be done in music class)
September 22 days	Revision

Month	Contents
Annual	
October 18 days	1. English Song - Roar (Katy Perry) (to be sung in assembly) 2. *देशभक्ति गीत - जय जय राष्ट्र महान (to be sung in music class) 3. अलंकार - सारे सारेग, रेग रेगम, गम गमप (to be sung in music class) 4. छोड़ो कल की बातें
November 24 days	1. English Song -Smile (to be sung in assembly) 2. *देशभक्ति गीत-इस राष्ट्र के शरीर के शृंगार के लिए (to be sung in music class) 3. संगीत परिचय (to be done in music class)
December 25 days	1. English Song -Silent Night (to be sung in assembly) 2. *प्रेरणा गीत - सूरज की गर्मी से (to be sung in music class) 3. शुद्ध स्वर एवं कोमल स्वरों की पहचान (to be sung in music class) 4. अलंकार - सारे सारेग, रेग रेगम, गम गमप (पुनरावृत्ति) (to be sung in music class)
January 23 days	1. English Song -Ten Guitars (to be sung in assembly) 2. *प्रार्थना गीत- मानवता के मन मंदिर में (to be sung in music class)
February + March 21 + 22 = 43 days	Revision
ROAR - Song of the Month October	
I used to bite my tongue and hold my breath Scared to rock the boat and make a mess So I sat quietly, agreed politely I guess that I forgot I had a choice I let you push me past the breaking point I stood for nothing, so I fell for everything You held me down, but I got up (hey) Already brushing off the dust You hear my voice, you hear that sound Like thunder, gonna shake the ground You held me down, but I got up (hey) Get ready 'cause I've had enough I see it all, I see it now I got the eye of the tiger, a fighter Dancing through the fire 'Cause I am a champion, and you're gonna hear me roar Louder, louder than a lion 'Cause I am a champion, and you're gonna hear me roar Oh-oh-oh-oh – 3 times You're gonna hear me roar	Now I'm floatin' like a butterfly Stinging like a bee, I earned my stripes I went from zero, to my own hero You held me down, but I got up (hey) Already brushing off the dust You hear my voice, you hear that sound Like thunder, gonna shake the ground You held me down, but I got up (hey) Get ready 'cause I've had enough I see it all, I see it now I got the eye of the tiger, a fighter Dancing through the fire 'Cause I am a champion, and you're gonna hear me roar Louder, louder than a lion 'Cause I am a champion, and you're gonna hear me roar Oh-oh-oh-oh – 3 times You're gonna hear me roar <div style="position: absolute; right: 0; top: 50%; transform: translateY(-50%);">4 times</div>

Drill Syllabus 2025-26

	Anp	Lht/ Knowledge Partners	Vrn	Bgn	Snt	Sct	Ing
KG	Karate & Sticks	Karate & Tambourine	Karate & PEC	Karate & Tambourine	Karate & POMPOM	Karate & Ball	Karate & PEC
I-V	Elastic	Rhythmic stick	Umbrella	Cloth Panel	Hula Hoops	Skipping Rope	Half Rings
VI-VIII	Half Rings	Hula Hoops	Ribbon Wand	Parachute	Basket Ball	Parachute	Elastic
Support Staff	Cloth Panel	Basket Ball	Maypole	Handkerchief	Parachute	Cones	Hula Hoops

Note: These drills must be performed on 26th January and have to be practiced in the mass drill period.

- * Karate classes to be conducted throughout the session and it is necessary for students to perform on Republic Day.
- * Both male and female support staff must be part of the support staff drill on 26th January.

Song on the Band 2025-26

Branch	15 th Aug	26 th Jan
Annapurna	Sare jahan se achcha	Mere desh ki dharti
Lahartara & Knowledge Partners	Mera mulk mera desh	Yeh desh hai veer jawano ka
Varuna	Hum honge kamyab	Taqat watan ki humse hai
Sarnath	Watan ki raah pe watan ke naujawan shahid ho	Mera desh rangila
Suncity	Maa Tujhe Salaam	Aye mere watan ke logon
Bhagwanpur	Bharat Humko Jaan Se Pyara Hai	Kadam kadam badhaye ja
Indiranagar	Chhoro kal ki baatein	Hum sab bhartiya hain

DANCE

Month	Contents
Half Yearly Term	
April + May No. of days 23+09=32 days	<ul style="list-style-type: none"> • Warming up • Bhoomi Pranam • Aerobics
June+ July No. of days 05+27=32 days	<ul style="list-style-type: none"> • Warming up • Dhyani Shlok, Mudras • Bhoomi Pranam
	<ul style="list-style-type: none"> • Warming up • Bhoomi Pranam • Aerobics • Western Dance (Broadway Jazz)
August 24 days	<ul style="list-style-type: none"> • Warming up • Dhyani Shlok & Mudras • Western Dance (Broadway Jazz) • Aerobics
September = 22 days	Revision + Half Yearly Examination
Annual Term	
October + November 18 + 24 = 42 days	<ul style="list-style-type: none"> • Warming up • Basic steps of Rajasthani Folk Dance • Bhoomi Pranam • Navrasa (4 Types)
December 25 days	<ul style="list-style-type: none"> • Warming up • Bhoomi Pranam • Folk Dance (Punjabi) • Aerobics • Navrasa (4 Types)
January 23 days	<ul style="list-style-type: none"> • Warming up • Bhoomi Pranam • Question Answer Related to Rajasthani Folk Dance • Aerobics • Navrasa (4 Types)
February = 21 days	Revision + Annual Examination

LIFE SKILLS

Book : School Cinema

-

**My Cinema Book - Class IV
Edu Media India Pvt. Ltd.**

The major purpose of including life skill is to help the student lead the right way of life. Also to promote human values, appreciating and understanding the need for positive attitudes. My Cinema Book is the most innovative approach to arise, awaken and inculcate the right values of life in an individual.

- Note :**
1. There will be no written examination in Life Skills.
 2. Regular assessment of life skills during teaching learning process will take place on the basis of that, grades will be given.
 3. Teachers will check the workbook and write 'seen' to ensure that the students complete the exercises of the work book.

The School Cinema Programme Comprises of :

1. *Films : School Cinema for class-IV comprises of 12 films*
 - * 10 films for students, * 1 film for teachers,
 - * 1 film for parents (a film which is mandatory for parents to watch)
2. My Cinema Book - (Workbook) My Cinema Book enables interaction at 3 levels - self, peer and teacher.
3. Stickers - Self stickers : to be given by the students themselves, Friends stickers : to be given by the friends, Appreciation Tickets : to be given by the teachers.

HALF YEARLY

Sl. No.	Name of the Chapter
1	3 FEET
2	MY DADDY STRONGEST
3	THE AUTOGRAPH
4	DEDH FOOTIYA
5	JAY V/S JAY

Introductory Pages : Pgs. 3 (CW), Pg. 4,5 (HW)

Pg. 6 - In every chapter the students have to choose 1 sticker from the "BUILD YOUR HOUSE" sticker page. On every sticker a desired value, attitude or life skill is printed. Student should choose each sticker not only by its appearance but also the value / attitude / skill on it.

