

SYLLABUS BIFURCATION PREPARATORY STAGE Class 4

A detailed syllabus mapped at Preparatory Stage for APS

APS

2023-24

FACULTY DEVELOPMENT & RESEARCH CENTRE



आर्मीपब्लिकस्कूलपाठ्यक्रम विभाजन अवलोकन

<u>शैक्षणिक सत्र :२०२३-२४</u>

कक्षाः चौथी विषयः हिंदी

पाठ्यपुस्तक :गुंजन/व्याकरण वाटिका

प्रकाशक :मधुबन

	अवधि-१	अर्वा	ઘ- ?
रिपोर्टकार्ड	कुल१००अंककाहोगा	रिपोर्टकार्डकुल१००	॰अंककाहोगा
आवधिकपरीक्षण १ - जुलाई (३०% पाठ्यक्रम - अधिकतमअंक-४०) (रिपोर्टकार्डमेंभारांक(वेटेज)- १०अंक)	<u>अर्धवार्षिकपरीक्षा-सितंबर</u> (५०% पाठ्यक्रमअधिकतमअंक-८०) (रिपोर्टकार्डमेंभारांक (वेटेज)-८०अंक)	<u>आवधिकपरीक्षण२- दिसंबर</u> (३०% पाठ्यक्रम - अधिकतमअंक-४०) (रिपोर्टकार्डमेंभारांक (वेटेज)- १०अंक)	<u>वार्षिकपरीक्षा-मार्च</u> (५०% पाठ्यक्रमअधिकतमअंक-८०) (निर्धारितपाठ्यक्रममें१०% पाठ्यक्रमअवधि- १सेऔरबाकीसंपूर्णपाठ्यक्रमअवधि-२सेहोगा ।) (रिपोर्टकार्टमेंभारांक (वेटेज)-८०अंक)
अप्रैल गुंजन पाठ-१ भारत के बच्चे (कविता) व्याकरण पाठ-१ भाषा लिपि और व्याकरण पाठ-२ वर्णमाला पाठ-३ संज्ञा	अगस्त गुंजन पाठ-५ हमारा तिरंगा झंडा पाठ-६ एवेरस्ट के साथ मेरी भेंट पाठ-७ चींटी और कबूतर (कविता) व्याकरण पाठ-६ क्रिया शब्द भंडार (पर्यायवाची शब्द)	अक्टूबर गुंजन पाठ-८ कबड्डी पाठ-९ कदंबका पेड़ (कविता) व्याकरण पाठ-१२ रचनात्मक लेखन (कहानी लेखन) पाठ-५ विशेषण	दिसंबर गुंजन पाठ-१२ पानी अमृत है पाठ-१३ एक पत्र श्री नंदिनी के नाम व्याकरण पाठ-१२ रचनात्मक लेखन (पत्र लेखन) पाठ-८ शब्द भंडार (वाक्यांश के लिए एक शब्द)
मई गुंजन पाठ-२ ईदगाह व्याकरण पाठ-२ संज्ञा लिंग, वचन	सितंबर गुंजन पाठ-६ एवेरस्ट के साथ मेरी भेंट पाठ-७ चींटी और कबूतर (कविता) व्याकरण शब्द भंडार समूहवाची शब्द समश्रुत भिन्नार्थक शब्द	नवंबर गुंजन पाठ-१० अपना गाँव पाठ-११ आइज़कन्यूटन व्याकरण पाठ-७ विराम चिन्ह पाठ-८ शब्द भंडार (वचन,अनेकार्थी शब्द)	जनवरी गुंजन पाठ-१४ केरल का निमंत्रण पाठ-१५ तीन शर्तें व्याकरण पाठ-१२ रचनात्मक लेखन (सूचना लेखन, अनुच्छेद लेखन, संवाद लेखन)

जुलाई गुंजन पाठ-३ स्वामी विवेकानंद पाठ-४ प्रकति की सुषमा (कविता) व्याकरण पाठ-८ शब्द भंडार (वचन) पाठ-४ सर्वनाम					1 1 1 1 1 1	पाठ-११ अपठित गद्यांश् गरवरी गुंजन गठ-१६ सपना (कविता) ध्याकरण गठ-१० वाक्य चनात्मक लेखन (कविता) गुनरावृति कार्य १. उत्तर-पुस्तिका प्रस्तुतीक अधिकतम अंक २५ (भारांक १. विषय संवर्धन गतिविधि भारांक ५)	लेखन) रण (जमा करना) - रु ५)
	रिपोर्टकार्डकुल१००अंक	काहोगा			रिपोर्टकार्डकुल१००अंव	क्रकाहोगा	
मूल्यांकन	% पाठ्यक्रम	अधिकतम अंक	भारांक (वेटेज)	मूल्यांकन	% पाठ्यक्रम	अधिकतम अंक	भारांक (वेटेज)
आवधिक परीक्षण-१ (जुलाई माह में)	३० %	80	१० अंक	आवधिक परीक्षण-२ (दिसंबर माह में)	३० %	80	१० अंक
उत्तर पुस्तिका प्रस्तुतीकरण		રૂપ	५ अंक	उत्तर पुस्तिका प्रस्तुतीकरण		२५	५ अंक
विषय संवर्धन गतिविधि		રુષ	५ अंक			રપ	५ अंक
अर्धवार्षिक परीक्षा (सितंबर माह)	५०% पाठ्यक्रम	۷۰	८० अंक	विषय संवर्धन गतिविधि वार्षिक परीक्षा (मार्च माह)	—— १०% पाठ्यक्रमअवधि-१सेऔर बाकीसंपूर्णपाठ्यक्रमअवधि-२सेहोगा	ره آ	८० अंक

केंद्रीकृत पाठ्यक्रम विभाजन (कक्षा-४)

मासिक पाठ्यक्र	इकाई / पाठ	ज्ञान क्षेत्र और पाठ्यक्रम लक्ष्य (आधारभूत	योग्यता /अधिगम परिणाम	21 वीं सदी के कौशल	एकीकृतAWESपहल	अंतः विषय एकीकरण	अधिगम स्थल	प्रदत्त कार्य	अध्यापन शास्त्र
н Н	कालांश की संख्या	मानचित्रण) (CG-9, CG-10)	CG 9.1, CG-9.2, CG-9.3, CG-9.4 CG10.1 TO CG-10.10						(संकेतात्मक)
अप्रैल 21 दिन	पाठ१-भारत के बच्चे(कविता) अवधारणा- देशभक्तों के बारे में जानकारी उप अवधारणा:- देशभक्तिकेगुणों तथात्याग के बारे में जानकारी दी गईकविता में वीर रस के साथ देशप्रेम की भावना का चित्रण किया गया है।	भाषाऔरसाक्षरताविकास CG-10. Children develop fluency in reading and writing in language – कोश: विज्ञानकोश,आनंदमयी कोश, मनोमय कोश	C 10.6 – reads short poems and begins to appreciate the poem for its choice of words and imagination. C 10.8 -write a paragraph to express their understanding and experiences. सीखने का परिणाम मूल रूप-बच्चे कविता का लय व तान के साथ वाचन करने योग्य हो जाएंगे माध्यमिकविद्यार्थीदेशभक्तोंकेबारेमें,उन केत्याग,बलिदान,वीरता,साहसजैसेगुणों केबारेमेंजानकारीप्राप्तकरेंगे। उच्चस्तरीय छात्रदेशकेजागरूकनागरिकमेंकौन-कौनसेगुणहोनेचाहिएइसकीजानकारीप्राप्तकरपाएंगेविद्यार्थीजीवन में आने वाली मुसीबतों या कठिनाइयों से नहीं डरेंगे।	जीवनकौशल कठिनाइयोंकासामना करना अधिगमकौशल तार्किकचिंतन सहयोगकरना उन्नतिकामार्गप्रशस्तक रना	कला- देशभक्ति के नारे लिखना व उन्हें बोलना। वैज्ञानिक स्वभाव- तकनीकी प्रौद्योगिकी :- यूट्यूब लिंक का उपयोग।	कला– चित्रण करना सीखेंगे संगीत– कविता को लयबद्ध तरीके से गायन करना	कक्षा विस्तार संगीत कक्ष	कक्षा कार्यः कविता का वाचन करवाना, कविता में आए कठिन शब्दों को लिखवाकर उनका वाक्य प्रयोग करवाना। योग्यता शिक्षण पर आधारित कार्यपत्रक। गृह कार्यः- कविता लिखो और याद करो। कविता से संबंधित कोई चित्र बनाओ	भाषा अधिगम और अर्जन नारा लेखन सांकेतिकमूल्यांकन कार्यपत्रकबहुविकल्पी भाषा ज्ञान। मूल्यपरक कार्यपत्रिका उच्चत्तर वर्ग चिंतन व

कालांश संख्या 3 व्याकरण:	CG-10. Children develop fluency in reading and writing in language	सीखने का परिणाम मूल रूप- छात्रों का व्याकरण के नियमों से परिचय होना छात्र सांस्कृतिक लिखित व मौखिक भाषा के स्वरूप को पहचान पाएंगे।छात्र नाम वाले शब्दों को जान पाएंगे।		कक्षा कार्य सरल भाषा में पाठ को समझाना, परिभाषा एवंसंज्ञा
पाठ 1 भाषा, लिपि और व्याकरण पाठ 2संज्ञा		अक्षरों का ज्ञान होना। स्वर तथा व्यंजन से परिचय होना।संज्ञा की परिभाषा से परिचित होंगे संज्ञा के भेदों की जानकारी होगी व्यवाहरिक व्याकरण का ज्ञान		केप्रकार सेसंबंधितअभ्यास कार्य। गृहकार्य कार्य पत्रिका
अवधारणा –भाषा के अनेक रूपों से परिचय वर्णमाला का ज्ञान		उच्चतर देश के विभिन्न राज्यों में बोले जाने वाली भाषाओं का ज्ञान छात्रों को होगा एवंवेअक्षरों का शुद्ध उच्चारण करना सीख पाएंगे।		एकवचन व बहुवचन शब्दोंकी सूची।
सरल और सहज भाषा के साथ संज्ञा की परिभाषा का ज्ञान उपअवधारणा		संज्ञा शब्दों का दैनिक जीवन में प्रयोग लिंग और वचन के प्रकार की जानकारीविशेष आवश्यकता वाले बच्चोंके सहायक शिक्षण-		
भाषा के रूप लिखित, मौखिक और सांकेतिक		दृष्टिबाधित छात्रों की सहायता: कृपया अध्याय के मुख्य बिंदुओं को निर्दिष्ट करते हुए पाठ को अपनी आवाज में रिकॉर्ड करें		

	स्वर तथा व्यंजन का ज्ञान संज्ञा के प्रकारः व्यक्तिवाचक संज्ञा जातिवाचक संज्ञा भाववाचक संज्ञा लिंग वचन		और बच्चे को अलग से भी सुनने दें। कृपया इसे सीखने में सहायक सामग्री के रूप में घर पर भेजें। श्रवण बाधित छात्रों की सहायता: शब्दों को पढ़ने में बच्चे की मदद करने के लिए बड़े फॉन्ट वाले फ्लैश कार्ड का इस्तेमाल करें।						
मई (१४ दिन)	कालांशोंकीसंख्या-६ पाठ-२पाठकानाम- ईदगाह अवधारणा:-ईद के त्योहार के बारे में जानकारी उप अवधारणा- त्याग,पारिवारिक प्रेम, आदरएवंमुहावरों का प्रयोग	भाषाऔरसाक्षरताकावि कास C-2.6Begins integrating sensorial perceptions to get a holistic awareness of their experiences C-4.7Understands and responds positively to different thoughts, Preferences, and	सीखने का परिणाम C-4.3Interacts comfortably with other children and adults मूल रूप बच्चे पाठ की व्याख्या के बाद त्योहार के बारे में जानकारी प्राप्त करेंगे और आपस में सद्भावना के साथ रहना सीखेंगे।	जीवन कौशल आपसी सहयोग, तार्किक चिंतन भावनात्मक कौशल उदारता,त्याग,आदर अधिगम कौशल पारिवारिक प्रेम	कला-कहानी का नाटक के रूप में मंचन खेलकूद – वैज्ञानिक स्वभाव – तकनीकी प्रौद्योगिकी- यूट्यूब लिंक का प्रयोग	कला-भारत में मनाए जाने वाले प्रमुख त्योहारों के चित्रों का कोलाज बनाना। खेल संगीत गणित- वस्तुओं का मूल्य भाव	कक्षा विस्तार विद्यालय परिसर	कक्षा कार्यः पाठ से संबंधित नवीन शब्द प्रश्न उत्तर का लेखन कार्य पाठ का पठन – पाठन गृहकार्यः स्वयं से पाठ पढ़कर	भाषा अधिगम और भ अर्जन नाट्य मंचन मूल्यांकन:- सांकेतिक मूल्यांकन कार्यपत्रक बहुविकल्पीय प्रश्न भाषाज्ञान।

वृद्धों कीआवश्यकताओंका	emotional needs of	विकसित	कल्पनाशीलता	करना	कठिन शब्द ढूंढना	मूल्यपरक
ध्यानरखना	other children	विद्यार्थियों में दूसरों के प्रति दया ,			सचित्र-सुलेख एवं	प्रश्न व्यवहारिक व्याकरण
	कोश-	निस्वार्थ कीभावना से काम जैसे गुणों			पाठ आधारित	जनवलारिक जनाकर
	आनंदमय कोश	का विकास हो जाएगा ।			अभ्यास	
		विद्यार्थी पाठ पढ़कर जीवन में		_		
		सहनशीलता और स्वयं से निर्णय लें पाएंगे				
		उच्चस्तरीय				
		छात्र दूसरे बच्चों और				
कालांश संख्या ३		बुजुर्गलोगोंकीसहायता करने के लिए प्रेरित होंगे				
कालाश संख्या उ		MICH (I'I)				
व्याकरण:						
पाठ 2संज्ञा					ŕ	
अवधारणा –भाषा के	CG-10. Children				कक्षा कार्य	
अनेक रूपों से परिचय	develop fluency in	सीखने का परिणाम			सरल भाषा में पाठ	
उपअवधारणा	reading and writing in language	मूल रूप-			को समझाना परिभाषा संज्ञा से	
संज्ञा के प्रकार:	language	 छात्रों का व्याकरण के नियमों से परिचय			प्रकार अभ्यास	
		होना			कार्य।	
व्यक्तिवाचक संज्ञा		 छात्र नाम वाले शब्दों को जान पाएंगे			गृहकार्य	
जातिवाचक संज्ञा		माध्यमिक			कार्य पत्रिका	
भाववाचक संज्ञा						
		संज्ञा की परिभाषा से परिचित होंगे संज्ञा के			एकवचन व बहुवचन की सूची।	
लिंग 		भेदों की जानकारी होगी व्यवाहरिक व्याकरण का ज्ञान			अष्ठपपन पंग सूपा।	
		ज्यावर्रम् वरा साम				

	वचन		उच्चतर					
	पयन		उ द्धार					
			संज्ञा शब्दों का दैनिक जीवन में प्रयोग					
जुलाई	कालांशों की संख्या-४	भाषाऔर साहित्य का विकास	आधारभूत- पाठ के पठन के बाद स्वयं से कठिन शब्दों को ढूंढना।	सामाजिक कौशल जीवन कौशल		कक्षा विस्तार	कक्षा कार्यः	
21दिन	पाठ -३	विपर्गत	त पगठन राष्ट्रा का ढूढना।	जापन काराल	कला- स्वामी विवेकानंद के कोई पांच		शुद्धउच्चारणकेसाथ	भाषा अधिगम और १
	पाठ का नाम- स्वामी	C-9.5 Comprehends	मध्यमः विवेकानंद् के जीवन से संबंधित	एकाग्रता से लक्ष्य की	प्रेरक कथनों का कार्ड बनाना		पाठकापठन।बच्चोंद्वा	अर्जन
	विवेकानंद	narrated/read-out	गुणों के बारे में जैसे	प्राप्ति	वैज्ञानिक स्वभाव	∆∨ रूम पुस्तकालय	रापाठकापठन अभ्यास-	नाट्य मंचन
	अवधारणा-	stories and identifies Characters, storyline	ईमानदारी,एकाग्रता, देश की संस्कृति के बारे में जानकारी प्राप्त करेंगे।	देश की संस्कृति के		विद्यालय	कार्य।मौखिकवलिखि	
		and what the author	क बार म जानकारा प्राप्त करन	बारे में ज्ञान प्राप्त	खेल	प्रांगण	तप्रश्न।कठिनशब्दों को	मूल्यांकन:-
	स्वामी विवेकानंद के जीवन व उनके कार्यों के बारे में	wants to say	उन्नत:	करना	तकनीकी प्रौद्योगिकी- यूट्यूब लिंक का		क्य लिखवाकरउनकावा	सांकेतिक मूल्यांकन
	जानकारी		छात्र देश की संस्कृति व महान	शब्दों का सही	प्रयोग		क्य प्रयोग करवाना।	
		CG-10 Children develop fluency in	विभूतियों पर गर्व करना सीखेंगे।	उच्चारण			गृह कार्य प्रश्न/उत्तर याद करें स्वामी	
	उपअवधारणाएं	reading and writing in			www.youtube.com/OxhaeoYGSU0		विवेकानंद जी के	कार्यपत्रक बहुविकल्पीय प्रश्न
	सच्चाई,ईमानदारीएवं देश	Language 1		कल्पना शक्ति का विकास।			किन्हीं पांच प्रेरक	भाषाज्ञान।
	की संस्कृति की पहचान।	कोश:		विकासा			कथनों को इंटरनेट	मूल्यपरक
	महान विभूतियों पर गर्व,	काश:					की सहायता से ढूंढ	प्रश्न
	एकाग्रताएवंभाषा ज्ञान	विज्ञान कोश					कर लिखें।	व्यवहारिक
	विपरीतार्थक शब्द							व्याकरण, शब्द निर्माण व
	वर्ण विच्छेदन							मूल्यंपरक प्रश्न
								उच्चतर वर्ग
	संज्ञा- सर्वनाम							चिंतन कौशल
1					1	1	1	

६पाठकानाम-प्रकृति की सुषमा(कविता) अवधारणा- प्रकृति की सुंदरता के बारे में जानकारी जैसे फल- फूल ,पेड़-पौधे आदि। उपअवधारणाएं प्रकृति प्रेम। वातावरण के प्रति प्रेम- भाव। प्रकृति की सराहना। दी गई कविता में प्राकृतिक सौंदर्य का बड़ा ही सुंदर चित्रण किया गया है।	प्रकृति प्रेम की भावना का विकास CG-6 Children develop a positive regard for the natural environment around them CG-7 Children make sense of the world around through observation and logical thinking कोश:	मूलरूप-कविता कालयबद्ध तरीके से गायन माध्यमिक वातावरण के प्रति प्रेम-भाव और प्रकृति की सराहना करना सीखेंगे उच्चतर- प्रकृति की सुंदरता की ओर बच्चों का ध्यान आकर्षित होगा पर्यावरण संरक्षण के प्रति जागरूकता आएगी। अध्यापक/अध्यापिका द्वारा देश की ऋतु की जानकारी दी जाएगी फूलों की घाटी नामक राष्ट्रीय उद्यान के बारे में जानेंगे।	सामाजिक कौशल अनुस्वार और अनुनासिक शब्दों का ज्ञान प्राप्त करना प्रकृति के प्रति प्रेम भावना का विकास	वैज्ञानिक स्वभाव खेल तकनीकी प्रौद्योगिकी- यूट्यूब लिंक का प्रयोग कला- इंद्रधनुष बनाकर उसमें सात रंग भरो।	कलाःचित्र बनाना सीखेंगे संगीत- कविता का गायन	कक्षा विस्तार संगीत कक्ष	गृहकार्यः स्वयं से कविता का लयबद्ध तरीके से गायन चित्र बनाकर कविता लिखना कक्षा कार्यः कविता से संबंधित कठिन शब्द व शब्द- अर्थ का लेखन-कार्य	भाषा अर्जन कार्य ^१
व्याकरण:	आनंदमय कोश	सीखने का परिणाम						
पाठ ८ शब्द भंडार, वचन								
पाठ ४ सर्वनाम		मूल रूप					कक्षाकार्य	
अवधारणाः		छात्रों के शब्द-भंडार में वृद्धि					विलोम शब्दों की	
		माध्यमिक					सूची सर्वनाम शब्द	

	परिभाषाउपअवधारणाएं: विपरीतार्थक शब्द के बारे में जानकारी सर्वनाम शब्द के भेद सामान्य रूप से प्रयोग में आने वाले कुछ सर्वनाम शब्द।		सर्वनाम शब्दों की पहचान हो पाना विकसित उचित सर्वनाम शब्दों का प्रयोग दैनिक जीवन में करना। विशेष आवश्यकता वाले बच्चोंके सहायक शिक्षण- दृष्टिबाधित छात्रों की सहायता: कृपया अध्याय के मुख्य बिंदुओं को निर्दिष्ट करते हुए पाठ को अपनी आवाज में रिकॉर्ड करें और बच्चे को अलग से भी सुनने दें। कृपया इसे सीखने में सहायक सामग्री के रूप में घर पर भेजें। श्रवण बाधित छात्रों की सहायता: शब्दों को पढ़ने में बच्चे की मदद करने के लिए बड़े फॉन्ट वाले फ्लैश कार्ड का इस्तेमाल करें।	व्याकरण के मूल भाग से परिचय			कक्षा विस्तार संगीत कक्ष	गृहकार्य पाठ से संबंधित कार्य पत्रिका विलोम शब्द याद करिए	राब्द कोष में वृद्धि
अगस्त २१ दिन	कालांशों की संख्या-६ पाठ संख्या५ पाठ का नाम - हमारा तिरंगा झंडा अवधारणा- राष्ट्रीय ध्वजव राष्ट्रीय गान के बारे	भाषा और साहित्य का	सीखने का परिणाम मूल रूप शुद्ध उच्चारण के साथ पाठ का पठन कर पाना। राष्ट्रीय पर्वो जैसे:-गणतंत्र दिवस व	सहभागिता	कला- राष्ट्रीय राष्ट्रीय ध्वज का चित्र बनाइए खेल अपने राष्ट्रीय खेलों के बारे में जानकारी वैज्ञानिक स्वभाव तकनीकीप्रौद्योगिकी	<mark>कला</mark> -राष्ट्रीय झंडा बनाना सीखेंगे	कक्षा विस्तार		प्तांकेतिक मूल्यांकन - क्रार्य पत्रिका

	मेंजानकारी	विकास	स्वतंत्रता दिवस की जानकारी	सामाजिकता (संगीत	कक्षा कार्यः	
	मेंजानकारी उपअवधारणाएं देशभक्ति की भावना का विकास। देश-प्रेम की भावना, देश की संस्कृति पर गर्व होना। समानार्थक शब्द	CG-5 Children develop a positive attitude towards productive work and service or 'Seva' C-4.1 Starts recognizing 'self' as an individual belonging to a family and community कोश: मनोमय कोश	स्वतंत्रता दिवस की जानकारी माध्यमिक राष्ट्रीय चिन्हों की जानकारी होना उच्चतर राष्ट्रीय चिन्हों में छिपे भाव को जानना तथा उनके प्रति आदर भाव जगाना। भारतीय संस्कृति के प्रति गौरव की भावना उत्पन्न करना।	सामाजिकता (जीवन कौशल) देश के प्रति सेवा की भावना का विकास	कला- हिमालय की प्रमुख पर्वत श्रृंखलाओं का चित्र बनाओ ।	संगीत राष्ट्रीय गान व राष्ट्रीय गीत का गायन गणित	कक्षा कार्यः शुद्धउच्चारणकेसाथ पाठकापठन।बच्चोंद्वा रापाठकापठन अभ्यासकार्य।मौखि कवित्यित्रप्रश।कठि नशब्दोंको लिखवाकरउनकावा क्य प्रयोग करवाना। गृहकार्य- पाठ से संबंधित कठिन शब्दों को ढूंढना। प्रश्न उत्तर याद करो।हमारा राष्ट्रीय पक्षी।विषय पर अनुच्छेद लिखिए।	भाषा अधिगम और भ अर्जन नाट्य मंचन मूल्यांकन:- सांकेतिक मूल्यांकन कार्यपत्रक बहुविकल्पीय प्रश् भाषाज्ञान।मूल्यप प्रश्न व्यवहारिक व्याव
सितंबर 21 दिन	कालांशों की संख्या-५ पाठ -६ पाठ का नाम- एवरेस्ट के साथ मेरी भेंट अवधारणाः एवरेस्ट की चोटी पर पहुंचने वाली पहली भारतीय महिला के		सीखने का परिणाम मूल रूप शुद्ध उच्चारण के साथ पाठ का पठन कर पाना। छात्र पाठ के पठन और व्याख्या के बाद यात्रा के दौरान आने वाली मुश्किलों के बारे में ज्ञान प्राप्त करेंगे	कर्मठता परिश्रम का महत्व गुरुजन और पथ प्रदर्शकों के प्रति	वैज्ञानिक स्वभाव खेल तकनीकीप्रौद्योगिकी यूट्यूब लिंक का उपयोग। www.al ananette.com/kids/everestfact.php	गणित:-	कक्षा कार्य:	

बारे में जानकारी	भाषा और साहित्य का	माध्यमिक	आदर भाव		क्ला:-रचनात्मक	कक्षा विस्तार	शुद्धउच्चारणकेसाथ	
उपअवधारणाएं:- पथ प्रदर्शको के प्रति आदर भाव	C-1.5 Shows awareness of safety in movements (walking, running, cycling) and acts appropriately C-3.3 Shows precision and control in working with their hands and fingers C-3.4 Shows strength and endurance in carrying, walking, and कोश:	एवरेस्ट की चोटी पर पहुंचने वाली प्रथम महिला बछेंद्री पाल के बारे में जानेंगे उच्चतर हिमालय पर्वत की चोटियों के नाम के बारे में जानकारी प्राप्त करेंगे	साहस	कला:-कविता से सम्बंधित चित्र बनाओ खेल:- वैज्ञानिक स्वभाव:- तकनीकी प्रौद्योगिकी यूट्यूब लिंक का उपयोग।	विकास। संगीत	संगीत कक्ष	पाठकापठन।बच्चोंद्वा रापाठकापठन अभ्यासकार्य।मौखि कवलिखितप्रश्नाकठि नशब्दोंको लिखवाकरउनकावा क्य प्रयोग करवाना।गृह कार्य:- कुछ अन्य पर्वतारोहियों के नाम लिखिए। प्रश्नोत्तरयादकरें।	हिमालय की चोटियों विषय में जानकारी प्र करना तथा सूची बन सांकेतिक मूल्यांकन कार्यपत्रक बहुविकल्पीय प्रश्न भाषाज्ञान।मूल्यपरकप्र व्यवहारिक व्याकरण पाठ पर आधारित क पत्रिका
कालांश ओं की संख्या पाठ का नाम पाठ 7 चींटी और कबूतर(कविता) अवधारणाः	भाषा और साहित्य का विकास C-1.6 Understands unsafe situations and	सीखने का परिणाम मूल रूप अपनी भाषा में बात कहने , बातचीत करने की भरपूर आज़ादी और अवसर मिलेंगे कविता का स्वर गायन माध्यमिक कविता के द्वारा दूसरों की मदद करने के	जीवन कौशल आत्मविश्वास परोपकार और सहयोग की भावना सामाजिक कौशल		गणित:- कला:-रचनात्मक विकास। संगीत कविता का गीत के रूप में प्रस्तुतीकरण	कक्षा कक्ष। AV रूम। संगीत कक्ष विद्यालयप्रां गण।	कक्षा कार्य : कविता का वाचन करवाना, कविता में आए कठिन शब्दों	सांकेतिक मूल्यांकन

परोपकार और आत्मविश्वास	asks for help	बारे में सीखेंगे	को लिखवाकर	
उपअवधारणाएं	C-4.6 Shows kindness	उच्चतर	उनका वाक्य प्रयोग करवाना। योग्यता शिक्षण पर	कार्यपत्रक भाषा ज्ञान शब्दकोश
साहस परोपकार और सहयोग की भावना का विकास	and helpfulness to others (including animals, plants) when they are in need	आत्मविश्वास और परोपकार से जीवन में क्या- क्या परिवर्तन होता है इसके बारे में जानकारी प्राप्त करेंगे	याग्वता शिक्षण पर आधारित कार्यपत्रक। गृह कार्यः-	शब्दकाश
दी गई कविता में परस्पर सहयोग के भाव को दर्शाया गया है। व्याकरण:	C-4.7 Understands and responds positively to different thoughts, preferences, and emotional needs of	विशेष आवश्यकता वाले बच्चे सहायक शिक्षण दृष्टिबाधित छात्रों की सहायता: अध्याय के मुख्य बिंदुओं को निर्दिष्ट करते	कविता लिखो और याद करो। कविता से संबंधित कोई चित्र बनाओ	
पाठ ६ क्रिया	other children कोश: आनंदमयी कोश मनोमय कोश	हुए पाठ को अपनी आवाज में रिकॉर्ड करें और बच्चे को अलग से भी सुनने दें। कृपया इसे सीखने में सहायक सामग्री के रूप में घर पर भेजें।		
		श्रवण बाधित छात्रों की सहायता: शब्दों को पढ़ने में बच्चे की मदद करने के लिए बड़े फॉन्ट वाले फ्लैश कार्ड का इस्तेमाल करें।		

