

Annual curriculum and pedagogical plan

Class 4

Subject: Art and Craft

APRIL – MAY

| Topic  | Teaching Methodology  | Learning outcomes   | Assessment tool   |
|--|---|---|---|
| Blending oil pastels<br><br>Shade Card<br><br>Animals cut outs | Art file, Oil Pastel<br><br>Colours, Black Pen<br><br>Demonstration to be given in the class. | <ul style="list-style-type: none"><li>Students will learn form and rhythm in colours and lines.</li><li>They will identify the illusion of depth in 2-dimensional art work.</li></ul> | Teacher's observation<br><br>Peer assessment<br><br>Checklist |

JULY- AUGUST

| Topic  | Teaching Methodology   | Learning outcomes  | Assessment tool   |
|--|--|--|---|
| Still Life Composition<br><br><br>Poster Making Slogan Writing | Step by Step book, Oil Pastel Colours.<br><br>Discussion on recent issues of concern.. | <ul style="list-style-type: none"><li>Students will develop art vocabulary.</li><li>They will be able to identify the primary and secondary colours.</li><li>They will develop compositional</li></ul> | Teacher's observation<br><br>Peer assessment<br><br>Checklist |



| Topic   | Teaching Methodology  | Learning outcomes   | Assessment tool   |
|---|---|---|---|
| Figurative Composition<br><br>Cartoon drawing | Step by Step book, Oil Pastel Colours Simple figure drawing to be shown on the board.<br><br>Emoticons to be shown. | <ul style="list-style-type: none"> <li>Students will be able to analyse and apply the knowledge of the elements and principles of art.</li> <li>Observational skills will improve.</li> </ul> | Teacher's observation<br><br>Peer assessment<br><br>Checklist |

**JANUARY - FEBRUARY**

| Topic   | Teaching Methodology   | Learning outcomes   | Assessment tool   |
|---|--|---|---|
| Animal composition<br><br>Create your own composition | Step by Step book, Oil Pastel Colours Students will be narrated a story/situation and will recreate the scene. | <ul style="list-style-type: none"> <li>Imaginary skill of the students will improve.</li> <li>Learning of English literature will be fun and easy.</li> </ul> | Teacher's observation<br><br>Peer assessment<br><br>Checklist |

ANNUAL  
CURRICULUM 2025

CLASS IV

SUBJECT : SST

| Topic/ No. of<br>Periods Date   | Learning<br>Outcomes                              | Assessment Tools (a)<br>for Identifying Learning<br>Gaps (b) for<br>determining<br>understanding level | Teaching<br>Learning<br>Strategies/<br>Activities            | Resources | Inter-Disciplinary approach  |
|---------------------------------|---|--|--|-----------|--|
| Topic : Family<br>relationships | Students will be<br>able to :                     | Group discussion   | Approach :   | Textbook  | Life Skills:Encourages empathy, respect, and understanding among family members. |
| Month - April No.<br>of day: 11 | 1.Identify<br>relationships with<br>and among the | Interactive quiz   | Student-centered,<br>interactive, and<br>inclusive, focusing | Worksheet | Art & Craft:Drawing or creating a family tree with names and pictures.           |

|                                       |  |  |  |           |   |
|---------------------------------------|--|--|--|-----------|---|
| Sub-topics                            | family members   | on discussion, and collaborative learning                                      |  |           |   |
|                                       | 2.Understand the factors responsible for changing family system in India |  |  |           |   |
|                                       | 3.Recognize and appreciate the support provided by the family members    | ACTIVITIES & STRATEGIES  |  |           |   |
| Types of Families                     |  | Students recite oral discription of their families                             |  |           |   |
|                                       |  |  |  |           |   |
| Topic :<br>Sensitivity towards others | Students will be able to :   | For learning gaps :<br>Students participate in group discussion and oral tests | Approach :   | Textbook  | Life Skills:Encourages empathy, compassion, and kindness.   |
| Month - April No. of day: 11          | 1 Understand the needs of specially-abled people.                        |  | Student-centered, interactive, and inclusive, focusing | Worksheet | Civics:Discusses how society includes people of different needs (e.g., elderly, differently-abled). |



[illegible]





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|---|---|--|--|-----------|--|
| <b>Topic : Waste management</b>                     | <b>Students will be able to :</b>   | For learning gaps :<br>Students participate in group discussion and debate about various types of occupation         | Approach :   | Textbook  | Science & Environment:Understanding types of waste: biodegradable vs. non-biodegradable        |
| Month - August<br>No. of day: 10                    | 1.Understand theconcept of cleanliness.<br><br>2.Learn different ways of reducing the waste to save the environment | For identifying understanding level :<br>Students participate in quizzes and class tests to test their understanding | Student-centered, interactive, and inclusive, focusing on discussion, and collaborative learning | Worksheet | Emotional & Social Wellbeing:Promotes clean habits and awareness of health risks from garbage. |
| <b>Sub-topics</b><br><br>The concept of cleanliness |   |  | <b>ACTIVITIES &amp; STRATEGIES</b><br><br>Student make a model on different types of dustbins    |           |  |
| <b>Topic : The work we do</b>                       | <b>Students will be able to :</b>   | Group discussion   | Approach :   | Textbook  | Life Skills:Instills dignity of labor and respect for all types of work.                       |
| Month -August<br>No. of day: 11                     |   | Interactive quiz   | Student-centered, interactive, and inclusive, focusing on discussion, and collaborative          | Worksheet |  |

|                                 |                            |   |            |          |   |
|---------------------------------|----------------------------|---|------------|----------|---|
|                                 |                            | learning  |            |          |   |
|                                 |                            | Describe different types of occupations. <ul style="list-style-type: none"><li>• Identify difference between skilled, unskilled and professionals.</li><li>• Understand different factors on which choice of occupation depends</li><li>• Understand the concept of dignity of labour</li></ul> |            |          |   |
| Sub-topics                      |                            |   |            |          |   |
| Different types of occupations  |                            | ACTIVITIES & STRATEGIES   |            |          |   |
|                                 |                            | Student make an occupational chart  |            |          |   |
|                                 |                            |   |            |          |   |
| Revision                        |                            |   |            |          |   |
| Month-September No. of days: 10 |                            |   |            |          |   |
|                                 |                            |   |            |          |   |
| Topic : Leisure time            | Students will be able to : | For learning gaps : Students participate in group discussion and oral tests   | Approach : | Textbook | Life Skills:Encourages self-awareness and time management—balancing study and play. |

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|---|---|--|--|-----------|---|
| Month - October<br>No. of day: 18             | Understand that leisure time is a time for relaxing of mind and body. |  | Student-centered, interactive, and inclusive, focusing on discussion, and collaborative learning | Worksheet | Mathematics:Keeping track of time spent on leisure and study; creating daily schedules or timetables.             |
|   | List different activities followed by people in their leisure time.   |  |  |           |   |
|   | Sub-topics  |  |  |           |   |
| Importance of different leisure time activity |   |  | ACTIVITIES & STRATEGIES  |           |   |
|   |   |  | Students participate in various games in class   |           |   |
|   |   |  |  |           |   |
| Topic :<br>Directions                         | Students will be able to :  | For learning gaps :<br>Students participate in group discussion and oral tests | Approach :   | Textbook  | Mathematics:Concepts of geometry, position, and movement (e.g., clockwise, anti-clockwise).                       |
|   |   |  |  |           |   |
|   |   |  |  |           |   |
| Month - November<br>No. of day: 10            |   |  | Student-centered, interactive, and inclusive, focusing on discussion, and collaborative learning | Worksheet | Civics / Citizenship:Learning to read public signs and navigate public spaces (parks, malls, transport stations). |
|   |   |  |  |           |   |
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| information about<br>Cardinal direction | <b>Sub-topics</b>   | 1.Locate cardinal and intermediary directions 2.Use compass to locate directions<br>3.Understand the language of a map |  |           |  |
|   |   | ACTIVITIES & STRATEGIES  |  |           |  |
|   |   | Students develop knowledge of diections through videos   |  |           |  |
|   |   |  |  |           |  |
| <b>Topic : Travels and tours</b>        | <b>Students will be able to :</b>                               | For learning gaps :<br>Students participate in group discussion and oral tests   | Approach :   | Textbook  | Historical Monuments: historical places like the Taj Mahal, Qutub Minar, and Red Fort allows students to understand India’s rich heritage and its role in attracting tourists. |
|   |   |  |  |           |  |
| Month - November<br>No. of day: 11      |   |  | Student-centered, interactive, and inclusive, focusing on discussion, and collaborative learning | Worksheet |  |
| <b>Sub-topics</b>                       | .Know about the various places of tourist attractions in India. |  |  |           |  |
|   | Information About different                                     | Identify different types of tourism in India.  | ACTIVITIES & STRATEGIES  |           |  |

tourist places

Enlist the steps to improve tourism in India

Students make a brochure on a tourist destination

**Topic : Let us travel**

**Students will be able to :**

For learning gaps :  
Students participate in group discussion and collaborative learning activities.

Approach :

Textbook

Civics Skills Public Transport and Government Role: Discussing the role of the government in providing and regulating public transportation services like buses, trains, and metro systems.

Month -  
December No. of  
day: 11

1. Identify the different means of transport.  
2. Classify the different means of transport used in rural and urban areas.  
3. Understand the role of animals in the means of Transport

For identifying understanding level :  
Students participate in quizzes and class tests to test their understanding

Student-centered, interactive, and inclusive, focusing on discussion, and collaborative learning

Worksheet

Science and Technology Skills: Mechanics of Transportation: Understanding the basic science behind how various modes of transportation work, including engines, fuel, and energy sources used in buses, trains, airplanes, and ships.