Month & No. of working Days	Content
APR+MAY (23+9) 32 Days	<p><u>CH.1: 3 FEET</u></p> <p>Value : Determination, Respect</p> <p>Attitudes : Discipline, Patience</p> <p>Life Skills : Problem solving, Creative Thinking</p> <p>Film : 3 Feet (to be shown in school)</p> <p>Workbook : C.W. - Pg. 8,9,10,12 H.W. - Pg. 11,13,14</p> <p>Topics for Discussion : (to be discussed in class)</p> <ol style="list-style-type: none"> 1. Why do you think it is important to maintain discipline in life? 2. What do you find difficult about self-discipline? 3. What do you think is the difference between discipline and self-discipline? 4. What methods of discipline do you use?
JUNE+ JULY (5+27) =32 Days	<p><u>CH.2: MY DADDY STRONGEST</u></p> <p>Value : Honesty, consequences of lying</p> <p>Attitudes : Being truthful, admitting if lied, getting over shame and guilt</p> <p>Life Skills : Self preservation, self esteem, dealing with guilt and shame, respecting professions</p> <p>Film : My Daddy Strongest (to be shown in school)</p> <p>Workbook : C.W. - Pg. 16,17,18,19 H.W. - 20,21,22</p> <p>Topics for Discussion : (to be discussed in class)</p> <ol style="list-style-type: none"> 1. Lying is wrong and there can never be an exception v/s Lying at times is fine to better a situation. (Note: while students debate about this, conclude how lies no matter how small always lead to trouble and guilt) 2. Being proud of yourself and your parents (making up things doesn't get you anywhere) <p><u>CH.3: THE AUTOGRAPH</u></p> <p>Value : Health, Hygiene</p> <p>Attitudes : Discipline, Responsibility</p> <p>Life Skills : Self-Awareness, Critical Thinking</p> <p>Film : The Autograph (to be shown in school)</p> <p>Workbook : C.W. - Pg. 24,25,26,27,28,29 H.W. - Pg. 30,31,32</p> <p>Topics for Discussion : (to be discussed in class)</p> <ol style="list-style-type: none"> 1. Unhygienic behaviours that one has seen 2. Different ways diseases spread 2. Brainstorming on healthy food
AUG 24 Days	<p><u>CH.4: DEDH FOOTIYA</u></p> <p>Value : Self, Uniqueness</p> <p>Attitudes : Self-Confidence, Self-Acceptance</p> <p>Life Skills : Self-Awareness, Coping with Stress and Emotions</p> <p>Film : Dedh Footiya (to be shown in school)</p> <p>Workbook : C.W. - Pg. 34,35,36,37 H.W. - Pg. 38,39,40</p>

Month & No. of working Days	Content												
	<p>Topics for Discussion : (to be discussed in class)</p> <ol style="list-style-type: none"> How to react when someone makes fun of your physical appearance/ characteristics ? The importance of being empathetic and not a bully. Realisation of one's own positives/strengths. <p>CH.5: JAY V/S JAY</p> <p>Value : Relationships, Respect</p> <p>Attitudes : Self-Control, Discipline, Patience</p> <p>Life Skills : Self-Awareness, Interpersonal Skills, Coping with Emotions, Creative Thinking, Problem Solving</p> <p>Film : Jay V/S Jay (to be shown in school)</p> <p>Workbook : C.W. - Pg. 42,43,44,45 H.W. - Pg. 46,47,48</p> <p>Topics for Discussion : (to be discussed in class)</p> <ol style="list-style-type: none"> What is Anger ? - Importance of expressing Anger in appropriate manner Creative 'Anger Management' methods 												
Sept. 22 Days	Revision of all the values done during the term												
Oct. 18 Days	<p style="text-align: center;"><u>ANNUAL TERM</u></p> <table border="1"> <thead> <tr> <th>Sl. No.</th><th>Name of the Chapter</th></tr> </thead> <tbody> <tr> <td>6</td><td>LITTLE MAGICIAN</td></tr> <tr> <td>7</td><td>SAVING MR. GREEN</td></tr> <tr> <td>8</td><td>FOREST GUARDS</td></tr> <tr> <td>9</td><td>AIYYO PAAJI</td></tr> <tr> <td>10</td><td>CELEBRATION</td></tr> </tbody> </table> <p>CH.6: LITTLE MAGICIAN</p> <p>Value : Family, Love</p> <p>Attitudes : Responsibility, Appreciation, Obedience, Respect</p> <p>Life Skills : Empathy, Interpersonal Skills</p> <p>Film : Little Magician (to be shown in school)</p> <p>Workbook : C.W. - Pg. 50,51,52,53,56 H.W. - Pg. 54,55</p> <p>Topics for Discussion : (to be discussed in class)</p> <ol style="list-style-type: none"> The role and responsibilities of parents Inappropriate and ungrateful behaviour that hurts parents Ways to show empathy 	Sl. No.	Name of the Chapter	6	LITTLE MAGICIAN	7	SAVING MR. GREEN	8	FOREST GUARDS	9	AIYYO PAAJI	10	CELEBRATION
Sl. No.	Name of the Chapter												
6	LITTLE MAGICIAN												
7	SAVING MR. GREEN												
8	FOREST GUARDS												
9	AIYYO PAAJI												
10	CELEBRATION												
NOV. 24 Days	<p>CH.7: SAVING MR. GREEN</p> <p>Value : Determination, Hard Work, Integrity</p> <p>Attitudes : Self-Belief, Optimism, Courage, Calmness</p> <p>Life Skills : Problem Solving, Coping with Stress, Creative Thinking</p>												

Month & No. of working Days	Content
	<p>Film : Saving Mr. Green (to be shown in school)</p> <p>Workbook : C.W. - Pg. 58,59,60,61 H.W. - Pg. 62,63,64</p> <p>Topics for Discussion : (to be discussed in class)</p> <ol style="list-style-type: none"> 1. Creative ways to overcome a challenge 2. Learning from setbacks of failures 3. Important questions while setting a goal. For example - Why do I want to achieve it ? How will it impact me ? Who else will it impact ? Is it a positive goal ? How long will I have to work before I see any results ?
	<p>CH.8: FOREST GUARDS</p> <p>Value : Citizenship, Civic Sense, Logic and Reason</p> <p>Attitudes : Discipline, Conformity, Responsibility</p> <p>Life Skills : Decision making, Critical Thinking</p> <p>Film : Forest Guards (to be shown in school)</p> <p>Workbook : C.W. - Pg. 66,67,69,70,72,73 H.W. - Pg. 68,71,74</p> <p>Topics for Discussion : (to be discussed in class)</p> <ol style="list-style-type: none"> 1. The meaning of civic sense - The meaning of being environment friendly. 2. Responsible citizenship - Upholding the rights of people and all living species.
DEC. 25 Days	<p>CH.9: AIYYO PAAJI</p> <p>Value : Unity, Respect, Culture, Diversity</p> <p>Attitudes : Tolerance, Acceptance</p> <p>Life Skills : Interpersonal Skills, Empathy</p> <p>Film : Aiyyo Paaji (to be shown in school)</p> <p>Workbook : C.W. - Pg. 76,77,78,79,80,82 H.W. - Pg. 81,83</p> <p>Topics for Discussion : (to be discussed in class)</p> <ol style="list-style-type: none"> 1. Respecting people from different cultural backgrounds/states 2. People can be good friends despite cultural differences
JAN. 23 Days	<p>CH.10: CELEBRATION</p> <p>Value : Unity, Respect, Diversity, Culture</p> <p>Attitudes : Acceptance, Tolerance</p> <p>Life Skills : Interpersonal Skills, Empathy</p> <p>Film : Celebration (to be shown in school)</p> <p>Workbook : C.W. - Pg. 86,87,88,89,90 H.W. - Pg. 91</p> <p>Topics for Discussion : (to be discussed in class)</p> <ol style="list-style-type: none"> 1. Do you know where your ancestors came from? What were the cultural traditions that your family followed 30 years back? (Festivals, Food, Music, Dance, etc.) 2. Did your family migrate from one place to another, what were the cultural identities that your family adapted in the new place? 3. What is your take about cultural intolerance in India? How do you think we can overcome intolerance towards each other?
Feb. 21 Days	Revision of all the values done during the term

GROOMING ETIQUETTES

The objective of introducing grooming etiquettes to students is to help them develop essential habits of personal hygiene, social skills and manners. These etiquettes foster respect, consideration and good communication, preparing students to navigate various social situations with ease and courtesy throughout their lives. It prepares them for adulthood.

Grooming etiquettes discussion will be conducted by teachers. To ensure that parents are well-informed and can support their child's learning journey, the school will be sending slides of **Grooming Etiquettes** prior to the discussions in school. These slides will cover the topics to be discussed in class, allowing parents to help their child consolidate the learning at home. Regular revision and reminders at home on etiquettes will enable the child to evolve as a well groomed child.

