

## Yearly Syllabus

**ENGLISH**

| <b>MONTH</b> | <b>UNIT/CONTENT</b>                                                                                    | <b>EXPECTED LEARNING OUTCOMES</b>                                                                                                                                                                                                                                                          | <b>ACTIVITIES/HOMEWORK</b>                                                                                                                                                                                                                                                                                                             | <b>VALUE/SKILLS</b>                                                                                                                                |
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| April        | L1- A Legend of Rubezahl<br><br>Grammar L11- Types of sentences                                        | - To read the lesson and comprehend it and understand the importance of gifts.<br><br>- To know the types of sentences: Statement, Question, Exclamation. Formation of positive and negative sentences.                                                                                    | - Game in the class related to homophones. Make 4 teams of students and ask them to give homophones pair along with the meaning of each word in the pair.<br><br>- Sentence creation game. Make 5 groups of the students. Tell students to frame one sentence of each type of sentence. The team that makes the sentences first, wins. | - A gift is a gift and should not be disrespected.<br>- Words have power.<br><br>- To understand the types of sentences and how to frame sentences |
| June         | Poem 2- The Mountain and the Squirrel<br><br>L3- The One That Got Away<br><br>L4- A Case of the Grumps | - To identify the rhyming words in the poem and try to frame sentences using them.<br>-The students will understand about Ralph Waldo Emerson's work.<br><br>-To read and comprehend the lesson.<br>- Students listen to the pronunciation of words.<br>-To introduce a word-like setting. | - List a few rhyming words that the students are familiar with other than in the poem. (Literature notebook)<br><br>- Sensory Garden Activity: Students will be taken to the sensory garden to observe their surroundings.<br><br>- Pick students randomly for answers like true or false.                                             | - Respect each other.<br><br>- Being aware of the surroundings.<br><br>- Skills: speaking<br>- Value: Empathy,                                     |

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|  | <p>Grammar L1- Nouns</p> <p>L2- Articles<br/>L3- Personal and Possessive Pronouns.</p> | <p>-To read and comprehend the lesson and to understand the plot of the story.</p> <p>-To know new words.<br/>- Students listen to the pronunciation of new words.</p> <p>- To learn and identify nouns and be able to give examples.<br/>- To understand the types of nouns and use them to frame correct sentences. (some, any)</p> <p>-To use a, an, the to frame sentences.<br/>-To learn the use of personal and possessive nouns.<br/>- To learn the use of apostrophes.</p> | <p>- Write two phrases, explain their meaning and frame a sentence.</p> <p>Quiz on types of nouns. (Class activity)<br/><a href="https://youtu.be/aolmjyuViO8">https://youtu.be/aolmjyuViO8</a></p> <p>Video on countable and uncountable nouns.<br/><a href="https://youtu.be/Op2M9NAgE_k">https://youtu.be/Op2M9NAgE_k</a></p> <p>- Worksheet on picture composition<br/><a href="https://www.youtube.com/watch?v=56XiTvKHU38">https://www.youtube.com/watch?v=56XiTvKHU38</a><br/><a href="https://www.youtube.com/watch?v=pbpnnvwb5wQ">https://www.youtube.com/watch?v=pbpnnvwb5wQ</a></p> | <p>- Importance of communication</p> <p>- To know the difference between countable and uncountable nouns</p> <p>To speak grammatically correct English.</p> |
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| MONTH | UNIT/CONTENT                                    | EXPECTED LEARNING OUTCOMES                                                                                                                                                                                                | ACTIVITIES/HOMEWORK                                                                                                                                                                                                                                                                                      | VALUE/SKILLS                                                                                                              |
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| July  | <p>Poem 5- Paper Boats</p> <p>L7- Baba Yaga</p> | <p>To learn and recite the poem with proper intonation.<br/>-The students will understand about Rabindranath Tagore's work.</p> <p>-To read and comprehend the lesson.<br/>- To differentiate between myth and facts.</p> | <p>- Discuss about the dreams you have seen and the games you play as a kid.<br/>Activity- Listen to another poem by Rabindranath Tagore.</p> <p>- Book reading activity:<br/>Read a Harry Potter book and discuss about magic used for good things.</p> <p>Activity – Give yourself an Introduction</p> | <p>- Enhancing imagination</p> <p>- To be alert about things going on around us.<br/>'What goes around comes around.'</p> |

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|        | Grammar 4-<br>Position of<br>Adjectives.                                                             | - To understand and<br>identify the position and<br>Order of adjectives.                                                                                                     | Identify at least 5 adjectives from the passage<br>and try to frame new sentences from them.                                                                                                                                                                                                                           | - Understanding the<br>importance of adjectives<br>which help in framing<br>sentences.                          |
|        | L5- Helping Verbs.                                                                                   | - To understand the importance of<br>Helping Verbs<br>- To learn how helping verbs help in<br>framing a proper sentence.                                                     | Activity – Frame sentences using the given<br>helping verbs.<br><a href="https://www.youtube.com/watch?v=pefM8yrKyqg">https://www.youtube.com/watch?v=pefM8yrKyqg</a>                                                                                                                                                  | - Understanding the use of<br>helping verbs.<br>- Observation and<br>expressing their views<br>through writing. |
|        | L18- Composition-1<br>(Picture<br>Composition)                                                       | -To express their views on a<br>given picture.                                                                                                                               | <a href="https://www.youtube.com/watch?v=keBFpEdiVVU">https://www.youtube.com/watch?v=keBFpEdiVVU</a>                                                                                                                                                                                                                  | Writing in chronological<br>order.<br>Enhancing creativity                                                      |
| August | Poem 8- A Recipe for<br>Mealtime                                                                     | -To learn and recite the poem with<br>proper intonation.<br>- To identify the rhyming words<br>in the poem.<br>- The students will understand<br>the concept of family time. | - Book - Words and meanings activity:<br>Encourage students to group words according<br>to their understanding and then how each word<br>fits in one of those categories.                                                                                                                                              | - Community building,<br>social awareness.                                                                      |
|        | L9- The Band                                                                                         | -To read and comprehend the lesson.<br>-To know new words and try to<br>frame sentences from them.                                                                           | - Importance of kindness activity:<br>- Encourage the students to tell the importance<br>of kindness.<br>- Ask the students to share their own experiences<br>when they were kind to someone.                                                                                                                          | - To be kind towards every<br>entity in nature.                                                                 |
|        | Grammar L6- Simple<br>Present and Simple<br>Past<br>L7- Present<br>Continuous and Past<br>Continuous | - To know the use of simple present<br>and simple past forms<br>-To know the use of “be+ verb+ ing”                                                                          | - Solving exercises in the textbook and cloze<br>passages<br><a href="https://www.youtube.com/watch?v=69lzk fvFUqQ">https://www.youtube.com/watch?v=69lzk fvFUqQ</a><br>- Solving exercises in the textbook<br><a href="https://www.youtube.com/watch?v=GYu wpd0YShU">https://www.youtube.com/watch?v=GYu wpd0YShU</a> | - To identify and<br>differentiate between tenses                                                               |

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| September | L10- The Adjutant Bird                 | - To know who an ‘ornithologist’ is?                                                                              | - Observe the different types of birds and list them. (Video on birds. Reference- BBC/ Nat Geo)<br>Integrated with Science and Art | Qualities of birds like confidence, spreading your wings |
|           | Poem 11- The Watchmaker’s Shop.        | -To recite the poem with proper intonation and learn the rhyme scheme of the poem.<br>- Importance of time.       | - Visit a watch shop and write a paragraph in your notebook.<br>(Hyderabad clock)                                                  | - Kinaesthetic learning                                  |
|           | Grammar L8- Future Time.               | - To learn about an action that will happen in the future time.                                                   | Solving exercises in the textbook, cloze passages<br><a href="https://youtu.be/VDGJEjAmmU4">https://youtu.be/VDGJEjAmmU4</a>       | - Understand the use of future tense in a sentence.      |
|           | L18- Composition-2 (Paragraph writing) | - To understand and write a paragraph based on given cues.                                                        | - Activity in the notebook<br>Write a paragraph as per the topic given.                                                            | - Paragraph writing skills                               |
| October   | L12- Raggedy-Ann and the Kite          | -To read and comprehend the lesson.                                                                               | Activity: Write information on your favourite toy.                                                                                 | To have a sense of belonging towards your toys           |
|           | Grammar L9- Adverbs                    | - To know about adverbs of manner, place, time and frequency.<br>- To understand the use and position of adverbs. | Solving exercises in the textbook<br><a href="https://youtu.be/yFPS8yTS_Gw">https://youtu.be/yFPS8yTS_Gw</a>                       | To understand the correct usage of Adverbs               |

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| November | L13- Tomkin and the Three-Legged Stool. | -Students will learn the importance of working together to complete a task successfully.                              | - Role-play Activity                                                                                                                                         | - Keeping up with your promises                                              |
|          | L15- Laughter is the Best Medicine      | -To read and comprehend the lesson.<br>-To know new words and try to frame sentences.                                 | - Quiz activity:<br>write the name of the stream of study on the blackboard (e.g. Botanist) and tell children to make what they are related to.              | - Health is Wealth                                                           |
|          | Poem 16- Car Run                        | -To recite the poem with proper intonation<br>To be able to answer the questions.                                     | - Whom do the words describe:<br>Give a few words from the poem and ask the students to find the word addressed in the lesson.                               | - Generosity                                                                 |
|          | Grammar L10- Preposition                | -To know about the preposition of time, place and direction.                                                          | - Solving exercises in the textbook, cloze passages<br><a href="https://www.youtube.com/watch?v=G0tii3Y430I">https://www.youtube.com/watch?v=G0tii3Y430I</a> | - Recognition of preposition.                                                |
|          | L12- Using Question words               | - Understanding the usage of “How, What, When, Which, Where, Who, Whose, Why<br>- Use of verbs while asking questions | - Make a list of Questions for an interview with a community helper:<br><a href="https://youtu.be/NXY4S2aKQJY">https://youtu.be/NXY4S2aKQJY</a>              | - Confidence building by asking questions.                                   |
|          | L18- Composition-3 (Essay writing)      | To understand and write an essay using given hints.                                                                   | - How to write an essay<br><a href="https://www.youtube.com/watch?v=RodUHLwVabA">https://www.youtube.com/watch?v=RodUHLwVabA</a>                             | - Express their views through writing.<br>- Maintain the chronological order |
| December | L 17- The Story-Spirits                 | - To read and comprehend the lesson and the importance of sharing.                                                    | - Discuss about the pet you would like to have.                                                                                                              | - Loyalty                                                                    |
|          | Poem 18- Sheep                          | -To recite the poem with proper intonation                                                                            | -Pick the students randomly and ask them to frame sentences using the new words.                                                                             | - Leadership                                                                 |

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|  | Grammar L 13-<br>Subject and Predicate | - To be able to answer the questions.<br><br>- To know about the concept of subject and predicate | - Completing Sentences<br><a href="https://youtu.be/9Kr7Xt5K2Pw">https://youtu.be/9Kr7Xt5K2Pw</a> | - Understanding the connection between subject and verb |
|  | L 14- Subject-Verb Agreement           | - To know the use of Subject-Verb agreement                                                       | - Exercise Solving<br><a href="https://youtu.be/tySLFboxzyM">https://youtu.be/tySLFboxzyM</a>     |                                                         |
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| January | L 19- The Scientist who became the President | - To know about the Life of Dr A. P. J. Abdul Kalam and his achievements in the field of science.                                              | - Collect information about the projects Dr A. P. J Abdul Kalam has worked on.<br>- Talk about 'Wings of Fire'.                      | - Research skills                                      |
|         | L 20- Our Own Olympics                       | - To read and comprehend the lesson.<br>- To let the students know where and how Olympics event takes place.<br>- Develop sportsmanship spirit | - Watch an Olympic event and write about it in 8-10 sentences.                                                                       | - Empathy<br>- Sportsmanship Spirit                    |
|         | Poem 21- Mr. Nobody                          | -To recite the poem with proper intonation<br>- To learn to apologize and accept our mistakes.                                                 | - Write a short poem of your choice and read it aloud in the class with proper intonation.                                           | - Learn to apologize for our mistakes                  |
|         | Grammar L 15- Conjunctions                   | - To understand the concept of Conjunctions.                                                                                                   | Conjunction Game<br><a href="https://www.youtube.com/watch?v=dGAEvyDdYQA">https://www.youtube.com/watch?v=dGAEvyDdYQA</a>            | - To use conjunctions in forming meaningful sentences. |
|         | L 16- Homophones                             | -To know the use of homophones.                                                                                                                | Activity – In the notebook<br>Making a list of Homophones<br><a href="https://youtu.be/w0H2EV6KeRE">https://youtu.be/w0H2EV6KeRE</a> | - Enhancing Vocabulary                                 |

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|                                                   | L18- Composition-4<br>(Guided story writing) | - To understand how to write a story using the given guidelines.                              | - Story writing using guidelines<br><a href="https://www.youtube.com/watch?v=R1ahI0K22Hs">https://www.youtube.com/watch?v=R1ahI0K22Hs</a> | - Enhances writing skills |
| February                                          | L 22- Crafty Tom<br><br><b>Revision</b>      | -To do the work given to us sincerely and not hand over our responsibilities to other people. | Loud reading<br><a href="https://youtu.be/hMrnFgH-Cu8">https://youtu.be/hMrnFgH-Cu8</a>                                                   | Sincerity and discipline  |
| <b>ORALS, SUBJECT ENRICHMENT AND ANNUAL EXAMS</b> |                                              |                                                                                               |                                                                                                                                           |                           |

#### **PORTION FOR ENGLISH 2024-25**

| Class Test-I | Pre-mid Term                                                                                                    | Half Yearly                                                                                                                 | Class Test-II                                | Post-mid Term                                                                                                    | Annual                                                                                                                              |
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| Lit- L - 1   | Lit- L - 3,4<br><br>Poem - 2<br><br>Grammar- L – 1,2,3,11<br><br>L – 18 Composition- 1<br>(Picture Composition) | Lit- L – 7,9,10,<br><br>Poem – 5,8,11<br><br>Grammar- L – 2, 4,5,6, 7,8<br><br>L – 18 Composition- 2<br>(Paragraph Writing) | Lit- L – 12<br><br><br><br>Grammar- L – 9,10 | Lit- L – 12,13,15<br><br>Poem – 16<br><br>Grammar- L – 12,13, 14<br><br>L – 18 Composition- 3<br>(Essay writing) | Lit- L – 17,19,20,22<br><br>Poem – 18,21<br><br>Grammar- L – 12,13,14, 15,16<br><br>L – 18 Composition- 4<br>(Guided story writing) |

