

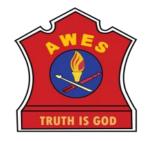
ARMY WELFARE EDUCATION SOCIETY

SYLLABUS BIFURCATION PREPARATORY STAGE Class 5

A detailed syllabus mapped at Preparatory Stage for APS

2023-24

FACULTY DEVELOPMENT & RESEARCH CENTRE



<u>APS Syllabus Bifurcation Overview (Class 5)</u> <u>Academic Session 2023-24</u>

Class:<u>V</u>

Subject:<u>ENGLISH</u>

<u>Term</u>	I	<u>Term II</u>			
(100 mai	rks)	(100 marks)			
Periodic Test I-July	Half-yearly Exam -Sep	Periodic Test II- Dec	<u>Annual Exam- Mar</u>		
(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 entire syllabus of Term 2) (Weightage in Report Card-80 Marks)		
			(Weightige in Report Card 66 Marks)		

Apr-	Aug-	Oct-	Dec-
Literature:	Literature:	Literature:	Literature:
Lesson-1: Tom Whitewashes the Fence	Lesson-5 The Speaking Trees	Lesson7- A Trip to Kolkata	Lesson10- The Emperor and the Shadow Puppets
Poem-1: Don't be Afraid Of the Dark	Lesson-6 The Lady with the Lamp	Lesson8-Black Berries- The Fruit	Poem6- The Paper Boats
	Poem-3: Trees are the Kindest Things	Poem4- Bessie's Song to her Doll	
Grammar:	Grammar:	Grammar:	Grammar:
Lesson- 9 Sentences	Lesson- 6- Verbs	Lesson12- Future Tense	Lesson14- Voice: Active and Passive
Lesson17- Punctuation	Picture Description	Paragraph Writing	Lesson 15- Non-finite verbs- infinitives and Gerunds
	Story Writing		Lesson16- Interjections
	Paragraph Writing		
May-	Sep-	Nov-	Jan-
Literature:	Grammar:	Literature:	Literature:
Lesson-2: A Letter From a Father to His	Lesson-10 Present Tense	Poem5- Silver	Lesson11-2018 Commonwealth Games
Daughter	Lesson -11 Past Tense	Lesson9- Tenali Rama Challenges the	
Poem-2: A Good Play	Reading Comprehension(Unseen Passage)	Magician	
Grammar:		Grammar:	Grammar:
Lesson- 1 Nouns		Lesson5- Articles, Lesson8- Prepositions,	Lesson7- Adverbs, Lesson18- Synonyms and Antonyms
Formal Letter Writing		Lesson13- Conjunctions	Informal Letter Writing
July-			Feb-
Literature:			Grammar:
			Email Writing
			Isman Witting

Lesson-3: My Elder	Brother					Reading Comprehension (U	Unseen Passage)	
Lesson-4: The Retu	rn of the Lion							
Grammar:						TERM I- Literature:		
Lesson-2 Pronouns						Lesson 5: The Speaking Trees		
Lesson-3 Adjectives	s					Grammar:		
Lesson-4 Comparise	on of Adjectives					Lesson 4: Comparison of Adje	ectives	
			IM 25			 Note Book submission 5 Marks) Subject Enrichment A (Weightage 5 Marks) 	Activity MM 25	
Report card wil	Report card will consist of:- 100 marks			Report card will consist of:- 100 marks				
Evaluation	% syllabus	Maximum Marks	Weightage	Evaluation	% syllabus	Maximum Marks	Weightage	
Periodic Test-I in July	30%	40 Marks	10 Marks	Periodic Test-2 in Dec	30%	40 Marks	10 Marks	
Note Book submission		25Marks	5 Marks	Note Book submission		25Marks	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	

Book: Roots and Wings (Main Coursebook 5)

Publisher: Srijan Publishers P. Ltd.

Grammar Trove 5

CLASS-V

Publisher: Rohan Book CompanyPvt. Ltd.

				TERM -1					
Month/ Periods	LESSON:-	Domain & Curricular Goals(mapping with Foundational stage)	Competency &Learning Outcome	21 st Century skills	Integration	Inter-disciplinary integration	Learning Space	Assignments	Suggestive Pedagogies
April (22- 25Days) Pd:	Lit: Lesson-1: Tom Whitewashes the Fence (Prose- Narrative- Parable)	DOMAIN: Prose : Lesson-1: Tom Whitewashes the Fence (Prose- Narrative-	Competency Prose: Lesson-1: Tom Whitewashes the Fence (Prose- Narrative- Parable)	5 C's Critical Thinking Creative Thinking	Arts:- Sketching and painting. Scientific	Language:- Write your own experiences of being in dark	Home and Classroom	Class assignments Use of Dictionary	Suggestive Pedagogies Project -based learning
Pa: (24-28)	Skills: Listening and Speaking CONCEPT:- Learning that presence of mind enables one to find solution to any problem. Sub Concepts:	(Prose- Narrative- Parable) Language and Literacy Development Socio Emotional and Ethical Development (Manomaya Kosha) Curricular Goal:-	C-9.5 Comprehends narrated/read-out stories and identifies characters, storyline and what the author wants to say C-9.6 Narrates short stories with clear plot and characters C-4.5	Life skills Problem Solving Decision-making Social Skills Vocabulary enrichment	Scientific temper:- Problem Solving: Learning to deal with basic situations of life Technology:- Learning through online resources	Music:- Recitation EVS:- Understanding the concept of day and night		Discussion of Question Answers. Home assignments Art integrated activities And Worksheets	Problem solving Creative Thinking Suggestive Assessment :- 1. Reading
	enables one to find solution to any problem.	Ethical Development (Manomaya Kosha)	C-9.6 Narrates short stories with clear plot and characters	Social Skills Vocabulary	Technology:- Learning through online	the concept of			activities And

Learning how presence of	Children develop effective	classroom and school	Improved	bo /outur) /l loka0		2.Worksheet
mind allows one to deal	communication skills for		Improved Pronunciation	be/aywVHskq9		2. WORKSHEEL
		Learning Outcomes:-	Pronunciation	<u>vw</u>		3. Multiple-choice
with problems. Learning	day-to-day interactions					questions
the use of humour in	CG-4					questions
literature.		Basic:	Emotional Skills	https://youtu.		
	Children develop	basic.	Handle and	be/vnyUzLRIS7		
	emotional intelligence,	- Recalls the characters	overcome	<u>k</u>		
	i.e., the ability to	and a few events in the	difficulties.			Suggestive
	understand and manage	story that is narrated	dimodrates			resources/Activ
	their own emotions, and	and is able to retell in		Sports:-		ities:
	respond positively to	their own words				ities.
	social norms	 Imagines and narrates 		Team Game		
		personalized endings of	Any Values /Ethics			
		the story	: (Schools to fill)			Draw and colour
		- Follows short simple				various tools
		instruction				required and used in
		Medium:	Self Confidence			the painting of
		- Identifies plots and				house.
		characters in a story and				
		retells it in the correct				
		sequence using				
		vocabulary from the				
		story				
		 Narrates their own short 				
		stories with simple plots				
		and characters				
		 Follows simple rules in 				
		school without adult				
		reminders				
		Advance				
		 Interprets the 				
		motivations of the				
		author to write the story				
		and retell the story as if				
		they were the author				
		- Creates their own				
		stories, with complex				

		plots and multiple characters -Follows instructions/rules Understands consequences of violating rules Competency Poetry: C-10.6 Reads short poems and begins to appreciate the poem for its choice of words and imagination			
		Learning Outcomes:			
		Basic:			
		Reads short poems and narrates the literal meaning of the poem			
		Medium:			
	DOMAIN:	Reads short poems and infers the imagination of the poet			
Poem-1: Don't be Afraid Of the Dark	Poetry :	Advance:			
(Literary Device used- Motif)	Poem-1: Don't be Afraid Of the Dark	Able to frame a poem on their own.			
CONCEPT:-	(Literary Device used- Motif)				
Advises the child to	,	Competency			
not be afraid of the dark .Instead, they	Language and Literacy	Grammar:			
should be friends	Development	Lesson-9 Sentences			

	with the night.		Lesson17- Punctuation			
		Curricular Goal:-	C-10.4			
	Sub Concepts:	CG-10	Reads stories and passages with			
	-		accuracy and fluency with			
	When one is afraid of anything, the best	Children develop fluency in reciting the poem.	appropriate pauses and voice			
	way to deal with it is	in reciting the poem.	modulation			
	to face it.					
			Learning Outcomes:			
			Basic:			
	Grammar:		Reads a few sentences of familiar			
	Lesson- 9 Sentences	DOMAIN:	words with accuracy			
		(Grammar):	Medium:			
	Lesson17- Punctuation		Reads short passages accurately			
	Functuation	Lesson-9 Sentences	with appropriate intonation and			
		Lesson17-	pauses			
	CONCEPT:-	Punctuation	Advance:			
	-Kinds of sentences		Reads short passages accurately			
	-Subject and	Language and Literacy	and fluently with appropriate			
	Predicate	Development	intonation, pauses, and voice			
	-Phrases and Clauses		modulation			
	Learn to punctuate	Curricular Goal:-				
	-Learn to punctuate the sentence	CG-10	CWSN			
	properly.	Children develop fluency	Sentences			
		in reading and writing	For Visually Impaired Students			
	Sub Concepts:					
	-Being able to		DefinitionandTypesofSentences(in audio): A group of			
	identify various kinds		words makes a complete sense is			
	of sentences in a		· · · · · · · · · · · · · · · · · · ·			
I		1	ı		l	ц I

	paragraph	called sentence.						
	paragraph							
		Types: 1). Simple 2). Compound						
		3). Complex						
		Use of Bold and Large font						
		alphabets flashcards for						
		alphabets recognition.						
		Use of embossed flash cards of						
		alphabets for the formation of						
		words.						
		Words cutouts for formation of						
		3-4 words sentences.						
		For Hearing Impaired Students						
		Use of pictures flash card with						
		caption.						
		Words cutouts for formation of						
		3-4 words sentences.						
		https://youtu.be/Rn3SdJqIRMU						
		https://youtu.be/aywVHskq9vw						
May	Lit: DOMAIN:	Competency	5 C's	Arts:-	Language:	Home	Class	Suggestive
(12-14	Lesson-2: A Letter From a (Prose)	(Prose)	Communication	Sketching		and	assignments	Pedagogies
\⊥ ∠ ₋⊥ 4			Communication	SKetering			-Use of	Project -based

dava	Eathor to Llic Daughter	Lesson-2: A Letter From a	Boom 2: A Cood Play	Skills		Poing able to	Classroom	Dictionany	loarning
days)	Father to His Daughter	Father to His Daughter	Poem-2: A Good Play	SKIIIS		Being able to identify different	Classroom	Dictionary	learning
	(Prose-Narrative-	Father to his Daughter	(Literary Device used:		Scientific	kinds of nouns.		- Discussion	
(12-14	Factual)	(Prose-Narrative-	Rhyme- Analogy)	Creativity &	temper:-	Kinds of houris.	School play	based on	Problem solving
(12-14 pd)	Skills: Writing	Factual)		Innovation	Critical		ground.	competency	FIODIEIII SOIVIIIg
pay	JAIIIS. WITCHIS	Language and Literacy		milovation	Mindedness:		ground.	based	
	CONCEPT:-	Development	C-9.3					learning skills.	Creative Thinking
	Appreciate the value	bevelopment	Converses fluently and can hold	Life skills	Relationship	EVS:		- Letter	
	of gifts, not their		a meaningful conversation		building	Knowledge of		Writing	
	price.	Socio-Emotional and				history and India's			
	Learning about what	Ethical Development	C-10.5	Problem Solving		, freedom struggle.			
	makes people or a		Reads short stories and		Technology:-			Home	Suggestive
	nation great.	(Manomaya Kosha)	comprehends its meaning	Decision Making	Learning			assignments	Assessment :-
	Sub Concepts:				through online	Development of		Art integrated	
	Sub concepts.	Curricular Goal:-			resources	Social Skills		activities	
	- sharing		C-4.6	Social Skills				activities	Worksheets,
	ideas, views	CG-9	Shows kindness and helpfulness	Leadership and					Multiple choice
	and	Children develop effective	to others (including animals,	Responsibility	https://youtu.	Hindi:			questions
	thoughts - Standing up	communication skills for	plants) when they are in need		be/Az A950Ljg	Importance of			
	for the	day-to- day interactions.			<u>4</u>	Letter Writing			
	country's			Interpersonal					
	honour,		Learning Outcomes:-	Relationships.					Suggestive
	honesty and	CG-10			Email Writing				resources/Activ
	openness.								ities:
	 Appreciating a friendly 	Children develop fluency	Basic:	Emotional Skills					1003.
	relationship	in reading and writing							Read some
	between		- Narrates daily	Build and manage					books related
	parents and	CG-4	experiences in simple sentences and ask	healthy relationships					to Indian
	children.	CG-4	simple questions, using	relationships					freedom
		Children develop	what/when/						struggle.
		emotional intelligence,	how/whom, etc						
		i.e., the ability to	 Reads books aloud with 						
		understand and manage	short simple texts and	Any Values /Ethics					Create your poem
		their own emotions, and	uses both visual cues	: (Schools to fill)					based on your play.
		responds positively to	and text to infer and retell the story with						
		social norms	accurate sequence and						
L	1				I		1		

 			 	 1
	 elaboration Shows affection towards other children and adults Aedium: Narrates daily experiences in elaborate descriptions and asks why questions too Identifies plots, and characters Shows care and tenderness in dealing with other living things Advance: Engages in discussion about a topic and raise and respond to questions Reads and identifies characters, plots, sequences, and point of view of the author Works in common tasks with kindness and affection to others in the group 	Self Confidence Leadership		
(F Pi (L	Competency Poetry) Poem-2: A Good Play Literary Device used: Rhyme- Analogy)			

		C-9.6
		Narrates short stories with clear
		plot and characters
		C-12.2
Poem-2: A Good Play		Explores and plays with own
(Literary Device		voice, body, spaces, and a variety
used: Rhyme-		of objects to create music, role-
Analogy)		play, dance and movement
	DOMAIN:	
CONCEPT:-	(Poem)	
	Poem-2: A Good Play	Learning Outcomes:-
Learning to live life of contentment and		
happiness with	(Literary Device used: Rhyme- Analogy)	Basic:
simple things in life.	Malogy)	
		 Imagines and narrates personalized endings of
		the story.
Sub Concept:	Language and Literacy	- Produces a variety of
It's about never	Development	sounds according to
giving up on the life		context/ situation using voice, body, or
that we dream of		instruments (in role-
	Socio-Emotional and	play, solo or group
	Ethical Development	musical arrangements
	(Manomaya Kosha)	Medium:
		- Narrates their own short
		stories with simple plots and characters.
	Curricular Goal:-	- Explores the difference
	CG-9	between their singing
	Children develop	voice and speaking voice
	effective communication	and uses both playfully Advance:
	skills for day-to-day	
	interactions	- Creates their own
		stories, with complex plots and multiple

CG-10	characters	
Children develop flyerer	 Creates simple sound 	
Children develop fluency		
in reading and writing	familiar songs, or	
CG-12	situations by using voice,	
	body, instruments, and	
Children develop abilities		
and sensibilities n visual	beats using different body parts/ instruments	
and performing arts and	for a song, creating the	
express their emotions	anabian as af a dramatia	
through art in meaningfu	scene through sounds)	
and joyful ways	sectie through soundsy	
	Competency	
	(Grammar)	
	Lesson- 1 Nouns	
	Letter Writing	
	C-9.7	
	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:	
	- Uses vocabulary	
	acquired from specific	
	themes, and topics	
	introduced in class in	

Grammar: Advance: Lesson - 1 Nouns - Uses children's Yring DOMAIN: OGRAMMAR	
Grammar: Advance: Lesson-1 Nouns - Uses children's dictionaries to identify meanings of unknown words encountered in texts DOMAIN: - Uses children's dictionaries to identify meanings of unknown words encountered in texts	
Grammar: Advance: Lesson-1 Nouns - Uses children's dictionaries to identify meanings of unknown words encountered in texts DOMAIN: DOMAIN: (Grammar) - Uses children's dictionaries to identify meanings of unknown words encountered in texts	
Grammar: Advance: Lesson-1 Nouns - Uses children's dictionaries to identify meanings of unknown words encountered in texts Formal Letter Writing DOMAIN: (Grammar) - Uses children's dictionaries to identify meanings of unknown words encountered in texts	
Grammar: Advance: Lesson 1 Nouns - Uses children's dictionaries to identify meanings of unknown words encountered in texts DOMAIN: - Other in texts (Grammar) - Other in texts	
Grammar: Advance: Lesson-1 Nouns - Uses children's dictionaries to identify meanings of unknown words encountered in texts DOMAIN: DOMAIN: (Grammar) - Uses children's dictionaries to identify meanings of unknown words encountered in texts	
Grammar: Advance: Lesson-1 Nouns - Uses children's dictionaries to identify meanings of unknown words encountered in texts DOMAIN: - OMAIN: (Grammar) - OMAIN:	
Lesson-1 Nouns - Uses children's dictionaries to identify meanings of unknown words encountered in texts - Uses children's dictionaries to identify meanings of unknown words encountered in texts - Uses children's dictionaries to identify meanings of unknown Vriting DOMAIN: - Words encountered in texts - Uses children's dictionaries to identify meanings of unknown (Grammar) - Uses children's dictionaries to identify meanings of unknown - Uses children's dictionaries to identify meanings of unknown	
Lesson-1 Nouns - Uses children's dictionaries to identify meanings of unknown words encountered in texts - Uses children's dictionaries to identify meanings of unknown words encountered in texts - Uses children's dictionaries to identify meanings of unknown Vriting DOMAIN: - Words encountered in texts - Uses children's dictionaries to identify meanings of unknown (Grammar) - Uses children's dictionaries to identify meanings of unknown - Uses children's dictionaries to identify meanings of unknown	
Formal Letter dictionaries to identify Writing DOMAIN: Image: Writing DOMAIN: Image: Writing Image: Writing Image: Writing Image: Writing	
Formal Letter dictionaries to identify Writing DOMAIN: Image: Writing Morris Image: Writing Image: Writing Image: Writing Image: Writing	
Formal Letter meanings of unknown Writing DOMAIN: meanings of unknown (Grammar) (Grammar)	
Writing DOMAIN: words encountered in texts (Grammar) (Grammar)	
(Grammar) texts	
CONCEPT:-	
Lesson-1 Nouns	
Identification of Formal Letter Writing CWSN	
nouns and Types of	
nouns	
in the lesson Language and Literacy For Visually Impaired Students	
Main points of the chapter- A	
Importance of letter	
writing in day today Curricular Goal:-	
life The first Prime Minister of India	
CG-9 Was Jawaharlal Nehru.	
Sub Concept: Children develop effective Sub Concept: communication skills for	
to put a label to CG-12 November.	
something they	
already do.	
and sensibilities. The country celebrates his	
Children develop effective birthday as Children Day.	
communication skills for	

		day-to-day interactions	Good qualities of a leader- a) Love for all who suffer. b) Eager to help them.						
			 c) Inspires people for noble sacrifices. For Hearing Impaired Students Different cut outs of emotions. 						
			Posters of Nehru ji with his name caption. <u>https://www.youtube.com/watc</u> <u>h?v=6h3V-Tm_tNs</u> <u>https://youtu.be/Az_A950Lig4</u>						
July	Lit:	DOMAIN:	Competency	5 C's	Arts:-	Language:	Home and	Class	Suggestive
(22- 25Days)	Lesson-3 : My Elder Brother	(Prose) Lesson-3: My Elder Brother	(Prose) Lesson-3: My Elder Brother (Prose- Autobiography)	Critical Thinking & Problem Solving	Role Play and Drama	Proper usage of pronouns and	Classroom	assignments Role Play on L-4	Pedagogies Problem solving
(26-28 pds)	(Prose- Autobiography) (Skill- Listening and speaking) CONCEPT:-	(Prose- Autobiography) Language and Literacy Development	C-4.2 Recognises different emotions and makes deliberate efforts to	Collaboration Imagination	Scientific temper:- Problem	adjectives in communication Maths:		Group Discussion based on competency based	Creative Thinking Suggestive
	Learning about the value of a good relationship with siblings andwith everyone in the family, in	Socio-Emotional and Ethical Development (Manomaya Kosha)	regulate them appropriately	Life skills	Solving Technology:-	Identification of shapes through Prop making.		learning skills.	Assessment :- Worksheets,

spite of differences.		Narrates short stories with clear	Problem Solving			Home	
	Curricular Goal:-	plot and characters	Analysis	Learning	EVS:	assignments	Multiple choice
The importance of apology and forgiveness in relationships. Sub Concept: Learning the importance of a good relationship with siblings and others in the family.	Curricular Goal:- CG-4 Children develop emotional intelligence, i.e., the ability to understand and manage their own emotions, and respond positively to social norms CG-9 Children develop effective communication skills for day-to-day interactions.	plot and characters Learning Outcomes:- Basic: Recognizes simple emotions (fear, joy, sadness) Imagines and narrates personalized endings of the story Medium: Associates emotions with words and facial expressions Narrates their own short stories with simple plots and characters Advance Describes their emotions in socially approved ways (e.g., stops crying and explains why they were crying) Creates their own stories, with complex plots and multiple characters (as a group) Competency (Prose)	Analysis Social Skills Interpersonal Relationships. Emotional Skills Expression of emotions Any Values /Ethics : (Schools to fill) Kindness Gratitude	Learning through online resources https://youtu. be/w4R3czV11 BY https://youtu. be/IH57aXoqB Zc https://youtu. be/ED2L0bVf3 yY https://youtu. be/laQUXyfVM 9Y	EVS: Knowing about Indian history.	assignments Book Exercises.	Multiple choice questions Oral quizzes Suggestive resources/Activ ities: To make the students enact and do the role play based on the lesson.
		Lesson-4: Return of the Lion					

		(Prose- Legend)				
Lesson-4:The Return of	DOMAIN:					
the Lion	(Prose)	C-5.1				
(Prose- Legend)	Lesson-4: Return of the	Demonstrates willingness and				
(Skill- Speaking)	Lion	participation in age- appropriate				
CONCEPT:-	(Prose- Legend)	physical work towards helping others				
-Learning about people of great courage and daring who worked and fought against	Language and Literacy Development	Learning Outcomes:- Basic:				
tyranny and injusticeand for the freedom of our	Aesthetic and Cultural Development	 Assists the teacher and organizes the classroom 				
country.	(Anandamaya Kosha)	Medium:				
-Learning about the wisdom and alertness required to administer a kingdom/ country or any organisation.	Curricular Goal:- CG-5	 Performs appropriate chores at home and/or at school (e.g., putting away toys, watering plants) 				
Sub Concept: Learning to appreciate courage, wisdom and alertness.	Children develop a positive attitude towards productive work and service or 'Seva'	 Advance Assists teachers to create TLM Helps in the kitchen with cleaning and cutting 				
		Competency				
		(Grammar)				
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	son-2 Pronouns					
ا مع						
Less	son-3 Adjectives					
Less	son-4 Comparison of					
Adje	ectives					
C-9.	.5:					
Con	nprehends narrated/read-out					
stor	ries and identifies characters,					
stor	ryline and what the author					
r) war	nts to say					
Pronouns						
Adjectives Lea	rning Outcome:					
Comparison Bas	ic:					
ves						
VC3	- Recalls the characters					
	and a few events in the					
and Literacy	story that is narrated and is able to retell in					
ient	their own words.					
	dium:					
	Identifies plats and					
	- Identifies plots and characters in a story and					
Goal:-	retells it in the correct					
Goal	sequence using					
	vocabulary from the					
	story					
	ance:					
	- Interprets the					
	motivations of the					
y interactions.	-					
	they were the author					
Ca	velop effective ition skills for interactions.	tion skills for motivations of the	interactions.	interactions. author to write the story and retell the story as if	interactions. and retell the story as if	interactions. author to write the story and retell the story as if

			CWSN						
			CWSN						
			Visual Impairment student's						
			assistance:						
			Please record the lesson in your						
			voice specifying the main points						
			in the chapter and allow the child						
			to listen separately also. Please						
			send this as a learning support						
			material home.						
			Use Flash cards having larger						
			fonts to help the child read the						
			words.						
			Use felt/flannel / alphabet cut						
			outs to help form the words.						
			Hearing Impairment student's						
			assistance:						
			Take some videos of sign						
			language expert, videos with						
			captions which are related to the						
			chapter.						
			Use Visual aids like flash cards of						
			different games, siblings with						
			captions.						
			Refer apps for learning.						
			https://youtu.be/w4R3czV11BY						
			https://youtu.be/IH57aXoqBZc						
August	Lit:	DOMAIN:	Competency	5 C's	Arts:-	Language:	School	Class	Suggestive
August	LIU.		Competency	503	AI 13	Language.	kitchen and		
(22-	Lesson-5 The Speaking	(Prose)	(Prose)		Poster Making	Learning to	Herbal	assignments	Pedagogies
25Days)	Trees					express their	пеграг	Role play	
		Lesson-5 The Speaking			Collage			. ,	

	(Prose- Fable)	Trees	Lesson-5 The Speaking Trees	Critical Thinking	Making	ideas in their own	Garden	(Doctor's	Project -based
(26-28	(Skills- Listening and	(Prose- Fable)	(Prose- Fable)	Creative Thinking		words using correct tenses.	Neighbouri	clinic)	learning
pds)	Speaking) CONCEPT:-	Language and Literacy	C-9.5	Communication Skills	Scientific temper:-	EVS:	ng parks.	Discussion on importance of	Experiential and
	Learning to appreciate the value of trees and protecting the	Development	Comprehends narrated/read-out stories and identifies characters, storyline and what the author wants to say	Life skills	Problem Solving	Germination of seeds		plants Question/	Contextual Learning Suggestive
	environment.	Socio-Emotional and Ethical Development	C-6.1	Problem Solving	Technology:- Modern ways	Importance of plants		Answer discussion	Assessment :-
	Sub Concept: Learn about how	(Manomaya Kosha)	Shows care for and joy in engaging with all life forms	Analysis	of crop culture	punts		Paragraph Writing	Dictation
	trees are beneficial and important for us.	Curricular Goal:-	Learning Outcomes:-			Social service		lleme	Peer Discussion
		CG-9	Basic:					Home assignments	
		Children develop effective communication skills for day-to-day interactions	 Recalls the characters and a few events in the story that is narrated and is able to retell in 	Social Skills				Art integrated activities (Prepare a	Suggestive resources/Activ ities:
		CG-6 Children develop a positive regard for the	their own words. - Shows joy in engaging with plants and animals	Flexibility and Initiation				First Aid Box)	Work in group of four and collect
		natural environment around them.	 in the local environment Shows no discomfort in physical engagement with nature (e.g., in garden or parks) 	Interpersonal Relationships.					relevant pictures and information about any special tree of your choice.
			Medium: - Interprets the intent of the plot and characters in a starward ratells the	Emotional Skills					
			 in a story and retells the story in a different form Takes responsibility for tending and caring for 	Being sensitive towards nature					

		saplings and plants	and others		
		Advance:			
		 Interprets the motivations of the author to write the story and retell the story as if they were the author Takes responsibility for tending to and caring for animals like kittens, puppies, chicken 	Any Values /Ethics : (Schools to fill) Kindness		
		Competency	Gratitude		
		Lesson-6 The Lady with the Lamp			
		(Prose- Biography)			
		C-10.7 :			
		Reads and comprehends meaning of short news items, instructions and recipes, and publicity material			
Lesson-6 The Lady with	DOMAIN:	C-5.1			
the Lamp	(Prose)	Demonstrates willingness and			
(Prose- Biography) (Skills- Reading)	Lesson-6 The Lady with the Lamp	participation in age- appropriate physical work towards helping others			
	(Prose- Biography)				
CONCEPT:-		Learning Outcomes:-			
Learning about the care of the sick and suffering.	Language and Literacy Development	Basic:			
		- Reads a short set of			

•		
Sub Concept: Learning to become a responsible and empathetic citizen.	Socio-Emotional and Ethical Development (Manomaya Kosha) Curricular Goal:- CG-10: Children develop fluency in reading and writing CG-5 Children develop a positive attitude towards productive work and service or 'Seva'.	simple written instructions and follows them - Assists the teacher and organizes the classroom Medium: - Reads simple instructions to play a game and plays it with a group - Performs appropriate chores at home and/or at school (e.g., putting away toys, watering plants) Advance: - Reads short news items, and publicity pamphlets, and explains the content - Helps in the kitchen with cleaning and cutting
		Competency (Poetry) Poem-3: Trees are the Kindest Things (Literary Device used - Rhyme) C-10.6 Reads short poems and begins to appreciate the poem for its Image: Competency Image: Compe

		choice of words and imagination			
		C-6.1			
		Shows care for and joy in engaging with all life forms			
		Learning Outcomes:-			
Poem-3: Trees are the					
Kindest Things		Basic:			
(Literary Device used	DOMAIN:	- Reads short poems and			
- Rhyme)	(Poetry)	narrates the literal			
	Poem-3: Trees are the Kindest Things	meaning of the poem - Shows joy in engaging			
CONCEPT:-	(Literary Device used -	with plants and animals in the local environment			
Learning about the	Rhyme)				
trees' kindness to human beings.		Medium:			
	Language and Literacy	- Reads short poems and			
	Development	infers the imagination of the poet			
Sub Concept:		- Shows curiosity and			
Learning how trees		interest in identifying			
bring happiness to		specific flora and fauna Advance:			
our life.	Socio-Emotional and Ethical Development				
		- Able to create a poem			
	(Manomaya Kosha)	based on social issues.Takes responsibility for			
		tending to and caring for			
	Curricular Goal:-	animals like kittens,			
		puppies, chicken			
	CG-10:	Competence			
	Children develop fluency	Competency			

	in reading and writing	(Grammar)	
		Lesson- 6- Verbs	
	CG-6	Paragraph Writing	
	Children develop a positive regard for the natural environment around them.	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: - Identifies plots and characters in a story and retells it in the correct sequence using vocabulary from the story	
		Medium: - Interprets the intent of the plot and characters in a story and retells the story in a different form	
Grammar:	DOMAIN:	Advance	
Lesson- 6- Verbs	(Grammar)	- Uses expanded vocabulary with intentional use of action	

						•
Picture Description	Lesson- 6- Verbs	words, descriptive				
		words, tenses, etc.				
Story Writing	Picture Description					
Paragraph Writing	Paragraph Writing					
		CWSN				
CONCEPT:-	Language and Literacy					
CONCEPT						
	Development					
		Visual Impairment students				
Learning about verbs		assistance:				
and their usage;						
		Record the specific points of the				
strong and weak	Curricular Goal:-	chapter and allow the child to				
verbs and their		listen separately.				
forms.						
Expression of thoughts	CG-9					
through paragraph		Use embossed flash cards of tree,				
writing	Children develop effective	lamp and other objects which are				
-	communication skills for	specific in the chapter.				
	day-to-day interactions					
Visualisation and						
description of pictures		Provide specific points of the				
		chapter in Braille format.				
Sub Concept:						
To focus upon proper		Hearing Impairment students				
		assistance:				
usage of verbs in a						
sentence.		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.				
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			https://youtu.be/KEwGAHIQBIw https://youtu.be/UuboxKRT-3g						
			https://youtu.be/oip3xsjEn6A						
Septem	Grammar:	DOMAIN:	Competency	5 C's	Technology:-	Language:	Home and	Class	Suggestive
ber	Lesson-10 Present	Lesson-10 Present	Lesson-10 Present Tense				Classroom	assignments	Pedagogies
(22- 25Days)	Tense	Tense	Lesson -11 Past Tense	Creative Thinking	https://youtu.	English		Use of Dictionary	
Ζσυαγδί	Lesson -11 Past	Lesson -11 Past Tense	Unseen Passage	Communication	be/fnAF80C2P	Proper usage of			
	Tense	Reading	Comprehension	Skills	Dw	tenses in writing		Competency Based	Creative Thinking
(12-14 pds)	Reading Comprehension	Comprehension (Unseen Passage)	C-9.7			and communication		Worksheets	
. ,	(Unseen Passage)	Language and literary	Knows and uses correct language to carry out day-to-day	Life skills					Suggestive
		development	interactions effectively and can					Home assignments	Assessment :
			guess meaning of new words by	Problem Solving					
	CONCEPT:-	Curricular Goal:-	using existing vocabulary					Book Exercises	Grammar
	Present and past	CG-9							worksheets
	tenses – their forms and usage.	Children develop	Learning Outcomes:-	Social Skills					
		effective communication skills for day-to-day							Suggestive
	Falsansa II	interactions in two	Basic:						resources/Activ ities:
	Enhance reading and comprehension skills	languages.	Uses vocabulary acquired from	Emotional Skills					Write a story in
	of learner.		specific themes, and topics introduced in class in their						present tense and
			conversations						past tense
	Sub Concept:								
	Enable the learner to		Medium:	Any Values /Ethics : (Schools to fill)					
	write the paragraph		Uses expanded vocabulary with	,					
	in present, past and		intentional use of action words,						

future tense.	descriptive words, tenses	
Half Yearly Examinations	Advance Uses children's dictionaries to identify meanings of unknown words encountered in texts	
	CWSN	
	Visual Impairment students 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 students assistance:	
	Use words flashcard for the formation of simple sentences.	