अवधी-३														
गुंजन – प	ाठ , १०, ११,१२													
व्याकरण	।करण -													
णाठ _विष्) वण कहानी लेखनविराम चिह्न,	तन्त्र पर्यायतानी शब्द एव	लेज्जन											
410-144	विशेषिक विशेषिक विशेषिक विष्	पयन, नयाययाया राज्य, यत्र	(Id-I											
अक्टूबर	पाठ-८क्बड्डी	ज्ञान क्षेत्र :	C-9.4 understands oral instructions	जीवन कौशल	कला:-खेल के मैदान का चित्रण	गणित :-खिलाड़ियों	कक्षाकक्ष।	कक्षा कार्यः	भाषा अधिगम और भ					
(१४दिन)	कालांशो की संख्या-६ अवधारणा	भाषा और साहित्य काविकास।	for a complex task and gives clear oral instructions for the same to	आत्मविश <u>्वा</u> स		की संख्या	AV रूम।	शुद्धउच्चारणकेसाथ	अर्जन					
	खेलों के बारे में जानकारी शारीरिक विकास	पाठ्यक्रम लक्ष्य- CG-9. Children	others.	स्वस्थ जीवन शैली कल्पना शक्ति का	खेल:- अंतराष्ट्रीय खेलों की जानकारी	कला:-	पुस्तकालय	पाठकापठन।बच्चोंद्वा रापाठकापठन	नाट्य मंचन					
	उपअवधारणाएं	develop effective	C 10.8 write a paragraph to express	विकास	a 0	संगीत:-		अभ्यासकार्य।मौखि	मूल्यांकन:-					
	स्वस्थ जीवन शैली का विकास	communication skills	their understanding and	(अधिगम कौशल)	वैज्ञानिक स्वभाव:-स्वास्थ्य के प्रतिजागरूकता		विद्यालयप्रांगण।	कवलिखितप्रश्न।कठि नशब्दोंको	सांकेतिक मूल्यांकन					
	कबड्डी के नियमों का ज्ञान वाक्य लेखन	for day to day interactions in two	experiences.		तकनीकी प्रौद्योगिकी :-			लिखवाकरउनकावा क्य प्रयोग करवाना।	Charles gener					
	खेल कूद का महत्व	languages.	सीखने का परिणाम		यूट्यूब लिंकद्वारा कबड्डी की जानकारी।			गृह	कार्यपत्रक					
	पारस्परिक सहभागिता	CG-10. Children	मूल रूप-छात्र कबड्डी के बारे में जानेंगे।		https://youtu.be/xTAUHileuP0 ओलंपिक खेलों की जानकारी।			कार्यप्रश्नोत्तरयादकरें। 'मेरा प्रिय खेल' विषय	बहुविकल्पीय प्रश्न					
		develop fluency in	स्वस्थ जीवन शैली अपनाएंगे। मध्यम		https://youtu.be/cqoawsdnE-Y			पर अनुच्छेद लिखें	भाषाज्ञान।मूल्यप प्रश्न					
		reading and writing in language – 1.	खेलने के तरीके, खिलाड़ियों की संख्या						व्यवहारिक व्याकरण					
		कोश आनंदमयी कोश	और खेल के नियमों केबारे में जानेंगे। विकसित											
		मनोमय कोश	कबड्डी के अंतरराष्ट्रीय प्रतियोगिताओं के बारे में जानेंगे।											
			छात्रों का आत्मविश्वास बढ़ेगा और											
			पारस्परिक सहयोगिता की भावना का विकास होगा।											
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का आ आ उप वात संग भा संग् कि	ाठ 9- कदंब का पेड़ गलांशो की संख्या-६ विधारणा बाल सुलभ लीला का गनंद पअवधारणाएं गसल्यप्रेम, प्रकृति प्रेम, गीत प्रेम। गषा ज्ञान, तुकांत शब्द, युक्त व्यंजन, क्या रूप गिता मे वात्सल्य रस को र्शाया गया है।	ज्ञान क्षेत्र : भाषा और साहित्य काविकास। पाठ्यक्रम लक्ष्य- CG-9. Children develop effective communication skills for day to day interactions in two languages. कोशआनंदमयी कोश मनोमय कोश	C-9.1listens to and appreciates simple songs, rhymes and poems. C 10.6 – reads short poems and begins to appreciate the poem for its choice of words and imagination सीखने का परिणाम मूल रूप- • छात्र लयबद्ध रूप से वाचन करना सीखेंगे। माध्यमिक- • छात्रों में कल्पनाशक्ति का विकास होगा उच्यस्तरीय • कविता में आए जीवन मूल्यों को छात्र अपने जीवन में अपनाएंगे।	जीवन कौशल रचनात्मककल्पना शक्ति (अधिगम कौशल) कल्पनाशीलता अंतवैयक्तिक	कला:- प्राकृतिक चित्रण का ज्ञान। खेल:- पारंपरिक खेलों से परिचय।(छुपम छुपाई।) वैज्ञानिक स्वभाव:- कदंब के पेड़ का वैज्ञानिक महत्त्व। तकनीकी प्रौद्योगिकी :- यूट्यूब लिंक का उपयोग। https://youtu.be/-gqTb4NX3EM https://youtu.be/XvX7fAtQ7v8	गणित:- वस्तु विनिमय का ज्ञान। कला:-रचनात्मक विकास। संगीत:-कविता का लयबद्ध गायन।	कक्षा कक्ष। AV रूम। पुस्तकालय	कक्षा कार्यः कविता का वाचन करवाना, कविता में आए कठिन शब्दों को लिखवाकर उनका वाक्य प्रयोग करवाना। योग्यता शिक्षण पर आधारित कार्यपत्रक। गृह कार्यः- कविता लिखो और याद करो। कविता से संबंधित कोई चित्र बनाओ	सांकेतिक मूल्यांकन कार्यपत्रकबहुविकल्पी भाषा ज्ञान। मूल्यपरक
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				Refer to special educator						
				Hearing Impairment students						
				assistance – videos –						
				www.bbc.com/hindi/india						
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नव	वंबर	कालांशोंकीसंख्या-६	भाषा और साक्षरता विकास	C-9.1listens to and appreciates	जीवन कौशल	क्ला:-प्राकृतिकचित्रणकाज्ञान।	अंग्रेजी भाषा:- गणित:-	कक्षाकक्ष।	कक्षा कार्यः	भाषा अधिगम और भ अर्जन
(8	३दिन)	पाठसंख्या- १०	विकास	simple songs, rhymes and poems.	सामाजिकअनुकूलन	खे ल :-गाँवकेखेलोंसेपरिचय- जैसे गुल्ली	गाणत:-	AV रूम।	शुद्धउच्चारणकेसाथ	অ ত্য
	-		CG-9. Children	C 10.8 write a paragraph to	शीलता (जीवनकौशल)	डंडा, कबड्डी, कुश्ती, कंचे आदि।	कला।		पाठकापठन।बच्चोंद्वा	नाट्य मंचन
		पाठकानाम -	develop effective	express their understanding and		3-0	रचनात्मकविकास।	पुस्तकालय	रापाठकापठन	
		अपनागाँव	communication skills	experiences.	भावनात्मक कौशल उदारता और समाज	वैज्ञानिक स्वभाव:- गोबरगैसकीजानकारी।	पाठसेसंबंधितचित्र	विद्यालयप्रांगण।	अभ्यास-	मूल्यांकन:-
		अवधारणा	for day to	सीखने का परिणाम	उदारता आर समाज सेवा	। ।।षरगसकाणानकारा।	पाठसंसबाधताचत्र बनाना	मेंस्थितफूलोंका	कार्य।मौखिकवलिखि	सांकेतिक मूल्यांकन
			dayinteractions in	ताखन का पारणान	त्रभा	प्रौद्योगिकीतकनीकीयूट्यूब लिकं का	अः॥।॥	बगीचा	तप्रश्न।कठिनशब्दों	6
		वातावरणसंरक्षण।	two languages.	मूल रूप	अधिगम कौशल	प्रयोग	संगीत:-:-		को लिखवाकरउनकावा	
		उपअवधारणाएं	CG-10. Children				बहतीनदियोंकीकल		क्य प्रयोग करवाना।	कार्यपत्रक
		ग्रामीणपरिवेशकाज्ञान।प्राकृ	develop fluency in	छात्र ग्रामीण परिवेश तथा ग्रामीण बोल-चाल में पयक्त	वार्तालाप कौशल	https://youtu.be/9F2rsoz56y4	कल्कीध्वनिकासंगी		אין איז	बहुविकल्पीय प्रश्न भाषाज्ञान।मूल्यप
		तिकसौंदर्यकीअनुभूति।	reading and writing	ग्रामीण बोल-चाल में प्रयुक्त होने वाली भाषा से परिचित	कल्पनाशीलता	https://youtu.be/EZOSmnOxtY	तकोमहसूसकरना।		गृह कार्य :-	माषाशानामूल्यप प्रश्न
		3 %		होंगें। जैसै-		,				жи

अतिर त्या । अतिर त्या । अतिर । विकास	m - A - AA	Jani' in Janausas 1	छाछ,भीतर,तांगा,लीपाई, उपले		'मेरागांव'विषय	व्यवहारिक व्य
शेषा ज्ञानादियरीलार्णक यह क्रियादियेणण होने सहस्य क्रियादियं क्रियादा क्रयादा क्रियादा क्रयादा क्रियादा क्रिया		वेशमें in language – 1.	अछि। अादि।			प्यपहारिक व्य
शब्द क्रियाविशेषण मनोमय कोश • शहर और गाँव • शहर के •		🕳 💮 कोश आनंदमय कोश			परजनुक्छदराखन।	
भिनती • मनीमय कौरा • महर्रकीर गाँव केवातायण्यिनगरहनसहनमें अंतरजानपाएँ। उव्यस्तरीय • पाठमें आएक दिनशब्दों काशुद्ध उव्यस्तरायक्ष विशेष • पाठमें आएक दिनशब्दों काशुद्ध उव्यस्तरायक्ष विशेष • पाठमें आएक दिनशब्दों काशुद्ध विशेष विशेष • प्रित्तायक्ष विशेष • प्रित्तायक्ष विशेष • प्रित्तायक्ष • प्रित	माषा शानाविपरातावः शह्य कियाविशेषाा	g)	13.1111		पश्रोत्तरयादकरें।	
कंतातादरणजीवनस्वन्म अंतरजानपाएँगे। उच्चस्तरीय • पाठमॅआएकिविनयद्धौकाणुद्ध उच्चारणकरपाएँगे। विशेष आवस्यकता वार्त बच्चे सहायक शिक्षण एश्विवाचित छात्रों की सहायताः अध्ययकमुख्यविदु श्रीकोनिर्दिष्टकरतेहुएया उक्काअपनेआवाजमीरकोर्डकरंगे औरएश्विवा शिवनव्योकोअलग्रामें अविद्याचेन शिवन्योको अलग्रामें अति सहायताः अव्ययकमुख्यविदु श्रीकोनिर्दिष्टकरतेहुएया उक्काअपनेआवाजमीरकोर्डकरमें सहायकसामग्रीकरूपमेशपरपरिमोग्जेगे। अवण बाधित छात्रों की सहायताःख्यकीमदरकरने केलिएवईअवर्धनविक्वोक्काअर्दकाह्मतेमात करेंगे।वर्ताचित्रद्वारात्रकेष्टकार्दकाह्मतेमात करेंगे।वर्ताचित्रद्वारात्रकेष्टकार्दकाह्मतेमात करेंगे।वर्ताचित्रद्वारात्रकेष्टकार्दकाह्मतेमात करेंगे।वर्ताचित्रद्वारात्रकेष्टकार्दकाह्मतेमात करेंगे।वर्ताचित्रद्वारात्रकेष्टकार्दकाह्मतेमात करेंगे।वर्ताचित्रद्वारात्रकेष्टकार्दकाह्मतेमात करेंगे।वर्ताचित्रद्वारात्रकेष्टकार्दकाह्मतेमात्रकेष्टकार्दकाह्मतेमात्रकामप्रकाष्टकाष्टकामप्रकाष्टकामप्रकाष्टकामप्रकाष्टकाष्टकाष्टकाष्टकाष्टका		मनोमय कोश	• शहरऔर गाँव		Zaide iig Feli	
उच्चस्तरीय • पाठमें आएक ठिनशब्दों काशुद्ध उच्चारणक स्थाएं। विषेष आवश्यकता वाले वच्चे सहायक स्थित्वण इृष्टिवाधित छात्रों की सहायताः अध्यायकमुख्यित्वं अंकोनीविंटक स्तेहण्या ठको अपने आवाजमीर को उक्ते सहायताः अध्यायकमुख्यित्वं अंकोनीविंटक स्तेहण्या ठको अपने आवाजमीर को उक्ते से अभिरदृष्टिवा शितव्यच्योको अलगसे सुनते दें। इसे सी छाने में सहायक स्थाप अधित छात्रों की सहायत प्रव्यक्षेत्र प्रविच्या के सहायत प्रव्यक्षेत्र के सहायत प्रव्यक्षेत्र के सिंच स्वयंत्र प्रव्यक्षेत्र से प्रविच्या के सहायत प्रव्यक्षेत्र से प्रविच्या के सहायत प्रव्यक्षेत्र के सिंच स्वयंत्र प्रविच्या के स्वयंत्र स्वयंत्र प्रविच्या के स्वयंत्र स्वयंत्र प्रविच्या के स्वयंत्र स्वयंत्र से स्वयंत्र स्वयंत्र स्वयंत्र से से से स्वयंत्र से	PPICI		केवातावरणजीवनरहनसहनमें			
पाठमं आएकि नियद्धां विसेष प्रावस्था विसेष अवस्थकता वाले बच्चे सहायक थिक्षण द्विवाधित छात्रों की सहायता: अध्यायके मुख्यां बढ्जे को महायता: अध्यायके मुख्यां विद्या के सहायता कि को महायता: अव्यायित छात्रों की सहायता मामग्रीके रूपमंत्रे प्रावस्था मामग्रीके रूपमंत्रे प्रावस्था मामग्रीके रूपमंत्रे प्रावस्था मामग्रीके रूपमंत्र प्रावस्था मा			अंतरजानपाएंगे।			
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शब्दोंको						सांकेतिक मूल्यांकन
CG-9. Children लिखवाकरउनकावा	दपाठकानाम-आइ७					
NGAT COLLIN		CG-9. Children			लिखवाकरउनकावा	

न्यूटन	develop effective	C 10.9 – shows interest in picking			अंग्रेजी भाषा:-		क्य प्रयोग करवाना	कार्यपत्रक
अवधारणा	communication skills for day to day	up and reading a variety of children's books.	तकनीकी कौशल	कला:-मिट्टी के खिलौने बनाना।	गणित:-	कक्षाकक्ष।	गृह	बहुविकर्ल्प भाषाज्ञान।
आइजक न्यूटन का जीवन परिचय	interactions in two languages.	C 9.5 comprehends narrated/read-	(साक्षरता कौशल)	खेल:-	न्यूटन के गणितीय सिद्धांत	AV रूम।	कार्यप्रश्नोत्तरयादकरें। अन्य महान भारतीय वैज्ञानिको के नाम	प्रश्न व्यवहारिक
उपअवधारणाएं	कोश:विज्ञानमय कोश	out stories and identifies characters, storyline and what the author wants		वैज्ञानिक स्वभाव:-बच्चोंकी जिज्ञासु प्रवृत्ति होना।	कला रचनात्मकवि	पुस्तकालय	वज्ञानिका क नाम लिखें।	
ज्ञान प्राप्ति		today सीखने का परिणाम		पेपर से लालटेन कंदील बनाना	कास।पाठसेसंबंधि तचित्रबनाना।	विद्यालयप्रांगणमें स्थितफूलोंकाब		
परिश्रम लगन		मूल रूपछात्र महान वैज्ञानिकों के बारे में		प्रौद्योगिकीतकनीकी	संगीत:-	गीचा।		
और कार्यनिष्ठासमानार्थक शब्द, समश्रुत भिन्नार्थक शब्द		जानेगे		गुरुत्वाकर्षण के सिद्धांतोंको जानना।				
अनुस्वार, काल		विकसितउनके जीवन से प्रेरणा लेंगे उच्चस्तरीय		https://youtu.be/Z-jFZmRrBKk				
व्याकरणपाठ १२रचनात्मक लेखन(कहानी लेखन)		उनके आविष्कारों केबारे में जानेंगे और शब्द भंडार में वृद्धि						
पाठ ५ विशेषण								
पाठ ८ - शब्द भंडार		भाषा और साहित्य काविकास। पाठ्यक्रम लक्ष्य-						
(पर्यायवाची शब्द)	CG-9. Children	सीखने का परिणाम						
अवधारणा -	develop effective communication skills	मूल रूप						
संक्षिप्ततासूक्ष्मता और	for day to day interactions in two	 लघुकथा का महत्व उसकी लघुता में है जो वह कथा को 						
सांकेतिक ता	languages.	प्रदान करती है • पर्यायवाची शब्दों के अर्थ						
जो शब्द संज्ञा सर्वनाम या	CG-10. Children develop fluency in	लगभग समान होते हैं अतः उन्हें समानार्थी के रूप में पहचान						
बताते हैं वह विशेषण कहलाते								

	ੋ हैं।	roading and writing	सकेंगे।]				
	हैं। उपअवधारणाएं • कथानक शैली • उपदेश की प्रधानता। विशेषण दो प्रकार के होते हैं- • मूल विशेषण • प्रकार्यात्मक विशेषण विशेष्य के रूप में रंग आकार स्वभाव दशा स्थिति आदि गुणों की ओर संकेत करते हैं।	reading and writing in language – 1. कोश आनंदमयी कोश मनोमय कोश	सकग। विकसित • छोटी-छोटी बातों में बड़े अर्थ निकाल पाएंगे और अपनी बात संदेश के रूप में कम से कम शब्दों में पाठक तक पहुंचा पाएंगे • अर्थ में अंतर के कारण सभी पर्यायवाची एक दूसरे के स्थान पर प्रयुक्त नहीं हो पाते हैं यह जान पाएंगे उच्चस्तरीय • लघु कथा का सौंदर्य उसकी अपनी शैली बनावट कसावट कथ्य और शिल्प में निहित होता है। • पर्यायवाची शब्दों का प्रयोग सावधानी से करना जान पाएंगे।						
दिसंबर (२३दिन)	कालांशोंकीसंख्या- ६पाठसंख्या- १२पाठकानाम – पानी अमृत है अवधारणा वातावरण के प्रति जागरूकता उपअवधारणाएं	भाषा और साक्षरता विकास CG-9. Children develop effective communication skills for day to day interactions in two languages	C 9.6 – narrates short stories with clear plot and characters. C 10.9 – shows interest in picking up and reading a variety of children's books. आधारभूत: छात्रजल के महत्त्व को समझेंगे। मध्यम:	जीवन कौशल सुचना साक्षरता सामाजिकता व् सहभागिता (जीवन व साक्षरता कौशल अधिगम कौशल तार्किक चिंतन	कला – प्राकृतिकचित्रणकाज्ञान।'जल ही जीवन है' का पोस्टर बनाओ खेल: तैराकी वैज्ञानिक स्वभाव:-भाप के इंजन के बारे में जानकारी। जल चक्र की जानकारी। प्रौद्योगिकीतकनीकीयूट्यूबलिंककाउप	कलारचनात्मकवि कास।पाठसेसंबंधि तचित्रबनाना	कक्षा विस्तार कक्षाकक्ष। AV रूम। पुस्तकालय विद्यालयप्रांगण। प्रयोगशाला	कक्षा कार्यःशुद्धउच्चारणके साथपाठकापठन।ब च्चोंद्वारापाठकापठन ।अभ्यासकार्यमौखि कवलिखितप्रश्न।कठि नशब्दोंकोलिखवाकर उनकावाक्य प्रयोग करवाना	भाषा अधिगम और भ अर्जन जल चक्र सांकेतिक मूल्यांकन • कार्यपत्रक • बहुविकल्पीर • भाषाज्ञान।मू

वैज्ञानिक दृष्टिकोण	.CG-10. Children	पठन एवं श्रवण क्षमता का विकास होगा।	वार्तालाप	योग।			योग्यताशिक्षणपरआ		क
जीवन मूल्यों का विकास	develop fluency in	उत्रत:	-101011	,	l l	1	धारितकार्यपत्रक।गृह	•	प्रश्न
विराम चिन्ह	reading and writing	वाष्प इंजन की कार्य प्रणाली समझेंगे।	उन्नति का मार्ग प्रशस्त	https://youtu.be/ATfwSa82XGM	ļ į	I	कार्यःजल प्रदूषण पर	•	त्रन व्यवहारिक
ावराम ।चन्ह समानार्थक शब्द	reading and writing	वाष्प इंजन की कार्य प्रणाली समझेंगे पाठमेंआएकठिनशब्दोंकाशुद्धउच्चारणकर	करना			1	कायः जल प्रदूषण पर अनुच्छेदलेखन।प्रश्नो	•	व्यवहारिक व्याकरण
तमानापपर राष्य	in language – 1.	पाएंगे।	1	i I	ļ	1	अनुच्छदलखन।प्रश्ना त्तरयादकरें।		प्यापग्रण
	कोश:		1	i	ļ	1	तरपादपग्रा		ĺ
		विशेष आवश्यकता वाले बच्चो के लिए	1	1	ļ	1			ĺ
	विज्ञानमय	सहायक शिक्षण	1	i	ļ	1			ĺ
	कोश आनंदमयी कोश	दृष्टिबाधित छात्रों की सहायता:	1	i	ļ	1			ĺ
		राष्ट्रपायत छात्रा का संहायती:	1	1	ļ į	1			ĺ
		अध्यायकेमुख्यबिंदुओंकोनिर्दिष्टकरतेहुएपा	1	1	ļ į	1			ĺ
		ठकोअपनेआवाजमेंरिकॉर्डकरेंगेऔरदृष्टिबा	1	1	l l	1			ĺ
		धितबच्चोंकोअलगसेसुननेदेंगे।इसेसीखनेमें	1	1	l l	1			ĺ
		सहायकसामग्रीकेरूपमेंघरपरभीभेजेंगे।	1	1	ļ į	1			ĺ
			1	1	ļ į	1			ĺ
		श्रवण बाधित छात्रों की सहायता:	1	1	ļ į	1			ĺ
		शब्दोंकोपढ़नेमेंबच्चेकीमददकरनेकेलिएब	1	1		1			I
		डेअक्षरोंवालेफ़्लैशकार्डकाइस्तेमालकरेंगे।च	1	1	ļ į	1			ĺ
		ज्ञातातातात्रवारायगाउपगङ्गतामातापगरगाय लचित्रद्वाराबच्चेकोपाठसमझाएंगे।	1	1	ļ į	1			ĺ
		CHANGE AND CHANGE IN	1	1	l l	1			ĺ
		l l	¹	1		1			ĺ
		l l	1	1	ļ į	1			ĺ
		l l	1	1	ļ į	1			ĺ
		l l	1	1	ļ į	1			ĺ
		l l	1	1	ļ į	1			ĺ
		l l	1	1	ļ į	1			ĺ
		l l	1	1	l l	1			ĺ
		l l	1	1	ļ į	1			ĺ
		सीखने का परिणाम	1	1	l l	1			ĺ
		राज्या का बारणाच	1	1	ļ	कक्षाकक्ष।			ĺ
कालांशोंकीसंख्या-		मूल रूप	1	1	ļ į	· · · · · · · · · · · · · · · · · · ·	कक्षा		ĺ
कावाशाकासखा-							कार्यः शुद्धउच्चारणके		

६पाठ१३पाठकानाम- एक		छात्र रविंद्र नाथ टैगोर के बारे में जानेगे ।	रचनात्मकता और	कला:- पत्र लेखन	अंग्रेजी भाषा:-	AV रूम।	साथपाठकापठन।ब
पत्र -श्री नंदिनी के नाम		विकसित	नवाचार (अधिगम				च्चोंद्वारापाठकापाठन
		विकासत	कौशल)	खेल:-	गणित:- समय की	पुस्तकालय	।अभ्यासकार्यमौखि
अवधारणा:-	ज्ञानक्षेत्र :	उनके जीवन से प्रेरणा लेंगे		वैज्ञानिक स्वभाव:-	जानकारी	विद्यालयप्रांगण।	कवलिखितप्रश्न।कठि
देश प्रेम	भाषाऔरसाहित्यकावि	·	प्रत्यास्मरण	पशानिक (प्रमाप:-	कला पत्र का प्रारूप	Iddicialinati	नशब्दोंकोलिखवाकर
प्राप्तम	कास।	पत्र लेखन का ज्ञान	प्राकृतिक	प्रौद्योगिकीतकनीकी	बनाना		उनकावाक्य प्रयोग
उपअवधारणाएं	4/11/1	उच्चस्तरीय-	सौंदर्यीकरणनैसर्गिक				क्रवाना
	CG-9. Children	21 2 0 21 212	सुंदरताअंतवैयक्तिक	ईमेल इंटरनेट की जानकारी	संगीत		योग्यताशिक्षणपरआ
ज्ञान प्राप्तिपत्र विधा का	develop effective	पाठ में आये जीवन मूल्यों का पालन करेंगे	gqxxii - ixi - i				धारितकार्यपत्रक।
ज्ञान।प्रकृति प्रेम. योजक शब्द	communication skills	I					गृह कार्य :-
पाजक राष्ट्	for day to day	तार्किक चिंतन कर सकेंगे ।					
	interactions in two	CWSN : Assistive learning					प्रश्नोत्तरयादकरें।अ
	languages.	CWSN . Assistive learning					ध्यापिका जी को दो
	CG-10. Children	Refer to special educator					दिन के अवकाश के
	develop fluency in						लिए प्रार्थना पत्र
	reading and writing	Hearing Impairment students					लिखे
	in language – 1.	assistance – videos –					
		www.bbc.com/hindi/india					
	कोश						
	मनोमय कोश	www.mocomi.com/					
	विज्ञानमय कोश						
व्याकरण							
<mark>पाठ ८</mark> शब्द भंडार							
ar d area r							
अनेकार्थी शब्द। वाक्यांश के लिए एक शब्द पाठ							
वाक्याश के लिए एक शब्द्र पाठ १२ रचनात्मक लेखन पत्र							
रेर रचनात्मक लेखन पत्र लेखन ।पाठ ७ विरामचिन्ह							
प्राचापाठ ७ ।परामापक्							

अवधि ४														
जपाय ह														
गुंजन पाट	jुंजन पाठ- १४,१५,१६													
व्याकरण														
पाठ सूचन	ा लेखन संवाद लेखन कविता लेख	खन अपाठत गद्याश वाक्य												
जनवरी(कालांशोंकीसंख्या-6	ज्ञानक्षेत्र :	C 10.8 – write a paragraph to	सामाजिकअनुकूलन	कला:-केरल प्रान्त का नक्शा	अंग्रेजी भाषा:-	कक्षाकक्ष।AV	कक्षा	सांकेतिक मूल्यांकन					
१७ दिन)		भाषाऔरसाहित्यकावि	express their understanding and	शीलता, संस्कृति का	खे <mark>ल</mark> केरल का पारम्परिक खेल नौव	गणित:-	रूम।पुस्तकाल	कार्यः शुद्धउच्चारणके	कार्यपत्रक					
	पाठसंख्या-१४	कास।	experiences	विकास (जीवनकौशल) नैसर्गिक	दौड की जानकारी	^ग कला:-	यमानचित्रविद्या	साथपाठकापठन।ब	कायपत्रक बहुविकल्पीय प्र					
	पाठकानाम - केरल का	CG-9. Children	C-9.4 understands oral instructions	् नसागक सुंदरताप्राकृतिक	·	रचनात्मकविकास।	लयप्रांगण।	च्चोंद्वारापाठकापठन ।अभ्यासकार्यमौखि	भाषाज्ञान।मूल्यप					
	निमंत्रण	develop effective	for a complex task and gives clear	सौंदर्यीकरण	वैज्ञानिक स्वभाव:-	पाठसेसंबंधितचित्रब		कवलिखितप्रश्नाख	व्यवहारिक व्याव					
	अवधारणा	communication skills	oral instructions for the same to		। राज्य में अतिरिक्त वर्षा का कारण	नाना।		नशब्दोंकोलिखवाकर	किसी यात्रा का वर्णन					
		for day to day	others			संगीत :-केरल का		उनकावाक्य प्रयोग	उच्चत्तर वर्ग चिंतन क					
	भारत की बहुमुखी संस्कृति को	interactions in two	सीखने का परिणाम		प्रौद्योगिकीतकनीकी यूट्यूबलिंकका	ाउप प्रसिद्ध नृत्य		क्रवाना						
	समझना	languages.			योग।	"कथकली"		योग्यताशिक्षणपरआ						
	उपअवधारणाएं	CG-10. Children	मूल रूप		https://youtu.be/s27Cbex0_jU			धारितकार्यपत्रक।						
	·	develop fluency in	पाठ का धारा प्रवाह में वाचन कर					गृह कार्य :-						
	प्रकृति प्रेम देश प्रेम	reading and writing	पाएंगे केरल की संस्कृति को समझ पाएंगे					 प्रश्नोत्तरयादकरें।दक्षि						
	प्रसिद्ध झीलो और झरनो की	in language – 1.	विकसितदक्षिणभारत के अन्य राज्योंकी					ण भारत के अन्य						
	जानकारी अनेकार्थकशब्द	कोश आनंदमयी कोश	जानकारी					राज्यों में बोली जाने						
		मनोमय कोश						वाली भाषाओ के						
			उच्चस्तरीय-					नाम लिखो						
			पाठमेंआएकठिनशब्दोंकाशुद्धउच्चारण											
			करपाएंगे।											
			पाठ में आये जीवन मूल्यों का पालन करेंगे।											
		1												

कालांशोंकीसंख्या- 6पाठ१५पाठकानाम- तीन शर्ते अवधारणा -ज्ञान प्राप्ति उपअवधारणाहास्य विनोदप्रियता स्वभावहाजिर जवाबीवर्ण विच्छेदन विशेषण-विशेष्य। शब्द परिवार मुहाबरे	ज्ञानक्षेत्र : भाषाऔरसाहित्यकावि कास। CG-9. Children develop effective communication skills for day to day interactions in two languages. CG-10. Children develop fluency in reading and writing in language	सीखने का परिणाम मूल रूप पाठ का धारा प्रवाह में वाचन कर पाएंगे। विकसित सीखे गए नए शब्दों को अपनी रोजमर्रा की भाषा में प्रयोग में लाएंगे नाटक विधा से परिचय। उच्चस्तरीय	जीवन कौशल हाज़िर जवाबी और बुद्धिमत्ता को जीवन में अपनाएंगे अधिगम कौशल तार्किक चिंतन वार्तालाप अन्य प्रखर विद्यावान महापुरुषों के जीवन से सीख लेकर अपने जीवन में अपनाएंगे	कला नाट्य मंचन कर पाठ कापठनकरेंगे खेलनाट्य अभिनयवैज्ञानिक स्वभाव:- प्रौद्योगिकीतकनीकी https://youtu.be/aFT1Rw_brFw यूट्यूबलिंककाउपयोग।	अंग्रेजी भाषागणितरुपयों का जोड़ - घटाना संगीत कला – चित्रण करना सीखेंगे	कक्षा विस्तार विद्यालय परिसर दृश्य-श्रव्य कक्ष	कक्षा कार्यः शुद्धउच्चारण के साथपाठ कापठन- पाठन अभ्यासकार्यमौखिक विलिखेतप्रश्न।कठिन शब्दोंकोलिखवाकर उनकावाक्य प्रयोग करवाना योग्यताशिक्षणपरआ धारितकार्यपत्रक। गृहकार्यःप्रश्नोत्तरयाद करें।छात्र अपने शब्दों में नाटक की कहानी लिखेंगे	भाषा उ अर्जन सांकेति क ब् भ ळ कहानी उच्चत्तर
व्याकरण पाठ १२ रचनात्मक लेखन संवाद लेखनसूचना लेखन अनुच्छेद लेखन पाठ ११अपठित गद्यांश	- 1. कोश आनंदमयी कोश मनोमय कोश	विद्यार्थी परिश्रम, ईमानदारी, कर्तव्यनिष्ठाऔर बुद्धिमत्ता को अपने जीवन में अपनाएंगे नाटक मंचन करपायेंगे और उनके शब्द भंडार में वृद्धि होगी CWSN : Assistive learning						