## IV SCIENCE

| Month | Unit/ Content             | Expected Learning Outcome                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Activities / Class Assignment / Home Assignment                                                                                                                                                                                                                                                                                                                                                                                                            | Values / Skills                                                                                                                                                                 |
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| April | Ls.1 How Plants Make Food | <p>To enable the students to</p> <ul style="list-style-type: none"> <li>-to understand why plants can prepare their food?</li> <li>-To understand the process of photosynthesis.</li> <li>-To understand the structure of a leaf.</li> <li>-To know the different parts of plants where excess food is stored.</li> <li>-To understand the interdependence of plants.</li> <li>-To know about some unusual plants.</li> <li>- Parasitic and Insectivorous plants.</li> </ul> | <p>Activity: To get an impression of a leaf on paper. (Pg. No.16 from TB)</p> <p><a href="https://www.youtube.com/watch?v=XIOgf3rbcdU">https://www.youtube.com/watch?v=XIOgf3rbcdU</a></p> <p>Insectivorous plants</p> <p><a href="https://www.youtube.com/watch?v=G7P3QLnXzkY">https://www.youtube.com/watch?v=G7P3QLnXzkY</a></p> <p><a href="https://youtu.be/xEF8shaU_34?si=rFeBYOCQa5dpBj0Q">https://youtu.be/xEF8shaU_34?si=rFeBYOCQa5dpBj0Q</a></p> | <ul style="list-style-type: none"> <li>-Sensitivity</li> <li>-Knowledge about various types of plants, leaves and their parts.</li> <li>-Empathy</li> <li>-Gratitude</li> </ul> |

| Month | Unit/ Content                                                                  | Expected Learning Outcome                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Activities / Class Assignment / Home Assignment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Values / Skills                                                                                                                                                                                                                                                                                             |
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| June  | <p>Ls. 13 Our Environment - Pollution</p><br><p>Ls.2 Adaptations in Plants</p> | <p>To enable the students to</p> <ul style="list-style-type: none"> <li>- Understand the concept of environment.</li> <li>- Know about land, water and air pollution.</li> <li>- Understand the importance of preventing pollution.</li> </ul><br><p>To enable the students to</p> <ul style="list-style-type: none"> <li>-classify plants according to their habitats.</li> <li>-analyze how plants are affected by their surroundings.</li> <li>- learn about water or aquatic plants.</li> <li>-learn about land or terrestrial plants.</li> </ul> | <p>- ‘Best out of waste’ – A hands-on experience of recycling and reusing.</p> <p><a href="https://www.youtube.com/watch?v=2b_G_dQRHiU">https://www.youtube.com/watch?v=2b_G_dQRHiU</a></p> <p>Make a chart to showcase – alternate products for plastic which we need in everyday life. Draw any five products that help reduce plastic waste.</p> <p>-To show that biodegradable materials rot in soil.</p> <p>Activity from tb pg. 141.</p><br><p>Make a flow chart of the plants growing in different habitats and paste pictures in your notebook.</p> <p><a href="https://www.youtube.com/watch?v=D9VuKrw7QCQ">https://www.youtube.com/watch?v=D9VuKrw7QCQ</a></p> | <p>Create awareness to protect our environment.</p> <ul style="list-style-type: none"> <li>-Sensitivity</li> <li>- Scientific attitude</li> <li>-Patriotism</li> </ul><br><ul style="list-style-type: none"> <li>-Diversity of ecosystem</li> <li>- Create awareness to protect our environment.</li> </ul> |

| Month | Unit/ Content                     | Expected Learning Outcome                                                                                                                                                                                                                                                                                                                                                                                                             | Activities / Class Assignment / Home Assignment                                                                                                                                                                                                                                                                                      | Values / Skills                                                                                                                   |
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| July  | Ls.3<br>Adaptations In<br>Animals | <p>To enable the students to</p> <ul style="list-style-type: none"> <li>-classify animals according to their habitats and feeding habits.</li> <li>-identify and enumerate the different ways in which animals protect themselves.</li> <li>-learn about adaptation to food habits and protecting themselves.</li> <li>- learn about special adaptations.</li> </ul>                                                                  | <p>Under the guidance of your parents find out Look on the internet and write the reason for the adaptations seen in polar bears. (Refer text book page no. 38)</p> <p><a href="https://www.youtube.com/watch?v=EiB-F8WnWJo">https://www.youtube.com/watch?v=EiB-F8WnWJo</a></p>                                                     | <p>Diversity of ecosystem</p> <ul style="list-style-type: none"> <li>-Empathy</li> <li>-Sensitivity</li> <li>-Courtesy</li> </ul> |
|       | Ls. 6 Digestive<br>System         | <p>To enable the students to</p> <ul style="list-style-type: none"> <li>-understand how digestion takes place in the human body.</li> <li>-learn and practice proper food habits.</li> <li>-know the importance of teeth.</li> <li>-recognize the different kinds of teeth and know the parts of a tooth.</li> <li>-learn to take proper care of teeth.</li> <li>-identify and name some useful and some harmful microbes.</li> </ul> | <p>Make a model of the digestive system using clay. Make a model of the arrangement of teeth using clay.</p> <p><a href="https://www.youtube.com/watch?v=bFczvJp0bpU">https://www.youtube.com/watch?v=bFczvJp0bpU</a><br/> <a href="https://www.youtube.com/watch?v=JN6q284KWos">https://www.youtube.com/watch?v=JN6q284KWos</a></p> | <p>Importance of digestion process in our life.</p> <p>Punctuality</p> <p>Self-awareness</p>                                      |

| Month  | Unit/ Content                  | Expected Learning Outcome                                                                                                                                                                                                                                                                                                                                                                                                                                        | Activities / Class Assignment / Home Assignment                                                                                                                                                                                     | Values / Skills                                      |
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| August | Ls.9 Solids,<br>Liquids, Gases | <p>To enable the students to</p> <ul style="list-style-type: none"> <li>- understand and define matter.</li> <li>- identify the different states of matter and compare their properties.</li> <li>- describe the change in states of matter.</li> <li>- classify soluble and insoluble substances.</li> <li>- understand the terms 'solute', 'solvent' and 'solution'.</li> <li>- describe the methods used to separate insoluble solids from liquids</li> </ul> | <p>Activities:</p> <p>To show a molecular arrangement in solids, liquids and gases (Refer to textbook page no. 92)</p> <p><a href="https://www.youtube.com/watch?v=5d4zs0ufENE">https://www.youtube.com/watch?v=5d4zs0ufENE</a></p> | <p>Scientific approach.</p> <p>Critical thinking</p> |

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| Month     | Unit/<br>Content                   | Expected Learning Outcome                                                                                                                                                                                                                                                         | Activities / Class Assignment /<br>Home Assignment                                                                                        | Values / Skills                                   |
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| September | Ls.11 Air,<br>water and<br>Weather | To enable the student to<br>-understand how the sun affects the<br>movement of air and changes the form of<br>water.<br>-learn about land breeze and sea breeze.<br>learn and appreciate how rain, dew, fog,<br>frost, hail and snow are formed.<br>-learn how water is purified. | Make a model of the Water Cycle.<br><a href="https://www.youtube.com/watch?v=4pqZTRk6eBc">https://www.youtube.com/watch?v=4pqZTRk6eBc</a> | Conservation of<br>environment.<br>Self-awareness |

| Month   | Unit/<br>Content                   | Expected Learning Outcome                                                                                                                                                                               | Activities / Class Assignment /<br>Home Assignment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Values / Skills                                                                                                    |
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| October | Ls.4<br>Reproduction<br>in Animals | To enable the student to<br>-define reproduction<br>- classify Viviparous and Oviparous<br>animals.<br>-explain the life cycle of a few viviparous<br>animals.<br>-understand parental care in animals. | Make a model of the life cycle of a butterfly. (Refer to<br>pg. No. 41 and pg 43) Oviparous and Viviparous<br>animals<br><a href="https://www.youtube.com/watch?v=HaWvVM1Pqcl&amp;t=11s">https://www.youtube.com/watch?v=HaWvVM1Pqcl&amp;t=11s</a><br><br>The life cycle of a frog: -<br><a href="https://www.youtube.com/watch?v=wmG-KvQzXbE">https://www.youtube.com/watch?v=wmG-KvQzXbE</a><br><br>The life cycle of a butterfly:<br><a href="https://www.youtube.com/watch?v=gfjBLB9ywn0">https://www.youtube.com/watch?v=gfjBLB9ywn0</a> | -Interesting facts<br>about lifecycles.<br>-Diversity of<br>ecosystem<br>-Empathy<br>-Sensitivity<br><br>-Courtesy |

| Month    | Unit/<br>Content                  | Expected Learning Outcome                                                                                                                                                                                                                                                                                                                  | Activities / Class Assignment /<br>Home Assignment                                                                                                                                                                                                  | Values / Skills                                                                          |
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| November | Ls. 7 Food –<br>Our Basic<br>Need | To enable the student to<br>-understand the necessity of food for<br>living beings.<br>-learn about different nutrients present in<br>food.<br>-understand the importance of roughage<br>and water in the diet.<br>-understand the importance of having a<br>balanced diet.<br>-learn about the different methods of food<br>preservation. | Make a chart to showcase the different food items as<br>healthy food Vs. Junk food.<br>Prepare fruit salad (Refer to textbook page no. 79)<br><a href="https://www.youtube.com/watch?v=6k9BtWuGb1c">https://www.youtube.com/watch?v=6k9BtWuGb1c</a> | -Importance of a<br>balanced diet<br><br>-Empathy<br><br>-Decision Making<br>Punctuality |

| Month    | Unit/<br>Content                 | Expected Learning Outcome                                                                                                                                                                                                                                            | Activities / Class Assignment /<br>Home Assignment                                                                                                                                                                                                                                        | Values / Skills                                                         |
|----------|----------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|
| December | Ls. 10 Force,<br>Work,<br>energy | To enable the student to<br>- explain the term force and its<br>effects<br>- analyze types of forces<br>- define work.<br>-explain the term energy<br>- differentiate between forms and<br>sources of energy<br>-To list some of the forms and<br>sources of energy. | -Design a poster with a caption to raise awareness on saving<br>electricity.<br>Activity: -To test the friction caused by different materials<br>(refer to textbook pg. no. 114)<br><a href="https://youtu.be/zbms3DBr6gk?feature=shared">https://youtu.be/zbms3DBr6gk?feature=shared</a> | -Scientific<br>attitude<br><br>-Self-awareness<br>-Creative<br>thinking |
| Month    | Unit/<br>Content                 | Expected Learning Outcome                                                                                                                                                                                                                                            | Activities / Class Assignment /<br>Home Assignment                                                                                                                                                                                                                                        | Values / Skills                                                         |
| January  | Ls.12 The<br>Solar<br>system     | To enable the student to<br>-learn and understand about stars<br>and planets.<br>-learn about the solar system.<br>-learn about satellites.<br>-movements of the earth -rotation<br>and revolution.                                                                  | To find out the time difference between Delhi and Major<br>cities of the world (pg. 129 from TB)<br><a href="https://www.youtube.com/watch?v=PEVQNY8v_A">https://www.youtube.com/watch?v=PEVQNY8v_A</a>                                                                                   | -Awareness about<br>our space<br><br>-Critical Thinking                 |

| Month                                      | Unit/Content                       | Expected Learning Outcome                                                                                                                                                                                                                                | Activities / Class Assignment / Home Assignment                                                                                                                                                                                                                                                                                                                                                           | Values/Skills                 |
|--------------------------------------------|------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| February                                   | <b>Ls.8 Clothes-Our Protection</b> | To enable the student to<br>-understand the necessity of clothes,<br>-learn about the types of clothes depending on weather, culture and profession.<br>-learn about the types of fibers used for making clothes.<br>-learn how to take care of clothes. | -Make a fabric collage dining mat by using different types of fabrics.<br>Activity: Collect small pieces of different materials. Feel their texture and paste them on aa A4 size paper.<br><a href="https://www.youtube.com/watch?v=PtHF4kd9hSE">https://www.youtube.com/watch?v=PtHF4kd9hSE</a><br><a href="https://www.youtube.com/watch?v=h8M39j_TjL0">https://www.youtube.com/watch?v=h8M39j_TjL0</a> | Civilization of Human beings. |
| March                                      |                                    | Revision                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                           | Sensitivity<br><br>Neatness   |
| ORALS, SUBJECT ENRICHMENT AND ANNUAL EXAMS |                                    |                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                           |                               |

**PORTION FOR ASSESSMENT (2024 - 2025)**

| Class test-I | Pre-mid term | Half-yearly    | Class test-II | Post-mid term | Annual         |
|--------------|--------------|----------------|---------------|---------------|----------------|
| L – 1        | L - 13, 2, 3 | L- 3, 6, 9, 11 | L – 4         | L – 4, 5, 10  | L-7, 8, 10, 12 |

## **MATHEMATICS**

| <b>Month</b> | <b>Unit/Content</b>               | <b>Expected learning outcome</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Activities / Class assignments / Home assignments</b>                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Values / Skills</b>      |
|--------------|-----------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|
| April        | L 1- Numbers and Numeration       | <ul style="list-style-type: none"> <li>-To read and write 5-digit and 6-digit numbers.</li> <li>-To compare numbers and arrange them in ascending and descending order.</li> <li>-To form greatest and smallest numbers using the given digits.</li> <li>-To round off numbers.</li> <li>-To represent numbers up to 100 in the Roman number system.</li> </ul>                                                                                                                                                                                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>--Representing numbers on an abacus (made with a box and sticks) using clay or beads.</li> <li>-Building numbers using digit cards.</li> <li>-Write your date of birth using Roman numerals.<br/> <a href="https://youtu.be/SRoMNB_8lqA">https://youtu.be/SRoMNB_8lqA</a><br/> <a href="https://youtu.be/O-0bhVachEM">https://youtu.be/O-0bhVachEM</a> </li> </ul>                                                                                  | Number sense and estimation |
| June         | L 2 – Addition and Subtraction    | <ul style="list-style-type: none"> <li>- To add and subtract 5 and 6-digit numbers with and without regrouping.</li> <li>-To apply the skill of addition and subtraction to solve real life problems.</li> <li>- To apply the properties of addition and subtraction.</li> <li>- To estimate the sum and difference.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>- Magic Square activity.</li> <li>- Write a 3-digit number. Reverse the digits of the number and add them. Do the same with the result and find a special feature of the answer.<br/> <a href="https://www.youtube.com/watch?v=wCokJYUYSZ0">https://www.youtube.com/watch?v=wCokJYUYSZ0</a> </li> </ul>                                                                                                                                             | Problem solving             |
| June         | L 3 – Multiplication and Division | <ul style="list-style-type: none"> <li>- To apply the properties of multiplication and division.</li> <li>- To compute the product using expanded notation.</li> <li>-To multiply a given number by 10,100,1000 and their multiples.</li> <li>-To multiply by 2-digit and 3-digit numbers.</li> <li>-To estimate the product.</li> <li>-To compute the quotient and remainder when a number is divided by 10,100 or 1000.</li> <li>-To divide large numbers by 1-digit and 2-digit numbers.</li> <li>-To estimate the quotient.</li> <li>- To apply the concept of multiplication and division to solve real life problems.</li> <li>-To identify the unitary method and solve the real life problems using it.</li> </ul> | <ul style="list-style-type: none"> <li>-Multiply the year of your birth with the date of birth.</li> <li>- Lattice Multiplication.<br/> <a href="https://www.youtube.com/watch?v=DGX7leZNDfE">https://www.youtube.com/watch?v=DGX7leZNDfE</a> </li> <li>-Using the digit cards make the greatest 4-digit number and the smallest 2-digit number. Divide the greater number by the smaller number.<br/> <a href="https://youtu.be/c-5bw1O3gaU">https://youtu.be/c-5bw1O3gaU</a> </li> </ul> | Accuracy and Precision      |

|           |                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                        |
|-----------|----------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|
| July      | L 6 – Basic Geometrical Concepts | <ul style="list-style-type: none"> <li>-To define simple geometrical concepts such as point, line, ray, and line segment.</li> <li>-To measure a line segment and draw a line segment of given length.</li> <li>-To define and classify polygons.</li> <li>- To define angle, identify its interior and exterior and classify angles.</li> <li>- To classify triangles based on sides.</li> <li>-To identify a circle and its parts.</li> <li>-To draw a circle of given radius.</li> <li>- To draw nets of cube, cuboid and some other solid shapes.</li> </ul>                                                                                                                 | <ul style="list-style-type: none"> <li>- Make beautiful designs by drawing circles.</li> <li>-Find the centre of a circle and the relation between radius and diameter by paper folding.</li> <li>-Prepare a pen stand using old bangles, a piece of cardboard ,glue and a thick sheet of paper.</li> <li>- <a href="https://www.youtube.com/watch?v=J-kLTQPNnPc">https://www.youtube.com/watch?v=J-kLTQPNnPc</a></li> <li>- <a href="https://www.youtube.com/watch?v=1VSun4wX7UQ">https://www.youtube.com/watch?v=1VSun4wX7UQ</a></li> </ul> | Spatial sense          |
| July      | L 4 –Factors and Multiples       | <ul style="list-style-type: none"> <li>-To list the factors of a number.</li> <li>-To test the divisibility of numbers.</li> <li>-To list the multiples of a number.</li> <li>-To recognize the prime and composite numbers.</li> <li>-To prime factorize a number.</li> <li>-To find the HCF and LCM of a number.</li> </ul>                                                                                                                                                                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>-Find the factors of small numbers using squared paper.</li> <li>-Find out pairs of factors for any 5 numbers using carrom coins.</li> <li><a href="https://youtu.be/0IZyGB1qQmM">https://youtu.be/0IZyGB1qQmM</a></li> </ul>                                                                                                                                                                                                                                                                          | Accuracy and precision |
| August    | L 5 – Fractions                  | <ul style="list-style-type: none"> <li>- To define equivalent fractions and find fractions equivalent to a given fraction.</li> <li>-To reduce the given fraction to the lowest form.</li> <li>- To differentiate between like and unlike fractions, proper and improper fractions.</li> <li>- To define unit fractions and mixed fractions.</li> <li>- To convert an improper fraction into a mixed fraction and vice versa.</li> <li>- To compare two or more given fractions and arrange them in ascending and descending order.</li> <li>- To compute the sum and difference of two fractions.</li> <li>- T apply the concept of fractions in real-life problems.</li> </ul> | <ul style="list-style-type: none"> <li>-Form equivalent fractions using coloured paper strips and a plain paper.</li> <li>-Magic square activity.</li> <li><a href="https://youtu.be/AQZE-xEeleg">https://youtu.be/AQZE-xEeleg</a></li> <li><a href="https://youtu.be/N3_8MmaiLE">https://youtu.be/N3_8MmaiLE</a></li> </ul>                                                                                                                                                                                                                  | Reasoning              |
| September | L 7 – Patterns and Symmetry      | <ul style="list-style-type: none"> <li>-To create and extend patterns in numbers and shapes.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>- Create symmetrical figures by using a rectangular sheet of paper and ink.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                 | Logical Reasoning      |