			Teach the Tenses using flow charts with connectors. <u>https://youtu.be/oeRelxWZcvE</u> <u>https://youtu.be/i8XwW41P4Xg</u>						
				TERM-II	•				
October	Lit:	DOMAIN:	Competency	5 C's	Arts:-	Language:	Cross	Class	Suggestive
(22- 25Days)	Lesson7 - A Trip to Kolkata	(Prose) Lesson7- A Trip to Kolkata	(Prose) Lesson7- A Trip to Kolkata,	Curiosity	Clay Modelling Collage making	English:	Country trips	assignments Use of Dictionary	Pedagogies
(18-21 pds)	(Prose- Narrative- Travelogue) (Skill- Listening and reading)	(Prose- Narrative- Travelogue)	(Prose- Narrative-Travelogue) C-9.6	Cross Cultural Interaction	Technology:-	Paragraph Writing	School Kitchen Garden	Discussion Pronunciation	Project -based learning Creative Thinking
	CONCEPT- Learning about the joy	Language and literary development	Narrates short stories with clear plot and characters C-7.2	Life skills Problem Solving	Google Earth Google Arts and Culture	EVS: Study of historical Monuments.	Home	Home assignments Art integrated	Suggestive Assessment :
	and advantages of travelling. Learning about a new	Aesthetic and Cultural Development (Anandamaya Kosha)	Observes and understands cause and effect relationships in nature by forming simple	Analysis	<u>https://youtu.</u> <u>be/P-</u> <u>P3YmSD0Ek</u>	Cultural and regional Diversity	Classroom	activities,	Worksheets
	place, people and culture	(Anandamaya Kosna) Curricular Goal:- CG-9	hypothesis and uses observations to explain their hypothesis	Research Social Skills	https://youtu. be/gqd-D2dc6-	Music: Enjoying poem			Class Tests
	Sub concept: Talking about the	Children develop effective communication	Learning Outcomes:-		<u>k</u>	recitation on particular tune.			

herefts and enjoyment aftraveling in new places CG-7 C-idition make sense of World around through doservation and logical Distaining Ci-idition make sense of World around through doservation and logical Distaining C-idition C-i	<u> </u>			1		[]		
places languages, CG-7 lesse: magines and narrate genomization dendings of the story awareness and best stores itest stores stores awareness and best stores lussi best stores CG-7 Children make sense of the story - magines and narrate genomization dendings of the story -								Dictations
Co-7 Children make sense of world around brough observations and logical thinking - Imagines and narrates, personalized endings of the story - Approclading diversity - Marka there on short story - Marka there on shor		-		Basic:		https://youtu.		
CG-7 perconsilied endings of the sony observations percentating diversity CGPABOAY Suggestive resources/Activ tites: Children make sense of ebservation and logical thinking Narrates belie own show sories with simple plots and characters. Applies kown information in a new context Emotional Skills Scientific temper:- Making various full is using moulding day. Advance: - Narrates their own information in a new context - Narrates their own information in a new context Scientific temper:- Make a collage of various caltures. Make a collage of various caltures. - Observes and forms generalization understanding to solve simple problems - Competency (Prose) Sharing and caring Critical thinking how to accept your responsibilities in positive way. Competency (Prose)		places	languages.			<u>be/a0-</u>		
Children make sense of word around through observations Uses (ideas based on observations) Approclating diversity Suggestive sense			CG-7	-	citizenship	<u>cj9YAbDw</u>		
worid around through observation and logical thinking - Uses ideas based on observations diversity			Childron make sonse of		Appreciating			Suggestive
Image: spectrum of the stand of giral biservations and logical thinking observations image: spectrum of the stand				-	diversity			resources/Activ
Image: space spac			—	observations				ities:
Medium: Emotional Skills Scientific temper- moulding clay. mixing various furtis using moulding clay. Applies known information in a new context Empathy and sprise strike information information in a new context Empathy and sprise strike moulding clay. Open Mindeness required for acceptance of various sing context Make a collage of various sing moulding clay. Advance: Any Values/Ethic sprise and nuttiple characters (sa a group) Any Values/Ethic simple problems Critical C			—					Making yariaya
Image: Section of the section of t				Medium:	Emotional Skills			-
Image: Stories with simple plots and characters: Empathy and sympathy Open Mindedness required for various historical monuments of india and write a paragraph on it. Advance: Advance: Any Values /Ethics various stories, with complex plots and multiple characters (as a group) Open Mindedness required for various historical monuments of india and write a paragraph on it. Observes and forms generalizations - Observes and forms generalizations - Applies their understanding to solve simple problems Critical Thinking how to accept your responsibilities in possibilities in passibilities in possibilities in possibilities in possibilities in possibilities in possibilities in passibilities in passibiliti				- Narrates their own short				-
Image: series of the series				stories with simple plots		temper:-		moulding clay.
Make a collage of various historical moments of India and write a paragraph on it. - Creates their own stories, with complex plots and multiple characters (as a group) - Observes and forms generalizations - Applies their understanding to solve simple problems - Competency (Prose) Lesson8-Black Berries- The Fruit (Prose-Fiction - Short Story) - Observes and Control of the fruit (Prose-Fiction - Short Story) - Control of the fruit (Prose-Fiction - Short Story) - Control of the fruit (Prose-Fiction - Short Story)						Open		
context Advance: Any Values /Ethics acceptance of various historical monuments of India and write a paragraph on it. · Creates their own stories, with complex plots and multiple characters (as a group) · Observes and forms generalizations · Applies their own indext and ing to solve simple problems Sharing and caring Critical Crital Crial Crial Critic					sympathy	Mindedness		Maka a collago of
Advance: Any Values /Ethics stories, with complex plots and multiple characters (as a group) Any Values /Ethics sloce bar acceptance of various cultures. monuments of India and write a paragraph on it. Observes and forms generalizations Sharing and caring Critical Critical Thinking how to accept your understanding to solve simple problems Critical Critical Competency (Prose) Lesson8-Black Berries- The Fruit (Prose- Fiction- Short Story) Easende Black Berries- The Fruit (Prose) Easende Black Berrie						required for		-
Image: Second State Sta					Any Values /Ethics	-		
Creates their wown of the second of the seco								
Subrey, and multiple characters (as a group) - Observes and forms generalizations - Applies their understanding to solve simple problems Competency (Prose) Lesson8-Black Berries- The Fruit (Prose- Fiction- Short Story) C-9.6						cultures.		
Competency (Prose) Lesson8-Black Berries- The Fruit (Prose- Fiction- Short Story) C-9.6 C-9.6 Characters (as a group) Sharing and critical Thinking how to accept your responsibilities in positive way. Critical Thinking how to accept your responsibilities in positive way. Critical Thinking how to accept your responsibilities in positive way.				-				
Observes and forms generalizations Applies their understanding to solve simple problems Competency (Prose) Lesson8-Black Berries- The Fruit (Prose-Fiction- Short Story) C-9.6 C-9.6					Sharing and			
generalizations - Applies their to accept your understanding to solve simple problems in positive way. Competency way. (Prose) Lesson8-Black Berries- The Fruit Provide the fruit (Prose- Fiction- Short Story) - - C-9.6 - -					-			
Competency (Prose) Lesson8-Black Berries- The Fruit (Prose- Fiction- Short Story) C-9.6				generalizations	0	-		
Competency (Prose) Lesson8-Black Berries- The Fruit (Prose- Fiction- Short Story) C-9.6								
Competency (Prose) Lesson8-Black Berries- The Fruit (Prose- Fiction- Short Story) C-9.6				_		-		
Competency (Prose) Lesson8-Black Berries- The Fruit (Prose- Fiction- Short Story) C-9.6				simple problems				
(Prose) Lesson8-Black Berries- The Fruit (Prose- Fiction- Short Story) C-9.6						way.		
Lesson8-Black Berries- The Fruit (Prose- Fiction- Short Story) C-9.6				Competency				
(Prose- Fiction- Short Story) C-9.6				(Prose)				
C-9.6				Lesson8-Black Berries- The Fruit				
DOMAIN				(Prose- Fiction- Short Story)				
DOMAIN								
DOMAIN: Narrates short stories with clear				C-9.6				
			DOMAIN:					

Lesson8-Black Berries-	(Prose)	plot and characters
The Fruit	Lesson8-Black Berries-	C-4.4
(Prose- Fiction- Short Story)	The Fruit (Prose- Fiction- Short	Shows cooperative behaviour with other children
(Skill- Speaking and Writing)	Story)	
		C-4.6
CONCEPT-	Language and literary development	Shows kindness and helpfulness to others (including animals,
Learning about		plants) when they are in need
carrying out one's duties and responsibilities	Socio Emotional and Ethical Development	Learning Outcomes:-
cheerfully.	(Manomaya Kosha)	
Sub concept: Doing what is right brings its own rewards.	Curricular Goal:- (Prose) CG-9 Children develop effective communication skills for day-to-day interactions in two languages.	Basic: - Imagines and narrates personalized endings of the story - Initiates playing with other children and makes plans - Shows affection towards other children and adults Medium: Medium: -
	CG-4 Children develop emotional intelligence, i.e., the ability to understand and manage their own emotions, and respond positively to social norms	 Narrates their own short stories with simple plots and characters Demonstrates willingness to include other's ideas during play Shows care and tenderness in dealing with other living things

	Advance:	
	- Creates their own	
	stories, with complex	
	plots and multiple	
	characters (as a group)	
	- Frames rules for play	
	with others and follows those rules	
	- Works in common tasks	
	with kindness and	
	affection to others in the	
	group	
	-	
	Competency	
	(Poetry)	
	Poem4- Bessie's Song to her Doll	
	(Literary Device Used- Euphony-	
	Epiphora)	
	C-9.5	
	Comprehends narrated/read-out	
	stories and identifies characters,	
	storyline and what the author	
	wants to say	
	C-13.3	
	Observation, wonder, curiosity,	
	and exploration: Observes	
	minute details of objects,	
	wonders, and explores using	
DOMAIN:	various senses, tinkers with	
(Poetry)	objects, asks questions	

Poend-Beaulist Samp to Iner Doll Poend-Lescist Samp to Iner Doll Poend-Lescist Samp to Iner Doll Poend-Lescist Samp to Iner Doll Basic Cutrary Device Used- Luprony - Epiporal Language and Literacy Device Owner Basic - ConCEPT- Poent has strong feelings on the subject Utat is described in the poent. Socie Inctional and Exploring Inmediate surroundings (in ourtoor context) with or without addit support. - Realls the characters and a few events in the particular footing Inmediate surroundings (in ourtoor context) with or without addit support. Sub concept: Apprediate the rhyme of the poent. Curricular footi- cols - Identifies plots and characters in a poent - Shows cagness and poont. - Identifies plots and characters in a poent - Shows cagness and the poent multicular solit for esploring the Immediate stribut is on gape actively in formai lawing school classroom - Identifies plots and characters in a poent - Shows cagness and the poent multicular solit for esploring the Immediate school classroom - Interprets the motivations of the poet to omite the poent and terespectfully Circle Characters in actional the shows and the poent and terms interprets the motivations of the poet to engage actively in tormai table is and the of page actively in tormai table is as and the of page actively in tormai table is assroom - Competency (Gramma)						
Peerd-Bessie's Song 0 Literary Device Used-Euphony-Epiphon) Basic: ILITERARY Device Used-Euphony-Epiphonal Devicepment Basic: CONCEPT- Devicepment Language and Literary Device Used-euphone Poet has strong Euphony-Epiphonal Poet has strong tectings on the subject that is the device Used-euphone Solo Concortional and Etheral Devicepment Solo Concortional and Etheral Devicepment Subject that is devicepment Concept: Medium: Appreciate the rhyme of the poem Children develop factors in a poem - departmentative in exploring the immediate surroundings of user resources from nature exploring the immediate surroundings of user resources from nature exploring the immediate surroundings of user resources from nature exploring the immediate surroundings of user resources from nature exploring the immediate surroundings of user resources from nature exploring the immediate surroundings of user resources from nature exploring the immediate surroundings of user resources from nature exploring the immediate surroundings of user resources from nature exploring the immediate surroundings of user to explore the motivations of the poem and reset the story as if they were the poet to twrite the poem and reset to write the poem and reset to		Poem4- Bessie's Song to	Learning Outcomes:-			
her Doll (Literary Device Used Fuphory-Epiphora) Basic: (Literary Device Used Fuphory-Epiphora) Language and Literacy Development and is able to artels and a few events in the porm that is able to retell in their ow word - Recalls the characters and a few events in the porm that is able to retell in their ow word Poet has strong Feelings on the subject that is described in the porm. Socie Emotional and Socie Emotional and Exclused Development Socie Emotional and eventority in our without adult support Medium: Sub corcept: - Manomaya Kosha) - Identifies plots and characters in a poem takes inflative in esploring inflations stills for day-tic-day interactions in too languages - Identifies plots and characters in a poem takes inflative in esploring inflations of the poet to write the poem here to write the poem here to motivations of the poet to write the poem and the school classroom - Interprets the motivations of the poet to write the poem and the resploring the motivations of the poet to write the poem and the school classroom - Interprets the motivations of the poet to write the poem and the resploring the motivations of the poet to write the poem and the resploring the for respectulity - Interprets the motivations of the poet to write the poem and the resploring the for respectulity	Deem4 Dessie's Cong to	her Doll				
Itterary Device Used- Fuphory- Piphoral Euphory- Epiphoral Basic: - Itterary Device Used- Fuphory- Piphoral Language and Literacy Development - Recalls the characters and a few events in the poem that is narrated and is able to retell in their own word Poet has strong feelings on the subject that is described in the poem. Socio Emotional and Ethical Development - Shows caroisty in exploring immediate surroundings (in outdoor contexts)-withor Medium: Sub concept: Curricular Goal:- CG-9 - Identifies plots and characters in a poem - Shows eagerness and takes initiative in escoloring the immediate surroundings and use wording is mediate surroundings and use wording is mediate surroundings and use wording the immediate surroundings and use word the poem and takes initiative in resources from surre Advance: - - CG-13 Interprets the motivations of the poem to engage actively in formal learning environments like a school classroom - - - Children develop habilito of to write the poem and to engage actively in formal learning environments like a school classroom - - - Competency Competency - - - - -	U U U U U U U U U U U U U U U U U U U	(Literer Device Lleed				
Litrary Device Use- Luppory : Epibors)- Realls the characters and a few events in the poem that is narrated and is able to retail in their own ord - Shows curiosity in exploring immediate surroundings (in or without adult support Medium:- Realls the characters and is able to retail in their own ord - Shows curiosity in or without adult support Medium:Sub concept: Appreciate the rhyme of the poemCurricular Goal- CG-9 Children develop effactive communication skills for day to day interactions in treat interactions of the poet to engage adulted in the poet- Identifies plots and characters in a poem take initiative in exploring intermediate surroundings and use resources from nature Advance:- Identifies plots and characters in a poem take initiative in exploring intermediate surroundings and use resources from nature Advance:- Interprets the motivations of the poet to engage sufficient resplores the resources from nature Advance:- Interprets the resources from nature Advance:Co-13 communication skills for day to engage adulted in to engage adulted in terminoments like a school classroom- Reealles the characters in terminoments like a school classroom- Reealles the characters in terminoments like a school classroom- Reealles the characters in terminoments like a school cla	her Doll		Basic:			
Fupnory-typinors) and a few events in the poem this is narated and is able to retall in their rown word in their rown word and is able to retall in their rown word is able to retall in their rown word is how concisiy in exploring immediate surged in the poem. Poet has strong feelings on the subject that is Socio Emotional and Ethical Development. Sub concept: Curricular Goal:- Appreciate the rhyme of the poem. Curricular Goal:- Colder the poem. Curricular Goal:- Colder the poem. Ciricular Goal:- Colder the rhyme of the poem. Ca-13 Collidern develop flective communication skills for exploring timediate surroundings and use resources from nature Advance: Collidern develop habits of the poet to mations of the poet to write the poem at school classroom Ca-13 Children develop habits of the poet to write the poem at school classroom Contention is a school classroom Engage actively in tormai liake a school classroom Competency Engage actively in tormai liake a school classroom	(Literary Device Used-	Euphony- Epiphora)				
CONCEPT-Language and Literacy Development.DevelopmentPoet has strong tegings on the subject that is described in the poem.Socio Emotional and subject that is their own wordSocio Emotional and surroundings (in outdoor contexts)-with or without adult supportSub concept: Appreciate the rhyme of the poem.Curricular Goal- CG-9- Medlum:Children develop effective communication skills for two languages- Medlum:CG-13 Children develop habits of tearning that law them to engage actively in formal learning environments like a school classroom- Interprets the motivations of the poet teory as thothers fearlessly but resputtivelyChildren develop habits of tearning that law them to engage actively in formal learning- Interprets the motivations of the poet teory as thothers fearlessly but resputtivelyChildren develop habits of tearning that law them to engage actively in formal learning- CompetencyChildren develop habits of tearning that law them to engage actively in formal learning- Emgages with others fearlessly but resputtivelyChildren develop habits of tearning that law them to engage actively in formal learning- Emgages with others fearlessly but resputtivelyCompetency- Competency- Competency	Euphony- Epiphora)					
CONCEPT-Developmentand is able to retell in their own wordPoet has strong teclings on the subject that is object that is described in the poem.Socio Emotional and Ethical DevelopmentSocio Emotional and Ethical Developmentsurroundings (in outdoor contexts)-with or without adult supportSub concept: Appreciate the rhyme of the poemCurricular Goal:- CG-9- Identifies plots and characters in a poem takes initiative in resources from nature Advance:- Identifies plots and characters in a poem takes initiative in resources from nature Advance:- Identifies plots and characters in a poem takes initiative in resources from nature Advance:- Identifies plots and characters in a poem takes initiative in resources from nature Advance:- Identifies plots and characters in a poem takes initiative in resources from nature Advance:CG-13CG-13- Interprets the motivations of the poet to write the poem and retell the story as if they were the poet- Interprets the motivations of the poet to signed write the poem and respectfully- Interprets the motivations of the poet to signed write the poem and respectfullyCompletencyCompletency- Engages with others fearlessly but respectfully- Engages with others fearlessly but respectfully						
CONCEPT-DecompliantDecompliantPoet has strong feelings on the subject that is described in the poem.Sodo Ernotional and Ethical Development (Manomaya Kosha)- Shows curvisity in outdoor contexts)-with outdoor contexts-with an appen at also with the poet and at takes initiative in resources from nature Advance: - Interprets the motivations of the poet to with the poet and retell the story as if they were the poet to should classroom- Interprets the motivations of the poet respectfully- Interprets						
Poet has strong feelings on the subject that is open.Scio Emotional and Ethical Development (Manomaya Kosha)- Shows curiosity in exploring immediate surroundings (in outdoor contexts).with or without adult support Medium:- Shows curiosity in exploring immediate surroundings (in or without adult support Medium:- Shows curiosity in exploring immediate surroundings (in or without adult support Medium:- Identifies plots and characters in a poem - Shows eagerness and takes initiative in exploring the immediate surroundings and use resources from nature Advance:- Identifies plots and characters in a poem - Shows eagerness and takes initiative in exploring the immediate surroundings and use resources from nature Advance:- Identifies plots and characters in a poem - Shows eagerness and takes initiative in exploring the immediate surroundings and use resources from nature Advance:- Identifies plots and characters in a poem - Shows eagerness and takes initiative in resources from nature Advance:- Interprets the motivations of the poet - Engages with others resources from sture the poem and resell the story as if they were the poet - Engages with others resources from as in respectfully- Competency- CompetencyCG-13Children develop habits of learning environments like a school classroom- Engages with others respectfully- Engages with others respectfully- Engages with others respectfully- Engages with others respectfully- Engages with others respectfully	CONCEPT-	Development				
Poet has strong exploring immediate surroundings (in subject that is described in the poem. Socio Emotional and Ethical Development exploring immediate surroundings (in outdoor contexts)-with or without adult support Sub concept: Curricular Goal CG-9 - Identifies plots and characters in a poem - Shows eageness and takes initiative in exploring the immediate surroundings and use resources from nature Advance: - Identifies plots and characters in a poem - Shows eageness and takes initiative in exploring the immediate surroundings and use resources from nature Advance: - Interprets the motivations of the poet to write the poem and retell the story as if they were the poet - Interprets the fearlesy but respectfully Children develop tabits of eaving that allow them to engage actively in formal learning environments like a school classroom - Interprets the fearlesy but respectfully - Interprets the respectfully Competency - Engages with others fearlesy but respectfully - Engages with others fearlesy but respectfully - Engages with others fearlesy but respectfully						
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poem. (Manomaya Kosha) Medium:: Sub concept: - identifies plots and characters in a poem - Shows eagerness and these initiative in exploring the immediate surroundings and use resources from nature Advance: CG-13 - Interprets the motivations of the poet to write the poem and receil the story as if they were the poet - Engages with others feraflessly but respectfully Formal learning environments like a school classroom - Competency Competency - Competency		Ethical Development				
poem. Sub concept: Appreciate the rhyme of the poem Curricular Goal:- CG-9 - Identifies plots and characters in a poem CG-9 Children develop effective communication skills for day-to- day interactions in two languages - exploring the immediate surroundings and use resources from nature Advance: CG-13 CG-13 Children develop habits of learning that allow them to engage actively in formal learning environments like a school classroom Interprets the motivations of the poet = Engages with others respectfully Competency Competency	described in the	(Manomaya Kosha)	or without adult support			
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Appreciate the rhyme of the poem CG-9 Children develop effective communication skills for day-to- day interactions in two languages CG-13 CG-13 Children develop habits of learning that allow them to engage actively in formal learning environments like a school classroom Competency Compet		Curricular Goal:-				
the poem CG-9 takes initiative in exploring the immediate surroundings and use resources from nature Advance: Children develop effective communication skills for day-to- day interactions in two languages - Interprets the motivations of the poet to write the poem and retell the story as if they were the poet - Interprets the motivations of the poet at to write the poem and retell the story as if they were the poet Children develop habits of learning environments like a school classroom - Engages with others fearlessly but respectfully - Engages with others fearlessly but respectfully						
Cinduction skills for day-to- day interactions in two languages surroundings and use resources from nature CG-13 - Interprets the motivations of the poet to write the poem and retell the story as if they Children develop habits of learning that allow them to engage actively in formal learning environments like a school classroom - Engages with others fearlessly but respectfully Competency Competency	the poem	CG-9	-			
Cinduction skills for day-to- day interactions in two languages surroundings and use resources from nature CG-13 - Interprets the motivations of the poet to write the poem and retell the story as if they Children develop habits of learning that allow them to engage actively in formal learning environments like a school classroom - Engages with others fearlessly but respectfully Competency Competency		Children develop effective	exploring the immediate			
day-to- day interactions in two languages resources from nature Advance: Advance: - Interprets the motivations of the poet - Interprets the motivations of the poet Children develop habits of learning that allow them to engage actively in formal learning environments like a school classroom - Engages with others fearlessly but respectfully Competency Competency						
two languages Advance: two languages - Interprets the motivations of the poet to write the poem and retell the story as if they were the poet learning that allow them to engage actively in formal learning environments like a school classroom - Engages with others fearlessly but respectfully competency Competency - Competency			resources from nature			
CG-13Children develop habits of learning that allow them to engage actively in formal learning environments like a school classroomCompetency			Advance:			
CG-13 motivations of the poet to write the poem and retell the story as if they were the poet were the poet were the poet Children develop habits of learning that allow them to engage actively in formal learning environments like a school classroom Engages with others fearlessly but respectfully Here is a school Here is a school Competency Competency Image: school Image: school Image: school Image: school		two languages	Interprets the			
CG-13 to write the poem and retell the story as if they were the poet Children develop habits of learning that allow them to engage actively in formal learning environments like a school classroom • Engages with others fearlessly but respectfully Competency Competency			-			
Children develop habits of learning that allow them to engage actively in formal learning environments like a school classroom retell the story as if they were the poet Competency Competency		CC 12				
Children develop habits of learning that allow them to engage actively in formal learning environments like a school classroom Competency Competency		CG-13	-			
learning that allow them - Engages with others to engage actively in fearlessly but formal learning respectfully environments like a Competency School classroom Competency		Children develop habits of				
to engage actively in formal learning fearlessly but respectfully environments like a school classroom Competency Competency Loss		learning that allow them				
formal learning respectfully environments like a - school classroom - Learning Competency			fearlessly but			
environments like a school classroom Competency		formal learning	respectfully			
school classroom Competency						
(Grammar)			Competency			
			(Grammar)			
			(Grannar)			

		Lesson12- Future Tense		
		Paragraph Writing		
		C-9.7		
		Knows and uses correct		
		language to carry out day-to-day		
		interactions effectively and can		
		guess meaning of new words by		
		using existing vocabulary		
		Learning Outcomes:-		
		Basic:		
		- Uses vocabulary		
		acquired from specific		
		themes, and topics		
		introduced in class in		
		their conversations		
		Medium:		
		 Predicts meaning of unknown words in texts 		
		using picture and		
		context cues.		
	DOMAIN	Advance		
	DOMAIN:	Advance		
	(Grammar)	- Uses children's		
	Lesson12- Future Tense	dictionaries to identify		
		meanings of unknown		
	Paragraph Writing	words encountered in texts		