Month & No. of working Days	Content
April+ May 23+09 =32 Days	CLASSROOM ETIQUETTES <ol style="list-style-type: none"> 1. Listen and follow the directions given by your teachers. 2. Do not bully others. 3. 5 Ps for classroom: A. Patience B. Prepare C. Prompt D. Polite E. Productive 4. Do not run on the staircase. 5. Do not sit on the table.
June+July 5+27 =32 Days	SOCIAL ETIQUETTES <ol style="list-style-type: none"> 1. Use proper language. 2. Be conscious of your tone. 3. Standup when you meet someone. 4. Introduce your self confidently. 5. Offer a firm handshake.
	PARTY ETIQUETTES <ol style="list-style-type: none"> 1. Do not sit with your legs wide open. Sit with closed legs. 2. Ask permission to touch or have something. 3. If the party food is not of your liking or the activities are boring, keep it to yourself. 4. Compliment the person who cooked the food. 5. Congratulate the host according to the occasion.
August 24 Days	DINING ETIQUETTES <ol style="list-style-type: none"> 1. Do not clean the cutlery or wipe your face with napkin. 2. Do not start eating untill every one is served. 3. Sit upright with your feet flat on the floor. 4. Never tuck your napkin into your belt, shirt or collar. 5. Do not use mobile phone while eating.
Oct.+Nov 18+24 Days	Revision of all etiquettes covered in Term-I.

PHYSICAL EDUCATION

Basketball		
Classes	Boys	Girls
I - II	Size - No. 3	Size - No. 3
III - VI	Size - No. 5	Size - No. 5
VII - VIII	Size - No. 6	Size - No. 6
IX and above	Size - No. 7	Size - No. 6
Handball		
Classes	Boys	Girls
I - IV	Size - No. 1	Size - No. 1
V - VII	Size - No. 2	Size - No. 2
VIII and above	Size - No. 3	Size - No. 2
Football		
Classes	Boys	Girls
I - II	Size - No. 3	Size - No. 3
III - V	Size - No. 4	
VI and above	Size - No. 5	Size - No. 5

Half Yearly Term

Month	Content
April + May No. of days 23+09=32 days	<ul style="list-style-type: none"> ● Physical Drill, Skipping ● Physical Education Cards (PEC) Card - I - Athletics
June+ July No. of days 05+27 =32 days	<ul style="list-style-type: none"> ● Physical Drill, Skipping ● Surya Namaskar ● Physical Education Cards (PEC) Card - IV - Quick Runs Swimming
	<ul style="list-style-type: none"> ● Physical Drill, Skipping ● What is First Aid ?, How to give First Aid? (Video to be shown) ● Physical Education Cards (PEC) Card - V - Arch Ball Chase
August 24 days	<ul style="list-style-type: none"> ● Physical Drill, Skipping, Physical Education Cards (PEC) Card - IX - Three Court Dodge Ball
September 22 days	Revision & Half Yearly Examination

Annual Term

October No. of days =18 days	<ul style="list-style-type: none"> ● Physical Drill, Skipping ● Physical Education Cards (PEC) Card - X - Relay Races
November No. of days = 24 days	<ul style="list-style-type: none"> ● Physical Drill, Skipping ● Physical Education Cards (PEC) Card - XII - Chasing Game Badminton
December No. of days = 25 days	<ul style="list-style-type: none"> ● Physical Drill, Skipping ● First Aid Techniques (Video to be shown) ● Choking, Nose Bleed and Burns (Video to be shown) ● Preparation and Use of First Aid Kit (Demo) ● Physical Education Cards (PEC) Card - XVIII - Skipping
January No. of days =23 days	<ul style="list-style-type: none"> ● Physical Drill, Skipping ● Surya Namaskar ● Physical Education Cards (PEC) Card - XIX - Roads and Lanes
Feb + March 21+22=43 days	Revision & Annual Examination

SWIMMING (Half Yearly)

Introduction to Swimming (for information and knowledge of students only)

The history of swimming goes way back to that of prehistoric times. Books written from 2000 to 1500 BC including the Bible have references to swimming. It was mostly used in these times as a means of cleansing. Any form of competitive swimming wasn't formed until the 1800's in Europe. It was included in the first Olympics in 1896 in Athens, Greece.

The English are considered the first modern society to develop swimming as a sport. By 1837 swimming competitions were being held in London's six artificial pools, these competitions were organized by the National Swimming Society in England. As the sport grew in popularity many more swimming pools were built. Swimming is an Olympic sport.

Types of Swimming Strokes

Butterfly Stroke : it is the toughest and the most exhausting swimming stroke, encompassing windmill like arm movement and dolphin kick. While performing this stroke competitively, the swimmer should avoid underwater swimming.

Breast Stroke : this is one among the different swimming strokes that involves arm movements on the front side, from your head to shoulder level. It is the frog kick that can be associated with this stroke. The swimmer should keep his/her head above the water surface, while carrying out this swim stroke.

Crawl : flutter kick and alternating over arm movements are the features that characterize crawl-swimming stroke. While doing crawling, the swimmer has to keep his head in the water, alternating the face side.

Sidestroke : scissors kick is a distinguished feature that explains the movements of sidestroke. This underwater stroke involves the pushing of your body in the forward direction, keeping your body on one side.

Backstroke : this stroke involves alternate over the head arm movements and flutter kick.

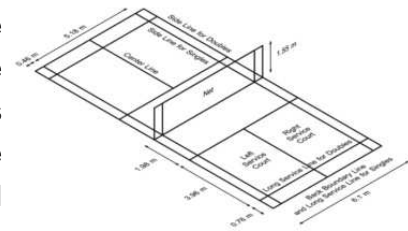
Freestyle swimming : it gives you the liberty to use any swimming stroke you want to, while carrying out your swimming workout session.

Important swimmers : Ian Thorpe, Michel phelp, Alexandar Popov, Bul Choudhury.

Badminton (Annual Term)

Introduction to Badminton (for information and knowledge of studies only)

Badminton is a racquet sport invented by Dr. P. Aaron Potter in Swaziland in the late 1890s, played by either two opposing players (single) or two opposing pairs (double), who take positions on opposite halves of a rectangular court that is divided by a net. The full width of the court is 6.1 metres (20ft), and in singles this width is reduced to 5.18 metres (17ft). The full length of the court is 13.4 metres (44ft). The service courts are marked by a centre line dividing the width of the court, by a short service line at a distance of 1.98 metres (6 ft 6 inch) from the net, and by the outer side and back boundaries. In doubles, the service court is also marked by a long service line, which is 0.78 metres (2 ft 6 inch) from the back boundary.



The net is 1.55 m (5 ft 1 inch) high at the edges and 1.524 m (5 ft) high in the centre.

- In singles, the server stands in his right service court when his score is even, and in his left service court when his score is odd.
- When the server serves, the shuttlecock must pass over the short service line on the opponents' court or it will count as a fault.
- If the score reaches 20-all, then the game continues until one side gains a two point lead (such as 24-22), up to a maximum of 30 points (30-29 is a winning score).
- At the start of a match, a coin is tossed. The winners of the coin toss may choose whether to serve or receive first, or they may choose which end of the court they wish to occupy. In subsequent games, the winners of the previous game serve first. server or receiver.]

Equipments: Badminton Racquets, Shuttle cock, Sporting gear.

Important Terms: Service, Smash, Fault, Deuce, Forehand, Backhand, Let Since 1992, badminton has been an Olympic sport with five events; men's and women's singles, men's and women's doubles and mixed doubles.

Other Important Tournaments : Thomas Cup, Uber Cup, All England Championship, World Championship.

Badminton Legends : International : Rudy Hartono, Liem Swie King, Morten Frost, Lin Dan.

Indian: Prakash Padukone, P. Gopi Chand, Saina Nehwal, Chetan Anand, P.V. Sindhu.