|          |                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                   |
|----------|--------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|
|          |                          | <ul style="list-style-type: none"> <li>-To define symmetrical figures.</li> <li>-To define and identify line of symmetry.</li> <li>- To locate the line of symmetry in various figures.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <a href="https://www.youtube.com/watch?v=ZXU28FhYY_M">https://www.youtube.com/watch?v=ZXU28FhYY_M</a>                                                                                                                                                                                                                                                                                                                                            |                                   |
| October  | L 8 - Perimeter and Area | <ul style="list-style-type: none"> <li>-To define perimeter and area.</li> <li>-To compute the perimeter of simple 2-D shapes by adding all the sides and express it with appropriate units.</li> <li>-To derive the formula to calculate the perimeter of a triangle, square and rectangle.</li> <li>-To find the perimeter of irregular shapes.</li> <li>-To find the area of a shape by counting unit squares and express it with appropriate units.</li> <li>- To derive the formula to calculate the area of square and rectangle.</li> <li>-To find the area of irregular shapes.</li> <li>- To apply the concept of perimeter and area in real life.</li> </ul> | <ul style="list-style-type: none"> <li>-Trace the outline of your palm on a square lined paper and find its approximate area.</li> <li>-Measure the sides of your Mathematics textbook and find its perimeter.</li> </ul> <a href="https://youtu.be/1jDmKDF_KoU">https://youtu.be/1jDmKDF_KoU</a><br><a href="https://youtu.be/AfT-7AlVVyw-">https://youtu.be/AfT-7AlVVyw-</a>                                                                   | Reasoning Inquiry                 |
| November | L 9– Measurement         | <ul style="list-style-type: none"> <li>-To identify the standard units of measurement of length, weight and capacity in the metric system and state the relationship between the units.</li> <li>-To convert smaller units into bigger units and vice versa.</li> <li>-To add and subtract units of length, weight and capacity.</li> <li>-To solve real-life problems related to measurement.</li> </ul>                                                                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>-Make lemonade using the measurements given for each ingredient.</li> <li>-Measure the length of your pencil in centimetre and convert it into metre.</li> </ul> <a href="https://youtu.be/02c3_uJKXvw">https://youtu.be/02c3_uJKXvw</a><br><a href="https://youtu.be/qP7qubT1O-w">https://youtu.be/qP7qubT1O-w</a><br><a href="https://youtu.be/5f-oS8TWIrQ-">https://youtu.be/5f-oS8TWIrQ-</a>          | Accuracy, Precision and Reasoning |
| December | L 10 – Money             | <ul style="list-style-type: none"> <li>- To read and express the amount of money using various denominations.</li> <li>- To convert rupees into paise and paise into rupees.</li> <li>- To add and subtract money.</li> <li>- To multiply and divide money by a whole number.</li> <li>- To apply the concept of money in real life problems.</li> </ul>                                                                                                                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>-Find two bills in decimals with different amounts. Subtract the smaller amount from the bigger amount.</li> <li>- Find out the currency of the given countries.</li> </ul> <a href="https://youtu.be/eQop8HnDysk">https://youtu.be/eQop8HnDysk</a><br><a href="https://youtu.be/lGXAjbYwcC8">https://youtu.be/lGXAjbYwcC8</a><br><a href="https://youtu.be/ckfkl9PGpGU">https://youtu.be/ckfkl9PGpGU</a> | Accuracy, Precision and Reasoning |

|          |                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                         |                              |
|----------|---------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|
| January  | L 11 – Time         | <ul style="list-style-type: none"> <li>-To read and write time to exact minutes.</li> <li>- To read and write time to the nearest seconds.</li> <li>-To write time using a.m. and p.m.</li> <li>-To relate the 12-hour clock and 24-hour clock.</li> <li>-To convert the unit of time.</li> <li>- -To add and subtract time.</li> <li>- To calculate the elapsed time.</li> <li>- To deduce the time between two dates on a calendar.</li> </ul> | <ul style="list-style-type: none"> <li>-Note down the time of your daily routine according to 12-hour clock and convert it to 24-hour clock.</li> <li>-Prepare a time line using the given information.</li> </ul> <a href="https://youtu.be/Lj4YxVZWLVU">https://youtu.be/Lj4YxVZWLVU</a>                                                              | Critical thinking            |
| February | L 12– Data Handling | <ul style="list-style-type: none"> <li>-To read, interpret and draw tally chart.</li> <li>-To read, interpret and draw a pictograph.</li> <li>- To read and interpret a bar graph.</li> </ul>                                                                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>-Note down the birth month of each student in the class. Put the data in a table and insert the tally marks. Represent the data using a bar graph.</li> </ul> <a href="https://youtu.be/G6VeLmKOfZ8">https://youtu.be/G6VeLmKOfZ8</a><br><a href="https://youtu.be/YIb-JyLLxwQ">https://youtu.be/YIb-JyLLxwQ</a> | Reasoning and Representation |
| March    | Revision and Orals  | Revision and Orals                                                                                                                                                                                                                                                                                                                                                                                                                               | Revision and Orals                                                                                                                                                                                                                                                                                                                                      | Revision and Orals           |

#### PORTION FOR ASSESSMENT (2024-2025)

| Class Test-I | Pre-Mid Term | Half Yearly       | Class test-II | Post-Mid Term | Annual                 |
|--------------|--------------|-------------------|---------------|---------------|------------------------|
| L - 1        | L – 1,2,3,6  | L –1,2,3, 4,5,6,7 | L – 8         | L –4,5,8,9    | L –2,3,4,5, 9,10,11,12 |

## SOCIAL SCIENCE

| Month | Unit/ Content              | Expected Learning Outcome                                                                                                                                                                                                                                                                                                                                                                                                                        | Activities / Class Assignment / Home Assignment                                                                                                                                                                                                                              | Values / Skills                                            |
|-------|----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|
| April | L1- Landforms of the World | To enable the students to<br>-know the different types of landforms of the world.<br>-explain landforms.<br>-define major and minor landforms and differentiate between them.<br>-identify the features of the major landforms of the Earth and give examples of each.<br>-identify the features of the minor landforms of the Earth and give examples of each.<br>-mark the location of some of these landforms on an outline map of the world. | -Find information on the tallest mountain, longest river and largest desert in the world and stick pictures about the same in the classwork notebook.<br><br><a href="https://youtu.be/Qptamt5jGUE?si=HKtqRHPx_s4SfwGN">https://youtu.be/Qptamt5jGUE?si=HKtqRHPx_s4SfwGN</a> | - Awareness.<br><br>-Sensitivity<br><br>-Real-life connect |

| Month | Unit/ Content              | Expected Learning Outcome                                                                                                                                                                                                                                                | Activities / Class Assignment / Home Assignment                                                                                                                                                                                                                                                                                                                                 | Values / Skills                                                                    |
|-------|----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|
| June  | L2- India                  | To enable the students to<br>-describe the location of India and mark it on a map.<br>-identify and name the countries that neighbour India.<br>-identify the states and union territories of India on an outline map of India.<br>-name the physical features of India. | -Quiz on states and their capitals.<br>-RESEARCH-Find out the following about any one neighbouring country of India.<br>i. name of the neighbouring country<br>ii. it's capital<br>iii. the main language<br>iv. a famous monument<br>v. a popular festival.<br><a href="https://youtu.be/4Ah3FSUrMJs?si=xQRMQs5u568WXi5c">https://youtu.be/4Ah3FSUrMJs?si=xQRMQs5u568WXi5c</a> | -Empathy<br>-Inter-personal relation<br>Egalitarianism , Democracy, And secularism |
|       | L3- The Northern Mountains | To enable the students to<br>-describe the structure of the Himalayas in India<br>-visualize the life of the people who live in the regions covered by the Himalayas.<br>-assess the importance of the Himalayas to India.                                               | Activity-<br>- Find out the names of unique wild animals and birds found in the Himalayan region. Collect their pictures. Paste them on a chart paper. Write two lines about each one of them.<br><a href="https://www.youtube.com/watch?v=_awOes4OM5U">https://www.youtube.com/watch?v=_awOes4OM5U</a>                                                                         | -Empathy<br>-Inter-personal relation<br>-Sensitivity<br>-Patriotism                |

| Month | Unit/<br>Content            | Expected Learning Outcome                                                                                                                                                                                                                                                                                                                                   | Activities / Class Assignment /<br>Home Assignment                                                                                                                                                                                                                                     | Values / Skills                                                                               |
|-------|-----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|
| July  | L4- The Northern plains     | <p>To enable the students to</p> <ul style="list-style-type: none"> <li>-describe the physical features of the Northern Plains.</li> <li>-describe the life and occupation of the people living in this region.</li> <li>-locate the states, cities covered by the Northern Plains and the rivers flowing through the plains on a map of India.</li> </ul>  | <p>Activity-</p> <p>To create a model of Ganga Basin using cardboard/ clay/ paper mache/paints/ cotton/ wool etc.</p> <p><a href="https://www.youtube.com/watch?v=2eit8arQ6yg">https://www.youtube.com/watch?v=2eit8arQ6yg</a></p>                                                     | <p>-To develop a civic sense and conservation of soil.</p> <p>-Empathy</p> <p>-Patriotism</p> |
|       | L5- The Great Indian Desert | <p>To enable the students to</p> <ul style="list-style-type: none"> <li>-describe the physical features, climate, vegetation and wildlife of the Thar Desert.</li> <li>- describe the life and occupations of the people living in the Thar Desert.</li> </ul>                                                                                              | <p>-Tie and Dye Activity which portrays the handicraft of Deserts.</p> <p>-Research Activity-</p> <p>How can deserts be beneficial for energy conservation?</p> <p><a href="https://youtu.be/CdRG_EIcYJk?si=NqKwH5-fa0a6O5KK">https://youtu.be/CdRG_EIcYJk?si=NqKwH5-fa0a6O5KK</a></p> | <p>Acknowledging the lifestyle of the people living in desert areas.</p> <p>-Empathy</p>      |
|       | L6- The Southern Plateau    | <p>To enable the students to</p> <ul style="list-style-type: none"> <li>-describe the location and physical features of the Southern Plateau region.</li> <li>-describe the life and culture of the people living there.</li> <li>-locate the Southern Plateau and the states covered by it and the rivers flowing through it on a map of India.</li> </ul> | <p>Map work-</p> <p>On a political map of India, mark 10 important cities in the Southern Plateau.</p> <p>-Visiting the Social Science Lab to observe various landforms taught till now.</p> <p><a href="https://youtu.be/R39_hVmiazc">https://youtu.be/R39_hVmiazc</a></p>            | <p>Preparing oneself for Natural Calamities</p> <p>-(Earthquakes) disaster management</p>     |

| Month  | Unit/<br>Content                   | Expected Learning Outcome                                                                                                                                                                                                                  | Activities / Class Assignment /<br>Home Assignment                                                                                                                                                                                                                              | Values / Skills                                                                             |
|--------|------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|
| August | L7- The Coastal Plains and Islands | To enable the students to<br>-classify coastal regions of India.<br>-describe the lifestyle of the coastal population.<br>-discuss how geography affects the lifestyle of the coastal population.                                          | Activity-<br>Make a poster on the topic- ‘Save our beaches’<br>Map work-<br>Mark the seaports on both the coastal plains on a political map of India.<br><a href="https://youtu.be/G-9gs3YWAyY?si=B59j1Jw_pzNWOVCC">https://youtu.be/G-9gs3YWAyY?si=B59j1Jw_pzNWOVCC</a>        | -Protecting the beaches from getting polluted.<br><br>-Sensitivity                          |
|        | L8- The Climate of Our Country     | To enable the students to<br>-define weather and climate.<br>-distinguish between weather and climate<br>-describe the major seasons of India.                                                                                             | -Group project- Students will explain the difference between the climate of the two states.<br>-Collage on Global Warming related to deforestation and climate change.<br><a href="https://www.youtube.com/watch?v=_ehjdWJwZO0">https://www.youtube.com/watch?v=_ehjdWJwZO0</a> | -Measures to protect our environment.<br><br>-Sensitivity                                   |
|        | L9- Natural Resources              | To enable the students to<br>-explain what are natural resources.<br>-differentiate between non-renewable and renewable resources.<br>- explain the importance of each resource.<br>-recognize the importance of saving natural resources. | Group project- Each group will take up one natural resource allotted to them and prepare a project file.<br><a href="https://www.youtube.com/watch?v=3DzUGyh7AiU">https://www.youtube.com/watch?v=3DzUGyh7AiU</a>                                                               | -Developing critical thinking;<br><br>-importance of being eco-friendly<br><br>-Sensitivity |

| Month     | Unit/<br>Content            | Expected Learning Outcome                                                                                                                                                                                                                                                                                                                                                                                                              | Activities / Class Assignment /<br>Home Assignment                                                                                                                                                                                                                                                                                                                                 | Values /<br>Skills                                        |
|-----------|-----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|
| September | L10-<br>Soils of<br>India   | <p>To enable the students to</p> <ul style="list-style-type: none"> <li>-explain the process of soil formation.</li> <li>-name the six types of soils found in India and identify their features.</li> </ul> <p>-locate the six types of soil on a map of India.</p> <ul style="list-style-type: none"> <li>- define soil erosion and explain why soil erosion takes place.</li> <li>-suggest ways to prevent soil erosion.</li> </ul> | <p>Artwork:</p> <p>Make a greeting card with soil. Collect different types of soil-sandy, black, red, and so on. Draw a design on the card with a pencil. Spread glue inside the design. Press the different types of soil on the glue. You have made an 'Earth'.</p> <p><a href="https://www.youtube.com/watch?v=csjtnlFhq_c">https://www.youtube.com/watch?v=csjtnlFhq_c</a></p> | <p>-Prevent soil erosion.</p> <p>-Gratitude</p>           |
|           | L11-<br>Forests<br>of India | <p>To enable the students to</p> <ul style="list-style-type: none"> <li>-define 'natural vegetation'.</li> <li>-explain the importance of forests.</li> <li>-describe the types of forests and where they occur in India.</li> <li>-discuss steps that have been taken for the conservation of forests and wildlife.</li> <li>-suggest ways in which you can contribute towards the conservation of forests.</li> </ul>                | <p>Role play on conservation of forest</p> <p><a href="https://www.youtube.com/watch?v=9LEYxgkwS5">https://www.youtube.com/watch?v=9LEYxgkwS5</a></p>                                                                                                                                                                                                                              | <p>-</p> <p>Conservation of forests</p> <p>-Gratitude</p> |

| Month   | Unit/<br>Content            | Expected Learning Outcome                                                                                                                                                                                                                                                                                                                                                                 | Activities / Class Assignment /<br>Home Assignment                                                                                                                                              | Values /<br>Skills                                 |
|---------|-----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------|
| October | L12- Our<br>Water<br>Wealth | <p>To enable the students to</p> <ul style="list-style-type: none"> <li>-explain how water resources are distributed on the surface of the Earth.</li> <li>-list the sources of fresh water on the Earth.</li> <li>-discuss the different ways in which we access this water.</li> <li>-explain why there is a shortage of water on the Earth and suggest ways to conserve it.</li> </ul> | <p>Poster Making-</p> <p>Prepare a poster on various ways to conserve water.</p> <p><a href="https://www.youtube.com/watch?v=mwWPwwU5 EUg">https://www.youtube.com/watch?v=mwWPwwU5 EUg</a></p> | <p>- Save Water, Save Life</p> <p>- -Gratitude</p> |