			1			
Grammar: Lesson12- Future Tense Paragraph Writing	Language and Literacy Development Curricular Goal:- CG-9	<mark>CWSN</mark> Children with Autism (Learning Assistance)				
CONCEPT- Learning about Future Tense and its usage.	Children develop effective communication skills for day-to- day interactions in two languages	Use of pictures books to teach the chapter.				
Sub concept: Learning to write the sentences in future tense.		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/P-P3YmSD0Ek				

			https://youtu.be/gqd-D2dc6-k						
Novem ber	Lit:	DOMAIN:	Competency	5 C's	Arts:-	Language:	Home	Class assignments	Suggestive Pedagogies
(22- 25Days)	Poem5- Silver (Literary Device Used- Personification- <u>rhyme</u>	(Poetry) Poem5- Silver (Literary Device Used-	(Poetry) Poem5- Silver (Literary Device Used-	Curiosity Creative thinking	Role Play and Drama Drawing and	English: Story Telling	Classroom	Discussion	Critical Thinking
(21-24 pds)	<u>scheme</u>) CONCEPT:-	Personification- <u>rhyme</u> <u>scheme</u>)	Personification- <u>rhyme scheme</u>)	Critical Thinking	painting	Music:		Experiential Learning	
	To describe the impact that the silver light of the	Language and Literacy Development	C-9.1 Listens to and appreciates simple songs, rhymes, and poems	Life skills	Technology:-	Enjoying poem recitation on particular tune.		Home assignments	Suggestive Assessment :
	moon has on everyday objects and creatures existing within the darkened night.	Socio Emotional and Ethical Development	C-6.1	Problem Solving	<u>be/TTrwF9fglv</u> <u>C</u>			Art integrated activity	Write any one of your favourite story in your own words
	Sub concept: Learn about how the	(Manomaya Kosha)	Shows care for and joy in engaging with all life forms	Analysis Decision Making	https://youtu. be/bUAYvKCFp	Math: Understand the			and change its ending.
	poet personifies the moon as a female presence who walks through the night	Curricular Goal:- CG-9 Children develop effective	Learning outcome: Basic: - Listens and enjoys	Social Skills	<u>Tg</u> <u>https://youtu.</u> <u>be/bqIdFavRi</u>	pattern of stars			
		communication skills for day-to-day interactions in two languages CG-6	humming a variety of songs in different languages regularly heard in the home and	To handle and overcome difficulties	<u>Mg</u>				Suggestive
		Children develop a positive regard for the natural environment	 neighbourhood Shows no discomfort in physical engagement with nature 	To make good decisions	Scientific temper:-				resources/Activ ities:
		around them	Medium:	Emotional Skills	temper				Make a comic strip

		 Listens to longer (4-8 sentences) songs/poems (unfamiliar) with attention and have conversations about them and ask questions Shows curiosity and interest in identifying specific flora and fauna Advance: Shows interest in listening to certain kinds of songs and poems and explains the reason for their preference 	To be self-aware Any Values /Ethics : (Schools to fill) Honesty	Critical Thinking: understanding to do and say right things at right time.		on any one of your favourite cartoon characters.
		 their preference Enjoys going out for nature walks and observing plants and animals Competency (Prose) Lesson9- Tenali Rama Challenges the Magician (Prose- Heroic- Fictional) C-9.3 				
Lesson9- Tenali Rama Challenges the Magician	DOMAIN: (Prose) Lesson9- Tenali Rama	Converses fluently and can hold a meaningful conversation C-4.5 Understands and responds positively to social norms in the classroom and school				

(Prose- Heroic- Fictional)	Challenges the Magician	C-7.2			
(Skill- Listening and	(Prose- Heroic- Fictional)	Observes and understands			
speaking)		cause and effect relationships in			
CONCEPT		nature by forming simple			
CONCEPT:-	Language and Literacy	hypothesis and uses			
Learning about	Development	observations to explain their			
magicians' sleight of		hypothesis			
hand and ability to					
create illusions on	Socio Emotional and	Learning Outcome:-			
the basis of which	Ethical Development	Basic:			
they carry out their		- Initiates conversations in			
shows.	(Manomaya Kosha)	daily life with peers and			
Sub concept:		teachers in a variety of			
Sub concept.		school settings			
		- Waits for their turn			
-Learning about	Cognitive Development	 Follows short simple 			
wisdom, wit and	(Viinanamaya Kasha)	instructions			
presence of mind.	(Vijnanamaya Kosha)	- Expresses own			
		preferences, interests and makes choices			
	Curricular Goal:-	Medium:			
	CG-9	- Engages in			
	Children develop effective	conversations, waits for			
	communication skills for	their turn to speak, and allows others to speak			
	day-to- day interactions in	 Follows simple rules in 			
	two languages	school without adult			
		reminders			
		 Takes responsibility and 			
	CG-4	makes choices based on			
		own preferences and			
	Children develop	interests Advance:			
	emotional understand	Auvalice.			
	and manage their own	 Maintains the thread of 			
	emotions, and respond positively to social norms	the conversation across			
		multiple exchanges			
	intelligence, i.e., the	- Follows			

	ability to	instructions/rules				
	CC 7	- Understands				
	CG-7	consequences of				
	Children make sense of	violating rules				
	world around through	 Selects games/ play 				
	observation and logical	equipment according to				
	thinking	their own choice,				
	0	preference and interest				
	Co	ompetency				
	(G	rammar)				
	Le	sson5- Articles, Lesson8-				
		epositions, Lesson13-				
		onjunctions				
	C-:	9.7				
	Kr	nows and uses correct				
	lar	nguage to carry out day-to-day				
		eractions effectively and can				
		ess meaning of new words by				
		ing existing vocabulary				
	Le	arning Outcomes:-				
		-				
	Ва	sic:				
		- Uses expanded				
		vocabulary with				
		intentional use of action				
		words, descriptive				
		words, tenses, etc				
	M	edium:				
		Predicts meaning of				
_		5	1	1		

		DOMAIN: (Grammar)	unknown words in texts using picture and context cues			
Les Pre	rammar: esson5- ArticlesLesson8- epositions Lesson13- onjunctions	Lesson5- ArticlesLesson8- Prepositions Lesson13- Conjunctions Language and Literacy Development Curricular Goal:- CG-9	Advance - Uses children's dictionaries to identify meanings of unknown words encountered in texts CWSN			
-Ur Ide art - p	DNCEPT:- Inderstanding and entification of ticles proper usage of repositions and onjunctions	Children develop effective communication skills for day-to- day interactions in two languages	Children with Autism (Learning Assistance) Teach the story using flow charts with connectors.			
Lea ser pre	Ib concept: earning to write intences using articles, epositions and onjunctions properly.		Use storyboards. Refer apps for learning. Hearing Impairment students assistance:			
			Teach the story using visual and concrete aids (flash cards, picture cards, puppets).			

			https://youtu.be/a0-cj9YAbDw https://youtu.be/TTrwF9fglvc						
Decemb er	Literature:	DOMAIN:	Competency	5 C's	Arts:-	Language:	Home	Class assignments	Suggestive Pedagogies
(22- 25Days)	Lesson10- The Emperor and the Shadow Puppets (Prose- Narrative- Fiction) (Skill- Reading and	(Prose) Lesson10- The Emperor and the Shadow Puppets (Prose- Narrative- Fiction)	(Prose) Lesson10- The Emperor and the Shadow Puppets (Prose- Narrative- Fiction)	Critical Thinking	Role Play and Drama Drawing and painting	English: Story telling in active and Passive	Classroom	Class room Discussion Question	Critical Thinking
(24-28 pds)	Writing)	Language and Literacy Development	C-9.7 Knows and uses enough words	Life skills Problem Solving	Technology:-	voices		Answer discussions	
	Learning to maintain equanimity and do your duty when faced with sorrow or joy.	Socio Emotional and Ethical Development (Manomaya Kosha)	to carry out day-to-day interactions effectively and can guess meaning of new words by using existing vocabulary	Brainstorming Decision Making	Learning about Modern ways of communicatio n through	Puppet dances of various states. Means of		Home assignments Book Exercises	Suggestive Assessment :
	Learning how to deal with things that cause sorrow or disappointment.	Curricular Goal:- (Prose)	C-4.2 Recognises different emotions and makes deliberate efforts to	Social Skills	online research	transport			Dictation Class Tests.
	Sub concept: Learning to deal with	CG-9 Children develop effective communication skills for	regulate them appropriately	To handle and overcome	Scientific temper:-	Math:			

ups and downs of life in a balanced way. day-to- day interactions in two languages Learning Outcome difficulties Shape identification CG-4 Children develop emotional intelligence, i.e., the ability to understand and manage their own emotions, and respond positively to social norms Uses expanded vocabulary with intentional use of action words, tenses, etc. To make good decisions Critical Thinking: about how to deal with various emotions in life. Medium: Expresses emotions ocial norms Predicts meaning of unknown words in texts using picture and context cues To make good decisions Critical Thinking: about how to deal with various emotions in life. Outcome Medium: Predicts meaning of unknown words in texts using picture and context cues To be self-aware (Schools to fill) Any Values /Ethics : (Schools to fill) Iffeculties Obscribes their feelings and their causes Obscribes their feelings and their causes Compassion Compassion Obscribes their mentions in socially approved ways Describes their emotions in socially approved Iffeculties Iffeculties				difficulties	Learning Outcome	day-to- day interactions in		
Basic: To make good CG-4 - Uses expanded Children develop emotional intelligence, i.e., the ability to understand and manage their own emotions, and respond positively to social norms - Uses expanded Critical Thinking: about how to deal with words, tenses, etc. - Expresses emotions through verbal and non- verbal modes (e.g., gestures, drawings) To be self-aware - motions in life. Medium: - Predicts meaning of unknown words in texts using picture and context cues - Osescribes their feelings and their causes - Any Values /Ethics : (Schools to fill) - Any Values /Ethics : Schools to fill) - Uses children's dictionaries to identify meanings of unknown words encountered in texts - Uses children's dictionaries to identify meanings of unknown words encountered in texts - Osescribes their remotions in socially approved - Uses children's								
CG-4 Children develop emotional intelligence, i.e., the ability to social norms - Uses expanded vocabulary with intertional use of action words, descriptive words, tenses, etc. - Expresses emotions through verbal and ones through verbal and ones verbal modes (e.g., gestures, drawings) Medium: - Predicts meaning of unknown words in texts using picture and context cues - Describes their feelings and their causes Advance: - Uses children's dictionaries to identify meanings of unknown words encountered in texts - Describes their emotions in socially approved				To make good	Basic:			
Competency (Poetry) Poem6- The Paper Boats	Suggestive resources/Activ ities: Make a paper puppe	entification resou ities:	Critical Thinking: about how deal with various emotions in life.	decisions Emotional Skills To be self-aware Any Values /Ethi : (Schools to fill) Compassion	 Uses expanded vocabulary with intentional use of action words, descriptive words, tenses, etc. Expresses emotions through verbal and non- verbal modes (e.g., gestures, drawings) Medium: Predicts meaning of unknown words in texts using picture and context cues Describes their feelings and their causes Advance: Uses children's dictionaries to identify meanings of unknown words encountered in texts Describes their emotions in socially approved ways Competency (Poetry) 	CG-4 Children develop emotional intelligence, i.e., the ability to understand and manage their own emotions, and respond positively to	ups and downs of life in a balanced way.	
(Literary Device Used- Poetry verse- Paradox)								

		C-9.2	
Poem6- The Paper Boats (Literary Device Used- Poetry verse- Paradox)	DOMAIN: (Poertry)	Creates simple songs and poems on their own	
CONCEPT:- Learning that hope and	Poem6- The Paper Boats (Literary Device Used- Poetry verse- Paradox)	C-6.1 Shows care for and joy in engaging with all life forms	
determination in what you want to achieve or happen	Language and Literacy Development	Learning Outcomes:- Basic:	
Sub- Concept: Appreciating the poem	 Socio Emotional and Ethical Development (Manomaya Kosha) Curricular Goal:- (Poetry) CG-9 Children develop effective communication skills for day-to- day interactions in two languages CG-6 Children develop a positive regard for the natural environment 	 Identifies rhyming words from familiar poems and creates new rhyming words Shows joy in engaging with plants and animals in the local environment Medium: Extends/Creates short poems/ rhymes with the help of the teacher Shows curiosity and interest in identifying specific flora and fauna Advance: Creates short poems/rhymes independently in their own words 	
	around them	- Takes responsibility for tending to and caring for animals like kittens,	

		puppies, chicken			
		pupples, energin			
		Competency			
		(Grammar)			
		Lesson14- Voice: Active and Passive,			
		Lesson 15- Non-finite verbs- infinitives and Gerunds			
		Lesson16- Interjections			
		C-11.2:			
Grammar: Lesson14- Voice: Active and Passive Lesson 15- Non-finite	DOMAIN: (Grammar) Lesson14- Voice: Active and Passive Lesson 15- Non-finite verbs- infinitives and	Recognises most frequently occurring letters of the alphabet (forms of akshara) of the script, and uses this knowledge to read and write simple words and s Learning Outcomes:- Basic: - Recognizes as sight words their names and labels of objects in their environment Medium: - Reads simple three to foursyllable words that are familiar			
verbs- infinitives and	Gerunds				
Gerunds	Lesson16- Interjections	Advance:			
Lesson16- Interjections	Language and Literacy Development	 Recognizes as sight words commonly used articles, pronouns, and 			

	CONCEPT:-	Curricular Goal:-	connecting words]
	CUNCEPT		connecting words <u>CwSN</u>						
	-Understanding and	CG-11							
	usage of active and	0 11	Visual Impairment						
1	passive voice	Children develop fluency							
1		in reading and writing	students assistance:						
1	- proper usage of								
	interjections		• Record the specific points						
			of the chapter and allow						
1			the child to listen						
	Sub- Concept:		separately.						
	To enable students to		• Use embossed flash						
	write the sentences		cards of tree, lamp and						
			other objects which are						
	independently in active		specific in the chapter.						
	as well as in passive voice		Provide specific points of						
			the chapter in Braille						
			format.						
			Children with Autism						
			(Learning Assistance)						
			Teach the story and						
			grammarusing visual and						
			concrete aids (flash						
			cards, picture cards,						
			puppets).						
			Use storyboards.						
			• Refer apps for learning.						
			https://youtu.be/VbBIaf5						
			<u>vQHY</u>						
			https://youtu.be/KQB-						
			<u>Owi4i34</u>						
		201111		5.01					
January	Literature:	DOMAIN:	Competency	5 C's	Arts:-	Language:	Home	Class	Suggestive
(22-	Lesson11-2018	Lesson11-2018	(Prose)		Role Play and			assignments	Pedagogies
25Days)	Commonwealth Games	Commonwealth Games			Drama			Class room	
, ,			Lesson11- Commonwealth						

						The altab			
	(Prose-Narrative-Heroic)	(Prose-Narrative-Heroic)	Games	Critical Thinking	Drawing and painting	English:	Classroom	Discussion	Critical Thinking
(18-21	(Skill- Writing)	(Skill- Writing)	(Prose-Narrative-Heroic)		painting	Write a letter to a		Question	
pds)			(Skill- Writing)	Life skills		friend telling about your		Answer discussions	
	CONCEPT:-	Language and Literacy				favourite sport.			Suggestive
	Learning to work with dedication and	Development	C-9.7	Problem Solving	Technology:-				Assessment :
	commitment to achieve a worthwhile goal.	Physical Development	Knows and uses enough words to carry out day-to-day interactions effectively and can guess meaning of new words by using existing vocabulary	Brainstorming Decision Making	<u>https://youtu.</u> <u>be/8H14f0g4sf</u> <u>E</u>	EVS: Puppet dances of various states.		Home assignments Book Exercises	Dictation Class Tests.
	Sub Concept:	SocioEmotional and							
	The significance of sports/games and national pride in achievement.	Ethical Development (Manomaya Kosha) Curricular Goal:-	C-3.1 Shows coordination between sensorial perceptions and body	Social Skills	<u>https://youtu.</u> <u>be/ePxNKUKW</u> <u>NDM</u>				Suggestive resources/Activ ities:
		(Prose)	movements in various activities			Mathi			
		CG-3	C-3.2	To handle and overcome difficulties		Math: Shape			Make a paper puppet and a paper boat.
		Children develop a fit and flexible body	Shows balance, coordination,	To make good	Scientific	identification			
		CG-4	and flexibility in various physical activities	decisions	temper:-				
		Children develop emotional intelligence, i.e., the ability to	C-4.2	Emotional Skills	Critical Thinking And Problem				
		understand and manage their own emotions, and respond positively to	Recognises different emotions and makes deliberate effort to regulate them appropriately	To be self-aware	Solving: about hardships of life and				
		social norms	Learning Outcomes:-	Any Values /Ethics : (Schools to fill)	firmness of one's decisions				
			Basic:						
			 Uses expanded vocabulary with 	Compassion					

1	
	intentional use of action words, descriptive
	words, tenses, etc
	- Begins to catch, throw
	and kick balls with very
	basic control
	- Stands on one foot for
	longer periods without
	support
	- Hops 4-5 steps
	Medium:
	Mediam.
	- Predicts meaning of
	unknown words in texts
	using picture and
	context cues
	- Shows some accuracy in
	aiming throws within
	short distances
	- Shows good body
	balance (e.g., rides
	bicycle without support)
	Advance
	- Uses children's
	dictionaries to identify
	meanings of unknown
	words encountered in
	texts
	- Improves catching,
	throwing, and kicking
	using different sized
	balls
	- Carries heavy objects
	chairs/ tables/ bag with
· · ·	

		good balance and			
		technique			
		- Shows good body			
		balance with speed (e.g.,			
		rides bicycle with speed)			
		Competency			
		(Grammar)			
		Lesson7- Adverbs,			
		Lesson18- Synonyms and			
		Antonyms			
		Informal Letter Writing			
		Ŭ			
		C-10.8			
		Writes a paragraph to express			
		their understanding and			
		experiences			
		Learning Outcomes:-			
		Basic:			
		 Writes sentences with accuracy. 			
		accuracy.			
		Medium:			
Grammar: DC	OMAIN:	- Able to write a			
	Grammar)	paragraph on a given topic independently.			
Lesson18- Synonyms and					

	1		 		
Antonyms	Lesson7- Adverbs,				
	Lesson18- Synonyms and				
Informal Letter Writing	Antonyms	Advance			
	Informal Letter Writing	 Able to frame story inferred from a picture book 			
CONCEPT:-	Language and Literacy	-			
To enable the	Development				ļ
students to identify		CWSN			ļ
different types of					ļ
adverbs in the	Curricular Goal:-				ļ
sentences.		Visual Impairment students			
Sentences.	(Grammar)	assistance:			
Knowledge of					ļ
antonyms and	CG-10				
synonyms		Record the specific points of the			ļ
	Children develop fluency	chapter and allow the child to			
Learning to express	in reading and writing	listen separately.			ļ
your feelings/ ideas/		isten separately.			
views through letter.					ļ
		Use embossed flash cards of tree,			
					ļ
Sub Concept:		lamp and other objects which are			ļ
		specific in the chapter.			ļ
To enable students to use					ļ
various kinds of adverbs		Provide specific points of the			ļ
in their writing.		chapter in Braille format.			
					ļ
					ļ
		Children with Autism (Learning			ļ
		Assistance)			ļ
					ļ
					ļ
		Teach the story and			ļ
		grammarusing visual and			ļ
		concrete aids (flash cards, picture			ļ
	1	concrete and mash cards, pieture			

			cards, puppets).						
			Use storyboards.						
			Refer apps for learning.						
			https://youtu.be/VbBIaf5vQHY						
			https://youtu.be/KQB-0wi4i34						
Februar	Grammar:	DOMAIN:	Competency	5 C's	Technology:-	Language:	Home	Class	Suggestive
У	Email Writing	Email Writing	Email Writing					assignments	Pedagogies
(22-				Communication	Online	English:	Classroom	Competency based	
25Days) (18-21	Reading Comprehension	Reading Comprehension	Unseen Passage Comprehension		Communicatio ns.	To be able to answer the		worksheets	Critical Thinking
pds)	(Unseen Passage)	(Unseen Passage)		Life skills		questions from			
	CONCEPT:-		C-9.7			the given passage			
	Reading with	Language and Literacy Development	Knows and uses enough words to carry out day-to-day	Social Skills				Home assignments	
	comprehension	Curricular Goal:-	interactions effectively and can guess meaning of new words by using existing vocabulary	Social Skiils				Book Exercises	Suggestive Assessment :
				Effective					
	Sub Concepts:	CG-9		communication skills					Class Test
	Learning to communicate through emails.	Children develop effective communication skills for day-to-day interactions in two languages	C-11.2 Recognises most frequently occurring letters of the alphabet of the script and uses this						Oral Quizzes

CG-11 Suggestive resources/Active titles Children begin to read and write in Language2 Learning Outcomess: Write and to can triends Basic: . Uses worebulary acquired from specific times, and togins to read to cans there outcomes and basics to trends in there outcomes to the set outpers in their conversations their environment . Predict manufactor in the set outpers in their conversation words in texts outpers the set outpers in the conversation words in texts outpers the set outpers in the conversation words in texts outpers to dentity manufact outpers to dentity words the texts outpers to d						
CG-11 Chitoren begin to read and write in Language2 Learning Outcomes:- Write and and write in Language2 Basic: Uses vocabulary acquired from specific themes, and topics introduced in class in their conversations Basic: Write and acquired from specific themes, and topics Basic: Basic: Basic: Basic: Basic: Basic: Basic: Basic: Basic: Basic: Basic: Basic: Basic: Basic: Basic: Basic: Basic: Basic: Basic: Basic: <td></td> <td></td> <td>knowledge to read and write</td> <td></td> <td></td> <td></td>			knowledge to read and write			
CG-11 Children begin to read and write in Language2 Didferen begin to read and write in Language2 Basic: Uses vocabulary arguited from spacefic there: and topics Image: Image: <			simple words and sentences			Constanting
Image:						
Children begin to read and write in Language2 Basic: Uses worabulary acquired from specific thremes, and topics introduced in class in their conversations - Recognizes as sight words their names and labels of objects in their environment - Predicts meaning of unknown words in texts using picture and context cues - Advance - Uses shidren's dictionaries to identify meanings of unknown		CG-11				
and write in Language2 Learning Outcomes:- Write and email to tour friend. Basic: - Subsectabulary acquired from specific introduced in class in their conversations - Recognizes as sight words their names and labels of objects in their environment - Recognizes as sight words their names and labels of objects in their environment - Recognizes as sight words their names and labels of objects in their environment - Recognizes as sight words their names and labels of objects in their environment - <						ities:
email to tour rived. email to tour rived.						
Basic: Basic: <td></td> <td>and write in Language2</td> <td>Learning Outcomes:-</td> <td></td> <td></td> <td></td>		and write in Language2	Learning Outcomes:-			
Basic: · Uses vocabulary acquired from specific therees, and topics introduced in class in · Recognizes as sight words their names and labels of objects in their environment · Predicts meaning of unknown words in texts unkno						
Image: Second Diagonal Second D						friend.
acquired from specific themes, and topics introduced in class in their conversations . <td></td> <td></td> <td>Basic:</td> <td></td> <td></td> <td></td>			Basic:			
acquired from specific themes, and topics introduced in class in their conversations . <td></td> <td></td> <td></td> <td></td> <td></td> <td></td>						
Image: Second constraints Image: Seco						
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Advance - Uses children's dictionaries to identify meanings of unknown words encountered in			environment			
Advance - Uses children's dictionaries to identify meanings of unknown words encountered in						
Advance - Uses children's dictionaries to identify meanings of unknown words encountered in			Medium:			
unknown words in texts using picture and context cues Advance - Uses children's dictionaries to identify meanings of unknown words encountered in						
Advance - Uses children's dictionaries to identify meanings of unknown words encountered in						
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Advance - Uses children's dictionaries to identify meanings of unknown words encountered in						
- Uses children's dictionaries to identify meanings of unknown words encountered in			context cues			
- Uses children's dictionaries to identify meanings of unknown words encountered in						
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dictionaries to identify meanings of unknown words encountered in			Advance			
dictionaries to identify meanings of unknown words encountered in			- Uses children's			
meanings of unknown words encountered in						
words encountered in						

	CWSN
	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:
	https://youtu.be/8H14f0g4sfE https://youtu.be/ePxNKUKWND
	M

आर्मी पब्लिक स्कूल का केंद्रीकृत पाठ्यक्रम विभाजन (प्राथमिक कक्षा(पाँच-पाठ्यव्याकरण वाटिका/गुंजन – पुस्तक-प्रकाशक मधुबन – शैक्षणिक सत्र 24-2023 –

Class:<u>V</u>

Subject:<u>HINDI</u>

<u>Term</u> 100 mar			<u>Term II</u> 100 marks
Periodic Test I-July (30% syllabus- MM 40) (Weightage in Report Card-10 Marks)	Half-yearly Exam -Sep (50% syllabus- MM 80) (Weightage in Report Card-80 Marks)	Periodic Test II- Dec (30% syllabus- MM 40) (Weightage in Report Card-10 Marks)	<u>Annual Exam- Mar</u> (50% syllabus -MM 80) Syllabus will have 10% Syllabus of Term-1 and entire syllabus of Term 2) (Weightees in Depart Card 80 Marks)
Apr- पाठ 1 वहशक्तिहमेंदो(कविता) पाठ– 2 भिक्षापात्र व्याकरण– प्रत्यास्मरण	Aug- पाठ– 4 एकबूँद (कविता) पाठ– 7 क्रिकेटकाखेल व्याकरण– पाठ– 13 शब्द भंडार	Oct- पाठ– 9 सुमनएकउपवनके पाठ– 10 बापूकीसीख व्याकरण पाठ– 7 विशेषण	(Weightage in Report Card-80 Marks) Dec- पाठ- 13 रक्तकीकहानी पाठ- 14 छोटाजादूगर व्याकरण- पाठ- 12 वाक्यरचना

स्वर व उनकी मात्राएँ बारहखड़ी पाठ– 1 हमारीभाषा पाठ– 2 वर्ण	(पर्यायवाची(1-22) /विलोम (1- 24) /अनेकार्थी 1-16/ समरूपी भिन्नार्थक शब्द 1-8)	पाठ– 8 क्रिया	पाठ– 13 शब्द भंडार (पर्यायवाची(23-44) /विलोम(25-/अनेकार्थी समरूपी भिन्नार्थक शब्द)
May- -पाठ– 3 वाद्ययंत्रोंकीअनोखीदुनिया व्याकरण– पाठ 3 शब्दरचना पाठ– 4 संज्ञा	Sep- पाठ– 8 सूरजकुंडकामेला व्याकरण– पाठ 18 रचनात्मक लेखन (पत्र लेखन/चित्र कथा/अनुच्छेद लेखन) पाठ 13 शब्द भंडार : वाक्यांशकेलिएएकशब्द	Nov- पाठ– 11 हमारीनावचली) कविता (पाठ– 12 महादानीकर्ण व्याकरण– पाठ– 10 अव्यय पाठ– 11 विरामचिह्न	Jan- पाठ- 15 दोहे व्याकरण- पाठ 14 मुहावरे पाठ 15 विशेष आवाज़े पाठ 17 रचनात्मक गतिविधियाँ पाठ- 9 काल
July- पाठ– 5 अब्राहमलिंकन पाठ– 6 अपनास्थानस्वंयबनाएं व्याकरण–पाठ - 5 लिंग,वचन,कारक पाठ– 6 सर्वनाम			Feb- पाठ– 16 दानीपेड़ व्याकरण– पाठ 13 वाक्यांशकेलिएएकशब्द(25-50) पाठ 16 अपठित गद्यांश पाठ– 18 रचनात्मक लेखन (पत्र लेखन/चित्र कथा/ संवाद लेखन/ निबंध लेखन टर्म 1: पाठ 2: भिक्षा पात्र पाठ 3: शब्द रचना

			M 25		3. 4.	Note Book submissio 5 Marks) Subject Enrichment A (Weightage 5 Marks)	2
Report card will	consist of:- 100	marks		Report card will co	nsist of:- 100 marks		
Evaluation	% syllabus	Maximum Marks	Weightage	Evaluation	% syllabus	Maximum Marks	Weightage
Periodic Test-I in July	30%	40 Marks	10 Marks	Periodic Test-2 in Dec	30%	40 Marks	10 Marks
Note Book submission		25Marks	5 Marks	Note Book submission		25Marks	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

	आर्मी पब्लिक स्कूल का केंद्रीकृत पाठ्यक्रम विभाजन (प्राथमिक कक्षापाँच- पाठ्यव्याकरण वाटिका/गुंजन – पुस्तक-प्रकाशक मधुबन –									
माहवार पाठ्यक्रम										
				आवधिक परीक्षण 1						