फरवरी (२३ दिन)	कालांशोंकीसंख्या- ६पाठसंख्या- १६पाठकानाम - सपना) अवधारणा कल्पनाशीलता का विकास उपअवधारणाएंकाव्य विधा से परिचय कविता वाचन। समान तुक वाले शब्द प्रत्यास्मरण	ज्ञानक्षेत्र : भाषाऔरसाहित्यकावि कास। CG-9. Children develop effective communication skills for day to dayinteractions in two languages. CG-10. Children develop fluency in reading and writing in language – 1. कोश आनंदमयी कोश मनोमय कोश	assistance – videos – www.bbc.com/hindi/india www.mocomi.com/ C-10.3converses fluently and can hold a meaningful conversation. C-9.2 creates simple songs and poems on their own. सीखने का परिणाम मूल रूप कविता में आये काल्पनिक संदर्भों को स्पष्ट करना बच्चे कविता का लय व तान के साथ वाचन करने योग्य हो जाएंगे विकसित: कविताकाकाव्यगत अर्थ समझ पाना उच्चस्तरीय: कल्पना से स्वरचित कविता की रचना कर पाना। कवितामेंआएकिनशब्दोंकाशुद्धउच्चारण कर पाना। CWSN: Assistive learning Hearing Impairment students	जीवन कौशल लचक, रचनात्मकता और कल्पनाशीलता (अधिगम और जीवन कौशल)	कला- स्वरचित कविता खेल कौशल – वैज्ञानिक स्वभाव:-चाँद और तारों की जानकारी प्रौद्योगिकीतकनीकी https://youtu.be/Alz1DHzDPY4 यूट्यूबलिंककाउपयोग।	अंग्रेजी भाषा:- गणित कलादेखे गए सपने को अपनी कल्पना के अनुसार चित्रित करना संगीतसपनो पर आधिरित गीत	कक्षा विस्तार संगीत कक्ष खेल परिसर	कक्षा कार्यः उचित धारा प्रवाह के साथ कविता का वाचनअभ्यासकार्य मौखिकवलिखितप्रश्न । कठिनशब्दोंकोलिख वाकरउनकावाक्यप्र योगकरवाना। गृहकार्यः कविता को कंठस्थ कर सस्वर वाचन करना सीखें सचित्र-सुलेख एवं पाठ आधारित अभ्यास	भाषा अधिगम और व अर्जन सांकेतिक मूल्यांकन कार्यपत्रक बहुविकल्पीय प्रश्नु भाषाज्ञान।मूल्यप व्यवहारिक व्याव उच्चत्तर वर्ग चिंतन क
			Treating impairment students						

			assistance – videos –				
	व्याकरण						
	पाठ१० वाक्य		https://hi.wikipedia.org/				
	पाठ्१२ रचनात्मक लेखन						
	(कविता लेखन)		C-9.2 creates simple songs and				
	अवधारणा		poems on their own.				
	वाक्य की पहचान और प्रयोग	CG-9. Children					
	करना	develop effective	सीखने का परिणाम				
	~ ~ ~ ~ ~ ~ ~	communication skills			कद	भ्रा कार्य	
	हिंदी व्याकरण के काव्य विधा से	for day to day	मूल रूप			ल भाषा में पाठ	
	परिचित होनाकविता लेखन	interactions in two	। सही वाकय लिख पाना कविता की अपने			समझाना	
		languages.					
	उप अवधारणाएं		शब्दों में रचना कर पाना		314	यास कार्य।	
			विकसित:		ਸਟ	कार्य	
	वाक्य के दो प्रकार उदेश्श्य और		विकासत.		16	4/14	
	विधेय कर्ता,कर्म और क्रिया से		शब्दों के सही अर्थ को स्पष्ट करना वाक्य		कार	र्य पत्रिका	
	परिचय		शब्दों का सार्थक समूह है ।		4.1	4 412441	
			राज्या पर्रा सायपर समूह है।		स्वर	रचित कविता	
			उच्चस्तरीय:		लेख		
			शुद्ध व अशुद्ध वाक्यों की पहचान कर		1,10		
			पाना।कविता के काव्यगत सौंदर्य से				
			परिचित होना उचित सुर ,ले ताल में कविता				
			=				
			का गायन कर पाना				
			विशेष आवश्यकता वाले बच्चे सहायक				
			शिक्षण				
			15lQlVI				
			दृष्टिबाधित छात्रों की सहायता :				
	पुनरावृत्ति कार्य		दार्थाचरा ठाला का राज्यका.				
	तुः।रावृत्ति वराव		अध्यायकेमुख्यबिंदुओंकोनिर्दिष्टकरतेहुएपा				
			ठकोअपनेआवाजमेंरिकॉर्डकरेंगेऔरदृष्टिबा				
			धितबच्चोंकोअलगसेसुननेदेंगे।इसेसीखनेमें				
			सहायकसामग्रीकेरूपमेंघरपरभीभेजेंगे।				
			त्रिवयस्यानप्रायस्य सन्परमान्यम				
			श्रवण बाधित छात्रों की				
		l					

	सहायता:शब्दोंकोपढ़नेमेंबच्चेकीमददकरने			
	केलिएबड़ेअक्षरोंवालेफ़्लैशकार्डकाइस्तेमाल			
	करेंगे।चलचित्रद्वाराबच्चेकोपाठसमझाएंगे।			

APS Syllabus Bifurcation Overview (Class4) Academic Session 2023-24

Class: IV Subject: ENGLISH

<u>Term</u>	Ī		Term II			
Report card will consist of	f 100 marks	Report card will consist of 100 marks				
Periodic Test I-Jul	Half-yearly Exam -Sep	Periodic Test II- Dec	Annual Exam- Mar			
(30% syllabus- MM 40)	(50% syllabus MM 80)	(30% syllabus- MM 40)	(50% syllabus MM 80-			
(Weightage in report card-10 Marks)	(Weightage in report card-80 Marks)	(Weightage in report card-10 Marks)	Syllabus will have 10% Syllabus of Term-1 and the entire syllabus of Term 2)			
			(Weightage in report card-80 Marks)			
Apr-	Aug-	Oct-	Dec-			
Literature:	Literature:	Literature:	Literature:			
L-1- The Giving Tree	L-5: The Distinguished	P-3: A Child's Evening Prayer	L-9: The Great Barrier Reef			
P-1- Where Go the Boats?	Stranger	L-7 Brave Rani Lakhsmibai	L-10: Aliens Pay a Visit			
Grammar:	L- 6: The Selfish Giant	Grammar:	Grammar:			
L-1 Nouns	Grammar:	L11- The Past Tense	L- 4 Articles			
L-3 Gender	L-6 Verbs	L-13 Modals	L 14-Conjunctions			
	L-10- The Present Tense		Story Writing			

May- Literature: L-2 Goa-A Tour: Grammar: L-5: Adjectives July- Literature: L-3- Elias L-4: The King an Poem- 2: The No Grammar: L-2 Pronoun L-8 Subject Verb	nd the Fiery Drago oble Nature	Unseen Passas (Formal), Para 1. Note Book 25 (Weigh 2. Subject En Activity M	Composition: Unseen Passage, Letter Writing (Formal), Paragraph Writing 1. Note Book submission MM 25 (Weightage 5 Marks)		Barber er's Day ense	Jan- Literature: Lesson-11: A Unique Pa Poem-5: Grandfather Cl Grammar: L-7 Adverbs L-16 Interjections Feb- Grammar: L-9 Active and Passive v L-17 Punctuations Letter Writing Unseen Passage Compre 1. Note Book submission 5 Marks) 2. Subject Enrichment A (Weightage 5 Marks)	voice Thension On MM 25 (Weightage Activity MM 25
Report card wil	l consist of:- 100	narks		Report card will c	onsist of:- 100 ma	ırks	
Evaluation	% syllabus	Maximum Marks	Weightage	Evaluation	% syllabus	Maximum Marks	Weightage
Periodic Test-I in Jul	30%	40 Marks	10 Marks	Periodic Test-2 in Dec	30%	40 Marks	10 Marks

Note Book submission		25 Marks	5 Marks	Note Book submission		25 Marks	5 Marks
Subject Enrichment Activity		25 Marks	5 Marks	Subject Enrichment Activity		25 Marks	5 Marks
Half-yearly Exam in Sep	50% syllabus	80 Marks	80 Marks	Annual Exam in Mar	10% Syllabus of Term-1 and entire syllabus of Term 2	80 Marks	80 Marks

Centrally Bifurcated Syllabus ENGLISH - Class IV

Book: Roots and Wings
Grammar Trove

CLASS-IV: ENGLISH
Publisher: Srijan Publication
: Rohan Book Company

TERM -I

Mon	UNIT/	Domain &	Competency	21 st	Integrati	Inter-	Learni	Assign	Suggestive
h	LESSON:-	Curricular	&	Century	on	disciplin	ng	ments	Pedagogies
	Number-	Goals		skills		ary	Space		
	Lesson No	(mapping with	Learning Outcome			integratio			

	Name:-	Foundational				n			
	CONCEPT:-	stage)							
April	Literatu	DOMAIN:	Competency	Life skills	Arts:-	Languag	Classr	Class	Inquiry based
(22-	re:	Language and	PROSE:	Responsi	Improvin	е	oom	assignm	learning
25Da	• L1-	literacy	C-6.1	bility	g	English:-	and	ents	Collaborative
ys)	The	development	Shows care for enjoy in engaging with all life	Understa	Origami	Identifying	School	Individua	learning
	Giving		forms.	nding	skills.	the parts	Garde	I loud	_
Pd:	Tree	Socio-Emotional	C-9.5	Self		of a	n.	reading	Suggesti
(24-	(Parable	and Ethical	Comprehends narrated/read-out stories and	Confidenc	Scientifi	sentence.		under	ve
28))	Development	identifies characters, storyline and what the	е	C			teacher's	Assess
	,	(Manomaya	author wants to say		temper:-	Understa		supervisi	ment :-
	Concept	Kosha)			Critical	nding the		on.	Dictation
	:	Curricular	Learning Outcomes:-		thinking	kinds of			Worksheet
	1.useful	Goal:-	Basic –		based on	sentences		Home	
	ness of	CG 6	•Shows curiosity in observing plants and		the	through		assignm	
	trees	Children	animals.		usefulnes	the		ents:	
	2. trees	develop a	•Shows the relation between the trees and		s of	lessons.		Write five	
	in need	positive regard	human beings.		trees.			sentence	
	Skills:	for the natural				Art:-		s on the	
	listening,	environment	•Identify the living and non-living things in		Technol	Making a		usefulne	
	understa	around them.	nature.		ogy:-	paper		ss of the	
	nding	CG-9	Medium-			boat		trees.	
		Children	•Does not harm the components of nature						
	Sub	develop	(plants, water etc.) unnecessarily.			EVS:-			
	Concept-	effective	Make sentences on the objects observed in			Enhancin			
	giving and	communication	our environment.			g the			
	forgiving	skills for day-	our crivironinent.			knowledg			

	today	Read properly and encourage others to read	e	
	interactions in	the lessons so that everyone can generate	regarding	
	two languages	their own idea on importance of trees.	the conservati	
		Advance:	on of our environm	
		•Takes responsibility for tending to and caring for saplings and plants.	ent.	
		•Understand the symbiotic relationship between nature and other living beings.		
		•Identify the kinds of sentences mentioned in prose and poetry as well.		
• POEM	DOMAIN:	Competency		
1-	Language and	C-9.1: Listens to and appreciates simple songs,		
Where	literacy	rhymes, and poems.		
Go	development			
the		Learning Outcomes:-		
Boats	Socio-Emotional	Basic –		
?	and Ethical	•Listens and enjoys humming a variety of songs		
(Literary device-	Development (Manomaya	in different languagesregularly heard		
rhyme	Kosha)	in the home andneighbourhood		
and	Curricular	m die nome ananeignood nood		
meter)	Goal:-	Medium-		
1110101)	CG-9	•Sings/recites short (4-5) sentences)		

CONCEP	Children	songs/poems			
T:	develop				
Style and rhythm of	effective communication	Advance:			
poem. Appreciati	skills for day- today	•Shows interest in listening to certain kinds of			
ng the	interactions in	songs and poemsand explains the reason for their			
nature and its beauty.	two languages	preference.			
Sub-					
concept:					
Meaning , summary					
Skills: Recitation skill					
GRAMM	DOMAIN:	Competency			
AR	Language and	C-9.7:			
• L-1 Noun s	literacy development	Knows and uses enough words to carry out day- to-day interactions effectively and			
• L-3 Gend	Curricular Goal:-	can guess meaning of new words by using existing vocabulary.			

er CONCE PT:- Identifica tion of nouns and Types of nouns in the lesso n Sub Concept :To enable children putting a label to somethin g they	CG-9 Children develop effective communication skills for day- today interactions in two languages	Learning Outcomes:- Basic — Begins to use appropriate vocabulary for some common andfamiliar objects and experiences. (e.g., tellstheir name, names of friends, common objects, and pictures, sweet, sour, round, big) Medium- Uses expanded vocabulary with intentional use of actionwords,descriptive words, tenses,etc Advance: Uses children's dictionaries to Identifymeanings ofunknown wordsencountered intexts.		
		intexts. CwSN Assisted Learning:		Suggestive

			For Visually Impaired Students The Giving Tree • This is the story of a boy and a tree. • Tree loved the little boy a lot and the boy also comes to play near the tree daily. • Both were very happy. Time went by and the boy grew older. One day, the boy said to the tree he wanted some money to buy things and have fun. The tree offered him to sell its wood in the city and earn money. As it is the tree always helped the boy by giving each of r part like branches for house, trunk to makeup boot, stamp for sitting and resting. The story tells about the true friendship and different uses of trees. • Tactile poster of Tree • Bold and large font size text of uses of trees. For Hearing Impaired Students Flashcards of tree, parts of tree and it's uses https://youtu.be/bsBE_2rayVs https://youtu.be/HOVhV5a_3Sw						resources/Ac tivities: Make a list of five types of trees found in your neighbourhoo d
May	Literatu	DOMAIN:	Competency	5 C's	Sports:-	Languag	Classr	Class	Experiential
(12-	re	Language and	C-7.1: Observes and understands different	Critical	improvin	е	oom	assignm	learning
14	PROS	literacy	categories of objects and relationships	Thinking	g the	English:-	and	ents	Problem
days	E:	development	h structure the sur	Collaborat	knowledg	Understa	School		solving
)			between them	ion	e about	nding the	Garde	Individua	Suggesti

	•L2	Aesthetic and	C-9.3: Converses fluently and can hold a	Communi	different	concept	n.	I reading	ve
(12-	Goa –A	Cultural	meaningful conversation	cation	water	and		and	Assess
14	Tourists'	development		Life skills	sports.	usage of		Book	ment :-
pd)	Paradise	(Manomaya	Learning Outcomes:-	Understa		Nouns		exercise	Dictation
	(Travalo	Kosha)	Basic –	nding	Scientifi	and		s.	Worksheet
	gue)	Curricular	•Identifies and names common	Responsi	C	Adjectives			Suggestive
	guo	Goal:-	objects, people,pictures, animals,	bility	temper:-			Home	resources/Ac
	CONCEP	CG-7	objects, people, pictures, animais,	Connecte	Understa	EVS:-		assignm	tivities:
	T	Children make	birds, events etc.with assistance	dness	nding the	Making a		ents:	Identifying the
	Different	sense of world			value of	Family		Write five	different
	tourist	around through	•Listens attentively and speaks in short		family	Tree		-six	historical
	places	observation and	conversations with familiar people around.		members			sentence	monuments of
	and	logical			and their			s about	the country
	environm	Thinking			importan			Goa and	and write their
	ent	Thinking.	Medium-		ce.			identify	names.
	One one	CG-9	•Identifies and describes common objects,					Nouns	
	SUB-	Children	people, pictures, animals, birds, events etc. on					and	
	CONCE	develop	their own					Adjective	
	PT:	effective	Read properly and encourage others to read the					S	
	People,	communication	lessons so that everyone can generate their own					specifical	
	shelter,	skills for day-to-	idea on importance of trees.					ly.	
	food of a	day interactions.	·						
	place,	day interactions.							
	different		Advance:						
	cuisines.								
			•Identifies and describes finer details of the						
			objects, signs, places, common activities in the in						
			the immediate environment and in the						

		picture/models •Engages in discussion about a topic and raise and respond to questions			
GRAMM	DOMAIN:	Competency			
AR	Language and				
• L5-	literacy	C-9.7 : Knows and uses enough words to carry out			
Adjectiv	development	day-to-day interactions effectively andcan guess			
es	Curricular	meaning of new words by using existing			
Skills:	Goal:-	vocabulary			
writing , reading,	CG-9	Learning Outcomes:-			
comparin	Children	Basic –			
g, co-	develop	Begins to useappropriate vocabulary for some			
relating	effective	common and familiar objects and experiences.			
skills	communication	common and familiar objects and experiences.			
CONCEP	skills for day-				
Т	today	Medium-			
Types of	interactions in	•Uses expanded vocabulary with intentional use			
adjectives	two languages	of action words, descriptive words			
Types of		•Uses nouns and adjectives as the basic pillars of			
Nouns		sentences.			
CUD		Advance:			
SUB		•Uses children's dictionaries to identify meanings			
CONCEP		of unknown words encountered in texts			
T:					
Relation		•Reflecting the uses of grammatical phenomena in			

between	literature.	
nouns and		
adjectives		
Comparis		
on of		
Adjectives		
Uses in		
sentenc	CwSN Assisted Learning:	
es	For Visually Impaired students- Main points	
	of the chapter (in audio)	
Learning	Story of all about Goa (Tourist place)	
about	Country on an account country practs)	
different	Smallest state of India	
and their	Goa is located on - Western cost of India	
usage	along the Arabian Sea	
kinds of	Four main languages - Marathi, Hindi,	
adjective	Portuguese and Konkani	
s and	Official language - Konkani	
degrees	Traditional dishes - Fish curry, Rice, Arroz	
of .	doce	
compari	Famous beaches - Anjuna, Candolim,	
son of	Calangute	
adjective	Food kinds of water sports - Water surfing,	
S.	Water skiing and Scuba diving.	
Sub		
Concept	For Hearing Impaired students	
S:	All above points in text form with few pictures.	
То		

	enable the students to describe the world around them.		https://youtu.be/xpcUSgEH9Po						
July (22- 25 Days) (26- 28 pds)	PROSE L3- Elias (Psychol ogical Fiction) Skills: listening , speakin g, reading, underst anding CONCEP T 1. Duties and	Language and literacy development Socio-Emotional and Ethical Development Cognitive Development (Vijananmaya Kosha) Curricular Goal:-CG-4 Children develop emotional	Competency C-4.2: Recognises different emotions and makes deliberate effort to regulate themappropriately C- 5.1: Demonstrates willingness and participation in specific work towards helping others. C-9.3: Converses fluently and can hold a meaningful conversation. Learning Outcomes:- Basic — • Associates emotions with words and facial expressions. • Assists the teacher and organizes the classroom. • Expresses their needs and feelings through	5 C's Critical Thinking Collaborat ion Communi cation Life skills Inter personal skills Conflict - Resolutio n skill	nding the significan ce and purpose	English:- Understa nding of difference between the concepts of nouns and pronouns, their usages in sentences . EVS:- Understa	Classr oom and School Garde n.	Class assignm ents Peer learning Book exercise s. Home assignm ents: Find the rhyming words from the poem and	Story telling Reflective learning Synergistic Logic Suggestive Assessment :- Dictation Worksheet Suggestive resources/Ac tivities: Make a book cover based on any story book which you like or have read during your

responsi bilities towards family member s and mankind Sub- concept : Summar y and compara	intelligence (ability to understand and manage their own emotions) CG-5 Children develop a positive attitude towards productive work and service of "Seva".	 short meaningful sentences Medium- Shares with others (peer and familiar adults) their feelings/emotions Performs appropriate chores at home and/or at school (e.g., putting away toys, watering plants) Engages in conversations based on events, stories, or their needs and asks questions Advance: Consciously uses strategies to calm themselves down (e.g., breathing, changing activity) Assists teachers to create TLM 	nding different types of plants.	Any three types of pronouns from the lesson.	vacations.
tive study L4- The King and the Fiery Dragon (Fantasy) Skills: listening, speaking	DOMAIN: Language and literacy development Socio-Emotional and Ethical	 Maintains the thread of the conversation across multiple exchanges Competency C-9.3: Converses fluently and can hold a meaningful conversation. Learning Outcomes:-			

, reading,	Development				
understa	Cognitive	Basic –			
nding	Development	•Expresses their needs and feelings through			
	(Vijananmaya	short meaningful sentences			
CONCEP T Fairy	Kosha) Curricular Goal:-	Medium-			
tales and their moral.	CG-9 Children	•Engages with non-fictional content read aloud or discussed in class, is able to link knowledge from their own experiences, and talks about it			
Sub- concept	develop effective communication	Advance:			
High fantasy stories	skills for day- today interactions in	•Maintains thethread of theconversationacross multipleexchanges			
and their morals and	two languages				
usefulne ss					
POETR	DOMAIN:	Competency:			
Υ	Language and	C-7.2:			
• Poe	literacy	Observes and understands cause and effect			

m2- The	development	relationship in nature.		
Noble	Socio-Emotional	C-9.2: Creates simple songs and poems on their		
Nature	and Ethical	own		
(Literary	Development	C-10.6		
device-	Cognitive	Reads short poems and begins to appreciate		
Symboli	Development	the poem for its choice of words and		
sation,	(Vijananmaya	imagination.		
Compari	Kosha)			
son)	Curricular			
CONCE	Goal:-	Learning Outcomes:-		
PT:	CG7			
Intonatio	Children make	Basic –		
n,	sense of world	•Names objectsin the sky (sun,moon,		
apprecia	around through	stars,clouds)		
tion	observation and	•Enjoys familiar songs andpoems		
SUB-	logical thinking.	Medium-		
CONCE	CG-10			
PT:	Children	•Expresses own preferences, interests and makes		
Charact	develop	choices		
ers of	fluency in	•Identifies rhyming words from familiar poems		
the	reading	and creates new rhyming words		
poem,	and writing in	•Reads short poems and narrates the literal		
real-life	Language 1	meaning of the poem		
analysis				
	CG-9	Advance:		
	Children	De alexa district en actions to book		
	develop	•Develops a list of questions to break up a larger		
	effective	question related to natural phenomenon		

	communication skills for day- today interactions in two languages	 Encourages reading more stories having morals. Creates short poems/rhymes independently in their own words Reads short poems and infers the imagination of the poet 		
GRAM-MAR L-2 PRONOU N L-8 - Subject Verb Agreem ent CONCE PT Learning about different types of pronoun s and	DOMAIN: Language and literacy development Curricular Goal:- CG-9 Children develop effective communication skills for day-today interactions in two languages	COMPETENCY: C-9.7: Knows and uses enough words to carry out day-to-day interactions effectively and can guess meaning of new words by using existing vocabulary Learning Outcomes:- Basic — Begins to use appropriate vocabulary for some common and familiar objects and experiences. (e.g., tells their name, names of friends, common objects, and pictures, sweet, sour, round, big) Begins to visually recognize and connects letters (Moolaksharas/ Bharakadi/ Kaguniita) to corresponding sounds Medium- Uses vocabulary acquired from specific themes,		

their	and topics introduced in class in their	
usage	conversations	
	•Recognizes all aksharas (including	
SUB-	samyuktaksharas) and connects to	
CON-	corresponding sounds	
CEPT	Advance:	
То	Advance.	
improve	•Uses children's dictionaries to identify meanings	
writing	of unknown words encountered in texts	
skills of	Recognizes as sight words commonly used	
learners	articles, pronouns, and connecting words	
	CwSN Assisted Learning:	
	For last the store the Direct to 1 Otto Louis	
	For Intellectually Disabled Students	
	Break down learning tasks into small steps. Each learning task is introduced, one step at	
	Each learning task is introduced, one step at a time.	
	a time.	
	Use charts to map students' progress.	
	Provide positive reinforcement for	
	appropriate, on-task behaviour.	
	For Visually Impaired Students	
	Course materials in braille or an accessible electronic format	
	electionic ionnat	
	Verbal descriptions of visual aids, charts,	
	graphs, and other images	

			 Raised-line drawings and tactile models of graphic materials Braille equipment labels, auditory lab warning signals Computer with optical character recognition, screen reader, braille embosser, and Braille printer. 						
			https://youtu.be/yet77vB5dPo https://youtu.be/P8SKXE_SdqM https://youtu.be/auOvG-ZEnGg						
Aug	PROSE:	DOMAIN:	Competency	5 C's	Scientifi	Languag	Classr	Class	Story telling
(22-		Language and	C- 4.6-		С	е	oom	assignm	Constructivis
25	L5- The	literacy	Shows kindness and helpfulness to others	Cross -	temper:-	English:-	and	ents	m
Days	Distingui	development	when they are in need.	cultural	Improvin	Developin	School		Brain
)	shed	-	C-9.6	understan	g life	g the	Garde	Individua	storming
	Stranger	Socio-Emotional	Narrates short stories with clear plot and	ding	lessons	concept	n.	I reading	Suggestive
(26-	(Fiction)	and Ethical	characters	Communi	learnt	of Simple		and	Assessment :-
28	Skills:	Development		cation	from	Present		Book	Dictation
pds)	listening,	(Manomaya	Learning Outcomes:-	Life skills	gardenin	Tense.		exercise	Worksheet
	speaking,	Kosha)		Understa	g			S.	Suggestive
	reading,	Curricular	Basic –	nding		EVS:-			resources/
	understa	Goal:-		Connecte		Inter-		Home	Activities:
	nding	CG4:	•Shows care and tenderness in dealing with	dness		relationshi		assignm	Draw a poster
		Children	other living beings.	Respectfu		р		ents:	on Earth Day
	CON-	develop		Iness	Technol	between		Write five	which is

CEPT	emotional	Generates the idea of dialogue writing.	Growth	ogy:-	the	-six	celebrated c
Knowing universe as 'one family'. SUB-CON-CEPT Knowin g more about fictional charact ers and reading about them.	emotional intelligence (ability to understand and manage their own emotions) CG-9 Children develop effective communication skills for day- today interactions in two languages	 Generates the idea of dialogue writing. Uses the correct form of verbs and tenses in sentences. Medium- Uses social and moral values in our day-to-day life. Takes responsibility for tending and caring for saplings and plants Advance: Shows affinity with different people on earth. Takes responsibilityfor tending to and caring for animals like kittens, puppies, chicken Feels encouraged reading more stories having morals. 	Growth and developm ent	ogy:-	the different areas of environm ent.(Graminivo rous, green plants, consumer s)	-six sentence s indicatin g simple present tense and discuss with your friends.	celebrated of 22 April.
L6- The	DOMAIN:	Competency					

Selfish	Language and	C-6.1-			
Giant(literacy	Shows care for and joy in engaging with all life			
Fiction)	development	forms.			
Skills:		C-9.6			
listening,	Socio-Emotional	Narrates short stories with clear plot and			
speaking,	and Ethical	characters			
reading,	Development				
understa	(Manomaya	Learning Outcomes:-			
nding	Kosha)				
	Curricular	Basic –			
CON-	Goal:-				
CEPT	CG6:	•Shows care and tenderness in dealing with			
Concept	Children	other living beings.			
of	develop a	Generates the idea of dialogue writing.			
Kindnes	positive regard	Generales the idea of dialogue writing.			
s and	to the different	•Uses the correct form of verbs and tenses in			
doing	components of	sentences.			
good	our nature	Medium-			
deeds	including human				
	beings.	•Uses social and moral values in our day-to-			
SUB-	CG-9	day life.			
CON-	Children				
CEPT-	develop	•Takes responsibility for tending and caring for			
	effective	saplings and plants			
Dialogue	communication				
writing	skills for day-	Advance:			
Uses of	today				
'ethical	interactions in				

values'	two languages	•Shows affinity with different people on earth.		
		•Takes responsibility for tending to and caring for animals like kittens, puppies, chicken		
		•Feels encouraged reading more stories having morals.		
GRAM-	DOMAIN:	Competency:		
MAR:	Language and	C-9.4: Understands oral instructions for a		
L-6	literacy	complex task and gives clear oral instructions		
Verbs	development			
L-10 - The	Curricular	for the same to others		
Present	Goal:-	Learning Outcomes:-		
Tense	CG-9	Basic –		
CON-	Children			
CEPT	develop	•Listens and follows short instructions (e.g., bring		
Types of	effective	the blocks here, wash hands properly, etc.)		
verb	communication	•Uses the correct form of verbs and tenses in		
Concept	skills for day-	sentences.		
of Tense	today	Medium-		
SUB	interactions in			
CON-	two languages	•Gives clear instructions to accomplish short		
CEPT:		tasks to other children or adults.		
	Children	•Connects the relation between verbs and tenses.		
Types of	develop their			
Tenses	knowledge of			
Example	action words	Advance:		

Transitive and Intransitiv e verb.	and types of tenses through general conversation in class room.	 Gives clear instructions comprising of several steps (8 to 9 instructions at a time) Importance of verbs and tenses. 		
Skills: Reading, Writing, Assimilat ing, Adapting	ciass room.	GENERALISATION: Action words: verbs Time of verbs: Tenses Habits, universal truth, regularity: simple present tense		
skills		CwSN Assisted Learning: For Hearing Impaired students		
		 Use sign language interpreter, real-time captioning, and/ or FM system for teaching. Use Note taker in teaching learning process. 		
		 Use visual aid. Write key phrases and lecture outlines on the blackboard or overhead projector. 		
		Children with Autism (Learning Assistance)		
		Teach the story using flow charts with connectors.		