**Sub-topics**

Means of transportation

**ACTIVITIES & STRATEGIES**

Prepare a model of Compass and show the cardinal and

|   |  |  |  |           |  |
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|   |  | Intermediary directions on it.   |  |           |  |
|   |  |  |  |           |  |
| Topic : Let us communicate                    | Students will be able to :   | For learning gaps :<br>Students participate in group discussion and collaborative learning activities.               | Approach :   | Textbook  | History Skills:Evolution of Communication: Students can study how communication has evolved over time, from early methods like cave paintings, smoke signals, and drum beats to more recent inventions like the printing press, the telegraph, and the internet. |
|   |  | For identifying understanding level :<br>Students participate in quizzes and class tests to test their understanding | Student-centered, interactive, and inclusive, focusing on discussion, and collaborative learning |           |  |
| Month -<br>December No. of day: 10            |  |  |  | Worksheet | Social Skills:Communication and Society: Discussing how communication shapes society, culture, and relationships. For example, how social media connects people globally, or how the internet has transformed education and access to information.               |
| Sub-topics                                    | Understand the different means of communication.                                   |  |  |           |  |
| Means of communication and mass communication | Identify the modern means of communication and their impact on the life of people. | ACTIVITIES & STRATEGIES  |  |           |  |
|   |  | Students engage in discussion about different means of communication   |  |           |  |
|   |  | Students make a model on means of communication  |  |           |  |

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|---|---|---|---|-----------|---|
| <b>Topic : India:<br/>Our motherland</b>        | <b>Students will be<br/>able to :</b>   | For learning gaps :<br>Students participate in<br>group discussion and<br>collaborative learning<br>activities.               | Approach :  | Textbook  | Civics Skills:Respect for Diversity: Understanding the values of tolerance, respect,<br>and acceptance of diversity, which are essential for maintaining harmony in a<br>diverse society. |
| Month - January<br>No. of day: 18               |   | For identifying<br>understanding level :<br>Students participate in<br>quizzes and class tests to<br>test their understanding | Student-centered,<br>interactive, and<br>inclusive, focusing<br>on discussion, and<br>collaborative<br>learning | Worksheet | Critical Thinking: Students will analyze the benefits and challenges of living in a diverse<br>country and reflect on the importance of unity and social harmony.                         |
| <b>Sub-topics</b>                               | Identify different<br>physical<br>features of India<br>and their location<br>according to |   |   |           |   |
| Physicals features<br>of India and<br>landforms | Understand the fact<br>that unity lies in the<br>diverse culture of<br>our country.       |   | ACTIVITIES &<br>STRATEGIES  |           |   |
|   |   |   | Student complete<br>worksheets provided<br>to them  |           |   |
| <b>Revision</b>                                 |   |   |   |           |   |

Month- february

no of days-12

ANNUAL CURRICULUM  
AND PEDAGOGICAL  
PLAN (ACPP)

CLASS : 4

SUBJECT : SCIENCE

NAME OF THE  
TEACHER: ANITA  
MAGAR

| Topic/<br>Periods | No. of<br>Date | Learning Outcomes          | Assessment Tools (a) for<br>Identifying Learning Gaps (b) for<br>determining understanding<br>level | Teaching Learning<br>Strategies/<br>Activities | Resources                | Inter-Disciplinary approach |
|-------------------|----------------|----------------------------|---|--|--------------------------|-----------------------------|
| Month- April      |                | Students will be able to : |   | Labeling diagrams of the<br>human body;        | Charts of human anatomy; | Links with Health Education |



|                          |   |   |   |                         |                                    |
|--------------------------|---|---|---|-------------------------|------------------------------------|
| <b>Topic : Lesson 1</b>  | Understand the structure and functions of different body parts; | (a) Class Discussions: Engaging students in conversations                           | discussions on daily hygiene practices. | hygiene kits.           | and Art (drawing body parts).      |
| My Body                  | recognize the importance of personal hygiene.                   | to assess understanding.  |   |                         |                                    |
| <b>Total periods-20</b>  |   | (b) Observations: Monitoring students during activities to identify misconceptions. |   |                         |                                    |
| Month- May               |   |   |   |                         |                                    |
| Lesson-2                 | Identify various types of plants;                               | (a) Interactive Activities: Hands-on experiments or                                 | Nature walks to observe local flora;    | Plant samples;          | Integration with Environmental     |
| Plants                   | understand their characteristics and uses.                      | group work to assess practical understanding.                                       | leaf collection and classification.     | classification charts.  | Studies and Art (leaf impressions) |
| <b>Total periods-15</b>  |   | (b) Projects and Presentations: Assessing comprehension through creative outputs.   |   |                         |                                    |
| Month- July              |   |   |   |                         |                                    |
| Lesson-3                 | Comprehend the structure of flowers and fruits;                 | (a) Diagnostic Tests: Short quizzes or  | Dissecting flowers;                     | Microscopes; flower and | Connections with Biology           |
| Flowers and Fruits       | Uses of flowers and fruits                                      | pre-assessments to gauge prior knowledge.   | observing fruit samples.                | fruit specimens.        | and Art (drawing floral diagrams). |
| <b>Total periods- 15</b> |   | (b) Worksheets: Targeted exercises focusing on specific concepts.                   |   |                         |                                    |

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| Month- August                            |   |   |  |  |   |
| Lesson-4                                 | Recognize the diversity of plant life in different habitats.  | (a) Class Discussions: Engaging students in conversations to assess understanding.  | Field trips to gardens; creating a herbarium                                       | Plant identification guides; collection materials. | Links with Geography and Environmental Science.     |
| Plants Around Us                         |   | (b) Projects and Presentations: Assessing comprehension through creative outputs.   |  |  |   |
| Total periods- 15                        |   |   |  |  |   |
| Month- September                         |   |   |  |  |   |
| Lesson-5                                 | Understand the causes of water scarcity;                      | (a) Class Discussions: Engaging students in conversations to assess understanding.  | Demonstrations of water-saving techniques; creating posters on water conservation. | Water usage charts; conservation toolkits.         | Links with Environmental Science and Social Studies |
| Water Scarcity and Conservation of Water | learn methods of water conservation.                          | (b) Viva Voce: Oral examinations to test conceptual clarity.                        |  |  |   |
| Total periods- 15                        |   |   |  |  |   |
| Month- October                           |   |   |  |  |   |
| Lesson-6                                 | Understand how beaks and claws are adapted to feeding habits. | (a) Observations: Monitoring students during activities to identify misconceptions. | Observing bird behaviors; matching beak types to food sources.                     | Bird models; videos of bird feeding habits.        | Integration with Zoology and Art (sketching birds). |
| Birds: Beaks and Claws                   |   | (b) Projects and Presentations: Assessing   |  |  |   |
| Total periods- 15                        |   |   |  |  |   |

|                      |  |   |   |                                    |   |
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|                      |  | comprehension through creative outputs.   |   |                                    |   |
| Month- November      |  |   |   |                                    |   |
| Lesson-7<br>Insects  | Identify common insects; understand their roles in the ecosystem.              | (a) Class Discussions: Engaging students in conversations to assess understanding<br><br>(b) Practical Demonstrations: Hands-on activities to assess application of knowledge.              | Insect collection; studying life cycles.          | Magnifying glasses; insect charts. | Connections with Environmental Studies and Art<br><br>(creating insect models). |
| Total periods- 20    |  |   |   |                                    |   |
| Month- December      |  |   |   |                                    |   |
| Lesson-8<br><br>Food | Recognize different food groups; understand the importance of a balanced diet. | (a) Class Discussions: Engaging students in conversations to assess understanding.<br><br>(b) Interactive Activities: Hands-on experiments or group work to assess practical understanding. | Preparing healthy meals; food group sorting games | Food samples; nutritional charts.  | Integration with Health Education and Home Science.                             |
| Total periods- 15    |  |   |   |                                    |   |
| Month- January       |  |   |   |                                    |   |
| Lesson-9             | Learn methods to store water   | (a) Worksheets: Targeted  | Demonstrating water                               | Water filters;                     | Connections with Health   |

|  |  |  |   |  |  |
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|  | safely;<br><br>understand the importance of clean water.                               | exercises<br><br>focusing on specific concepts.<br><br>(b) Projects and Presentations: Assessing<br><br>comprehension through creative outputs.                              | purification<br><br>methods;<br><br>discussions on waterborne diseases.   | storage containers.                                  | Education and Environmental .<br><br>Science               |
| Safe Handling and<br><br>Storage of Water<br><br>Total periods- 10 |  |  |   |  |  |
| Month- January   |  |  |   |  |  |
| Lesson-10<br><br>Water Pollution<br><br>Total periods- 10          | Identify sources of water pollution; understand its effects on health and environment. | (a) Class Discussions: Engaging students in conversations to assess understanding<br><br>(b) Observations: Monitoring students during activities to identify misconceptions. | Experiments showing polluted water effects; creating awareness campaigns. | Samples of polluted water; multimedia presentations. | Integration with Environmental Studies and Social Science. |

ICT CURRICULUM CLASS IV(2025-26)

| TERM I                                  |  |  |   |
|---|--|--|---|
| CHAPTER NO                              | NAME OF CHAPTER/<br>TOPICS   | TEACHING METHOD  | LEARNING OUTCOMES   |
| MONTH: APRIL<br>NO. OF WORKING DAYS: 21 |  |  |   |
| L-1                                     | Computer-A Machine<br>1.Information processing in humans<br><br>2.IPO Cycle<br><br>3.Input Output devices<br><br>4. CPU and its organization 5.Concept of memory<br><br>6.Concept of Hardware & Software | Lecture Method<br><br><br>Demonstration Method<br><br><br>Practical in lab | <ul style="list-style-type: none"><li>● Appreciate the concept of Information processing by identifying Information processing of a child</li><li>● Identify various components of a computer system with Input /Output devices, memory, CPU etc.</li></ul> |
| MONTH: MAY<br>NO. OF WORKING DAYS: 17   |  |  |   |
| L-2                                     | More on Tux Paint<br>1.Components of Main Screen<br><br>2.Basic Tools (Paint, Line, Shapes, Text, Eraser)  | Lecture Method<br><br><br>Demonstration                                    | <ul style="list-style-type: none"><li>● Develop creative analytical skills using Tux Paint software</li></ul>   |

|   |  |   |  |
|---|--|---|--|
|   | 3.Undo and Redo Button   | Method<br><br>Practical in lab  |  |
| <p align="center"><b>MONTH: JULY</b></p> <p align="center"><b>NO. OF WORKING DAYS:25</b></p>    |  |   |  |
| L-3   | <p>Exploring Tux Paint</p> <p>1.Magic tool</p> <p>2.Stamp tool</p> <p>3.Creating stories using Tux Paint</p>                                   | <p>Lecture Method</p> <p>Demonstration Method</p> <p>Practical in lab</p> | <ul style="list-style-type: none"> <li>● Enhance creative analytical skills using Tux Paint software</li> <li>● Develop appreciation for environment ethics-through stories</li> </ul> |
| <p align="center"><b>MONTH: AUGUST</b></p> <p align="center"><b>NO. OF WORKING DAYS: 23</b></p> |  |   |  |
| L-4   | <p>LOGO-I</p> <p>1.Introduction to LOGO</p> <p>2.Working with Turtle</p> <p>3.Drawing with Logo</p> <p>4.Logo Commands FD,BK,RT,LT,CT,home</p> | <p>Lecture Method</p> <p>Demonstration Method</p> <p>Practical in lab</p> | <ul style="list-style-type: none"> <li>● Develop spatial and geometrical skills using LOGO</li> <li>● Appreciate LOGO as a computer language</li> </ul>                                |
| <p align="center"><b>MONTH: SEPTEMBER</b></p>   |  |   |  |