Career Awareness Careers related to Law and Public Services	
Half Yearly	
June+July 5+27=32 days	Session 1: Discussion on Ambitions of individual child and Career importance <ul style="list-style-type: none"> • Discussion by the teacher on the following : • Importance of career. • Teacher will talk about importance of hobbies and ask students to write about their hobbies on a sheet of paper. • Teacher will then talk about importance of ambition and ask students to write their ambition on same sheet of paper. • Followed by the discussion, teacher will invite few students to talk about their hobbies and ambition. • To wrap up teacher will highlight the importance of aligning the hobbies with the ambition.
August 24 days	Session : 2 Introduction to LAW & PUBLIC SERVICES as Careers and Professions related to it Career Talk by the Teacher: <ul style="list-style-type: none"> • The teacher initiates the discussion with introduction to career in Law and Public Services and its importance. • Later she talks about the Profession related to Law (e.g. Judge, Lawyer etc.) and Public Services (Police officer, Social workers etc.).
Annuals	
October 18 days	Session : 3 Skills Development and Career Exploration : <ul style="list-style-type: none"> • Teacher will talk on skills necessary for Law and Public Services as a career - Problem-Solving, Communication, Patience, Analytical Thinking, Tolerance and Staying Updated. • Ask students to reflect on what they have learned about the skills. Homework : <ul style="list-style-type: none"> • Students will take interview of two personalities related to this profession on the interview sheet printed in English LC.

Quality Circle Time (I Term)

Lesson Plan – 1

Theme for the lesson: Achieving the Target

SEL Competency for the lesson- Self Awareness (The ability to recognize one's feelings and emotions and how they influence one's decisions and behavior; accept one's self as a unique person; appreciate one's personal traits; develop positive self-worth; take pride in one's skills, talents and achievements; assess one's strengths and weaknesses accurately, thereby developing an overall sense of confidence and optimism.)

Learning standard :- Identify one's emotions and their influence on one's behavior, performance and decisions.

Learning outcome :- Recognise that one's emotional responses can be distinct from others' in the same situation

Learning objective :- Students will be able to describe situations that trigger various emotions through the circle time session.

- Revisit the five skills required for QCT with action: Listening, Speaking, Looking, Thinking, Concentrating.
- Remind the ground rules for QCT.
- **QCT Aids** – Speaking Object (of four different colours – Red, Yellow, Green & Blue).

Meeting Up:	Each child introduces himself / herself with one positive trait he / she possesses. For ex- Hi everyone, I'm Arpit, and I'm really creative. I love drawing and coming up with new stories! The teacher gives briefing to all the children - Introducing oneself with a positive trait promotes self-awareness by encouraging children to recognize and articulate their unique strengths, fostering confidence and self-esteem. It prompts them to reflect on what makes them special and helps lay a foundation for personal growth.
Warming up:	The children sit in a large inward facing circle. They are given colors red, yellow, green and blue in turn. An object is placed in the center of the circle, for example a book. The teachers call out any of the four colors and all the children in that category run in a clockwise direction around the outside of the circle. When they reach their places again, they may enter the circle to pick up the object in the center. Whoever picks up the object calls the next color. To add fun 'Rainbow' can be called while children are running around, in which case they have to change direction and run round the circle anti-clock wise. The teacher gives a briefing- This activity prompts self-awareness by engaging children in following instructions, adapting to changes, and asserting their individual agency. As they participate, they become

	mindful of their actions, preferences, and roles within the group dynamic, fostering confidence and a sense of belonging.
Opening up :	<p>The child makes a positive statement about one way in which he / she is going to try and achieve better results in her work. Eg. I am going to try harder to listen to the teacher's instructions. I am going to try harder to write neatly.</p> <p>The teacher tells students -</p> <p>This promotes self-awareness by encouraging children to reflect on their actions and set goals for improvement. By articulating specific ways they intend to enhance their performance, such as listening more attentively or improving handwriting, children become more conscious of their strengths and areas for growth.</p>
Cheering up :	<p>I feel really happy when The teacher gives a stem line to students. Students take turns to share their thoughts . I feel really happy when I help someone who's feeling sad.</p> <p>The teacher gives a short briefing after everyone is done - This activity promotes self-awareness by prompting students to reflect on their own emotions and experiences. By completing the sentence stem, they articulate what brings them happiness, which requires introspection and self-understanding. Sharing these thoughts with others fosters empathy and communication skills while reinforcing a positive connection with their emotions and actions.</p>
Calming down :	<p>The teacher asks students to Sit comfortably.</p> <p>Close eyes or soften gaze.</p> <p>Place hands on lap or knees.</p> <p>Inhale deeply through nose, feeling chest and abdomen expand.</p> <p>Hold your breath briefly.</p> <p>Exhale slowly through mouth, feeling chest and abdomen contract.</p> <p>Repeat for six breaths.</p> <p>Inhale calmness, exhale tension.</p> <p>Notice any changes.</p> <p>Gently open your eyes and return to the present.</p> <p>The teacher gives a briefing -</p> <p>This breathing exercise promotes self-awareness by encouraging individuals to focus on their breath, fostering mindfulness and introspection, and helping manage emotions and stress levels.</p>

Lesson Plan – 2

Theme for the lesson: Co-operation

SEL competency for the lesson - Self Management (The ability to express one's emotions appropriately; deal with personally upsetting situations in healthy and effective ways; identify sources of help and form a self-support system; set goals (personal, academic and career) and work towards them in an organized manner.)

Learning standard : - Manage one's emotions and behavior and develop a positive attitude.

Learning outcome : - Manage stress and demonstrate positive behaviors.

Learning objective : - Students will be able to identify situations in which they feel stressed through the circle time session

Revisit the five skills required for QCT (Listening, speaking, looking, thinking, concentrating.)

QCT Aids – Speaking Object.

Meeting Up:	Activity – What I am The children stand in an inward-facing circle. Each child in turn chooses one positive adjective that she/he feels aptly describes her/his and uses it as a prefix to her/his name, for example, 'I am happy Divya.', 'I am tidy Ankit.', 'I am friendly Sunita.'..... The teacher gives the briefing to students - This activity promotes self-management by encouraging children to identify and express positive traits that they associate with themselves. By acknowledging these qualities publicly, children affirm their self-perception and develop self-confidence.
Warming up:	Activity – Clapping Game The teacher instructs the children that one clap means sit, two claps mean walk on the spot, and three claps mean walk in one direction around the inside of the circle. The teacher or a child stands in the center and claps instructions. The teacher gives a briefing - This game promotes self-management by requiring children to listen attentively to instructions and adapt their actions accordingly. By following the clapping cues, children learn to regulate their behavior in response to external signals, developing skills in impulse control and self-direction.

Opening up :	<p>Using the speaking object, each child completes the sentence, "I am going to be more cooperative by” Ex- I am going to be more cooperative by listening to others' ideas before sharing my own.</p> <p>The teacher shares - This activity promotes self-management by encouraging children to set specific goals for improving their behavior. By verbalizing their intentions to be more cooperative, children take ownership of their actions and develop self-awareness.</p>
Cheering up :	<p>Open Forum</p> <p>The teacher asks the children why it is important to say ‘Good try’ to people, even if they are not correct.. Children are prompted to respond that praise encourages people because it makes them feel good instead of embarrassed or upset when they have done something wrong. For ex- "I am going to be more cooperative by listening to others' ideas before sharing my own. Is any child finding something difficult that he needs encouragement about?</p> <p>The teacher briefs students - This open forum promotes self-management by encouraging children to understand the value of encouragement and empathy, fostering their ability to regulate their behavior and seek support when needed.</p>
Calming down :	The children sing a song together and smile at each other to end the circle time session.

Lesson Plan – 3

***Theme for the lesson:* Solving Problem**

SEL competency for the lesson - Social Awareness (The ability to work and form positive relationships with people from diverse backgrounds (e.g. religion, caste, gender, race, ethnicity, economic status); understand different cultures; empathize with and accept people and practices that are different from one’s own; be sensitive to one’s surroundings; have a perspective on various social problems and take the required action to counter them.)

Learning standard : - Recognize individual and group similarities and differences.

Learning outcome : - Identify how various social and cultural groups are different from each other

and how they contribute to society.