अप्रैल	साहित्य	भाषा और साक्षरता विकास	C-9.1listens to and appreciates simple songs, rhymes and poems.	जीवन कौशल	कला– बच्चे राष्ट्रीय ध्वज चित्रण करना	गणित –	कक्षा विस्तार	कक्षा कार्य:	भाषा अधिगम और भाषा अर्जन
दिन 21	कालांश संख्या -29 – 30 पाठ -1 वह शक्ति हमें दो (कविता) अवधारणाप्रभु – प्रार्थना गायन लेखन	 CG-9. Children develop effective communication skills for day to day interactions in two languages. C-9.2 creates simple songs and poems on their own. CG-10. Children develop fluency in reading and writing in language – 1. C 10.8 – write a paragraph to express 	songs, rhymes and poems. आधारभूत: बच्चे कविता का लय व तान के साथ वाचन करने योग्य हो जाएंगे विद्यार्थियों में दूसरों के प्रति दया ,ममता ,दूसरों का मंगल करने की कामना जैसे गुणों का विकास हो जाएगा । मध्यम:	देशप्रेम और समानता भावनात्मक कौशल उदारता और समाज सेवा अधिगम कौशल वार्तालाप कौशल कल्पनाशीलता	ध्वज चित्रण करना सीखेंगे खेलकूद – वैज्ञानिक स्वभाव –	संगीत कविता को – सस्वर गाएंगे कला –चित्र बनाना सीखेंगे	विस्तार विद्यालय परिसर	कविता गायन पाठ का पठन – पाठन गृहकार्यः कविता को कंठस्थ कर सस्वर वाचन करना सीखें	भाषा अर्जन नाट्य मंचन सांकेतिक मूल्यांकन – कार्यपत्रिका उच्चत्तर वर्ग चिंतन कौशल
	गुण-दोष विवेचना वार्तालाप श्रवण पाठ -2 भिक्षा पात्र अवधारणा – वाचन श्रवण लेखन वार्तालाप उपअवधारणा परोपकार, परपीडा का अहसास, जनकल्याण की भावना व्याकरण – प्रत्यास्मरण : स्वर व उनकी मात्राएँ बारहखड़ी पाठ वर्ण – 2	their understanding and experiences. मनोमाया कोश	विद्यार्थी पाठ पढ़कर दूसरों की मदद करने योग्य हो जाएंगे। उन्नत : छात्र जरूरतमंदों की स्वंय सहायता करने के लिए प्रेरित होंगे CWSN: Assistive Learning – Hearing Impairment students assistance – videos – geetmanjusha.com					सचित्रसुलेख - एवं पाठ आधारित अभ्यास	

मई 11-15 दिन	कालांश संख्या 15 – पाठ वाद्य यंत्रों – 3	भाषा और साक्षरता विकास CG-9. Children develop effective	C 9.6 – narrates short stories with clear plot and characters.	जीवन कौशल भारतीय संस्कृत्ति के	कला –वाद्ययंत्रों का चित्र बनाना सीखेंगे	कला –चित्रण करना सीखेंगे	कक्षा विस्तार	कक्षा कार्यः पाठ का पठन –	भाषा अधिगम और भाषा अर्जन
	की अनौखी दुनिया <mark>अवधारणा –</mark>	communication skills for day to day interactions in two languages. C-9.1listens to and appreciates simple	आधारभूत: विद्यार्थीवाद्य यंत्रों को पहचानने व उनके बारे में बताने योग्य हो जाएंगे ।	विविध पहलुओं की विशेषता बताना अधिगम कौशल	वैज्ञानिक स्वभाव – तारों के कम्पन से	<mark>संगीत</mark> –विभिन्न वाद्ययंत्रों को बजाना सीखेंगे	संगीत कक्ष	पाठन गृहकार्य:	समूहिक गान सांकेतिक मूल्यांकन –
	वाचन श्रवण लेखन वार्तालाप	CG-10. Children develop fluency in reading and writing in language – 1.	मध्यम : छात्र अपनी पसंद का वाद्ययंत्र चुनकर उसे	तार्किक चिंतन वार्तालाप	उत्पन्न संगीत एवं वातावरण में व्याप्त संगीत का मेल समझेंगे			सचित्रसुलेख - एवं पाठ आधारित अभ्यास	कार्यपत्रिका उच्चत्तर वर्ग चिंतन कौशल
	उपअवधारणा	C 10.6 – reads short poems and begins to appreciate the poem for its choice of words and imagination.	सीखने का प्रयत्न करेंगे उन्नत :	उन्नति का मार्ग प्रशस्त करना				जम्यात	
	वाद्ययंत्रों के प्रकार लोकप्रिय वादक	C 10.9 – shows interest in picking up and reading a variety of children's books. आनंदमय कोश	विद्यार्थी कार्य करने से पहले डरना बंद करेंगे CWSN : Assistive learning Hearing Impairment students assistance – videos –						
	व्याकरण – पाठ शब्द – 3 – उपसर्ग तथा) रचना (प्रत्यय		Anubhuti- hindi.org/sankalan/varshamangal/index.ht ml <u>https://en.wikipedia.org/</u>						
	पाठ संज्ञा – 4								
जुलाई दिन 23	कालांश संख्या ३२ – पाठ अब्राहम – 5 लिंकन अवधारणा – वाचन श्रवण लेखन वार्तालाप उपअवधारणा जहाँ चाह वहाँ राह पाठ अपना – 6	भाषा और साक्षरता विकास CG-9. Children develop effective communication skills for day to day interactions in two languages. C 9.5 comprehends narrated/read-out stories and identifies characters, storyline and what the author wants today CG-10. Children develop fluency in reading and writing in language – 1. C-10.4 reads stories and passages	C 9.5 comprehends narrated/read-out stories and identifies characters, storyline and what the author wants today आधारभूत: पाठ का धारा प्रवाह में वाचन कर पाएंगे मध्यम : सीखे गए नए शब्दों को अपनी रोजमर्रा की भाषा में प्रयोग में लाएंगे उन्नत : विद्यार्थी परिश्रम, ईमानदारी, व कर्तव्यनिष्ठा को	जीवन कौशल जहाँ चाह वहाँ राह को जीवन में अपनाएंगे अधिगम कौशल तार्किक चिंतन वार्तालाप महापुरुषों के जीवन से सीख लेकर अपने जीवन में अपनाएंगे	कला –चित्र बनाकर पाठ का सार समझेंगे खेल कौशल –पाठ से सीखे गए गुण ईमानदारी, परिश्रम व लगन का प्रदर्शन करेंगे	कला –चित्रण करना सीखेंगे संगीत –अपना स्थान स्वयं बनाने जैसे विषय पर गाना ढूँढ्कर सुनेंगे	कक्षा विस्तार परिसर दृश्यश्रव्य - कक्ष	कक्षा कार्यः महापुरुषों पर कहानी पाठ का पठन – पाठन गृहकार्यः सचित्रसुलेख - एवं पाठ आधारित अभ्यास	भाषा अधिगम और भाषा अर्जन सांकेतिक मूल्यांकन – कहानी सुनाना कार्यपत्रिका उच्चत्तर वर्ग चिंतन कौशल नेतृत्व अनुमान

वाचन श्रवण लेखन वार्तालाप उपअवधारणा परिश्रम, ईमानदारी, कर्तव्यनिष्ठा व्याकरण – पाठ ५ - लिंग, वचन, कारक पाठ ६- सर्वनाम		Hearing Impairment students assistance – videos – <u>www.bbc.com/hindi/india</u> <u>www.mocomi.com/</u>						
अगस्त	भाषा और साक्षरता विकास	C-10.3 converses fluently and can hold a	अर्धवार्षिक परीक्षण जीवन कौशल	कुला –क्रिकेट की	कला -चित्रण	कक्षा	कक्षा कार्य:	भाषा अधिगम और
दिन 20 पाठ -४ एकबूँद (कविता) अवधारणा – गायन लेखन गुण-दोष विवेचना वार्तालाप श्रवण उपअवधारणा पानी का महत्त्व	CG-9. Children develop effective communication skills for day to day interactions in two languages. C-9.2 creates simple songs and poems on their own. CG-10. Children develop fluency in reading and writing in language – 1. C-10.3 converses fluently and can hold a meaningful conversation मनोमय व अन्नमय कोश	meaningful conversation. आधारभूत: बच्चे कविता का लय व तान के साथ वाचन करने योग्य हो जाएंगे विद्यार्थी क्रिकेटखेल के बारे में जान पाएंगे मध्यम : क्रिकेट खेल पर कविता लिखेंगे उन्नत : विद्यार्थी क्रिकेट खेल के नियमों की जानकारी प्राप्त करेंगे CWSN : Assistive learning Hearing Impairment students assistance –	क्रिकेट के विभिन्न प्रारूपों व उनके नियमों को जानेंगे अधिगम कौशल तार्किक चिंतन वार्तालाप लोकप्रिय खिलाड़ियों के बारे में चर्चा करेंगे उन्नति का मार्ग प्रशस्त करना	खेल सामग्री का चित्र बनाएंगे खेल कौशल – क्रिकेट का खेल खेलेंगे	करना सीखेंगे संगीत –क्रिकेट खेल के ऊपर गाए गाने सुनेंगे	विस्तार संगीत कक्ष खेल परिसर	कविता गायन पाठ का पठन – पाठन गृहकार्यः कविता को कंठस्थ कर सस्वर वाचन करना सीखें सचित्रसुलेख - एवं पाठ आधारित अभ्यास	भाषा अर्जन सांकेतिक मूल्यांकन – कार्यपत्रिका उच्चत्तर वर्ग चिंतन कौशल

]
			videos –						
	पाठ -७		https://hi.wikipedia.org/						
	क्रिकेटकाखेल		<u>https://n.wikipedia.org/</u>						
	ाक्रकटकाखल								
	अवधारणा –								
	जपयारणा –								
	वाचन								
	श्रवण								
	लेखन								
	वार्तालाप								
	उपअवधारणा								
	लोकप्रिय खिलाडी एवं उनके कीर्तिमान								
	उनक कार्तिमान								
	व्याकरण –								
	पाठ 13 –शब्द भंडार								
	(पर्यायवाची(1-22)								
	/विलोम (1-24)								
	/अनेकार्थी 1-16/								
	समरूपी भिन्नार्थक								
	যাৰ্ব্ব 1-8)								
सितंबर	कालांश संख्या –	भाषा और साक्षरता विकास	C-9.4 understands oral instructions for a	जीवन कौशल	कला –मेले में	कला –चित्रण	कक्षा	कक्षा कार्य:	भाषा अधिगम और
	34		complex task and gives clear oral		विभिन्न सामग्रियों	करना सीखेंगे	विस्तार		भाषा अर्जन
दिन 24			instructions for the same to others.	छात्र सूरजकुंड मेले का	में से कोई दो या			पाठ का पठन –	
		CG-9. Children develop effective		इतिहास जान पाएंगे	तीन का चित्र	संगीत –	संगीत कक्ष	पाठन	मेले का मंचन
	पाठ -८	-		अधिगम कौशल	बनाएंगे	मेले में सांस्कृतिक	विद्यालय	गृहकार्य:	सांकेतिक मूल्यांकन –
	सूरजकुंडमेला	communication skills for day to day	आधारभूतः	जावगम काराल		मल म सांस्कृतिक कार्यक्रमों में सुने	ावधालय परिसर	16414:	त्तापगरापर नूरपापरन -
	21-2011-21111	interactions in two languages.	जापार गूत:	तार्किक चिंतन		कावक्रमा म सुन जाने वाले संगीत का	भारतार	पाठ के पीछे	
	अवधारणा – वाचन	C-9.4 understands oral instructions for	बच्चे पाठ का धारा प्रवाह वाचन कर पाएंगे	C		जान वाल संगात का आनंद उठाएंगे		दिए गए	
	वायन श्रवण	a complex task and gives clear oral		वार्तालाप		আগর ততাৎশ		अभ्यासों का	कार्यपत्रिका
	लेखन	instructions for the same to others.	मेलों का जीवन महत्त्व समझेंगे	मेलों का हमारे जीवन				अध्ययन	उच्चत्तर वर्ग चिंतन
	वार्तालाप		मध्यम :	पर असर का अध्ययन					कौशल
	मेलों का हमारे जीवन	CG-10. Children develop fluency in		करेंगे				सचित्रसुलेख - —	
	पर असर	reading and writing in language – 1.	छात्र सीखे गए नए शब्दों को अपनी रोजमर्रा					एवं पाठ	
	कालांश संख्या 6–	C-10.8 writes a paragraph to express	की भाषा में प्रयोग में लाएंगे					आधारित	
		their understanding and experiences.	794					अभ्यास	
	व्याकरण –		उन्नतः						
		विज्ञानमय कोश	विद्यार्थी मेलों के महत्त्व पर लेख लिखेंगे						
	पाठ १८ रचनात्मक								

	लेखन (पत्र लेखन/चित्र कथा/अनुच्छेद लेखन पाठ 13 शब्द भंडार : वाक्यांश के लिए एक शब्द (1-24)		CWSN : Assistive learning Hearing Impairment students assistance – videos – Refer to special educator Hindi.mapsofindia.com/india/handcrafts.ht ml	आवधिक परीक्षण – 2					
अक्तूबर दिन 15	कालांश संख्या 21 – पाठ - ९ सुमनएकउपवनके अवधारणा – गायन लेखन गुण-दोष विवेचना वार्तालाप फूलों सा होना पाठ - १० बापूकीसीख अवधारणा – वाचन श्रवण लेखन वार्तालाप श्रवण लेखन वार्तालाप सीख का महत्त्व	भाषा और साक्षरता विकास CG-9. Children develop effective communication skills for day to day interactions in two languages. C-9.2 creates simple songs and poems on their own. C-9.4 understands oral instructions for a complex task and gives clear oral instructions for the same to others. CG-10. Children develop fluency in reading and writing in language – 1. C 10.6 – reads short poems and begins to appreciate the poem for its choice of words and imagination. अन्नमय व प्राणायाम कोश	C-9.4 understands oral instructions for a complex task and gives clear oral instructions for the same to others. 	जीवन कौशल समय का महत्त्व अधिगम कौशल तार्किक चिंतन वार्तालाप	कला –विभिन्न फूलों का चित्र बनाएंगे	कला -चित्रण करना सीखेंगे गणित – समय पढ़ना व उसका महत्त्व सीखेंगे	कक्षा विस्तार विद्यालय परिसर	कक्षा कार्यः कविता गायन पाठ का पठन – पाठन गृहकार्यः कविता को कंठस्थ कर सस्वर वाचन करना सीखें सचित्रसुलेख - एवं पाठ आधारित अभ्यास	भाषा अधिगम और भाषा अर्जन सांकेतिक मूल्यांकन – कार्यपत्रिका उच्चत्तर वर्ग चिंतन कौशल
	व्याकरण – पाठ ७ – विशेषण पाठ – ९ क्रिया		videos – Refer to special educator	वार्षिक परीक्षण					

नवंबर दिन 23	कालांश संख्या – 32 पाठ - ११ हमारीनावचली अवधारणा – गायन लेखन गुण-दोष विवेचना वार्तालाप नाव का आविष्कार पाठ - १२ महादानीकर्ण अवधारणा – वाचन श्रवण लेखन वार्तालाप दान का महत्त्व व्याकरण – पाठ – १०अव्यय क्रिया विशेषण संबंधबोधक समुच्चयबोधक विस्मयादिबोधक पाठ 11 – विराम	भाषा और साक्षरता विकास CG-9. Children develop effective communication skills for day to day interactions in two languages. C-9.4 understands oral instructions for a complex task and gives clear oral instructions for the same to others. CG-10. Children develop fluency in reading and writing in language – 1. C 10.6 – reads short poems and begins to appreciate the poem for its choice of words and imagination. आनंदमय व मनोमय कोश	C 9.6 - narrates short stories with clear plot and characters. आधारभूत: बच्चे कविता का लय व तान के साथ वाचन करने योग्य हो जाएंगे पाठ का पठन धारा प्रवाह में करेंगे मध्यम : कर्ण के बारे में जानकारी इकट्ठा कर उसके चरित्र से अच्छी बातें सीखेंगे उन्नत : विद्यार्थी कर्ण पर चार पंक्तिओं का एक छंद लिखेंगे CWSN : Assistive learning Hearing Impairment students assistance – videos – बाल महाभारत विडिओ	जीवन कौशल कागज की नाव बनाना सीखेगे अधिगम कौशल तार्किक चिंतन वार्तालाप	कलानाव के चित्र बनाएंगे संगीत - कविता का लयबद्ध तरीके से गायन करेंगे	कला –चित्रण करना सीखेंगे	कक्षा विस्तार संगीत कक्ष कहानी लेखन	कक्षा कार्यः कविता गायन पाठ का पठन – पाठन गृहकार्यः कविता को कंठस्थ कर सस्वर वाचन करना सीखें सचित्रसुलेख - एवं पाठ आधारित अभ्यास	भाषा अधिगम और भाषा अर्जन नाट्य मंचन सांकेतिक मूल्यांकन – कार्यपत्रिका उच्चत्तर वर्ग चिंतन कौशल
	चिह्र								

दिसंबर दिन 24	कालांश संख्या 34 – पाठ -१३ रक्तकीकहानी अवधारणा – वाचन श्रवण लेखन वार्तालाप वैज्ञानिक दृष्टिकोण	भाषा और साक्षरता विकास CG-9. Children develop effective communication skills for day to day interactions in two languages. C-9.3 converses fluently and can hold a meaningful conversation. CG-10. Children develop fluency in reading and writing in language – 1.	C-10.9 shows interest in picking up and reading a variety of children's books. आधारभूत: पाठ का पठन पाठन धारा प्रवाह में कर पाएंगे- मध्यम : विद्यार्थी संतुलित भोजन व त्वरित भोजन के अंतर	जीवन कौशल स्वास्थ्य संबंधी जानकारी परिश्रम व स्वावलम्बन का विकास अधिगम कौशल वैज्ञानिक दृष्टिकोण का विकास	कला –भोजन पिरामिड का चित्र बनाएंगे वैज्ञानिक स्वभाव – रक्त के बनने से लेकर उसके कार्यों का उल्लेख कर पाएंगे	कला –चित्रण करना सीखेंगे विज्ञान - रक्त के विभिन्न भागों के बारे में जानेंगे	कक्षा विस्तार विज्ञान प्रयोगशाला	कक्षा कार्यः नवीन शब्दों का अर्थ पाठ का पठन – पाठन गृहकार्यः पठन पाठन –	भाषा अधिगम और भाषा अर्जन व्याख्यान सांकेतिक मूल्यांकन – कार्यपत्रिका उच्चत्तर वर्ग चिंतन
	पाठ -१४ छोटाजादूगर अवधारणा – वाचन श्रवण लेखन वार्तालाप कहानी	C-10.9 shows interest in picking up and reading a variety of children's books. प्राणायाम व मनोमय कोश	को जान पाएंगे उन्नत : विद्यार्थी वैज्ञानिक दृष्टिकोण का विकास कर पाएंगे CWSN : Assistive learning Hearing Impairment students assistance – videos –	सम्प्रेषण का विकास तार्किक चिंतन वार्तालाप				सचित्रसुलेख - एवं पाठ आधारित अभ्यास	कौशल
	व्याकरण – पाठ – 12वाक्य रचना पाठ 13 – शब्द भंडार (पर्यायवाची (23-44) /विलोम (25-48) /अनेकार्थी 17-30 समरूपी भिन्नार्थक शब्द 9- 16)		Refer to special Educator						
जनवरी दिन 17	कालांश संख्या २४ – पाठ -१५ दोहे अवधारणा – गायन लेखन गुण-दोष विवेचना वार्तालाप अध्यात्म	भाषा और साक्षरता विकास CG-9. Children develop effective communication skills for day to day interactions in two languages. 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	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. आधारभूत: दोहों की गुण दोष विवेचना कर पाएंगे- मध्यम :	जीवन कौशल समय का पालन, अनुशासन, गुण व अवगुण की पहचान अधिगम कौशल सम्प्रेषण व सहभागिता का विकास	कला –चित्र बनाएंगे	कला –चित्रण करना सीखेंगे संगीत –दोहों को लयात्मक ढंग से गाना सीखेंगे	कक्षा विस्तार संगीत कक्ष	कक्षा कार्यः दोहे गायन गृहकार्यः दोहों को अर्थ सहित कंठस्थ करेंगे सचित्रसुलेख -	भाषा अधिगम और भाषा अर्जन व्याख्यान सांकेतिक मूल्यांकन – कार्यपत्रिका उच्चत्तर वर्ग चिंतन

	व्याकरण— पाठ 9 – काल पाठ 14 मुहावरे पाठ 15 विशेष आवाज़े पाठ 17 रचनात्मक गतिविधियाँ	vocabulary. CG-10. Children develop fluency in reading and writing in language – 1. C-10.5 reads short stories and comprehends its meaning by identifying characters, storyline and what the author waned to say on their own. आनंदमय, मनोमय व प्राणायाम कोश	देश के प्राचीन अध्यात्मिक कवियों के बारे में जानेंगे उन्नत : विद्यार्थी दोहों का अर्थ अपने जीवन में अपनाएंगे CWSN : Assistive learning Hearing Impairment students assistance – videos – www.deepawali.co.in/kabir-ke-dohe.html	तार्किक चिंतन वार्तालाप अध्यात्म सोच				एवं पाठ आधारित अभ्यास	कौशल
फरवरी दिन 22	कालांश संख्या 30 – पाठ -१६ दानीपेड़ अवधारणा – वाचन श्रवण लेखन वार्तालाप दान का महत्त्व व्याकरण – पाठ 13 वाक्यांश के लिए एक शब्द) 25-50) पाठ 16 अपठित गद्यांश पाठ 18 – रचनात्मक लेखन (पत्र लेखन/चित्र कथा/ संवाद लेखन/ निबंध लेखन(10% टर्म 1 के पाठयक्रम से) पाठ 2: भिक्षा पात्र पाठ 3: शब्द रचना	भाषा और साक्षरता विकास CG-9. Children develop effective communication skills for day to day interactions in two languages. C-9.3 converses fluently and can hold a meaningful conversation CG-10. Children develop fluency in reading and writing in language – 1. C-10.5reads short stories and comprehends its meaning by identifying characters, storyline and what the author waned o say on their own. मनोमय कोश	C-10.5reads short stories and comprehends its meaning by identifying characters, storyline and what the author waned o say on their own. आधारभूत: पाठ का पठन पाठन धारा प्रवाह में कर पाएंगे- मध्यम : जीवन में पेडों के महत्त्व को समझने योग्य होना उन्नत : तर्क पूर्ण चिंतन की शक्ति का विकास CWSN : Assistive learning Hearing Impairment students assistance – videos – Refer to special educator	जीवन कौशल परोपकार, प्रकृति प्रेम, वृक्षों की महत्ता और सरंक्षण अधिगम कौशल तार्किक चिंतन वार्तालाप समस्या समाधान	कला - पेड़ का चित्र बनाएंगे वैज्ञानिक दृष्टिकोण पेड़ों से प्राप्त हवा में ऑक्सीजन का होना एवं लकड़ी, जड़ीबूटी - छाया आदि का .स्रोत	कला –चित्रण करना सीखेंगे विज्ञान	कक्षा विस्तार पार्क एवं विद्यालय परिसर	कक्षा कार्यः पाठ का पठन – पाठन गृहकार्यः सचित्रसुलेख - एवं पाठ आधारित अभ्यास	भाषा अधिगम और भाषा अर्जन नाट्य मंचन सांकेतिक मूल्यांकन – कार्यपत्रिका उच्चत्तर वर्ग चिंतन कौशल
मार्च दिन 20	वार्षिक परीक्षाएँ								

<u>APS Syllabus Bifurcation Overview (Class 5)</u> <u>Academic Session 2023-24</u>

Subject : Mathematics

	<u>Term I</u>		<u>Term II</u>
1	00 marks		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 entire syllabus of Term 2)
			(Weightage in report card-80 Marks)
April: Unit-1 Number and Numeration	August: Unit-6 Multiples and Factors Unit-7 Fractions	October: Unit-8 Decimals and Percentage	December: Unit-13 Time and Temperature (contd)
Unit-2 Roman Numerals		Unit-10 Geometry	Unit-14 Money
May: Unit-3 Addition and Subtraction	September: Unit-9 Simplifications and	November: Unit-11 Perimeter, Area and Volume	January: Unit-15 Symmetry
	Average		Unit-16 Data Handling
Unit-4 Multiplication		Unit-12 Metric Measures	
		Unit-13 Time and Temperature	

July: Unit-5 Di	ivision					February: Revision	for Annual examination
						Term I:	
						Unit 1: Number and	l Numeration
		(Weightage	submission MM 25 e 5 Marks) richment Activity MM 25 e 5 Marks)			 Note Book submiss Marks) Subject Enrichmen (Weightage 5 Mark 	•
Report card will	l consist of:- 100	marks		Report card wi	ll consist of:- 100 mar	ks	
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		25Marks	5 Marks	Note Book submission		25Marks	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

TEXT BOOK:Learning Maths 5 Class- V PUBLISHER: Frank Educational Aids

TERM1

Month	Unit/ Lesson No, Lesson Name,	Domain & Curricular Goals (mapping with	Competency &	21st Century skills	Integration	Inter-disciplinary integration	Learning Space	Assignments	Suggestive Pedagogies
	Concept & sub concepts	Foundational stage)	Learning Outcome						
April	Unit : 1	DOMAIN: Cognitive	Competencies :	C's	Arts:-Design 20	Language English:-	Maths	Class	Activity based
	Lesson Name :	Development	C-7.1 Observes and	*Creativity	lottery tickets	Reading the	Lab,	assignments:	learning
	Number and		understands cause and	*Communication	using 8- or 9-	numbers	Classroom	Book Exercises	
	Numeration	Curricular Goal:-	effect relationships in	*Critical Thinking	digit numbers.	written on the			Problem solving
		CG-7 Children make	nature by forming simple	*Collaboration		board.			
10	Concept:	sense of the world	hypothesis and uses		Sports:-Staircase			Home	Group Activity
Periods	Reading and	around through	observations to	Life skills	game,	EVS:- Write		assignments :	C. secold se
	Writing 7-,8-	observation and logical	explain their hypothesis C-8.2 Identifies and	*Problem solving	speaking out the	number names of		Questions reframed under	Suggestive Assessment :
	and 9-digit Numbers.	thinking. CG-8 Children develop		*Logical Thinking *Quantitative	successive number after	any five landline			
	Numbers.	mathematical	extends simple number patterns in their	Reasoning	each step.	numbers.		Competency based learning	1) MCQs Worksheet 2) High order
	Sub-Concept	understanding and	surroundings.	Reasoning	each step.	Music:- Place Value		formats	thinking questions
	*Indian Place	abilities to	C-8.4 Arranges numbers		Scientific	Song		Torriats	3) Quiz
	Value System	recognize the world	up to 99999999 in		temper:-Find the	5016			Suggestive
	*International	through quantities	ascending and		mystery number				resources/Activities
	Place Value	(numbers).	descending order.		based on given				:
	System		C-8.5 Recognizes and		hints.				Class Test
	*Place Value	Kosha	uses numerals to						
	*Short and	Vijnanamaya kosha, is	represent quantities up		Technology:-				
	Expanded Form	emphasized to engage	to 99999999		Solving online				
	*Successor and	meaningfully.			worksheets				
	Predecessor	Anandmayakosha, or							
	*Comparison of	experience of	Learning Outcomes						
	Numbers	transcendence is best	Basic : (CG-8) Read and						
	*Formation of	addressed for this age	write						
	Greatest and	group through art and	numbers up to						
	Smallest Numbers	culture.	99999999.						
	*Rounding off		$\Lambda_{\rm e}$ dimes (CC 7)						
			Medium : (CG-7)						

Numbers"	Learner will		
	be able to work with		
	large numbers.		
	Advance : (CG-		
	8)Compare		
	numbers up to 99999999		
	for		
	their value based on		
	their place value and use		
	them in day to day life		
	situations.		
	CWSN		
	Develop concept and		
	communication amongst		
	children through play		
	activities and real life		
	examples.		
	Activity: Arrange the		
	single digit number block		
	to frame a 4 - digit		
	number.		

April	Unit - 2	DOMAIN:	Competency C-7.3 Uses	C's	Arts:- Drawing of	Language	Math lab,	Class	Project -based
		Cognitive Development	appropriate tools and	Communication,	a clock with	English:- Find out	Surroundings,	assignments	learning
	Lesson - Roman		technology in daily life	Critical Thinking	roman numerals	about how roman	Classroom	Book	- Chronologically
	Numerals	Curricular Goal:-	situations		in it	numerals came		Exercises and	collect data off
4		*CG 7 Children make	and for learning	Life skills		into being and		examples	India's freedom
Periods	Concept -	sense of the world		Problem solving,	Sports:- Arrange	discuss in class			movement
	Identification of	around through	Learning Outcomes:-	Decision Making	the pre	EVS- Reading		Home	
	Roman Numbers	observation and logical	Basic : (CG-8)Identify		numbered balls	numbers written in		assignments	Problem solving
	upto 1000	thinking	Roman numerals upto		in ascending	roman numerals in		Write in	_
		*CG 8 Children develop	3000		order	the surroundings.		Roman	Suggestive
	Sub Concept:	mathematical						numerals	Assessment :- Quiz,
	*Roman Numerals	understanding and	Medium : (CG-7)Usage		Scientific	Art:- Draw a clock		a) What is a	class interaction,
	*Rules for writing	abilities to recognize	of Roman numerals in		temper:- Read a	with roman		decade and 5	forms quiz
	numerals upto	the world through	daily life		paragraph about	numerals		more	
	3000	quantities, shapes and			roman history			b) What is a	Suggestive
	*Writing value of	measures.	Advance : (CG-		from Wikipedia	Music:- Nil		century and	resources/Activities
	each numeral	*Vijnanamaya kosha, is	8)Adddition of Roman					25 more	Class Test
	*Identifying and	emphasized to engage	numerals and		Technology:-				
	converting Roman	meaningfully.	Identification of Roman		Make a ppt about				
	numerals to		numerals upto 3000		your				
	hinduarabic				understanding of				
	numbers and vice		CWSN		roman numerals				
	versa		Develop concept and						
	*Use of Roman		communication amongst						
	Numerals		children through real life						
	*Addition of		examples.						
	Roman Numerals								
			Activity : Write your age						
			and your parents age in						
			Roman Numerals.						