|                              |   |   |   |
|------------------------------|---|---|---|
| NO. OF WORKING DAYS: 23      |   |   |   |
| ASSESSMENT FOR MID TERM EXAM |   |   |   |
| TERM II                      |   |   |   |
| MONTH: OCTOBER               |   |   |   |
| NO. OF WORKING DAYS: 21      |   |   |   |
| L-5                          | <b>LOGO-II</b><br>1.ST, HT, PU, PD, Repeat<br><br>2.Drawing various shapes with LOGO  | <b>Lecture Method</b><br><br><b>Demonstration Method</b><br><br><b>Practical in lab</b> | <ul style="list-style-type: none"> <li>Develop analytical and geometrical skills using LOGO</li> </ul>  |
| MONTH: NOVEMBER              |   |   |   |
| NO. OF WORKING DAYS: 22      |   |   |   |
| L-6                          | <b>Writer-Getting Started</b><br>1.Concept of Open Source and Word processor<br><br>2.Using Open Office Writer 3.Basic Components of Writer Window<br><br>4.Saving and opening a saved document<br><br>5. Closing a file and Exiting office | <b>Lecture Method</b><br><br><b>Demonstration Method</b><br><br><b>Practical in lab</b> | <ul style="list-style-type: none"> <li>Appreciate and understand the concept of Open Source</li> <li>Learn the concept of Word processing</li> <li>Get acquainted with the Writer screen and concept of cursor</li> </ul> |
| MONTH: DECEMBER              |   |   |   |

|  |  |  |  |
|--|--|--|--|
| NO. OF WORKING DAYS: 24                        |  |  |  |
| L-7  | Editing in Writer<br>1.Selection using cursor and commonly used selection keys<br><br>2.Use Editing tools- Deletion, Undo, Redo, Insert and use Cut, Copy and Paste commands<br><br>3.Use Find and Replace option<br><br>4.Use of corresponding keyboard shortcuts | Lecture Method<br><br>Demonstration Method<br><br>Practical in lab | <ul style="list-style-type: none"> <li>• <i>Navigating a document ➤ Selecting text using cursor</i></li> <li>• Appreciate the use of edit tools</li> <li>• Using Editing modes</li> </ul>  |
| MONTH: JANUARY<br><br>NO. OF WORKING DAYS: 17  |  |  |  |
| L-8  | Internet as a Pool of Information<br>1.Connecting to other computers through Internet<br><br>2.Use of Internet<br><br>3.Searching Internet<br><br>4.Search Engines<br><br>5.Validating searched information<br><br>6.Downloading searched information              | Lecture Method<br><br>Demonstration Method<br><br>Practical in lab | <ul style="list-style-type: none"> <li>• Appreciate Internet as a powerful tool</li> <li>• Connecting to the world through Internet</li> <li>• Learn the use of Internet services-search tool</li> <li>• Validating Information</li> </ul> |
| MONTH: FEBRUARY<br><br>NO. OF WORKING DAYS: 22 |  |  |  |
| ASSESSMENT FOR ANNUAL EXAM                     |  |  |  |



ENGLISH CURRICULUM CLASS IV (2025-26)

|                         |                           |  |  |   |                               |
|-------------------------|---------------------------|--|--|---|-------------------------------|
| MONTH: APRIL            |                           |  |  |   |                               |
| NO. OF WORKING DAYS: 21 |                           |  |  |   |                               |
| NAME OF CHAPTER         | LEARNING OUTCOMES         | ASSESSMENT TOOLS<br><br>A) FOR IDENTIFYING<br>LEARNING GAPS<br>B) FOR DETERMINING<br>UNDERSTANDING LEVEL | TEACHING LEARNING<br>STRATEGIES/ACTIVITIES | RESOURCES   | INTERDISCIPLINARY<br>APPROACH |
| TOPIC:                  | The learners will be able | <ul style="list-style-type: none"><li>Pre-reading activity</li></ul>                                     | TEACHING LEARNING STRATEGIES               | <ul style="list-style-type: none"><li>Text book</li></ul> | Hindi:                        |

|  |  |   |   |   |                                   |
|--|--|---|---|---|-----------------------------------|
| <p><b>MY ENGLISH READER-</b></p> <p><b>UNIT 1</b></p> <p><b>SPORTS</b></p> <p><b>SUB-TOPIC:</b></p> <p><b>L- A TRUE FRIEND</b></p> <p><b>NO. OF PERIODS: 6</b></p> | <p>to</p> <ul style="list-style-type: none"><li>• understand the central idea of the story and critically analyse the main characters.</li><li>• understand the importance of true friends in life</li></ul> | <ul style="list-style-type: none"><li>• Class discussion</li><li>• Oral revision</li><li>• Worksheet</li><li>• Class test</li><li>• Dictation</li></ul> | <ul style="list-style-type: none"><li>• Reading and explanation</li><li>• Interactive and inclusive discussion on the central idea and character analysis</li><li>• Collaborative learning</li><li>• Vocabulary drill</li><li>• Recapitulation</li></ul> <p><b>ACTIVITIES</b></p> <p>Integrating art and experiential learning through</p> <ul style="list-style-type: none"><li>• Role play</li><li>• Card making</li><li>• Slogan writing</li></ul> | <ul style="list-style-type: none"><li>• Audio visual aids</li><li>• Worksheet</li><li>• Quizizz</li></ul> | <p><b>Songs on friendship</b></p> |
| <p><b>TOPIC:</b></p> <p><b>LISTENING SKILL</b></p> <p><b>SUB-TOPIC:</b></p>  | <p>The learners will be able to</p> <ul style="list-style-type: none"><li>• develop listening skill</li></ul>  | <ul style="list-style-type: none"><li>• Listening assessment worksheet</li></ul>  | <p><b>TEACHING LEARNING STRATEGIES</b></p> <ul style="list-style-type: none"><li>• Reading out passage followed by completion of worksheet</li></ul>  | <ul style="list-style-type: none"><li>• Text book</li><li>• Worksheet</li></ul>                           |                                   |

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| L-A TEST OF STRENGTH  |  |  |   |   |                             |
| NO. OF PERIODS: 1   |  |  |   |   |                             |
| <p>TOPIC:</p> <p>GRAMMAR SKILL</p> <p>SUB-TOPICS:</p> <p>L-1 NOUNS</p> <p>NO. OF PERIODS: 5</p> | <p>The learners will be able to</p> <ul style="list-style-type: none"> <li>• identify and classify nouns.</li> <li>• identify and use collective nouns.</li> </ul> | <ul style="list-style-type: none"> <li>• Pre-reading task</li> <li>• Oral revision</li> <li>• Worksheet</li> <li>• Class test</li> </ul> | <p>TEACHING LEARNING STRATEGIES</p> <ul style="list-style-type: none"> <li>• Introduction of the concept</li> <li>• Explanation</li> <li>• Interactive and inclusive discussion</li> <li>• Collaborative Learning</li> <li>• Recapitulation</li> </ul> <p>ACTIVITIES</p> <p>Integrating art through</p> <ul style="list-style-type: none"> <li>• Picture pasting/drawing</li> </ul> | <ul style="list-style-type: none"> <li>• Text book</li> <li>• Worksheet</li> <li>• Quizizz</li> <li>• Live worksheet</li> </ul> | <p>Hindi:</p> <p>संज्ञा</p> |
| <p>TOPIC:</p> <p>WRITING SKILL</p>  | <p>The learners will be able to</p> <ul style="list-style-type: none"> <li>• form sentences using hints.</li> <li>• write short compositions in</li> </ul>         | <ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Accuracy, fluency and content of the paragraph</li> </ul>           | <p>TEACHING LEARNING STRATEGIES</p> <ul style="list-style-type: none"> <li>• Introduction of the topic</li> <li>• Discussion on topic</li> <li>• Explanation of sentence structure</li> <li>• Guided practice</li> </ul>  | <ul style="list-style-type: none"> <li>• Sample model writing</li> </ul>  |                             |

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| <b>SUB-TOPIC:</b><br><br><b>PARAGRAPH WRITING</b><br><br><b>NO. OF PERIODS: 3</b>  | <b>grammatically<br/>correct English.</b>  |  | <ul style="list-style-type: none"><li>Recapitulation</li></ul>   |   |  |
| <b>MONTH: MAY</b><br><b>NO. OF WORKING DAYS: 17</b>  |  |  |  |   |  |
| <b>TOPIC:</b><br><br><b>MY ENGLISH READER-</b><br><br><b>UNIT 1</b><br><br><b>SPORTS</b><br><br><b>SUB-TOPIC:</b><br><br><b>L- MIX UP AT BIRTH</b><br><br><br><br><br><br><br><br><br><br><b>NO. OF PERIODS: 6</b> | <b>The learners will be able to</b> <ul style="list-style-type: none"><li>understand the central idea of the story and critically analyse the main characters.</li><li>understand the importance of power of observation</li></ul> | <ul style="list-style-type: none"><li>Pre-reading activity</li><li>Class discussion</li><li>Oral revision</li><li>Worksheet</li><li>Class test</li><li>Dictation</li></ul> | <b>TEACHING LEARNING STRATEGIES</b> <ul style="list-style-type: none"><li>Reading and explanation</li><li>Interactive and inclusive discussion on the central idea and character analysis</li><li>Collaborative learning</li><li>Vocabulary drill</li><li>Recapitulation</li></ul> <b>ACTIVITIES</b><br>Integrating art and experiential learning through <ul style="list-style-type: none"><li>Collage making</li><li>Role play</li></ul> | <ul style="list-style-type: none"><li>Text book</li><li>Audio visual aids</li><li>Worksheet</li><li>Quizizz</li></ul> | <b>Sports:</b><br><br>Information about the cricket gear |

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| <b>TOPIC:</b><br><br><b>GRAMMAR SKILL</b><br><br><b>SUB-TOPICS:</b><br><br><b>L-2 GENDERS</b><br><br><br><br><br><br><br><br><br><br><b>NO. OF PERIODS: 5</b> | <b>The learners will be able to</b> <ul style="list-style-type: none"><li>differentiate between masculine, feminine, common neuter genders.</li><li>change masculine into feminine gender and vice versa.</li></ul> | <ul style="list-style-type: none"><li>Pre-reading task</li><li>Oral revision</li><li>Worksheet</li><li>Class test</li></ul> | <b>TEACHING LEARNING STRATEGIES</b> <ul style="list-style-type: none"><li>Introduction of the concept</li><li>Explanation</li><li>Interactive and inclusive discussion</li><li>Collaborative Learning</li><li>Recapitulation</li></ul> <b>ACTIVITIES</b><br>Integrating art through <ul style="list-style-type: none"><li>Picture pasting/drawing</li></ul> | <ul style="list-style-type: none"><li>Text book</li><li>Worksheet</li><li>Quizizz</li><li>Live worksheet</li></ul> | <b>Hindi:</b> लिंग                                    |
| <b>MONTH: JULY</b><br><br><b>NO. OF WORKING DAYS:25</b>   |   |   |   |  |   |
| <b>TOPIC:</b><br><br><b>MY ENGLISH READER-</b><br><br><b>UNIT 2</b>   | <b>The learners will be able to</b> <ul style="list-style-type: none"><li>understand the central idea of the poem.</li><li>recite the poem with proper intonation</li></ul>   | <ul style="list-style-type: none"><li>Pre-reading activity</li><li>Class discussion</li><li>Recitation</li></ul>            | <b>TEACHING LEARNING STRATEGIES</b> <ul style="list-style-type: none"><li>Reading and explanation</li><li>Interactive and inclusive discussion on the central idea</li><li>Collaborative learning</li></ul>   | <ul style="list-style-type: none"><li>Text book</li><li>Audio visual aids</li></ul>                                | <b>Social Studies:</b><br><br>Tourist places of India |