Learning objective : - Students will be able to recognise the existence of diversity in the society that they are a part of through this circle time session.

Revisit the five skills required for QCT (Listening, speaking, looking, thinking, concentrating.)

QCT Aids – Speaking Object

Meeting Up:	<p>The teacher sets the class by telling children they are scientists attending a conference because they have each discovered something new. Each child describes their discovery. Each child gets a clap for his / her discovery.</p> <p>"Hi everyone! I'm Maya, and I discovered that plants grow faster when they listen to music. I played classical music for them, and they grew the tallest. Thank you!"</p> <p>The teacher shares with all - This activity promotes social awareness by encouraging children to share their discoveries and acknowledge their peers' achievements through applause, fostering respect, collaboration, and empathy.</p>
Warming up:	<p>Arbitration – Teacher asks the children, what the best way to solve a problem is. Teacher then asks the children to give instances where they feel in any difficulty. They must not neglect any other child. The other children can put forward possible solutions until an accepted one is found. The teacher tells students - This activity promotes social awareness by encouraging children to collaborate and consider diverse perspectives to solve problems. Through discussion and participation, they learn empathy, communication, and teamwork, fostering a supportive and inclusive environment.</p>
Opening up :	<p>The teacher ask “What if ” questions. For ex- what if –</p> <ul style="list-style-type: none"> Someone tries to get closer to you through the internet by becoming your best friend. What consequences you may face? <p>Once all children have answered, the teacher tells- By asking "What if" questions, I as a teacher prompted you to think critically about social challenges and develop proactive strategies. This fosters social awareness by encouraging empathy and empowering children to address issues positively.</p>
Cheering up :	<ul style="list-style-type: none"> Children will look to the right and then pass a smile and shake hands saying, you are good at so I am happy to sit next to you. <p>The teacher tells students - This activity promotes social awareness by encouraging children to recognize and appreciate each other's strengths, fostering positive relationships and inclusivity within the group.</p>
Calming down :	<p>A soft music will be played and children will close their eyes and meditate, breath in and breathe out exercise will be taken up.</p>

Lesson Plan – 4

Theme for the lesson : Resolving Conflict

SEL competency for the lesson - Relationship Management (The ability to form and sustain healthy and rewarding relationships with diverse individuals and groups; have meaningful social interactions with friends, family, peers, colleagues, etc.; have clear, timely and assertive communication; express authentic views and opinions; offer constructive feedback; resist inappropriate social pressure and negotiate conflicts in mutually beneficial ways.)

Learning standard : - Use communication and social skills to interact effectively with others.

Learning outcome : - Demonstrate cooperation and teamwork to promote group effectiveness.

Learning objective : - Students will be able to examine how they respond to peer pressure through this circle time session.

Revisit the five skills required for QCT (Listening, speaking, looking, thinking, concentrating.)

QCT Aids – Speaking Object.

Meeting Up:	Introduce yourself with an adjective starting from the first letter of your name and two positives and one negative about yourself. For ex- Hi, I'm Arpit. I'm adventurous, a good listener, and enjoy making people laugh, but I can be forgetful at times. The teacher says - Introducing oneself with an adjective starting from the first letter of their name, along with two positives and one negative, promotes relationship management by fostering openness, empathy, and understanding within the group.
Warming up:	Each child talks about something that he or she is really unable to adjust / cope with. Activity – The children form pairs. The teacher gives each pair a card which has a conflict situation on it. The children must think of ways to resolve it. Eg. A wants to watch cartoons on television. B wants to watch a game show. They are both on at the same time. The teachers give a briefing - This activity promotes relationship management by encouraging children to collaborate in resolving conflicts. By working together to find solutions, they learn communication, empathy, and compromise, fostering positive social interactions.

Opening up :	<p>I have a conflict with my friend / parent / teacher on for ex- I have a conflict with my friend on choosing a game to play during recess. They want to play soccer, but I prefer basketball.</p> <p>The teacher gives a briefing - Addressing conflicts promotes relationship management by fostering communication and compromise. This encourages mutual respect and strengthens relationships through constructive resolution of differences.</p>
Cheering up :	<p>Open Forum</p> <p>The teacher asks the children to think of all the reasons why people disagree (e.g. different points of view, different likes and dislikes, stubbornness, unkindness, some children are more adventurous or outgoing than others, selfishness). The teacher asks the children how they feel when they are in conflict with someone else (e.g. angry, hurt, tearful). Is any child unhappy because he is involved in a conflict and needs help to resolve it.</p> <p>The teacher tells the students - This open forum promotes relationship management by helping children understand the reasons behind disagreements and the emotions involved. By discussing these aspects and offering assistance to those in conflict, they learn empathy, communication, and resolution skills.</p>
Calming down :	<p>Fantasy Journey – Keep your eyes closed and imagine you are a bird sitting on a nest. Think about the sound of a flowing river, imagine the tree that the nest is in. What shaped leaves do they have? You are going on a journey. Think about standing up in your nest and flexing your wings – feel the power in your wings to lift you out of the nest. You are soaring and swooping in the sky round and around you fly. What can you see below you? Now you are gently gliding along on the warm air currents, you feel free and happy. Very relaxed. The sun is warm and kind on your back, it makes you feel good. Everything looks bright and colors and nice shapes. You can see and feel the warm air whooshing past you as you fly. Where do you want to go? Think of what you are going to do and see as you fly around.</p>

Lesson Plan – 5

Theme for the lesson: Be Kind

SEL competency for the lesson - Responsible Decision Making (The ability to make constructive choices about personal behavior , health, relationships and career, considering existing social , ethics and safety norms; understand the rationale behind rules; examine consequences of one’s actions; respect one’s own and others rights; demonstrate responsible citizenship in the larger interest of the society).

Learning standard : - Consider ethical, safety and societal factors in making decisions.

Learning outcome : - Analyze the reasons for school and societal rules.

Learning objective : - Students will be able to examine the purpose of rules through this circle time session.

Revisit the five skills required for QCT (Listening, speaking, looking, thinking, concentrating.)

QCT Aids – Speaking Object.

Meeting Up:	The students will introduce themselves with their names and one positive adjective that they carry. The teacher tells the students - By choosing a positive adjective to introduce themselves, students make decisions about how they want to present themselves, shaping their self-image and influencing interactions with peers.
Warming up:	The teacher has to initiate the game and Play Chinese whispers..... The teacher tells - In Chinese whispers, decision-making is promoted as participants must decide how to relay and interpret messages, fostering skills in communication, adaptation, and trust.
Opening up :	The teachers ask students to share- Till date I have helped The teachers give a briefing - Sharing instances of helping others prompts reflection, informing future decisions about when and how to offer assistance.
Cheering up :	Clap and tap Activity – Flying Parachute : Get all the players around one side of the parachute and gather up an edge to grab hold of everyone's sails running in one direction to make a flying parachute. The teacher give a briefing - This activity promotes decision-making as players must quickly coordinate to determine direction and speed while creating the flying parachute, fostering teamwork and adaptability.

Calming down :

- Close your eyes and take a few deep breaths to relax.
- Visualize a specific moment from your memory that stands out as particularly memorable.
- Focus on the details of the scene, including sights, sounds, smells, and feelings.
- Reflect on why this moment is so memorable to you and what emotions it evokes.
- When ready, open your eyes and share your experience with the group.
- Listen attentively as others share their memorable moments, showing empathy and respect.
- Reflect on the similarities and differences in everyone's experiences, fostering connection and understanding within the group.

The teacher says - Visualizing and sharing memorable moments fosters decision-making by prompting self-reflection and providing insights into personal values and past choices. Additionally, hearing others' experiences offers new perspectives that may influence decision-making.

Quality Circle Time (II Term)

Lesson Plan – 1

Theme for the lesson: Bullying Prevention and Kindness

SEL Competency for the lesson- Self Awareness (The ability to recognize one's feelings and emotions and how they influence one's decisions and behavior; accept one's self as a unique person; appreciate one's personal traits; develop positive self-worth; take pride in one's skills, talents and achievements; assess one's strengths and weaknesses accurately, thereby developing an overall sense of confidence and optimism.)