			Use storyboards.						
			https://youtu.be/15DtZ0j4hy8						
			https://youtu.be/2fnt3BhbCNI						
			https://youtu.be/79K60mNmPKE						
			https://youtu.be/ AUz4m4hvhPw						
Sept	GRAM-	DOMAIN:	Competency	5 C's	Scientifi	Languag	Classr	Class	Story telling
(22-	MAR	Language and			С	е	oom	assignm	Constructivis
25		literacy	C- 10.4 –	Communi	temper:-	English:-	and	ents	m
Days	1. Para	development	Reads story and passages with accuracy and	cation		Concept	School		Brain
)	graph	(Vijnanamaya	fluency with appropriate pauses and voice	Critical		of letters (Garde	Picture	storming
	writin	Kosha)	modulation.	thinking		its kinds	n.	composit	Suggestive
(12-	g	Curricular		Life skills		and		ion on	Assessment
14	2. Letter	Goal:-	C-10.8 –	Understa	Technol	format)		"Classro	15
pds)	writin		Writes a paragraph to express their	nding	ogy:-			om"	Dictation
	g(For	GRAMMAR	understanding and experiences.	Compreh				Format	Worksheet
	mal)		Learning Outcomes:-	ending				of a	Suggestive
	,	CG10:		Visualisati				formal	resources/Ac
	3. Unse	Children	Basic –	on				letter.	tivities:
	en Pass	develop fluency	•Able to read the passage.						
	age	in reading and						Home	
	Com	writing in	•Able to understand the passage.					assignm	
	prehe	language.	•Able to write the answers of given question					ents:	
	nsion		based on passage.					Two	
	00110		•Able to understand the formats.					Formal	
	• CONC		Able to understand the formats.					letters	
	EPT								
			Medium-						
	Format								

of letters	Able to read with fluency and write with	
Types of	accuracy.	
letters	•Able to write paragraph, letter; generating new	
Evernles	ideas.	
Examples of	Advance:	
paragraph s, letters and	•Read, write comprehend and answer the questions correctly based on the paragraph.	
unseen	Developing imaginary and thinking skills of	
passage	students.	
'How to		
write',		
'what to		
write'		
• SUB		
CON-		
CEPT:		
Vocabular		
у		
Conversat		
ion Skills,		
writing,		
vocabular		
y building,		
constructi		

	ng, Assimilati ng skills								
			Visual Impairment students' assistance: Specific points of the topics in audio form. Use of Bold and Large font pictures book. Use of embossed flash cards. Words cut outs for formation of sentences.						
			Hearing Impairment students' assistance: Teach the story using visual and concrete aids (flash cards, picture cards, puppets). https://youtu.be/7Cu9Scak6UQ						
Oct	POET	DOMAIN:	TERM II Competency	5 C's	Scientifi	Languag	Classr	Class	Story telling
(22-	RY	Cognitive	POETRY:		С	e	oom	assignm	Constructivis

25		Development	C-7.2: Observes and understands cause and effect	Collaborat	temper:-	English:-	and	ents	m
Days	•POEM	Language	relationships in nature by forming	ion	Shaping	Appreciati	School	Poem	Brain
)	3	development		Critical	the	on of the	Garde	recitation	storming
(18- 21 pds)	A Child's Evening Prayer (Literary device- Rhyme and Rhythm) • CONC EPT	Literacy Development (Vijnanamaya Kosha) Curricular Goal:- CG7 Children make sense of world around through	simple hypothesis and uses observations to explain their hypothesis C-9.2 Creates simple songs and poems on their own Learning Outcomes:- Basic — • Differentiates between day and night • Uses tools and implements effectively in work situations. Enjoys rhymingwords in songsand poems	thinking Life skills Goal Setting Discipline Reverenc e Efforts	functional meaning	poem Understa nding the rhyme rhythm and intonation . EVS:- First War of	n.	Chapter reading Home assignm ents: Find the Rhyming words from the poem	Suggestive Assessment :- Dictation Worksheet Suggestive resources/Ac tivities: Examples of simple Present Tense and
	 Import ance of Prayer s appre ciating the Poem. SUB- 	observations and logical thinking. CG-9 Children develop effective communication skills for day- today interactions in two languages	 Medium- Differentiates between day and night Identifies rhyming words from familiar poems and creates new rhyming words Advance: Describes how a balance must be maintained between the needs of humanSociety and the natural environment (e.g.,Being kind toAnimals enables them to work with us, correct garbage disposal is necessary to avoid diseases) 		Technol ogy:-	Independ ence Sepoy Mutiny Revolt of 1857.			Simple Past Tense.(In Sentences)

CONC EPT:		•Creates short poems/rhymes independently in their own words			
Recitation					
intonation , figure of speech					
Skills: Recitation , listening					
PROSE:	DOMAIN: Cognitive	COMPETENCY: C- 7.3			
• L7 - Brave	Development Language	Uses appropriate tools and technology in daily life situations and for learning.			
Rani Lakhs	development Literacy	Learning Outcomes:-			
mibai	Development	Basic –			
(biograp	(Vijnanamaya Kosha)	 Uses tools and implements effectively in work situations. 			
hy) Skills:	Curricular	ondationo.			
listening,	Goal:-	Medium-			
speaking	CG7	•Develop the understanding about the eminent			

reading, understa nding •CONC EPT: Introducti on of Historical character s	Children make sense of world around through observations and logical thinking.	personalities of our historical times. Advance: Acknowledge the sacrifice of the eminent historical character. Inculcates the interest to know about them more.			
CONC EPT: Question s- answers Referenc e to the context New words Word meanings					

GRAM-	DOMAIN:	COMPETENCY:		
MAR	Language and	C-9.3: Converses fluently and can hold a		
	literacy	meaningful conversation		
L11 - The Past	development	C-11.2 : Recognises most frequently occurring		
Tense	Curricular	letters of the alphabet (forms of akshara)		
L-13 Modals	Goal:- CG-9	of the script, and uses this knowledge to read and write simple words and sentences		
CON- CEPT: Uses of tenses	Children develop effective communication skills for day- today	Generalization: Difference between simple present and simple past tense Working continuously: present continuous tense Learning Outcomes:-		
CONCEP Types	interactions in two languages CG11: Children begin	Basic − •Initiatesconversations indaily life withpeers andteachers in avariety of schoolsettings		
Skill:	to read and	•Reads simple two-syllable words that are		
Writing	write in	familiar and with known letters		
	language comprehending the uses of tenses etc.	Develop the idea of difference between present and past tenses.		
	1011000 010.	Medium-		
		•Engages in conversations based on events, stories, or their needs and asks questions		

 Reads simple three to four syllable words that are familiar Able to write sentences mentioning their tenses. Advance: Engages with non-fictional content read aloud or discussed in class, is able to link knowledge from their own experiences, and talks about it Recognizes as sight words their names and labels of objects in their environment 		
Visual Impairment student's assistance: Record the specific points of the chapter and allow the child to listen separately. Use embossed flash cards of the objects which are specifying in the chapter. Provide specific points of the chapter in Braille format. Hearing Impairment students' assistance: Use words flashcard for the formation of simple sentences. Teach the Tenses using flow charts with connectors.		

			https://youtube.com/watch?v=fgo8na6brFQ&si= EnSIkaIECMiOmarE https://youtu.be/fnAF80C2PDw https://youtu.be/oWu4eosmrwE						
Nov	POET	DOMAIN:	Competency	5 C's	Scientifi	Languag	Classr	Class	Integrative
(22-	RY	Cognitive			С	е	oom	assignm	Learning
25		Development	C- 4.1	Collaborat	temper:-	English:-	and	ents	Story telling
Days	POEM	(Vijnanamaya	Starts recognising 'self' as an individual	ion	Shaping	Understa	School		Brain
)	4-	Kosha)	belonging to a family and community.	Critical	character	nding	Garde	Lesson	storming
	Нарру	Language and	C-9.1	thinking	and	different	n.	reading	Suggesti
(21-	Mother's	Literacy	Listens to and appreciates simple songs,	Cooperati	values of	tenses		and	ve
24	day	development	rhymes, and poems	on	a person	and their		Identifica	Assess
pds)	(Literary Device-	Socio-Emotional and Ethical	Learning Outcomes:-	Life skills Presence		usages		tion of Tenses	ment :- Dictation
	Rhyme)	Development (Manomaya	•Shares other Identifying information (e.g.,	of mind Sense of		EVS:-		Home assignm	Worksheet Suggestive
	CON- CEPT	Kosha)	parent's name)	humour Connecte	Technol ogy:-	Concept of 'My		ents: Book	resources/Ac tivities:
	Respectin g parents	Curricular Goal:-	•Sings along tosongs and rhymes with intonation and gestures	dness		Family'		Exercise s	Make a Tense chart.
	SUB-	:							
	CON-	CG-4:	Medium-						
	CEPT:	Children	Begins to express their capabilities and interest						
	Appreciati on	develop emotional	with a view to contribute to society – when I grow up, I want to be a farmer, a doctor, pilot, be						
	Intonation	intelligence. CG-9 : Children	a soldier, etc •Sings/recites short (4-5 sentences)						

Recitation	develop effective	songs/poems		
Summary	communication skills for day-to- day interactions in	Develop sense of responsibility towards family and community.		
	two languages	Advance: •Values the work of adult members of the family (e.g., my mother is a farmer, and her work helps all of us to eat well) •Sings/recites songs/poems with two to three stanzas Uses intelligence in daily life situations.		
PROSE	DOMAIN:	PROSE:		
	Cognitive	C- 7.3: Uses appropriate tools and		
L8-	Development	technologies in daily life situations.		
Birbal	(Vijnanamaya	C-9.6: Narrates short stories with clear plot and		
and the	Kosha)	characters		
Barber	Language and			
Skills-	Literacy	Learning Outcomes:-		
Listening	development	Basic –		
,	Socio-Emotional			
speaking	and Ethical	•Shows inclination to use simple tools while		
,	Development	playing		
reading,	(Manomaya	•Imagines and narrates personalized		
writing	Kosha) Curricular	endings of the story.		

CONCE	Goal:-	Medium-			
PT:	PROSE:				
То		•Uses tools and implements effectively in work			
teach	CG7:	situations			
the	Children make	•Narrates their own short stories with simple			
importan	sense of world	plots and characters			
ce of wit,	around through				
humor,	observations	Advance:			
presenc	and logical				
e of	thinking.	•Builds simple tools and implements for using in			
mind		day-to-day activities			
and	CG-9	•Creates their own stories, with complex plots			
intelligen	Children	and multiple characters (as a group)			
ce	develop	•Uses intelligence in daily life situations.			
during	effective				
difficult	communication				
times.	skills for day-				
	today				
SUB-	interactions in				
CON-	two languages				
CEPT:					
Activity					
Applicati					
on					
Intelligen					
ce					
Uses in					
daily-life					

situation					
s					
GRAM-	DOMAIN:	GRAMMAR:			
MAR	Cognitive				
•L-15	Development	C-9.7 : Knows and uses enough words to carry out			
Prepositi	(Vijnanamaya Kosha)	day-to-day interactions effectively and			
on	Language and	can guess meaning of new words by using			
• L-12	Literacy	existing vocabulary.			
The Futur e	development Socio-Emotional and Ethical	Learning Outcomes:-			
Tense	Development	Basic –			
Skills: dictionary , vocabular	(ManomayaKo sha) Curricular Goal:-	•Predicts meaning of unknown words in texts using picture and context cues.			
y, reading		Medium-			
CON- CEPT Types and differenc	CG-9 Children develop effective communication	•Uses expanded vocabulary with intentional use of prepositions, action words, descriptive words, tenses, etc			
es	skills for day-				
writing	today	Advance:			
SUB CON-	interactions in two languages	•Uses children's dictionaries to identify meanings			

	CEPT:		of unknown words encountered in texts.						
	Tense-	Children							
	chart	develop the idea							
	mentioni	of different							
	ng	tenses in prose							
	example	and poetry.							
	S								
			CwSN Assisted Learning:						
			Visual Impairment student's assistance:						
			Record the specific points of the chapter and						
			allow the child to listen separately.						
			Use embossed flash cards of tree, lamp and						
			other objects which are specific in the chapter.						
			Provide specific points of the chapter in Braille						
			format.						
			Hearing Impairment student's assistance:						
			Add the videos with caption and embed in your						
			presentations to support the child to learn with						
			the rest of the class.						
			Make visible charts related to the topic with						
			subtitles.						
			Refer apps for learning.						
			https://youtube.com/watch?v=MVEZDqvtqb						
			Y&si=EnSIkalECMiOmarE						
			https://youtu.be/6zHMANyTYbk						
			https://youtu.be/VWNIWjSsF4w			_			
Dec	• PRO	DOMAIN:	Competency	5 C's	Scientifi	Languag	Classr	Class	Interactive

(22-	SE:	Language			С	е	oom	assignm	Learning
25		development	PROSE:	Collaborat	temper:-	English:-	and	ents	Story telling
-	L9- The Great Barrier Reef (Travalo gue) Skills- Listenin g, Reading CON- CEPT Natur		PROSE: C- 4.4 Shows cooperative behaviour with other children. Learning Outcomes:- Basic — •Understands the concept of World Heritage sites. •Able to enhance thinking skills Medium-	Collaborat ion Critical thinking Cooperati on Life skills Universal love and			and School	_	
	e and its Beaut y Coop eratio n, affecti on	PROSE: CG4: Children develop emotional intelligence	 Improves writing skills Inculcates the core meaning of prose Advance: Introduces the concept of Joyful learning •Able to make their own stories	peace. Conservation Writing with imagination.					Locate Great Barrier Reef on a map of Australia.

CON-					
CEPT:					
Value-					
based					
question					
Referen					
ce to the					
context					
• PRO	DOMAIN:	Competency			
SE:	Language				
L10	development	C-9.6			
Aliens	Literacy	Narrates short stories with clear plot and			
Pay a	Development	characters			
Visit	Socio-Emotional				
(fiction)	and Ethical	Learning Outcomes:-			
Skills-	Development(M				
Listenin	anomaya	Basic –			
g,	Kosha)	 Able to understand the types of sentences 			
Reading	Aesthetic and	used in prose			
	cultural	Able to enhance thinking skills			
CON-	development.	<u> </u>			
CEPT	(Anandamaya				
Univer	kosha)	Medium-			
se	Curricular				
and its	Goal:-	•Improves critical thinking			
inhabit	PROSE:				

SUB-CON-CEPT: The interacti on between humans and the extraterr estrial compon ents and creature s	CG-9 Children develop effective communication skills for day- today interactions in two languages	Advance: Introduces the concept of Joyful learning Able to make their own stories			
GRAM-	DOMAIN:	COMPETECY:			
MAR	Language and	C-10.3 : Recognises all the letters of the alphabet			
• L-4	literacy	(forms of akshara) of the script (L1) anduses this			
Articl es	development	knowledge to read and write words C10.8:			
• L 14 - Conju		Writes a paragraph to express their			

nction s		understanding and experiences. C11.1:			
• Story Writin		Develops phonological awareness.			
g	Curricular Goal:-	Learning Outcomes:-			
CON-	CG-10	Basic –			
CEPT	Children	•Knows that words are made of letters			
Underst	develop	•Identifies rhyming words and alliterations			
anding and	fluency in				
Identifica	reading				
tion of	and writing CG-11				
articles	Children begin	Medium-			
- proper	to read and	•Recognizes			
usage of prepositi	write	allaksharas(includingsamyuktaksharas)and connects tocorrespondingsounds			
ons and conjuncti		•Mimics and reproduces syllabic sounds			
ons		Advance:			
SUB		•Recognizes as sightwords commonlyused			
CON- CEPT:		articles,pronouns, andconnecting words			
Learning		•Combines sounds (vowel and consonant) to			
to write		form the most familiar words			
sentenc es using		•Introduces the concept of Joyful learning			

	articles, prepositi ons and conjuncti ons properly.		•Able to make their own stories CwSN Assisted Learning: Children with Autism (Learning Assistance) Use of pictures books to teach the chapter. Keep your sentences short & simple. Assign partners with whom they feel comfortable while reciting poem or reading chapter. Use storyboards. Hearing Impairment students assistance: Use visual aids. Use chapter related videos with subtitle. https://youtu.be/mfvql8KEs2k https://youtu.be/cmqjhB0H-lk						
			https://youtu.be/83ujFcGrxHI						
Jan	PROSE	DOMAIN:	Competency	5 C's	Scientifi	Languag	Classr	Class	Integrative
(22-	AND	Language	C- 4.4	0.11.1	C	e ====================================	oom	assignm	learning
25	POETR	development	Shows cooperative behaviour with other	Collaborat		English:-	and	ents:	Connectedne
Days	Y:	Literacy	children and society.	ion	Making a	Uses of	School	Loud	ss to the
)	L11 - A	Development	C-10.5	Critical	specific	Parts of	Garde	reading	community
	Unique		Reads short stories and comprehends its	thinking	objectivit	speech in	n.	of	Synergistic-

(18-	Party	Socio-Emotional	meaning – by	Cooperati	y of	writing,	lessons	logic
21	(Fiction)	and Ethical	identifying characters, storyline and what the	on	lessons,	Reading		Experient
pds)	Skills:	Development	author wanted		improvin	with	Format	ial
	Listening	Curricular	to say – on their own		g	appropriat	of formal	learning.
	,	Goal:		Life skills	imaginar	е	letters	Suggestive
	Reading	CG4: Children	Learning Outcomes:-	Creativity	y skills,	pronuncia		Assessment
	and	develop		Model-	indicating	tion,	Example	1-
	writing	emotional	Basic –	building	as a	Independ	s of	Dictation
		intelligence.		Learning	'multi-	ent writing	formal	Workshe
	CONCE	CG-10	•Understands the concept of FAIRY TALE	by doing	disciplina		letters	et.
	PT:	Children	characters	Learn-	ry'.	EVS-		Suggestive
	Making	develop	•Enjoys playing with other children	how to		Multidisci		resources/Ac
	children	fluency in		learn		plinary	Home	tivities:
	curious	reading	•Reads picture books and identifies objects and	Effective		approach	assignm	Making a
	about	and writing in	actions	communic		(holistic	ents:	Birthday
	reading	Language 1	•Able to enhance thinking skills	ation	Technol	developm	Practice	Card.
	fairy	(L1)2			ogy:-	ent)	of formal	
	tales						letters	
	and		Ma diama					
	story		Medium-				Referenc	
	books.		•Reads books aloud with short simple texts and				e to the	
			uses both visual cues and text to infer and retell				context	
	SUB-		the story with accurate sequence and elaboration				(chapter	
	CONCE		Demonstrates willingness to include other's				related)	
	PT:		ideas during play					
	Reading		ideas during play					
	and							
	Compre		Advance:					

hension		 Frames rules for play with others and follows those rules. Begins "Independent Reading" of books of more textual content than visual content 		
Poem	DOMAIN:	COMPETENCY-		
5 Grandf	Poetry :	C-10.6		
ather		Reads short poems and begins to appreciate		
Clock	Language and	the poem for its choice of words and		
(Literary	Literacy	imagination		
Device-	Development	C11.2:		
Rhyme)		Uses the knowledge to read and write simple		
Skills:	Curricular	words and sentences independently		
Adaptatio	Goal:-	Learning Outcomes:-		
n	CG-10			
Accommo	Children	Basic –		
dation	develop fluency	•Begins to write the aksharas they recognize and		
LSRW	in reciting the	uses them to form simple words		
CONCE	poem.	•Writes down short words on dictation		
PT:	CG11:	•Writes sentences with accuracy.		
Apprecia	Children begin			
ting and	to read and	Medium-		
valuing	write in			
elders	language	•Reads short poems and narrates the literal		
and their	independently	meaning of the poem		

l t	things.		•Writes down with accuracy 3 or 4 syllable		
	SUB-		words when dictated		
	CONCE		•Reads simple three to foursyllable words that		
	PT:		are familiar		
	Respecti		•Inculcates the core meaning of prose and poetry		
	ng the				
t	tradition		Advance:		
	S.		•Reads short poems and infers the imagination of		
	Referen		the poet		
	ce to the		•Creates a sequence of pictures and writes short		
	context		sentences along with them with accuracy		
			 Recognizes as sight words commonly used 		
			articles, pronouns, and connecting words		
(GRAMM	DOMAIN:	COMPETENCY-		
	AR	Language and	C-9.7		
•	▶ L-7	literacy	Knows and uses enough words to carry out		
	Adverb	development	day-to-day interactions effectively .		
	S		C11.2:		
-	▶ L-16		Uses the knowledge to read and write simple		
	Interj	0	words and sentences independently.		
	ection	Curricular	Learning Outcomes:-		
	S	Goal:-	Pagia		
(CON-	CG-9	Basic –		
	CEPT:	Children	Begins to write the aksharas they recognize and		
-	То	develop	uses them to form simple words		
	enable	effective	Writes down short words on dictation		

the	communication	Writes sentences with accuracy.		
students	skills for day-			
to identify different types of adverbs in the sentenc es. Sub Con- cept:	today interactions in two languages CG11: Children begin to read and write in language independently.	 Medium- Writes down with accuracy 3 or 4 syllable words when dictated Reads simple three to foursyllable words that are familiar Inculcates the core meaning of prose and poetry Advance: Creates a sequence of pictures and writes short sentences along with them with accuracy Recognizes as sight words commonly used articles, pronouns, and connecting words 		
enable				
students				
to use				
various				
kinds of				
adverbs				
in their				
writing.				
		CwSN Assisted Learning:		
		Visual Impairment students assistance:		
		Specific points of the topics in audio form.		

			 Use of Bold and Large font pictures book. Use of embossed flash cards of adverbs. Words cut outs for formation of sentences. Hearing Impairment students' assistance: Take some videos of sign language expert, videos with captions which are related to the chapters. Use Visual aids like flash cards of different games, siblings with captions. https://youtu.be/uMZV7kmGJc4 https://youtu.be/LNH7z8VIPGA https://youtu.be/nNGiDfCX7PI https://youtu.be/qVo6N4vMPfI 						
Feb (22- 25 Days)	GRAM- MAR: • L-9 Activ e and Passi ve voice • L-17 Punct uatio ns	DOMAIN: Language development Literacy Development Socio-Emotional and Ethical Development Curricular Goal:- CG-10:Children develop fluency	Competency C-10.8: Writes a paragraph to express their understanding and experiences C11.2: Uses the knowledge to read and write simple words and sentences independently. Learning Outcomes:- Basic — •Begins to write the aksharas they recognize and uses them to form simple words	5 C's Collaboration Critical thinking Cooperation	Scientifi c temper:- Making a specific objectivit y of lessons, improvin g imaginar y skills, indicating	Languag e English:- Uses of Parts of speech in writing, Reading with appropriat e pronuncia tion,	Classr oom and School Garde n.	Class assignm ents: Loud reading of lessons Format of formal letters Example	Integrative learning Connectedne ss to the community Synergistic- logic Experiential learning Suggestive Assessment :- Dictation

• Letter	in reading and	•Writes down short words on dictation		as a	Independ	s of	Worksheet
Writin	writing in	Writes sentences with accuracy.		'multi-	ent writing	formal	Suggestive
g(Info	Language 1		Life skills	disciplina		letters	resources/Ac
rmal	CG11:	Medium-	Creativity	ry'.	EVS-		tivities:
letter	Children begin	Writes down with accuracy 3 or 4 syllable	Model-		Multidisci		Making a
s)	to read and	words when dictated	building		plinary		Birthday
Unse	write in	•Reads simple three to foursyllable words that	Learning		approach		Card.
en	language	are familiar	by doing		(holistic	Home	
Pass	independently.	•Inculcates the core meaning of prose and poetry	Learn-		developm	assignm	
age		meanages the core meaning or prose and poetry	how to		ent)	ents:	
Comp			learn			Practice	
rehen		Advance:	Effective			of formal	
sion		•Creates asequence ofpictures andwrites	communic			letters	
CON-		shortsentencesalong withthem withaccuracy	ation				
CEPT:-		•Recognizes as sight words commonly used				Referenc	
-		articles, pronouns, and connecting words				e to the	
Underst						context	
anding						(chapter	
and						related)	
usage of							
active							
and							
passive							
voice							
- proper							
usage of							
interjecti							
ons							

Sub-				
Concept:				
То				
enable				
students				
to write				
the				
sentenc				
es				
indepen				
dently in				
active				
as well				
as in				
passive				
voice				
	CwSN Assisted Learning:			
	Visual Impairment students assistance:			
	 Specific points of the topics in audio form. 			
	Use of Bold and Large font pictures book.			
	Use of embossed flash cards of adverbs.			
	Words cutouts for formation of sentences.			
	Hearing Impairment students assistance:			

Take some videos of sign language expert,
videos with captions which are related to the
chapters.
Use Visual aids like flash cards of different
games, siblings with captions.
https://youtu.be/uMZV7kmGJc4
https://youtu.be/LNH7z8VIPGA
https://youtu.be/nNGiDfCX7PI
https://youtu.be/qVo6N4vMPfI

APS Syllabus Bifurcation Overview (Class4) Academic Session 2023-24

Class: IV Subject: MATHS

Term I	<u>Term II</u>
Report card will consist of 100 marks	Report card will consist of 100 marks

Periodic Test I-Jul	Half-yearly Exam -Sep	Periodic Test I- Dec	Annual Exam- Mar
(30% syllabus- MM 40)	(50% syllabus MM 80)	(30% syllabus- MM 40)	(50% syllabus MM 80-
(Weightage in report card-10 Marks)	(Weightage in report card-80 Marks)	(Weightage in report card-10 Marks)	Syllabus will have 10% Syllabus of Term-1 and the entire syllabus of Term 2)
			(Weightage in report card-80 Marks)
Apr	Aug	Oct	Dec
Unit-1 Number and	Unit-6 Division	Unit-9 Decimals	Unit-13 Time
Numeration	Unit-7 Multiples and Factors	Unit-10 Metric System	Unit-15 Number Patterns
Unit-2 Roman Numerals			
May	Sep	Nov	Jan
Unit-3Addition	Unit-8Fractions	Unit-11Geometry	Unit-14Money
Unit-4 Subtraction		Unit-12Perimeter and Area	Unit-16Data Handling
July-	3. Note Book submission MM 25 (Weightage 5 Marks)		Feb-
Unit-5Multiplication	4. Subject Enrichment Activity MM 25 (Weightage 5 Marks)		Revision for Annual Exam

Report card will	consist of:- 100	marks		Report card will co	4.	Note Book submission 5 Marks) Subject Enrichment A (Weightage 5 Marks)	Activity MM 25
Evaluation	% syllabus	Maximum Marks	Weightage	Evaluation	% syllabus	Maximum Marks	Weightage
Periodic Test-I in Jul	30%	40 Marks	10 Marks	Periodic Test-2 in Dec	30%	40 Marks	10 Marks
Note Book submission		25 Marks	5 Marks	Note Book submission		25 Marks	5 Marks
Subject Enrichment Activity		25 Marks	5 Marks	Subject Enrichment Activity		25 Marks	5 Marks
Half-yearly Exam in Sep	50% syllabus	80 Marks	80 Marks	Annual Exam in Mar	10% Syllabus of Term-1 and entire syllabus of Term 2	80 Marks	80 Marks

Centrally Bifurcated Syllabus Maths - Class IV

TEXT BOOK: Learning MathsClass: IV PUBLISHER: Frank Educational Aids **CWSN** Perio Learning Mon UNIT/ Domain & Competency 21st Century Integration Inter-Assignme Suggestive LESSON:-Curricular skills disciplinar & Space Pedagogies th nts Number-Goals Lesson No integration (mapping Learning Name:with Outcome Foundational CONCEPT:stage) UNIT:- 1 C's Arts:-Count the Class room Class Project -Domain: Competency Develop 12 to Apr. English:for Name:-Cognitive C-8.2 Identifies Communica beads on the 14 concept assignme based Number and Development and and tion, abacus and write discussing learning Reading days nts Critical Book Numeration Developing extends simple communic the numbers. and Dice game the Thinking, with 5 and Positive Exercises patterns in their ation numbers explaining CONCEPT:-Creativity Sports:written on and 6-digit Learning surroundings amongst the concept Writing 5children Collaboratio Staircase game, Habits and numbers. the board. of Numbers examples numbers. C-8.4 Arranges digit and 6through speaking out the and n EVS: digit numbers numbers up to successive Numeratio Problem play Curricular 999999 in Subactivities number after Using the solving Life skills: n. Goal:ascending and Ouantitative Concepts and real each step. knowledge Maths Lab Suggestive *Place Value CG-7 descending life of numbers for doing Home Assessment :reasoning and Face Children order. Scientific in daily life *Ouiz examples. Logical activity assignme Value make sense of C-8.5thinking based on *Worksheet temper:situations. nts *Indian Place Show the the world Recognizes and Observe the Numbers. *Google

Value	around	uses numerals		pattern and		Activity	given	Form
System	through	to represent		fill in the blanks.	Art:-	room for	numbers	* Multiple
*Internationa	observation	quantities up to			Showing	role play.	on both	Choice
1 Place Value	and logical	999999.		Technology:-	the 5-Digit		Indian	Questions
System	thinking.	C-8.12 Develops		Use of ppt and	and 6-		and	
*Ascending	CG-8	adequate and		video links.	Digit		Internatio	Suggestive
and	Children	appropriate			numbers		nal Place	resources/Act
Descending	develop	vocabulary for			on		Value	ivities
Order	mathematical	comprehending			the abacus.		Systems.	liveworkshee
*Successor	understanding	and expressing						ts.com
and	and abilities	concepts and						
Predecessor	to	procedures			Music:-			
*Formation	recognize the	related			Number			
of greatest	world through	to quantities.			Song			
and smallest	quantities.	C-8.13						
numbers	Kosha -	Formulates and						
*Skip	*Vijnanamay	solves simple						
Counting in	a kosha, is	mathematical						
Ten	emphasized	problems related						
thousands	to engage	to						
and	meaningfully	quantities.						
Lakhs	with the	Learning						
	cognitive and	Outcomes:-						
	conscious	CG-8 Basic:						
	aspects of	Read and write						
	human	numbers up to						
	experience."	999999.						
	*Anandmaya	Medium: CG-8						
	kosha,or	Learner will be						
	experience of	able to work						

value.		is be addre this a throu	est lar ressed for Acage group ugh art nu culture. 99	rith arge numbers. Advance: CG-8 compare umbers up to 99999 for their alue bassed on neir place alue.								
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TEXT	BOOK: Le	earning MathsClass:	IV								
PUB	LISHER: Fr	ank Educational Aid	ls								
Mon	UNIT/	Domain &	Compete	CWSN	21st	Integration	Inter-disciplinary	Periods	Learning	Assignm	Suggestive
th		Curricular Goals	ncy		Century		integration		Space	ents	Pedagogies
	LESSON:	(mapping with	&		skills						
	-	Foundational									
	Number-	stage)									
	Lesson		Learning								
	No		Outcome								
	Name:-										
	CONCEP										
	T:-										
Apr.	Unit - 2	DOMAIN:	Compete	Develop	C's	Arts:-	Language	5 days	School	Class	<u>Project -</u>
		Cognitive	ncy	concept and	Communic	Drawing	English:- Tell a		Math lab	assignme	<u>based</u>
	Unit -	Development	C-7.3	communica	ation,	of a clock	story about how		Surroundin	nts	<u>learning</u>
	Roman	Curricular Goal:-	Uses	tion	Critical		roman numerals		gs	Book	
	Numerals	CG-7 Children	appropria	amongst	thinking	Sports:-	came into being			Exercise	Chronologic
		make sense of the	te tools	children		Arrange				s and	ally collect

Concept -	world around	and	through		the pre			examples	data off
Identificat	through	technolog	play	Life skills	numberdb	EVS - Read the		Home	<u>India's</u>
ion of	observation and	y in daily	activities	Problem	alls in	numbers written		assignme	freedom
Roman	logical thinking.	life	and real life	solving,	ascending	using Roman		nts	movemen
Numbers	CG-8 Children	situations	examples.	quantitative	order	Numerals in		Write in	
upto 100	develop	and for		reasoning		surroundings		Roman	Problem
	mathematical	learning			Scientific			numerals	solving
Sub	understanding				temper:-			••	Exercises
Concept:	and abilities to	Learning			Read a	Art:- Draw a		a) What	<u>and</u>
*Roman	recognize the	Outcomes			paragraph	clock with roman		is a	examples
Numerals	world through	:-			about	numerals		decade	
*Rules for	quantities.				roman			and 5	Suggesti
writing	Kosha	Basic :-			history	Music:- Song on		more	Assessm
numerals	Vijnanamaya	CG-7			from	Roman Numerals		b) What	<u>:-</u>
* Writing	kosha, is	Identify			Wikipedia	https://youtu.be/c		is a	Quiz, cl
value of	emphasized to	roman			_	IadVJuOv4M		century	interaction
each	engage	numerals						and 25	forms qu
numeral	meaningfully	upto 10			Technolog			more	
*Identifyi	with the				y:- Make a				Suggesti
ng and	cognitive and				ppt about				resources
convertin	conscious aspects	Medium:-			your				ctivities
g Roman	of human	CG-8			understand				Liveworl
numerals	experience.	Usage of			ing of				eets. com
to Hindu	*Anandmayakos	roman			roman				wordwal
Arabic	ha, or experience	numerals			numerals				<u>m</u>
numbers	of transcendence	in making							
and vice	is best addressed	clocks							
versa	for this age group								
*Use of	through art and	Advance							

	Roman Numerals * Addition of Roman Numerals	culture.	:-CG-8 Adddition of roman numerals and Identifica tion of Roman numerals								
TDDX/T		. 36.4.61	upto 1000								
		rning MathsClas									
		nk Educational A		CMCM	21-4	Tuta a nati	T.,.4	D.	T '	A:	C
Mon	UNIT/ LESSON:-	Domain & Curricular	Competency	CWSN	21st	Integration	Inter-	Perio	Learning	Assignments	Suggestive
th	Number-	Goals	& Loorning		Century skills		disciplinary	ds	Space		Pedagogies
	Lesson No		Learning Outcome		SKIIIS		integration				
	Name:-	(mapping with	Outcome								
	CONCEPT:-										
	COMCLI I.	1 stage)									
May	UNIT/	DOMAIN:	Competency	Develop	C's:	Arts:-Draw	English:- Read	10 to	Home	Class	Project -based
	LESSON:-	Cognitive	:-	concept	Communic	the abacus	and	12	Classroo	assignments:	learning
	Number-	Developmen	C-7.3 Uses	and	ation	and add the	comprehend the	days	m	Book	Problem solving
	UNIT-3	t	appropriate	communic	Collaborati	numbers	word problems		Maths	Exercises	Suggestive
	Name:-	Curricular	tools and	ation	on	shown in it.			Lab		Assessment :-
	Addition	Goa 1:-	technology in	amongst	Critical	Sports:-	Evs:-Add the		Surround	Home	Worksheets
		CG-7	daily life	children	thinking,	Exploring and	Birth year of		ings	assignments:	Quizzes Multiple
	CONCEPT:-	Children	situations	through	Creative	playing	father and			-	Choice Questions
	Addition of	make sense	and for	play	Thinking	games that	mother taking			Add the date	
	5 or 6 digit	of the world	learning	activities	Life skills:	involves	the Day Month			of birth of	Suggestive

Numbers(wi		C-8.6	and real	Analytical	concept of	and		Father and	resources/Activit
th or without	through	Performs	life	thinking	additionScien	Year(MMDDY		mother	s:
regrouping)	observation	addition of 4-	examples.	Problem	tific temper:-	YYY)		taking the	Live worksheet
SUB	and logical	digit numbers		solving	Explore and			Day Month	Games on
CONCEPT:-	thinking.	fluently using		Creative	calculate the	Art:- Draw the		and	wordwallhttps:/
	CG-8	flexible		Thinking	population of	abacus and add		Year(MMD	ww.liveworksh
*Adding 5	Children	strategies of		Social	any two	the numbers		DYYYY)	s.com/workshe
or 6 digit	develop	composition		skills	adjacent	shown in it.			en/MATH/Add
Numbers(wi	mathematica	and			villages of				n_and_subtract
thout	1	decompositio			your paternal	Music:-Rhyme			/Addition_grad
regrouping)	understandin	n			grandparents	on addition of			_yu1994166pg
*Adding 5	g and	Learning			village.	numbers			
or 6 digit	abilities to	Outcomes:-			Technology:-				
Numbers(wi	recognize	Basic : CG-8			Making a				
th	the world	add the given			PPT on				
regrouping)	through	5 or 6 digit			population of				
*Properties	quantities.	numbers			any three				
of Addition	Kosha	Medium -CG-			districts of				
*Finding the	*Anandmay	8able to solve			Haryana				
Missing	akosha,or	the problems							
Digits	experience	related to							
*Word	of	addition							
Problems	transcendenc	Advance:CG-							
*Framing	e is best	7Frame the							
Word	addressed	addition							
Problems	for this age	stories based							
* Estimation	group	on daily life							
in Addition	through art	situations							
	and culture.								