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| <p>TRAVEL</p> <p>SUB-TOPIC:</p> <p>P-TRAVEL PLANS</p> <p>NO. OF PERIODS: 4</p>                         | <ul style="list-style-type: none"><li>• understand the importance of travelling.</li></ul>  |   | <p>ACTIVITIES</p> <p>Integrating art and experiential learning through</p> <ul style="list-style-type: none"><li>• Poster making</li></ul>   |  |                       |
| <p>TOPIC:</p> <p>LISTENING SKILL</p> <p>SUB-TOPIC:</p> <p>L- KANYA KUMARI</p> <p>NO. OF PERIODS: 1</p> | <p>The learners will be able to</p> <ul style="list-style-type: none"><li>• develop listening skill</li></ul>                           | <ul style="list-style-type: none"><li>• Listening assessment worksheet</li></ul>  | <p>TEACHING LEARNING STRATEGIES</p> <ul style="list-style-type: none"><li>• Reading out passage followed by completion of worksheet</li></ul>  | <ul style="list-style-type: none"><li>• Text book</li><li>• Worksheet</li></ul>  |                       |
| <p>TOPIC:</p> <p>GRAMMAR SKILL</p>   | <p>The learners will be able to</p> <ul style="list-style-type: none"><li>• identify and use different pronouns in sentences.</li></ul> | <ul style="list-style-type: none"><li>• Pre-reading task</li><li>• Oral revision</li><li>• Worksheet</li><li>• Class test</li></ul> | <p>TEACHING LEARNING STRATEGIES</p> <ul style="list-style-type: none"><li>• Introduction of the concept</li><li>• Explanation</li><li>• Interactive and inclusive discussion</li><li>• Collaborative</li></ul> | <ul style="list-style-type: none"><li>• Text book</li><li>• Worksheet</li><li>• Quizizz</li><li>• Live worksheet</li></ul> | <p>Hindi: सर्वनाम</p> |



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| <p><b>TOPIC:</b></p> <p><b>GRAMMAR SKILL</b></p> <p><b>SUB-TOPICS:</b></p> <p><b>L-4 PREPOSITIONS</b></p> <p><b>NO. OF PERIODS: 5</b></p>   | <p>The learners will be able to</p> <ul style="list-style-type: none"> <li>identify and use different prepositions in sentences.</li> </ul>                               | <ul style="list-style-type: none"> <li>Pre-reading task</li> <li>Oral revision</li> <li>Worksheet</li> <li>Class test</li> </ul>                  | <p><b>TEACHING LEARNING STRATEGIES</b></p> <ul style="list-style-type: none"> <li>Introduction of the concept</li> <li>Explanation</li> <li>Interactive and inclusive discussion</li> <li>Collaborative Learning</li> <li>Recapitulation</li> </ul> <p><b>ACTIVITIES</b></p> <p>Integrating art and experiential learning through</p> <ul style="list-style-type: none"> <li>'Where is the toy' activity</li> <li>'Prepositions in article' activity</li> </ul> | <ul style="list-style-type: none"> <li>Text book</li> <li>Worksheet</li> <li>Quizizz</li> <li>Newspaper</li> <li>Live worksheet</li> </ul> | <p>Hindi: <b>सम्बन्ध सूचक अव्यय सर्वनाम</b></p> |
| <p><b>TOPIC:</b></p> <p><b>WRITING SKILL</b></p> <p><b>SUB-TOPIC:</b></p> <p><b>FORMAL LETTER: APPLICATION WRITING</b></p> <p><b>(Outstation leave)</b></p> <p><b>NO. OF PERIODS: 3</b></p> | <p>The learners will be able to</p> <ul style="list-style-type: none"> <li>write formal applications according to the format in grammatically correct English.</li> </ul> | <ul style="list-style-type: none"> <li>Class discussion</li> <li>Format of letter</li> <li>Accuracy, fluency and content of the letter</li> </ul> | <p><b>TEACHING LEARNING STRATEGIES</b></p> <ul style="list-style-type: none"> <li>Introduction of the topic</li> <li>Explanation of format</li> <li>Model writing</li> <li>Guided practice</li> <li>Recapitulation</li> </ul>   | <ul style="list-style-type: none"> <li>Sample model writing</li> </ul>   |   |





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| <p>LISTENING SKILL</p> <p>SUB-TOPIC:</p> <p>P-CURIOUS TOWN</p> <p>NO. OF PERIODS: 1</p>                           | <ul style="list-style-type: none"><li>• develop listening skill</li></ul>   |   | <p>followed by completion of worksheet</p>  |  |                      |
| <p>TOPIC:</p> <p>GRAMMAR SKILL</p> <p>SUB-TOPICS:</p> <p>L-5</p> <p>DESCRIBING WORDS</p> <p>NO. OF PERIODS: 5</p> | <p>The learners will be able to</p> <ul style="list-style-type: none"><li>• identify and use the adjective to describe a person/an object or a place.</li></ul> | <ul style="list-style-type: none"><li>• Pre-reading task</li><li>• Oral revision</li><li>• Worksheet</li><li>• Class test</li></ul> | <p>TEACHING LEARNING STRATEGIES</p> <ul style="list-style-type: none"><li>• Introduction of the concept</li><li>• Explanation</li><li>• Interactive and inclusive discussion</li><li>• Collaborative Learning</li><li>• Recapitulation</li></ul> <p>ACTIVITIES</p> <p>Integrating art and experiential learning through</p> <ul style="list-style-type: none"><li>• Name Acrostic activity</li><li>• Adjective song</li></ul> | <ul style="list-style-type: none"><li>• Text book</li><li>• Worksheet</li><li>• Quizizz</li><li>• Live worksheet</li></ul> | <p>Hindi: विशेषण</p> |



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| <p><b>UNIT 3</b></p> <p><b>WIT AND HUMOUR</b></p> <p><b>SUB-TOPIC:</b></p> <p><b>L- THE RICH LADY AND THE ARTIST</b></p> <p><b>NO. OF PERIODS: 6</b></p> | <p>critically analyse the main characters.</p> <ul style="list-style-type: none"><li>• appreciate wit and humour</li></ul>                  | <ul style="list-style-type: none"><li>• Dictation</li></ul>   | <p>on the central idea and character analysis</p> <ul style="list-style-type: none"><li>• Collaborative learning</li><li>• Vocabulary drill</li><li>• Recapitulation</li></ul> <p><b>ACTIVITIES</b></p> <p>Integrating art and experiential learning through</p> <ul style="list-style-type: none"><li>• Poster making</li><li>• Role play</li></ul> <p>•</p>                             |  |                                    |
| <p><b>TOPIC:</b></p> <p><b>GRAMMAR SKILL</b></p> <p><b>SUB-TOPICS:</b></p> <p><b>L-7</b></p> <p><b>VERBS</b></p>   | <p>The learners will be able to</p> <ul style="list-style-type: none"><li>• identify and use main and helping verbs in sentences.</li></ul> | <ul style="list-style-type: none"><li>• Pre-reading task</li><li>• Oral revision</li><li>• Worksheet</li><li>• Class test</li></ul> | <p><b>TEACHING LEARNING STRATEGIES</b></p> <ul style="list-style-type: none"><li>• Introduction of the concept</li><li>• Explanation</li><li>• Interactive and inclusive discussion</li><li>• Collaborative Learning</li><li>• Recapitulation</li></ul> <p><b>ACTIVITIES</b></p> <p>Integrating art through</p> <ul style="list-style-type: none"><li>• ‘Guess the action’ game</li></ul> | <ul style="list-style-type: none"><li>• Text book</li><li>• Worksheet</li><li>• Quizizz</li><li>• Live worksheet</li></ul> | <p>Hindi:</p> <p><b>क्रिया</b></p> |



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| <p>MY ENGLISH READER-</p> <p>UNIT 3</p> <p>WIT AND HUMOUR</p> <p>SUB-TOPIC:</p> <p>L- THE FOOLISH MEN<br/>(Reading)</p> <p>NO. OF PERIODS: 3</p> | <ul style="list-style-type: none"> <li>understand the sequence of events, central idea of the story and critically analyse the main characters.</li> <li>appreciate wit and humour</li> </ul>                                  | <ul style="list-style-type: none"> <li>Class discussion</li> </ul>   | <ul style="list-style-type: none"> <li>Reading and explanation</li> <li>Interactive and inclusive discussion on the central idea and character analysis</li> </ul> <p>ACTIVITIES</p> <p>Integrating art through</p> <ul style="list-style-type: none"> <li>Role play</li> </ul>  | <ul style="list-style-type: none"> <li>Audio visual aids</li> </ul>                    | <p>अकबर बीरबल की कहानियाँ</p>                       |
| <p>TOPIC:</p> <p>MY ENGLISH READER-</p> <p>UNIT 4</p> <p>FANTASY</p> <p>SUB-TOPIC:</p>   | <p>The learners will be able to</p> <ul style="list-style-type: none"> <li>understand the central idea of the poem.</li> <li>recite the poem with proper intonation and pronunciation.</li> <li>develop imagination</li> </ul> | <ul style="list-style-type: none"> <li>Pre-reading activity</li> <li>Class discussion</li> <li>Recitation</li> </ul> | <p>TEACHING LEARNING STRATEGIES</p> <ul style="list-style-type: none"> <li>Reading and explanation</li> <li>Interactive and inclusive discussion on the central idea</li> <li>Collaborative learning</li> </ul> <p>ACTIVITIES</p> <p>Integrating art through</p> <ul style="list-style-type: none"> <li>Vision board making</li> </ul> | <ul style="list-style-type: none"> <li>Text book</li> <li>Audio visual aids</li> </ul> | <p>Hindi:</p> <p>Song कायदा तोड़ के सोचो एक दिन</p> |