Learning standard: - Identify one's emotions and their influence on one's behavior, performance and decisions.

Learning outcome: - Recognize that one's emotional responses can be distinct from others' in the same situation

Learning objective: - Students will be able to describe situations that trigger various emotions through the circle time session.

- Introduce the five skills required for QCT with action: Listening, speaking, looking, thinking, concentrating.
- Set the ground rules for QCT.
- Revisit the five skills required for QCT with action: Listening, Speaking, Looking, Thinking, Concentrating.
- Remind the ground rules for QCT.
- **QCT Aids** – Speaking Object (of four different colours – Red, Yellow, Green & Blue).

Meeting Up:	<ul style="list-style-type: none"> • Gather the students in a circle and welcome them. • Explain the theme of the day: "Bullying Prevention and Kindness." • Ask students to briefly share any experiences they have had with bullying or act of kindness.
Warming up:	<ul style="list-style-type: none"> • Play a short game or icebreaker activity related to the theme. For example, a game where students share compliments with each other or a game where they act out scenarios of bullying and kindness and discuss appropriate responses. • Facilitate a discussion on the importance of treating others with kindness and respect.
Opening up :	<ul style="list-style-type: none"> • Use the whiteboard or flipchart paper to create two columns: "Acts of Kindness" and "Acts of Bullying." • Ask students to brainstorm examples of each and write them on the board. • Discuss the impact of these actions on individuals and the wider community. • Encourage students to reflect on times when they have witnessed or experienced these behaviors.

Cheering up :	<ul style="list-style-type: none"> • Divide the class into small groups. • Provide each group with a scenario related to bullying or kindness. • Ask them to discuss how they would respond to the scenario in a kind and respectful manner. • Each group presents their ideas to the class, and facilitate a discussion on the effectiveness of different responses.
Calming down :	<ul style="list-style-type: none"> • Lead a guided mindfulness activity or relaxation exercise to help students calm their minds and reflect on their emotions. • Guide students through deep breathing exercises or visualization techniques. • Encourage students to think about how they can use these techniques to manage their emotions in situations involving bullying or conflict.

Lesson Plan – 2

Theme for the lesson: Bullying Prevention and Kindness

SEL competency for the lesson - Self Management (The ability to express one's emotions appropriately; deal with personally upsetting situations in healthy and effective ways; identify sources of help and form a self-support system; set goals (personal, academic and career) and work towards them in an organized manner.)

Learning standard: - Manage one's emotions and behavior and develop a positive attitude.

Learning outcome: - Manage stress and demonstrate positive behaviors.

Learning objective: - Students will be able to identify situations in which they feel stressed through the circle time session

- Revisit the five skills required for QCT.
 - QCT Aids – Chart paper and markers
 - Sticky notes
 - Pens/pencils
 - Timer
 - Speaking object

Meeting Up:	<ul style="list-style-type: none"> • Gather the students in a circle and welcome them. • Introducing the theme of the day: "Bullying Prevention and Kindness." • Ask students to share their thoughts on what it means to manage their emotions and behaviors in challenging situations.
Warming up:	<ul style="list-style-type: none"> • Play a short game or activity to energize the students and get them engaged. For example, a game of "Kindness Bingo" where students have to find classmates who have done acts of kindness listed on their bingo card.

	<ul style="list-style-type: none"> Facilitate a discussion on how it feels to receive kindness and how it feels to be unkind to others.
Opening up :	<ul style="list-style-type: none"> Use the whiteboard or flipchart paper to create two columns: "Positive Reactions" and "Negative Reactions." Ask students to brainstorm examples of each and write them on the board. Discuss the consequences of different reactions in situations involving bullying or kindness. Encourage students to reflect on how they can choose positive reactions to promote kindness and prevent bullying.
Cheering up :	<ul style="list-style-type: none"> Divide the class into small groups. Provide each group with a scenario related to bullying or kindness. Ask them to brainstorm and role-play positive ways to manage their emotions and behaviors in the given scenario. Each group presents their role-play to the class, and facilitate a discussion on effective strategies for self-management.
Calming down:	<ul style="list-style-type: none"> Lead a guided relaxation activity or mindfulness exercise to help students calm their minds and bodies. Guide students through progressive muscle relaxation or deep breathing exercises. Encourage students to practice these techniques whenever they feel upset or stressed, including in situations involving bullying or conflict.

Lesson Plan – 3

Theme for the lesson: Bullying Prevention and Kindness

SEL competency for the lesson - Social Awareness (The ability to work and form positive relationships with people from diverse backgrounds (e.g. religion, caste, gender, race, ethnicity, economic status); understand different cultures; empathize with and accept people and practices that are different from one's own; be sensitive to one's surroundings; have a perspective on various social problems and take the required action to counter them.)

Learning standard: - Recognize individual and group similarities and differences.

Learning outcome: - Identify how various social and cultural groups are different from each other and how they contribute to society.

Learning objective: - Students will be able to recognize the existence of diversity in the society that they are a part of through this circle time session.

- Revisit the five skills required for QCT.
- QCT Aids** – Speaking Object.

Meeting Up:	<ul style="list-style-type: none"> Gather the students in a circle and welcome them. Introducing the theme of the day: "Bullying Prevention and Kindness."
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	<ul style="list-style-type: none"> Ask students to share their thoughts on what it means to be aware of others' feelings and experiences.
Warming up:	<ul style="list-style-type: none"> Play a game or activity that encourages cooperation and teamwork, such as "Pass the Compliment" where students pass around a ball and share compliments with each other. Facilitate a discussion on how it feels to receive compliments and how it feels to be left out or treated unkindly.
Opening up :	<ul style="list-style-type: none"> Use the whiteboard or flipchart paper to create two columns: "Empathy" and "Lack of Empathy." Ask students to brainstorm examples of each and write them on the board. Discuss the feelings and experiences associated with empathy and its absence. Encourage students to reflect on times when they have shown empathy towards others or experienced empathy from someone else.
Cheering up :	<ul style="list-style-type: none"> Divide the class into small groups. Provide each group with a scenario related to bullying or kindness from different perspectives (e.g., the bully, the victim, bystanders). Ask them to discuss how each character might be feeling and what they can do to show kindness and support. Each group presents their ideas to the class, and facilitate a discussion on the importance of understanding different perspectives.
Calming down :	<ul style="list-style-type: none"> Lead a guided empathy-building activity, such as "Walk in Someone Else's Shoes," where students pair up and take turns sharing a personal experience while the other listens without judgment. Encourage students to reflect on how it feels to empathize with others' experiences and emotions. Discuss the role of empathy in preventing bullying and promoting kindness.

Lesson Plan – 4

Theme for the lesson : Bullying Prevention and Kindness

SEL competency for the lesson - Relationship Management (The ability to form and sustain healthy and rewarding relationships with diverse individuals and groups; have meaningful social interactions with friends, family, peers, colleagues, etc.; have clear, timely and assertive communication; express authentic views and opinions; offer constructive feedback; resist inappropriate social pressure and negotiate conflicts in mutually beneficial ways.)

Learning standard: - Use communication and social skills to interact effectively with others.

Learning outcome: - Demonstrate cooperation and teamwork to promote group effectiveness.

Learning objective: - Students will be able to examine how they respond to peer pressure through this circle time session.

- Revisit the five skills required for QCT.