MAY	UNIT/	DOMAIN: Cognitive	Competency	C's :	Arts:-Draw the	Language	Classroom	Class	Project -based
	LESSON:-	Development	C-7.3 Uses appropriate	Creativity	abacus and	English:- Read	Maths Lab	assignments :	learning
	Number- UNIT-3		tools and technology in	Communication	represent 9 digit	and	Surroundings	Book	Problem solving
	Name:- Addition	Curricular Goal:-	daily life situations	Critical thinking	numbers on it.	comprehend		Exercises	Suggestive
12	and Subtraction	CG-7 Children make	and for learningC-8.6	Collaboration		the word			Assessment :-
Periods	CONCEPT:-	sense of the world	Performs addition of 4-		Sports:- Exploring	problems		Home	Worksheets Quizzes
	Addition and	around through	digit numbers fluently		and playing games			assignments :	Multiple Choice
	Subtraction of 8 or	observation and	using flexible strategies	Life skills:	that involves	EVS:-Find the		Add the	Questions
	9 digit	logical thinking.	of composition and	Problem solving	concept of	population of 2		population of	Suggestive
	Numbers(with or	CG-8 Children develop	decomposition	Decision Making	addition and	districts of		any three	resources/Activities:
	without	mathematical	Learning Outcomes:-		subtraction	Haryana and		states starting	Liveworksheets and
	regrouping)	understanding and			Scientific temper:-	find the		with letter A	Games on wordwall
	SUB CONCEPT:-	abilities to	Basic : (CG-8) Add or		Explore and	difference.			
	*Adding 8 or 9	recognize the world	subtract the given 8 or 9		calculate the				
	digit	through quantities.	digit numbers		population of any	Art:- Draw the			
	Numbers(without		Medium - (CG-8)Able to		5 states and add	abacus and add			
	regrouping)	Kosha	solve the problems		the total	the numbers			
	*Adding 8 or 9	Anandmayakosha, or	related to addition and		population.	shown in it.			
	digit Numbers(with	experience of	subtraction						
	regrouping)	transcendence is best	Advance: (CG-7) Frame		Technology:-	Music:-Rhyme			
	*Properties of	addressed for this age	the addition and		Making a PPT on	on addition of			
	Addition and	group through art and	subtraction stories		population of any	numbers			
	Subtraction	culture.Vijnanamaya	based on daily life		three districts of				
	*Finding the	kosha, is emphasized	situations		Haryana				
	Missing Digits	to engage	CWSN:						
	*Word Problems	meaningfully.	Develop concept and						
	*Framing Word		communication amongst						
	Problems		children through play						
	*Estimation in		activity and real life						
	Addition and		examples.						
	Subtraction								

May	Lesson Number - UNIT-4	DOMAIN: Cognitive Development	Competency C-7.1 Observes and	C's Creativity,	Arts:-Drawing of square grid for	Language English-:- Reading	Classroom, Mathematics	Class assignments	Learning by doing Problem solving
	Name-		understands cause and	Communication,	lattice	and vocabulary	Lab	:Discussion of	Suggestive
9	Multiplication	Curricular Goals	effect relationships in	Critical Thinking,	multiplication.	development		word	Assessment :- 1.Role-
Periods	Concept -	CG-7 Children make	nature by forming	Collaboration				problems	playing
T CHOUS	Multiplication as	sense of the world	simple hypothesis and	Life skills	Sports:-	EVS:		related to	2.Worksheet
	repeated addition	around through	uses observations to	Decision making	Multoplication	Multiplication is		multiplication.	3. Multiple-choice
	Sub Concepts	observation and	explain their hypothesis	Self awareness	through	the basic			questions
	*Multiplication of	logical thinking.	C-8.7 Recognises	Building skills.	repeated	operation used in		Home	Suggestive
	2,3 & 4 digit	CG-8 Children develop	multiplication as	Dunung skins.	addition using	EVS to convert		assignments :	resources/Activities
	number by 1digit	mathematical	repeated addition.		balls.	temperature		Framing word	Class Test
	number	understanding and	C-8.13Formulates and		Scientific	from Celcius to		problems	
	*Multiplication	abilities to recognise	solve simple		temper:-	Fahrenheit and		related to	
	of2&3 digit	the world through	mathematical problems		Relationship	vice-versa.		multiplication.	
	number by 2 digit	numbers.	related to the concept		between	Art:-Drawing			
	number	Kosha :	of multiplication.		addition and	square grids for			
	*Properties of	Vijnanamaya kosha, is	•		multiplication.	doing lattice			
	multiplication.	emphasized to engage	Learning Outcomes			multiplication			
	*Word Problems	meaningfully.	Basic: (CG-8) Performs		Technology:-	•			
	*Lattice	Anandmayakosha,or	basic operation		Solving online	Music:- Learning			
	multiplication	experience of	multiplication beyond		worksheets	tables 2 to 10 in			
	*Estimating the	transcendence is best	1000 by understanding		related to the	rhythmic way.			
	product:	addressed for this age	of place value of		topic.				
		group through art and	numbers.						
		culture.	Medium: (CG-8)						
			Estimates the product						
			and verifies the same						
			using different						
			stratigies.						
			Advance: (CG-8) Solve						
			real life problems using						
			multiplication facts.						
			CWSN						
			Develop concept and						
			communication						

amongst children through play activity and real life examples.		
Activity : Five groups of children will be made (8 in each group) and then multiplication will be explained through repeated addition.		

July 10 Periods	Lesson Number -5 Lesson Name- Division Concept - Division. Sub Concepts - *Revising terms and rules of division. *Division by 10,100,1000, *Division of big numbers by 2&3 digit divisors with verification. *Word problems and framing word problems. *Estimation in division *Unitary Method.	DOMAIN: Cognitive Development Developing Positive learning habits 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 recognise the world through numbers. Vijnanamaya kosha, is emphasized to engage meaningfully with the cognitive and conscious aspects of human experience. Anandmayakosha,or experience of transcendence is best addressed for this age group through art and culture.	Competency. 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 for comprehending and expressing concepts and procedures. C-8.13 Formulates and solves simple mathematical problems related to division. Learning Outcomes Basic: (CG 8)Revises basic terms and main rules of division . Medium : (CG-8) Reads, identifies and solve the problems given in the book using gained knowledge. Advance : (CG-7)Solve real life problems using division facts like how to handle money,equal sharing etc and frames questions based on given division facts.	C's Creativity Critical Thinking, Collaboration. Life skills : Decision making, Problem solving.	Arts:- Making division wheel Sports:- Nil Scientific temper:- Relationship between multiplication and division. Technology:- PPT, Video links	Language English-:- Reading and understanding EVS- To share things equally among friends, family Art:- Making division wheel Music:- Split a song in parts and then learn lyrics.	Classroom, Mathematics Lab	Class assignments : Discussion of problems related to division given in the book. Home assignments : Framing word problems related to division and solving worksheets (Printed or Online)	Project based learning (Making division wheel) Problem solving - Solving real life problems Suggestive Assessment :- 1.Worksheets 2. Multiple-choice questions 3. Lower order thinking skills questions For Example:- The number 25252525 which when divided by 25 gives 4.HOTS questions Suggestive resources/Activities. Class Test
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CWSN Develop concept and communication amongst children through play activities and real life examples. Activity:-Explain the concept of division as equal sharing and the concept of remainders through games. For example,Let the child			
has 10 toffees to share with 3 friends. This would allow them to give 3 toffees to each friend, leaving 1 extra . This is the remainder.			

August	Unit : 6	DOMAIN: Cognitive	Competencies :	C's	Arts:- By	Language	Maths Labs	Class	Activity based learning
		Development	C-7.1 Observes and	*Creativity	drawing and	English:-	Classroom	assignments:	
	Lesson Name :		understands different	*Communication	colouring of	Reading,		Book	Problem solving
	Multiples and	Curricular Goa I:- CG-7	categories of objects	*Critical Thinking	square grid of	understanding		Exercises	
8	Factors	Children make sense of	and relationships	*Collaboration	10 X 10 to find	and solving			Group Activity
Period		the world around through	between them.		prime numbers	word problems		Home	
	Concept:	observation and logical	C-8.7 Recognises	Life skills	1 to 100			assignments	Suggestive Assessment :-
	Factors and	thinking.	multiplication as	*Problem solving		EVS:- Find the		:Questions	1. Multiple-choice
	Multiples	CG-8 Children develop	repeated addition and	*Emotional skills-	Sports:-	common habits		reframed	questions
		mathematical	division as equal	develop	Understanding	of your family		under	2. Lower order thinking
	Sub Concepts :	understanding and	sharing.	confidence, cope	the basic	members.		Competency	skills questions

*Properties of	abilities to	Learning Outcomes	with challenges.	concept of LCM		based	3. HOTS questions
multiples	recognize the world	Basic : (CG-	* Decision making	skipping by 2	Art:- Finding	learning	
*Common	through quantities.	7)Recognises and		and 3 steps	prime numbers	formats.	Suggestive
multiples	Kosha	appreciates (through			1 to 100 by		resources/Activities :
*Even and odd	Manomaya kosha involves	patterns) the broad		Scientific	writing numbers		Class Test
numbers	becoming aware of and	classification of		temper:-	1 to 100,		
*Divisibility	skilfully regulating our	numbers as even, odd,		Relationship	drawing and		
rules, *LCM	emotions. Vijnanamaya	prime, coprime etc.		between	colouring sqare		
*Properties of	kosha, is emphasized to			multiples and	grid 10X10		
factors	engage meaningfully	Medium : (CG-7)Know		factors			
*Common	with the cognitive and	about even numbers,			Music:-		
factors *HCF	conscious aspects of	odd numbers, prime		Technology:-			
*Prime &	human experience.	numbers, composite		Solving online	https://youtu.b		
composite		numbers, lowest		worksheets	<u>e/JSHqhzpM-As</u>		
numbers.		common multiple and					
		highest common factor					
		using different					
		methods.					
	п	Advance :(CG-7)					
		Applies LCM or HCF in					
		particular situation.					
		CWSN					
		Develop concept and					
		communication					
		amongst children					
		through real life					
		examples.					

August	Lesson No 7 :	DOMAIN: Cognitive	Competency :	C's :	Arts:- To explain	Language	Classroom	Class	Project -based learning
0	Fractions.	development Develop	C-7.1 Observes and	Communication	the concept of	English:-	Playground	assignments :	:
	Concept :	Positive Learning Habits	understands cause and	Collaboration	equivalent	Communicating	Maths Lab	Book	Make a chart showing
	Fractions and	Curricular Goal:-	effect relationships in	Critical thinking	fractions using	a given fraction		exercises	Equivalent Fractions
	related	CG-7 : Children make	nature by forming	Creative Thinking	sheet of paper	using a			using rectangle/
16	operations	sense of the world around	simple hypothesis and	Life skills :	(cutting and	complete		Home	square.
Period	Sub Concepts	through observation and	uses observations to	Problem solving	folding)	sentence, 1/4		assignments :	
	:	logical thinking.	explain their hypothesis	Decision Making	Sports:-During a	,one part out of		Find the	Problem solving
	*Introduction	CG-8 : Children develop	C-7.3 Uses appropriate	Self Awareness	team game,	4 equal parts		fraction of	Suggestive Assessment
	of the basic	mathematical	tools and technology in		there are			the number	:-
	concept of	understanding and	daily life situations		innings, sets,	EVS- *Discussing		of pages in	MCQ
	Fractions*Typ	abilities to recognise the	Learning Outcomes:-		quarters, and so	the importance		the chapter	Lower order thinking
	es of	world through quantities,	Basic :(CG-8) *		on. This	of equal share in		Fraction to	skill question (For
	Fractions	shapes and measures.	Understands the basic		isfractions at	respect to food		the total	Example I bought 2 and
	*Conversion	Kosha : Vijnanamaya	concept of the fraction		work. Fractions	,care etc.		number of	half litres of milk.But I
	of mixed	kosha, is emphasized to	* Finds the number		are also	*Whether		pages in your	can use only 1/2 litre at
	Fraction into	engage meaningfullywith	corresponding to part		commonly used	you,your child		Maths book.	a time and how many
	improper	the cognitive and	of a collection		to divide up the	or pet is			times can I use the full
	Fraction and	conscious aspects of	Medium : (CG-		fields.	sick,medicine			quantity of milk?)
	vice versa	human experience.	8)*Identifies and forms			dosages are			HOTs
	*Equivalent	Manomaya kosha involves	equivalent fractions of			often			Suggestive
	Fractions	becoming aware of and	the given fraction *		Scientific	determined			resources/Activities :
	*Comparison	skilfully regulating our	Expresses a given		temper:-The	with a fraction			Class Test
	of Fractions	emotions.	fraction 1/2,1/4,1/5 in		students will be	of parts to			
	*Fractions in		decimal notation and		given the real	weight. * BMI is			
	lowest term		vice-		life problems to	calculated using			
	*Addition,		versa.Forexample,in		solve.	fractions.			
	Subtraction,		using units of length		Technology:-				
	Multiplication		and money-half of		Make a PPT on	Art:- Make a			
	and Division		Rs.10 is Rs.5 * Converts		the most	scenery using			
	of Fractions		fractions into decimals		interesting topic	fractional parts			
	*Statement		and vice versa.		of the unit.	of basic four			
	sums of		Advance: (CG-7)Use			shapes square,			
	Fractions.		the knowledge of			rectangle,			
			fractions in day to day			triangle and			
			life and solve the given			circle.			
			problems.						

CWSN Music: A poem Develop concept and related to communication recited . amongst children recited . through play activities and real life examples. Activity : The students will be asked to divide the given coloured sheet into equal parts by paper folding activity, cut out the fractional parts and weave a story on their own , to impart the importance of equal and unequal share. and unequal share.	
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OCTOBE	Unit No 8:	DOMAIN: Cognitive	Competency :	C's :	Arts:- Draw the	Language	Classroom	Class	Activity Based Learning
R	Decimals and	development	C-7.1 Observes and	Collaboration	shaded portion	English:-	Playground	assignments :	
	Percentage.		understands different	Critical thinking	to show the	Representing	Maths Lab	Book	Problem solving
	Concept :		categories of objects	Creative thinking	decimal value of	marks into		exercises	
	Values out of	Curricular Goal:-	and relationships	C C	the given	decimals as well			Suggestive Assessment
	10th, 100th	CG-7 - Children make	between them.	Life skills :	number.	as in percentage			:
	and 1000th	sense of the world around	C-8.10 Performs	Problem solving				Home	1. Worksheet
	Sub concepts	through observation and	simple transactions	Decision making	Sports:- Nil			assignments :	2. Lower order thinking
	-	logical thinking.	using money.	,		EVS-		Make a chart	questions.
	*Types of	CG-8 : Children develop	C-8.13 Formulates and		Scientific	Representing		showing	(Example6 tenth more
	decimals	mathematical	solves simple		temper:-	different terms		conversion of	than 7.245, product of
	*Conversion	understanding and	mathematical problems		Relation	using decimals		decimals into	1.5 and 5 tenth)
	of decimals	abilities to recognise the	related to quantities,		between	such as		percentage.	
	into fractions	world through numbers,	measurements and		fractions,	distance, weight			Suggestive
	and vice versa	quantities and measures.	money.		decimals and	of different			Resources/Activities :
	conversion of				percentages.	objects.			
	decimals in	Kosha	Learning Outcomes		Technology:-				<u>Class Test</u>
	*Percentage	Vijnanamaya kosha, is	Basic : (CG-8)		Solve live	Art:- Shade the			
	*Comparison	emphasized to engage	Understands the basic		worksheets	given decimal			
	of decimals	meaningfully	concept of decimals,		related to the	value in the			
	*4 basic	with the aspects of human	Place value,		topic.	figure.			
	operations	experience.	diagrammatical			(0.3 in square			
	with decimal	Kosha	representation .			grid of 1X10 and			
	numbers(Manomaya kosha involves	Medium : (CG-8) Use			0.30 in square			
	Addition,	becoming aware of and	decimals in different			grid of 10X10)			
	subtraction,	skilfully regulating our	situations which			Music: A rap			
	multiplication	emotions.	involve money, length,			showing			
	and division) .		temperature etc. (relation			
			example 7.5 metres of			between			
			cloth, distance			decimals,			
			between two cities			fractions and			
			112.5 km)			percentage.			
			Advance: (CG-8) Solve						
			problems on daily life						
			situations involving						
			four basic operations of						
			decimals.						

			CWSN Develop concept and communication amongst children through play activity and real life examples. (Activity - showing decimal values out of ten on a number line)						
Septem ber 4 Period	Lesson No 9: Simplifications and Average Concept : Average and Simplification Sub Concepts : *Simplification using DMAS rule *Average	DOMAIN: Cognitive development Developing Positive Learning Habits 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 recognise the world through numbers. Kosha : Vijnanamaya kosha, is emphasized to engage meaningfully with the cognitive and conscious aspects of human experience.	Competency : C-7.1 Observes and understands cause and effect relationships in nature by forming simple hypothesis and uses observations to explain their hypothesis C-7.3 Uses appropriate tools and technology in daily life situations Learning Outcomes:- Basic : (CG- 8)Understands the basic rule of DMAS. Medium : (CG-8)Reads identifies and solve the problems related to the concept using gained knowledge. Advance: (CG-7)Use the concept of Average to solve the real life problems.Develop concept and	C's : Collaboration Critical thinking Creative Thinking Life skills : Problem solving Creative Thinking	Arts:-Find the average height of the students of your group.(Group activity) Sports:- * To calculate information like the average time required for performing particular activities or the time needed for planning or completing a task.* Average goals per match,average runs scored by a batsman etc Scientific temper:- Read information	Language English:- Reading understanding and solving word problems. EVS- Analyze rainfall over a time period for a specific area and find its average. Art :- Find the average of weight of 5 eatables(Draw pictures of 5 eatable objects and imagine the weight of each object or collect the information from home and	Classroom Playground Maths Lab	Class assignments : Book exercises Home assignments : *Find the Average of first five prime numbers.	Problem solving Suggestive Assessment :- Mental Ability Based Worksheet (For example - Find the product of the difference of 93 and 73 and the sum of 3 and 2) Suggestive resources/Activities : Class Test

			communication amongst children through play acti and real life exan Activity : Draw an umbrella on colo sheet with DMAS with its meaning	ivities nples. n bured Sirule		about D from wil Technold Solve on workshe	kipedia. <mark>ogy:-</mark> Iline	then find average weight of the eatables.) Music: <u>https://youtu.b</u> <u>e/hsrWzC7B5dY</u>			
					TERM	12		1	1		
Month:	UNIT/ LESSON:- Number- Name:-	Domain & Curricular Goals (mapping with Foundational stage)	Competency & Learning Outcome	21st Century skills	Integrati	on	Inter-disc integratio	ciplinary on	Learning Space	Assignments	Suggestive Pedagogies
OCTOBER 10 Period	Lesson No 10: Concept :Geometry,Types of Angles,Triangles and Polygons. Sub Concepts : *lines- Intersecting, Parallel and Perpendicular *Classification, construction and measurement of Angeles. *Properties and types of Triangles. *Polygons and their types.	Domain: Cognitive Development Developing Positive Learning Habits 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 shapes. Kosha -	Competency C-7.1 Observes and understands different categories of objects and relationships between them. C 8.8 Recognises basic geometric shapes and their observable properties C8.12 Develops adequate vocabulary for comprehending concepts and procedures related to shapes.	C's : Creativity Critical thinking Collaboration Life skills: Decision Making, Problem solving	Arts:- Dr of a pict using cir different shapes. Sports:- Formatic various polygons triangles holding Scientific temper: Understa of different types of and trian	ure cle and t 2-D on of s and s by hands. c anding ent angles ngles	develop EVS:- M triangles woollen Art:- Dra geometr showing of angles Music:-P	Vocabulary ment, reading aking angles and using cotton, and jute thread wing of ical figures different types s and triangles.	Class-room Maths-lab Playground	Class assignments - Book exercises Home assignments- Draw a design by drawing circles with help of a compass.	Project -based learning : Problem solving Suggestive Assessment :- Worksheet Suggestive resources/Activities : Class Test

*Circle and it's	Vijnanamaya kosha,		Make a PPT of		
elements.	is emphasized to	Learning	on types of		
	engage	Outcomes:-	angles and		
	meaningfully	* Basic: (CG-8)	triangles.		
	with the cognitive	Classifies angles			
	and conscious	into right angle,			
	aspects of human	acute angle,			
	experience.	obtuse angle and			
	Manomaya kosha	represents them			
	involves becoming	same by drawing			
	aware of and	and			
	skilfully regulating	tracing.identifies			
	our emotions.	2D shapes from			
		the immediate			
		environment .			
		makes cube,			
		cylinder and cone			
		using nets			
		designed for this			
		purpose.			
		* Medium : (CG-			
		8) Able to			
		measure and			
		draw angles using			
		Protractor.			
		*Advance: (CG-7)			
		Describes and			
		provides			
		examples of			
		edges, vertices			
		and faces of 3-D			
		objects.Identifies			
		circle and its			
		parts. Develop			
		concept and			
		communication			
		amongst children			

	through play activities and real life examples. Activity : Students will make formations of elements of Circle and various types of Angles ,Triangles and Polygons by holding hands.				
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NOVEMBER	Unit/ Lesson	Domain: Cognitive	Competency :	C's	Arts:-	Language	Maths Lab,	Class	Project -based
	No : 11	Development	C-7.2 Observes	Communication,	Students will	English:-	Classroom,	assignments	learning :
		Curricular Goal:-	and understands	Critical thinking,	draw chess	Reading and understanding	Surroundings	:	Problem solving
Period 8	Lesson Name :	CG-7 Children make	cause and effect	Problem Solving	board and find	word problems.		Book	
	Perimeter,Area	sense of the world	relationships in		It's Area and			exercises	Suggestive
	and Volume	around through	nature by		Perimeter.	EVS-			Assessment :-
		observation and	forming simple	Life skills		To find Perimeter and Area			1)Worksheets
	Concept :	logical thinking.	hypothesis and	Problem solving,	Sports:-	of your school's lawn.		Home	2) Quiz
	Perimeter and	CG-8 Children	uses observations	Quantitative	Students will			assignments	
	Area of regular	develop	to explain their	reasoning	take rounds of	Art:- To draw Chess board /		:	
	and irregular	mathematical	hypothesis.		playground by	ludo and find it's Perimeter		Find the	
	figures,	understanding and	C-8.13		running /	and Area.		Volume of a	Suggestive
	Volume of	abilities to	Formulates and		jogging.			Magic Cube	resources/Activities :
	cube and	recognize the world	solve simple			Music:		and a gift	Class Test
	cuboid	through shapes.	mathematical		Scientific	Composing and singing song		box.	
		Kosha -	problems related		temper:-	on Area and Perimeter.			
	Sub concepts :	Vijnanamaya kosha,	to quantities,		Students will				
	*Perimeter of	is emphasized to	shapes, space		compare Areas				

regular and	engage	and	of their living		
irregular	meaningfully	measurements.	room and		
figures	with the cognitive		bedroom.		
* Area of	and conscious	Learning			
regular and	aspects of human	Outcomes:-	Technology:		
irregular	experience.	Basic : (CG-	Students will		
figures	Anandmayakosha, or	8)Differentiate	draw sketch		
* Volume of	experience of	between	drawing of their		
regular figures	transcendence is	Perimeter, Area	house using a		
	best addressed for	and Volume.	computer.		
	this age group				
	through art and	Medium :(CG-8)			
	culture.	Find Perimeter,			
		Area and Volume			
		of regular and			
		irregular figures.			
		Advance: (CG-7)			
		Acquires			
		understanding to			
		solve problems			
		related to			
		Perimeter, Area			
		and Volume in			
		day to day life			
		situations.			
		Develop concept			
		and			
		communication			
		amongst children			
		through play			
		activities and real			
		life examples.			
		Activity : The			
		students will find			
		Perimeter of			
		table top using			

scale . (By measuring l	ength.			
breadth and				
them)				

NOVEMBER	Unit/ Lesson No	Domain:	Competency : C-7.3	C's : Creativity,	Arts:- Drawing	Language	Classroom, Math	Class	Project -based
	: 12	Cognitive	Uses appropriate	Communication,	different	English:- Reading and	ematicslab,Play	assignment	learning : Draw map
		Development ,	tools and technology	Critical Thinking.	items(rope,bag of	understanding.	ground.	s: Solving	of the road to reach
Period 7	Lesson Name :	Developing	in daily life situations		rice,bottle of			the book	school from home
	Metric	positive	and for learning C-		milk) and	EVS- *To find out weight		exercises.	showing the
	Measures	learning	8.9 Performs simple	Life skills :	identifying the	and height and capacity of			directions
		habits.	measurements of	Problem Solving	unit of	objects and for converting			Problem solving-
	Concept :		length,weight and	Decision Making	measurement(len	it from one unit to		Home	Solving real life
	Different units		capacity of objects in		gth,weight or	another *Measuring		assignment	problems)
	of measuring		their immediate		capacity)Drawing	distance between two		<mark>s</mark> : Draw the	
	lengths,weights		environment. C-		maps of roads to	cities *When we buy		map of the	Suggestive
	and capacities	Curricular	13.2 Memory and		reach school from	groceries, they are		road to	Assessment :-
		Goal: CG -7	mental		home and	measured in weight units		reach	1.Worksheets
	Sub concepts :	Children make	flexibility:Develops		marking the	*Maps help us understand		school from	
	* Conversion of	sense of the	adequate working		directions	locations and comparison		home.	2. Multiple-choice
	units of	world around	memory ,mental			between big and small			questions
	Length,Weight	through	flexibility. C-13.3		Sports:-	places. *It is a drawing on			
	and Capacity	observation	Observation, curiosity		Measuring	a sheet of paper that			3. Lower order
	* Using	and logical	and		competition	shows the position of			thinking skills
	decimals to	thinking. CG	exploration:Observes		distances.	places such as countries			questions(For
	express units of	- 8 Children	minute details of			,cities,towns			Example - There is 20
	Length,Weight	develop	objects and		Scientific temper:-	,streets,rivers,mountains			litres of milk. It has to
	and Capacity.	mathematical	explores,asks		The metric system	etc.,			be equally distributed
	* Decimal	understanding	questions. C13.4-		is the standard				among children in
	operations on	and abilities to	Classroom		system of	Art:- *Drawing different			glasses measuring 375
	Length,Weight	recognize the	norms:Adopts and		measurement in	items(rope,bag of			ml. Is the milk enough
	and Capacity in	world through	follows norms with		science. Children	rice,bottle of milk) and			for distribution?)
	word problems	measures and	agency and		will be asked to	identifying the type of			
	*Mapping Skills	quantities CG	understanding.		find out the	measurement(length,weig			4.HOTS questions
		13 Children			history and basic	ht or capacity) *Drawing			

develop habits	Learning Outcomes:-	operation of the	maps of roads to reach	Suggestive
of learning	Basic : (CG-	metric system.	school from home and	resources/Activities
that allow	8)Understands the		marking the directions	Class Test
them to	basic units of	Technology: PPT		
engage	measurement	and video links	Music: Nil	
actively in				
formal	Medium : (CG-8)			
learning	Relates different			
environments	commonly used			
like a school	larger and smaller			
classroom.	units of length,weight			
	and capacity and			
Kosha :- The	converts larger units			
development	into smaller units and			
of the	vice versa.			
intellect, or				
vijnanamaya	Advance : (CG-7) To			
kosha, is	solve real life			
emphasized to	problems .			
engage	Develop concept and			
meaningfully	communication			
with the	amongst children			
cognitive and	through activity and			
conscious	real life examples.			
aspects of				
human				
experience.	Activity : *			
Manomaya	Measure the length			
kosha involves	of different objects			
becoming	using measuring tape			
aware of and	(First show them how			
skilfully	to measure)			
regulating our				
emotions.				