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| <b>P-FANTASY</b>   |  |   |  |  |   |
| <b>NO. OF PERIODS:2</b>  |  |   |  |  |   |
| <b>TOPIC:</b><br><br><b>GRAMMAR SKILL</b><br><br><b>SUB-TOPICS:</b><br><br><b>L-9</b><br><br><b>TENSES</b><br><br><br><br><br><br><br><br><br><br><b>NO. OF PERIODS: 5</b> | <b>The learners will be able to</b> <ul style="list-style-type: none"><li>• identify and use continuous tense.</li></ul>                                     | <ul style="list-style-type: none"><li>• Pre-reading task</li><li>• Oral revision</li><li>• Worksheet</li><li>• Class test</li></ul>                 | <b>TEACHING LEARNING STRATEGIES</b> <ul style="list-style-type: none"><li>• Introduction of the concept</li><li>• Explanation</li><li>• Interactive and inclusive discussion</li><li>• Collaborative Learning</li><li>• Recapitulation</li></ul> <b>ACTIVITIES</b><br><b>Integrating art through</b> <ul style="list-style-type: none"><li>• Mime game</li><li>• Foldables</li></ul> | <ul style="list-style-type: none"><li>• Text book</li><li>• Worksheet</li><li>• Quizizz</li><li>• Live worksheet</li></ul> | <b>Hindi:</b><br><b>वर्तमान सतत काल</b> |
| <b>TOPIC:</b><br><br><b>WRITING SKILL</b><br><br><b>SUB-TOPIC:</b>   | <b>The learners will be able to</b> <ul style="list-style-type: none"><li>• write notice according to the format in grammatically correct English.</li></ul> | <ul style="list-style-type: none"><li>• Class discussion</li><li>• Format of notice</li><li>• Accuracy, fluency and content of the letter</li></ul> | <b>TEACHING LEARNING STRATEGIES</b> <ul style="list-style-type: none"><li>• Introduction of the topic</li><li>• Explanation of format</li><li>• Model writing</li><li>• Guided practice</li><li>• Recapitulation</li></ul>   | <ul style="list-style-type: none"><li>• Sample model writing</li></ul>   |   |

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| <b>NOTICE WRITING</b><br><br><b>(Lost and Found)</b><br><br><b>NO. OF PERIODS: 3</b>  |   |  |   |   |  |
| <b>MONTH: DECEMBER</b><br><br><b>NO. OF WORKING DAYS: 24</b>  |   |  |   |   |  |
| <b>TOPIC:</b><br><br><b>MY ENGLISH READER-</b><br><br><b>UNIT 4</b><br><br><b>FANTASY</b><br><br><b>SUB-TOPIC:</b><br><br><b>L-IN THE LAND OF LILLIPUT</b><br><br><b>NO. OF PERIODS:6</b> | <b>The learners will be able to</b> <ul style="list-style-type: none"><li>• understand the sequence of events, central idea of the story and critically analyse the main characters.</li><li>• develop sense of adventure and imagination</li></ul> | <ul style="list-style-type: none"><li>• Pre-reading activity</li><li>• Class discussion</li><li>• Oral revision</li><li>• Worksheet</li><li>• Class test</li><li>• Dictation</li></ul> | <b>TEACHING LEARNING STRATEGIES</b> <ul style="list-style-type: none"><li>• Reading and explanation</li><li>• Interactive and inclusive discussion on the central idea and character analysis</li><li>• Collaborative learning</li><li>• Vocabulary drill</li><li>• Recapitulation</li></ul> <b>ACTIVITIES</b><br><b>Integrating art and experiential learning through</b> <ul style="list-style-type: none"><li>• Photo frame making</li><li>• Dramatization</li></ul> | <ul style="list-style-type: none"><li>• Text book</li><li>• Audio visual aids</li><li>• Worksheet</li><li>• Quizizz</li></ul> | <b>Social Studies</b><br><br><b>Collecting information about Titanic</b> |



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| <p><b>TOPIC:</b></p> <p><b>LISTENING SKILL</b></p> <p><b>SUB-TOPIC:</b></p> <p><b>L- RIZI, THE ALIEN</b></p> <p><b>NO. OF PERIODS: 1</b></p>                 | <p>The learners will be able to</p> <ul style="list-style-type: none"> <li>develop listening skill</li> </ul>                              | <ul style="list-style-type: none"> <li>Listening</li> <li>assessment worksheet</li> </ul>   | <p><b>TEACHING LEARNING STRATEGIES</b></p> <ul style="list-style-type: none"> <li>Reading out passage followed by completion of worksheet</li> </ul>  | <ul style="list-style-type: none"> <li>Text book</li> <li>Worksheet</li> </ul>  |  |
| <p><b>TOPIC:</b></p> <p><b>GRAMMAR SKILL</b></p> <p><b>SUB-TOPIC:</b></p> <p><b>L-10</b></p> <p><b>SUBJECT PREDICATE</b></p> <p><b>NO. OF PERIODS: 5</b></p> | <p>The learners will be able to</p> <ul style="list-style-type: none"> <li>identify and fill appropriate subject and predicate.</li> </ul> | <ul style="list-style-type: none"> <li>Pre-reading task</li> <li>Oral revision</li> <li>Worksheet</li> <li>Class test</li> </ul>                  | <p><b>TEACHING LEARNING STRATEGIES</b></p> <ul style="list-style-type: none"> <li>Introduction of the concept</li> <li>Explanation</li> <li>Interactive and inclusive discussion</li> <li>Collaborative Learning</li> <li>Recapitulation</li> </ul> <p><b>ACTIVITIES</b></p> <p>Integrating art through</p> <ul style="list-style-type: none"> <li>Making jigsaw puzzles</li> </ul> | <ul style="list-style-type: none"> <li>Text book</li> <li>Worksheet</li> <li>Quizizz</li> <li>Live worksheet</li> </ul> | <p>Hindi:</p> <p><b>विषय विधेय</b></p> |
| <p><b>TOPIC:</b></p> <p><b>WRITING SKILL</b></p>   | <p>The learners will be able to</p> <ul style="list-style-type: none"> <li>write informal applications</li> </ul>                          | <ul style="list-style-type: none"> <li>Class discussion</li> <li>Format of letter</li> <li>Accuracy, fluency and content of the letter</li> </ul> | <p><b>TEACHING LEARNING STRATEGIES</b></p> <ul style="list-style-type: none"> <li>Introduction of the topic</li> <li>Explanation of format</li> <li>Model writing</li> </ul>  | <ul style="list-style-type: none"> <li>Sample model writing</li> </ul>  |  |

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| <p><b>SUB-TOPIC:</b></p> <p><b>INFORMAL LETTER:</b></p> <p>(Celebration, school event, gratitude)</p> <p><b>NO. OF PERIODS: 3</b></p>   | <p>according to the format in grammatically correct English.</p>   |   | <ul style="list-style-type: none"> <li>• Guided practice</li> <li>• Recapitulation</li> </ul>   |  |  |
| <p><b>MONTH: JANUARY</b></p> <p><b>NO. OF WORKING DAYS: 17</b></p>  |  |   |   |  |  |
| <p><b>TOPIC:</b></p> <p><b>MY ENGLISH READER-</b></p> <p><b>UNIT 4</b></p> <p><b>FANTASY</b></p> <p><b>SUB-TOPIC:</b></p> <p><b>L-KING THRUSHBEARD</b></p> <p><b>NO. OF PERIODS:6</b></p> | <p>The learners will be able to</p> <ul style="list-style-type: none"> <li>• understand the sequence of events, central idea of the story and critically analyse the main characters.</li> <li>• understand that one should not be proud and haughty.</li> </ul> | <ul style="list-style-type: none"> <li>• Pre-reading activity</li> <li>• Class discussion</li> <li>• Oral revision</li> <li>• Worksheet</li> <li>• Class test</li> <li>• Dictation</li> </ul> | <p><b>TEACHING LEARNING STRATEGIES</b></p> <ul style="list-style-type: none"> <li>• Reading and explanation</li> <li>• Interactive and inclusive discussion on the central idea and character analysis</li> <li>• Collaborative learning</li> <li>• Vocabulary drill</li> <li>• Recapitulation</li> </ul> <p><b>ACTIVITIES</b></p> <p>Integrating art and experiential learning through</p> <ul style="list-style-type: none"> <li>• Crown making</li> <li>• Dramatization</li> </ul> | <ul style="list-style-type: none"> <li>• Text book</li> <li>• Audio visual aids</li> <li>• Worksheet</li> <li>• Quizizz</li> </ul> | <p><b>Science:</b></p> <p>Making model of beggar's house</p> |

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| <p><b>TOPIC:</b></p><br><p><b>GRAMMAR SKILL</b></p><br><p><b>SUB-TOPIC:</b></p><br><p><b>L-11</b></p> <p><b>INTERRO</b></p> <p><b>GATIVES</b></p><br><br><br><br><br><br><br><br><br><p><b>NO. OF PERIODS: 5</b></p> | <p>The learners will be able to</p> <ul style="list-style-type: none"><li>• frame questions using the correct question words.</li></ul> | <ul style="list-style-type: none"><li>• Pre-reading task</li><li>• Oral revision</li><li>• Worksheet</li><li>• Class test</li></ul> | <p><b>TEACHING LEARNING STRATEGIES</b></p> <ul style="list-style-type: none"><li>• Introduction of the concept</li><li>• Explanation</li><li>• Interactive and inclusive discussion</li><li>• Collaborative Learning</li><li>• Recapitulation</li></ul> <p><b>ACTIVITIES</b></p> <p>Integrating art through</p> <ul style="list-style-type: none"><li>• Skit</li></ul> | <ul style="list-style-type: none"><li>• Text book</li><li>• Worksheet</li><li>• Quizizz</li><li>• Live worksheet</li></ul> |  |
| <p><b>TOPIC:</b></p><br><p><b>GRAMMAR SKILL</b></p><br><p><b>SUB-TOPIC:</b></p><br><p><b>L-12</b></p>  | <p>The learners will be able to</p> <ul style="list-style-type: none"><li>• use the conditionals</li></ul>                              | <ul style="list-style-type: none"><li>• Pre-reading task</li><li>• Oral revision</li></ul>  | <p><b>TEACHING LEARNING STRATEGIES</b></p> <ul style="list-style-type: none"><li>• Introduction of the concept</li><li>• Explanation</li><li>• Interactive and inclusive discussion</li><li>• Collaborative Learning</li><li>• Recapitulation</li></ul>  | <ul style="list-style-type: none"><li>• Text book</li><li>• Live worksheet</li></ul>                                       |  |



| NAME OF CHAPTER   | LEARNING OUTCOMES   | ASSESSMENT TOOLS<br><br>A) FOR IDENTIFYING LEARNING GAPS<br><br>B) FOR DETERMINING UNDERSTANDING LEVEL   | TEACHING LEARNING STRATEGIES/ACTIVITIES  | RESOURCES   | INTERDISCIPLINARY APPROACH   |
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| <p>Month – April</p> <p>NO. OF DAYS - 21</p> <p>Topic – Numners upto 9 99 999</p> <p>Sub topics :</p> <ul style="list-style-type: none"> <li>• Reading and writing 5 and 6 digit numbers correctly</li> <li>• Expanded form</li> <li>• Ascending and descending order</li> <li>• Comparison of numbers</li> </ul> <p>Number of periods – 15</p> | <p>The learners will be able to</p> <ul style="list-style-type: none"> <li>• Easily read a 5 and 6 digit numbers</li> <li>• Easily write periods and places</li> <li>• Easiky compare numbers</li> <li>• Arrange them correctly in ascending descending order</li> <li>• Form graatest and smaller number using given digits</li> </ul> | <ul style="list-style-type: none"> <li>• Oral assessment</li> <li>• Written worksheets</li> <li>• Hands on activities</li> <li>• Manipulatives</li> <li>• Quizzes</li> </ul> | <ul style="list-style-type: none"> <li>• Using abacus</li> <li>• Place value charts</li> <li>• Discussion and pear learning</li> </ul> | <ul style="list-style-type: none"> <li>• Textbook</li> <li>• Dramatization to teach periods and places</li> </ul> | <ul style="list-style-type: none"> <li>• Math + EVS</li> </ul> <p>Population numbers</p> <p>Math + English</p> <p>Number story writing</p> |