		*Vijnanama ya kosha, is emphasized to engage meaningfull y with the cognitive and conscious aspects of human experience.										
TEXT I	BOOK: Learr ISHER: Frank	ning MathsClass : Educational Aid	: IV ls									
Mont h	UNIT/ LESSON:- Number- CONCEPT	Domain & Curricular Goals (mapping with Foundational stage)	Competency & Learning Outcome	CWSN	21st Century skills	Integratio n	Interdisciplinary integration	Peri ods	Lear ning Spac e	Assign ments	Suggestive Pedagogies	

MAY	UNIT/	DOMAIN:	Compotonov	Davidon	C's:	1 A mt a .		10	Class	Class	Duningt based
MAY	UNII/		Competency	Develop		Arts:-	Tr 1! -1.				Project -based
	LEGGON	Cognitive	C-7.3 Uses	concept and	Commu	Draw the	English:-	to	room	assignm	learning
	LESSON:-	Development	appropri/ate	communicat	nication	abacus	Read and	12	Math	ents	Problem solving
	Number-		tools and	ion amongst	Collabor	and	compreh		S	Book	Suggestive
	UNIT-4	Curricular	technology in	children	ation	subtrct the	end the	day	Lab	Exercise	Assessment :-
	Name:-	Goal:-	daily life	through	Critical	numbers	word	S	Surr	S	Worksheets
	Subtractio	CG-7 Children	situations and	play	thinking,	shown in	problems		ound		Quizzes
	n	make sense of	for learning	activities	Creative	it.	Evs:-		ings	Home	Multiple Choice
		the world	C-8.6 Performs	and real life	Thinking		Subtract			assignm	Questions
	CONCEPT	around	subtraction of	examples.	Life	Sports:-	the Birth			ents:-	
	:-	through	5 or 6-digit	Audio	skills:	Exploring	year of			Subtract	Suggestive
	Subtractio	observation	numbers	visual aids	Analytic	and	Father			the	resources/Activiti
	n of 5 or 6	and logical	fluently using	will be used	al	playing	and			number	es:
	digit	thinking.	flexible	acc to the	thinking	games	sister/bro			by	Liveworksheets
	Numbers(CG-8 Children	strategies of	disabilities.	Problem	that	ther			writing	Games on
	with or	develop	composition		solving	involves	taking			date of	wordwall
	without	mathematical	and		Creative	concept of	the Day			birth	
	regrouping	understanding	decomposition		Thinking	subtractio	Month			your	https://www.live
) SUB	and abilities to	Learning		Social	n	and			Father	worksheets.com/
	CONCEPT	recognize the	Outcomes:-		skills		Year(M			and	worksheets/en/M
	:-	world through	Basic :CG-8			Scientific	MDDYY			mother	ath/Subtraction/C
		quantities.	subtract the			temper:-	YY)			in the	lass_4-
	*Subtracti	Kosha	given 5 or 6			Explore				followin	_Subtraction_ec1
	ng 5 or 6	*Anandmayak	digit numbers			and	Art:-			g pattern	874500yz
	digit	osha,or				calculate	Draw the			(MMD	·
	number	experience of	Medium -CG-8			the	abacus			DYYY	
	(without	transcendence	able to solve			population	and			Y)	
	borrowing)	is best	the problems			of any two	subtract				
	*Subtracti	addressed for	related to			adjacent	the				

ng 5 or 6	this age group	subtraction	vill	llages of	numbers		
digit	through art	Advance: CG-	you	ur	shown in		
number	and culture.	7 Frame the	pat	ternal	it.		
(with	*Vijnanamaya	subtraction	gra	andpare			
borrowing)	kosha, is	stories based	nts	s village	Music:-		
*Properties	emphasized to	on daily life	and	d	Rhyme/P		
of	engage	situations	sub	btract.	oem on		
subtraction	meaningfully		Tec	echnolog	Subtracti		
*Word	with the		y:-]	-Making	on. of		
problems	cognitive and		a P	PPT on	numbers		
*Estimatio	conscious		por	pulation			
n and	aspects of		of a	any			
Subtractio	human		thre	ree			
n	experience.		dis	stricts of			
			Ha	aryana			
			and	d			
			cor	mpare			
			the	em.			

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Mon	UNIT/	Domain &	Competen	CWSN	21st	Integratio	Inter-disciplinary	Peri	Learnin	Assign	Suggesti
th		Curricular	cy		Century	n	integration	ods	g Space	ments	ve
	LESSON:-	Goals	&		skills						Pedagog
	Lesson	(mapping	Learning								ies
	Number-	with	Outcome								
	Name:-	Foundationa									
	CONCEP	1 stage)									
	T										

July	Lesson	DOMAIN:	Competen	Develop	C's	Arts:-	English-:- Reading	10	Classro	Class	
	Number -	Cognitive	cy	concept	Creativit	Drawing	and vacabulary	days	om,	assignm	Learnin
	UNIT-5	Developme	C-7.3	and	У	of square	development		Mathe	ents:	g by
	Name-	nt	Uses	communi	Commun	grid for			matics	Discussi	doing
	Multiplica		appropriat	cation	ication	lattice	Evs:- Multiply your		Lab	on of	
	tion	Curricular	e tools and	amongst	Critical	multiplic	birth year with your			word	Problem
	Concept -	Goal:-	technolog	children	Thinking	ation.	age.			problem	solving
	Multiplica	CG-7	y in daily	through	Collabor	Sports:-				s related	Suggesti
	tion as	Children	life	play	ation	Learning				to	ve
	repeated	make sense	situations	activities		multiplic	Art:-Drawing square			multipli	Assessm
	addition	of the world	and for	and real	Life	ation	grids for doing lattice			cation.	ent:-
	Sub	around	learning.	life	skills	through	multiplication				1.Role-
	Concepts:-	through	Learning	examples.	Decision	repeated					playing
	*	observation	Outcome		making	addition				Home	2.Works
	Multiplica	and logical	Basic:		Self	using	Music:- Learning			assignm	heet
	tion of 2,3	thinking.	CG-		awarenes	balls.	tables 2 to 10 in			ents:	3.
	& 4 digit	CG-8	7Participat		S		rhythmic			Framing	Multiple
	number by	Children	es in		Building	Scientific	way.https://youtu.be/cu			word	-choice
	1 digit	develop	discussing		skills.	temper:-	vxmjgkjU0			problem	question
	number	mathematic	the			Framing				s related	S
	*Multiplic	al	classroom			word				to	4.
	ation of 2	understandi	norms and			problems				multipli	Lower
	&3 digit	ng and	behaves			related to				cation.	order
	numbers	abilities to	according			multiplic					thunking
	by 2 or 3	recognize	to the			ation.					skills
	digit	the world	norms.								question
	number	through	Medium:C								S
	*	quantities.	G-7			Technolo					5.
	Properties	Kosha	Reads,			gy:-					HOTS

of	Vijnanamay	identifies		Make a			question
Multiplica	a kosha, is	and solve		PPT on			S
tion	emphasized	the		multiplic			Suggesti
* Word	to engage	problems		ation			ve
Problems	meaningfull	given in					resource
*Lattice	у	the book					s/Activit
multiplicat	with the	using					ies
ion	cognitive	gained					Live
*Estimatin	and	knowledg					workshe
g the	conscious	e.					ets.com
product	aspects of						
	human	Advance:					
	experience.	CG-8					
	*Anandmay	Solve real					
	akosha,or	life					
	experience	problems					
	of	using					
	transcenden	multiplicat					
	ce is best	ion facts.					
	addressed						
	for this age						
	group						
	through art						
	and culture.						

TEXT BOOK: Learning MathsClass: IV

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Mont h	UNIT/ LESSON:- Number- Lesson No Name:- CONCEPT :-	Domain & Curricular Goals (mapping with Foundatio nal stage)	Competenc y & Learning Outcome	CWSN Assistive Learning	21st Century skills	Integratio n	Inter-disciplinary integration	Perio ds	Learning Space	Assignme nts	Suggestive Pedagogies
Aug	Unit Number -6. Unit Name- Division Concept - Division Sub Concepts: *Division with 10,100 and 1000 *Relation between Multiplicati on and Division. *Division of a 4-digit number by	DOMAIN: Cognitive Developm ent Curricular Goal:- CG-7 Children make sense of the world around through observatio n and logical thinking. CG-8 Children develop mathemati	Competenc y:- C-7.3-Uses appropriate tools and technology in daily life situations and for learning C-8.7 Recognises division as equal sharing. C-8.12 Develop adequate and appropriate vocabulary	Concept can be explained through games and videos. Give the child a fixed number of paper balls of different colours.Tel I them to divide them equally between a certain number of boxes(Sho	C's Creativity Critical Thinking, Collaborat ion, Lifeskills: Decision making Problem solving.	Arts:-To strengthen the concept of division using short division method with coloured paper strips . Sports:-Nil Scientific temper:-Relationsh ip	English-:- Reading and understanding EVS- To share things equally among friends, family Art:-To strengthen the concept of division using short division method with coloured paper strips. Music:- Song on Division https://youtu.be/VvQelz RQe7k	10da ys	Classroo m, Mathema tics Lab,	Class assignme nts: Discussio n of problems related to division given in the book. Home assignme nts: Framing word problems related to division and solving	Problem solving - Solving real life problems Suggestive Assessment :- 1.Worksheets 2. Multiple-choice questions 3. Lower order thinking skills questions 4.HOTS questions Suggestive resources/Activities.
	a1- digit	cal	for	w them at		between				online	Live

number	understand	comprehen	first how to	multiplicat		workshee	worksheets.co
*Division	ing and	ding and	divide	ion and		ts	m
of a 2,3,4-	abilities to	expressing	them	division.		available.	
digit	recognize	Concepts	equally).Th				
number by	the world	and	en				
a 2- digit	through	procedures.	gradually	Technolog			
number .	quantities.	C-8.13	move to	y:-PPT,			
*Properties		Formulates	divide	YouTube			
of Division.	Kosha	and solves	using	videos			
*Division	*The	simple	different				
of 3&4digit	developme	mathematic	numbers.W				
number by	nt of the	al problems	hen they				
3 digit	intellect,	related to	have left				
number.	or	quantities	over balls				
*Word	Vijnanama	Learning	,we can				
Problems	ya kosha,	Outcomes:-	explain the				
and	is	Basic: CG-	concept of				
Framing	emphasize	7Understan	remainders.				
word	d to	ds meaning					
problems.	engage	of division					
*Estimatin	meaningfu	and terms					
g the	lly	associated					
Quotient.	with the	with					
*Simplifica	cognitive	division.					
tion using	and	Medium:C					
DMAS	conscious	G-8 Reads,					
rule.	aspects of	identifies					
	human	and solve					
	experience	the					
	•	problems					

given in the				
book using				
gained				
knowledge.				
Advance:				
CG-8 Solve				
real life				
problems				
using				
division				
facts like				
how to				
handle				
money,how				
to get equal				
share etc.,				

		ng MathsClass : IV Educational Aids								
Month	UNIT/ LESSON NO :- Lesson Name:-	Domain & Curricular Goals (mapping with Foundational stage)	Competency & Learning Outcome	21st Century skills	Integration	Interdisciplina ry integration	Period s	Learni ng Space	Assign ments	Suggestive Pedagogies

CONCEPT & SUB						
CONCEPT:						
-						
					l	

August	Unit: 7	DOMAIN:	Competencies:	C's	Arts:-By	Language	8 days	Maths	Class	Activity
Tragast		Cognitive	C-7.1 Observes	*Creativity	drawing	Language	o days	Labs	assignm	based
	Unit Name:	Development	and understands	*Communi	and	English:-		and	ents:	learning
	Multiples	2 C , Gropinon	different	cation	colouring	Reading,		Classro	Book	1002111118
	and Factors	Curricular Goa	categories of	*Critical	of square	understan		om	Exercis	Problem
		1:-	objects and	Thinking	grid of 10	ding and			es	solving
	Concept:	CG-7 Children	relationships	*Collaborat	X 10 to	solving				S
	Factors and	make sense of	between them.	ion	find prime	word			Home	Group
	Multiples	the world around	C-8.7		numbers 1	problems			assignm	Activity
	1	through	Recognises	Life skills	to 100				ents	,
	Sub	observation and	multiplication as	*Problem		EVS :-			:Questio	Suggestive
	Concepts:	logical thinking.	repeated	solving	Sports:-	Make a			ns	Assessment
	* Multiples	CG-8 Children	addition and	*Emotional	Understan	Factor			reframe	:-
	*Common	develop	division as	skills-	ding the	tree of			d under	1. Group
	multiples	mathematical	equal sharing.	develop	basic	the age of			Compet	discussion
	*Even and	understanding		confidence,	concept of	your			ency	2.
	odd	and abilities to	Learning	cope with	LCM	grand			based	Multiple-
	numbers	recognize the	Outcomes	challenges.	skipping	parents			learning	choice
	*LCM,	world through	Basic :CG-7	* Decision	by 2 and 3				formats.	questions
	common	quantities.	Know about the	making	steps	Art:-				3. Class
	factors,	Kosha	basic concept of			Colourin				Test
	HCF, prime	*Annamaya	multiples and		Scientific	g even				4. HOTS
	numbers	kosha and	factors.		temper:-	numbers				questions
	and Factor	pranamaya kosha			Relationsh	red and				
	tree	understood	Medium :CG-8		ip between	odd				Suggestive
		together,includes	Know about		multiples	numbers				resources/
		bodily awareness	even numbers,		and factors	green.				Activities:
		and embodied	odd numbers,							live
		learning through	prime numbers,		Technolog	Music:-				worksheets
		active	composite		y:- Solving	Song on				.com (Free

	enegagement of all sensorial percepetions. Vijnanamaya kosha, is emphasized to engage meaningfully with the cognitive and conscious aspects of human experience.	numbers, lowest common multiple and highest common factor using different methods Advance: CG-8 Solve real life problems using gained knowledge.	online worksheets	Factors and multiples https://yo utu.be/JS HqhzpM- As		interactive exercises to practice online)	
	"						

		ning Maths4 Cla									
Month	UNIT/ LESSON :- Number- Lesson No Name:- CONCE PT:	Domain & Curricular Goals (mapping with Foundational stage)	Competency & Learning Outcome	CWSN	21st Century skills	Integration	Inter- disciplinar y integration	Peri ods	Lear ning Spac e	Assignments	Suggesti ve Pedagog ies

Sept.	Lesson	DOMAIN:	Competenc	Develop	C's :	Arts:-	Language	6 to	Class	Class	Project -
	No 8:	Cognitive	y:	concept	Commun	Showing	English:-	7	room	assignme	based
	Fraction	Development	C-7.1	and	ication	Equivalent	Communic	day	Playg	nts:	learning
	S.	1	Observes	commun	Collabor	Fractions	ating a	s	roun	Book	: Make a
	Concept:	Curricular	and	ication	ation	using	given		d	exercises	chart
	Fraction	Goa 1:- CG-7	understands	amongst	Critical	figures	fraction		Math		showing
	s and	Children	cause and	children	thinking	such as	using a		s Lab	Home	Equivale
	related	make sense of	effect	through	Creative	rectangles	complete			assignme	nt
	concepts	the world	relationship	play	Thinking		sentence,			nts:	Fraction
	Sub	around	s in nature	activities	Life	Sports:-	1/4 ,one			Make a	s
	Concepts	through	by forming	and real	skills:	Kaboom	part out of			fraction	
	:-	observation	simple	life	Analytic	game to	4 equal			wheel	Problem
	*Equival	and logical	hypothesis	example	al	explain the	parts				solving
	ent	thinking.	and uses	S.	thinking	concept of					
	Fraction	CG-8	observation	Activity	Problem	equivalent	EVS-				Suggesti
	S	Children	s to explain	:Flower	solving	fraction	Make a				ve
	*Types	develop	their	Fraction	Creative		peacock				Assessm
	of	mathematical	hypothesis	A flower	Thinking	Scientific	using				ent :-
	Fraction	understanding	C-7.3 Uses	with 8	Social	temper:-	fractional				*Mental
	S	and abilities	appropriate	petals	skills	The	parts of a				Ability
	*Compa	to recognize	tools and	will be		students	circle such				Based
	rison of	the world	technology	drawn.		will be	as 1/2, 1/6,				Worksh
	Fraction	through	in daily life	The		given	1/10, 1/16				eet
	S	quantities.	situations	petals to		questions	etc.				*Class
	*Mixed	Kosha	Learning	be		to answer					Test
	Fraction	Vijnanamaya	Outcomes:-	coloured		logical	Art:-				
	S	kosha, is		as per		question	Shade the				Suggesti
	*Additio	emphasized	Basic : CG-	the			given				ve
	n and	to engage	7	coloursc		Technolog	fraction.				resource
	Subtract	meaningfully	Understand	heme,2/8		y:- Make a					s/Activit

ion of Fraction s	with the cognitive and conscious aspects of human experience. *Anandmaya kosha,or experience of transcendence is best addressed for this age group through art and culture.	s the basic format of the fraction. Medium: CG-8 Differentiat e between like and unlike fractions, find equivalent fraction and compare the given fractions. Advance: CG-8 Use the knowledge of fractions in day to day life and solve the	- Red , 1/8 Blue , 5/8 Yellow	PPT on the most interesting topic of the unit.	Music: A song related to fractions. https://you tu.be/D3V a4gt1bPY		ies: Liveworksheets Wordwall games
		day life and solve the given					

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PUBL	JSHER: Frai	nk Educationa	l Aids								
Mont	UNIT-9/	Domain &	Compete	CWSN	21st	Integr	Inter-disciplinary	Perio	Lear	Assign	Suggestiv
h	Name:-	Curricular	ncy		Century	ation	integration	ds	ning	ments	e
	Decimals	Goals	&		skills				Spac		Pedagogi
	Concept	(mapping	Learning						e		es
	and Sub-	with	Outcome								
	concepts	Foundation									
		al stage)									
Oct	UNIT-9	Domain:	Compete	Develop	C's:	Arts:-	Language	5	*Clas	Class	Project -
	Name:-	Cognitive	ncy:	concept and	Collaborat	Draw	English:-	days	sroo	assign	based
	Decimals	Developme	C-8.10	communicat	ion	the	Communicating a		m	ments	learning
	CONCEP	nt	Performs	ion amongst	Critical	shaded	given decimals using a		*Play	:	Make a
	T:-Like	Developing	simple	children	thinking	portio	complete sentence,		grou	solved	Place-
	and	Positive	transacti	through	Life skills	n to	25.25		nd	the	value-
	Unlike	Learning	ons	play	:	show			*	proble	chart on
	decimals	Habits	using	activities	Analytical	the	EVS- Dividing soft		Math	ms	decimals
	and	Curricular	money.	and real life	thinking	decim	drink equally among		s Lab	related	
	compariso	Goal:-	C-8.13	examples.	Problem	al	family members.			to	Problem
	n of	CG-7	Formulat	Activity: A	solving	value				decim	solving -
	decimals	Children	es and	shape will	Creative	of the	Art:- Shade the given			al	Solve
	Sub	make sense	solves	be given to	Thinking	given	decimal value in the			Book	daily life
	Concepts:	of the	simple	students in		numbe	figure.			exerci	problems
	-	world	mathema	fraction to		r.				ses	related to
	*Like	around	tical	match with		Sports	Music: A song related				decimals
	decimals	through	problems	its decimal		:-	to decimal.				Suggestiv
	and	observation	related to	value.		Mone	https://youtu.be/oF2fIT			Home	e
	Unlike	and logical	quantitie			y and	ujB4c			assign	Assessme

decimals	thinking.	s,	time		ments	nt:-
*	CG-8	measure	game		:	*Mental
conversio	Children	ments	- To		Make	Ability
n of	develop	and	explai		a	Based
decimals	mathematic	money.	n the		decim	Workshee
into	al		conce		al	t
fractions	understandi	Learning	pt of		wheel	*Multiple
and vice-	ng and	Outcome	decim			choice
versa	abilities to	S:-	als			questions
*Types of	recognize	Basic:	Scienti			*Class
Decimals	the world	CG-7	fic			test
*Conversi	through	,Underst	temper			Suggestiv
on of	quantities.	ands the	:-The			e
decimals	Kosha -	basic	studen			resources/
into	*Vijnanam	format of	ts will			Activities
fraction	aya kosha,	the	be			:
and vice-	is	decimals	given			Livework
versa	emphasize	: Place	the			sheets
*Compari	d to engage	value,	decim			and word
son of	meaningful	diagram	al			wall
Decimals	ly with the	matical	terms			games
	cognitive	represent	to			https://w
	and	ation	relate			ww.livew
	conscious		with			orksheets.
	aspects of	Medium:	fractio			com/work
	human	CG-8	nal			sheets/en/
	experience.	Different	one.			Math/Dec
	"	iate	Techn			imals
	*Anandma	between	ology:			

expe of trans nce i addr for th grou	agh art Advance	Make a PPT on the most interes ting topic of the unit.	
	· ·		

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Mont h	UNIT/ LESSON: - Number- Lesson No 10 Name:- Metric System	Domain & Curricular Goals (mapping with Foundatio nal stage)	Competen cy & Learning Outcome:	CWSN	21st Century skills	Integrati on	Inter-disciplinary integration	Perio ds	Learning Space	Assig nment s	Suggestiv e Pedagogie s
Oct	UNIT/ LESSON: - Number- 10 Name:- The Metric System Concept: Units of Length, Mass and Capacity Sub Concepts: *Units of Length	Domain: Cognitive Developm ent Developin g Positive Learning Habits Curricular Goal:- CG-7 Children make sense of the world around through observatio	Competen cy: C-7.1 Observes and understan ds different categories of objects and relationshi p between them. C- 8.9 Performss imple measurem ents of	Develop concept and communic ation amongst children through play activities and real life examples. Activity: A few objects will be kept on the	C's: Creativity Communic ation Critical thinking Collaborati on Life skills: Problem solving	Arts:- To draw two objects whose length is in cm amdmet res, whose weight is in grams and kilogra ms, whose capacity	Language English:- Reading and understanding word problems. EVS- To measure the height and weight of family members. Art:- Drawing of a few objects of length in cm and metres, weight in grams and kg, capacity in litres and millilitres.	8 days	Maths Lab, Classroo m, Surround ings	Class assign ments : Book exerci ses Home assign ments : To find and draw contai	Project - based learning: Problem solving Suggestiv e Assessme nt:- Workshee ts, Class test Suggestiv e resources/

*Convers	n and	length,	table. The	is in	Music:	ners	Activities
ions of	logical	weight	students	litres	Composing and	whose	:
units of	thinking.	and	will be	and	singing a song on	capaci	Live
Length	CG-8	volume of	told to	millilitr	comparison of	ty is in	worksheet
	Children	objects in	segregate	es.	measurement	litres	s (
*Addition	develop	their	them		https://youtu.be/d	and in	https://wo
,	mathemat	immediate	according	Sports:	jTNUp4XIRo	millilit	rdwall.net
Subtracti	ical	environme	to different	Races		res.	/resource/
on,	understan	nt.	ways of	will be			28299968
Multiplic	ding and		measurem	organize)
ation and	abilities to	Learning	ent	d to			Measuring
Division	recognize	Outcomes		enhance			activities.
of units	the world	:-		the			
of Length	through	Basic(CG		concept			
*Word	quantities.	-8)		of			
Problems	Kosha -	Identifies		length.			
based on	*Anandm	and					
four basic	ayakosha,	convert					
operation	or	units of					
s of units	experienc	length,		Scientifi			
of length	e of	mass and		c			
*Units of	transcend	capacity.		temper:-			
Weight	ence is			То			
*Convers	best	Medium		estimate			
ions of	addressed	(CG-8)		the			
units of	for this	Able to do		length			
Weight	age group	addition,		of given			
*Addition	through	subtractio		objects,			
,	art and	n,		weight			
Subtracti	culture.	multiplica		of given			

1	l on	I	tion and	I	items	ĺ	1	
	on,	Viinenam	division		and			
	Multiplic	Vijnanam						
	ation and	aya	of		capacity			
	Division	kosha, is	different		of given			
	of units	emphasiz	units of		containe			
	of Weight	ed to	measurem		rs			
	*Word	engage	ent.					
	Problems	meaningf						
	based on	ully with	Advance:					
	four basic	the	(CG -					
	operation	cognitive	7)Able to		Technol			
	s of units	and	solve		ogy: To			
	of Weight	conscious	word		make a			
	*Units of	aspects of	problems		PPT on			
	Capacity	human	based on		units of			
	*Convers	experienc	units of		length,			
	ions of	e.	measurem		mass			
	units of		ent.		and			
	Capacity				capacity			
	*Addition				1 3			
	Subtracti							
	on,							
	Multiplic							
	ation and							
	Division							
	of units							
	of							
	Capacity							

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Mont	UNIT/	Domain	Competen	CWSN	21st	Integrati	Inter-	Perio	Learning	Assignm	Suggestive
h	LESSON:	&	cy		Century	on	disciplinary	ds	Space	ents	Pedagogie
	-	Curricular	&		skills		integration				S
	Number-	Goals									
	Lesson	(mapping	Learning								
	No 10	with	Outcome:								
	Name:-	Foundatio									
	Metric	nal stage)									
	System										

Oct	UNIT/	Domain:	Competen	Develop	C's :	Arts:-	Language	8	Maths	Class	Project -
	LESSON:	Cognitive	cy : C-7.1	concept	Creativity	To draw	English:-	days	Lab,	assignm	based
	LESSOIT.	Developm	Observes	and	Communic	two	Reading and	days	Classroo	ents:	learning:
	Number-	ent	and	communic	ation	objects	understanding		m,	Book	Problem
	10	Developin	understan	ation	Critical	whose	word problems.		Surround	exercise	solving
	Name:-	g Positive	ds	amongst	thinking	length is	EVS- To		ings	S	Solving
	The	Learning	different	children	Collaborati	in cm	measure the		ings	S	Suggestive
	Metric	Habits	categories	through	on	amdmet	height and				Assessmen
	System	Curricular	of objects	play		res,	weight of			Home	t:-
	Concept:	Goal:-	and	activities		whose	family			assignm	Worksheet
	Units of	CG-7	relationshi	and real	Life skills	weight	members.			ents:	S,
	Length,	Children	p between	life	·	is in	members.			To find	Class test
	Mass and	make	them. C-	examples.	Problem	grams	Art:- Drawing			and	Class test
	Capacity	sense of	8.9	Activity:	solving	and	of a few objects			draw	
	Sub	the world	Performss	A few	Sorving	kilogra	of length in cm			containe	Suggestive
	Concepts:	around	imple	objects		ms,	and metres,			rs whose	resources/
	*Units of	through	measurem	will be		whose	weight in grams			capacity	Activities :
	Length	observatio	ents of	kept on the		capacity	and kg, capacity			is in	Live
	*Convers	n and	length,	table. The		is in	in litres and			litres	worksheets
	ions of	logical	weight	students		litres	millilitres.			and in	(
	units of	thinking.	and	will be		and				millilitre	https://wor
	Length	CG-8	volume of	told to		millilitr	Music:			S.	dwall.net/r
	8	Children	objects in	segregate		es.	Composing and				esource/28
	*Addition	develop	their	them			singing a song				299968)
	١.	mathemat	immediate	according		Sports:	on comparison				Measuring
	Subtracti	ical	environme	to different		Races	of measurement				activities.
	on,	understan	nt.	ways of		will be	https://youtu.be/				
	Multiplic	ding and		measurem		organize	djTNUp4XIRo				
	ation and	abilities to	Learning	ent		d to					
	Division	recognize	Outcomes			enhance					

of unit	the world	:-	the			1
of Len		Basic(CG	concept			
*Word		-8)	of			
Problem	1	Identifies	length.			
based o		and				
four ba		convert				
operati	,	units of				
s of un		length,	Scientifi			
of leng	1	mass and	c			
*Units		capacity.	temper:-			
Weigh			To			
*Conv		Medium	estimate			
ions of	addressed	(CG-8)	the			
units o	f for this	Able to do	length			
Weigh	age group	addition,	of given			
*Addit	ion through	subtractio	objects,			
,	art and	n,	weight			
Subtrac	cti culture.	multiplica	of given			
on,		tion and	items			
Multip	lic Vijnanam	division	and			
ation a	nd aya	of	capacity			
Divisio	n kosha, is	different	of given			
of unit	1	units of	containe			
of Wei		measurem	rs			
*Word	00	ent.				
Proble	\mathcal{C}					
based of	•	Advance:				
four ba		(CG -				
operati	_	7)Able to	Technol			
s of un	its and	solve	ogy:			

o	of Weight	conscious	word		To			
		aspects of	problems		make a			
	Capacity	human	based on		PPT on			
	*Convers	experienc	units of		units of			
ic	ons of	e.	measurem		length,			
u	units of		ent.		mass			
	Capacity				and			
*	*Addition				capacity			
,								
S	Subtracti							
О	on,							
N	Multiplic							
a	ation and							
	Division							
О	of units							
О	of							
	Capacity							

TEXT BOOK: Learning Maths Class- IV												
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Mon	UNIT/	Domain &	Competen	CWSN	21st	Integratio	Inter-	Perio	Lear	Assign	Suggesti	
th:	LESSON:-	Curricular	cy		Century	n	discipinary	ds	ning	ments	ve	
	Number-	Goals	&		skills		integration		Spa		Pedagogi	
	Name:-	(mapping							ce		es	
		with	Learning									
		Foundation	Outcome									
		al stage)										
Nov	Unit No 11	Domain:	Competen	Develop	C's:	Arts:-	Language -	6	Clas	Class	Project -	
	Unit Name:	Cognitive	cy	concept and	Creativity	Drawing	English:-	days	S-	assign	based	
	Geometry	Developme	C 8.8	communicat	Critical	of shapes	Vocabulary		roo	ments -	learning	
	*Revision of 2-	nt	Recognis	ion amongst	thinking	with real	development,		m	*Discu	Learning	
	D/3-D shapes		es basic	children	Collaborat	objects	reading		Mat	ss the	by doing	
	* Line Segment		geometric	through	ion				hs-	objects		
	,Line, Ray	Curricular	shapes	play		Sports:-	EVS:-		lab	having	Problem	
	* Tiling Patterns	Goal:-	and their	activities	Life skills:	Different	Weaving		Play	differe	solving-	
	*Reflection	CG-7	observabl	and real life	Problem	standing	activity using		grou	nt	matching	
	Symmerty	Children	e	examples.	solving	patterns	satin ribbons		nd	shapes,	of shape	
	*Circle	make sense	properties	Activity:	,Analytica	can be	of different			terms	with real	
	Sub-Concepts	of the	C8.12	The child	1 thinking	made by	colours			of a	life	
	* Drawing line	world	Develops	will be		students	showing			circle.	objects.	
	segments	around	adequate	asked to			patterns			*Use		
	*Tesellation using	through	vocabular	pick up		Scientific				differe		
	hexagons,rectangl	observation	y for	specific		temper:	Art:- Drawing			nt	Suggesti	

es and trian	gle and logical	comprehe	coloured	Helping	of a scenery	types	ve
* Patterns	thinking.	nding	object	students	using different	line	Assessm
* Terms rel	ated to CG-8	concepts	around and	to	shapes.	and	ent :-
circle-	Children	and	tell its	develop		pattern	using
Diameter,C	hord,R develop	procedure	shape, use it	scientific	Music:-Song	s to	cubes
adius	mathematic	s related	to make a	temper	based on 3D	make	make
*Horizontal	l and al	to shapes.	tesellation	for mirror	shapes will be	tesselat	closed
vertical syn	nmetry understandi		pattern .	image/sy	recited	ion	figure
	ng and	Learning		mmetry	https://youtu.b	pattern	
	abilities to	Outcomes			e/guNdJ5MtX	s.	Suggesti
	recognize	:-		Technolo	1A		ve
	the world	* Basic:		gy:-Make		Home	resources
	through	(CG-		a PPT of		assign	/
	quantities.	7)Able to		patterns		ments-	Activitie
	Kosha -	differenti				*Make	s:
	*Anandma	ate				any	*Throug
	yakosha,or	between				one	h thread
	experience	2D and				tiling	painting
	of	3D				pattern	make a
	transcende	shapes				found	pattern/
	nce is best	around				in your	* Make
	addressed	themselve				surrou	tessellati
	for this age	S				ndings.	on
	group	*				*Meas	pattern
	through art	Medium:(ure the	of your
	and	CG-				diamet	choice.
	culture.	8)Knows				er of 5	
		about				objects	
	*Vijnanam	Line				find at	
	aya kosha,	segment,				your	

is	Ray,urve			home.	
emphasize	dlines,cir				
d to engage	cle,diame				
meaningful	ter				
ly with the	,tesellatio				
cognitive	n -pattern				
and	*Advance				
conscious	: (CG-				
aspects of	8)Able to				
human	calculate				
experience.	radius,dia				
	meter				
	,symmetr				
	y-				
	horizontal				
	and				
	vertical				
	both				