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|  | L13- Our Mineral Wealth | <p>To enable the students to</p> <ul style="list-style-type: none"> <li>-define mineral and mining.</li> <li>-define metals and non-metals and describe their distribution in India.</li> <li>-explain the need to conserve our mineral wealth.</li> </ul> | <p>Lab Activity-</p> <p>Observing and differentiating between the types of rocks.</p> <p>-To exhibit things made from different metals and non-metals</p> <p><a href="https://www.youtube.com/watch?v=3Gz1H89lMHc">https://www.youtube.com/watch?v=3Gz1H89lMHc</a></p> | Importance of Reduce, Reuse and Recycle |
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| Month    | Unit/<br>Content                   | Expected Learning Outcome                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Activities / Class Assignment /<br>Home Assignment                                                                                                                                                                                                                                                                                                                                      | Values / Skills                                                                                                    |
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| November | L14- Agriculture and Industries    | <p>To enable the students to</p> <ul style="list-style-type: none"> <li>-define agriculture.</li> <li>-name the major crops grown in India.</li> <li>-explain what the Green Revolution was and its impact on agriculture.</li> <li>-define industries.</li> <li>describe the different types of industries</li> <li>-name the major industries in India.</li> <li>-appreciate the importance of cottage and small-scale industries in India.</li> </ul>                                                                                        | <p>-Street play to show how both sectors affect each other.</p> <p><a href="https://www.youtube.com/watch?v=1jzTUyC4e20">https://www.youtube.com/watch?v=1jzTUyC4e20</a></p>                                                                                                                                                                                                            | <p>To appreciate the policy made by the govt.</p> <p>‘Make in India’</p> <p>-Self-awareness</p> <p>-Patriotism</p> |
|          | L15- The Indus Valley Civilization | <p>To enable the students to</p> <ul style="list-style-type: none"> <li>-discuss the various stages of progress in human life which led to the development of civilization.</li> <li>-explain the meaning of civilization.</li> <li>-describe the location of Indus Valley Civilization.</li> <li>-describe the well-planned nature of its cities.</li> <li>-describe the life of the Indus Valley people.</li> <li>-discuss the reasons for the decline of the Civilization.</li> <li>-appreciate the achievements of Civilization.</li> </ul> | <p>Model-making: Work in groups. Refer to books and the Internet for pictures of the Indus</p> <p>Valley cities. Each group should create a model of an Indus Valley city, using empty matchboxes, old shoeboxes, clay and so on and display it in the class</p> <p><a href="https://youtu.be/eUGAj9uyHrQ?si=vfrjDwNlojIXrimg">https://youtu.be/eUGAj9uyHrQ?si=vfrjDwNlojIXrimg</a></p> | <p>-Patriotism</p> <p>-Gratitude</p> <p>-Inter-personal relation</p>                                               |

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| month    | Unit/<br>Content                       | Expected Learning Outcome                                                                                                                                                                                                                                                                                                                                      | Activities / Class Assignment /<br>Home Assignment                                                                                                                                                                                                                                                                                                                                                                                                                              | Values /<br>Skills                                            |
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| December | L16- Some Great Kingdoms from Our Past | To enable the students to<br>-discuss the features of the Vedic Age.<br>-describe the rise of the earliest kingdoms and empires, namely those of the Mauryas, the Guptas, the Chalukyas, the Pallavas, the Rajputs and the Cholas.<br>- name some of the great rulers from the past.                                                                           | Research and present:<br>Around 2,600 years ago, two great religious leaders lived in India-Mahavira and the Buddha. Work in groups and do a project on either one of them. Find out: Who were they? What did they teach? Do people still follow their teachings? Present your findings in class in the form of a chart, a lap book or a digital presentation.                                                                                                                  | -Patriotism<br><br>-Gratitude<br><br>-Inter-personal relation |
|          | L 17 Our Cultural and Heritage         | To enable the students to<br>-prepare a list of the official languages of India.<br>-describe some forms of traditional Indian clothing.<br>-differentiate between classical and folk dance and music.<br>-describe some forms of painting in India.<br>-cite examples of some important works of Indian architecture.<br>-describe some of India's festivals. | Activity-<br>Find out about the Rajput ruler, Prithviraj Chauhan. Write a short story about him, form groups and enact the story in class.<br><a href="https://youtu.be/g93-G_vhkTo?si=KoDuiCOvvQ3JzLCF">https://youtu.be/g93-G_vhkTo?si=KoDuiCOvvQ3JzLCF</a><br><br>-Class Presentation- a group of 4-5 students will represent the state allotted to them.<br><a href="https://youtu.be/VFt1Fl--zxQ?si=e74eLMb_gRERCpoK">https://youtu.be/VFt1Fl--zxQ?si=e74eLMb_gRERCpoK</a> | -Patriotism<br><br>-Gratitude                                 |

| Month   | Unit/<br>Content           | Expected Learning Outcome                                                                                                                                                                                                                  | Activities / Class Assignment /<br>Home Assignment                                                                                                                                                            | Values / Skills                                      |
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| January | L18- Our Rights and Duties | To enable the students to<br>-explain the meaning of 'Constitution'.<br>-define the terms 'sovereign' 'secular' 'socialist' 'democratic' and 'republic'.<br>-list some of the fundamental rights and duties laid down in our constitution. | Being a responsible citizen of the country.<br><br>Debate on fundamental rights and duties<br><a href="https://youtu.be/SeFeeayxWW8?si=HIE32rnBpDiEmS5B">https://youtu.be/SeFeeayxWW8?si=HIE32rnBpDiEmS5B</a> | -Patriotism<br><br>-Gratitude                        |
|         | L19 Our National Symbols   | To enable the students to<br>-define national symbols.<br>-describe the importance of India's National Flag, National Emblem and National Anthem.                                                                                          | Draw and colour the national symbols in your notebook and write 2-3 sentences about them<br><a href="https://youtu.be/vwh306S5h30?si=r3qLLRQzkNIpXg4w">https://youtu.be/vwh306S5h30?si=r3qLLRQzkNIpXg4w</a>   | Protecting our national monuments.<br><br>-Gratitude |

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| Month    | Unit/<br>Content           | Expected Learning Outcome                                                                                                                                                                                                                                                                                                                                             | Activities / Class Assignment /<br>Home Assignment                                                                                                                                                                                                                        | Values / Skills                                              |
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| February | L20 Saving the Environment | To enable the students to<br>-define 'environment'.<br>-differentiate between natural environment and human-built environment.<br>-distinguish between needs and wants<br>-define pollution.<br>-discuss the meaning, causes and effects of land pollution, water pollution and air pollution.<br>-demonstrate the ways to reduce pollution and save the environment. | <ul style="list-style-type: none"> <li>Prepare a chart on types of pollution and measures to prevent it. Have a group discussion in the class.</li> </ul> <a href="https://youtu.be/gEk6JLJNg0U?si=iUl2mlXeq9ixSlcD">https://youtu.be/gEk6JLJNg0U?si=iUl2mlXeq9ixSlcD</a> | - Saving the environment<br><br>Patriotism<br><br>-Gratitude |

| Class Test-I | Pre-mid Term | Hal,f Yearly      | Class Test-II | Post-mid Term | Annual               |
|--------------|--------------|-------------------|---------------|---------------|----------------------|
| L- 1         | L-2,3,4      | L-5,6,7,8,9,10,11 | L- 12         | L-12,13,14    | L- 14,15,16,17,18,19 |

| महीना  | पाठ का नाम                                                                                       | अपेक्षित कुशलताएँ                                                                                                                          | सुझावित क्रियाकलाप                                          | उद्देश्य / मूल्य                                                                                                                                                                                                                           |
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| अप्रैल | <b>पाठमाला :-</b><br><br><b>१.</b><br>(क) हे जग के स्वामी<br>(कविता)<br><br>(ख) भारत<br>(कविता)  | <ul style="list-style-type: none"> <li>पर्यायवाची</li> <li>विलोम</li> <li>श्रुतिसम भिन्नार्थक शब्द</li> <li>अनुस्वार - अनुनासिक</li> </ul> | छात्र उनको ज्ञात देशभक्ति पर आधारित गीत कक्षा में सुनाएँगे। | <ul style="list-style-type: none"> <li>सहयोग , सहभागिता</li> <li>सकारात्मकता</li> <li>प्रगति, श्रम, प्रेम</li> <li>प्रार्थना का भाव</li> </ul> <p>➤ छात्र इन भावों को जानेंगे तथा उन्हें आत्मसात करेंगे।</p> <p>➤ विषय एकीकरण समझेंगे।</p> |
|        | <b>व्याकरण :-</b><br><br><ul style="list-style-type: none"> <li><b>पाठ १ – संज्ञा</b></li> </ul> | <ul style="list-style-type: none"> <li>संज्ञा की परिभाषा</li> <li>संज्ञा के भेद और उनके उदाहरण</li> </ul>                                  | शैक्षणिक साधनोंद्वारा संज्ञा के भेदों को पहचानना।           | छात्र संज्ञा के भेद पहचान सकेंगे।                                                                                                                                                                                                          |

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| जून   | <p><b>पाठमाला :-</b></p> <p>२. काजीरंगा<br/>( पर्यावरण लेख )</p> <p><b>व्याकरण :-</b></p> <p>पाठ – २ लिंग</p> | <ul style="list-style-type: none"> <li>• संधि</li> <li>• अनेक शब्दों के लिए एक शब्द</li> <li>• एकार्थक प्रतीत होने वाले शब्द</li> <li>• संज्ञा और उसके भेद</li> <li>• सर्वनाम</li> <li>• विशेषण</li> <li>• क्रिया</li> </ul> <p>परिभाषा , भेद, उदाहरण</p> | <p>भारत के विभिन्न राज्यों में स्थित राष्ट्रीय उद्यानों के विषय में जानकारी प्राप्त करना तथा उसकी सूची बनाना ।</p> <p>Text Book Page No. 30</p> | <p>छात्रों में वन्य प्रदेश, वन्य-जीवन, पशु व जीव-जगत के प्रति संवेदना, प्रकृति के प्रति उदारता, पर्यटन, सौंदर्य-भाव विकसित होगा ।</p> <p>छात्र लिंग भेदों को समझेंगे तथा वाक्य प्रयोग भी करेंगे ।</p> |
| जुलाई | <p>३. घमंडी का बाग<br/>(अनुदित कहानी)</p> <p><b>व्याकरण :-</b></p> <p>पाठ – ३ वचन</p>                         | <ul style="list-style-type: none"> <li>• विशेषण-विशेष्य</li> <li>• वर्ण-विच्छेद</li> <li>• क्रिया</li> <li>• अनुस्वार-अनुनासिक</li> <li>• वचन</li> </ul> <p>परिभाषा , भेद, उदाहरण</p>                                                                     | <p>मौसम के अनुसार उगने वाली सब्जियों और फलों का चार्ट बनाना ।</p> <p>Text Book Page No. 38</p>                                                  | <p>छात्रों में सौंदर्य-भाव, कर्तव्य, समग्रता, समावेशी दृष्टिकोण के प्रति जागरूकता बढ़ेगी । छात्र करुणा, संवेदनशीलता, जिज्ञासा आदि भावनाओं को समझेंगे ।</p> <p>छात्र एकवचन, बहुवचन को समझेंगे ।</p>    |

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| अगस्त  | <b>पाठमाला :-</b><br><br>४. कुटकुट और अनार (कहानी)                                | <ul style="list-style-type: none"> <li>क्रिया विशेषण</li> <li>भाववाचक संज्ञा</li> <li>लिंग</li> <li>क्रिया</li> <li>विशेषण</li> <li>करक-चिह्न</li> <li>पर्यायवाची</li> <li>वर्ण-विच्छेद</li> </ul> | अनार और गिलहरी के चित्र में रंग भरना  <br>Text Book Page No. 48                | छात्र भाईचारे की भावना, दोस्ती, संवेदना, त्याग, समर्पण, मदद करना सीखेंगे                                                                                   |
|        | <b>व्याकरण :-</b><br><br>पाठ – ४ अनुच्छेद - लेखन<br><br>पाठ – ५ अपठित-गद्यांश     |                                                                                                                                                                                                    |                                                                                | छात्र दिए गए विषय पर अपना मत अनुच्छेद के रूप में प्रकट करेंगे  <br><br>छात्र अपठित गद्यांश को पढ़कर खुद समझेंगे और पूछे गए प्रश्नों के उत्तर लिखना सीखेंगे |
| सितंबर | ५. कविताएँ :-<br>(क) चंदा मामा<br><br>(ख) तुम कैसे मामा<br><b>(ख) For Reading</b> | <ul style="list-style-type: none"> <li>विराम-चिह्न</li> <li>समानार्थक</li> <li>विशेषण</li> <li>सर्वनाम</li> </ul>                                                                                  | चंद्रमा की कलाओं का चित्र बनाना तथ उनके भौगोलिक कारणों की कक्षा में चर्चा करना | छात्र प्रकृति-मानव संबंध, कृतज्ञता, प्रकृति उपादानों के प्रति प्रेम और संबंध स्थापित कर पाएँगे, बातचीत करना जानेंगे                                        |
|        |                                                                                   |                                                                                                                                                                                                    |                                                                                |                                                                                                                                                            |

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|         | ६. नीरा आर्य<br>(शौर्य गाथा )                                               | <ul style="list-style-type: none"> <li>• विलोम</li> <li>• संयुक्त वर्ण</li> <li>• र के रूप</li> <li>• लिंग</li> <li>• सर्वनाम</li> </ul>                                                       | भारत की वीरांगनाओं के चित्र पहचानकर उनके नाम से मिलान करना  <br>Text Book Page No. 65 | छात्र नेतृत्व क्षमता, त्याग भावना, देशप्रेम, देश की सेवा के बदले में कुछ न माँगना तथा स्त्री शक्ति के विषय में जानेंगे                                    |
| अक्तूबर | ७. चार दोस्त<br>(संवाद )<br><b>केवल पठन हेतु</b><br><b>Only for Reading</b> | <ul style="list-style-type: none"> <li>• संज्ञा</li> <li>• विशेषण</li> <li>• वाक्य-रचना</li> <li>• मुहावरे</li> <li>• वचन</li> </ul>                                                           |                                                                                       | छात्र प्रकृति, पर्यावरण वृक्षों का महत्व, वृक्षारोपण, उनका रक्षण करना इन बातों से प्रेरित होंगे                                                           |
| अक्तूबर | पुनरावृत्ति                                                                 | अर्धवार्षिक परीक्षा                                                                                                                                                                            |                                                                                       |                                                                                                                                                           |
| नवंबर   | ८. आशा (लोककथा)                                                             | <ul style="list-style-type: none"> <li>• वर्ण-विच्छेद</li> <li>• पर्यायवाची</li> <li>• वाक्यांश के लिए एक शब्द</li> <li>• भाववाचक संज्ञा</li> <li>• विशेषण</li> <li>• पुनरुक्त शब्द</li> </ul> | भारत के विविध राज्यों के पकवानों की सूची बनाना  <br>Text Book Page No. 87             | छात्र आवश्यकता-परिस्थिति अनुकूल व्यवहार करना, समन्वय की भावना, अहंकार न करना, दूसरों को सम्मान देना, सबकी अपनी उपयोगिता होना, इन मूल्यों से प्रेरित होंगे |
|         | <b>व्याकरण :-</b>                                                           |                                                                                                                                                                                                |                                                                                       |                                                                                                                                                           |
|         | पाठ – ६ विशेषण                                                              | परिभाषा , भेद, उदाहरण                                                                                                                                                                          |                                                                                       | छात्र विशेषण संकल्पना को समझेंगे तथा उसका वाक्य में प्रयोग भी करना सीखेंगे                                                                                |
|         | ९. कविताएँ :-<br>(क) हम सब सुमन                                             | <ul style="list-style-type: none"> <li>• तत्सम</li> <li>• श्रुतिसम भिन्नार्थक शब्द</li> </ul>                                                                                                  |                                                                                       |                                                                                                                                                           |