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| <p><b>Month – May</b></p> <p><b>NO. OF DAYS - 17</b></p> <p><b>Topic – Addition and Subtraction</b></p> <p><b>Sub topics :</b></p> <ul style="list-style-type: none"> <li>• Addition and subtraction of 5 and 6 digit numbers by regrouping</li> <li>• Properties of addition and subtraction</li> <li>• Add and subtract orally</li> <li>• Word problems</li> </ul> <p><b>Number of periods – 20</b></p> | <p>The learners will be able to</p> <ul style="list-style-type: none"> <li>• Arrange and regroup 5 and 6 digit numbers correctly</li> <li>• Perform addition and subtraction correctly</li> <li>• Add numbers orally</li> </ul>       | <ul style="list-style-type: none"> <li>• Pre- Knowledge activity</li> <li>• Class discussion</li> <li>• Worksheet</li> </ul>                                  | <ul style="list-style-type: none"> <li>• Diagnostic pre test</li> <li>• Written worksheets</li> <li>• Hands on activities</li> <li>• Interactive games</li> </ul> | <ul style="list-style-type: none"> <li>• Textbook</li> <li>• Addition puzzle</li> <li>• Match cards</li> <li>• </li> </ul> | <ul style="list-style-type: none"> <li>• Math + EVS</li> </ul> <p>Tree counting</p>   |
| <p><b>Month – July</b></p> <p><b>NO. OF DAYS - 25</b></p> <p><b>Topic –Multiplication</b></p> <p><b>Sub topics :</b></p> <ul style="list-style-type: none"> <li>• Multiplication of 3 and 4 digit numbers</li> <li>• Multiplying orally</li> </ul>  | <p>The learners will be able to</p> <ul style="list-style-type: none"> <li>• Multiply large numbers correctly</li> <li>• Can perform multiplication orally</li> <li>• Can solve day to day word problems on multiplication</li> </ul> | <ul style="list-style-type: none"> <li>• Pre knowledge tests</li> <li>• Written worksheets</li> <li>• Hands on activities</li> <li>• Manipulatives</li> </ul> | <ul style="list-style-type: none"> <li>• Skip counting and patters</li> <li>• Multiplication war</li> <li>• Multiplication Bingo</li> </ul>                       | <ul style="list-style-type: none"> <li>• Textbook</li> <li>• Multiplication Tables</li> </ul>                              | <ul style="list-style-type: none"> <li>• Math + EVS</li> </ul> <p>Waste management / recycling</p> <p>Math + English</p> <p>Students frame simple stories on multiplication</p> |

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| <ul style="list-style-type: none"> <li>• Properties of multiplication</li> <li>• Word problems</li> </ul> <p>Number of periods – 10</p> <p>Topic – Division</p> <p>Sub topics :</p> <ul style="list-style-type: none"> <li>• Division of numbers with single and double digit numbers</li> <li>• Checking the answers</li> <li>• Word problems</li> </ul> <p>Number of periods – 10</p> <p>Month – August</p> <p>NO. OF DAYS - 23</p> <p>Topic – Length</p> <p>Sub topics :</p> <ul style="list-style-type: none"> <li>• Things sold by measuring length</li> <li>• Units of length</li> <li>• Conversion of units</li> <li>• Addition and subtraction</li> <li>• Day to day word problems on</li> </ul> | <p>The learners will be able to</p> <ul style="list-style-type: none"> <li>• Divide numbers correctly</li> <li>• Can find the divisors and quotients orally</li> <li>• Can solve day to day word problems on division</li> </ul> <p>The learners will be able to</p> <ul style="list-style-type: none"> <li>• Understand and use standard units of length</li> <li>• Estimate and measure lengths accurately</li> <li>• Convert between units of length</li> <li>• Solve real-life problems involving length</li> </ul> | <ul style="list-style-type: none"> <li>• Pre knowledge tests</li> <li>• Written worksheets</li> <li>• Hands on activities</li> <li>• Manipulatives</li> </ul> <ul style="list-style-type: none"> <li>• Pre knowledge tests</li> <li>• Written worksheets</li> <li>• Hands on activities</li> </ul> | <ul style="list-style-type: none"> <li>• Worksheets</li> <li>Students and self assessment</li> </ul> <ul style="list-style-type: none"> <li>• Estimate &amp; Measure Game</li> <li>• Conversion Practice Through Games</li> <li>Measuring the Playground</li> </ul> | <ul style="list-style-type: none"> <li>• Textbook</li> <li>• Multiplication Tables</li> <li>• Textbook</li> <li>• Measuring Tools</li> <li>• Real-Life Materials</li> <li>• Visual Aids</li> </ul> | <ul style="list-style-type: none"> <li>• Math + Social Science</li> </ul> <p>Connect division with social events</p> <ul style="list-style-type: none"> <li>• Math + EVS</li> <li>• Measuring Plant Growth</li> </ul> <p>Animal Length Comparison</p> |
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| <p>length</p> <p>Number of periods – 10</p> <p>TOPIC - Perimeter</p> <p>SUB-TOPICS:</p> <ul style="list-style-type: none"> <li>• Concept of perimeter</li> <li>• Open and closed objects</li> <li>• Perimeter of given figures</li> <li>• Perimeter of square, rectangle and Triangle</li> <li>• Word problems</li> </ul> <p>NO. OF PERIODS: 10</p> <p>September</p> <p>Revision for Half Yearly Examination</p> | <p>The learners will be able to</p> <ul style="list-style-type: none"> <li>• Understand the concept of perimeter</li> <li>• Measure and calculate perimeter</li> </ul> <p>Use formulas for simple shapes</p> <ul style="list-style-type: none"> <li>• Rectangle: Perimeter = <math>2 \times (\text{Length} + \text{Width})</math></li> <li>• Square: Perimeter = <math>4 \times \text{Side}</math></li> <li>• Solve real-life word problems</li> <li>• Compare perimeters</li> </ul> | <ul style="list-style-type: none"> <li>• Pre knowledge tests</li> <li>• Written worksheets</li> <li>• Hands on activities</li> </ul> | <p>TEACHING LEARNING STRATEGIES</p> <ul style="list-style-type: none"> <li>• Introduction of the topic</li> <li>• Explanation</li> <li>• Interactive and inclusive discussion</li> <li>• Collaborative</li> </ul> <p>Learning</p> <ul style="list-style-type: none"> <li>• Recapitulation</li> </ul> <p>ACTIVITIES</p> <p>Finding perimeters of given cut outs of rectangles and squares</p> | <ul style="list-style-type: none"> <li>• Textbook</li> <li>• Measuring Tools</li> <li>• Real-Life Materials</li> <li>• Visual Aids</li> </ul> | <p>Maths + Physical Education</p> <p>Perimeter walk in playground</p>           |
| <p>Month – October</p> <p>NO. OF DAYS - 21</p> <p>TOPIC: Weight</p>  | <p>The learners will be able to</p> <ul style="list-style-type: none"> <li>• Understand the concept of weight</li> <li>• Easily convert bigger to smaller units and vice</li> </ul>  | <ul style="list-style-type: none"> <li>• Pre knowledge tests</li> <li>• Written worksheets</li> <li>• Hands on activities</li> </ul> | <p>TEACHING LEARNING STRATEGIES</p> <ul style="list-style-type: none"> <li>• Introduction of the topic</li> <li>• Explanation</li> </ul>   | <ul style="list-style-type: none"> <li>• Textbook</li> <li>• Measuring Tools</li> <li>• Real-Life Materials</li> <li>• Visual Aids</li> </ul> | <p>Maths + EVS</p> <p>Comparing and estimating weights of different animals</p> |



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| <b>SUB-TOPICS:</b> <ul style="list-style-type: none"> <li>• Concept of weight</li> <li>• Heavier and lighter objects</li> <li>• Units used to measure weight</li> <li>• Units conversions</li> <li>• Word problems</li> </ul>                          | <b>versa</b> <ul style="list-style-type: none"> <li>• Can add and subtract weights</li> <li>• Can solve real life word problems on weight</li> </ul>  |  | <ul style="list-style-type: none"> <li>• Interactive and inclusive discussion</li> <li>• Collaborative learning</li> <li>• Recapitulation</li> </ul> <b>ACTIVITIES</b><br>Finding weight of given objects  |  |                       |
| <b>NO. OF PERIODS: 10</b><br><b>TOPIC – Capacity</b><br><b>SUB-TOPICS:</b> <ul style="list-style-type: none"> <li>• Concept of capacity</li> <li>• Units used to measure capacity</li> <li>• Units and conversions</li> <li>• Word problems</li> </ul> | <b>The learners will be able to</b> <ul style="list-style-type: none"> <li>• Understand the concept of capacity</li> <li>• Easily convert bigger to smaller units and vice versa</li> <li>• Can add and subtract L and ML</li> <li>• Can solve real life word problems on capacity</li> </ul> | <ul style="list-style-type: none"> <li>• Pre knowledge tests</li> <li>• Written worksheets</li> <li>• Hands on activities</li> </ul> | <b>TEACHING LEARNING STRATEGIES</b> <ul style="list-style-type: none"> <li>• Introduction of the topic</li> <li>• Explanation</li> <li>• Interactive and inclusive discussion</li> <li>• Collaborative learning</li> <li>• Recapitulation</li> </ul> <b>ACTIVITIES</b><br>Activity Name: “Liquid Lab Measure and Compare | <ul style="list-style-type: none"> <li>• Textbook</li> <li>• Measuring cups</li> <li>• Real-Life Materials</li> <li>• Visual Aids</li> </ul> |                       |
| <b>NO. OF PERIODS: 10</b>  |   |  |  |  |                       |
| <b>Month – October</b>   | <b>The learners will be able to</b>   | <ul style="list-style-type: none"> <li>• Pre knowledge tests</li> </ul>  | <b>TEACHING LEARNING</b>   | <ul style="list-style-type: none"> <li>• Textbook</li> </ul>   | <b>Math + Science</b> |