- **QCT Aids** – Speaking Object, Soothing log, Chart paper and markers, Sticky notes, Pens/pencils, Timer

Meeting Up:	<ul style="list-style-type: none"> • Gather students in a circle and explain the purpose of the session: to discuss bullying prevention and the importance of kindness in creating a supportive classroom environment.
Warming up:	<ul style="list-style-type: none"> • Start with a brief mindfulness exercise to center the students and create a calm atmosphere. • Lead a quick discussion about what kindness means to them. Encourage students to share examples of kindness they've experienced or witnessed.
Opening up :	<ul style="list-style-type: none"> • Introduce the topic of bullying prevention. Use the flipchart to draw a simple diagram illustrating the cycle of bullying (e.g., bully, target, bystander). • Facilitate a discussion about different forms of bullying (e.g., physical, verbal, cyber) and their impact on individuals. • Hand out sticky notes and ask students to anonymously write down any experiences or concerns related to bullying. Collect the notes and assure students that their responses will be addressed sensitively.
Cheering up :	<ul style="list-style-type: none"> • Transition to discussing strategies for promoting kindness and supporting peers. • Divide the class into small groups and distribute the prepared worksheet on kindness and bullying prevention. • In their groups, students should brainstorm ways to respond to bullying and promote kindness in their classroom. Encourage creativity and empathy in their suggestions.
Calming down :	<ul style="list-style-type: none"> • Regroup the class and have each group share one strategy they discussed for preventing bullying and promoting kindness. • Summarize the key points of the session and emphasize the

	<p>importance of standing up for others and creating a culture of respect and inclusion.</p> <ul style="list-style-type: none"> • End the session with a brief reflection or gratitude exercise, such as asking students to share something they appreciate about a classmate.
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Lesson Plan – 5

Theme for the lesson: Bullying Prevention and Kindness

SEL competency for the lesson - Responsible Decision Making (The ability to make constructive choices about personal behavior, health, relationships and career, considering existing social, ethics and safety norms; understand the rationale behind rules; examine consequences of one's actions; respect one's own and others' rights; demonstrate responsible citizenship in the larger interest of the society).

Learning standard: - Consider ethical, safety and societal factors in making decisions.

Learning outcome: - Analyze the reasons for school and societal rules.

Learning objective: - Students will be able to examine the purpose of rules through this circle time session.

- Revisit the five skills required for QCT.
- **QCT Aids** – Speaking Object, Parachute Chart paper and markers, Sticky notes, Pens/pencils, Timer.

Meeting Up:	<ul style="list-style-type: none"> • Gather students in a circle and explain the purpose of the session: to discuss bullying prevention and responsible decision-making in handling such situations.
Warming up:	<ul style="list-style-type: none"> • Start with a brief energizer activity to engage students and create a positive atmosphere. • Lead a discussion about what it means to make responsible decisions. Encourage students to share examples of times when they had to make a tough decision and how they handled it.
Opening up :	<ul style="list-style-type: none"> • Introduce the concept of bullying and its various forms (physical, verbal, social, cyber). • Divide the class into small groups and distribute scenario cards depicting different bullying situations. Ask each group to discuss how they would respond to the scenario in a responsible and kind manner. • After the group discussions, facilitate a whole-class conversation where each group shares their responses and reasoning.
Cheering up :	<ul style="list-style-type: none"> • Transition to discussing strategies for making responsible decisions in bullying situations.

	<ul style="list-style-type: none"> • Distribute the prepared worksheet on responsible decision-making. The worksheet should include scenarios related to bullying and questions prompting students to think critically about the best course of action. • Allow students time to work individually or in pairs to complete the worksheet, considering different perspectives and consequences of their decisions.
Calming down :	<ul style="list-style-type: none"> • Regroup the class and discuss the importance of empathy and kindness in decision-making, especially when dealing with sensitive issues like bullying. • Lead a closing activity where students share one responsible decision they pledge to make in the future to promote kindness and prevent bullying. • End the session with a moment of reflection or a calming breathing exercise to help students transition back to their regular activities.

Chetna Syllabus

Chetna curriculum is designed keeping in mind the socio emotional development and the safety of the children. It also focuses on preventing child abuse and child sexual abuse in particular. It includes various activities, presentations and brainstorming sessions which will motivate students to introspect, communicate without fear and find solution to the problems in the best possible way, sometime on their own or by seeking help from the right person at the right time.

Half Yearly

Month	Content	Resource Person
April =23Days	Session-1 (for parents in Parent's Orientation Program) Session on developmental phase(IQ, EQ, SQ, HQ) Balancing the parental expectation	Counsellor
	Session-2 – (for students) (i) Introductory Activity – Let's learn to be safer and smarter (Via story telling) It is not your fault – with age appropriate examples (ii) Going to Washroom – Girl's Washroom and Boy's Washroom (ii) Differentiating Good & Bad Secret (iii) Komal Movie to be shown. Link : https://youtu.be/5cBQtZRbRJU (iv) Activity – Good, Bad and Accidental Touch (Discussion followed by worksheet – given in English Learner's Comate) (v) Defining Adolescence (via Slide Show) (vi) Sharing of information – People who can be approached in school for help related to personal safety - Principal, Counsellor, Academic Head, Teachers& Pastoral Guides.	
June + July =05+27 32 days	Session-3 – (for students) Gadget De-addiction – Mind your screen time	Counsellor
	Session-4 – (for students) Setting boundaries and respecting privacy (teaching about when to say NO) Activity – Safety rules (Discussion followed by Worksheet – given in English Learner's Comate) The Irreplaceable Role of Parents in Our Lives	Class Teacher
Aug =24 days	Session-5- (for students) 'What if' game and role play to help them develop skills needed in certain situations	QCT Teacher
	Session-6- (for students) Child safety – physical, emotional, cyber, social and personal areas to be discussed. Activity – We are changing (Discussion followed by Worksheet – given in English Learner's Comate)	Counsellor

Annual Term		
Month	Content	Resource Person
Nov =24 days	Session-1 (for students) (i) Revision of Half Yearly Syllabus (ii) Activity: My Safe People (Discussion followed by Worksheet – given in English Learner’s Comate) (iii) Valuable Lessons in Conflict Resolution and Teamwork Through Inspiring short film. <ul style="list-style-type: none"> • <i>Conflict Management:</i> Film Link • <i>The Power of Teamwork:</i> Film Link 	Counsellor
Dec =25 days	Session-2 Discussion on HUMAN TRAFFICKING after showing the video clip and followed by the worksheet in English Learner’s Comate. https://drive.google.com/file/d/1r3LOUAlcggymB-vVw61lfJi1zv9PB6u/view?usp=sharing	Counsellor
Jan =23 days	Session-3- (Revision) Session for students ‘What if’ game and role play to help them develop skills needed in certain situations	QCT Teacher
	Session-4 The super power of focus – Mindfulness for little minds	Counsellor

ROBOTICS CURRICULUM

Robotics is an exciting, interdisciplinary field that draws on science, engineering, and technology to teach children essential problem-solving skills. With robotics, instruction kids can develop critical thinking abilities while staying actively engaged in interesting projects and activities.

The young minds get a chance to work with tools and equipment's of ROBOTICS to understand what, how and why aspects of STEM (Science, Technology, Engineering, and Math). This enables tinkering among students with embedded computers – computers that are embedded inside gadgets, everyday objects, instruments, cars, toys etc, to help make such devices perform better.



- Lab Activity File to be maintained for all activities.
- Assignments will be done in Science Learner's Comate.