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|        | <p>एक उपवन के<br/>(For Reading)</p> <p>(ख) मेरी अभिलाषा है</p>  | <ul style="list-style-type: none"> <li>• मुहावरे</li> <li>• वचन</li> <li>• पर्यायवाची शब्द</li> <li>• विविध व्याकरण</li> </ul>                                      | पर्यावरण संबंधी तीन R कौन-से हैं ? इनकी कक्षा में चर्चा करना ।        | छात्र मानवता, भाईचारे की भावना, अनेकता में एकता का भाव सीखेंगे ।                                                      |
|        | <p><b>व्याकरण :-</b></p> <p>पाठ – ७ वाक्यांश के लिए एक शब्द</p> | परिभाषा , उदाहरण                                                                                                                                                    |                                                                       |                                                                                                                       |
| दिसंबर | <p>१०. संसार पुस्तक है (पत्र)</p>                               | <ul style="list-style-type: none"> <li>• भाववाचक संज्ञा</li> <li>• वाक्यांश के लिए एक शब्द</li> <li>• विशेषण</li> <li>• विलोम</li> <li>• पर्यायवाची शब्द</li> </ul> | पत्र और इ-मेल के बीच का अंतर जानना ।                                  | छात्र वैज्ञानिक दृष्टिकोण, सीखने की कला, वस्तुओं का आदर सम्मान, ज्ञान प्राप्ति के स्रोत एवं साधन जानेंगे ।            |
|        | <p><b>व्याकरण :-</b></p> <p>पाठ – ८ संवाद - लेखन</p>            |                                                                                                                                                                     |                                                                       | छात्र दो व्यक्तियों के बीच के संवादों को लिखना सीखेंगे ।                                                              |
| जनवरी  | <p>११. खेलकूद और हम ( लेख )</p>                                 | <ul style="list-style-type: none"> <li>• संयुक्त वर्ण</li> <li>• विशेषण</li> <li>• भाववाचक संज्ञा</li> <li>• काल</li> <li>• विराम-चिह्न</li> </ul>                  | अलग-अलग खेलों के प्रसिद्ध खिलाड़ियों के चित्र चिपकाना तथा नाम लिखना । | छात्र सेहत के प्रति जागरूक होंगे, जीवन में खेलों का महत्व समझेंगे । इनमें आपसी सहयोग और स्वीकृति का भाव विकसित होगा । |
|        | <b>व्याकरण :-</b>                                               |                                                                                                                                                                     |                                                                       |                                                                                                                       |



|                                                                                                         |                                                                                                   | PORTION FOR<br>ASSESSMENT 2024-<br>2025                                                                                            |                                                                                                                         |                                                                                                                           |                                                                                                                                                            |
|---------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CLASS TEST-1                                                                                            | PRE-MID-TERM                                                                                      | MID TERM                                                                                                                           | CLASS TEST-2                                                                                                            | POST MID-TERM                                                                                                             | ANNUAL                                                                                                                                                     |
| <b>पाठमाला :-</b><br><br>१. कविताएँ :-<br><br>(क) हे जग के स्वामी<br>(कविता)<br><br>(ख) भारत<br>(कविता) | <b>पाठमाला :-</b><br><br>२. काजीरंगा<br>( पर्यावरण लेख )<br><br>३. घमंडी का बाग<br>(अनुदित कहानी) | <b>पाठमाला :-</b><br><br>४. कुटकुट और अनार (कहानी)<br><br>५. कविताएँ :-<br>(क) चंदा मामा<br><br>६. नीरा आर्य<br>(शौर्य गाथा )      | <b>पाठमाला :-</b><br><br>८. आशा (लोककथा)<br><br>९. कविता :-<br>(ख) मेरी अभिलाषा है<br><br>१०. संसार पुस्तक है<br>(पत्र) | <b>पाठमाला :-</b><br><br>११. खेलकूद और हम ( लेख )<br><br>१२. कविता :-<br>(ख) नया उजाला<br><br>१४. राजा और दंड<br>(कहानी ) |                                                                                                                                                            |
| <b>व्याकरण :-</b><br>* कविता के नीचे का व्याकरण                                                         | <b>व्याकरण :-</b><br>* संज्ञा<br>* लिंग                                                           | <b>व्याकरण :-</b><br>* वचन<br>* अपठित गद्यांश<br><b>रचनात्मक लेखन :-</b><br>* अनुच्छेद लेखन<br>पाठमाला के पाठों के नीचे का व्याकरण | <b>व्याकरण :-</b><br>पाठ के नीचे का व्याकरण                                                                             | <b>व्याकरण :-</b><br>* विशेषण<br>* वाक्यांश के लिए एक शब्द<br>पाठमाला के पाठों के नीचे का व्याकरण                         | <b>व्याकरण :-</b><br>* अपठित गद्यांश<br>* चित्र वर्णन<br><b>रचनात्मक लेखन :-</b><br>* संवाद लेखन<br>* अनुच्छेद लेखन<br>पाठमाला के पाठों के नीचे का व्याकरण |

## मराठी

| महिना व कार्य दिवस                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | पाठाचे नाव                                                      | उद्देश / मूल्य                                                                                                                        | भाषा कौशल्य                                                                                                                                                                                                                                   | व्याकरण                                                                                                  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|
| एप्रिल                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | * मराठी मुळाक्षरे<br>१) पाऊस (कविता)<br>२) खरा मित्र (चित्रकथा) | १) अक्षर ओळख<br>२) पावसाळा या ऋतू बदल माहिती देणे.<br>३) संकट प्रसंगी खरा मित्र कसा ओळखावा हे जाणणे.                                  | १) भाषिक कौशल्य विकास<br>२) कवितेचा भावार्थ समजून घेणे.<br>स्मरणशक्तीचा विकास करणे.<br>३) विद्यार्थ्यांना मैत्रीच्या कथा सांगणे व मुलांकडून ऐकणे.                                                                                             | १) स्वर व व्यंजन लेखन.<br>२) अंकलेखन १ ते २०.<br>३) विरुद्धार्थी शब्द, वचन<br>४) शुद्ध शब्द, विरामचिन्हे |
| मराठी मुळाक्षरे <a href="https://youtu.be/fgDOd8NhNk0?feature=shared">मराठी मुळाक्षरे अ आ इ ई</a> , Marathi Mulakshare, Marathi Alphabets, Marathi Varnamala - YouTube<br><a href="https://youtu.be/fgDOd8NhNk0?feature=shared">https://youtu.be/fgDOd8NhNk0?feature=shared</a><br>पाऊस <a href="https://youtu.be/1nvMPDLK07I?feature=shared">https://youtu.be/1nvMPDLK07I?feature=shared</a><br>खरा मित्र <a href="https://youtu.be/1q3Nb6Js88Y?si=XrjuuA9s_W_Y6E0I">https://youtu.be/1q3Nb6Js88Y?si=XrjuuA9s_W_Y6E0I</a> |                                                                 |                                                                                                                                       |                                                                                                                                                                                                                                               |                                                                                                          |
| जून                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | ३) संत ज्ञानेश्वर<br>४) झाडे लावूया                             | * निसर्गातील सौंदर्य जाणून घेणे.<br>* वनांचे संवर्धन व उपयोग यांची माहिती करून देणे.                                                  | * संत ज्ञानेश्वर यांच्या जीवन चरित्राचा थोडक्यात परिचय करून देणे.<br>बटाट्याची चाळ या पुस्तकातून व्यक्तिचित्रणाची उदाहरणे दाखवणे<br>* निसर्गाचे आपल्या जीवनातील महत्त्व, झाडांचे महत्त्व समजावून सांगणे.<br>* चित्रांशी संबंधित शब्द विचारणे. | * समानार्थी शब्द<br>* व्यक्तीचित्रण.<br>* विरुद्धार्थी शब्द<br>* निबंध लेखन -माझा आवडता संत.             |
| संत ज्ञानेश्वर <a href="https://youtu.be/3E_ps6aZGns?feature=shared">https://youtu.be/3E_ps6aZGns?feature=shared</a><br>झाडे लावूया <a href="https://youtu.be/2gc7AxVv954?si=znu4a2hX6pbk0Aib">https://youtu.be/2gc7AxVv954?si=znu4a2hX6pbk0Aib</a>                                                                                                                                                                                                                                                                        |                                                                 |                                                                                                                                       |                                                                                                                                                                                                                                               |                                                                                                          |
| <b>वर्गचाचणी -१</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                 |                                                                                                                                       |                                                                                                                                                                                                                                               |                                                                                                          |
| जुलै                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | ५) शिक्षणाची आस : सर आयझॅक न्यूटन                               | * सर आयझॅक न्यूटन यांच्या मेहनती वृत्ती जिद्द व चिकाटी या गुणांची ओळख करून देणे<br>* लेखन कौशल्यातील व्यक्तीचित्रण हा प्रकार समजावणे. | * विद्यार्थी सर आयझॅक न्यूटन यांनी विज्ञान क्षेत्रात केलेल्या उल्लेखनीय कामगिरीचे महत्त्व व संशोधन कार्य समजून घेतात.                                                                                                                         | * समानार्थी, विरुद्धार्थी शब्द, वचन, लिंग<br>* व्यक्तीचित्रण.                                            |
| शिक्षणाची आस : सर आयझॅक न्यूटन <a href="https://youtu.be/bm1QGdO6Ae0?si=VOdjELLZE1id5Ezu">https://youtu.be/bm1QGdO6Ae0?si=VOdjELLZE1id5Ezu</a>                                                                                                                                                                                                                                                                                                                                                                             |                                                                 |                                                                                                                                       |                                                                                                                                                                                                                                               |                                                                                                          |

## घटक चाचणी - १

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| <b>ऑगस्ट</b> | ६) ध्वज उंच धरु. | * देशभक्ती या मूल्याची रुजवणूक करणे. | * कवितेचा भावार्थ सांगणे विद्यार्थ्यांमध्ये देशभक्ती या मूल्याची रुजवणूक होते. | * शुद्ध शब्द<br>* वचन<br>* यमक जुळणारे शब्द |
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ध्वज उंच धरु [https://youtu.be/jEVEbVD0zEI?si=twE7n\\_1K4PKV188X](https://youtu.be/jEVEbVD0zEI?si=twE7n_1K4PKV188X)

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| <b>सप्टेंबर</b> | ७) दिवाळी | * विविधतेने नटलेल्या भारताच्या महान संस्कृतीची ओळख करून देणे सणांचे महत्त्व पटवणे व सण साजरे करण्याच्या पद्धती समजावणे. | * विद्यार्थी संस्कृतीनुसार विविध सण साजरे करण्याच्या पद्धती समजून घेतात. | * नवीन शब्दांची ओळख.<br>* शब्दसमूहासाठी एक शब्द<br>* अंकलेखन १ ते ४० |
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दिवाळी <https://youtu.be/as92JbyjFD8?si=rUOKwR3PjKmcZbor>

## सहामाही परीक्षा

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| <b>ऑक्टोबर</b> | ८) शिष्य परीक्षा | * गुरूंचे शिष्याच्या जीवनातील महत्त्वाचे स्थान समजावून सांगणे. | * गुरूंची महती सांगतात व गुरुच शिष्याच्या जीवनाचे शिल्पकार असतात हे समजून घेतात. | * कठीण शब्द.<br>* वाक्प्रचार |
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शिष्य परीक्षा <https://youtu.be/E7tF9t0XPwA?feature=shared>

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| <b>नोव्हेंबर</b> | ९) पाळणा<br>१०) परोपकारातील आनंद | * आईचे बाळावरील प्रेम, त्यासाठी तीने केलेला त्याग उदाहरणांतून समजावणे<br>* चित्रे पाहून अक्षर ज्ञानात भर पडणे.<br>* सद्गुणांचा विकास करणे, परोपकारी वृत्ती बाळगणे | * विद्यार्थी आई व मुलाचे अतूट नाते समजून घेण्याचा प्रयत्न करतात<br>* अर्थपूर्ण वाक्य बनविण्याचा विद्यार्थी प्रयत्न करतात.<br>* आई किंवा मोठ्या व्यक्तींना मदत करण्यास विद्यार्थ्यांना प्रोत्साहित करणे. | * समानार्थी, विरुद्धार्थी शब्द.<br>* यमक जुळणारे शब्द.<br>* अर्थपूर्ण वाक्य. |
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पाळणा [https://youtu.be/rDe-0hUnsNc?si=dr\\_fYcepyMvh4K0q](https://youtu.be/rDe-0hUnsNc?si=dr_fYcepyMvh4K0q)

परोपकारातील आनंद <https://youtu.be/jdEOtfYzkPA?si=D4IWAHRdI59casOT>

**वर्ग चाचणी - २**

|                |                                 |                                                                                        |                                                                                                                                                                                                                                                                                                 |                                                                                                          |
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| <b>डिसेंबर</b> | ११) पोपटाचे चातुर्य<br>१२) वारा | *शक्तीपेक्षा युक्ती श्रेष्ठ हे समजावणे.<br>* वाऱ्याची वेगवेगळी रूपे उदाहरणातून समजावणे | * हुशारीचा उपयोग विद्यार्थी संकट समयी करतात.<br>* शब्दांवरून अर्थपूर्ण वाक्य बनविण्याचा विद्यार्थी प्रयत्न करतात.<br>* विद्यार्थी निसर्गाची किमया समजून घेतात.<br>*चित्राचे निरीक्षण करून विद्यार्थ्यांना चित्रविषयी माहिती किंवा चित्राचे वर्णन तोंडी करण्यास सांगणे. व वहीत लिहिण्यास सांगणे. | *नवीन शब्दांची ओळख.<br>*यमक जुळणारे शब्द. *<br>चित्र वर्णन<br>* मराठी शब्दांसाठी इंग्रजी प्रतिशब्द योजणे |
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पोपटाचे चातुर्य <https://youtu.be/i46GiOTK87A?feature=shared>  
वारा <https://youtu.be/akiPwDmCjFc?si=gvqSLBw-W-TpeBJL>

|                 |                                   |                                                                                                |                                                                                                                              |                                                       |
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| <b>जानेवारी</b> | १३) पैशाचे मोल<br>१४) चतुर शेतकरी | * व्यवहारिक जगाची ओळख करून देणे, पैशाचे महत्त्व समजावणे<br>*चतुराई चा उपयोग योग्य ठिकाणी करणे. | * विद्यार्थी पैशाचे मोल समजतात व तो जपून वापरण्याचा प्रयत्न करतात<br>* विद्यार्थी बुद्धीच्या चातुर्याचे महत्त्व समजून घेतात. | * शुद्ध शब्द<br>* क्रियापद<br>* मुद्द्यांवरून कथालेखन |
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पैशाचे मोल <https://youtu.be/NMLS455HLx8?si=KssRAEVWJel-APQL>  
चतुर शेतकरी <https://youtu.be/UdRY4QBtda0?si=r3sXGrkLPmxGUXM4>

**घटक चाचणी - २**

|                   |            |                                                   |                                                                                                |                                |
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| <b>फेब्रुवारी</b> | १५) आजारपण | *विद्यार्थ्यांची कल्पनाशक्ती सुधारण्यास मदत करणे. | * कवितेचा भावार्थ सांगणे. ते आजारी पडल्यावर जे अनुभव येतात त्या विषयी विद्यार्थ्यांना विचारणे. | * जोडशब्द<br>* नाम<br>* विशेषण |
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आजारपण <https://youtu.be/vEUngsbSORo?si=1V798o8pOJEKxn0H>

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| मार्च | उजळणी | वार्षिक परीक्षा |  |  |
|-------|-------|-----------------|--|--|

### MARATHI PORTION FOR ASSESSMENT

| Class Test 1                                            | Pre-mid Term                                                                                | Half Yearly                                                                                       | Class Test-2                                                                | Post mid Term                                                           | Annual Exam                                                                         |
|---------------------------------------------------------|---------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|-------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| *कविता- १<br>*व्याकरण-जोड शब्द,समानार्थी शब्द,लिंग,वचन. | *कविता- १<br>*धडा- २,३,<br>*व्याकरण- यमक जुळणारे शब्द, जोड शब्द, समानार्थी शब्द, लिंग, वचन. | *कविता- ७<br>*धडा- ४,५,६,८<br>*व्याकरण- जोड शब्द, समानार्थी शब्द, लिंग, निबंध, अंकलेखन - १ ते ४०. | *कविता- ९<br>*धडा-१०<br>*व्याकरण-जोड शब्द,समानार्थी शब्द,नवीन शब्दांची ओळख. | *कविता- १२<br>*धडा- ११,१३<br>*व्याकरण-जोड शब्द,समानार्थी शब्द,लिंग,वचन. | *कविता- १५<br>*धडा- १३, १४<br>*व्याकरण-निबंध लेखन,समानार्थी शब्द,नवीन शब्दांची ओळख. |
| पाठ्यपुस्तकातील सर्व प्रश्नप्रकार                       |                                                                                             |                                                                                                   |                                                                             |                                                                         |                                                                                     |