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| <p><b>TOPIC - Time and calendar</b></p> <p><b>SUB-TOPIC:</b></p> <ul style="list-style-type: none"> <li>• Concepts of Hours , minutes and seconds</li> <li>• Concept of leap year</li> <li>• Finding whether the given year is leap or not</li> <li>• Addition subtraction of hours and minutes</li> <li>• Word problems</li> </ul> <p><b>NO. OF PERIODS: 12</b></p> | <ul style="list-style-type: none"> <li>• Understand the concept of leap year and can easily find whether the given year is a leap year or not</li> <li>• Can easily differentiate between decades and centuries</li> <li>• Can correctly add and subtract</li> <li>• Can solve real life word problems on time</li> <li>• Can differentiate between analog and digital clocks</li> </ul> | <ul style="list-style-type: none"> <li>• Written worksheets</li> <li>• Clock reading</li> </ul> | <p><b>STRATEGIES</b></p> <ul style="list-style-type: none"> <li>• Introduction of the topic</li> <li>• Explanation</li> <li>• Interactive and inclusive discussion</li> <li>• Collaborative learning</li> <li>• Recapitulation</li> </ul> <p><b>ACTIVITIES</b></p> <p>Making clocks using waste materials</p> | <ul style="list-style-type: none"> <li>• Real-Life Materials</li> <li>• Visual Aids</li> </ul> | <p><b>Daily Routines &amp; Body Clock</b></p> <p><b>Math + Art</b></p> <p><b>Design a Clock</b></p> |
| <p><b>Month – November</b></p> <p><b>TOPIC - Fraction</b></p>  | <p>The learners will be able to</p> <ul style="list-style-type: none"> <li>• Understand the</li> </ul>   | <ul style="list-style-type: none"> <li>• Pre-reading task</li> <li>• Oral revision</li> </ul>   | <p><b>TEACHING LEARNING STRATEGIES</b></p>  | <ul style="list-style-type: none"> <li>• Text book</li> <li>• Worksheet</li> </ul>             | <p><b>Math + EVS</b></p> <p><b>Plant Growth: Track</b></p>  |

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| <b>SUB-TOPIC:</b> <ul style="list-style-type: none"> <li>• Concept of equivalent Fractions</li> <li>• Comparing fraction by cross multiplication</li> <li>• Conv</li> </ul> <b>NO. OF PERIODS: 15</b>   | <b>concept of equivalent fractions</b> <ul style="list-style-type: none"> <li>• Can easily compare fractions by cross multiplication</li> <li>• Can easily convert mixed number to improper fractions and vice versa</li> </ul>   | <ul style="list-style-type: none"> <li>• Worksheet</li> <li>• Class test</li> </ul>                            | <ul style="list-style-type: none"> <li>• Introduction of the topic</li> <li>• Explanation</li> <li>• Interactive and inclusive discussion</li> <li>• Collaborative learning</li> <li>• Recapitulation</li> </ul> <b>ACTIVITIES</b><br>Fraction Disc  | <ul style="list-style-type: none"> <li>• Quizizz</li> <li>• Live worksheet</li> </ul>   | growth and show data in fractions (e.g., “The plant grew $\frac{3}{4}$ of an inch this week.”)                           |
| <b>Month – December</b><br><b>TOPIC - Angles</b><br><b>SUB-TOPIC:</b> <ul style="list-style-type: none"> <li>• Concept of line , line and line segments</li> <li>• Concept of angle</li> <li>• Making an angle using a protractor</li> <li>• Types of Angles</li> </ul> <b>NO. OF PERIODS: 12</b> | <b>The learners will be able to</b> <ul style="list-style-type: none"> <li>• Understand the concept of Angles</li> <li>• Can easily distinguish among ray , line and line segments</li> <li>• Can easily construct angles using a protractor</li> <li>• Can measure a given angle</li> <li>• Can easily recognize acute, obtuse, right and straight angles</li> </ul> | <ul style="list-style-type: none"> <li>• Oral revision</li> <li>• Worksheets</li> <li>• Visual aids</li> </ul> | <b>TEACHING LEARNING STRATEGIES</b> <ul style="list-style-type: none"> <li>• Introduction of the topic</li> <li>• Explanation</li> <li>• Interactive and inclusive discussion</li> <li>• Collaborative learning</li> <li>• Recapitulation</li> </ul> <b>ACTIVITIES</b><br>Yoga postures and angles | <ul style="list-style-type: none"> <li>• Text book</li> <li>• Worksheet</li> <li>• Quizizz</li> <li>• Live worksheet</li> </ul> | <b>Math + EVS</b><br>Finding angles from the environment   |
| <b>TOPIC - Area</b><br><b>SUB-TOPIC:</b>  | <b>The learners will be able to</b> <ul style="list-style-type: none"> <li>• Understand the</li> </ul>  | <ul style="list-style-type: none"> <li>• Oral revision</li> <li>• Worksheets</li> <li>• Visual aids</li> </ul> | <b>TEACHING LEARNING STRATEGIES</b> <ul style="list-style-type: none"> <li>• Introduction of the</li> </ul>  | <ul style="list-style-type: none"> <li>• Text book</li> <li>• Worksheet</li> <li>• Quizizz</li> </ul>                           | <b>Science</b> <ul style="list-style-type: none"> <li>• Gardening Project: Calculate the area of a garden bed</li> </ul> |

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| <ul style="list-style-type: none"> <li>• Concept of Area</li> <li>• Unit used to measure area</li> <li>• Finding areas of square and rectangle</li> <li>• Use of Area in daily life</li> </ul> <p>NO. OF PERIODS: 10</p>  | <p>concept of Area</p> <ul style="list-style-type: none"> <li>• Can easily find the areas of squares and rectangles using formulas</li> <li>• Can easily use the unit of area in the answers</li> <li>• Can solve day to day life problems on area</li> </ul>              |  | <p>topic</p> <ul style="list-style-type: none"> <li>• Explanation</li> <li>• Interactive and inclusive discussion</li> <li>• Collaborative learning</li> <li>• Recapitulation</li> </ul> <p>ACTIVITIES</p> <p>Measure areas of given objects</p>   | <ul style="list-style-type: none"> <li>• Live worksheet</li> </ul>  | <p>(e.g., 3 m × 2 m = 6 m<sup>2</sup>) and discuss how much space each plant needs.</p>  |
| <p>Month – January</p> <p>TOPIC – Volume</p> <p>SUB-TOPIC:</p> <ul style="list-style-type: none"> <li>• Concept of Volume</li> <li>• Units used to measure volume</li> <li>• Finding volumes of cubes and cuboids</li> <li>• Solving day to day word problems on</li> </ul> | <p>The learners will be able to</p> <ul style="list-style-type: none"> <li>• Understand the concept of volume</li> <li>• Can calculate the volumes of cube and cuboids using the formulas</li> <li>• Can easily understand the use of volume in day to day life</li> </ul> | <ul style="list-style-type: none"> <li>• Oral revision</li> <li>• Worksheets</li> <li>• Visual aids</li> </ul> | <p>TEACHING LEARNING STRATEGIES</p> <ul style="list-style-type: none"> <li>• Introduction of the topic</li> <li>• Explanation</li> <li>• Interactive and inclusive discussion</li> <li>• Collaborative learning</li> <li>• Recapitulation</li> </ul> <p>ACTIVITIES</p> <p>Calculate the volumes of given objects</p> | <ul style="list-style-type: none"> <li>• Text book</li> <li>• Worksheet</li> <li>• Quizizz</li> <li>• Live worksheet</li> </ul> | <p>Art</p> <ul style="list-style-type: none"> <li>• 3D Model Making: Build cubes and cuboids using paper, cardboard, or clay; calculate and label their volume.</li> </ul> |

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| <div>volume</div> <div>NO. OF PERIODS: 12</div> | <div></div> <div></div> |  |             |  |  |
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| <p>Month – November</p> <p>TOPIC - Fraction</p> <p>SUB-TOPIC:</p> <ul style="list-style-type: none"> <li>• Concept of equivalent Fractions</li> <li>• Comparing fraction by cross multiplication</li> <li>• Conv</li> </ul> <p>NO. OF PERIODS: 15</p> <p>NO. OF PERIODS: 5</p> | <p>The learners will be able to</p> <ul style="list-style-type: none"> <li>• Understand the concept of equivalent fractions</li> <li>• Can easily compare fractions by cross multiplication</li> <li>• Can easily convert mixed number to improper fractions and vice versa</li> </ul> | <ul style="list-style-type: none"> <li>• Pre-reading task</li> <li>• Oral revision</li> <li>• Worksheet</li> <li>• Class test</li> </ul> | <p>TEACHING LEARNING STRATEGIES</p> <ul style="list-style-type: none"> <li>• Introduction of the concept</li> <li>• Explanation</li> <li>• Interactive and inclusive discussion</li> <li>• Collaborative</li> </ul> <p>Learning</p> <ul style="list-style-type: none"> <li>• Recapitulation</li> </ul> <p>ACTIVITIES</p> <p>Integrating art through</p> <ul style="list-style-type: none"> <li>• Pronoun pizza</li> <li>• Pronoun song</li> </ul> | <ul style="list-style-type: none"> <li>• Text book</li> <li>• Worksheet</li> <li>• Quizizz</li> <li>• Live worksheet</li> </ul> | <p>.Hindi:</p> <p>सर्वनाम</p> |

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| <p><b>TOPIC:</b></p> <p><b>MY ENGLISH READER-</b></p> <p><b>UNIT 1</b></p> <p><b><u>ANIMAL WORLD</u></b></p> <p><b>SUB-TOPIC:</b></p> <p><b>L- THE OSTRICH AND THE HEDGEHOG</b></p> <p><b>(Reading)</b></p> <p><b>NO. OF PERIODS: 3</b></p> | <p>The learners will be able to</p> <ul style="list-style-type: none"> <li>• read the text with proper pronunciation, stress and intonation.</li> <li>• identify the main idea, details and sequence of events and draw conclusions.</li> </ul> | <ul style="list-style-type: none"> <li>• Pre-reading activity</li> <li>• Class discussion</li> <li>•</li> </ul>  | <p><b>TEACHING LEARNING STRATEGIES</b></p> <ul style="list-style-type: none"> <li>• Reading and explanation</li> <li>• Interactive and inclusive discussion on the central idea and character analysis</li> </ul> <p><b>ACTIVITIES</b></p> <p>Integrating art through</p> <ul style="list-style-type: none"> <li>• Role play</li> </ul> | <ul style="list-style-type: none"> <li>• Text book</li> <li>• Audio visual aids</li> <li>•</li> </ul>                              | <p><b>Science:</b></p> <p><b>Interesting facts about ostrich and hedgehog</b></p> |
| <p><b>TOPIC:</b></p> <p><b>MY ENGLISH READER-</b></p> <p><b><u>UNIT 2</u></b></p>   | <p>The learners will be able to</p> <ul style="list-style-type: none"> <li>• read the text with proper pronunciation, stress and intonation.</li> </ul>   | <ul style="list-style-type: none"> <li>• Pre-reading activity</li> <li>• Class discussion</li> <li>• Oral revision</li> <li>• Worksheet</li> <li>• Class test</li> </ul> | <p><b>TEACHING LEARNING STRATEGIES</b></p> <ul style="list-style-type: none"> <li>• Reading and explanation</li> <li>• Interactive and inclusive</li> </ul>   | <ul style="list-style-type: none"> <li>• Text book</li> <li>• Audio visual aids</li> <li>• Worksheet</li> <li>• Quizizz</li> </ul> | <p><b>Science:</b></p> <p><b>Information about causes of pollution</b></p>        |