TEXT BOOK: Learning MathsClass: IV

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Month	UNIT/	Domain &	Competency	CWSN	21st Century	Integration	Inter-disciplinary integration	Periods	Lea
	LESSON:-	Curricular	&		skills				Space
	Number-	Goals							
	Lesson No	(mapping with	Learning						
	12	Foundational	Outcome:						
	Name:-	stage)							
	Perimeter								
	and Area								

November	UNIT/	Domain:	Competency:	Develop	C's	Arts:- The	Language	6 days	Mat
	LESSON:-	Cognitive	C-7.2 observes	concept and	Communication	students will	English:-reading and understanding word		Cla
	Number-12	Development	and	communication	Critical thinking	draw the	problems		Sur
	Name:-	Developing	understands	amongst		shape of a			
	Perimeter	Positive	cause and	children		leaf and find	EVS- To find perimeter and area of flower		
	and Area	Learning	effects	through play	Life skills	its	bed		
	Concept:	Habits	relationships in	+activities and	*Problem	approximate			
	Perimeter	Curricular	nature by	real life	solving	area.	Art:- To draw shape of a leaf/ star and find		
	and Area of	Goal:-	forming simple	examples.	*quantitative		approximate area		
	irregular	CG-7 Children	hypothesis and	Activity: The	reasoning	Sports:-			
	and regular	make sense of	uses	students will		Students will	Music: Composing and singing a song on		
	shapes	the world	observations to	paste the ribbon		jog and take	perimeter.(https://youtu.be/Tpy09HOkHyI)		
	Sub	around through	explain their	around given		a round of			
	Concepts:	observation	hypothesis.	cutouts of		playground.			
	*Perimeter	and logical	C-8.13	rectangles and					
	of irregular	thinking.	formulates and	squares to know		Scientific			
	shapes	CG-8 Children	solves simple	about perimeter.		temper:-			
	*Perimeter	develop	mathematical	_		Comparison			
	of regular	mathematical	problems			of perimeter			
	shapes	understanding	related to			and area.			
	*Word	and abilities to	quantities,						
	Problems	recognize the	shapes, space			Technology:			
	based on	world through	and			The students			
	Perimeter	quantities.	measurements.			will draw a			
	*Area of	Kosha -				shape on a			
	irregular	*Anandmayak	Learning			grid and find			
	fugures by	osha,or	Outcomes:-			its area.			
	counting	experience of	Basic(CG-8):						
	the squares	transcendence	able to						
	*Area of	is best	understand						

square and rectangle * Word Problems based on Area	addressed for this age group through art and culture. *Vijnanamaya kosha, is emphasized to engage meaningfully with the cognitive and conscious aspects of	Area Medium(CG- 8)able to find perimeter and area of regular and irregular shapes Advance(CG- 7): Able to solve word			
	aspects of human				
	experience.	related to			
	experience.	perimeter and			
		-			
		area			
TEXT BOOK: Learning	Maths 4 Class- IV	/			

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	Month	UNIT/	Domain	Competenc	CWSN	21st	Integrati	Inter-disciplinary	Perio	Learnin	Assi	Sug	İ
		LESSON	&	у		Century	on	integration	ds	g Space	gnm	gesti	İ
		:-	Curricula	&		skills					ents	ve	İ
		Number-	r Goals									Ped	İ
		Name:-	(mapping	Learning								ago	İ
			with	Outcome:								gies	İ
			Foundati										
Į			onal										

	stage)					

Dec	UNIT/	Domain:	Competenc		C's:	Arts:-	Language	7	Classro	Class	Proj
	LESSON	Cognitive	y: C-8.10	Explain		Make a	English:- Reading Time	days	om	assig	ect -
	:-	Develop	Performs	the		table	and Calendar		Maths	nme	base
	Number-	ment	simple	concept	Communica	calender	EVS- Planning day-to-		Lab	nts:	d
	13		measureme	of Time	tion	for the	day activities		Activity	Book	lear
	Name:-		nts of time	by	Collaboratio	year			Room	Exer	ning
	Time		in minutes,	making	n	2023	Art:- Colour the birth			cises	:
	Concept:		hours,	clock on	Creative	of all the	dates of your				Mak
	Reading	Curricula	day, weeks,	a paper	thinking	months	family members on			Hom	e a
	a clock	r Goal	and months	plate	Critical	in a	calendar.			e	mod
	Sub	CG-7	C-13.1	and	thinking	year.				assig	el
	Concepts	Children	Attention	taking	Cooperation	- Use	Music: Poem on 'Time'			nme	of
	:	make	and	real life		red	https://youtu.be/RaAJZ			nts:	the
	*Minute	sense of	intentional	situation	Life skills:	colour	QxCExs			Plan	cloc
	hand and	the world	action:	S.	* Problem	for the				your	k.
	Hour	around	Acquires		solving	months				day,	Mak
	hand	through	skills to		* Analytical	having				ment	e
	* Telling		plan, focus		thinking	31 days.				ionin	cale
	Time to	observati	attention,		* Time	- Use				g	ndar
	the	on and	and direct		managemen	blue				time	of
	correct 5	logical	activities to		t	colour				at	your
		thinking.	achieve	Activity		for the				whic	birth
	minutes	CG-13	specific	: Make a		months				h	day
	*	Children	goals	paper		having				you	mon
	Reading	develop		clock		30 days.				will	th.
	Time to	habits of	Learning	with the		- Use				carry	Prob
	the exact	learning	Outcomes:-	minutes		brown				out	lem
	minute	that allow	Basic:	undernea		colour				all	solv
	*	them to	CG-8Use	th the		for the				the	ing
	Concept	engage	of	hour		month				activ	

of 'to'	actively	vocabulary	hand .it	having		ities.	Sug
and	in formal	about	will help	28/29			gesti
'past'	learning	Time and	the child	days.			ve
* am	environm	Calendar	to learn	-			Ass
and pm	ents like	through	the	Sports:-			ess
* Time	a school	discussion	minutes	Note the			men
Conversi	classroo	and story	that	time			t:-
ons	m	telling.	represent	taken to			*W
-			each	complete			orks
Hours	Kosha -	Medium:	hour	100 m			heet
into	*Annama	CG-8 read	numberS	race.			*Mu
minutes	ya kosha	a clock	et the	Convert			ltipl
-	and	and	minute	this time			e-
Minutes	pranamay	calendar.	and hour	in			choi
into	a kosha		hand and	seconds			ce
seconds	understoo	Advance:	read the	and			ques
-	d	CG-7 TOo	time	hours.			tion
Hours	together,i	solve real	.Then we				*Lo
into	ncludesb	life	can	Scientific			wer
seconds	odily	problems	checktim	temper:-			orde
*Duratio	awarenes	like finding	e in	Make a			r
n of	s and	elapsed	minute	timeline			thin
Time	embodied	time,Analy	also.	for the			king
*	learning	sing Time		events on			skill
Reading	through	tables.		a school			S
A	active			day.			ques
Calendar	enegage						tion
-	ment of			Technolo			S
The	all			gy: Use			*
Knuckle	sensorial			of ppt			Hot

Trick	percepeti	and	ques
*	ons.	animatio	tion
Calenda		n videos.	s
Convers			
ons	aya kosha		Sug
			gesti
Months	emphasiz		ve
into	ed to		reso
Days	engage		urce
			s/Ac
Weeks	ully		tiviti
into	with the		es:
Days	cognitive		live
			wor
Days	conscious		kshe
into	aspects of		et
Hours	human		http
	experienc		s://
	e.		ww
			w.li
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ΓΕΧΤ BOOK: Learning Maths 4 Class- IV	

PUBL	ISHER: Frank	Educational Aids	1			T		T	1	1	
Mont h	UNIT/ LESSON:- Number- Lesson No Name:-	Domain & Curricular Goals (mapping with Foundational stage)	Competency & Learning Outcome:	CWSN	21st Century skills	Integratio n	Inter-disciplinary integration	Perio ds	Learnin g Space	Assign ments	Sugge stive Pedag ogies
Jan	UNIT/ LESSON:- Number- Unit No 14 Name:- Money Concept: Money Sub Concepts: *Addition and Subtraction of Money *Multiplica tion with Money *Division with Money *Word	Domain: 2.4.3 Cognitive Development Curricular Goal:- CG-7 Children make sense of the world around through observation and logical thinking. CG-8 Children develop mathematical understanding and abilities to recognize the world through quantities.	Competency 2-7.3 Uses ppropriate bols and echnology in aily life ituations. 2-8.11 erforms imple ansactions sing money p to INR 100 earning outcomes:- asic:(CG-)Learns to erify a ill,Understan	Develop concept and commun ication amongst children through play activities and real life example s . Activity : Build an ATM from cardboar d that	C's: Collabor ation Critical thinking Life skills: Analytic al thinking Problem solving Creative Thinking	Arts:- Making your own piggy bank using colourful paper,box etc Sports:- Kaboom game To explain the concept of Money Scientific	Language English:- Read out a paragraph on Importance of money. EVS- Make a table on a chart paper with heading country,capital,curr ency used and exchange rate with rupees. Art:- Make your own piggy bank. Music: Students will sing a jingle on Money.	5 days	Classro om Maths Lab	Class assign ments : Book exerci ses Home assign ments : Make a bill for grocer y items your	Project -based learnin g: Model of ATM Proble m solvin g Sugge stive Assess ment: Works heet
	Problems	Kosha -	s concept of	really		temper:-	https://youtu.be/zY			mothe	Sugge

*Making	Vijnanamaya	noney	dispense	The	yKH8Loe9s	r	stive
Bills	kosha, is	onversion	s money	students		bought	resour
	emphasized to		when	will		in a	ces/Ac
	engage	Iedium :(CG-	you	observe		week.	tivities
	meaningfully) Applies the	swipe a	and			:
	with the	pur	card.	identify			Livew
	cognitive and	ındamental		currency			orkshe
	conscious	rithmetic		system.			ets.co
	aspects of	perations in					m
	human	olving		Technolo			Games
	experience.	riblems		gy:-PPT			on
	**Annamaya	nvolving		and			wordw
	kosha and	noney.		related			all
	pranamaya			videos			https://
	kosha	dvance:(CG-		will be			www.1
	understood) Use the		shown.			ivewor
	together,include	nowledge of					ksheet
	•	Ioney in day					s.com/
		day life and					works
		ealing with					heets/e
	C	ne situation					n/Mat
		n their own.					h/Mon
	enegagement of						ey
	all sensorial						
	percepetions.						

TEXT BOOK: Learning MathsClass: IV

Mon th	UNIT/ LESSON:- Number- Lesson No Name:-	Domain & Curricular Goals (mapping with Foundational stage)	Compete ncy & Learning Outcome:	CWSN	21st Century skills	Integrati on	Inter-disciplinary integration	Perio ds	Learning Space	Assignm ents	Suggestive Pedagogies
Dec	UNIT/ LESSON:- Number-15 Name:-Number Patterns Concept:Figurepattern s,patterns with consecutive numbers,patterns in even and odd numbers,casting out nines Sub Concepts: *Figure Patterns *Finding Patterns in the 10x10 grid *Patterns with consecutive numbers *Patterns in	DOMAIN: Cognitive Development Curricular Goal:- CG-7 Children make sense of the world around through observation and logical thinking. CG-8 Children develop mathematical understanding and abilities to	Compete ncy: C-7.1 Observes and understan ds different categorie s of objects and relationsh ips between them. C-8.2 Identifies	Explain the concept of patterns with real life situations. Activity: students will be asked to	C's: Collabora tion Critical Thinking Life skills: Problem Solving Decision Making Creative thinking	Arts:- Students will be asked to draw and colour a pattern using various shapes Sports:- Students will form a pattern	English:- Students will write a poem based on patterns EVS- Students will observe the patterns in nature Art:- Students will draw the animals having patterns Music: Students will sing a song on patterns (Even and odd numbers) https://youtu.be/4a2c 7HsRyuk	6 days	Classroo m Surround ings Maths Lab	Class assignme nts: Book Exercise s Home assignme nts: Students will make patterns on even and odd numbers	Project -based learning: Problem solving Suggestive Assessment:-Worksheet Quiz Suggestive resources/Activities: Liveworkshee s.com Games on wordwall

*Patterns in even an	d world through	extends	te the	g to the		
odd numbers	quantities, shap	simple	figure	houses		
*Casting out nines	es and	patterns	pattern			
	measures	in their	S			
		surroundi				
		ngs,		Scientific		
	Kosha	shapes,		temper:-		
	Kosha Vijnana	and		Students		
	maya kosha, is	numbers.		will		
	emphasized to			explore		
	engage	Learning		the		
	meaningfully	Outcome		patterns.		
	with the	S:-				
	cognitive and	Basic:				
	conscious	CG-8				
	aspects of	identify				
	human	symmetri		Technolo		
	experience.	cal		gy:		
	*Anandmayako	_		Students		
	sha,or	and		will		
	experience of	patterns		make a		
	transcendence	around in		pattern		
	is best	surroundi		using		
	addressed for	ngs.		shapes		
	this age group			on		
	through art and	Medium:		computer		
	culture.	CG-8				
		Enlist				
		symmetri				
		cal				

alphabets , numbers and complete the patterns in alphabets , numbers		
, designs.		
Advance: CG-7 Solve the given problems on their		
own related to		
symmetr y and		
patterns .		

TEXT BOOK: Learning MathsClass: V

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PUBLIS	DELISHER: Frank Educational Aids										
Month	Unit/ Lesson No, Lesson Name, Concept & sub	Domain & Curricular Goals (mapping with Foundational stage)	Competenc y & Learning Outcome:	CWSN	21st Century skills	Integration	Interdisciplina ry integration	Perio ds	Learning Space	Assignme nts	Suggestive Pedagogies
JAN	concepts Unit: 16 Name: Data Handling Concept: Reading and Drawing of different	Domain: Cognitive Development, Socio- Emotional and Ethical development. Curricular Goal: CG-7 Children make sense of the	Competenc y: C-7.1 Observes and understands different categories of objects and	Develop concept and communicati on amongst children through activity and real life examples.	C's: *Communicat ion *Creativity *Collaboratio n *Critical Thinking	Arts:- Drawing and making patterns in pictograph . Sports:- Count different colour-balls	Language English:- Read different types of graphs EVS- Collect data of	4 days	Class room Maths Lab Playgrou nd	Class assignmen ts: solve questions based on reading and making of pictograph	Project -based learning Problem solving Experiential Learning Suggestive Assessment:- 1) Quiz
	types of Graphs.(Pictograp h, Bar Graph)	world around through observation and logical thinking. them CG-6 Children develop a positive	relationship s between them. C-6.1 Shows care for and joy	Activity: Making pictograph to show the favourite fruit of 10 students.	Life skills: *Problem Solving *Decision Making *Self Awareness	and seggregate them. Scientific temper:- Interpret	liking different colours of Dresses from 10 students			and Bar-Graph . Home assignmen ts:	2) Worksheet 3) Project (Group activity) Suggestive resources/Activi

concepts: * Reading and representi ng data in tabular form with Pictograp h *Bar graph.	regard for the natural environment around them Kosha:- * *Anandmayakosh a,or experience of transcendence is best addressed for this age group through art and culture. The development of the intellect, or vijnanamaya kosha, is emphasized to engage meaningfully with the cognitive and conscious aspects of human experience.	in engaging with all life forms Learning Outcomes:- Basic: (CG-7)Read different types of graphs such as pictograph and find answers. Medium:(CG-7) Represent data in the form of Tally marks, Pictograph and bar graph. Advance:(C	*Analysis	different types of graph;Colle ct, analyze and represent data in different types of graphs. Technology :- Interpret the information on display board of attendance ,which is given as tabular form.	and represent it in the form of Bar graph. Art:-Drawing and colouring different types of Pictograp h/ bar graph. Also fill them with different patterns. Music: Nil	Make a Pictograph representi ng the favourite places of family members which they want to visit.	ties: Collect the data of age of your family members and represent it in the form of Bar-graph.
--	---	---	-----------	--	---	--	---

		G- 6)Through survey collection of data, analysis and representing it in different types of graphs in daily life situation.		
FEB. 2024 (22 days) No of Periods: 8	Revision and Activities			

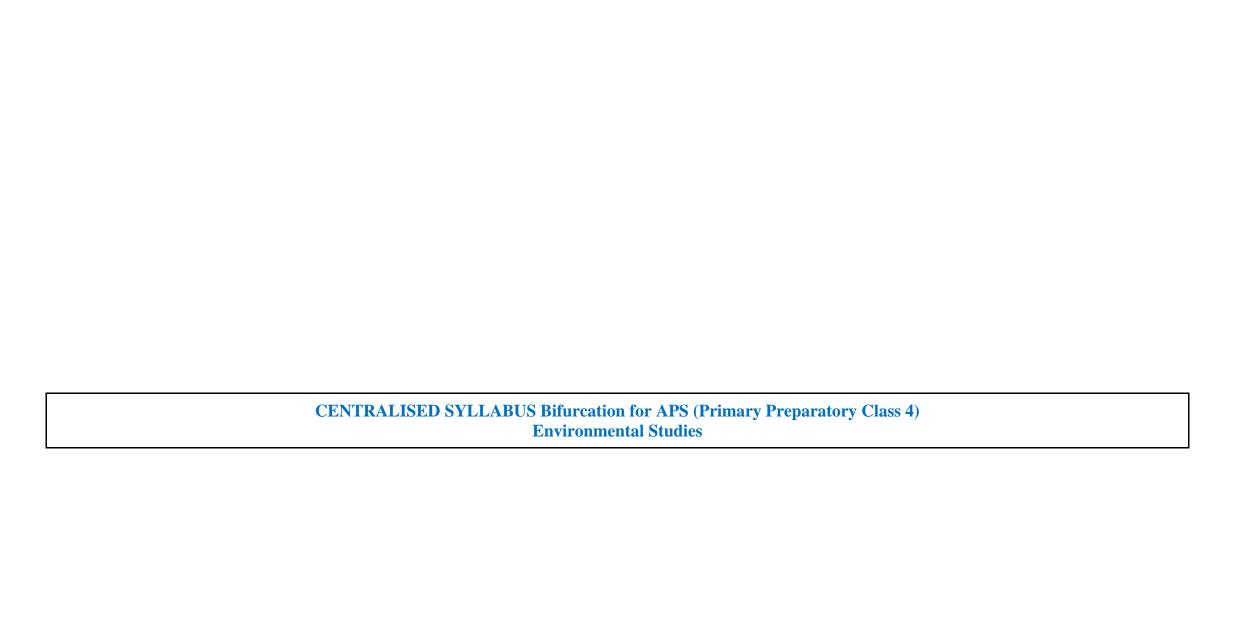
APS Syllabus Bifurcation Overview (Class4) Academic Session 2023-24

Class: <u>IV</u> Subject: <u>EVS</u>

	Term I	Term II				
Report card will con	nsist of 100 marks	Report card will co	onsist of 100 marks			
<u>Periodic Test I-</u> Jul	Half-yearly Exam -Sep	Periodic Test II- Dec	Annual Exam- Mar			
(30% syllabus- MM 40)	(50% syllabus MM 80)	(30% syllabus- MM 40)	(50% syllabus MM 80-			
(Weightage in report card-10 Marks) (Weightage in report card-80 Marks)		(Weightage in report card-10 Marks)	Syllabus will have 10% Syllabus of Term-1 and the entire syllabus of Term 2)			
			(Weightage in report card-80 Marks)			

Apr	Aug	Oct	Dec			
LESSON-1 Family & relationships LESSON-2Inside our body	LESSON-7Teeth and tongue LESSON-8Animal Kingdom	LESSON-10Plant Kingdom LESSON-11Houses the and now	LESSON-14Water in our life LESSON-15Clean and safe water			
May	Sep	Nov	Jan			
LESSON-3 WE CAN SENSE LESSON-4Fun and recreation	LESSON-9Beaks, claws and nests	LESSON-12Garbage and its disposal LESSON-13Mapping my neighbourhood	LESSON-16Animals for transport LESSON-17Paying for travel			
July LESSON-5The work we do LESSON-6Food we eat	 5. Note Book submission MM 25 (Weightage 5 Marks) 6. Subject Enrichment Activity MM 25 (Weightage 5 Marks) 		 Feb- LESSON- 18Buildings and bridges 5. Note Book submission MM 25 (Weightage 5 Marks) 6. Subject Enrichment Activity MM 25 (Weightage 5 Marks) 			
Report card will consist of:- 10	00 marks	Report card will consist of:- 100 marks				

Evaluation	% syllabus	Maximum Marks	Weightage	Evaluation	% syllabus	Maximum Marks	Weightage
Periodic Test-I in Jul	30%	40 Marks	10 Marks	Periodic Test-2 in Dec	30%	40 Marks	10 Marks
Note Book submission		25 Marks	5 Marks	Note Book submission		25 Marks	5 Marks
ubject Enrichment Activity		25 Marks	5 Marks	Subject Enrichment Activity		25 Marks	5 Marks
Half-yearly Exam in Sep	50% syllabus	80 Marks	80 Marks	Annual Exam in Mar	10% Syllabus of Term-1 and entire syllabus of Term 2	80 Marks	80 Marks



		Unit /Lesson Number:		Competency and learning outcomes	21st Century Skills	Integrating AWES Initiatives	Interdi sciplin ary Integra tion	Learni ng space (sugge stive)	Assignmen ts '(suggestiv e) (observati on, checklist, worksheet s, rubrics & portfolio)	Pedagogies (suggestive)
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Apr	Unit /Lesson		Panchkosha Vikas- Mannomaya kosha		ARTS:-	Languag	Assem	Class	
(no of	Number: 1	Domain:	C4.1(Curricular progression from		Identifying	e-English-	bly	Assignments:-	Project -based
days-		socio-	NCF FDLN stage)	L	traditional	Writing a	hall or	Worksheets based	learning
25)	Name:-Family	emotional	Starts recognizing self as an individual	i	art forms, as a	narrative	Activit	on Competency	
		and	belonging to a family and community	f	_	•	-	based learning	
Numb	relationships	ethical	Learning Outcomes-	e	culture in India	-	_		solving
	and relationships Concept- Family(As a unit of a society) Sub-concept:- Me and my family (understanding relationship) Knowing my family type Types of family-(nuclear, joint and extended) Characteristics of a family(caring, respect, sharing, values, habits)		Learning Outcomes- Basic-identifies relationships with family members Medium- Identifies names , and associates relationship with family and among extended family. Advanced- Expresses & demonstrates comprehension (oral, reading and writing) The importance of a family. CWSN Assistive Learning: -Refer to the Special Educatorand set timings for using the IE Resource Room for learning support. Visual Impairment students assistance: Please record the lesson in your voice specifying the mainpoints in thechapter and allow the child to listen separately also. Please send this as a learning support material home. Use Flash cards having large font to help the read the words. Use felt/flannel/ alphabets , cutouts to help form the words. Hearing Impairment studentsassistance: Take some videos of sign language experts	fe skills Thinking skills	family tradition culture in India Sports:- Exploring & playing games that families play together Scientific Temper:- Exploring family beliefs and applying rational thinking Technology- Creating newsletters on my family history	on "My Family history and roots" Maths- Looking at a bar graph/pie chart on Population survey. Art- Identifyin g Traditiona l Art forms as a family tradition and culture in India. Music:-	y room for role play AV room for present ations on origin and history of family Librar y for studyin g family as a unit of society	Home Assignments:- Share your views on following statement- "Without families, our life would become very difficult" Flipped Classroom:- Giving notes to study at home for discussion in class specific theme: Reference books: 1. Including children with Autism in primary classes a teacher's handbook	Problem solving Role- Playing Suggestive Assessment:- 1. Worksheet 2. Multiple-choice questions. 3. Lower order thinking skills questions. 4. HOTS questions
CENTRALI	Categorization	ATION, ARMY	and embed in your presentations to support the child to learn with the rest of the WHITARE SEDVISATION SOCIETY	S		Exploring popular songs on		NCERT(Mar 2019)	
	family (Paternal and Maternal, family tree)		Refer apps for learning Involve & communicate with parents.	i a l		concept of Family		2. Including children with special needs. NCERT(JUL 2014)	

MAY			Panchkosha Vikas- Annamaya						
2023	Lesson -3	Domain-	kosha	• I	Arts:-Draw	Language	Assembly	Classroom	Scientific
	Name- We can	Physical		n	different types		area for	Activity-	method
No. of	sense	developm	CG-2.1-2.6	i	of sense organs.	English-Read the	role-play	Observatio	
period	Belige	ent	Differentiate between different	t	S	story on Hellen	or a song.	n and	
s-10	Sense	Cit	sensorial perceptions,	i	Sports:-	Keller, Louis Braille	or a song.	Memory	Learning by
5-10	organs	Curricul	discrimination of sense of touch	9	Activities	Rener, Louis Brame		Game-	doing
	• Taking	ar Goals-	and holistic awareness of their	a t	Using sense		Classroo	Showcasing	domg
	care of	CG2	experiences.	i	organs to	Arts:-	m for	around 10 to	
	sense	CG2	_	1.	recognize	Draw different types	paragraph	15 items on	Experiential
		Children	Learning Outcomes:-	V	different types	of sense organs.	writing	tray for a	learning
	organs Different	develop	Basic-	• S	of Sounds, taste,	of sense organs.	activity	minute and	icarining
	ly-abled	sharpness	Differentiate between different	• 3	texture etc.		activity	removing	
	•	in	sense organs and know their	1		Math:-		items	
	people • Good &	sensorial	functions.	f	Scientific	iviaui		from sight	
	bad			1	temper-	Activity – Observe		and list the	
	touch	perceptio	Medium-	Λ		how Indian urrency		items child	
	touch	ns.	Taking care of sense organs.	P.	Children will	is designed for		remembers.	
				W	use their	Visually impaired		Temembers.	
			Advance - Differentiate between	a	different sense	(The Rs 100 note		Home	
			types of touch and Being	1	organs for different	has a triangle and			
			empathetic to differently-abled		,,.	four raised lines, Rs		Assignment	
			people.	n	ICT	500 note has a circle		Discovenin s	
				e	Collect	and five lines and		Discovering	
				S	information	the Rs 2000 note has		nature using	
				S	through search	a rectangle		sense organs	
				• (engine about	and seven lines,)		Tiliana a J	
				0	various	and seven inies,)		Flipped	
					achievementsof			Classroom:	
				l	the some super			- -	
				a	achievers who			Giving notes	
CENTRALI	SED SYLLABUS BIFURC	ATION, ARMY	WELFARE EDUCATION SOCIETY	b	were challenged			to study at	
				О	people			home for	
				r				discussion	
				a				in class.	
				t					
				i					

MAY	Lesso	n-4 Fun	Domain-	Panchkosha-	• S		English –	Playgrou	Classroom	Observation
No. of	& Re	creation	Physical		О	Sports-	Make a collage on	nd,	Activity-	Experiential
period	•	Importa	developm	Anandmaya kosha	c	Playing	an A4 sheet, of the	classroom	Speak about	learning
s- 7 to		nce of	ent		i	different	recreational	, activity	your pass-	
8		recreatio		CG3.2	a	indoor and	activities popular	rooms	time	
period		n	Socio-	Shows balance, coordination &	1	outdoor games	among tourists in		activities	
S	•	Types of	emotional	flexibility in various physical			any state eg Goa.		and hobbies.	
		games	and	activities.	S	Scientific	(carnival, water			
	•	Fair	ethical		k	Temper-	sports, beach		Home	
		play,	developm	CG3.3	i	Listing the	activities,		Assignment	
		team	ent		1	rules for	parasailing, scuba		S-	
		spirit		Shows precision and control in	1	playing your	diving etc.)		Identify the	
	•	Means	Curricul	working with their hands and	S	favorite game.			given	
		of	ar Goals-	fingers.	• I				pictures of	
		recreatio	CG3		n		Maths- Find the		various	
		n and its	Children	CG3.4	i		number of players in		sports	
		importa	develop a		t		each team in		person.	
		nce	fit and	Shows strength and endurance	i		Cricket,Football,		Find and	
			flexible	in carrying, walking and	a		volleyball,kabaddi,		write the	
			body	running.	t		khokho, ice hockey,		sports they	
					i		rugby,		play. (page	
			CG4	Learning Outcomes-	V		polo,basketball etc.		34 & 35 of	
			Children		e		Find their		Text book)	
			develop	Basic- Differentiate between	• 0		multiples,LCM,fact			
			emotional	Indoor and Outdoor games	r		ors,HCF			
			intelligen		e					
			ce	Medium- Practice fair play in	a		Arts-			
				school games	t		Draw and colour the			
					i		different types of			
				Advance- Develops leadership	V		balls used in various			
CENTRALI	SED SYL	LABUS BIFURO	ATION, ARMY	WATELERIA THE TE LOUI DAY TO NO SOUS HEEM IN	i		games.			
				spirit.	t					
					У					
					• F					
	l				l e		1			

JULY No. of Period s-7	Unit/Lesson No 5 The Work we do		Panchkosha- Anandmaya kosha CG5.1 Demonstrate willingness and participation in age- appropriate physical work towards helping others. Learning Outcomes:- Basic-Identification of different occupations Medium- Different profession along with the study and	 Socia skills Initiat ive empa thy 	collage of some famous women achievers of India. Scientific temper-Cleanliness drive will be conducted to help different	Language- Write a paragraph on "The famous / brave Women of India" Math Estimate daily/monthly income (salary) of our helpers.Survey and find the actual salary.	School campu s Classr oom Assem bly	Class Assignm ent- Making a 'Thank you' card for different helpers in the school. Home Assignm ent- Explorin g the people who help	Project method Cooperative learning Experiential learning
CENTRALIS	SED SYLLABUS BIFURCATI	ON, ARMY WELFARE	along with the study and training related to them. Advanced- Acknowledging the Dignity of labour and being empathetic						

Month						English			
- July	Lesson-6	Domain-	<u>CG1.1-</u>	Critic	Integration		Home	Home	
No. of	Food we eat	Physical	Shows a liking for an	al	Sensorial –	Find names of		Assignm	Project
period		development	understanding of	Thinki	Touch / various	any two	Classr	ent- Read	method
s 8-9	 Different 		nutritious food and does	ng	food items,	famous	oom	the labels	Cooperative
	types of	Respect for	not waste food.		Art -	traditional		of	learning
	food	culture		Com	Draw different	dishes of your	Evs lab	different	Experiential
	groups		Learning Outcome-	munic	food items	State . List the	Discus	food items	learning
	 Journey of 	Curricular		ation	pasting food items in a	ingredients	sion	and	
	food.	Goals	Basic-Differentiate		Balanced diet	used in its	metho	separate them as	
	• Special	CG-1	between the nutrients and		pyramid.	recipe and the	d,	healthy	
	food for	Children	apply new knowledge into	Flexib	healthy habit	nutrients	Interac	and	
	special	develop habits	their healthy eating	ility	song	present in the	tive	unhealthy	
	occasions.	that keep them	lifestyle. 2.Explain the journey of		Making of	same.	metho	food.	
	• Communit	healthy and safe	food.	Social	Aamras/nimbupa		d		
	y meals.		3.Explain how the food is	skills	ni	Math	<u>~.</u>	Home	
	• Foreign		produced		Sports Healthy	Make a Bill of	Classr	Assignm	
	influence		4. Develop healthy eating		food ,healthy	grocery items	oom	ent-	
	on our		lifestyle		body exercises Scientific	used by your	activit	Find out	
	food.		Medium-			family in a	y-	ways to	
			1. Able to share things		temper:Cbserva tionand	month	Will	stop food	
			2. Suggest various ways		differentiation	*Make a list of	encour	wastage and also	
			to avoid food wastage.		(Categorize of	food items and	age	prepare a	
			3. Make a flowchart of the journey of food.		different food	their quantity	gross	list.	
			Advance-		items in different	eaten in a day.	and		
			Appreciate the need and		food groups)		fine	Flipped	
			importance of plant and				motor skills	classroo	
			environment in our life.		Technology :-			m- Watch	
			2. Respect forculture.		use of ppt,video		along with	the given	
CENTRALI	SED SYLLABUS BIFURCATI	ON ADMAN WELEARS	EDITICATION SOCIETY		links		socio	YouTube	
CENTRALI	JED STELADUS BIFUKCATI	ON, ARIVIT WELFARE	EDUCATION SUCIETY				emotio	video-	
							nal	https://yo	
							develo	utu.b	
							pment.	e/0vypxpd	
							pinciit.	mw Es	
								LS	

Aug	Lesson-7	Domain-	Panchkosha-	Critical	Arts-	English-	Classr	<u>Classroo</u>	Brainstormin
9	Teeth and			Thinking	Draw the parts	Recite a poem	oom	<u>m</u>	g session
Period	Tongue	Physical	<u>Annamaya</u>		of a tooth.	on tongue/	for	Activity-	Observation
S		Development	<u>Kosha</u>	Observation		teeth	quiz	Discussi	Inquiry
	Types of						activit	on on the	based
	teeth	Curricular	<u>CG1.2-</u>		Scientific	Write and	y	importanc	Independent
	Parts of	Goals-	Practices basic	Identificatio	Temper-	learn tongue		e of oral	study
	teeth	CG1-	self care and	n	Observing types	twister	School	hygiene.	
	Taking	Children	hygiene.		of teeth in		for		Suggestive
	care of	develop	CG1.4-		different living	Maths-	health	TT	Assessment
	teeth	habits that	Practices safe use	Classificatio	beings.	Count and	check	Home	Reading
	Tongue	keep them	of material and	n		write the	upprog	Assignm	Workshe
	structure	healthy and	simple tools.			number of	ramme	ent:-	et
	 Taste buds 	safe.	Learning			teeth of your		Prepare an oral	Multiple
	Taking		<u>Outcomes</u>			friend.		hygiene	choice
	care of		Basic-			Incisors		kit having	questions
	tongue		Taking care of oral			Canines		toothpaste	HOTS
	• Teeth in		hygiene.			Premolars/		,	questions.
	animals		Medium- Differentiate			Find number		toothbrus	
			between different			of teeth in		h and a	
			types of teeth and			different		tongue	
			tell their functions.			animals		cleaner.	
			Advance-			3.6		T012	
			1.Concluding			Music-		Flipped	
			knowledge of			Sing a song or		Classroo	
			different living			poem on oral		m:- Giving	
			beings around			hygiene		notes to	
			them.					study at	
OENITE ()	 		2. Explain the					home for	
CENTRALIS	SED SYLLABUS BIFURCATI	ON, ARMY WELFAR	_					discussio	
			tyoes of teetj in different types of					n in class.	
			animals.						