Months	Platform	Topics
April =23Days	Introduction of Robotics and Electronics	Module 1: Basic Introduction <ul style="list-style-type: none"> • What is Robots • Classification of Robots • Application of Robots • Basic Components of Robot • Different Types of Robots ✓ PPT to be shown to students. ✓ Lab Visit. Assignment 1: Based on basic introduction of Robotics and their types. Module 2: Conceptual Understanding of computational devices. <ul style="list-style-type: none"> • Introduction of Electronics • Identification of Components • Use of components and their connectivity • Introduction of Breadboards
Components Used: Breadboard (Kit No. 1)		
May =09 days	Electronics (Basic Introduction of Led, Buzzer, Battery)	Module 2: (Continue.....) <ul style="list-style-type: none"> • Introductions to Terms (Circuit, Closed loop, Current, Voltage) • Do's and Don'ts of Electronics • Introduction of Led, Buzzer, Jumper wire etc. ✓ Lab Activity 1: Build simple closed circuit of LED ON/OFF and Buzzer ON/OFF. Assignment 2: Based on Basic Electronics.
Components Used: Breadboard, Led, Resistor, Buzzer (Kit No. 1)		
June + July =05+27 32 days	Motor, Switches	Module 2: (Continue.....) <ul style="list-style-type: none"> • Introduction to Push Button, switches in a circuit with an example. • Introduction to Motor and Battery

		<ul style="list-style-type: none"> ✓ Lab Activity 2: Build a circuit which shows the working of switch. <p>Assignment 3: Based on Motor, SWITCHES.</p>
Aug =24 days	Coding: Code.org (Artist, Sprite Lab)	<p>Module 3: Introduction of different Code Lab.</p> <ul style="list-style-type: none"> Practice to read Algorithm with loops. Build a customized game. ✓ Lab Activity 3: Students write programs (algorithms for the computer) to create Game. <p>Assignment 4: Based on the given Lab Activity. Link: https://studio.code.org/users/sign_in</p>
Sep =22 days	Revision Project	<p>Challenge Task:</p> <ul style="list-style-type: none"> Make a Project using 2 LEDs of different colors. Attempt code.org challenge Task
Oct =18 days	Scratch Programming	<ul style="list-style-type: none"> Introduction of Scratch Programming Basic Block of Coding Moving blocks, creating scripts, and repeating blocks Drawing with a computer ✓ Lab Activity 4: Make your sprite move front and back. <p>Link: https://scratch.mit.edu/</p>
Nov =24 days	Scratch Programming	<p>Continue....</p> <ul style="list-style-type: none"> Placing Sounds in a Script Making the Sprite Walk Better Multi-Colored Sprites ✓ Lab Activity 5: Make a Talking cat and create multiple sprites. <p>Assignment 5: Based on different basics of scratch Programming and their Blocks. Link: https://scratch.mit.edu/</p>
Dec =25 days	3D Designing with 3D Pen/3D Printer	<ul style="list-style-type: none"> Introduction of 3D Printer. Difference between 3D Pen and 3D Printer. Difference between 3D object and 3D images. Loading and unloading 3D filament in 3D pen. Do's and Don'ts of 3D Pen Handling. ✓ Lab Activity 6: Creating a simple 2D shape on a paper and doodling it with 3D Pen. <p>Assignment 6: Based on 3D Pen and Different filament.</p>
Components Used: 3D Pen		
Jan =23 days	Mechanical Construction	<ul style="list-style-type: none"> Introduction to Mechanical Construction of Project. Uses of Table Lamp and discuss mechanism behind it ✓ Lab Activity 6: Build a Table Lamp <p>Materials Required:</p> <ul style="list-style-type: none"> Cardboard Scissor, Glue, Thread, Battery, Battery Clip, Led, Measuring Scale
Feb =21 days	Challenge Project	<ul style="list-style-type: none"> Create a quiz game on Scratch 3.0

Holiday Home Work Half Yearly Term (Summer Vacation)

English

- a) Revise Word Meanings of chapters taught in the first term.
- b) Summer Verbal Reasoning Assignment to be done in Enrichment booklet.
- c) Read any one book from the list of suggested readings given in your precept and maintain a record in 'My Reading Log'.
- d) Read the book 'An Elephant's Story' for Reading for Pleasure Examination.

Hindi

१. गिनती - १ से ६० तक के अंकों का लिखित तथा मौखिक अभ्यास कीजिए। (लर्नर्स कोमेट)
२. परियोजना कार्य (व्याकरण कार्यपुस्तिका में)
- क) कविता-१ पुष्प की अभिलाषा - जिज्ञासा - फूलों की उपयोगिताएँ (पृष्ठ सं० १२) (पुस्तक कार्य)
- ख) पाठ-२ शिक्षा-पात्र - जिज्ञासा - 'प्राकृतिक आपदाओं से सम्बन्धित सरकारी योजनाएँ लिखिए।' (पृष्ठ सं० १६) (कार्यपुस्तिका कार्य)
- ग) पाठ-७ अक्षय ऊर्जा (केवल पठन हेतु) (पृष्ठ सं० ४६ - ५२)

Maths (Summer Vacation) Do it in H.W. Note book

1. Chapter Check Up pg. no. 22 Q-1, 3 & 4 (Notebook), Q-2, 5, 6, 7 & 8 (Book work)
2. Project (pg. no. 26, at least 3 with one step and 3 with two step), Project (pg. no. 27) (Do it in Home work notebook)
3. Chapter Check Up pg. no. 45 Q-1, Q-2, Q-5 (Book Work), Q-3, Q-4 (Note book) Keeping in touch (Book work)
4. Worksheet pg. no. 46 (Note Book)
5. Maths & Art pg. no. 55 (graph paper of Maths practical file to be used)
6. Assignment on Logical reasoning to be done in Enrichment Booklet.
7. Revise tables from 2 to 15.

Science (to be done in Notebook)

1. Make a collage using dried leaves, flowers and seeds to represent different parts of a plant.
2. To create a colourful flowchart in notebook to explain the steps of Photosynthesis.

Social Studies

1. Clay modeling (Pg.no.08): Make models of different landforms using modelling clay. Materials required: A tray, 2-3 different colours of modelling clay, pictures of different landforms, glue, sand, soil and grass.
2. Write Right (Pg.no.08): (to be done in the notebook) Imagine you have gone for a holiday to a place that has any one of the landforms you read about in the chapter landforms of the world. Write a letter to your friend describing your holiday. Include pictures also.

Computer Science

- Cyber Assignment 1 and 2 given in Enrichment booklet
Computational Thinking (Pg. 112- 113) given in book.

Drawing & Craft

- Pg. No. 28, 30, 36, 38 and 39.

Holiday Home Work Annual Term (Winter Vacation)

English

- a) Winter Verbal Reasoning Assignment to be done in Enrichment booklet.
- b) Revise Word Meanings of all the chapters taught in the second term.
- c) Read any one book from the list of suggested reading given in your precept and maintain a record in 'My Reading Log'.

Hindi

- क) पाठ-१ वीर तुम बड़े चलो (लीक से हटकर, प्र० सं० 'क' मौखिक अभ्यास, प्र० सं० 'ख' पुस्तक कार्य पृष्ठ सं० १२)
- ख) पाठ-२ जगदीश चंद्र बसु (आओ सीखें खेल-खेल में, प्र० सं० 'क' (कार्यपुस्तिका कार्य) एवं 'ख' (चार्ट पेपर पर चिपकाएँ) पृष्ठ सं० १८)
- ग) पाठ-३ ग्राम्य जीवन (लीक से हटकर - अनुच्छेद लेखन, पुस्तक कार्य पृष्ठ सं० २६)
- घ) पाठ-६ आओ पेड़ लगाएँ (केवल पठन हेतु पृष्ठ सं० ६५)

Maths (to be done in Homework notebook)

New Enjoying Mathematics Part-2

1. Maths & Art pg. no. 69
2. Project pg. no. 74
3. Chapter Check Up pg. no. 81
4. Time : (pg. no. 95) Ex. 12(E) - Q.2(e)
5. Time: Data Connect (Pg. No. 95)
6. Revise Tables from 2 to 15

Science

Ch. Digestion and Teeth: Create a comic strip that narrates the Journey of a Piece of Food through the digestive system & Let's Do It-2 (to be done in Notebook)

Social Studies

1. Write right (Pg.no.83): (to be done in the notebook)
Imagine there is a shortage of drinking water in your locality...
Write a letter to the Director of your city's Water Board bringing to their notice the misuse of water and the wastage that is taking place in your locality. Request them to urgently take action on these issues.
2. Art Work (Pg.no.71): For your summer vacation, you travelled by train from Kerala to Jammu and Kashmir. Write a letter to your friend describing the different types of soil you saw as the train cut across the southern plateau, the northern plains and the Himalayas, on its way to Jammu and Kashmir.

Computer Science

- * Cyber Assignment 3 (given in Enrichment booklet)
- * National Cyber Olympiad Paper (given in the book on Pg. 119-120)

Drawing & Craft

Pg. No. 46, 48 and 51.

Note