NOVEMBER	Unit/ Lesson	Domain:	Competency : C-7.3	C'sCreativity,Crit	Arts:- Drawing a	Language	Classroom, Mat	Class	Project - Based
(will be	No : 13	Cognitive	Uses appropriate	ical Thinking	Thermometer	English:- Reading and	hematicslab,Pl	assignments :	Problem solving
continued in December)		Development,	tools and technology	0		Understanding.	ayground.	Solving the	Learning By Doing
December)	Lesson Name :	Developing	in daily life situations		Sports:- Finding	C	70	book	Suggestive
	Time and	positive	and for learning	Life skills :	the time taken	EVS- *Whenever we plan a		exercises.	Assessment :-
	Temperature	learning habits.	C-8.10 Performs	Problem Solving,	to cover a	visit somewhere ,we check			1.Worksheets
Period 6		_	simple measurements	Time	certain distance	about the time and			
	Concept :	Curricular Goal	of time in	management	in different	schedule of the mode of			2. Multiple-choice
	Learning about	:CG -7 Children	minutes,hours,day,we		competitions.	transport with the help of		Home	questions
	Time and	make sense of	eks and months.			Timetable * Time		assignments :	
	Temperature	the world	C-13.2 Memory and		Scientific	management skill helps in		*Draw a	3. Lower order
		around	mental		temper:-	decreasing stress, Increment		Thermomete	thinking skills
	Sub concepts :	through	flexibility:Develops		*Measuring	in		r *	questions
	*Conversion of	observation	adequate working		body	productivity, Positivereputat		Find body	
	time from	and logical	memory ,mental		temperature	ion,Improvedfocus,Improve		temperature	4.HOTS questions
	higher to lower	thinking.	flexibility.		using a clinical	d decision making		of family	
	units and vice	CG - 8 Children	C-13.3		thermometer	skills,Improve the		members(at	Suggestive
	versa *	develop	Observation, curiosity		*To find out	quality,Building self-		a particular	resources/Activities :
	Addition and	mathematical	and		answers to real	discipline etc., *How to		time) and	liveworksheets.com
	Subtraction of	understanding	exploration:Observes		life questions	measure the body		convert it	
	Time	and abilities to	minute details of		like"If a human	temperature using a		into	
	*Duration of	recognize the	objects and		heart beats at	Thermometer and how to		Fahrenheit/C	
	Time *Word	world through	explores,asks		the rate of 72	convert from one unit to		elsius	
	problems	measures and	questions.		beats per	another.			
	related to time	quantities.	C13.4 Classroom		minute,how				
	*Reading	CG 13 Children	norms:Adopts and		many beats	Art:- Drawing a			
	Railway and	develop habits	follows norms with		does it take	Thermometer.			
	Flight	of learning that	agency and		place in a day?"				
	Timetables	allow them to	understanding.			Music: In a musical			
	*Thermometer	engage actively			Technology:PPT,				
		in formal	Learning Outcomes:-		Video Links	as tempo, often indexed in			
	temperature	learning	Basic : (CG-8)Basic			beats per minute (BPM).			
	from Celsius to	environments	conversions,Reading						
	Fahrenheit and	like a school	Railway and Flight						
	vice versa.	class.	Timetables						
		Kosha :-	Medium : (CG-						

Manomaya	8)Solving word			
kosha involves	problems and how to			
becoming	use a Thermometer			
aware of and				
skilfully	Advance: (CG-7)To			
regulating our	solve real life			
emotions.	problems like finding			
The	elapsed time			
development	,Analysing Timetables			
of the intellect,				
or vijnanamaya	CWSN			
kosha, is	Develop concept and			
emphasized to	communication			
engage	amongst children			
meaningfully	through activity and			
with the	real life examples.			
cognitive and				
conscious	Activity :* Make a			
aspects of	paper clock with the			
human	minutes underneath			
experience.	the hour hand. It will			
	help the child to learn			
	the minutes that			
	represent each hour			
	number.Set the			
	minute and hour hand			
	and have them read			
	the time ,then they			
	can check the minutes			
	to see if they were			
	right.			
	* Help the children			
	to find their body			
	temperature using the			
	clinical thermometer.			

DECEMB ER	Unit/ Lesson No : 14	Domain: Cognitive	Competency : C-7.3 Uses appropriate	Develop concept and	C's :Creativity,Criti	Arts:- Making Bills	Language English:- Reading and	Classroom ,Mathema	Class assignments :	Project -based learning : Make a
		Development	tools and technology	communicati	cal Thinking	Sports:- Efficient	Understanding.	tics lab	Solving the	clock
	Lesson Name :	,Developing	in daily life situations	on amongst	0	management of			book	Problem solving
	Money	positive	and for learning	children		financial	EVS- Dealing with		exercises.	(Solving real life
6 Period		learning	C-8.11 Performs	through	Life skills :	resources is	money,Verifying a bill			problems)
	Concept :	habits.	simple transactions	activity and	Problem	important for	obtained from a			. ,
	Money		using money.	real life	Solving,	effective sport	shop, Managing Profit		Home	Suggestive
		Curricular	C-13.2 Memory and	examples.	Decision	program.Accounti	and Loss		assignments :	Assessment :-
	Sub concepts	Goal : CG -7	mental	-	making, Team	ng expertise is			Make a paper	1.Worksheets
	:*Unitary	Children	flexibility:Develops		work	also required	Art:- Make a grocery		clock	
	Method	make sense	adequate working	Activity :			bill			2. Multiple-choice
	*Bills	of the world	memory ,mental	Display some		Scientific				questions
	*Profit and Loss	around	flexibility.	items on the		temper:- Read	Music: Nil			
	*Finding cost	through	C-13.3	table		about the history				3. Lower order
	price and selling	observation	Observation, curiosit	including		of money and				thinking skills
	price	and logical	y and	some grocery		banking				questions
		thinking.	exploration:Observe	items.Tell the		(online/offline)				
		CG - 8	s minute details of	child to take						4.HOTS questions
		Children	objects and	three items		Technology:PPT				
		develop	explores,asks	of daily		and video links				Suggestive
		mathematica	questions.	needs .Let						resources/Activitie
		1	C13.4- Classroom	them list out						S :
		understandin	norms:Adopts and	the items						liveworksheets.co
		g and	follows norms with	taken and						<u>m</u>
		abilities to	agency and	their price						
		recognize the	understanding.	.Help them						
		world		to find out						
		through	Learning Outcomes:-	the total						
		measures	Basic : (CG-8)Learns	amount of						
		and	to verify a bill,	the three						
		quantities.	Understands	items.						
		CG 13 Childron	meaning of profit							
		Children	and loss, Definition of							
		develop babits of	cost price and selling							
		habits of	price							
		learning that								1

allow them	Medium : (CG-8)*			
to engage	Applies the four			
actively in	fundamental			
formal	arithmetic			
learning	operations in solving			
environment	problems involving			
s like a	money.			
school				
classroom.	Advance: (CG-7)To			
	solve real life			
Kosha :-	problems like			
Manomaya	dealing with			
kosha	money, finding profit			
involves	and loss in a			
becoming	business etc.,			
aware of and				
skilfully	CWSN			
regulating	Develop concept and			
our	communication			
emotions.	amongst children			
The	through activity and			
development	real life examples.			
of the				
intellect, or				
vijnanamaya	Activity : Display			
kosha, is	some items on the			
emphasized	table including some			
to engage	grocery items.Tell			
meaningfully	the child to take			
with the	three items of daily			
cognitive and	needs .Let them list			
conscious	out the items taken			
aspects of	and their price .Help			
human	them to find out the			
experience.	total amount of the			
	three items.			

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JANUARY	Unit/ Lesson No	Domain:	Competency	C's :	Arts:-Draw	Language	Classroom,	Class assignments	Experiential Learning,
	: 15	Cognitive	C-8.2 Identifies and	Communicat	different types	English:- Read,	Activity room and	Book Exercises	Project Based Learning,
		Development,	extends simple	ion	of figures using	comprehend and	Playground		Problem Solving
6 period	Lesson Name :	Aesthetic and	patterns in their	Creativity	Tangrams.	find the solution.			
	Symmetry	Cultural	surroundings,	Critical				Home assignments	Suggestive Assessment :-
	Concept :	Development	shapes, and	Thinking	Sports:- Forming	EVS- Identify		: - Find the	1) Worksheet
	Symmetry, Nets		numbers.		a pattern of	symmetrical		numbers from 0 to	2) Project (Make different
	of 3-D shapes,	Curricular Goal :	C-8.13 Formulates	Life skills :	square numbers	objects around in		10 having vertical,	types of pictures or design
	Patterns and	CG-8 Children	and solves simple	Decision	and triangular	environment		horizontal or both	using tangrams)
	Tangrams	develop	mathematical	Making	numbers using	(Butterfly).		lines of symmetry.	
		mathematical	problems related to	Problem	particular			- Find 57th	Suggestive
	Sub concepts :	understanding	shapes.	Solving	number of	Art:- Draw a		triangular number	resources/Activities :
	*Rotation and	and abilities	C-13.2 Memory and	Self	learners as	butterfly, colour		- Make dot	Arrange 36 bindis(any
	Reflection	to recognize the	mental flexibility:	awareness	required.	it and draw line		patterns for square	colour of same size) in
	symmetry,	world through	Develops adequate			of symmetry.		number 81	triangular and square
	*Patterns,	shapes.	working memory,		Scientific				pattern
	*Perspective	CG-13 Children	mental flexibility (to		temper:- Identify	Music: Song on			
	View of 3-D	develop habits	sustain or shift		symmerical	2D and 3 D			
	objects, *Nets	of learning that	attention		objects,	shapes			
	of 3-D figures,	allow them to	appropriately)		differentiate 2-D				
	*Number	engage actively			and 3-D shapes,				
	patterns	in formal	Learning Outcomes:-		darw new				
		learning	Basic : (CG-8)		patterns using				
		environments	Identifies		numbers and				
		like a school	symmetrical 2-D		pictures.				
		classroom.	shapes which are						
			symmetrical along		Technology:				
		Kosha :- The	one or more lines.		Solving online				
		development of	Identifies the		worsheets				
		the intellect, or	pattern in triangular						
		vijnanamaya	number						
		kosha, is	and square number.						
		emphasized to	Draw line of						
		engage	symmetry in given						
		meaningfully	figures.						
		with the	Medium : (CG-8)						
		cognitive and	Identifies 3-D shapes						

conscious aspects of human experience. Manomaya kosha involves becoming aware of and skilfully regulating our emotions.	such as Cube, cuboid and cyllinder. Advance : (CG-13) Diffrentiate 2-D and 3-D shapes, Identify symmetrical objects, Know about square and triangular numbers CWSN Develop concept and communication amongst children through activity and real life examples. Activity : Making birthday cap using coloured paper. (3- D)				
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Month	Unit/ Lesson No, Lesson Name, Concept & sub concepts	Domain & Curricular Goals (mapping with Foundational stage)	Competency & Learning Outcome:	21st Century skills	Integration	Inter-disciplinary integration	Learning Space	Assignments	Suggestive Pedagogies
JANUARY 5 Period	Unit/ Lesson No : 16 Lesson Name : Data Handling Concept : Reading and Drawing of different types of Graphs.(Tally Marks, Pictograph, Bar Graph) Sub concepts : * Reading and representing data in tabular form with tally marks, Pictograph, Bar graph; * Reading of Circle graph.	stage) Domain: Cognitive Development, Socio- Emotional and Ethical development. Curricular Goal : CG-7 Children make sense of the world around through observation and logical thinking. them CG-6 Children develop a positive regard for the natural environment around them Kosha :- The development of the intellect, or vijnanamaya kosha, is come basicad to	Competency : C- 7.1 Observes and understands different categories of objects and relationships between them. C-6.1 Shows care for and joy in engaging with all life forms Learning Outcomes:- Basic :(CG-7) Interprets data related to various daily life situations, represented in tabular form, Pictograph and as bar graphs.	C's : *Communication *Creativity *Collaboration *Critical Thinking Life skills : *Problem Solving *Decision Making *Self Awareness	Arts:- Drawing and colouring pictograph and bar graph. Sports:- Nil Scientific temper:- Interpret pictograph, bar graph and circle graph; Collect, analyze and represent data in different types of graphs. Technology:- Interpret the information on display board of Railway station, which	Language English:- Read different types of graphs and find answers EVS- Collect data of liking different types of food (Pizza, Dal rice, Samosa and Sandwich) items from the class children and represent it in the form of Bar graph. Art:- Drawing and colouring different pictures for representing data in the form of Pictograph. Music: Nil	Class room and Activity room	Class assignments : Book Exercises Home assignments : Practice the questions related to the concept Ex 16.1 Q. 5 , Ex 16.2 Q.6 , Ex 16.3 Q.3	Project -based learning Problem solving Experiential Learning Suggestive Assessment :- 1) Quiz 2) Worksheet 3) Project (Group activity) Suggestive resources/Activities : Collect the data of number of students in each house of your class and represent it in the form of Pictograph.(Group Activity)
		emphasized to engage meaningfully with the cognitive and conscious aspects	Medium : (CG-6) Collects data related to various daily life situations .		station , which is given as tabular form.				

exp		Advance: (CG-			
	anomaya kosha (6)Analysis of			
		collected data			
		and			
		representing it			
		in different			
em	notions.	types of graphs.			
em		types of graphs. Develop concept and communication amongst children through activity and real life examples. Activity : Making pictograph to show class children's's favourite colours.			

<u>Ter</u>	r <u>m I</u>	<u>Te</u>	rm II
100 r	narks	100	marks
<u>Periodic Test I - Jul</u>	Half Yearly Exam -Sep	Periodic Test II-Dec	Annual Exam
<u>(30% syllabus – MM -40)</u>	<u>(50% Syllabus – MM – 80)</u>	<u>(30% syllabus – MM -40)</u>	<u>(50% Syllabus – MM – 80)</u>
(Weightage in report card -10 marks)	(Weightage in report card-80 Marks)	(Weightage in report card -10 marks)	(Weightage in report card-80 Marks)
			(10% Syllabus of Term-1)
Apr- Lesson 1:- The Changing	Aug - Lesson 8 :- Forests and Tribal	Oct - Lesson 11 :- Food - Storage and	Dec - Lesson 16 :- Fuels for Travel
Family	Life	Shortage	Lesson 17 :- Adventure in Our Lives
Lesson 2 :- Feeling Around	Lesson 9 :- Growing Plants	Lesson 12 :- Shelter and Social	Jan- Lesson-18:- Simple Machines
		Animals	Lesson 19 :- Historical Monuments
Lesson 3 :- Games	Sep - Lesson 10 :- The Journey of Food	Lesson 13 :- Times of Emergency	<u>Feb</u> - Lesson 20 :- Farmers and Farming
	roou		Term -1
			Chapter -10 The Journey of Food
May - Lesson 4 :- Dignity of Labour	1. Note Book submission	Nov - Lesson 14 :- Water in Our Lives	1. Note Book submission
	MM 25 (Weightage 5 Marks)		MM 25 (Weightage 5 Marks)
Lesson 5 :- Blow Hot, Blow Cold		Lesson 15 :- Aquatic Life	
July- Lesson 6 :- Senses of Animals			
Lesson 7 :- Animals in our Lives			

Schedule of Periodic Test I	Schedule of Mid term examto be	Schedule of Periodic Test II	Schedule of <u>Annual exam</u> to be
to be scheduled in the month of July (Third week)	scheduled in the month of <u>Sep</u> (third week)	to be scheduled in the month of Dec (First week)	scheduled in the month of <u>Mar (first</u> <u>week)</u>

Report card will	l consist of:- 100	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		25Marks	5 Marks	Note Book submission		25Marks	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			

TERM- 1

Month - April (22-25 days)	UNIT/ LESSON	Domain & Curricular Goals (mapping with Foundational stage)	Competency & Learning Outcome	21 sk	L ^{3t} Century (ills	Integrating AWES Initiatives	Interdisciplin ary integration	Learning Space (Suggestive)	Assignments(Suggestive) (Observation,Checklist, Worksheets,Rubrics,Port folios)	Pedagogies (Suggestive)
April (22-25 days) No of Periods = 24-28	No. Lesson No1 Name:- The Changing Family CONCEPT:- The Changing Family Sub- Concept:- Shifting from one place to another Impacts of migration Changing Family Structure	VljnanyamayaKosh a Domain Cognitive CG-7 Children make sense of world around through observation and logical thinking Manomaya Kosha Domain:-Socio- Emotional and Ethical Development CG4Children develop emotional intelligence i.e the ability to understand and manage their own emotions and respond positively to social norms.	 C-7.2 Observes and understan cause and effect relationships nature by forming simple hypo and uses observations to explat their hypothesis C-4.1 Starts recognizing 'self' a individual belonging to a famile community C-4.6 Shows kindness and helpfulness to others (includin animals, plants) when they are need C-4.7Understands and respond positively to different thought preferences and emotional ne other children. Learning Outcomes BasicUnderstand the significat family Medium:-Motivated to connet their extended family members AdvanceExplains cultural and environmental reasons and im of migration 	in thi othesis ain So cro cul as an int ly and Ac ng ion e in De Ma ds is, reds of ance of ect to rs	ritical inking ocial and oss iltural teraction daptability ommunicat n ecision aking	Arts:- FamilyTree with names of Great Grand Parents Sports:- Exploring family games Scientific Temper:- Discuss how some physical features and habits are similar to most the family member? (Hereditary unit- genes) Technology:- PPT. – Prepare a presentation on 'Some Women Achievers"	Roleplay - Sharing work/ Working Together Math Tabulate the information on your family members – Name, Age, Height & Weight. Music Traditional song/Dance	Assembly Ground presenting folk dance/ song - Multilingualis m Activity Room for Role Play AV Room presentation on Changing family structure / Shifting from one place to Another	Class Assignment Group Survey- How nature has affected forced migration? Home Assignment ActivityWrite the names and age of your family members. How many generations you have been able to find out . Flipped Classrooms Sharing videos on different displacement, migration, immigration/ emigration	Activity based learning Discussion Role Playing Joyful learning Suggestive Assessment:- 1. Worksheet 2. Multiple-choice questions. 3. Lower order thinking skills questions. 4. HOTS questions
Month- April	UNIT/ LESSON	Domain & Curr Goals (mapping		21 st Century			-	earning Space	Assignments(Suggestive) (Observation,Checklist,	Pedagogies (Suggestive)

(22-25 days)		with Foundational stage)	Learning Outcome	skills	Initiatives		(Suggestive)	Worksheets, Rubrics, Portfoli os)	
	LESSON:- Number- Lesson No 2 Name:- Feeling Around Sub Concepts Likes and Dislikes Factors affecting our choices Differently abled people Role of Society and government towards challenged people	VIJNANAMAYA KOSHACognitive domain Curricular Goal:-CG- 7 Children make sense of world around through observation and logical thinkingMANOMAYA KOSHASocio-Emotional and Ethical DevelopmentCG6 Children develop a positive regard for the natural environment around them	C-7.2 Observes and understands cause and effect relationships in nature by forming simple hypothesis and uses observations to explain their hypothesis C-6.1Shows care for and joy in engaging with all life forms Learning outcomes: -Basic:-Identify Likes and Dislikes of self Medium:-Explore the factors affecting choices for occupations Advance:- Awareness and Sensitization towards challenges people	Critical thinking Problem Solving Leadership and responsibil ity Social Skills Initiative	Arts: Preparing cards for friends and relatives - various occasions Activity with Braille Script Sports:Blind Fold Act for sensitizing children about physical challenges Scientific Temper:- How does the brain coordinateswith sense organs when they feel something? Technology:- Presentation on Melting pot of cultures	Language : Story telling on any renowned differently abled person. Mathematics Make a tally chart of medals won by Indians in different sports in Paralympics.	Activity Roomfor braille activity AV Roomfor presentation Library for exploring books and reading about famous personalities who have become successful in life and their achievements	Class Assignment Discussion- "How are family has the biggest influence in deciding our likes & dislikes?" Home Assignment Depict the role of Society and Government towards challenged people. Flipped Classrooms Video on the biography on Mother Teresa	Project Based Learning Role Playing Joyful learning Suggestive Assessment:- 1. Worksheet 2. Multiple- choice questions. 3. Lower order thinking skills questions. 4. HOTS questions

	Month	UNIT/	Domain &	Competency	21 st Century	Integrating	Interdisciplinary	Learning Space	Assignments(Suggestive	Pedagogies
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- April (22-25 days)	LESSON	Curricular Goals (mapping with Foundational stage) MANOMAYA	& Learning Outcome	skills	AWES Initiatives	integration	(Suggestive)) (Observation,Checklist, Worksheets,Rubrics,Por tfolios)	(Suggestive)
	LESSON:- Number-Lesson No <u>3</u> Name:- Games <u>CONCEPT:</u> -Games <u>Sub Concepts:-</u> • Difference between Games and Sports • Types of Games • Team spirit, National team	KOSHA Domain:- Social, Emotional, Ethical Dev. CG4:- Children develop emotional intelligence i.e the ability to understand and manage their own emotions and respond positively to social norms.	C-4.3: Interacts comfortably with other children and adults Learning outcomes:- Basic:-Identify types of games and area of interest Medium:- Enhance team spirit and leadership qualities Advance:- Recognizes gender stereotypes in Society	Critical Thinking Collabora tion Problem Solving Leadership & Responsibilit Y	Arts:- Design a logo for any team game of your choice. Sports:Play a team game with your classmates Scientific Temper:- How many feathers are there in a shuttlecock generally? Why shuttlecock material still made of feathers instead of plastic nowadays? ICT Prepare a presentation on martial arts of India- mentioning state and salient features	Language:- Debate on Topic Does playing games keep us fit and healthy? Math: - Discussion The Duckworth– Lewis (D/L) method is a mathematical formulation designed to calculate the target score for the team batting second in a limited overs cricket match interrupted by weather or other circumstances. It is generally accepted to be the most accurate method of setting a target score.	Assembly Groundfor Team game ActivityRoomfor art work AV Room Presentation on Martial Arts of India Library Read biography of any famous national / international player of your choice	Class Assignment Discussion on Various traditional games of India Home Assignment Case Study Questions on Gender Stereotypes Flipped Classrooms Sharing videos on Indian Sportswomen	Project Based Learning Role Playing Joyful learning Experiential Learning Suggestive Assessment:- 1. Worksheet 2. Multiple- choice questions. 3. Lower order thinking skills questions. 4. HOTS questions

Month-	UNIT/ LESSON	Domain & Curricular Goals (mapping with Foundational stage)	Competency & Learning Outcome	21 st Century skills	Integrating AWES Initiatives	Interdisciplinary integration	Learning Space (Suggestive)	Assignments(Suggestive) (Observation,Checklist, Worksheets,Rubrics,Portfolios)	Pedagogies (Suggestive)
MAY (12 -14 Days) No of Periods = 12-14	LESSON:- Number- Lesson No - 4 Name:- Dignity of Labour CONCEPT:-Dignity of Labour Sub Concepts:- People who help us- Essential Services Division of Labour Dignity of Labour Some Social Reformers	PANCHAKOSHA VIKAS MANOMAYA KOSHA Domain:- Socio- Emotional and Ethical Development CG4Children develop emotional intelligence i.e the ability to understand and manage their own emotions CG5Children develop a positive attitude towards productive work & service 'or' 'seva'	C-4.3Interacts comfortably with other children and adults C-5.1Demonstrates willingness and participation in age appropriate physical work towards helping others Learning outcomes:-Basic:- Identify/Recognizes the importance of various helpers providing us essential services Medium:-Sensitize the students about the problems faced by the workers Advance:- Emphasizes the concept of Dignity of Labour with examples	Critical Thinking Decision Making Self- Awareness	Arts:-Draw or Paste five blue collar workers Sports:Arrange a relay race for the D group workers inSchool . ScientificTemperInterview two people with white and two blue collar job workers & find out about their educational qualification skills or Training Technology:- Create quiz on topic 'Social Reformers of India'	Language:- Compose slogans on 'Dignity of Labour' Music:- Compose a lyrics of at least 2 stanzas on Hard Work	Assembly Ground for Special Assembly on Labour Day Activity Roomfor Poster Making Playground Races for Group D staff on Sports Day	Class Assignment Discussion on Dignity of Labour Home Assignment Survey people in your neighbourhood with 5 blue collar job and 5 white collar job . Flipped Classrooms Share videos of few international personalities who worked very hard to improve the lives of downtrodden.	Group Discussion Experiential Learning Suggestive Assessment:- 1. Worksheet 2. Multiple- choice questions. 3. Lower order thinking skills questions. 4. HOTS questions

Month- May	UNIT/ LESSON	Domain & Curricular Goals (mapping with Foundational stage)	Competency & Learning Outcome	21 st Century skills	Integrating AWES Initiatives	Interdisciplinary integration	Learning Space (Suggestive)	Assignments(Suggestive) (Observation,Checklist, Worksheets,Rubrics,Portfolios)	Pedagogies (Suggestive)
	LESSON:- Number- Lesson No – 5 Name:- Blow Hot, Blow Cold CONCEPT: Blow Hot, Blow Cold Sub Concepts:- • Respiratory System • Breathing Speed • Breathing Hot and Cold • Good Breathing Habits	PANCHAKOSHA VIKAS ANNAMAYA KOSHA Domain:- Physical Development Curricular Goal:- CG 2 Children develop sharpness in sensorial perceptions	C2.6 Begins integrating sensorial perceptions to get a holistic awareness of experience Learning outcomes:- Basic:Identifies importance of fresh air and good breathing habits Medium:Analyze the reasons for air pollution (Cause and effects Advance:Sits still and is able to observe one's own flow of thoughts	Critical Thinking Communication Adaptability Initiative Responsibility	Arts:- Model of Lungs Sports:- Perform Pranayama (Yogic exercises for healthy breathing) Scientific Temper :- Why do doctors advice not to breathe from mouth?	English Role play on quality of Air in Villages and Metro Cities Math : Check your pulse at your wrist. When you feel your pulse, count the number of beats in 15 seconds. Multiply this number by four to calculate your beats per minute	Assembly on Good breathing habits Activity Room for Yoga/ Roleplay	Class Assignment Worksheet on Respiratory System Home Assignment Prepare working Model- Stethoscope Flipped Classrooms Sharing videos on Breathing and Respiratory System	Role Playing Joyful learning Experiential Learning Suggestive Assessment:- 1. Worksheet 2. Multiple- choice questions. 3. Lower order thinking skills questions. 4. HOTS questions

Month-July (22-25 Days)	UNIT/LESSON	Domain & Curricular Goals (mapping with Foundational stage)	Competency& Learning Outcome	21st Century skills	Integrating AWES Initiatives	Interdisciplinary integration	Learning Space(Sugg estive)	(Observa	ents(Suggestive) htion,Checklist, hets,Rubrics,Portfolios)	Pedagogies (Suggestive)
No of Periods =26- 28	LESSON:- Number- Lesson No – 6 Name:-Senses of Animals CONCEPT:-Senses of Animals Sub Concepts:- Senses in animals & their importance Senses of smell, sight sound, touch and taste in animals Communication in Animals Sleeping Pattern in Animals	PANCHAKOSH A VIKAS CG-6: Children develop a positive regard for the natural environment around them	C-6.1: Shows care for and joy in engaging with all life forms Learning Outcomes:- Basic:- Identifies and explains various senses in animals along with some interesting facts Medium:- Explores the communicatio n & sleeping patterns in Animals Advance:- Sensitize to be kind and humble towards animals	Critical Thinking Problem Solving Collaboration Responsibility Initiative Self-Direction Social Skills	Scientific Temper: - How does the compound eyes work in the insects?	English- Organize a Talk abo pets. Math Find out the sleepin hours of any two and in a day and repress sleeping hours as fractions out of two four hours . Repress the data on a pie ch	out A put A A ng funimals v ent v ent A ent A ent A ent A arts L A Re bo An (Su Ar Se Hiu Re	embly ound ctivity oom V Room or ratching deos on nimals enses brary ad the story oks on mal Senses ggestive Immense orld: How imal nses veal the dden alms ound Us }	Class Assignment:- Groups to discuss about various senses of vision, smell, touch ,hearing and taste in animals ? How their body parts are modified to perform these functions? Home Assignment Give reason why snakes keep flickering their forked tongue? Flipped Classrooms Video, Documentary on Animal sleeping pattern and Communication	Group Discussion Joyful learning Experiential Learning Suggestive Assessment: - 1. Worksheet 2. Multiple- choice questions. 3. Lower order thinking skills questions. 4. HOTS questions

Mo nth- July	UNIT/ LESSON	Domain & Curricular Goals (mapping with Foundational stage)	Competency & Learning Outcome	21 st Century skills	Integratin g AWES Initiatives	Interdisciplina ry integration	Learning Space (Suggestive)	Assignments(Suggestiv e) (Observation,Checklist, Worksheets,Rubrics,Po rtfolios)	Pedagogies (Suggestive)
	LESSON:- Number- Lesson No – 7 Name:- Animal in our lives <u>CONCEPT:-</u> Animal in our lives <u>Sub Concepts:-</u> Food from Animals Materials from Animals,OtherU ses,People who depend on Animals Protecting wildlife Steps taken by government to protect wildlife	Domain:- Socio- Emotional and Ethical Development Curricular Goal:- CG4 Children develop emotional intelligence i.e the ability to understand and manage their own emotions CG 6Children develop a positive regard for the natural environment around them.	 C-4.6 Shows kindness and helpfulness to others (including animals, plants) when they are in C-6.1 Show care for and joy in engaging with all life forms Learning Outcomes:- Basic:-Encour5age students to look around & name the different products which we get from animals Medium:-Motivates them to adopt stray animals & look after them Advance:-Sensitized against cruelty towards animals & treat them with love and kindness 	Critical Thinking Decision Making Flexibility Adaptability Initiative Self-Direction	Arts:- Prepare any one Endangered stick Animal Puppet	Language:- Class Debate on "Should Animals be used in Circus?	Assembly Ground Activity Room AV Room for watching videos on Animals senses	 Class Assignment: -Locate the wild life sanctuaries/ National Parks on a political map of India Home Assignment Watch a documentary on apiculture/pisciculture/ sericulture Flipped Classrooms Video, Documentary on National Parks. Comparing life of animals in zoo and National Parks 	Project Based Learning Joyful learning Experiential Learning Group Discussion Suggestive Assessment:- 1. Worksheet 2. Multiple-choice questions. 3. Lower order thinking skills questions. 4. HOTS questions