### COMPUTER

| Month | Syllabus                                            | Expected Learning Outcome                                                                                                                                                                                  | Activities/ Class Assignments/ Home assignments                                                                                             | Value Skills                                       |
|-------|-----------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------|
| June  | Managing Files and Folders in Windows 10 (Ls no -2) | Students will get knowledge about – <ul style="list-style-type: none"> <li>Features of windows 10</li> <li>Use of files and folders</li> <li>Perform different operations on files and folders.</li> </ul> | Exercise based on the lesson will be solved.<br><br><b>Practical</b> –Create a file and do following operations given in text book page 28. | Effective use of tools on Windows operating system |

|           |                                                     |                                                                                                                                                                                                                                                                                                                     |                                                                                                                                           |                                                       |
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| July      | More on Paint 3D<br>(Ls No - 3)                     | Students will get knowledge about – <ul style="list-style-type: none"> <li>• Create 3d shapes</li> <li>• Use readymade 3D objects from the 3D Library</li> <li>• Insert stickers and text in a project</li> </ul>                                                                                                   | Exercise based on the lesson will be solved.<br><br><b>Practical</b> – create a and create following scene given in text book page 37     | Effective use of tools on Paint 3D.                   |
| August    | More on MS Word 2016<br>(Ls No - 4)                 | Students will get knowledge about – <ul style="list-style-type: none"> <li>• Find and replace text</li> <li>• Format the Page</li> <li>• Format page background</li> <li>• Printing document</li> </ul>                                                                                                             | Exercise based on the lesson will be solved.<br><br><b>Practical</b> – Open a word document and follow the instructions given in page 54. | Effective and skilled knowledge about use of MS Word. |
| September | Working with Objects In MS Word 2016<br>(Ls No - 5) | Students will get knowledge about – <ul style="list-style-type: none"> <li>• Insert &amp; format picture in Word document.</li> <li>• Insert and format Wordart objects</li> <li>• Insert &amp; apply various effects on drawing shapes</li> <li>• Insert symbols in a document.</li> </ul>                         | Exercise based on the lesson will be solved.<br><br><b>Practical</b> — Design an invitation card for your birthday party                  | Effective use of tools in Ms Word 2016.               |
| October   | Practical Exam on Paint 3D & MS Word                |                                                                                                                                                                                                                                                                                                                     |                                                                                                                                           |                                                       |
| November  | More on Scratch<br>(Ls No - 6)                      | Students will get knowledge about – <ul style="list-style-type: none"> <li>• List Features and parts of Scratch Window</li> <li>• Discuss various categories of blocks available in Scratch</li> <li>• Work with two Sprites</li> <li>• Draw the shapes using pen blocks</li> <li>• Play the instruments</li> </ul> | Exercise based on the lesson will be solved<br><br><b>Practical</b> – Open Scratch and create following scripts given in textbook page91  | Effective knowledge about Scratch                     |

|          |                                                |                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                        |                                                    |
|----------|------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------|
| December | Working with MS PowerPoint 2016<br>(Ls No - 7) | Students will get knowledge about – <ul style="list-style-type: none"> <li>• Introduction to MS PowerPoint 2016</li> <li>• Built-in templates and themes</li> <li>• Creating presentation</li> <li>• Viewing a presentation</li> <li>• Closing a presentation</li> <li>• Opening a saved presentation</li> </ul> | Exercise based on the lesson will be solved.<br><br><b>Practical</b> – Using MS PowerPoint to create a presentation, Adding text to a slide, Formatting the text, inserting images, a new slide, and applying a theme. | Knowledge about tools in MS PowerPoint 2016.       |
| January  | Browsing the Internet<br>(Ls No - 7)           | Students will get knowledge about – <ul style="list-style-type: none"> <li>• Advantages &amp; disadvantages of Internet</li> <li>• Start Microsoft Edge web browser</li> <li>• Parts of Microsoft Edge web browser</li> <li>• Search information using the search engine.</li> </ul>                             | Exercise based on the lesson will be solved.<br><b>Practical</b> - Search and open websites on which you can find information related to science chapters.                                                             | Knowledge about different problem-solving methods. |
| February | All about Robots<br>(Ls. No. 8)                | Students will get knowledge about – <ul style="list-style-type: none"> <li>• Working of Robot</li> <li>• Classify robots</li> <li>• List some famous Indian Robots</li> </ul>                                                                                                                                    | Exercise based on the lesson will be solved.<br><br><b>Practical</b> – Create a PowerPoint presentation on Robots                                                                                                      | knowledge about the uses of Robots.                |
| March    | Practical Exam on Scratch & PowerPoint         |                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                        |                                                    |

## Physical Education

| Month | Unit/<br>Content                   | Expected Learning Outcomes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Activities Class/Home<br>Assignment                                                           | Values/Skills     |
|-------|------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|-------------------|
| April | 1. Mobility and warm-up exercises. | <p>Students will be able to</p> <ul style="list-style-type: none"><li>-do warm-up exercises and understand the importance of exercise.</li><li>-Mobility exercises are the joint exercises that bring lubrication to the joint so that during strength training and won't cause damage to joints.</li></ul> <ul style="list-style-type: none"><li>a. HEAD -</li><li>b. HAND – 1. Wrist</li><li>2. Shoulder</li><li>b. HIPS -</li><li>c. LEGS –</li><li>ANKLE -</li><li>2. Warm-up exercises are the initial exercises that are done to increase the inner body heat so that the body is ready for high-intensity activity.</li></ul> <ul style="list-style-type: none"><li>a. Jogging - 2 min</li><li>b. Spot jumps -100 x 2</li><li>c. Jumping jacks 50 x 2</li><li>d. Alternate toe touches 20 x 2</li></ul> | <p>Ask students the Warm-up exercise name.</p> <p>And the general importance of exercise.</p> | Fine motor skills |

|      |                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                              |                                                      |
|------|----------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|
| June | <p>2. Locomotor skill (hopping and skipping),</p> <p>3. Yogic activity</p> | <p>Students will be able to</p> <ul style="list-style-type: none"> <li>-understand and perform the activity.</li> <li>-perform yoga.</li> <li>-perform hopping and skipping.</li> <li>-understand the queues of the skill.</li> <li>a. Hopping -</li> <li>b. Skipping -</li> <li>c. <a href="https://youtu.be/KOUCuV_bX6M">https://youtu.be/KOUCuV_bX6M</a></li> <li>d. know about yoga.</li> </ul>                                                                                   | <p>Activity 1 –</p> <p><a href="https://youtu.be/RiuhDRjdqg4">https://youtu.be/RiuhDRjdqg4</a> hopping and skipping song.</p>                                                                                                                                                                                                                                                                | Muscle strength and body balancing                   |
| July | <p>4. Jumping and galloping.</p> <p>5. Basic yoga</p>                      | <p>Students will be able to</p> <ul style="list-style-type: none"> <li>-perform the activities and understand motor skills.</li> <li>-do basic yoga.</li> <li>-perform the activity shown by the teacher.</li> <li>a. <u>Gallop</u>ing -</li> <li>b. One foot leads and the other is rapidly brought up to it (step together)</li> <li>c. move in the forward direction</li> <li>d. knees slightly bent</li> <li>e. look forward</li> <li>f. move on the ball of your feet</li> </ul> | <p>Activity 1 -</p> <ul style="list-style-type: none"> <li>a. Gallop like a horse.</li> </ul> <p><a href="https://youtu.be/XqZsoesa55w">https://youtu.be/XqZsoesa55w</a> freeze when the music stops.</p> <ul style="list-style-type: none"> <li>b. Jumping (vertical and horizontal),</li> </ul> <p>How far and how high (jump as far and high as you can) use chalk to mark your jump.</p> | Muscle strength,<br>Co-ordination and body balancing |

|  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |  |
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|  |  | <p>g. <u>Jumping - Horizontal</u> Jump/Jump for distance</p> <p>h. crouch halfway down</p> <p>i. Swing your arms back and forward as fast as possible</p> <p>j. Take off on both feet; push off from your toes</p> <p>k. stretch and reach forward</p> <p>l. Land on the ball of your feet, knees slightly bent</p> <p>3. Vertical Jump/Jump for height<br/>crouch halfway down for take-off and landing<br/>Forcefully swing your arms and reach upward<br/>stretch, reach and look upward<br/>Extend the shoulder of your reaching arm, keep legs shoulder-width apart to prepare for landing.<br/>Students will know about basic yodic activities.</p> |  |  |
|--|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|

|           |                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                               |                                 |
|-----------|----------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|
| August    | 6. Leaping and sliding (shuffle),<br><br>Indoor games activity.      | Students will be able to<br>-do sliding and leaping.<br>Sliding (Side –Slide)-<br>a. step to the side and draw the other foot up quickly to the first foot (step together)<br>b. use your arms for balance<br>c. move on the ball of your feet<br>d. keep your knees bent slightly.<br><br>2. Leaping-<br>a. take off on one foot (rear foot) and land on the other (forward foot)<br>b. keep your head up<br>c. Lean forward at the trunk as you leap<br>d. Alternate arm action with the leg action<br>e. knees slightly bent on landing<br>f. land on the ball of your feet | Slide in the shown direction and leap forward and backward with the direction shown on the screen, sliding and leaping                                                                                                                                                                                                                                                        | Lower body muscle strengthening |
| September | 7. Manipulative skill (Ball bouncing),<br><br>Indoor games activity. | Students will be able to<br>-understand the skill and perform on maximum time till they become expert in it.<br><br>Ball Bouncing<br>a. - push the ball down<br>b. - control the bounce with your wrist<br>c. - use your fingertips<br>d. - keep the ball below your waist<br>2. Ball Rolling<br>a. Stand with opposite foot leading<br>b. - swing your arm straight back<br>c. - lean forward and knee bend<br>d. - release the ball at knee level or below<br>e. - let go of the ball when it is 6-12 inches in front of your leading foot                                   | Activity 1 -<br>1. Bounce ball on the place and clap<br>2. Bounce the ball and clap maximum times before the ball bounces back again.<br>3. Bounce the ball in the ring accurately so that it will land in the bucket.<br><br>Activity 2-<br>1. Accuracy place 3 medium cones 5/10m away in front wall, front of the wall and keep a distance of half feet between each glass | Hand and eye coordination       |

|         |                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                    |
|---------|--------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
|         |                          | <p>f. - follow through with the swing in the direction of the target</p> <p>g. - keep your eyes on the ball</p> <p>h. - stand in a straddle position with shoulder distance between feet</p> <p>i. - bend down and collect the ball in both hands</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p>2. Students have to roll the ball from the place between the placed glasses.</p> <p>3. If the ball goes from the corner, he /she will get 5 points, if it goes from the middle, he or she will get 3 points.</p> <p>4. And three misses from the player he/she will stop rolling.</p>                                                                                                                                                                                                                                                                                            |                    |
| October | 8. Throwing and catching | <p>Students will be able to</p> <p>-Underhand Throw</p> <p>- stand with the non-throwing side of the body facing the target</p> <p>- step toward the target with the foot opposite and the free hand out for balance</p> <p>- swing your arm straight back</p> <p>- release the ball above the waist, in front of the body line</p> <p>- transfer the body weight from the rear to the front foot</p> <p>- follow through - throwing hand pointing toward the target</p> <p>Overhead Throw</p> <p>- stand with the non-throwing side of the body facing the target</p> <p>- step toward the target with the foot opposite and the free hand pointing toward the target</p> <p>- raise your throwing arm and hold the ball close to and behind your ear</p> <p>- lead with your elbow on the forward swing</p> <p>- twist your body at the waist and release the ball</p> <p>- bring your rear foot forward and follow through</p> | <p>Activity 1 – Extension / Challenges catching</p> <p>i. Toss at medium (up to head) level and catch with both hands (stationary/moving)</p> <p>ii. Toss at high (above head) level and catch (stationary/moving)</p> <p>iii. Toss – single clap – catch (stationary/moving)</p> <p>iv. Toss – 2/3/4 claps – catch (stationary/moving)</p> <p>v. Throw and catch on a wall</p> <p>vi. Get a plastic bottle and place it at some distance and in 5 chances try to hit the bottle by underarm and overarm throw.</p> <p>Challenges: number of catches/throws in 30 secs/1 minute</p> | Body co-ordination |

|          |                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                |                                       |
|----------|----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|
|          |                | <p>Catching</p> <ul style="list-style-type: none"> <li>- Get your body in line with the object</li> <li>- Place one foot ahead of the other</li> <li>- Adjust your hand position for the height of the ball – thumbs in for balls above the waist, thumbs out for balls below the waist</li> <li>- Curve your fingers and keep your eyes on the ball</li> <li>- Pull the ball in by bringing the hands into the body – give in action.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                |                                       |
| November | 9. Basic Jumps | <p>Students will be able to perform</p> <p><b>Straddle Jump</b></p> <ul style="list-style-type: none"> <li>- Jump off of two feet</li> <li>- Extend one straight leg to your left and one straight leg to your right</li> <li>- Arms sideways at shoulder level</li> <li>- Land on both feet</li> </ul> <p><b>Pike Jump</b></p> <ul style="list-style-type: none"> <li>- a take-off on both feet</li> <li>- Legs together, bring them up straight in front of you in line with your chest</li> <li>- lean your upper body forward</li> <li>- keep your arms straight and reach for your toes</li> <li>- try to keep your arms and legs parallel to the ground</li> <li>- land on both feet, knees soft</li> </ul> <p><b>Tuck Jump</b></p> <ul style="list-style-type: none"> <li>- Jump off of both feet</li> <li>- Knees bend and lift to the chest</li> </ul> | <p>Activity 3 – Extension / Challenges</p> <ul style="list-style-type: none"> <li>i. Students perform jumps in place 3-5 times, trying to hold the position in the air</li> <li>ii. Students perform jumps in general space on whistle while walking</li> <li>iii. Perform all five jumps continuously in the given order</li> <li>iv. Try performing various jumps over different equipment placed</li> </ul> | Muscle strength and body coordination |

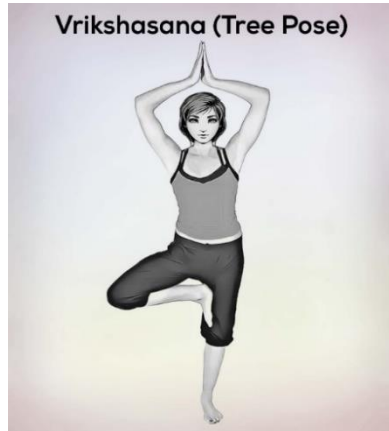
|          |                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                          |                                                |
|----------|------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|------------------------------------------------|
|          |                  | <ul style="list-style-type: none"> <li>- hands straight down in a line with your knees and ankle</li> <li>- Straighten your legs and land on both feet</li> </ul> <p>Star jump</p> <ul style="list-style-type: none"> <li>-Jump off of two feet</li> <li>-Arms and Legs spread out or wide while the person is in the air</li> <li>-Land on both feet</li> </ul> <p>Split jump</p> <ul style="list-style-type: none"> <li>- Take-off on both feet</li> <li>- Extend one leg straight in front and one leg straight behind (split position)</li> <li>- Arms out for balance; look forward</li> <li>- Bring legs together and land on both feet</li> </ul>                                                                                                                                                                                                                                        |                                                                                          |                                                |
| December | 10. Animal Walks | <p>Students will be able to perform</p> <p><b>1. Frog Jump</b></p> <ul style="list-style-type: none"> <li>- Start in a squat</li> <li>- Reach forward and shift your weight onto your hands.</li> <li>- Jump your feet forward and close to your hands.</li> </ul> <p><b>2. Inchworm</b></p> <ul style="list-style-type: none"> <li>- Bend forward and touch the ground with both hands.</li> <li>- Without moving your feet, walk your hands forward until your body is in a push-up position.</li> <li>- Now keep your hands stationary while your feet walk forward to meet your hands.</li> </ul> <p><b>3. Crab walk</b></p> <ul style="list-style-type: none"> <li>- Sit on the floor, and reach your hands behind your hips.</li> <li>- Raise your hips off the ground by bridging with feet and hands.</li> <li>- Try to keep your back straight</li> </ul> <p><b>4. Donkey kick</b></p> | Animal walk - <a href="#">Animals in Action   Movement Song for Kids   Jack Hartmann</a> | Agility, muscle strength and body coordination |

|         |                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                      |                                                 |
|---------|--------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|-------------------------------------------------|
|         |                                | <ul style="list-style-type: none"> <li>- Lean forward with hands on the ground.</li> <li>- Keep arms straight.</li> <li>- Lift your feet off the ground, then kick them back and up like a donkey.</li> </ul> <p><b>5. Seal crawl</b></p> <ul style="list-style-type: none"> <li>- Lie on your tummy with your hands next to your shoulders.</li> <li>- Push your arms straight and your body off the ground.</li> <li>- Walk forward using your hands, and drag your lower body along.</li> </ul> |                                      |                                                 |
| January | 11.Yoga poses & Surya namaskar | <p>Students will be able to</p> <ul style="list-style-type: none"> <li>-perform all asana and Surya namaskar perfectly without any difficulty or injury</li> </ul> <p><b>Surya Namaskar</b></p>  <p>Standing asanas<br/>Tadasana</p>                                                                                                                                                                             | Perform 14 Surya namaskar every day. | Agility, muscle strength and body co-ordination |