Month-	Lesson-8	Domain-	Panchkosha		Arts-	Language	Assem	Classroo	Experiential
August	Animal Kingdom		Vikas:-	Social Skills	Draw		bly	<u>m</u>	learning
		Socio-			different	English:	area	Activity:	Learning
10	 Different 	emotional and	Anandamaya	Critical	types of		for a	Slogan	
Periods	types of	ethical	Kosha	Thinking	animal	Slogan	role	Writing	Brainstormin
	animals.	development.			shelter.	Writing Be	play	on save	g sessions
	Shy and		CG-6.1	Initiative		kind to	showin	animals.	Project based
	friendly	Curricular	Shows care for		Sports:-	animals.	g care		learning
	animals	Goals:-	and joy in	Collaboration	(Indoor		and	Home	
	• Group	CG-6	engaging with all		animal	Arts:	empath	<u>Assignm</u>	Gamification
	behaviour	Children	life forms.	Empathy	games)	Draw different	y for	ent:	
	• Social	develop a				types of	animal	Watch	Suggestive
	animals	positive regard			Solve the	animal shelter.	S.	program	AssessmentR
	• Honey	for the natural	Outcomes:-		puzzle.			mes	eading
	making in	environment				Music:	Classro	based on	Worksheet
	beehives	around them.	Basic-		Using	Animal song	om for	discovery	Multiple
	• Types of		Differentiate		miniature	in school	games	channel	choice
	animal ear		between the animals on the basis		animals	assembly	activity	or BBC	questions
	• Shelter for		of their behaviour		classify them			Earth.	Lower order
	animals.		and types of ears.		between shy			1711.	thinking
			and types of turs.		and friendly			<u>Flipped</u>	skills
			Medium:-		animal.			Classroo	questions
			Interrelate the					<u>m:</u> Giving	HOTS
			relationship n		Scientific			_	
			between different					notes to	questions.
			types of animals.		Temper:- Exploring			study at home for	
					different			discussio	
			Advance:-		animals in			n in	
CENTRALIS	I ED SYLLABUS BIFURCATIC	N, ARMY WELFARE	Appreciate the EDUCATION SOCIETY importance of		zoos and			class.	
			wildlife sanctuaries.		ecological			Clubb.	
			winding sanctuaries.		parks.				
					Parks.				

	Lesson-9	Domain:	Panchakosha:		Arts:		Classroom for	Classroo	Brain storming
Month-	Beaks, Claws and	Socio-emotional			Make two	Engli	drawing the	<u>m</u>	sessions.
	Nests	and ethical	<u>VijnanamayaKo</u>	Collaborativ	different	sh:-	different kinds of	Activity:	Joyful learning.
Sep		development.	<u>sha</u>	<u>e</u>	kinds of	Recit	feet and claws in		Role-playing
	 Different 				claws using	e a	birds.	Draw	Suggesstive
	types of	Curricular Goals:	<u>CG-6.1</u>	Adaptability	coloured	poem	Assembly area for	different	Assessment.
	beaks in	CG-6	Shows care for		clay.	on	role play showing	kinds of	Reading
	birds		and joy in	<u>Critical</u>		bird.	care and empathy	beaks	Worksheet
	 Different 	Children develop a	engaging with all	Thinking	Make a		for birds.	and	Lower order
	types of	positive regard for	life forms.		beautiful nest	Math	School campus to	claws.	thinking skills
	claws in	the natural		Social Skills	using waste	:-	observe different		questions
	birds.	environment around	Learning		material.	Make	types of birds.		HOTS questions.
	 Importance 	them.	Outcomes:	<u>Self</u>		a bar		<u>Home</u>	
	and types of			<u>Awarenes</u>		graph		<u>Assignm</u>	
	nests.		Basic:	<u>s</u>		of		ent:	
					Scientific	Num		Prepare	
			Recognise different		Temper:	ber of		a project	
			kinds of beaks in			anima		on	
			birds.		Prepare a	ls/		flightless	
			Modium		project on	birds		birds of	
			Medium:		flightless	find		the world	
			Summarise the uses		birds of the	in		also find	
			of beaks.		world.	differ		out their	
			or ocurs.			ent		special	
			Advance:			Natio		features.	
			Classify the birds			nal			
			according to their			Parks			
			feet, claws and nest			of			
			they make.			India.			
						(
CENTRALIS	SED SYLLABUS BIFURCATIO	N, ARMY WELFARE EDUCA	TION SOCIETY			picto			
						graph			
						,Tally			
						marks			
						,bar			
						graph			

Octob er Plant Kingdom Plant Kingdom Parts of a plant Flowers People living in forests Octob Plant Kingdom Parts of a plant Flowers Creating leaf art using you are a stranger in that forest and you meet the tribals (adivasis) there. Write a positive regard for Octob Plant Kingdom Plant Kingdom Parts of a plant CG-6. 1 Shows care for and joy in engaging with all life forms. CG-7. 2 Observes and understands cause and forests Octob Plant Kingdom Flowers Socio-emotional & cG-6. 1 Shows care for and joy in engaging with all life forms. CG-7. 2 Observes and understands cause and effect relationship s in nature by forming simple hypothesis and uses Octob Plant Kingdom Flowers Socio-emotional & cG-6. 1 Shows care for and joy in engaging with all life forms. CG-7. 2 Observes and understands cause and effect relationship s in nature by forming simple hypothesis and uses Octob Coreating leaf art using yvarious Imitiati ve Creating leaf forest. Social skil late yes of leaves. Scientific temper- (adivasis) The core in that forest and you meet the tribals (adivasis) The core in that forest and you meet the tribals (adivasis) The core in that forest and you meet the pricture of a art using types of leaves. Creating leaf pricture of a art using types of leaves. Creating leaf pricture of a art using types of leaves. Creating leaf pricture of a art using types of leaves. Creating leaf pricture of a art using types of leaves. Creating leaf pricture of a art using types of leaves. Creating leaf pricture of a art using types of leaves. Creating leaf pricture of a art using types of leaves. Creating leaf pricture of a art using types of leaves. Creating leaf pricture of a art using types of leaves. Creating leaf pricture of a art using types of leaves. Creating leaf pricture of a art using types of leaves. Creating leaf pricture of a art using types of leaves. Scientific the tribals (adivasis) Love , conserve of about a stranger in that forest and you meet the tribals (adivasis) The core in the core in the cor				Panchakoshavikas			English	Classro		
 Parts of a plant Flowers Whom do trees People living in forests CG-6. 1 Shows care for and joy in engaging with all life forms. CG-7. 2 Observes and understands cause and effect relationship s in nature by forming simple hypothesis and uses CG-6. 1 Shows care for and joy in engaging with all life forms. CG-7. 2 Observes and understands cause and effect relationship s in nature by forming simple hypothesis and uses CG-6 Children develop a positive regard for Parts of a plant Sociol various Imagine you are a stranger in that forest and you meet towards plants. Creati vit Poster on nature and list of Love, conversation of about 8-10 dialogues Assembly Intervented Imagine you are a stranger in that forest and you meet towards plants. Creati vit Poster on nature and dialogues 	Octob I	Unit/Lesson- 10		- Vijnanamaya	Initiati	Arts-	Paste the	om	Herbal	Inquiry
No. Of period s-10 Plant Flowers Exploring School trees belong to?	er F	Plant Kingdom	Domain: -	<u>kosha</u>	ve	Creating leaf	picture of a	Activity	garden	based
• Flowers • Whom do trees belong to? • People living in forests • CG-6 Children develop a positive regard for • Flowers • CG-6 Children develop a positive regard for		Parts of a		<u>CG-6. 1</u>		art using	forest.	_		
• Whom do trees belong to? • People living in forests • CG-6 Children develop a positive regard for • Whom do trees belong to? • People living in forests • CG-6 Children develop a positive regard for • Whom do trees belong to? • People living in forests • People living in forests • CG-6 Children develop a positive regard for • Whom do trees • CG-7. 2 Observes and understands cause and effect relationship s in nature by forming simple hypothesis and uses • Creati vit y Creati vit y • Creati vit y • Creati vit y • Creati vit y • Conserve nature and • Creati vit y • Conserve nature and • Colove towards plants. • Home assignm ent-prepare alist of	No. Of	plant	Socio-emotional &	Shows care for and	Social	various	Imagine you	Roleplay		
trees belong to? • People living in forests CG-6 Children develop a positive regard for CG-6 Children develop a positive regard for CG-7. 2 Observes and understands cause and effect relationship s in nature by forming simple hypothesis and uses CG-7. 2 Observes and understands cause and effect relationship s in nature by forming simple hypothesis and uses Creati vit Poster on Love , conserve nature and dialogues In that forest and you meet the tribals (adivasis) there. Write a conversation of about 8-10 dialogues In that forest and you meet the tribals (adivasis) there. Write a conversation of about 8-10 dialogues	period	Flowers	<u>ethical</u>		skil	types of	are a stranger	_	Exploring	
belong to? • People living in forests CG-6 Children develop a positive regard for Cognitive Cognitive development Creati vit relationship s in nature by forming simple hypothesis and uses Creati vit Poster on Love, conversation of about 8-10 dialogues Creati the tribals (adivasis) Home assignm ent-prepare alist of	s- 10	Whom do	development		1s	leaves.	in that forest		school	Collaborati
People living in forests CG-6 Children develop a positive regard for CG-6 Children develop a and uses Creati vit y Poster on Conserve nature and positive regard for Creati vit y Poster on Love , conserve nature and dialogues Creati vit y Poster on Conserve nature and dialogues Creati vit y Poster on dialogues Creati vit y Poster on conversation of about 8-10 dialogues Creati vit y Creati vit y Conserve nature and dialogues Creati vit y Poster on dialogues Creati vit y Conserve nature and dialogues Creati vit y Conserve nature and dialogues		trees					and you meet		campus	ve
living in forests CG-6 Children develop a positive regard for CHAIL Creati vit relationship s in nature by forming simple hypothesis and uses Creati vit Poster on Love, conserve nature and dialogues Creati vit Poster on Love, conserve nature and dialogues Assembly Home assignm ent-prepare alist of		belong to?	Cognitive			Scientific	the tribals			
living in forests CG-6 Children develop a positive regard for CG-6 Children develop a and effect relationship s in nature by forming simple hypothesis and uses Vit Poster on Love , conserve nature and dialogues Thome assignm ent-prepare alist of		• People			Creati	temper-	(adivasis)	-	Assembly	Integrated
Children develop a positive regard for nature by forming simple hypothesis and uses y Love, conversation of about 8-10 dialogues ent-prepare alist of		_			vit	Poster on	there. Write a			
Children develop a positive regard for positive regard for conserve and uses conserve nature and dialogues conserve alist of conserve alies alist of conserve alies alie		forests	<u>CG-6</u>	*	У	Love,	conversation			
positive regard for and uses nature and dialogues alist of			Children develop a		·	conserve	of about 8-10			
			positive regard for	1 1 11		nature and	dialogues			
the natural observations to Leader its beauty. between you herbal			the natural		Leader	its beauty.	between you			
environment around explain their shi and the plants in			environment around		shi	•	and the			
them. hypothesis. p tribals and your			them.	_	р		tribals and	_		
Learning enact it in the surround				Learning	•		enact it in the	1 -		
Outcomes class in ings and				Outcomes			class in			
CG-7 Basic- Draw parts groups. also			<u>CG-7</u>	Basic- Draw parts			groups.	also		
Children make of a plant and Demo collect			Children make	of a plant and	Demo					
sense of the world describetheir nst their			sense of the world	describetheir	nst			their		
around through functions. rati leaves.			around through		rati					
observation and Medium- on Flipped			observation and		on					
logical thinking Understands the Classroo			logical thinking							
parts of a flower & ms-										
types of flowering Watch										
plants. different				_ _						
Advance- Understands drives carriedou										
importance of trees t for										
CENTRALISED SYLLABUS BIFURCATION, ARMY WELFARE EDUCATIONS SOCIETY OF Protectio	CENTRALISE	ED SYLLABUS BIFURCA	TION, ARMY WELFARE EDU	CATION SOCIETY 1 its of						
taking care ofplants.				_				1		
plants.				turning care orpitation.						
For eg-								-		
Chipko								_		
moveme								_		

Octobe									
r	Lesson- 11	Domain-	Panchakosha	Creative skills	Art-	Math	Classr	Neighbo	Inquiry
	Houses Then	Cognitive	Vikas-		Make a		oom	urhood	based
No. of	And Now	development	VIjnanamaya		model of a	Measure the	Activi		
Period			Kosha	Critical	kutcha house	length and	ty-		Reflective
s-7	 Houses in 	Curricular		Thinking	using waste	width of your	Prepar	Classroo	Collaboratio
	villages	goals-	CG7.1	-	materials.	classroom	e a list	m	n
	 Houses in 	CG-7		Initiative		and calculate	of		
	cities and		Observes and		Scientific	area and	materi		
	slums	Children	understands	Problem	Temper-	perimeter	als		
		make sense of	different	solving	Collect		require		
		the world	categories of		information		d to		
		around	objects and		about the	English-	make		
		through	relationships		special houses		a		
		observation	between them.		of the world.	Write an	kutcha		
		and logical			1. Rashtr	informal	&		
		thinking.	Learning		apati Bhaw	letter to your	pucca		
			Outcomes:-		an	friend -You	house.		
			Basic-		2. Winds	have shifted			
			Differentiate		or	to a new			
			between kutcha		castle	house.	Home		
			houses & pucca		3. 10	Describe it	Assign		
			houses.		Downi		ment-		
			Medium-		ng		Discus		
			Differentiate		street		s with		
			between the types of houses in				elders		
			Villages and cities				and		
			and provides				note		
			reason for the				the		
			difference.				feature		
CENTRALI	SED SYLLABUS BIFURCA	ION, ARMY WELFA		,			S		
			Understand the				found		
			importance and				in old		
			need of eco-				houses		
			friendly houses.						

										\Box
Novem	Lesson-12	Domain:	Panchakosha	Life	Arts:	English:	(Classroom	Joyful	
ber		Socio-	Vikas-	Skills:	Make pots, piggy	Collect	1	Activity:	method	
	Concept:	Emotional	VIJNANAMAY		bank or pencil	information	a	<u> </u>	learning.	
	Garbage and its	and Ethical	A KOSHA	Critical	stand by reusing	about any one	S	bluebin activity.		
No.of	Disposal.	Development		Thinki	old coke tin,	person who	S	-	Role-playin	g
period	_	•		ng	plastic bottles.	has given	r			_
s: 7 to	Sub concept:		CG-6.1	_		notable contribution	О		Problem	
9	What is	Curricular		Problem		towards	О	Home	solving	
period	garbage?	Goals:	Shows care for	Solvin		cleanliness.	n	Assignment :		
S	Urban and	CG-6	joy in engaging	g		Write a short		Make green bin	Suggestive	
	rural		with all life		Scientific	paragraph on	f	and blue bin	Assessment	t.
	garbage.	Children	forms.	Decision	Temperament	him / her.	О	using old		
	Disposal of	develop a		Makin			r	cardboard	Reading	
	garbage	positive	Learning	g	Preparing a	Math		sheets or shoe	1. Worl	
	• Waste	regard for	Outcome.		vermicompost	Find the	i	boxes.	sheet	
	Manageme	the natural		Collaborat		Buying and	n		2. Mult	i
	nt	environment	Basic:	ion		selling Rate of	d		ple -	
		around them.	Identifying types	~ · ·		Junk of your house	О		choic	2
			of waste produced in our day to day	Creativity.		(Amount spent	О		e	
			life.			in purchase of	r		quest	1
			1110.			Newspaper for	_		ons.	_
			Medium:			a month and	a		3. Lowe	٤
			Differentiate			sold to a junk	t.		r order	
			between			seller.	:		think	
			biodegradable and			Calculate the	1			.1
			nonbiodegradable			difference)	i		ng skills	2
			4.7			Music:	t		quest	
			Advance:			Sing a song on	V		ons.	.I
CENTRALI	ED SYLLABUS BIFURCAT	ION ARMY WELFAR	Understand the			the importance	3		4. HOT	,
CENTIVIES	7LD 31LL (DO3 DII GI(G/()	1011,7111111111111111111111111111111111	importance of the 3			of keeping	O		S	
			R's and able to			your	r		quest	ti
			apply in re al life			surroundings			ons.	
			situations.			clean.	q			
							u			

Novem	Lesson-13	Domain:	PANCHKOSHA VIKAS:	Critical	Arts:			Classroom	Direc	·t
ber	LOSUII-13	Domain.	<u> </u>	Thinking	Draw the	English:	1	Activity:		iction.
	Mapping My	Cognitive	VIJNANAMAY	1 mining	Scientific		a	Mark the	111561	
No. of	Neighbourhood.	Development	A KOSHA	Creativity	Temper:	Prepare an	S	different states	Inder	endent
Period	8-20 002-20 000	•	C-7.3	<i></i>	Children	invitation		in the political	study	
s:7 to 8	Sub-concept:	-	Use appropriate		make use of	card for your		map of India.		
	• Landmark	Curricular	tools and		directions in	friends,	О	•	Sugg	<u>estive</u>
	S.	Goal:	technology in		their real life	inviting them	О	Home		ssment.
	 Directions 		daily life	Spatial	situations.	on your	n	Assignment:	1.	Readi
	and sub	<u>CG-7</u>	situations and for	Thinking		birthday				ng
	directions		learning.			party. Draw	f	Draw a sketch	2.	
	 Map and 	Children	Learning			the sketch		of your		sheets
	sketches.	make sense of	Outcome:			showing	r	neighborhood	3.	
	• Scale and	the world	Basic:			important		with famous		ple
	legend of a	around them	Identify the places			landmarks	n	landmarks.		choic
	map.	through	in their neighbourhood and			near your	a			e
		observation	able to find out the			house	p			Quest
		and logical	cardinal points and			On the back			A	ions
		thinking.	sub -directions			side of the invitation	V		4.	HOT S and
			using different			card helping	·			Lowe
			methods.			them to locate	ı k			r
			Medium:			your house.	V			order
			Differentiate			your nouse.				thinki
			between sketch, plan and a map.			Math:-	u			ng
			Able to recognize			Reading and	S			questi
			landmarks in their			drawing of	i			ons.
			locality.			maps (scale	n			
			Advance:			drawing)	g			
CENTRALIS	SED SYLLABUS BIFURCAT	ION, ARMY WELFAI	REDEBUTE PROPERTY							
			between political				t			
			and physical map.				h			
			Able to make a plan of aparticular				e			
			plan of aparticular place.							
			piaco.				p			

Decem ber Clean and Safe No. of Periods - 7 to 8 • Water pollution • Steps to control water	Domain- Cognitive development CG-7 Children make sense of world around through observation and logical thinking	Vikas- Vijnanamaya kosha C7.2 Observes and	thinking Problem solving nd s cause Self awarenes sorming othesis ns to ir	Recite a poem on water pollution.	a comp ositio n on 'Wat er Pollut ion' highli ghtin g Caus	Class Assignment- Speak five points how water pollution can be prevented. Home Assignment- Mark the multi purpose Projects on political map of India Flipped Classroom- Water the video on various modes of waterconservation .	Assembly School Campus Classroo m EVS lab	Demostration Project method Collaboration Experiential learning
Potable water Conservatio n of water	Basic- I List the causes of water simple and us observe explair	relationships in nature by forming simple hypothesis and uses observations to explain their hypothesis		Experiments to be conducted / Examples to be cited for Condensation, transpiration and evaporation				

Janua ry. No. of period s:8 to 9	Lesson-16 Animals for Transport Sub Concept: Animals Powered Transport Riding, Pack and Draught animals. Sensitivity towards animals	Domain: Socio- emotional and ethical development. Curricular Goal: CG-6 Children develop a positive regard for the natural environment around them.	PanchakoshaVika S: Vijnanamaya Kosha C-6.1 Show care for joy in enganging with all life forms. Learning Outcome: Basic- 1.Differentiate animals as riding, pack and draught according to their use and place they live in. Medium: Give examples of different types of animals used for transportation. Advance: Interpret how humans use animals for their livelihood.	Social skills Critical Thinking Initiative	Arts: Draw any two animals used for transportati on today. Draw a poster against 'Cruelty towards animals.' Scientific Temper: Exploring and developing a cruelty free environmen t for animals around us.	English: Write a short paragraph on how animals are useful to us. Math Conversion of units of length (Distance covered) Music: Poem or song on animals in school assembly.	Assembly area for a role play showing care and empathy for animals. Classroo m for paragraph writing and for group activity. Flipped Classroom: Watch the video and mark observations.	Classroom Activity: (Group Activity) Choose few animals and create a short story and do the enactment in the class. Home Assignment: Visit an amusement park near by your area and observe different kinds of animalsand how they are treated. (Later discuss in the class)	Cooperative Learning. Role-Playing. Observation Suggestive Assessment: Reading Worksheets Multiple choice questions HOTS and Lower order thinking questions.
CENTRALI	SED SYLLABUS BIFURCA	TION, ARMY WELFARE EDU	humans use animals for their livelihood. Become sensitized to be kind and will		around us.	assembly.			

Januar y No. of Period s- 8	 Lesson- 17 Paying for Travel Why do we travel? Types of vehicles Paying for travel Currency of India 	Domain - Cognitive development CG- 7 Children make sense of world around through observation and logical thinking	Panchakosha Vikas- Vijnanamaya kosha CG-7.2 Observes and understands cause and effects of relationships in nature by forming simple hypothesis and uses observations to explain their hypothesis. Learning Outcome: Basic- 2.Differentiate between private and public transport and name them. Medium-Knows the modes of payment used for travelling and is able to	•	Glo bal awa rene ss Co mm unic atio n Criti cal Thi nkin g Dec	Arts- Prepare a collage of (fake)curre ncy used around the world for travelling. Scientific temper- Collect different tickets of land, water	English- Write about the different details on an Indian Currency note. Math Mock Market /Activity *Make a table of Currency of	EVS lab Classr oom Home	Classroo m Activity- Write about the different details on an Indian Currency note. Home Assignm ent- Find different modes of	Project Method Experiential learning Learning by doing Collaboratio n.
CENTRALIS	SED SYLLABUS BIFURCAT	TION, ARMY WELFA	2.Differentiate between real and fake currency. Advance- Knows the fferent types currency used around the world with their symbols and their conversions in indian currency.	•	n mak ing Pro ble m solv ing.	transport and collect the given information	Countries and their exchange rate with rupees Conversion of unit of money,(Addit ion, Subtraction multiplication and division)		Flipped Classro om- Watch the video on YouTube and list 5 do's and dont's while travellin g.	

Februa ry No. of periods 7 to 8	Lesson-18 Buildings and bridges Process of making bricks People involved in the process of construction of Bridges.	Cognitive development CG-7 Children make sense of the world around through observation and logical thinking.	Panchakosha Vikas- Vijnanamaya kosha CG-7.2 Uses appropriate tools and technology in daily life situations and for learning. Basic- Knows about the people involved in a construction process of a house/ building/ bridges. Medium- Make observations of the process of making bricks and correlate in real life. Advance- 1)Understands the science and technology used in building of bridges and develops their own hypothesis. 2)Differentiate between different types of bridges and give examples.	 Problem solving Decision making 	Arts- Draw and label the different types of bridges. Scientific temper- Find out details and examples of a Cantilever Bridges in India.	English- Collect the information about the famos bridges of the world. Math:- Make figures (Building) using geometrical shapes	Neighb ourhoo d Classro om Constru ction site in School Campu s	Home Assignme nt-Draw and label the different types of bridges. Class Assignme nts- Discuss the safety norms to be followed by workers at the constructi on site.	Cooperative learning Inquiry based Exploration

Summary Bifurcation of Syllabus

Class:IV Subject: COMPUTER

<u>Ter</u>	<u>m I</u>	<u>Ter</u>	m II
Periodic Test I	Half-Yearly Exam	Periodic Test II	Annual Exam
Month and content coverage	Month and content coverage	Month and content coverage	Month and content coverage
Apr- Lesson 1 Computer- Inside	Aug- Lesson 4 Powerpoint	Oct-Lesson 6 Step- wise Thinking	Dec-Lesson 7 More about Scratch
The System Unit			3
May- Lesson 2 Windows-	Sep- Lesson 5 Internet- Surfing	Nov-Lesson 7 More about Scratch	Jan- Lesson 8 AI in Smart Homes
Customizing and Personalizing	And Security	3	
July- Lesson 3 Word- Editing and			Feb- Revisions
Formatting			
_			
Schedule of Periodic Test I	Schedule of Mid termexamto be	Schedule of Periodic Test II	Schedule of Annual exam to be
to be scheduled in the month of July	scheduled in the month of Sep (third	to be scheduled in the month of Dec	scheduled in the month of Mar (first
(Third week)	week)	(First week)	week)

	CENTRALIZED SYLLABUS BIFURCATION FOR APS (Primary – Preparatory Class 4) Computer										
Month	UNIT/ LESSON:-	Domain & Curricular	Competency &	21 st Century skills	Integratin g AWES	Inter- disciplinar	Learning Space	Assignments (Suggestive)	Pedagogies (Suggestive)		
	Number-	Goals(map			Initiatives		(Suggestive)	(· 66 /		
	Lesson No1	ping with	Learning			integration	, 00 ,	Observation, Checklist			
		Foundatio	Outcome			(Based on		,			
		nal stage)				the		Worsheets, Rubrics, Po			
						theme/Con		rtfolios)			
						cept- Pl					
						note every					
						concept					
						cannot be					
						integrated)					

	Lesson 1-	Domain	Competency:	• Observa	Technolo	•	Classr	Teacher's	Methodology:
APRIL	Computer-	Cognitive	C-7.3Uses	tion	gy:		oom	observation:	Explanation&
2023	inside the	domain	appropriate	Power		•	Comp		Discussion,
(21days)	system unit		tools and	 Effective 	Understan		uter		Contextual
No of	Concept:		technology in	skills	ding the		lab	Observe learner's	Examples
Periods:	 Compone 		daily life	 Cognitiv 	role of		practic	understanding through	•
8	nts inside		situations and	e and	technolog		als	practical sessions	
!	the	Kosha:	for	Fine	y in our			•	
!	system	Vijnanama	understanding	motor	daily life				
!	unit	yaKosha		skills in					Activity:Identi
!	 Types of 		Learning	students				Checklist:	fication/Recog
!	ports in		Outcome	 Identific 				Prepare checklist based	nitio n of
!	the	Curricular	Basic	ation				on the learning out	various
!	system	Goal:	• Shows	skill				comes	components of
!	unit	CG-	attenti	SKIII					system unit
!	0,222	7 Children	on and						
!		develop	regulat						
!		understandi	ion						
!		ng of the	when						Making word
!		system unit	interac						document of
!		through	ting						the
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!		and logical	audio-						fitted inside
!		thinking	visual						system Unit.
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	of a computer			
	or a compater			

MAY	Lesson 2-	Domain	Competencie	• Logical	Technolo	•	Compu	Methodology:
2023	Windows-	Cognitive	S	thinking	gy:		ter lab	
(21 days)	Customizing	domain	C-	 Spatial 			in	
No of	and		8.2 Identifies	intellige	Learners		school	Explanation &
Periods:	Personalizing		and extends	nce	will	•	Home	Discussion,
8			the simple		understan		environ	Contextual
			patterns in		d the		ment	Examples,
	Concepts		their		applicabili			
	 Understa 	Kosha:	technological		ty and			
	nding	Vijnanama	surroundings		importanc			Experiential
	windows	ya Kosha			e of			Learning.
	10		Learning		technolog			
	 Switch 		Outcomes		y in daily			
	between		Basic		life			
	running		• Recog					
	apps	Curricular	nises					Activity :
	 Organize 	goal	and					
	running	CG-	repeats					
	programs	8Children	the					 Openin
	 Lock and 	develop	names					g of
	unlock	technologic	of the					Windo
	your	al	start					ws and
	computer	understandi	menu					workin
	• Use of	ng and	apps of					g with
	settings	abilities to	Windo					multipl
	app	recognise	ws 10					e
		the world	Medium					applicat
		of operating	• Recog					ions
		systems	nises					Activit
			all start					y on

usage of atleast 3 apps Advance Descri be the functio ning and usage of all the start menu apps and extend s practic		menu apps of Windo ws 10 and able to describ e the functio n and			switchi ng among the Windo ws
• Descri be the functio ning and usage of all the start menu apps and extend s		of atleast 3 apps			
be the functio ning and usage of all the start menu apps and extend s					
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ally on the compu ter CwSN
Assistive Learning
Based on the cognitive ability of individual.