Month August (22-25 Days)	UNIT/ LESSON	Domain & Curricular Goals (mapping with Foundational stage)	Competency & Learning Outcome	21 st Century skills	Integrating AWES Initiatives	Interdisciplina ry integration	Learning Space (Suggestive)	Assignments(Suggestiv e) (Observation,Checklist, Worksheets,Rubrics,Po rtfolios)	Pedagogies Suggestive)
26 to 28 perio ds	LESSON:- Number- Lesson No – 8 Name:- Forest and Tribal life Concept:- Forest and Tribal Life Sub Concepts:- Forest Types of Forest Importanc e of Forest Tribal Lives Protection of Forests & TribalsPeo ple's Movement s	PANCHAKOSHA VIKAS MANOMAYA KOSHA Domain:- Socio-Emotional and Ethical Development Curricular Goal:- CG4 Children develop emotional intelligence i.e the ability to understand and manage their own emotions CG 6Children develop a positive regard for the natural environment around them	C-4.6 Shows kindness and helpfulness to others (including animals,plants) when they are in need C-6.1Show care for and joy in engaging Learning Outcomes:- Basic:-Identify types of forests & explain their importance Medium:-Explore various important tribes of India & their lifestyle. Advance:-Sensitize against deforestation & threats faced by Tribals	Critical Thinking Decision Making Flexibility Adaptabilit y Initiative Self- Direction	Arts:- Tribal Face Masks Scientific Temper:- Survey any park in or nearby your locality to find out variety of trees & its uses Technology:- PPT on Chipko Movement	Language:- Write a letter to your friend how you have adopted a stray animal and look after it. Motivate your friend also for this deed of kindness towards stray animals. Music:- Perform a Tribal dance in class group Maths: Survey On Project Tiger. 1 When was the project tiger started 2 How Many tiger Reservoirs Were set up? 3) What is the current population of Tiger in India.	Assembly Ground Activity Room for dance performance AV Room for presentation Classroom	Project- Collect information about any tribe of India (origin, location, language, dress and culture, occupation , artforms etc)	Project Based Learning Joyful learning Experiential Learning Group Discussion Suggestive Assessment:- 1. Worksheet 2. Multiple-choice questions. 3. Lower order thinking skills questions. 4. HOTS questions
Month	UNIT/	Domain & Curricular Co	ompetency	21 st Century sk	kills Integrating	Interdisciplinar	y Learning Space	Assignments(Suggestive)	Pedagogies

	Goals (mapping with Foundational stage)	& Learning Outcome		AWES Initiatives	integration	(Suggestive)	(Observation, Checklist, Worksheets, Rubrics, Portfolios)	(Suggestive)
LESSON:- Number- Lesson No – 9 Name:- Growing Plants Concept:- Growing Plants Sub Concepts:- Different ways of Reproducti on Seed Structure & Germinatio n Seed Dispersal Plants from far away	KOSH Domain:- Cognitive level CG4 Children develop emotional intelligence i.e. the ability to understand and manage their own emotions CG 7 Children make sense of the world around through observation and logical thinking	C-4.6Shows kindness and helpfulness to others (including animals, plants) when they are in need C-7.1Observes and understands different categories of objects and relationships between themC-7.2 Observes and understands cause and effect relationships in nature by forming simple hypothesis and uses observations to explain their hypothesis Learning Outcomes:- Basic:-Encourage students to know about different types of plants and their mode of reproduction Medium:Explains seed germination & various agents of dispersal Advance:-Identify exotic plants and sensitize afforestation	Critical Thinking Decision Making Flexibility Adaptability Initiative Self-Direction	Art Prepare a floral rangoli/ bandhanwar with leaves Scientific Temper:- Survey the market for any exotic fruits or vegetables. Why they are costly ? discuss	Language:- Write an autobiography of a plant Maths: Paste any 1 leaf and flower and draw its mirror image.	Assembly Ground Activity Room AV Room Classroom	Class Assignment:- Worksheet Home Assignment Ppt. Flipped Classrooms Video	Project Based Learning Joyful learning Experiential Learning Suggestive Assessment:- 1. Worksheet 2. Multiple- choice questions. 3. Lower order thinking skills questions. 4. HOTS questions

Mo nth- Septem ber (22- 25 days)	UNIT/ LESSON	Domain & Curricular Goals (mapping with Foundationa I stage)	Competency & Learning Outcome	21 st Century skills	Integrati ng AWES Initiative s	Interdisciplinary integration	Learning Space (Suggestive)	Assignments(Suggesti ve) (Observation,Checkli st, Worksheets,Rubrics, Portfolios)	Pedagogies (Suggestive)
12 to 14 peri ods	LESSON:- Number- Lesson No – 10 Name:- The Journey of Food Concept:- The Journey of Food Sub Concepts:- Process of Digestion Tips for good digestion Balanced diet Deficiency Diseases	PANCHAKOSHA VIKASVIJANAMAYAKOSHDomain:- Cognitive levelCognitive levelcG4Childre n develop emotional intelligenc e i.e. the ability to understand and manage their own emotionsCG 7 Children make sense of the world around through observation and logical thinking	C-4.6Shows kindness and helpfulness to others (including animals, plants) when they are in need C-7.1Observes and understands different categories of objects and relationships between them C-7.2 Observes and understands cause and effect relationships in nature by forming simple hypothesis and uses observations to explain their hypothesis Learning Outcomes: -Basic:-Encourage students to know about different types of plants and their mode of reproduction Medium: Explains seed germination & various agents of dispersal Advance:-Identify exotic plants and sensitize afforestation	Critical Thinking Decision Making Creativity & Innovation Adaptability Initiative	Arts:- Make a model of digestive system or "Food Pyramid" Scientific Temper:- Survey in your neighborhoo d and find out 5 people suffering from any deficiency disorder & mention their age group & cause	Language:- Discussion on Eating excessive Junk food makes our body dumb & dull Arts:- Balanced Diet Thali Maths: Make a meal chart of day Identify and Calculate the amounts of nutrients consumed in a day and a week.	Assembly Ground Activity Room AV Room Classroom Market	Class Assignment:- Worksheet on Vitamins/ Minerals and the deficiency diseases Home Assignment Prepare a vegetables and fruit list for your home and discuss reasons for various items .The children may accompany their parents for purchase of fruits & vegetables. Observe Sorting , Selecting and transactions. (Integrated Activity Flipped Classrooms Video on Malnutrition	Project Based Learning Joyful learning Experiential Learning Suggestive Assessment:- 1. Worksheet 2. Multiple-choice questions. 3. Lower order thinking skills questions. 4. HOTS questions

Month- October (20 to 24 days)	UNIT/ LESSON	Domain & Curricular Goals (mapping with Foundational stage)	Competency & Learning Outcome	21 st Century skills	Integratin g AWES Initiatives	Interdisciplinary integration	Learning Space (Suggestive)	Assignments(Suggestive) (Observation ,Checklist, Worksheets, Rubrics,Portf olios)	Pedagogies (Suggestive)
	LESSON:- Number- Lesson No – 11 Name:-Food Storage and shortage Concept:- Food Storage and shortage Sub Concepts:- Causes of food spoilage Food Preservation methods Food	PANCHAKOSHA VIKAS VIJANAMAYA KOSH Domain:- Physical Development CG1 Children develop habits that keep them healthy and safe	C1.1 Shows a liking for and understanding of nutritious food and does not waste food C1.2 Practices basic self-care and hygiene Learning Outcomes:- Basic:-Identify causes of food spoilage & various methods of food preservation Medium:- Explain the need for food preservation Advance:-Sensitise them	Critical Thinking Decision Making Collaboration Self-direction & Initiative	Arts:- Flash cards on any 2 perishable & non- perishable food respectively Scientific Temper:- Collect any 5 packaged food items from home / market & note basic important information as Date of Manufacture , Date of Expiry Veg/Non-veg	Language:- Short Poem or Quote on Food Preservation Paragraph Writing Art:-Depict causes of Food Shortage on a chart paper. Maths : Take a milk pack/canned food/pickles find the detail 1 unit of	Assembly Ground Talk on Healthy food habits Activity Room for flash card preparation AV Room Classroom Market for purchasing food packet	Class Assignment:- Quiz on deficiency diseases Home Assignment Activity – Bring a packed food item and read the label carefully. Flipped Classrooms Video on	Project Based Learning Joyful learning Experiential Learning Suggestive Assessment:- 1. Worksheet 2. Multiple-choice questions. 3. Lower order thinking skills questions. 4. HOTS questions
	Shortage		about not wasting food			measurement.		Food Preservatio	

Octo ber (22- 25 DAYS	UNIT/ LESSON	Domain & Curricular Goals (mapping with Foundational stage)	Competency & Learning Outcome	21 st Century skills	Integrating AWES Initiatives	Interdisciplinar y integration	Learnin g Space (Suggest ive)	Assignments(Sug gestive) (Observation,Che cklist, Worksheets,Rubr ics,Portfolios)	Pedagogies (Suggestive)
No of Perio ds = 18 - 21	LESSON:- Number- Lesson No – 12 Name:-Shelter & Social Animals Concept: - Shelter & Social Animals Sub Concepts:- Types of shelter acc. to various climatic, financial & other conditions Sharing Resources & spaces Social Animals	PANCHAKOSHA VIKAS MANOMAYA KOSHA Domain:-Socio- Emotional and Ethical Development CG4: Children develop emotional intelligence i.e the ability to understand and manage their own emotions CG5 :Children develop a positive attitude towards productive work & service 'or' 'seva' CG6:Children develop a positive regard for the natural environment around them	 4.6Shows kindness and helpfulness to others(including animals, plants) when they are in need C5.1 Demonstrates willingness and participation in age appropriate physical work towards helping others C-6.1Show care for and joy in engaging Learning Outcomes:-Basic:- Explain the linkage between different types of shelters, terrains, climatic resources & culture Medium:-Encourage them to talk about their houses Advance:-Emphasize on the importance of living with reference to social insect 	direction & Initiative	Arts:- Model of any one type of house Scientific Temper:- Collect information about any famous architect of India and list their achievements & special buildings designed by them Technology:- Prepare a digital collage on world's famous extra ordinary buildings	Language:- Few lines on the topic " Social insects live together efficiently in a perfect harmony" Arts:- Model of any 1 type of house Maths : Take a newspaper cutting of a housing advertisement and the following 1 Area covered in 2 BHK/3BHK/4BHK 2 Cost of 2BHK /3BHK/4BHK	Assembl y Ground Activity Room Classro om	Class Assignment:- Discussion – Why is it important for children to live in a good, clean and happy neighbourhood. Home Assignment Model of House Flipped Classrooms Video on Social Animals	Project Based Learning Joyful learning Experiential Learning Suggestive Assessment:- 1. Worksheet 2. Multiple-choice questions. 3. Lower order thinking skills questions. 4. HOTS questions
Мо	UNIT/ De	omain & Com	petency 21	st I	ntegrating AWES	Interdisciplinary	Learning	Assignments(Su	Pedagogies

nth- Octobe r	LESSON	Curricular Goals (mapping with Foundational stage)	& Learning Outcome	Century skills	Initiatives	integration	Space (Suggestiv e)	ggestive) (Observation,C hecklist, Worksheets,Ru brics,Portfolios)	(Suggestive)
	LESSON:- Number- Lesson No – 13 Name: Times of Emergency Concept: - Times of Emergency Sub Concepts:- Types of Disasters, their effects & precautions Dealing with Disasters First Aid	PANCHAKOSHA VIKAS VIJANAMAYA KOSH Domain:- Physical Development CG1 Children develop habits that keep them healthy and safe	C 1.6 Understands unsafe situations and asks for help joy in engaging Learning Outcomes:- Basic:-Identifies various types of calamities & their after effects Medium:- Solves problems by exploration & observation Advance:- Participates in staying safe by adopting First Aid	Critical Thinking Decision Making Collaborat ion Self- direction & Initiative Responsibi lity	Arts:- Make a first aid box and keep at least 5 essential things in it Sports:-Conduct mock drills to evacuate the school building in times of emergency Scientific Temper:- Visit an NGO in your neighbourhood& find out the kind of relief work they carry out in times of natural disasters	Language:- Talk on Unity and Cooperation have always been strength of mankind Arts:- Poster on any natural disaster	Assembly Ground Activity Room for poster making AV Room for presenta tion Classroo m	Class Assignment Worksheet on various NGO and government organization dealing with disaster issues Home Assignment Prepare a first aid kit Flipped Classrooms Video on First Aid	Project Based Learning Joyful learning Experiential Learning Suggestive Assessment:- 1. Worksheet 2. Multiple-choice questions. 3. Lower order thinking skills questions. 4. HOTS questions

Month- November(22– 25 days) 21-24 periods	UNIT/ LESSON Number- Lesson No –	Domain & Curricular Goals (mapping with Foundational stage) PANCHAKOSHA VIKAS	Competency & Learning Outcome C-7.1	21 st Century skills Critical Thinking	Integrating AWES Initiatives Arts:- Project on	Interdisciplinary integration Language:- Picture based story	Learning Space (Suggestive) Assembly Ground	Assignments(Suggestive) (Observation,Checklist, Worksheets,Rubrics,Portfolios) Class Assignment	Pedagogies (Suggestive)
	14 Name: Water in our lives Concept:- : Water in our lives Sub Concepts:- Sources of Water Availability of water Different methods of Irrigation Properties of water: Water – A universal solvent	VIJANAMAYA KOSH Domain:- Cognitive Development CG -7 Children make sense of the world around through observation and logical thinking	Observes and understands different categories of objects and relationships between them Learning Outcomes:- Basic :- Identify / Explores various sources of H2O & its availability. Medium:Explains different methods of irrigation. Advance:Emphasize on the need to conserve water.	Decision Making Innovation Flexibility & Adaptability Initiative & Self Direction	Dams Poster on Save Water Scientific Temper:- Survey your nearby (locality) & find out the houses which consume maximum & least water.	writing Slogan on Water Conservation Compose a poem on Water Maths:- Study the graph showing the percentage of water used in most of the family every day. By observing and analyzing it Music:- Nukkad Natak – Paani	Assembly on theme Water Activity Room Nukkad Natak AV Room Classroom	Experiment- Water A universal Solvent Home Assignment PPT. Flash Cards Flipped Classrooms Video on Properties of Water	Based Learning Joyful learning Experiential Learning Suggestive Assessment:- 1. Worksheet 2. Multiple- choice questions. 3. Lower order thinking skills questions. 4. HOTS questions

Month- November	Domain & Curricular Goals (mapping with Foundational stage)	Competency & Learning Outcome	21 st Century skills	Integrating AWES Initiatives	Interdisciplinary integration	Learning Space (Suggestive)	Assignments(Suggest ive) (Observation,Checkli st, Worksheets,Rubrics, Portfolios)	Pedagogies (Suggestive)
Number- Le Name: Ac Concept:- Life Sub Conce Types of A Plants Aquatic A Mosquito Malaria (Symptoms Preventio	t cG -7 cG -7 children make sense of the world around through observatio n and logical thinking.	C-7.1 Observes and understands different categories of objects and relationships between them Learning Outcomes:- Basic :- Identify / Explores various sources of H2O & its availabitiy. Medium:- Explains different methods of irrigation. Advance:- Emphasize on the need to conserve water.	Critical Thinking Decision Making Innovation Flexibility & Adaptability Initiative & Self Direction	Arts:- Flash cards on Aquatic plants Or Aquatic Mammals / Birds Scientific Temper:- Survey your neighborhood and finds out places having stagnant water & what steps you can take to control it.	Language:- Essay on Water Pollution Arts:- Draw and Paste 5 Aquatic shelled animals Maths : What is normal human body temperature in degree Celsius and convert it in to degree Fahrenheit	Assembly Ground Activity Room AV Room Classroom	Class Assignment:- Worksheet Home Assignment PPT. Flash Cards Flipped Classrooms Video on Aquatic life	Project Based Learning Joyful learning Experiential Learning Suggestive Assessment:- 1. Worksheet 2. Multiple-choice questions. 3. Lower order thinking skills questions. 4. HOTS questions

Month- December 22-25 DAYS	UNIT/ LESSON	Domain & Curricular Goals (mapping with Foundational stage)	Competency & Learning Outcome	21 st Century skills	Integrating AWES Initiatives	Interdisciplinary integration	Learning Space (Suggestive)	Assignments(Sugge stive) (Observation,Chec klist, Worksheets,Rubric s,Portfolios)	Pedagogies (Suggestive)
Periods 24-28	Number- Lesson No - 16 Name:- Fuels For Travels Concept:- Fuels for Travel Sub-Concepts:- Fuels for Travel Importance ofFuels Problems of Fossil Fuels Alternative Sources of Energy	VIJANAMAYA KOSH Domain:- Physical Developmen t CG1 Children develop habits that keep them healthy and safe	C 1.4:- Practices safe use of material and simple tools Learning Outcomes:- Basic :- Identify and explains various renewable and non- renewable resources Medium:- Explore problems faced by uses of fossil fuels Advance:- Emphasizes more on the need to use alternative (eco-friendly) sources of energy.	Critical Thinking Decision Making Collaboratio n Adaptability Initiative & Self- Direction	Art Prepare model of Solar Cooker or Solar Panel Scientific Temper:- Mark oil rich countries on the World Map. Technology:- Depict 5 ways to reduce air pollution digitally & get a print out of it.	Language:- "Talk on Alternative Sources of Energy" Scientific Temper:- Discussion on "How we can save our Natural Resources" Make a price list Of different fuels available on a pertrolpumb. Find the quantity of pertrol consumed by your family in a month and money spent on it.	Assembly Ground Activity Room AV Room Classroom Field trip – Visit to a petrol pump	Class Assignment:- Discussion 'Save fuel for better environment' Home Assignment Visit a petrol pump with parents to observe variety of fuels , metre, price , transactions etc Write a report on the vist. Flipped Classrooms Video on Alternative Sources of Energy	Inquiry Based Learning Joyful learning Experiential Learning Suggestive Assessment:- 1. Worksheet 2. Multiple-choice questions. 3. Lower order thinking skills questions. 4. HOTS questions

Month- December	UNIT/ LESSON	Domain & Curricular Goals (mapping with Foundational stage)	Competency & Learning Outcome	21 st Century skills	Integrating AWES Initiatives	Interdisciplinary integration	Learning Space (Suggestive)	Assignments(Suggestive) (Observation,Checklist, Worksheets,Rubrics,Portfolios)	Pedagogies (Suggestive)
	Number- Lesson No – 17 Name:- Adventure in our lives Concept:- Adventure in our lives Sub Concepts:- Spirit of Adventure & Adventurous activities	PANCHAKOSHA VIKAS VIJANAMAYA KOSH Domain:- Physical Development CG1 Children develop habits that keep them healthy and safe CG3 Children develops a fit and flexible body	C 14:- Practices safe use of material and simple tools C-3.4- Shows strength and endurance in carrying, walking and running. Learning Outcomes:- Basic :- Identify their area of interest among various adventurous sports. Medium:- Emphasize and highlight the hardships & endurance that mountaineers and astronauts	Critical Thinking Decision Making Adaptability Initiative	Arts:- Make a model of Telescope Sports:- Quiz on Adventure sports/ Organizing sports adventure camp for children Scientific Temper:- Visit the Nehru Planetarium in New Delhi & Enlist the various items you have seen there. Technology:- 5 Slides on India's First artificial	Language:- Paragraph Writing : Write a paragraph on your most memorable adventure trip .	Playground Activity Room AV Room Classroom	Class Assignment:- DiscussionIs Gravity of Earth a boon or a curse? Home Assignment PPT on adventure activities Flipped Classrooms Video	Project Based Learning Joyful learning Experiential Learning Suggestive Assessment:- 1. Worksheet 2. Multiple- choice questions. 3. Lower order thinking skills questions. 4. HOTS questions

have to face,	Satellite		
Advance:-	"Aryabhatta"		
Motivate the young minds to set goals in life & work hard to achieve them			

Month-	UNIT/	Domain &	Competency	21 st Century	Integrating	Interdisciplinary	Learning	Assignments(Suggestive)	Pedagogies
	LESSON	Curricular Goals	&	skills	AWES	integration	Space	(Observation, Checklist,	(Suggestive)
		(mapping with	Learning		Initiatives		(Suggestive)	Worksheets, Rubrics, Portfolios)	
		Foundational	Outcome						
		stage)							
January		VIJANAMAYA	C 1.4:-		Arts:-	English	Playground		
(22-25	Number-	<u>KOSH</u>	Practices safe	Critical	Model of any	'How we		Class Assignment:-	Project Based
days)	Lesson No		use of material	Thinking	simple	become	Activity		Learning
	18		and simple		machine	overdependent	Room	Worksheet on simple	
18-21		Domain:-	tools	Decision		on machines?'		machine	Joyful learning
periods	Name:-			Making	Sports:-	Comic Strip with	AV Room		
	Simple	Physical	C-3.4- Shows		Visit your	dialogue			Experiential Learning
	Machines	Development	strength and	Collaboration	school	alalogue	Classroom		
			endurance in		playground	Math		Home Assignment	
	Concept:-	<u>CG1</u>	carrying,	Adaptability	and take your	Draw a model of		Prepare a working model of a	Suggestive
	Simple	Children	walking and		turn on	an Inclined Plane			Assessment:-
	Machines	develop habits	running.	Leadership &	various	mark and measure		simple machine	1. Worksheet
		that keep them	running.	Responsibility					2. Multiple-choice
	Sub-	healthy and	Learning		swings and	the angels.			questions.
	Concept:-	safe	Outcomes:-		enlist various			Flipped Classroom	3. Lower order thinking
	_ ^	_	Outcomes		type of			Video on Simple Machines	skills questions.
	Types of		Basic :-Identify		machines you			video on simple machines	4. HOTS questions
	simple		different types		observed				
	machines		uncient types						

their uses		of machines			
in our day	CG3	around them			
to day life	Children develops a fit and flexible body	Medium:- Explore the importance& maintenance of simple machines Advance:- Think of more simple machines in their day to day life.			

Month- UNIT/ LESSON January	Domain & Curricular Goals (mapping with Foundational stage)	Competency & Learning Outcome	21 st Century skills	Integrating AWES Initiatives	Interdisciplinary integration	Learning Space (Suggestive)	Assignments(Suggestive) (Observation,Checklist, Worksheets,Rubrics,Portfolios)	Pedagogi es (Suggestiv e)
Number- Lesson No – 19 Name:- Historica I Monume nts Concept: - Historica I Monume nts Sub- Concept: - Historica I Monume nts	VIJANAMAYA KOSH Domain:- Cognitive Domain CG -7 Children make sense of the world around through observation and logical thinking.	C-7.1: Observes and understands different categories of objects and relationships between them Learning Outcomes:- Basic:-Explore the various historical monuments in India each with its unique and glorious past. Medium:-Encourage the students to appreciate the beauty, history and architecture of the monuments. Advance:- Sensitize them about protecting the monuments from damage by irresponsible citizens.	Critical Thinking Collaboration Flexibility & Adaptability Initiative	Arts:- Prepare a placard with a message to protect the Monuments Scientific Temper:- Visit any nearly monument & discuss your experience in class. ICT Project in word document	Language:-Be an anchor and conduct an interview on Historical Monuments Prepare a brochure Art Creative bookmark with info of a Monument of your choice Mathematics Find the year of construction of given historical monuments and arrange them in chronological order.	Assembly Ground Special Assembly Activity Room Placards preparation AV Room Classroom for discussion	 Class Assignment:- Discussion ' Preserving our past, forging our Future" laying stress on importance to conserve , preserve and protect the historical monuments Home Assignment Collect information about any one monument and prepare a project report with key points highlighting name of monument, location, period of construction, material used, architecture marvels, historical importance supported with pictures Flipped Classroom Videos on Seven Wonders of the World 	Project Based Learning Joyful learning Experientia I Learning Suggestive Assessmen t:- 1. Worksheet 2. Multiple- choice questions. 3. Lower order thinking skills questions. 4. HOTS questions

Month-	UNIT/ LESSON	Domain & Curricular	Competency &	21 st Century skills	Integrating AWES	Interdisciplinary integration	Learning Space	Assignments(Suggestive) (Observation,Checklist,	Pedagogies (Suggestive)
February		Goals	Learning		Initiatives		(Suggestive)	Worksheets, Rubrics, Portfolios)	
(22-25 days)		(mapping with	Outcome						
		Foundational							
		stage)							
18-21 periods		Domain:-			Arts:-	English- Debate/			
	Number-		C-7.2: Observes and	Critical Thinking	Draw or paste	Write your views on	Activity Room	Class Assignment:-	Project Based
	Lesson No –		understands cause		any 5 essential	the following topic-			Learning
	20	Cognitive	and effect		agricultural tools	Are Tv commercial	AV Room	Group discussion – Role of farmers	
		Domain	relationships in		. Write their	advertisements		in India	Joyful learning
	Name:-		nature by forming	Collaboration	names & uses	responsible for	Classroom		E
	Farmers and	66 7	simple hypothesis			changing food habits		Home Assignment	Experiential
	Farming	CG-7	and uses	Flexibility &	Scientific	of the children		Procentation On stages of	Learning
	Concept:-		observations to explain their	Adaptability	Temper:-			Presentation On stages of farming	Suggestive
	Farmers and	Children make	hypothesis	Initiative	Prepare a			laining	Assessment:-
	Farming	sense of the	Typothesis	miliative	Healthy menu				1. Worksheet
	i anning	world around	Learning Outcomes:-		for a food Week				2. Multiple-
	Sub-	through	Learning Outcomes.						choice
	Concept:-	observation	Basic:Identify/Explores						questions.
		and logical	and explains						3. Lower order
	Beginning of	thinking.	agriculture & various						thinking skills
	Agriculture,		stages of farming						questions.
	Stages of								4. HOTS
	Farming,		Medium:-Explain the						questions
	Types of		importance of						
	Farmers in		agriculture for the						
	our Country		growth &						
			development of a						
	Modern		country						
	versus								
	Traditional		Advance:-Sensitize the						
	Farming		students about the hardships faced by						
	Changing		indian farmers & could						
	Food Habits		trace the changes in						
	of Indians		Agricultural practices,						
			customs, Techniques						
			of past and present						

<u>APS Syllabus Bifurcation Overview (Class 5)</u> <u>Academic Session 2023-24</u>

Class:<u>V</u>

Subject: COMPUTER

<u>Term</u>	I		<u>Term II</u>
100 mar	·ks		100 marks
Periodic Test I-Jul	Half-yearly Exam -Sep	Periodic Test II- Dec	<u>Annual Exam- Mar</u>
(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 entire syllabus of Term 2)
			(Weightage in report card-80 Marks)
Apr-Lesson 1: Computer-	Aug-Lesson 4:Powerpoint-	Oct-Lesson 6 Internet-	Dec- Lesson 7 Programming Basics
History and Generations	Creating Presentation	Electronic mail (E-mail)	
May-Lesson 2: Windows- File	Sep-Lesson 5: Excel-	Nov-Lesson 7 Programming	Jan-Lesson 8 Scratch 3 Programming
Management	Introduction	Basics	
July-Lesson 3: Word- Table	7. Note Book submission MM		Feb-Lesson 9 Domains of Artificial
and Mail Merge	25 (Weightage 5 Marks)8. Subject Enrichment		Intelligence
	Activity MM 25		
	(Weightage 5 Marks)		TERM I – Lesson 1: Computer History and

						enerations Note Book submissio 5 Marks) Subject Enrichment A (Weightage 5 Marks)	Activity MM 25
Report card will	_				nsist 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		25Marks	5 Marks	Note Book submission		25Marks	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

				Computer-	TERM 1				
Month No of Periods	UNIT/ LESSON:- Number- Lesson No1	Domain & Curricular Goals(mapping with Foundational stage)	Competency & Learning Outcome	21ª Century skills	Integrating AWES Initiatives	Inter-disciplinary integration (Based on the theme/Concept- PI note every concept cannot be integrated)	Learning Space (Suggestive)	Assignments (Suggestive) (Observation,Chec klist, Worsheets,Rubric s,Portfolios)	Pedagogies (Suggestive)
APRIL 2023 (21 Days) No of Periods- 8	Lesson 1- Computer- History and Generations Concepts: • Early calculating methods and devices • Concept of counting • Electro- mechanical computer and electronic	Domain Cognitive Development Kosha: Manomaya kosha Curricular Goal CG-7Children make sense	Competency: C-7.1Observes and understands the evolution of different categories of calculating devices and computers over the ages and relationships between them. Learning Outcomes Basic: • Identifies and names common methods of counting like fingers, stones	 Technological Literacy Learning Skill Recalling and recognition 	Technology: Understanding the evolution of technological innovations	EVS: Learning about the history of machines – evolution of computers	 Classroo m Library Comput er lab 	Class Assignment: Activity on preparing a chart on evolution of computers	Methodology: Explanation &Discussion,. Activity:Draw a tabular structure of generation of computers, Its period and Technology used in

 computer	of the	 and the abacus 			that period
 Different 	computation	Medium			
generations of	world over the	Notices and describes			
computer	ages through	general details of			
	observation,	different generations of			
	understanding	computers (both past			
	and logical	and present)			
	thinking				
		Advance			
		 Identifies and describes 			
		finer details of			
		generation of			
		computers and			
		compares and			
		identifies the			
		similarities and			
		differences between			
		them			
		CwSN Assistive Learning			
		CWSIV ASSISTIVE Learning			
		Show the pictures of a			
		computer – both past and			
		present and help them			
		understand the difference			
		in looks, size (with resource			
		room assistance)			