**TADASANA**  
**THE PALM TREE POSE**



**Vrikshasana (Tree Pose)**



**Hastapadasana**



Trikonasana



Sitting asanas

**SHASHANKASANA**  
THE HARE POSE



**VAJRASANA**



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|          |                                                                     |                                                                                                                                                               |                                                                                                                                                                                                                                                                                    |                                                                                                                                                           |
|----------|---------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
|          |                                                                     | <p>Sukhasanas</p>                                                           |                                                                                                                                                                                                                                                                                    |                                                                                                                                                           |
| February | <p>12.</p> <p>1) Fitness<br/>2) Skills<br/>3) Game<br/>4) Drill</p> | <p>Students will be able to have</p> <p>1) Fun &amp; Enjoyment<br/>2) Improve team spirit<br/>3) Improve the speed, upper body strength<br/>4) Discipline</p> | <p>1) 30m, 50m, 80m, Relay, German relay, Pushups &amp; sprint, Squat &amp; sprint Zig zag...etc<br/>2) Side to side, tap, hopping, Skipping, jumping with the ball...etc<br/>3) Dog &amp; the bone, crab walk...etc<br/>4) Single line to threes &amp; threes to single line.</p> | <p>Lower body strength &amp; endurance<br/>To develop eye-hand- leg coordination<br/>Muscle growth<br/>Teamwork, skills presentation, self-confidence</p> |
| March    | <p>13.</p> <p>1) Fitness<br/>2) Skills<br/>3) Game<br/>4) Drill</p> | <p>1) Students will be able to<br/>- enjoy the fun activities.<br/>-learn to kick<br/>-Hitting and kicking</p>                                                | <p>1) Right turn, left turn, stand at ease, attention, marching. etc<br/>2) Throwing an object over the arm &amp; under the arm.<br/>3) Leg cricket<br/>4) Sports day practice</p>                                                                                                 | <p>Lower body strength &amp; endurance<br/>To develop eye-hand- leg coordination<br/>Muscle growth<br/>Teamwork, skills presentation, self confidence</p> |

## CLASSICAL MUSIC

| Month     | Syllabus Unit/ Content                                                                                                    | Expected Learning Outcome                                                                      | Activities / Class Assignments/ Home Assignments                                                                                                                                                                                                                                                                                                      | Value Skills                              |
|-----------|---------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|
| April     | 1. Song related to our state.<br><br>2. Finding out the swar from birds chirping in the surroundings.                     | To become more sensitive about our state.<br><br>To become more inquisitive about music.       | <a href="https://youtu.be/wSGgt6Ps358?si=5l9_pUkbPMCR_fPb">https://youtu.be/wSGgt6Ps358?si=5l9_pUkbPMCR_fPb</a><br><br><a href="https://youtu.be/Vow8MGvmgiY?si=xvIJGJ-4XmO48yRF">https://youtu.be/Vow8MGvmgiY?si=xvIJGJ-4XmO48yRF</a>                                                                                                                | Love for our state                        |
| June      | 3. Revision of alankars and school songs.<br>4. Song based on the rainy season.                                           | - To be able to sing the songs taught last year.<br>- To understand how monsoon is described.  | - <a href="https://youtu.be/JlfFMN6E9DA">https://youtu.be/JlfFMN6E9DA</a><br><br><a href="https://youtu.be/fSnt55TD2BQ">https://youtu.be/fSnt55TD2BQ</a>                                                                                                                                                                                              | Love for nature.                          |
| July      | 5. Preparation of a song for Independence Day.<br>6. Chanting of mantras/shlokas.                                         | To develop patriotism<br>To improve the concentration level..                                  | - Patriotic song, (filmi/ non filmi)<br>Practice it at home.<br>- Memorize – Bhima Rupī Stotra<br><a href="https://youtu.be/kK7Mc012FCk">https://youtu.be/kK7Mc012FCk</a>                                                                                                                                                                             | Love to nation.<br><br>Memorization..     |
| August    | 7. Palte and swaralankar.<br><br>8. Concept of Saptak with different types.<br>Raag – kafi, information, aaroh – awaroh,. | To learn to sing the basic notes of classical music.<br>To know more about classical concepts. | Practice the swaralankar with the help of harmonium.<br>Prepare two alankars and two paltas.<br><a href="https://youtu.be/qz461tcXRaM">https://youtu.be/qz461tcXRaM</a><br><a href="https://youtu.be/EFnu6W6kitk">https://youtu.be/EFnu6W6kitk</a><br><a href="https://youtu.be/EGc3TgahKqc">https://youtu.be/EGc3TgahKqc</a><br>practise it at home. | Basics of classical music.<br>Recitation. |
| September | 9. Different terminology of music in different states.<br>Raag – kafi , Sargamgeet.                                       | To learn more about different states of India.                                                 | - Collect the information about different states and their music patterns and write it in the notebook. (stick /draw the picture)<br><a href="https://youtu.be/9MrNjKsiMVA">https://youtu.be/9MrNjKsiMVA</a><br><a href="https://youtu.be/0ES8YfOTkaE">https://youtu.be/0ES8YfOTkaE</a>                                                               | Curiosity.                                |
| October   | 10. Song related to academic topic, festivals in Northern India, Bandish of kafi                                          | To get more knowledge about the states.                                                        | <a href="https://youtu.be/v6MR0WKVm30">https://youtu.be/v6MR0WKVm30</a><br><a href="https://youtu.be/tlyDCXwWtSk">https://youtu.be/tlyDCXwWtSk</a>                                                                                                                                                                                                    | Concentration                             |

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|----------|----------------------------------------------------------------------------------------------|-------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|
| November | 11.Introduction of rhythm with demonstration. (Taal – Teen taal).<br>Description and method, | To get connected with rhythm in a playful way.  | Game –Playing antakshari with family. This can also be done in the school.<br><a href="https://youtu.be/g-TlqIQ17NU">https://youtu.be/g-TlqIQ17NU</a> | Experimentation                     |
| December | 12.Solo performances of students.<br>Preparation of the Annual Concert.                      | To develop the interest in any of the art form. | Watching the videos, trying to sing the carols.<br>Solo singing activity.<br><a href="https://youtu.be/SIFqnEoctl4">https://youtu.be/SIFqnEoctl4</a>  | Analytical and reflective thinking. |
| January  | 13. Preparation of a song for Republic Day. Revision.<br>14. Exhibition preparation.         | To develop patriotism                           | -Patriotic song, (filmi/ non filmi)<br>Practice it at home.<br>Models and charts making.                                                              | Love to nation.                     |
| February | 15. Individual assessment of the students.                                                   | To evaluate the students.                       | Practise for Individual assessment.                                                                                                                   | Evaluation.                         |

### **WESTERN MUSIC**

| Month | Syllabus Unit/ Content           | Expected Learning Outcome                                                                     | Activities / Class Assignments/ Home Assignments                                                                                                                                                  | Value Skills                                          |
|-------|----------------------------------|-----------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|
| April | Songs on Nature And Environment. | To become more sensitive about nature.<br><br>To become more inquisitive about music.         | Writing observations in nature with sticking of pictures of flowers and fruits<br><a href="https://youtu.be/Vow8MGvmgiY?si=hU40Dj67Z4yJ7EYB">https://youtu.be/Vow8MGvmgiY?si=hU40Dj67Z4yJ7EYB</a> | Observing the various changes taking place in nature. |
| June  | Songs on Rainy season            | - To be able to sing the songs taught last year.<br>- To understand how monsoon is described. | -<br><u>Craft activity making of drawing using own imagination.</u><br><a href="https://youtu.be/tbFGojJxqoo?si=184vVzK8_3sa0005">https://youtu.be/tbFGojJxqoo?si=184vVzK8_3sa0005</a>            | Love for nature.                                      |

|           |                                           |                                                               |                                                                                                                                                                                                                 |                                            |
|-----------|-------------------------------------------|---------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|
| July      | 5. Preparation of a song for Independence | To develop patriotism<br>To improve the concentration level.. | -Patriotic song, (filmi/ non filmi)<br>Practice it at home.<br>-Memorize<br><a href="https://youtube.com/watch?v=VlptTCXFOyk&amp;feature=shared">https://youtube.com/watch?v=VlptTCXFOyk&amp;feature=shared</a> | Love for the nation.<br><br>Memorization.. |
| August    | Songs for friendship                      | Love and respect for friends.                                 | Memorization of lyrics.<br><a href="https://youtube.com/watch?v=agDMRJP3rP8&amp;feature=shared">https://youtube.com/watch?v=agDMRJP3rP8&amp;feature=shared</a>                                                  | Learning to keep friends.                  |
| September | Motivational songs                        | To learn the lyrics and understand them.                      | <u>Memorization.</u><br><a href="https://youtube.com/watch?v=ZSd8TUke3lk&amp;feature=share">https://youtube.com/watch?v=ZSd8TUke3lk&amp;feature=share</a>                                                       | Understanding the meaning of the song.     |

|          |                                                              |                                                 |                                                                                                                                                                                              |                                     |
|----------|--------------------------------------------------------------|-------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|
| October  | Songs for Diwali                                             | Understanding why Diwali is celebrated. .       | Making of lamps or lanterns<br><a href="https://youtu.be/eYHwGYLrcSo?si=8zcu5TjzgFTKIXyB">https://youtu.be/eYHwGYLrcSo?si=8zcu5TjzgFTKIXyB</a>                                               | Concentration                       |
| November | Songs from different states.                                 | To learn songs in regional languages.           | Searching for more information from family and friends.                                                                                                                                      | Experimentation                     |
| December | 12. Solo performances.<br>Carol singing, forming of a choir. | To develop an interest in any of the art forms. | Watching the videos, trying to sing the carols.<br>Solo singing activity.<br><a href="https://youtu.be/TLJpyNYWgCQ?si=ld7knmMeXYKHlhTq">https://youtu.be/TLJpyNYWgCQ?si=ld7knmMeXYKHlhTq</a> | Analytical and reflective thinking. |

|          |                                                                                         |                           |                                                                                                                                                                                                               |                     |
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| January  | 13. Preparation of a song for Republic Day.<br>Revision.<br>14. Exhibition preparation. | To develop patriotism     | -Patriotic song, (filmi/ non filmi)<br>Practice it at home.<br><a href="https://youtu.be/9_Efb8Vlw8?si=Btd2JJhjew4pOwlq">https://youtu.be/9_Efb8Vlw8?si=Btd2JJhjew4pOwlq</a><br><br>Models and charts making. | Love to the nation. |
| February | 15. Individual assessment of the students.                                              | To evaluate the students. | Practice for Individual assessment.                                                                                                                                                                           | Evaluation.         |

## Drawing Syllabus

| Month | Unit / Content                                                                                                                                                  | Expected Learning Outcomes                                                                                                                                                                                                         | Activities / Class Assignment / Home Assignment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Value /Skill                                                                                                                                                 |
|-------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
| April | <ul style="list-style-type: none"> <li>• <b>Colour Theory - Primary Colours, Secondary Colours</b></li> <li>• <b>Warm Colours &amp; Cool Colours</b></li> </ul> | Students will learn to draw the circle with the help of a rounder and divide the circle into 6 equal parts.<br>Colour recognition<br>Learn these colour scheme –<br>Primary Colours, Secondary Colours, Warm Colours, Cool Colours | Draw the circle with the help of a rounder and divide the circle into 6 equal parts.<br><a href="https://youtu.be/0FqTC0K8CqU?si=OgzQ5REklifXpPtv">https://youtu.be/0FqTC0K8CqU?si=OgzQ5REklifXpPtv</a><br><a href="https://youtu.be/L1CK9bE3H_s?si=doWUEVT7hPkrFvOz">https://youtu.be/L1CK9bE3H_s?si=doWUEVT7hPkrFvOz</a><br><a href="https://youtube.com/shorts/ifKX5pbzmFg?si=GoqCxAz26ZKAu01">https://youtube.com/shorts/ifKX5pbzmFg?si=GoqCxAz26ZKAu01</a>                                                                                                             | Colouring skills<br>Drawing skills<br>Application Skills.<br>Listening & Observation Skills.                                                                 |
|       | <b>2. Book Mark</b> <ul style="list-style-type: none"> <li>•</li> </ul>                                                                                         | Students will be able to make different Bookmarks<br>(Best out of waste)                                                                                                                                                           | Practice making Bookmarks with different materials.<br>The student did it step by step.<br><a href="https://youtu.be/BEwl0fvqo18?si=wKol2e-VYb58_RdF">https://youtu.be/BEwl0fvqo18?si=wKol2e-VYb58_RdF</a><br><a href="https://youtube.com/shorts/flwy7pQJKRc?si=wgwSbshv9fOJs-HR">https://youtube.com/shorts/flwy7pQJKRc?si=wgwSbshv9fOJs-HR</a><br><a href="https://youtu.be/sxjnXGIZJhQ?si=9Xiesdvq_tGsxCx0">https://youtu.be/sxjnXGIZJhQ?si=9Xiesdvq_tGsxCx0</a>                                                                                                        | Understanding of making Bookmark.<br>Finesse & neatness.<br>Drawing & Colouring skills                                                                       |
| June  | <b>1. Mandala Art</b>                                                                                                                                           | Students will learn to draw & colour different Mandala Art                                                                                                                                                                         | Do Mandala Art using different forms.<br><a href="https://youtube.com/shorts/tyqHasxrJAY?si=cUAIQ-FKrfFJOPta">https://youtube.com/shorts/tyqHasxrJAY?si=cUAIQ-FKrfFJOPta</a><br><a href="https://youtu.be/W3U_xdMX_Lc?si=xrWArZccPOZSOL64">https://youtu.be/W3U_xdMX_Lc?si=xrWArZccPOZSOL64</a><br><a href="https://youtube.com/shorts/0bTo9WEpYDk?si=OxRWTVE_oum6ero">https://youtube.com/shorts/0bTo9WEpYDk?si=OxRWTVE_oum6ero</a><br><a href="https://youtube.com/shorts/-cvmRF1PqMI?si=Lq67aqm9s6f_tdGI">https://youtube.com/shorts/-cvmRF1PqMI?si=Lq67aqm9s6f_tdGI</a> | <ul style="list-style-type: none"> <li>• Understanding of Mandala Art &amp; its application</li> <li>• Colouring skills</li> <li>• Drawing skills</li> </ul> |

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|---------------|---------------------------------------------|---------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|
|               | <b>2. Radial Origami</b>                    | Students will learn origami folds, application & create their own designs.                        | Practice on paper (Origami Folds) and create own art work.<br><br><a href="https://youtu.be/2mFEdy6lg2Y?si=cF54WT_U5dge9qi1">https://youtu.be/2mFEdy6lg2Y?si=cF54WT_U5dge9qi1</a><br><a href="https://youtu.be/seKsrdgeBJc?si=fddTnpE3o64Q2l2z">https://youtu.be/seKsrdgeBJc?si=fddTnpE3o64Q2l2z</a><br><a href="https://youtu.be/jvNi0mEajyA?si=PQH71uKcN6bnnR56">https://youtu.be/jvNi0mEajyA?si=PQH71uKcN6bnnR56</a><br><br><a href="https://youtu.be/OykQUUU82gw?si=d6kFhdFZlvjnQOOo">https://youtu.be/OykQUUU82gw?si=d6kFhdFZlvjnQOOo</a>                                                                                                                                                                                                         | Understanding of origami folds.<br>Application & Creativity                    |
| <b>July</b>   | <b>1. Craft - Tricolour Peacock</b>         | Students will learn to make Tricolour Peacock.                                                    | Practice drawing a Peacock in the drawing book.<br><a href="https://youtu.be/BjBy3rZlHhg?si=rOa0khK8eR-ocYGj">https://youtu.be/BjBy3rZlHhg?si=rOa0khK8eR-ocYGj</a><br><br><a href="https://youtu.be/3v37qoJqS78?si=B-XYMdYkBT_fySif">https://youtu.be/3v37qoJqS78?si=B-XYMdYkBT_fySif</a><br><a href="https://youtu.be/j4Foi1JQcPA?si=BWXdMkONr5e-ydHi">https://youtu.be/j4Foi1JQcPA?si=BWXdMkONr5e-ydHi</a>                                                                                                                                                                                                                                                                                                                                           | Understanding of making Peacock & application skills                           |
|               | <b>2. 2D Designs – Flowers &amp; Leaves</b> | Students will make 2D - Designs with the help of primary & secondary colours, Colour applications | Practice to draw Big Star.<br>Link –<br><a href="https://youtu.be/UY6PjHqs45A?si=ZRm8k1dQmXA0j-Jc">https://youtu.be/UY6PjHqs45A?si=ZRm8k1dQmXA0j-Jc</a><br><a href="https://youtu.be/jY5xn4uNpvl?si=pGCIf-F4-eYZGj0L">https://youtu.be/jY5xn4uNpvl?si=pGCIf-F4-eYZGj0L</a><br><a href="https://youtu.be/C8OTHtpeAV0?si=zknRBePFZGThHm9-">https://youtu.be/C8OTHtpeAV0?si=zknRBePFZGThHm9-</a>                                                                                                                                                                                                                                                                                                                                                          | Understanding of 2D Design drawing, colour scheme<br>Application skills        |
| <b>August</b> | <b>1. Rakhi Making</b>                      | Students will learn to make a rakhi (Best out of waste)                                           | Make a rakhi with different materials.<br><a href="https://youtu.be/ETBrHKxFrT4?si=Mr5clK_nfREs20y0">https://youtu.be/ETBrHKxFrT4?si=Mr5clK_nfREs20y0</a><br><a href="https://youtu.be/ahZb5c_Hiso?si=SNXzmAVtJvMHV1Sx">https://youtu.be/ahZb5c_Hiso?si=SNXzmAVtJvMHV1Sx</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Understanding and making rakhi, Finesse & neatness. Drawing & Colouring skills |
|               | <b>2. Memory Drawing – Beach</b>            | Students will learn to draw and colour scenery on a beach.                                        | To learn to draw scenery on a beach.<br><a href="https://youtu.be/IYk-lDa9REM?si=OYNcV6wSuNh1V47F">https://youtu.be/IYk-lDa9REM?si=OYNcV6wSuNh1V47F</a><br><a href="https://youtu.be/e8nlt_laK_0?si=t0zqEMLJeph1s3Ve">https://youtu.be/e8nlt_laK_0?si=t0zqEMLJeph1s3Ve</a><br><a href="https://youtu.be/PO4BmcE19vo?si=e_lz1EKVhALEleX8">https://youtu.be/PO4BmcE19vo?si=e_lz1EKVhALEleX8</a><br><a href="https://youtu.be/fA5SQH7O_3c?si=SAAn0wJpIP4qGRqH">https://youtu.be/fA5SQH7O_3c?si=SAAn0wJpIP4qGRqH</a><br><a href="https://youtu.be/jS8dKW-05Ew?si=BtyNcXVI0qtySZqU">https://youtu.be/jS8dKW-05Ew?si=BtyNcXVI0qtySZqU</a><br><a href="https://youtu.be/82cPx4YUJ5Y?si=UWgZ7EIFUS3Gy8FD">https://youtu.be/82cPx4YUJ5Y?si=UWgZ7EIFUS3Gy8FD</a> | Understanding of Colour Shading<br>Application skills                          |