JULY 2023 (23 days) No of Periods: 8	Lesson 3- WORD- Editing and Formatting Concepts: Edit and delete text in word documen t Format text to change its appearan ce Insert picture and word art Printing a documen t	Domain Aesthetic and Cultural Developme nt Kosha: Anandamay a Kosha Curricular Goal: CG- 12Children develop abilities and sensibilities in visual arts and express their ideas and skills through the	Competencie s: C- 12.3innovates and works imaginatively to express a range of ideas and emotions through the use of Word Learning Outcomes Basic:	 Logical thinking Creativit y and innovati on Cognitive thinking Communication skill 	Technolo gy Using the word document to create projects and assignmen ts and integrate technolog y into other curricular areas. Art: Creating art through the use of features of word	English: Type an application for leave of absence addressing to the principal. EVS: Prepare a flowchart in word using the tools on the topic-Types of Natural Resources	 Classro om Home environ ment Tabs 	Methodology: Explanation& Discussion, Contextual Examples, Experiential Learning. Activity: Applying various formatting and features like spelling and grammar, thesaurus, find and replace, Drop cap etc in a word document Creating a
					word			
			es and					C
		usage of the	interpr					notice for
		app	ets a					school notice

	variety			board on the
	of			conduct of the
	expres			CCA "Inter
	sions,			House Quiz"
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AUGUST 2023 (23 days) No of Periods: 8	Lesson 4- Powerpoint Concepts:	Domain: Cognitive Domain Kosha: Vijnanama ya Kosha Curricular Goal: CG-7 Children make sense of the technologic al world around them through understandi ng, observation and logical thinking	Competencie s: C-7.3Uses appropriate tools and technology in daily life situations and for learning and expression of thought Learning Outcomes: Basic: • Shows inclina tion to use the basic tools of power point while creatin g a slide Medium	 Creativit y and innovati on Initiativ e and self-directio n Collabor ation 	Technolo gy: Using powerpoin t to create projects and assignmen ts and integrate technolog y into other curricular areas.	EVS: Creating powerpoint slides on different concepts for their own understandi ng.	 Classro om Computer lab Home environ ment 	Class Assignment: Create a powerpoint presentation on ant topic of your choice. Understand and apply the important features	Methodology: Explanation & Discussion, Contextual Examples, Experiential Learning. Activity: Create a PowerPoint presentation on the topic — Different modes of Transport for going to Going
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SEPTEM BER 2023 (21days) No of Periods: 7	Lesson 5- Internet- Surfing and Security Concepts: Internet and its history Advantag es and Disadvan tages of using internet Equipme nts of internet Use of search engines and Web browser Guidelin	Domain: Cognitive Developme nt Kosha: Vijnanama ya Kosha Curricular Goal: CG- 7Children make sense of the digital world around through observation and logical thinking	Competencie s: C- 7.3observes and understands different categories of information and use appropriate tools and technology in daily life situations and for learning Learning Outcomes: Basic Identifi es and	 Information Literacy Critical Thinkin g Logical Reasoni ng Operatio nal	Search the web and find out information about the seven wonders of the world English: Write a paragraph on the how to use the internet for finding information	 Classro om Computer lab Home environ ment 	Class Assignment: Open any search engine and look for information on the state that you belong to	Methodology: Explanation & Discussion, Contextual Examples, Experiential Learning. Activity: Open Microsoft Edge and enter the web address in the address box. Search About Planets/ISRO/ DR DO in the search engine
	search engines and Web browser	around through observation and logical	Outcomes: Basic Identifi		internet for finding			address box. • Search About Planets/ISRO/ DR DO in the

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OCTOB ER 2023 (15days) No of Periods: 7	Lesson 5- Internet- Surfing and Security Concepts: • Internet and its history • Advantag es and Disadvan tages of using internet • Equipme nts of internet • Use of search engines and Web browser • Guidelin es for online safety	Domain: Cognitive Developme nt Kosha: Vijnanama ya Kosha Curricular Goal: CG- 7Children make sense of the digital world around through observation and logical thinking	Competencie s: C- 7.3observes and understands different categories of information and use appropriate tools and technology in daily life situations and for learning Learning Outcomes: Basic Identifi es and observ es comm on web browse rs and	 Informat ion Literacy Critical Thinkin g Logical Reasoni ng Operatio nal skills 	EVS: Search the web and find out information about the seven wonders of the world English: Write a paragraph on the how to use the internet for finding information	 Classro om Computer lab Home environ ment 	Class Assignment: Open any search engine and look for information on the state that you belong to	Methodology: Explanation & Discussion, Contextual Examples, Experiential Learning. Activity: Open Microsoft Edge and enter the web address in the address box. Search About Planets/ISRO/ DR DO in the search engine (Google) and explore by surfing.

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NOVEM BER 2023 (23 days) No of Periods: 8	Lesson 6- Step- wise Thinking Concepts: • Understa nd the concept of steps, sequence • Solve real life situations • Understa nd reasoning and its applicati on	Domain: Cognitive Developme nt Kosha: Vijnanama ya Kosha Curricular Goal: CG- 8Children develop logical and mathematic al understandi ng of sorting, seriating, sequencing and abilities to recognise different real life situations	Competencie s: C-8.1Sorts steps or developments of any situation into groups and sub-groups based on logical understanding of the situation and procedure to try and find solution to any problem or task Learning Outcomes: Basic Sorts objects or tasks into pattern s with minim	 Logical Reasoni ng Critical Thinkin g Problem Solving Underst anding procedu re 	Technolo gy: Understan ding the use of sorting, sequencin g and how technolog y can be applied in problem solving.	Maths: Use to solve mathematic al concepts of reasoning	 Classro om Computer lab Games on logical reasoning 	Classroom assignment: Rearrange the steps/ events of the given story in proper order using step-wise thinking.	Methodology: Explanation& Discussion, Contextual Examples Activity: Perform Activities based on logical Reasoning, Mental ability and mental Maths, Analogy, Coding and decoding.
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DECEM BER 2023 (19 days) No of Periods: 7	More About Scratch 3 Concepts:	Domain Aesthetic and Cultural Developme nt Kosha: Manomaya Kosha Curricular Goal: CG- 12Children develop abilities and sensibilities in visual arts and expresses their emotions through programmi ng art in meaningful and joyful ways	y sprites, scripts and blocks used in the creatio n of a progra m Medium • Identif	 Program ming skills. Cognitive skills. Underst anding skills. Creativity and Innovation Critical Thinking 	 Classre om Computer lab Practical al classes 	Follow the instructions of the teacher on how to work on Scratch 3	Methodology: Live demonstration of scratch in computer lab. • Black Board
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JAN. 2024 (21 days) No of Periods: 8	Lesson 8- AI in Smart Homes Concepts: • Need and goal of Artificial Intelligen ce • Role of AI in Smart Homes • Some Smart Home Products	Domain Cognitive Developme nt Kosha: Vijnanama ya Kosha Curricular Goal CG- 7Children make sense of the world around through observation and logical thinking	Competencie s: C- 7.1Observes and understands different smart objects and the use of appropriate tools and techniques in daily life situations and for learning Learning Outcomes Basic: Identifi es and names comm on smart objects by observi ng	 Visual Skills Spatial skills Creativit y and Innovati on Languag e Skills Logical Reasoni ng 	Scientific temper: Arousing creativity and understan ding of the artificial intelligence and its usage in their homes		 Classro om Computer lab Practical classes Visiting the Atal Tinkering lab 	Teacher's Checklist: To find out the level of learning of the learners	Methodology: Explanation& Discussion, Contextual Examples, Experiential Learning. Activity: Akinator (Domain- Data): Game based on guessing theme
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FEB. 2024 (22 days) No of Periods: 8	Revisions and Practicals				

CENTRALIZED SYLLABUS BIFURCATION FOR APSs (PRIMARY PREPRATORY LEVEL

CLASS IV SUBJECT: Games / Physical Activities)

MONTH	ACTIVITIES
APRIL	Exercise on two, four and eight counts Calisthenics Jogging, Running Simple stretching General warm-up exercises - Toe-to-head - Head-to-toe, Skipping rope
MAY	FREE MOVEMENTS AND COMMANDS: Free movements Swinging, bending, twisting, turning, stretching of different body parts Sprinting, Running in Variation Vertical jump Standing broad jump Mini kho
JULY	Locomotors movements- running, jumping, hopping, skipping and rolling Combination of their movements Running long jump Simple race, Dodge ball Hurdle race Drill
AUGUST	Commands: line up, attention, stand at ease, and stand easy, as you were, Dribble and pass throw Warm up activities Recreation games Relay race
SEPTEMBER	Coupling Motor Ability Forward roll, Backward roll, Forward roll and Leg split, Backward roll and leg split, Cartwheel, Up and down relay fitness exercise Relay race
OCTOBER	RHYTHMIC MOVEMENTS: a) Arms swing progression b) Foreword progression and backward progression c) Side bend Net games Dribble and pass
NOVEMBER	SIMPLE COMBATIVES: a) Push of the bench b) Push of stole c) Stepping on the toe, Recreational games hurdle
DECEMBER	SMALL AREA GAMES, Obstacle races Coordination movements
JANUARY	Skipping Obstacles race, Free play (informal games & sports)
FEBRUARY	Rhythm and Reflexes -Positions of 'On your marks' and 'Go' Positions of Attention, Stand at-ease, Right-turn, Left-turn, About-turn Marching on-the-spot
MARCH	Athletics Simple race Warming up Skipping Rope, Line Kho-kho

CENTRALISED SYLLABUS BIFURCATION, ARMY WELFARE EDUCATION SOCIETY

CENTRALIZED SYLLABUS BIFURCATION FOR APSs (PRIMARY PREPRATORY LEVEL

CLASS IV SUBJECT :Art and Craft

MONTH	SUGGESTED ACTIVITIES
APRIL	 Introduction Class File Decorating activity HW - Pages in book
MAY	 Mother's Day Greetings (8th may) Pages in book
JULY	 International plastic bag free day - 3rd July Kargil Vijay Diwas - 26th July Friendship Day Greetings - HW
AUGUST	 Raksha Bandhan - 11th aug Independence Day Teachers Day
SEPTEMBER	 Teachers Day Gandhi Jayanti Pages in book - HW
OCTOBER	1. Diwali Craft Class
NOVEMBER	2. Painting Glass3. Fun Class
DECEMBER	 Christmas & New Year Greetings Cards HW Wall hanging craft
JANUARY	1. Art Quotes Frames

	2. Abstract art
FEBRUARY	 Collage making Poster on social topics
MARCH	1. Fun with art

CENTRALIZED SYLLABUS BIFURCATION FOR APSs (PRIMARY PREPRATORY LEVEL CLASS IV SUBJECT : Music

List of Songs Written, Self-Composed and uploaded on YouTube for engaging the students additionally in own time (APS Dhaula Kaun)

SPANISH SONG https://www.youtube.com/watch? v=NewjDNMe1P8&t=48s

SAY NO TO PLASTIC https://www.youtube.com/watch?v=b9i_iTOFvhw&t=1s

AAO SOCHE KUCH ACHI BAATE https://www.youtube.com/watch?v=Q2aZPPMZau0

TEACHER'S DAY SONG https://www.youtube.com/watch?v=o_K15XsUJHg

STORY TIME PUPPET SHOW https://www.youtube.com/watch?v=vL8tygsVJJw

ENGLISH PRAYER (THANK YOU GOD) https://www.youtube.com/watch?v=Y56u2AYV7Kw

<u>Month</u>	Songs and Prayers	<u>Learning Objectives</u>
April & May	English prayer& Sanskrit prayers	Perfecting Musical notes
	2. Musical notes – Do Re Me Fa& Sa Re	Environmental awareness
	Ga Ma Pa	Thankfulness and gratitude
	3. AWES song	
	4. Song – Environmental song	
July	English prayer &Sanskrit prayer	Perfecting musical notes
	2. Musical notes - practice	Collective group singing
	3. Song - Positive thinking	Positive thinking
August	English prayer& Sanskrit prayer	Calming minds
	2. Patriotic song – I salute my flag	Developing harmony amongst the students and
	3. Country Songs	patriotism
September	English Prayer&Sanskrit prayer	Learning foreign language words
	2. Ear training with musical notes	Having fun while singing
	3. Foreign language song lessons	Gratitude to teachers
	4. Teachers Day song	Ear training – Listening skills
	5. Evaluations	
October	1. English Prayer&Sanskrit prayer	Generating awareness towards cleanliness and
	2. Musical notes with rhythm	other social community issues.
	3. Community Songs	Musical notes training
	4. Choir based songs	Group singing
	5. Festival songs	
November	English Prayer&Sanskrit prayer	Importance of festive fervour
	2. Musical notes with rhythm	Community awareness
	3. Community songs	Rhythmic group songs
	4. Western singing	
	5. Festival songs	

December	 English Prayer&Sanskrit prayer Musical notes with rhythm Christmas Carols Action songs 	Speech improvement and general polishing of pronunciation using sounds of mantras while kindling affection and gratitude in children
January	 English Prayer&Sanskrit prayer Musical notes with rhythm Action songs Patriotic Song 	Enhancing creative movements, while singing as a form of language of expression. It stimulates critical and creative thinking
February	 English Prayer&Sanskrit prayer Sarasvati Vandana Seasonal Song (Basant Panchami) Country songs 	Importance of Sun moving into Northern declination and blooming of the environment around
March	 English Prayer&Sanskrit prayer Festival songs Rehearsals/ Revisions Evaluations 	Importance of cohesiveness and communal harmony by group singing.

		Domain &	Competency & Learning			
Month	Lesson/Concept	Curricular Goals	outcomes	21st Century skills	Integration	Inter-Disciplinary integration

CENTRALIZED SYLLABUS BIFURCATION FOR APSs (PRIMARY PREPRATORY LEVEL

CLASS IV SUBJECT :Dance

of classical and Cultural C-12.2 Explore and Plays Inter personal (awareness) Students Learn leg Gk - students gain knowledge about Kathak classic	April	1. Introduction	Domain - Aesthetic	Competency –	Social Skill (confidence)	Sports –	Math's - Students Learn Tatkarand namaskar on counting
Rathak Dance Development With Own voice, Body, Space, and a variety of objects to create music, role-play, dance and movement. Curricular Goal - cg-12 Children Develop abilities and sensibilities in performing Arts and express their emotions through art in Meaningful and Joyful and emotions through tarts steps C-12.3 innovates and works imaginatively to express a range Of ideas and emotions through the arts		of classical	and Cultural	C-12.2 Explore and Plays	Inter personal (awareness)	•	Gk - students gain knowledge about Kathak classical danc
Space, and a variety of objects to create music, role-play, dance and movement. Carricular Goal - cg-12 Children Develop abilities and express their emotions through art in Meaningful and Joyful and Tatkar - Ek Gun Learning arts. 2. Revision of all Kathak basic steps Kosha — Anandmaya kosha Students become responsible for 3. World Dance States and experse, play and possible for peace, love, joy and forms of art, local culture Space, and a variety of objects to create music, role-play, dance and students music, role-play, dance and movement. Tatkar Through namaskar students move their overall body parts C-12.3 innovates and works imaginatively to every sample of ideas and emotions through the arts. C-12.4 works collaboratively in the arts C-12.5 communicates and appreciates a variety of responses while Creating and experiencing different forms of art, local culture		Kathak Dance	Development	with Own voice, Body,		_	EVS - students learn about World Dance Day celebration
role-play, dance and movement. Curricular Goal - cg-12 Children Develop abilities and sensibilities in performing Arts and express their emotions through art in Meaningful and Joyful Learning 2. Revision of all Kathak basic steps Kosha — Anandmaya kosha Students become responses while Creating and expresses a variety of students become responsible for peace, love, joy and part of the composition of the com				Space, and a variety of			
role-play, dance and movement. Curricular Goal - cg-12 Children Develop abilities and sensibilities in performing Arts and express their emotions through art in Meaningful and Joyful Learning 2. Revision of all Kathak basic steps Kosha — Anandmaya kosha Students become responsible for peace, love, joy and described and expressed and expressed and express a range of ideas and emotions through the arts. C-12.3 innovates and works imaginatively to express a range of ideas and emotions through the arts. C-12.4 works collaboratively in the arts C-12.5 communicates and appreciates a variety of responses while Creating and experiencing different forms of art, local culture				objects to create music,		Through namaskar	
Curricular Goal - cg-12 Children Develop abilities and sensibilities in performing Arts and express their emotions through art in Meaningful and Joyful Namaskar and Tatkar - Ek Gun 2. Revision of all Kathak basic steps Kosha — Anandmaya kosha Students become responsible for 3. World Dance Anandrom pace, love, joy and Curricular Goal - cg-12 Children Develop abilities and sensibilities in performing Arts and express their ewortions through the works imaginatively to express a range Of ideas and emotions through the arts. C-12.4 works collaboratively in the arts C-12.5 communicates and and expresses while Creating and expresses while Creating and expressed and and expressed and and expressed and and expressed and and expressed and and expressed and and expressed and and expressed and and emotions through the arts.				role-play, dance and			
cg-12 Children Develop abilities and sensibilities in performing Arts and express their emotions through art in Meaningful Namaskar and Tatkar - Ek Gun 2. Revision of all Kathak basic steps Kosha – Anandmaya kosha Students become responsible for 3. World Dance C-12.3 innovates and works imaginatively to express a range Of ideas and emotions through the arts. C-12.4 works collaboratively in the arts C-12.5 communicates and appreciates a variety of responses while Creating and experiencing different forms of art, local culture				movement.		overall body parts	
Develop abilities and sensibilities in performing Arts and express their emotions through art in Meaningful and Joyful Learning arts. 2. Revision of all Kathak basic steps Kosha – Anandmaya kosha Students become responsible for peace, love, joy and solutions and september of art. C-12.3 innovates and works imaginatively to works and emotions through the arts. C-12.4 works collaboratively in the arts							
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emotions through art in Meaningful Namaskar and Tatkar - Ek Gun Learning and Joyful and Express a range Of ideas and emotions through the arts. 2. Revision of all Kathak basic steps Kosha — C-12.4 works collaboratively in the arts Kosha — Anandmaya kosha Students become responsible for peace, love, joy and St. World Dance St. World Dance Processing and st. St. St. St. St. St. St. St. St. St. S			1				
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Namaskar and Tatkar - Ek Gun 2. Revision of all Kathak basic steps Kosha — Anandmaya kosha Students become responsible for 3. World Dance Namaskar and Tatkar - Ek Gun Learning and emotions through the arts. C-12.4 works collaboratively in the arts C-12.5 communicates and appreciates a variety of responses while Creating and experiencing different forms of art, local culture							
Tatkar - Ek Gun Learning arts.							
2. Revision of all Kathak basic steps C-12.4 works collaboratively in the arts Kosha — Anandmaya kosha Students become responsible for peace, love, joy and Students of art, local culture C-12.5 communicates and appreciates a variety of responses while Creating and experiencing different forms of art, local culture							
all Kathak basic steps C-12.4 works collaboratively in the arts Kosha — Anandmaya kosha Students become responsible for peace, love, joy and Students of art, local culture C-12.5 communicates and appreciates a variety of responses while Creating and experiencing different forms of art, local culture		Tatkar - Ek Gun	Learning	arts.			
Steps Collaboratively in the arts		2. Revision of					
Kosha – Anandmaya kosha Students become responsible for peace, love, joy and Kosha – C- 12.5 communicates and appreciates a variety of responses while Creating and experiencing different forms of art, local culture		all Kathak basic		C-12.4 works			
Anandmaya kosha Students become responsible for peace, love, joy and Students become responses while Creating and experiencing different forms of art, local culture		steps		collaboratively in the arts			
Students become responses while Creating and experiencing different peace, love, joy and forms of art, local culture			Kosha –	C- 12.5 communicates and			
responsible for peace, love, joy and peace, love, joy and forms of art, local culture			Anandmaya kosha	appreciates a variety of			
3. World Dance peace, love, joy and forms of art, local culture			Students become	responses while Creating			
			responsible for	and experiencing different			
Day celebration unity And heritage.		3. World Dance	peace, love, joy and	forms of art, local culture			
		Day celebration	unity	And heritage.			

			Learning outcome - 1.			
			Students learn about			
			Kathak classical dance			
			form			
			2. Students learn about			
			World Dance Day values			1
			through dance			
				Critical thinking (Sports –	Math's - students learn tatkarand basic steps on counting
				creativity skill,	Students Learn leg	Music - students learn hand movements with tatkar on teen
				collaboration) Inter	movements through	
				personal (team work)	Tatkar	
			Competency –		Through namaskar	
	1. Tatkar -	Domain - Physical	cg-1.5 shows awareness of		students move their	
May	dugun	development	safety in movements		overall body parts	
	2. Five sanyukt					
	hast mudras					
	I) angali ii)	Curricular goal -				
	kapotha iii)	cg-1 children				
	shivlinga Iv)	develop habits that	Cg-2.2 Develop visual		Exercise with basic	
	shankh v)	Keep them healthy	memory for gestures and		Kathak steps that will	
	samputa	and safe	representations.		help them to stay fit	
	3. Five hand	Cg-2 children	Cg-2.3 differentiates			
	movements with	develop sharpness	sounds and sound patterns			
	tatkar	in sensorial	by their pitch, Volume, and			

perceptions	tempo		
	Cg-3.1 shows coordination		
	between sensorial		
Cg-3 children	perceptions and Body		
develop a fit and	movements in various		
flexible body	activities.		
	Cg-3.2 shows balance,		
	coordination, and		
	flexibility in various		
	Physical activities.		
Kosha -			
Annanamya kosha			
Students aware			
about the physical	Cg-3.3 shows precision		
sheath that	and control in working		
compose the outer	with their hands And		
layer	fingers.		
	Learning outcome 1. Learn		
	new basic hand-		
	movements that keep them		
	fit.		
	2. Learn the importance of		
	hast mudras to show their		
	thoughts through dance		

June	Summer break		Summer break	Summer break		
		Domain - Aesthetic and cultural	Competency - c-12.2 explore and plays with own voice, body, Space, and a variety of objects to create music, role-play,	Inter personal (awareness,	Sports - students learn asanyunkt mudras and fast tatkar that will help them to increase	
July	1. Tatkar – tigun		dance and movement.	team work)	their stamina	Music - Students learn classical dance on patriotic song and
		Curricular goal - cg-12 children develop Abilities				
	2. Five asanyukt	and sensibilities in				
	hast mudras	performing Arts				
	I) pathakam ii)	and express their	C-12.3 innovates and			
	mushti iii)	emotions through	works imaginatively to			
	chandrakala Iv)	art in Meaningful	express a range of ideas			
	kapitham v)	and Joyful	and emotions through the			
	sarpasirsham	Learning	arts.			
	3. Kargil Vijay					
	Diwas		C-12.4 works			
	celebration		collaboratively in the arts			
		Kosha –	C- 12.5 communicate and			
		Anandmaya kosha	appreciate a variety of			
		Students become	responses while Creating			
		responsible for	and experiencing different			
		peace, love, joy and	forms of art, local culture,			

		1			
		unity	and heritage.		
			Learning outcomes 1.		
			Learn the importance of		
			Kargil Vijay Diwas		
			2. Learn asanyukt mudras		
			and their uses in dance		
			Competency –		
			C-12.2 explore and plays		
			with own voice, body,	Inter personal (awareness,	
			Space, and a variety of	team work)	
	1. Ist stanza of	Domain - Aesthetic	objects to create music,	Critical thinking (
	krishna classical	and cultural	role-play, dance and	creativity skill,	Music - Students learn dance steps on classical music EVS
August	song	development	movement.	collaboration)	Janmashtami
		Curricular goal -			
		cg-12 children			
		develop Abilities			
		and sensibilities in			
		performing Arts	C-12.3 innovates and		
		and express their	works imaginatively to		
	2 nd stanza of	emotions through	express a range of ideas		
	krishna classical	art in Meaningful	and emotions through the		
	song	and joyful ways	arts.		
	3. Complete		C-12.4 works		

	classical krishna dance Practice		collaboratively in the arts			
		Kosha – Anandmaaya kosha Students become				
		responsible for peace, love, joy and unity	C- 12.5 communicates and appreciates a variety of responses while			
			Creating and experiencing different forms of art, local culture,			
			and heritage.			
			Learning outcomes - 1. Express their feelings for our festivals through Dance and celebrate these			
			special days.			
			Commenter	C1 -1 -1-11 (C 1)		
			Competency – C-12.2 explore and plays	Social skill (confidence) Interpersonal (awareness)	Sports – students learn	
		Domain - Aesthetic	with own voice, body,	incipersonal (awareness)	some basic dance steps	
	1.Janmashtami	and cultural	Space, and a variety of		that will help them to	
September	celebration	development	objects to create music,		stay fit	Gk - Students aware about Janmashtami Day importance.

			role-play, dance and		
			movement.		
		Curricular goal -			
		cg-12 children			
		develop Abilities			
		and sensibilities in			
		performing Arts	C-12.3 innovates and		
		and express their	works imaginatively to		
		emotions through	express a range of ideas		
	2. Half yearly	art in Meaningful	and emotions through the		
	exams	and joyful ways	arts.		
			C-12.4 works		
			collaboratively in the arts		
		Kosha –	C- 12.5 communicate and		
		Anandmaaya kosha	appreciate a variety of		
		Students become	responses while Creating		
		responsible for	and experiencing different		
		_	forms of art, local culture,		
		unity	and heritage.		
			Learning outcome- learn		
			the importance of Krishna		
			Janmashtmi through the		
			Celebration of Janmashtmi		
			Day.		
L					

October	1. Tatkar ki tihai on teen taal	Domain - Physical development	Competency – Cg-1.5 shows awareness of safety in movements and acts appropriately	Inter personal (awareness, team work)	Sports – students learn some classical steps that will help them to stay fit	Music - Students learn Kathak dance on semi classical song
	2. 1st stanza of semi classical dance song	Curricular goal - cg-1 children develop habits that Keep them healthy and safe	Cg-2.2 Develops visual memory for gestures and representations.			
		Cg-2 children develop sharpness in sensorial perceptions	Cg-2.3 differentiates sounds and sound patterns by their pitch, Volume, and tempo			
		Cg-3 children develop a fit and flexible body	Cg-3.1 shows coordination between sensorial perceptions and body movements in various activities.			
			Cg-3.2 shows balance, coordination, and flexibility in various physical activities.			
		Kosha –Annamaya kosha Students aware	Cg-3.3 shows precision and control in working with their hands and			

about the physical sheath that fingers.	
sheath that	
compose the outer	
layer	
Learning outcome- 1.	
Learn some technical part	
of classical dance by doing	
tihai	
On teen taal.	
2. Use of all basic steps on	
semi classical song.	
Competency –	
C-12.2 explore and plays	
with own voice, body,	
space, and a variety of Sports – students learn	
1. 2nd stanza of Domain - Aesthetic objects to create music, some classical steps	
semi classical and cultural role-play, dance and Inter personal (awareness, that will help them to	
November dance song development development movement. The personal (awareness), that will help them to the purple of the personal (awareness), that will help them to the personal (awareness), that will help them to the personal (awareness), that will help them to the personal (awareness), that will help them to the personal (awareness), that will help them to the personal (awareness), that will help them to the personal (awareness).	on semi classical sone
Curricular goal - C-12.3 innovates and	
cg-12 children works imaginatively to	
2. Ending of develop Abilities express a range of ideas	
semi classical and sensibilities in and emotions through the	
dance song performing Arts arts.	

and ex	press their		
emotio	ons through		
art in M	Meaningful		
and joy	yful ways		
	C-12.4 works		
	collaboratively in the	arts	
Kosha	- C- 12.5 communicate	and	
Anand	maaya kosha appreciate a variety o	:	
Studen	its become responses while Crea	ing	
respon	sible for and experiencing diff	erent	
peace,	love, joy and forms of art, local cu	ture,	
unity	and heritage.		
	Competency - cg-1.5		
	shows awareness of s	nfety	
Domai	n - Physical in movements and a	ts	
develo	pment appropriately		
Currie	ular goal -		
cg-1 ch	nildren		
develo	p habits that Cg-2.2 Develops visu	al	
Keep t	hem healthy memory for gestures	and	
and sat	fe representations.		
Cg-2 c	hildren Cg-2.3 differentiates		
develo	p sharpness sounds and sound pa	erns	
in sens	orial by their pitch, volum	, and	
percep	tions tempo		
Cg-3 c	hildren Cg-3.1 shows coordi	ation	

		dayslan a Ct and	h strugger samsarial			
		develop a fit and	between sensorial			
		flexible body	perceptions and body			
			movements in various			
			activities.			
			Cg-3.2 shows balance,			
			coordination, and			
			flexibility in various			
			physical activities.			
		Kosha –				
		Annanamya kosha				
		Students aware				
		about the physical	Cg-3.3 shows precision			
		sheath that	and control in working			
		compose the outer	with their hands and			
		layer				
		layer	fingers.			
			Learning outcome- 1. Use			
			of all basic steps on semi			
			classical song.			
			Competency - c-12.2			
	Practice of		explore and plays with		Sports – students learn	
	complete semi	Domain - Aesthetic	own voice, body, space,		some classical steps	
	classical dance	and cultural	and a variety of objects to	Inter personal (awareness,	that will help them to	
December		development	create music ,role-play,	team work)	stay fit	Music - Students learn Kathak dance on semi classical song

		1	1	1	
		dance and movement.			
	Curricular goal -				
	cg-12 children				
	develop Abilities				
	and sensibilities in				
	performing Arts	C-12.3 innovates and			
	and express their	works imaginatively to			
	emotions through	express a range of ideas			
	art in Meaningful	and emotions through the			
	and joyful ways	arts.			
		C-12.4 works			
		collaboratively in the arts			
	Kosha –	C- 12.5 communicates and			
	Anandmaaya kosha	appreciates a variety of			
	Students become	responses while creating			
	responsible for	and experiencing different			
	peace, love, joy and	forms of art, local culture,			
	unity	and heritage.			
		Learning outcome - with			
		all classical basic steps			
		students become			
		Physically fit.			
1. Celebrat	on of Domain - Aesthetic	Competency –	Inter personal (awareness	Sports – students learn	
January Army Day	and cultural	C-12.2 explore and plays	team work)	•	EVS –Student aware about the importance of Republic day
1. Celebrati January Army Day	responsible for peace, love, joy and unity on of Domain - Aesthetic	and experiencing different forms of art, local culture, and heritage. Learning outcome - with all classical basic steps students become Physically fit. Competency —	Inter personal (awareness, team work)	Sports – students learn some basic dance steps	EVS –Student aware about the importance of Repu

	development	with own voice, body, space, and a variety of objects to create music, role-play, dance and movement.	that will help them to stay fit	
2. Celebra Republic I	Curricular goal - cg-12 children develop Abilities and sensibilities in performing Arts and express their emotions through art in Meaningful and joyful ways	C-12.3 innovates and works imaginatively to express a range of ideas and emotions through the arts.		
		C-12.4 works collaborate C- 12.5 communicates and appreciates a variety of responses while timely in the arts creating and experiencing different forms of art, local culture, and heritage.		
	Kosha – Anandmaaya kosha Students become responsible for peace, love, joy and			

		unity			
			Learning outcome - learn patriotic values through dance on republic day and Army day celebration		
			patriotic values through		
			dance on republic day and		
			Army day celebration		
February	Overall revision				