MAY 2023	Lesson 2- Windows- File	Domain	Competencies:	II	Technology:	EVS:	•	Classroo		Methodology:
(21 Days)	Management	Cognitive	C-7.3 uses appropriate	ical thinging				m		
		Domain	tools/applications of File	0.0	Understanding the	Create a document on	•	Comput	Teacher's	
			management in various		evolution of	"Earthquake as a		er lab	observation:	Explanation &
No of	Concept:		documents, managing files		technological	natural disaster" and	•	Home		Discussion,
Periods-	 Manage file, 		and folders for the purpose		innovations	save in your folder		environ	Rubrics to assess	
8	folders and sub		of learning					ment	the understanding	
	folders	Kosha:				English:			of children in the	
	 Function and use 	Vijnanamaya	Learning Outcomes						practicals held.	
	of file explorer	Kosha	Basic			Type an application to				Activity:Creat
	• View, select,		to use simple application of			the librarian of your				e your own
	create and delete		system while using Windows			school seeking				Folder and
	files and folders	Curricular Goal	Medium			permission to retain a				sub-folders to
		CG-7Children	te tools for work on			book for reading. Save				manage your
		make sense of	nd about their functioning			this document in your				files.
		the world	Advance			folder				
		around through	using tools, applications, files							
			plements effectively in work							
		logical thinking								
		and application								
			CwSN Assistive Learning							
			Based on the needs of the							
			individual—helping in							
			familiarizing with the							
			computer							

JULY 2023 (23 Days) No of Periods- 8	Lesson 3- WORD- Table and Mail Merge Concepts: • Features of word • Create document using various features • Inserting a table • Inserting text in a table • Use of mail merge to produce personalised document	Domain Cognitive Domain Kosha: Vijnanamaya Kosha Curricular Goal CG-8Children develop logical understanding of the features and abilities to understand and recognise the applicability of it	Competencies C-8.2Develops adequate and appropriate understanding and abilities to express the concept and procedures Learning Outcomes: Basic: Listens and comprehends simple instructions of inserting a table in word Medium Applies knowledge of inserting a table and inserting text in the table Advance Creates a table in word with the application of all the features CwSN AssistiveLearning Children type letters/signs/symbols/sent ence (as per the level of learning) on a word document , identify the letters etc and familiarize with the keyboard (with assistance)	•	Organisat ional Skills Language and literacy skills Problem solving Critical thinking	Technology: Learning to make use of the computer in their daily learning and applying this learning to create self -learning materials for different subjects	EVS: Create a word table on Common deficiency diseases- Maths: Create a table on factors and multiples of the given digits	•	Classroo m Comput er lab Audio- visual room Home environ ment	Class Assignment: Create the documents for evs and maths and use mail merge to produce your personalised document	Methodology: Explanation & Discussion, Contextual Examples, Experiential Learning. Activity- Create a table in Word to store the Roll nos, names of students in tabular format to keep record of the height and weight.
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AUG 2023 (23 Days) No of Periods- 8	Lesson 4-Powerpoint- Creating Presentations Concepts: Use of themes and templates Change powerpoint view and slide layout Adding slide transition and animation effects Run, save and print a presentation	Domain Aesthetic and Cultural Development Kosha: Vijnanamaya Kosha Curricular Goal CG-12 Children develop abilities and sensibilities in viewing and presenting visual slides through their aesthetics in a meaningful way	Competency: C-12.3Innovates and works imaginatively to express a range of ideas and creations through the application of visual arts in the powerpoint Learning Outcomes: Basic: Observes and tries to apply the various features in creating a powerpoint Medium: Identifies and applies a variety of innovative ideas, combinations (theme,colour,desi gn) to express their own artistic exploration Advance: Explores multiple approaches or variations to express ideas and innovations CwSN Assistive Learning	 Creativity and Innovatio n Presentat ion Skills 	Technology: Learning to make use of the computer in their daily learning and applying this learning to create self -learning materials for different subjects	EVS: Group Activity on Powerpoint presentation of different types of Natural Disasters	 Classroo m Comput er lab Audio- visual room Home environment 	Class Assignment: Create a powerpoint presentation of 5 slides using all the applications	Methodology: Explanation & Discussion, Experiential Learning. Activity: Create a Presentation on a Topic related to your Favourite Subject.
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SEP 2023	Lesson 5- Excel-	Domain:	Competencies:	•	Technological		•	Classroom	Class Assignment:	Methodology:
(14 Days)	Introduction	Cognitive	C-7.2Observes and		Literacy		•	Computer		Explanation &
		Domain	understands the different	٠	Data Handling			lab	Preapre a	Discussion,
No of Periods-	Concepts:		approaches/ applications	٠	Organisationa		•	Home	spreadsheet with	Experiential
4	 Understand 	Kosha:	(create, save, add		l Skill			environmen	the following:	Learning.
1	spreadsheet and	Vijnanamaya	worksheet, autofill) and					t	Roll no, name,	
	Microsoft Excel	Kosha	expresses their						class, section,	
	 Create and save 		understanding through							
	workbook in	Curricular Goal:	practical use							Activity:Make
	Excel	CG-7Children	Learning Outcomes:							time table of
	 Add worksheet 	make sense in	Basic:							your section
	and switch	understanding	Uses the features of							in excel
	between them	and learning of	Excel to create a							spreadsheet.
	Generate a series	Excel through	worksheet							
	using Autofill	observation and								
		logical thinking	 Observes and identifies 							
			different features of							
			Excel in creating							
			spreadsheet and							
			extends their functions							
			Advance:							
			 Uses all the features of 							
			Excel in preparing a							
			variety of spreadsheet							
			using different forms of							
			data							
			CwSN Assistive Learning							
				_						
				Т	ERM 2					
				11						

OCT 2023	Lesson 6-Electronic Mail	Domain:	Competencies:	Communi	Technology:	•	Classroo	Class assignment:	Methodology:
(15 Days)	(E-mail)	Cognitive	C-8.12Develops adequate	cation	Understanding the		m	Create your own e-	Explanation &
		Domain	and appropriate	Skill	use of	•	Comput	, mail account;	Discussion,
No of	Concepts:		understanding of the	General	technological		er lab	,	Questioning.
Periods-	• E-mail and its	Kosha:	common terms in creating	awarenes	applicability in our	•	Home	Home assignment:	Activity:Creat
5	programs	Vijnanamaya	and using e-mail account	S	day to day life.		environ	-	e an email
	Parts of an e-mail	Kosha		-			ment	Understand and	account and
	message		Learning Outcomes:					apply the common	send your
	Common e-mail	Curricular Goal:						e-mail terms used	report card to
	terms	CG-8Children	Basic:						your family
	Create e-mail	develop logical	Identifies an e-mail						member
	account	understanding	message and tries						
	• E-mail ettiquettes	of the	to create						
		technological	Medium:						
		world and	 Construct/type a 						
		abilities to	short e-mail						
		express their	message using the						
		ideas on the	common e-mail						
		most popular	terms						
		source of	Advance:						
		communication	 Type/ send/ 						
			receive/ read e-						
			mails while						
			maintaining proper						
			e-mail etiquettes						
			CwSN Assistive Learning						

NOV 2023	Lesson 7-Programming	Domain:	Competencies:	Logical	Technology:	Classroo	Class assignment:	Methodology:
(23 Days)	Basics	Cognitive	C-8.12Develops adequate	thinking	Understanding the	m	Create a simple	Explanation &
		Domain	and appropriate set of	Problem	use of	Comput	flowchart on the	Discussion,
	Concepts:		sequences/ stepwise	solving	technological	er lab	different states of	Questioning.
No of	Computer	Kosha:	procedures to carry out a	Computat	applicability in our	Home	India.	Activity:Write
Periods-	programming	Vijnanamaya	particular task	ional skill	day to day life	environment		an Algorithm
8	language	Kosha	Learning Outcome:				Home assignment:	to Multiply
	 Making algorithm 		Basic:				Ŭ	two numbers
	and flowchart		 Listens and 				Understand the	and Convert it
	Categories of	Curricular Goal:	comprehends				common computer	into a
	computer		simple instructions.				languages and	FlowChart.
	language	CG-8Children	Medium:				language	
	 Meaning and 	develop logical	Constructs and				processors	
	examples of	understanding	completes a given					
	language	and apply	task(algorithm					
	processor	design thinking	/flowchart) with					
	p	in creating	some accuracy					
		programs	Advance:					
			Creates a complete					
			algorithm/flowchar					
			t on any given					
			situation or creates					
			their own situation					
			and expresses the					
			procedures to					
			complete the task.					
			Competencies:					
			C-8.12 Develops adequate					Activity:
DEC 2023		Domain:	and appropriate set of					
(19 Days)	Lesson 7-Programming	Cognitive	sequences/ stepwise					Prepare a
(15 Days)	Basics	Domain	procedures to carry out a					Flowchart
			particular task					using the
	Concepts:	Kosha:	Learning Outcome:	 Logical 				different
	Computer	Vijnanamaya	Basic:	thinking				progamming
	programming	Kosha	Listens and	 Problems 				basics
	language		comprehends	olving				
	 Making algorithm 		simple instructions.	 Computat 				
	and flowchart	Curricular Goal:	Medium:	ional skill				
			 Constructs and 					

	 Categories of computer language Meaning and examples of language processor 	CG-8Children develop logical understanding and apply design thinking in creating programs	completes a given task(algorithm /flowchart) with some accuracy Advance: • Creates a complete algorithm/flowchar t on any given situation or creates their own situation and expresses the procedures to complete the task.					
JAN 2024 (21 Days)	Chapter 8: Scratch 3 Programming Concepts: Scratch 3 and its Data Types Mathematical operations Conditional programming Use of repeat command Broadcasting and receiving messages	Domain: Cognitive Domain Kosha: Vijnanamaya Kosha Curricular Goal: CG-8Children develop logical understanding and apply design thinking in creating programs	Competencies: C-8.12Develops adequate and appropriate set of sequences/ stepwise procedures to carry out a particular task Learning Outcome: Basic: Learn about mathematical operations. Medium: Understand the meaning of Conditional Programming. Advance: Understand the use of Repeat command. Learn about broadcasting and receiving messages	 Problem Solving Skills Decision Making Numeracy Skills Subject Integration 		 Classroo m Comput er lab 	Lab Practice: Practical application of the commands of Scratcg Programming	Methodology: Explanation & Discussion, Contextual Examples. Activity:Write a program to calculate Average of Five Numbers.

FEB 2024 (22 Days)	Lesson 9: Domains of Artificial Intelligence Concepts: • Application of AI in various fields • Advantages and disadvantages of AI • Three domains of AI technology	Domain: Cognitive Domain Kosha: Vijnanamaya Kosha Curricular Goal: CG-8Children develop logical understanding and apply design thinking in creating programs	 Competencies: C-8.12Develops adequate and appropriate set of instructions/ procedures to carry out a particular task Learning Outcome: Basic: Listens and comprehends simple instructions. Medium: Constructs and completes a given task(algorithm /flowchart) with some accuracy Advance: Creates a complete algorithm/flowchar t on any given situation or creates their own situation and expresses the procedures to complete the task. 	 Problem Solving Critical Thinking Artificial Intelligence Research Skills 	Technology: Understanding the use of technological applicability in our day to day life		 Classroo m Comput er lab Atal Tinkerin g lab 	Lab Practice: Understanding more about the Al.	Methodology: Explanation & Discussion, Questioning. Group Activity: Create a powerpoint presentation on application of AI in various fields.
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					PHYSICAL EDU	ICATION									
	TERM 1														
Month	Activity	Domain& Curricular Goals(Mapping with Foundational stage)	Competency & Learning Outcome	21 st Century Skills	Integrating AWES Initiatives	Inter-disciplinary integration	Learning Space (Suggestive)	Assignments (Suggestive) (Observation, Checklist, Worksheets, Rubrics, Portfolios)	Pedagogies (Suggestive)						
April	 Warming up activities, Playing locally popular games Kho-Kho, Kabaddi Indegenous and Self-defence activities- Martial Art- Judo/Karate/Taek wondo 	Domain: Physical Development Children Develop a fit and flexible body Annamaya Kosha	CG-3.2 Shows good agility and body balance	Collaboration Problem Solving Decision making Adaptibility		To be discussed with concerned class/subject teacher as or when needed	School Playground Sports Room	On-field Observation	On-field training Constructive						
May	Coordination, Flexibility, Balance and Timings- Demonstration and Practice Skills- Drive and Roll, Cart –wheel (in movement), Hand-stand, Turns and jumps, Pyramids,	Domain: Physical Development Children Develop a fit and flexible body	CG-3.2 Uses coordinated movement/ good body balance with speed	Collaboration Problem Solving Decision making		To be discussed with concerned class/subject teacher as or when needed	School Playground Sports Room	On-field Observation	On-field training Constructive						

	Skipping rope, Badminton	Annamaya Kosha						
July	Demonstration and Practice Skills Track events(dashes standing and crouch start, relay, simple hurdles) Drill	Domain : Physical Development Children Develop a fit and flexible body Annamaya Kosha	CG-3 .2 Shows agility and balance	Collaboration Problem Solving Decision making	To be discussed with concerned class/subject teacher as or when needed	School Playground Sports Room	On-field Observation	On-field training Constructive
August	COMMANDS AND MARCHING: Repetition of attention, stand at ease. As you were, line formation, right and left dress, eye front, count the numbers, turn while standing, mark time, break off and dismiss, jumps, running long jump, Athletics Football	Domain: Physical Development Children Develop a fit and flexible body Annamaya Kosha	CG-3.2 Shows agility and balance Uses coordinated movement/ good body balance with speed	Collaboration Problem Solving Decision making	To be discussed with concerned class/subject teacher as or when needed	School Playground Sports Room		On-field training Constructive
Septembe -r	CALISTHENICS: Four and eight count exercises involving different body parts done to	Domain: Physical Development Children Develop a fit	CG-3 .2 Shows agility and balance Uses coordinated	Collaboration Problem Solving Decision making	To be discussed with concerned class/subject teacher as or when needed	School Playground Sports Room	On-field Observation	On-field training Constructive

	command/musi high jump, long jump, Cricket	and flexible body Annamaya Kosha	movement/ good body balance with speed						
					TERM -2	2			
October	THROWING: Ball throws, Hopping- 15 to 30 Fun relay race	Domain: Physical Development Children Develop a fit and flexible body Annamaya Kosha	CG-3 .2 Balances on variety of surfaces, Shows agility, good body balance with speed	Collaboration Problem Solving Decision making		To be discussed with concerned class/subject teacher as or when needed	School Playground Sports Room	On-field Observation	On-field training Constructive
Novembe r	Dodge ball, Skipping Dribbling Relay race	Domain: Physical Development Children Develop a fit and flexible body Annamaya Kosha	CG-3 .2 Shows agility, good body balance with speed	Problem Solving Decision making Collaboration		To be discussed with concerned class/subject teacher as or when needed	School Playground Sports Room	On-field Observation	On-field training Constructive

Decembe	LEAD UP GAMES:	Domain:		Collaboration	To be discussed with	School Playground	On-field Observation	On-field training
r	Net games, Basketball, Badminton	Physical Development Children Develop a fit and flexible body Annamaya Kosha	CG-3 .2 Balancing things, Shows good body balance with speed	Problem Solving Decision making	concerned class/subject teacher as or when needed	Basketball Court Badminton Court		Constructive
January	RELAYS: a) Simple relays b)Zig-zag Relays c) Hop and Run d) Tunnel Bell e) Passing the ball, f) Hurdle race	Domain: Physical Development Children Develop a fit and flexible body Annamaya Kosha	CG-3 .2 Balancing things, Shows good body balance with speed Shows agility	Problem Solving Decision making Collaboration	To be discussed with concerned class/subject teacher as or when needed	School Playground Sports Room	On-field Observation	On-field training Constructive
February	ATHLETICS: 50 metre race, Throw and Catch 50 metre race Throw and Catch	Domain: Physical Development Children Develop a fit and flexible body Annamaya Kosha	CG-3 .2 Shows agility and balance Uses coordinated movement	Problem Solving Decision making Collaboration	To be discussed with concerned class/subject teacher as or when needed	School Playground Sports Room	On-field Observation	On-field training Constructive
March	Athletics Simple Race, warming up, Skipping Rope, Line kho-	Domain: Physical Development	CG-3 .2 Shows agility	Problem Solving Decision making Collaboration		School Playground Sports Room	On-field Observation	On-field training Constructive

kho	Children	and balance		
	Develop a fit	with speed		
	and flexible			
	body			
	Annamaya Kosha			

	Music/Dance												
	TERM 1												
MONTH	Activity	Domain& Curricular Goals(Mappi ng with Foundational stage)	Competency & Learning Outcome	21 st Century Skills	Integrating AWES Initiatives	Inter-disciplinary integration	Learning Space (Suggestive)	Assignments (Suggestive) (Observation, Checklist, Worksheets, Rubrics, Portfolios)	Pedagogies (Suggestive)				
April	Prayers, AWES song, Devotional Song, Community song, Action song	Domain: Aesthetic and Cultural Development Curricular Goals: Children develop abilities and sensibilities in performing arts and express their	and tempo while	Creativity Communication Collaboration Perseverance		To be discussed with concerned class/subject teacher as or when needed	Music room/ Classroom/ School Auditorium/ Assembly Hall	To learn the lyrics/steps and sing /dance accordingly	Drill Project based Application oriented				

Мау	Prayers, We shall over come, Saarejahan se acha Community song, Folk Dance	emotions through art in meaningful and joyful ways Anandamaya Kosha Domain: Aesthetic and Cultural Development Curricular Goals: Children develop abilities and	CG-12.2 Produces a variety of sounds according to context/situation using voice, body or instruments C-12.3 Innovates and	Creativity Communication Collaboration Perseverance	To be discussed with concerned class/subject teacher as or when needed	Music room/ Classroom/ School Auditorium/ Assembly Hall	To learn the lyrics /steps and sing/dance accordingly	Drill Project based Application oriented
July	Flag song and Patriotic song, Community song, Distinguishes	sensibilities in performing arts and express their emotions through art in meaningful and joyful ways Anandamaya Kosha Domain: Aesthetic and Cultural	works imaginatively to express ideas and emotions through arts CG-12.2 Distinguishes fast and tempo while exploring rhythm	Creativity Communication Collaboration	To be discussed with concerned class/subject teacher as or when needed	Music room/ Classroom/ School	To learn the lyrics/steps and sing/dance accordingly	Drill Project based Application oriented

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	between a linear	Development	with voice, body or				Auditorium/		
	and non-linear	Curricular	other instruments	Perseverance			Assembly Hall		
	progression of	Goals:		reiseverance					
	musical notes in a								
	given scale	Children							
		develop							
		abilities and							
		sensibilities							
		in performing							
		arts and							
		express their							
		emotions							
		through art							
		in meaningful							
		and joyful							
		ways							
		ways							
		Anandamaya							
		Kosha							
August	Prepare any dance	Domain:	CG-12.2	Creativity		To be discussed with	Music room/	To learn the	Drill
August		Domain.	CO-12.2	Creativity			wiusie roomy		DIII
	in a group and	Aesthetic and	Explores and plays	Communication		concerned class/subject	Classroom/	lyrics/steps and	Project based
	preparation of	Cultural	with own voice,			teacher as or when		sing/dance accordingly	
	Independence	Development	body, spaces and	Collaboration		needed	School		Application oriented
	Day celebration,	-	variety of objects				Auditorium/		
	Community song	Curricular	to create music,				Assambly Hall		
		Goals:	role-play, dance	Perseverance			Assembly Hall		
		Children							
		develop	and movement						
		abilities and							
		sensibilities							
		in performing							
		arts and							
		express their							
		emotions							
		through art							
		in meaningful							

September	Classical Music- Learning of Indian Musical notes, Sa re ga ma pa dha nee sa(basic notes), Community song, Evaluations	and joyful ways Anandamaya Kosha Domain: Aesthetic and Cultural Development Curricular Goals: Children develop abilities and sensibilities in performing arts and express their emotions through art in meaningful and joyful ways Anandamaya Kosha	CG-12.2 Explores difference between their singing voice and speaking voice and uses both playfully Differentiates between instrumental and vocal music and explores both	Creativity Communication Collaboration Perseverance	TERM 2	To be discussed with concerned class/subject teacher as or when needed	Music room/ Classroom/ School Auditorium/ Assembly Hall	To learn the lyrics/steps and sing/dance accordingly	Drill Project based Application oriented
					IERM 2				
October	Community song, Inspirational song, Tableau/Dance	Domain: Aesthetic and	CG-12.2 Plays with simple	Creativity		To be discussed with concerned class/subject teacher as or when	Music room/	To learn the lyrics/steps and sing/dance accordingly	Drill

	Drama, Identifies	Cultural	rhythmic patterns	Communication	needed	Classroom/		Project based
	a change in tempo	Development	in slow and					
	a change in tempo in any given musical piece	Development Curricular Goals: Children develop abilities and sensibilities in performing arts and express their emotions through art	in slow and medium tempo	Collaboration Perseverance		School Auditorium/ Assembly Hall		Application oriented
		in meaningful and joyful ways Anandamaya Kosha						
November	Community song, Festival song, Children's Song, Identifies a change in tempo in any given musical piece	Domain: Aesthetic and Cultural Development Curricular Goals: Children develop abilities and sensibilities in performing arts and express their emotions through art	CG-12.2 Follows the beat in songs and movement, and explores own variations based on familiar rhythm patterns	Creativity Communication Collaboration Perseverance	To be discussed with concerned class/subject teacher as or when needed	Music room/ Classroom/ School Auditorium/ Assembly Hall	To learn the lyrics/steps and sing/dance accordingly	Drill Project based Application oriented

		in meaningful and joyful ways Anandamaya Kosha						
December	Community Song, Christmas Carols, Introduction of recognizing high and low pitch	Domain: Aesthetic and Cultural Development Curricular Goals: Children develop abilities and sensibilities in performing arts and express their emotions through art in meaningful and joyful ways Anandamaya Kosha	CG12.2 Uses volume and pitch to convey ideas and emotion, create music, develop characters and create situations Attempts to match pitch using voice or instrument	Creativity Communication Collaboration Perseverance	To be discussed with concerned class/subject teacher as or when needed	Music room/ Classroom/ School Auditorium/ Assembly Hall	To learn the lyrics/steps and sing/dance accordingly	Drill Project based Application oriented
January	Patriotic song, Flag song, Community song, Harvest song	Domain: Domain: Aesthetic and Cultural Development	CG-12.2 Produces a variety of sounds according to context/ situation using voice, body	Creativity Communication Collaboration	To be discussed with concerned class/subject teacher as or when needed	Music room/ Classroom/ School Auditorium/	To learn the lyrics/steps and sing/dance accordingly	Drill Project based Application oriented

		Curricular Goals: Children develop abilities and sensibilities in performing arts and express their emotions through art in meaningful and joyful ways Anandamaya Kosha		Perseverance		Assembly Hall		
February	Community song, Nature/Spring Songs	Domain: Aesthetic and Cultural Development Curricular Goals: Children develop abilities and sensibilities in performing arts and express their emotions through art in meaningful and joyful	medium and slow tempo while exploring rhythm with voice, body or other instruments	Creativity Communication Collaboration Perseverance	To be discussed with concerned class/subject teacher as or when needed	Music room/ Classroom/ School Auditorium/ Assembly Hall	To learn the lyrics/steps and sing/dance accordingly	Drill Project based Application oriented

	ways Anandamaya Kosha						
March Community song, Evaluation	Aesthetic and Cultural Development Curricular	CG-12.2 Produces a variety of sounds according to context/ situation using voice, body or instruments	Creativity Communication Collaboration Perseverance	To be discussed with concerned class/subject teacher as or when needed	Music room/ Classroom/ School Auditorium/ Assembly Hall	To learn the lyrics/steps and sing/dance accordingly	Drill Project based Application oriented

Art & Craft
TERM 1

Month	Activity	Domain& Curricular Goals(Mapping with Foundational stage)	Competency & Learning Outcome	21 st Century Skills	Integrating AWES Initiatives	Inter-disciplinary integration	Learning Space (Suggestive)	Assignments (Suggestive) (Observation, Checklist, Worksheets, Rubrics, Portfolios)	Pedagogies (Suggestive)
April	Introduction to Pastel Colours Drawing on Earth DayBook Pages: 3,5 (lines)	Domain: Aesthetic and Cultural Development Anandamaya Kosha	CG12.1 Able to vary pressure while using tools to create dark and light impression/ marks/lines	Collaboration Adaptability Creative Thinking		To be integrated with the subject teachers as and when needed	Classroom Home School Activity Room	Drawing with theme	Colour expression
May	Card Making: Mother' Day, Abstract Art- Book Pages: 7,9	Domain: Aesthetic and Cultural Development Anandamaya Kosha	CG-12.1 Explore a variety of grasps and grips while using art materials tools and instruments(e.g. Sticks, seeds, pebbles, stones, chalk, thread, pencils, brushes, crayons, powder, scissors)	Collaboration Adaptability Creative Thinking		To be discussed with concerned class/subject teacher as or when needed	Classroom Home School Activity Room	Drawing with theme	Freehand work
July	Rainy Day Art/Craft, Poster Making: Kargil Day- Book Pages:	Domain: Aesthetic and Cultural Development	CG-12.1 Creates large work in collaboration with peer,	Collaboration Adaptability Creative Thinking		To be integrated with the subject teachers as and when needed	Classroom Home School Activity Room	Drawing with theme	Nature Study Colour expression

August	11(Folk Art) Rakhi Making Activity, Independence Day Craft- Book	CG-5 Children develop a positive attitude towards productive work and service "Seva" Domain: Aesthetic and Cultural Development	facilitators and local community CG-5.1 Assists the teacher and performs appropriate chores at school CG-12.2 Creates arrangements by combining a	Collaboration Adaptability Creative Thinking		To be discussed with concerned class/subject teacher as or when needed	Classroom Home School	Drawing with theme	Freehand work
	Pages: 13,14 &16	Domain: Socio- Emotional and Ethical Development	variety of found materials and objects. CG-4.4 Demonstrates willingness to include other's ideas				Activity Room		
September	Teachers' Day Activity (Book Markers for Teachers) Book Pages:15,17,	Domain: Aesthetic and Cultural Development Anandamaya Kosha	CG-12 Creates arrangements by combining a variety of found materials and objects	Collaboration Adaptability Creative Thinking		To be discussed with concerned class/subject teacher as or when needed	Classroom Home School Activity Room	Drawing with theme	Freehand work
		1	L	1	TERM 2		I		
October	Diwali Art-	Domain: Aesthetic and	CG-12.2 Creates forms	Collaboration		To be discussed with concerned class/subject	Classroom	Drawing with theme	Freehand work

	Book Pages: 19, 21	Cultural Development Anandamaya Kosha	and imprints by mixing materials	Adaptability Creative Thinking	teacher as or when needed	Home School Activity Room		Drawing with theme
November	Calligraphy Madhu Bani Art- Book Pages 23,24(Types of colours)	Domain: Aesthetic and Cultural Development Anandamaya Kosha	CG-12.2 Creates patterns by combining and arranging materials in a variety of shapes, forms, texture and colours	Collaboration Adaptability Creative Thinking	To be discussed with concerned class/subject teacher as or when needed	Classroom Home School Activity Room	Drawing with theme	Freehand work Figurative work
December	Christmas Art & Craft Illusion Book Pages: 25, 27 &31 (Paper craft & Quilling)	Domain: Aesthetic and Cultural Development	CG-12.2 Creates 3D forms by rolling and patting materials	Collaboration Adaptability Creative Thinking	To be discussed with concerned class/subject teacher as or when needed	Classroom Home School Activity Room	Drawing with theme	Freehand work Figurative work
January	Paper Craft (Makar Sankranti) Republic Day Drawing- Book Pages: 32, 33, 35(Block Print)	Domain: Aesthetic and Cultural Development	CG-12.2 Creates large scale work in collaboration with peers, facilitators, and local community	Collaboration Adaptability Creative Thinking	To be discussed with concerned class/subject teacher as or when needed	Classroom Home School Activity Room	Drawing with theme	Freehand work
February	Holi Drawing Book Pages: 36,37,39& 40(Texture	Domain: Aesthetic and Cultural Development	CG-12.2 Creates patterns by combining and arranging	Collaboration Adaptability Creative Thinking	To be discussed with concerned class/subject teacher as or when needed	Classroom Home School	Drawing with theme	Freehand work Colour expression

	Painting)	Anandamaya Kosha	materials, colours and texture in one's own arrangement		Activity Room		
March	Art Assessment	Domain: Aesthetic and Cultural Development	CG-12.2 Creates large scale work in collaboration with peers, facilitators, and local community	Collaboration Adaptability Creative Thinking	Classroom School Activity Room	Drawing with theme	Freehand work Colour expression