|           |                                                      |                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                     |
|-----------|------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| September | 1. Ganesh – Draw and Colour a picture of Lord Ganesh | Students will be able to draw & colour different forms of Lord Ganesh                                                  | Draw & colour different forms of Lord Ganesh.<br><a href="https://youtu.be/XNBo1ofTlco?si=79PeVjCamLcv7vvS">https://youtu.be/XNBo1ofTlco?si=79PeVjCamLcv7vvS</a><br><a href="https://youtu.be/tnv_JLh59lc?si=dhLRYSE4Jm8CY-Du">https://youtu.be/tnv_JLh59lc?si=dhLRYSE4Jm8CY-Du</a><br><br><a href="https://youtube.com/shorts/oRVRO0ng24c?si=GYiNhJy7f-aejrJJ">https://youtube.com/shorts/oRVRO0ng24c?si=GYiNhJy7f-aejrJJ</a><br><br><a href="https://youtu.be/KIO4ZI5E2wg?si=3TUKd1b3UDbMqakr">https://youtu.be/KIO4ZI5E2wg?si=3TUKd1b3UDbMqakr</a>                                  | Understanding of drawing & colouring (application) skills                           |
|           | 2. Ganesh – Idol                                     | Learn to make an idol of Lord Ganesh with clay soil.                                                                   | To make Ganesh idol using clay soil.<br><a href="https://youtube.com/shorts/rKWlKLLtiV0?si=Q44GNMSkBsLAVqi">https://youtube.com/shorts/rKWlKLLtiV0?si=Q44GNMSkBsLAVqi</a><br><a href="https://youtube.com/shorts/P2rDTjVhqdc?si=M3AhhmDGFEGqi9">https://youtube.com/shorts/P2rDTjVhqdc?si=M3AhhmDGFEGqi9</a><br><a href="https://youtube.com/shorts/c9lpRNNC3_I?si=yLU4_EHjkO6nqGy">https://youtube.com/shorts/c9lpRNNC3_I?si=yLU4_EHjkO6nqGy</a><br><a href="https://youtube.com/shorts/OlprYpnxx40?si=dOlpx4nBFNIU4N1">https://youtube.com/shorts/OlprYpnxx40?si=dOlpx4nBFNIU4N1</a> | Understanding of making & colouring of the idol using clay soil.                    |
| October   | 1. Draw and Colour a Lantern                         | Students will be able to make Diwali lantern Colouring /Creative design on Paper (Best out of waste) Big size on paper | To make lanterns using different colours.<br><a href="https://youtu.be/Amlq0uLnmwU?si=Dss340SUCHGb3Dxn">https://youtu.be/Amlq0uLnmwU?si=Dss340SUCHGb3Dxn</a><br><br><a href="https://youtu.be/UrCBJ3FY0?si=tUALXL4kXYvPINc5">https://youtu.be/UrCBJ3FY0?si=tUALXL4kXYvPINc5</a><br><br><a href="https://youtu.be/eUjj3mQpKjg?si=Aw-zw044fpmcXe_w">https://youtu.be/eUjj3mQpKjg?si=Aw-zw044fpmcXe_w</a>                                                                                                                                                                                 | Understanding of making a lantern. Finesse & neatness. Drawing & Colouring skills   |
|           | 2. Greeting Card – Diwali                            | Students will be able to make a greeting card (Best out of waste)                                                      | Make Diwali greeting cards using different materials.<br><a href="https://youtu.be/8xJsTKjBddc?si=ItpON-9GAeHZvVvQ">https://youtu.be/8xJsTKjBddc?si=ItpON-9GAeHZvVvQ</a><br><br><a href="https://youtu.be/bYFcIliGXoY?si=NYhe4FvGSABA4xko">https://youtu.be/bYFcIliGXoY?si=NYhe4FvGSABA4xko</a>                                                                                                                                                                                                                                                                                        | Understanding of making Diwali card, Finesse & neatness. Drawing & Colouring skills |
| November  | 1. Freehand Drawing                                  | Students will be able to draw different forms of freehand drawings. Learn different styles & textures.                 | Practice Freehand Drawing<br><br><a href="https://youtu.be/faqXMzuJxAo?si=h1ddSPbNZYsXbqdv">https://youtu.be/faqXMzuJxAo?si=h1ddSPbNZYsXbqdv</a><br><a href="https://youtu.be/zo6Hyk4E15M?si=D9JU-ymQewLfJHDT">https://youtu.be/zo6Hyk4E15M?si=D9JU-ymQewLfJHDT</a>                                                                                                                                                                                                                                                                                                                    | Understanding of Freehand Drawing, Colouring skills Drawing skills Textures.        |

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|                 |                                         |                                                                                                                  | <a href="https://youtu.be/zo6Hyk4E15M?si=Qu_r5MANuQZufudm">https://youtu.be/zo6Hyk4E15M?si=Qu_r5MANuQZufudm</a><br><a href="https://youtu.be/CwNe2NuS-KA?si=G81mZdSJCvx-StnF">https://youtu.be/CwNe2NuS-KA?si=G81mZdSJCvx-StnF</a>                                                                                                                                                                                                                                                                                                                                          |                                                                                                                          |
|                 | <b>2. Lettering – Own Name</b>          | Students will learn to draw and colour own name with meaning and pictures.<br>Can use different styles & texture | Practice own name in different styles.<br><br><a href="https://youtu.be/Yel6Wqn4I78?si=q6Hwyugmu5zc-RJS">https://youtu.be/Yel6Wqn4I78?si=q6Hwyugmu5zc-RJS</a><br><br><a href="https://youtu.be/L1CK9bE3H_s?si=N8MAm1Wthd2mowVZ">https://youtu.be/L1CK9bE3H_s?si=N8MAm1Wthd2mowVZ</a>                                                                                                                                                                                                                                                                                        | Colouring skills<br>Drawing skills<br>Application Skills.<br>Listening & Observation Skills.<br>Creativity, Imagination. |
| <b>December</b> | <b>1. Craft – Christmas</b>             | Students will be able to learn how to make simple Christmas craft. Drawing and Colouring                         | To make Christmas craft using different materials<br><a href="https://youtube.com/shorts/yD65SSiRAwQ?si=kmp0CWuVN2cJYasW">https://youtube.com/shorts/yD65SSiRAwQ?si=kmp0CWuVN2cJYasW</a><br><a href="https://youtu.be/1AbzGlijMBIM?si=y2VVfDepRIDvSeQ-">https://youtu.be/1AbzGlijMBIM?si=y2VVfDepRIDvSeQ-</a><br><br><a href="https://youtu.be/WhJYZqYO-Fk?si=tcbzsTsahzypoAj4">https://youtu.be/WhJYZqYO-Fk?si=tcbzsTsahzypoAj4</a><br><a href="https://youtube.com/shorts/jb0Ehf6D3K4?si=iF7ty5WVfx6_NkOJ">https://youtube.com/shorts/jb0Ehf6D3K4?si=iF7ty5WVfx6_NkOJ</a> | Understanding of craft skills and its application.                                                                       |
|                 | <b>1. Paper Weight / Stone Painting</b> | Students will be able to make different types of paper weights with stones. Acrylic Colours and Poster Colours   | Colour Stone with different designs like Warli, Flowers, Cartoon etc.<br><a href="https://youtu.be/G576d8zFk6M?si=NFI3brvO5H140q5Q">https://youtu.be/G576d8zFk6M?si=NFI3brvO5H140q5Q</a><br><a href="https://youtu.be/aG4ZxPcFxso?si=5x1GReOV0ovMjs2a">https://youtu.be/aG4ZxPcFxso?si=5x1GReOV0ovMjs2a</a><br><br><a href="https://youtube.com/shorts/WW0jWpwQ3_4?si=fhgXuQrOtvUeOIL">https://youtube.com/shorts/WW0jWpwQ3_4?si=fhgXuQrOtvUeOIL</a><br><a href="https://youtu.be/l2wdqImOQwM?si=awSM0TB-U1HBq6Ho">https://youtu.be/l2wdqImOQwM?si=awSM0TB-U1HBq6Ho</a>     | Understanding of technique & Application skills                                                                          |
| <b>January</b>  | <b>1. Stippling – Cartoon</b>           | Students will be able to draw and colour different stippling pictures.<br>Learn to draw Cartoons.                | To draw a cartoon & stippling on it.<br><a href="https://youtube.com/shorts/l2Gfksk8FVw?si=dzLa3cHZD1e6jX3">https://youtube.com/shorts/l2Gfksk8FVw?si=dzLa3cHZD1e6jX3</a><br><a href="https://youtu.be/VEYeYQ1k-ws?si=xZEisWacfaHHkPTz">https://youtu.be/VEYeYQ1k-ws?si=xZEisWacfaHHkPTz</a><br><a href="https://youtu.be/IWkql6ZKrGE?si=C_Yqp1XvV5QkodrT">https://youtu.be/IWkql6ZKrGE?si=C_Yqp1XvV5QkodrT</a><br><br><a href="https://youtube.com/shorts/WqBjNX3i0a8?si=X3p1ppEzoR-drkdN">https://youtube.com/shorts/WqBjNX3i0a8?si=X3p1ppEzoR-drkdN</a>                  | Drawing Skills<br>Understanding of Stippling and their application.                                                      |

|                 |                                                                                            |                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                     |
|-----------------|--------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|
|                 |                                                                                            |                                                                                  | <a href="https://youtube.com/shorts/-FhJvnqnC-U?si=JwbcNlAopwllc0jP">https://youtube.com/shorts/-FhJvnqnC-U?si=JwbcNlAopwllc0jP</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                     |
|                 | <b>2. Magic Painting – Scratch Painting – Scenery</b>                                      | Students will be able to learn – the Scratching technique in different pictures. | <p>Draw a scenery with scratch painting step by step.</p> <p><a href="https://youtu.be/g9vM7ymu_Sl?si=aZbeKrxYZcuEntVl">https://youtu.be/g9vM7ymu_Sl?si=aZbeKrxYZcuEntVl</a></p> <p><a href="https://youtube.com/shorts/0ZWurUqaigo?si=LrLJKHJUg3O8qBty">https://youtube.com/shorts/0ZWurUqaigo?si=LrLJKHJUg3O8qBty</a></p> <p><a href="https://youtube.com/shorts/fFMMy0_Kuz-U?si=MEXlaYUNzCzIZnb9">https://youtube.com/shorts/fFMMy0_Kuz-U?si=MEXlaYUNzCzIZnb9</a></p> <p><a href="https://youtu.be/N9JUJhhDfPc?si=Nk8WCeGvcPUtnWdF">https://youtu.be/N9JUJhhDfPc?si=Nk8WCeGvcPUtnWdF</a></p> <p><a href="https://youtu.be/gOmYRIJLPfY?si=RpUWWMeC-UASLE3g">https://youtu.be/gOmYRIJLPfY?si=RpUWWMeC-UASLE3g</a></p> <p><a href="https://youtube.com/shorts/RWwbEutrF6s?si=4YhOwzEPlbp86TdZ">https://youtube.com/shorts/RWwbEutrF6s?si=4YhOwzEPlbp86TdZ</a></p> <p><a href="https://youtu.be/Dxkb3rZvWR8?si=nkFHe5zD_Uh9ObRz">https://youtu.be/Dxkb3rZvWR8?si=nkFHe5zD_Uh9ObRz</a></p> | Understanding of technique & Application Skills.    |
| <b>February</b> | <b>1. Outdoor Sketching – Trees &amp; Flowers</b>                                          | Students will be able to learn to make sketches of different trees and flowers.  | <p>Draw sketches of different trees and flowers using different materials.</p> <p><a href="https://youtube.com/shorts/X5dulQXPkYY?si=eKeV5SOw9hLyDsJ2">https://youtube.com/shorts/X5dulQXPkYY?si=eKeV5SOw9hLyDsJ2</a></p> <p><a href="https://youtube.com/shorts/NvsN7TUa-XQ?si=xqd-NFb-lysO8cN5">https://youtube.com/shorts/NvsN7TUa-XQ?si=xqd-NFb-lysO8cN5</a></p> <p><a href="https://youtube.com/shorts/sosyw_--YDs?si=bNJVtShn9uGrUWd6">https://youtube.com/shorts/sosyw_--YDs?si=bNJVtShn9uGrUWd6</a></p> <p><a href="https://youtu.be/Zro3WdNhhTY?si=kGvGlaurhwNLkpm8">https://youtu.be/Zro3WdNhhTY?si=kGvGlaurhwNLkpm8</a></p> <p><a href="https://youtu.be/rwQE142Z814?si=6vCjm-wNT6GP9EfR">https://youtu.be/rwQE142Z814?si=6vCjm-wNT6GP9EfR</a></p>                                                                                                                                                                                                                            | Understanding of applications. Drawing Skills       |
|                 | <b>2. Leaf Art (Start collecting different types of leaves and keep them in the book )</b> | Students will be able to make different leaf arts                                | <p>After collecting different leaves create your pictures like – trees, turtles, birds, butterflies, etc.</p> <p><a href="https://youtu.be/1-vp9qsN3nw?si=kISPHhj4gYqfICOF">https://youtu.be/1-vp9qsN3nw?si=kISPHhj4gYqfICOF</a></p> <p><a href="https://youtu.be/Y-kPmTm9soQ?si=WCN6XHEF75jzA_dj">https://youtu.be/Y-kPmTm9soQ?si=WCN6XHEF75jzA_dj</a></p> <p><a href="https://youtube.com/shorts/gV-j9ux2bD4?si=r5ySme-Yld5Li4A5">https://youtube.com/shorts/gV-j9ux2bD4?si=r5ySme-Yld5Li4A5</a></p> <p><a href="https://youtu.be/ZvCBKAPxWDk?si=Dxb7d-xqmTjx9bhe">https://youtu.be/ZvCBKAPxWDk?si=Dxb7d-xqmTjx9bhe</a></p> <p><a href="https://youtu.be/aeiA5gcRA5I?si=dBj6qb9sq3HyT-uT">https://youtu.be/aeiA5gcRA5I?si=dBj6qb9sq3HyT-uT</a></p>                                                                                                                                                                                                                                     | Understanding of application skills and creativity. |

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|       |             |  |  |  |
| March | 1. Revision |  |  |  |