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| <p><u>NATURE CARES</u></p> <p>SUB-TOPIC:</p> <p>L- THE GOD OF RIVER</p> <p>NO. OF PERIODS: 5</p>   | <ul style="list-style-type: none"> <li>identify the main idea, details and sequence of events and draw conclusions.</li> <li>develop environment friendly habits.</li> <li>analyse reasons for water pollution.</li> </ul>                           | <ul style="list-style-type: none"> <li>Dictation</li> </ul>  | <p>discussion on the central idea and character analysis</p> <ul style="list-style-type: none"> <li>Collaborative learning</li> <li>Vocabulary drill</li> <li>Recapitulation</li> </ul> <p>ACTIVITIES</p> <p>Integrating art and experiential learning through</p> <ul style="list-style-type: none"> <li>Poster making</li> <li>Slogan writing</li> </ul> |  |  |
| <p>TOPIC:</p> <p>MY ENGLISH READER-</p> <p>UNIT 2</p> <p><u>NATURE CARES</u></p> <p>SUB-TOPIC:</p> | <p>The learners will be able to</p> <ul style="list-style-type: none"> <li>recite the poem with proper intonation and pronunciation.</li> <li>develop a responsible attitude towards nature.</li> <li>understand the importance of trees.</li> </ul> | <ul style="list-style-type: none"> <li>Pre-reading activity</li> <li>Class discussion</li> <li>Recitation</li> </ul> | <p>TEACHING LEARNING STRATEGIES</p> <ul style="list-style-type: none"> <li>Reading and explanation</li> <li>Interactive and inclusive discussion</li> <li>Collaborative learning</li> </ul> <p>ACTIVITIES</p>  | <ul style="list-style-type: none"> <li>Text book</li> <li>Audio visual aids</li> <li>Live worksheet</li> </ul> | <p>Science:</p> <p>Importance of trees</p> |



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| <p><b>P-TREES ARE THE KINDEST THINGS I KNOW</b></p> <p><b>NO. OF PERIODS: 3</b></p>   |   |  | <p><b>Integrating art and experiential learning through</b></p> <ul style="list-style-type: none"> <li>• Poster making</li> </ul>  |   |  |
| <p><b>TOPIC:</b></p> <p><b>GRAMMAR SKILL</b></p> <p><b>SUB-TOPICS:</b></p> <p><b>L-3 HOW MANY</b></p> <p><b>NO. OF PERIODS: 6</b></p> | <p>The learners will be able to</p> <ul style="list-style-type: none"> <li>• understand, learn and apply the concept of changing singular into plural.</li> </ul> | <ul style="list-style-type: none"> <li>• Pre-reading task</li> <li>• Oral revision</li> <li>• Worksheet</li> <li>• Class test</li> </ul> | <p><b>TEACHING LEARNING STRATEGIES</b></p> <ul style="list-style-type: none"> <li>• Introduction of the concept</li> <li>• Explanation</li> <li>• Interactive and inclusive discussion</li> <li>• Collaborative Learning</li> <li>• Recapitulation</li> </ul> <p><b>ACTIVITIES</b></p> <p>Integrating art through</p> <ul style="list-style-type: none"> <li>• Plural foldables</li> </ul> | <ul style="list-style-type: none"> <li>• Text book</li> <li>• Worksheet</li> <li>• Quizizz</li> <li>• Live worksheet</li> </ul> | <p><b>.Hindi:</b></p> <p><b>वचन.</b></p>               |
| <p><b>TOPIC:</b></p>  | <p>The learners will be able to</p> <ul style="list-style-type: none"> <li>• identify and use different</li> </ul>  | <ul style="list-style-type: none"> <li>• Pre-reading task</li> <li>• Oral revision</li> </ul>  | <p><b>TEACHING LEARNING STRATEGIES</b></p> <ul style="list-style-type: none"> <li>• Introduction of the</li> </ul>   | <ul style="list-style-type: none"> <li>• Text book</li> <li>• Worksheet</li> </ul>  | <p><b>.Hindi:</b></p> <p><b>सम्बन्ध सूचक अव्यय</b></p> |

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| <p><b>GRAMMAR SKILL</b></p> <p><b>SUB-TOPICS:</b></p> <p><b>L-4 PREPOSITIONS</b></p> <p><b>NO. OF PERIODS: 5</b></p> | <p><b>prepositions in sentences.</b></p>  | <ul style="list-style-type: none"> <li>• <b>Worksheet</b></li> <li>• <b>Class test</b></li> </ul>  | <p><b>concept</b></p> <ul style="list-style-type: none"> <li>• <b>Explanation</b></li> <li>• <b>Interactive and inclusive discussion</b></li> <li>• <b>Collaborative Learning</b> <ul style="list-style-type: none"> <li>• <b>Recapitulation</b></li> </ul> </li> </ul> <p><b>ACTIVITIES</b></p> <p><b>Integrating art and experiential learning through</b></p> <ul style="list-style-type: none"> <li>• <b>‘Where is the toy’ activity</b></li> <li>• <b>‘Prepositions in article’ activity</b></li> </ul> | <ul style="list-style-type: none"> <li>• <b>Quizizz</b></li> <li>• <b>Newspaper</b></li> <li>• <b>Live worksheet</b></li> </ul> | <p><b>सर्वनाम.</b></p> |
| <p><b>TOPIC:</b></p> <p><b>WRITING SKILL</b></p> <p><b>SUB-TOPIC:</b></p> <p><b>PICTURE DESCRIPTION</b></p>          | <p><b>The learners will be able to</b></p> <ul style="list-style-type: none"> <li>• <b>stimulate imagination for creative writing</b></li> <li>• <b>describe any picture using correct grammatical structures.</b></li> </ul> | <ul style="list-style-type: none"> <li>• <b>Class discussion</b></li> <li>• <b>Accuracy, fluency and content of the paragraph</b></li> </ul> | <p><b>TEACHING LEARNING STRATEGIES</b></p> <ul style="list-style-type: none"> <li>• <b>Introduction of the topic</b></li> <li>• <b>Discussion on topic</b></li> <li>• <b>Explanation of sentence structure</b></li> <li>• <b>Guided practice</b></li> <li>• <b>Recapitulation</b></li> </ul>   | <ul style="list-style-type: none"> <li>• <b>Sample model writing</b></li> <li>• <b>Worksheet</b></li> </ul>                     |                        |

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| NO. OF PERIODS: 3   |  |   |   |  |  |
| <p>TOPIC:</p> <p>MY ENGLISH READER-</p> <p>UNIT 2</p> <p><u>NATURE CARES</u></p> <p>SUB-TOPIC:</p> <p>L-MINU AND DINO</p> <p>(Project based)</p> <p>NO. OF PERIODS: 3</p> | <p>The learners will be able to</p> <ul style="list-style-type: none"> <li>differentiate between extinct and endangered animals.</li> <li>enrich knowledge about conservation and protection of endangered animals.</li> </ul> | <ul style="list-style-type: none"> <li>Pre-reading activity</li> <li>Class discussion</li> </ul>  | <p>TEACHING LEARNING STRATEGIES</p> <ul style="list-style-type: none"> <li>Reading and explanation</li> <li>Interactive and inclusive discussion on theme</li> <li>Collaborative learning</li> <li>Recapitulation</li> </ul> <p>ACTIVITIES</p> <p>Integrating art through</p> <ul style="list-style-type: none"> <li>Poster making</li> </ul> | <ul style="list-style-type: none"> <li>Text book</li> <li>Audio visual aids</li> </ul>                                     | <p>Science:</p> <p>Extinct and endangered animals</p>        |
| <p>TOPIC:</p> <p>MY ENGLISH READER-</p> <p>UNIT 2</p> <p><u>NATURE CARES</u></p> <p>SUB-TOPIC:</p>  | <p>The learners will be able to</p> <ul style="list-style-type: none"> <li>read the text with proper pronunciation, stress and intonation.</li> <li>identify the main idea, details and sequence of events and draw</li> </ul> | <ul style="list-style-type: none"> <li>Pre-reading activity</li> <li>Class discussion</li> <li>Oral revision</li> <li>Worksheet</li> <li>Class test</li> <li>Dictation</li> </ul> | <p>TEACHING LEARNING STRATEGIES</p> <ul style="list-style-type: none"> <li>Reading and explanation</li> <li>Interactive and inclusive discussion on the central idea and character</li> </ul>   | <ul style="list-style-type: none"> <li>Text book</li> <li>Audio visual aids</li> <li>Worksheet</li> <li>Quizizz</li> </ul> | <p>Science:</p> <p>Information about causes of pollution</p> |

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| <p><b>L-TREES</b></p> <p><b>NO. OF PERIODS: 6</b></p>   | <p>conclusions.</p> <ul style="list-style-type: none"> <li>develop an appreciative attitude towards the environment.</li> </ul>        |  | <p>analysis</p> <ul style="list-style-type: none"> <li>Collaborative learning</li> <li>Vocabulary drill</li> <li>Recapitulation</li> </ul> <p>ACTIVITIES</p> <p>Integrating art and experiential learning through</p> <ul style="list-style-type: none"> <li>Poster making</li> <li>Slogan writing</li> </ul> | <ul style="list-style-type: none"> <li></li> </ul>                             |                        |
| <p><b>TOPIC:</b></p> <p><b>LISTENING SKILL</b></p> <p><b>SUB-TOPIC:</b></p> <p><b>L-HARMFUL EFFECTS OF POLYBAGS</b></p> <p><b>NO. OF PERIODS: 1</b></p> | <p>The learners will be able to</p> <ul style="list-style-type: none"> <li>develop language competency and listening skill.</li> </ul> | <ul style="list-style-type: none"> <li>Listening assessment worksheet</li> </ul> | <p><b>TEACHING LEARNING STRATEGIES</b></p> <ul style="list-style-type: none"> <li>Reading out passage followed by completion of worksheet</li> </ul>  | <ul style="list-style-type: none"> <li>Text book</li> <li>Worksheet</li> </ul> |                        |
| <p><b>TOPIC:</b></p>  | <p>The learners will be able to</p> <ul style="list-style-type: none"> <li>identify and use the</li> </ul>                             | <ul style="list-style-type: none"> <li>Pre-reading task</li> </ul>               | <p><b>TEACHING LEARNING STRATEGIES</b></p>  | <ul style="list-style-type: none"> <li>Text book</li> </ul>                    | <p>।Hindi: विशेषण.</p> |

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| <p><b>GRAMMAR SKILL</b></p> <p><b>SUB-TOPICS:</b></p> <p><b>L-4</b></p> <p><b>DESCRIBING WORDS</b></p> <p><b>NO. OF PERIODS: 5</b></p> | <p>adjective to describe a person/an object or a place.</p>  | <ul style="list-style-type: none"> <li>• Oral revision</li> <li>• Worksheet</li> <li>• Class test</li> </ul>  | <ul style="list-style-type: none"> <li>• Introduction of the concept</li> <li>• Explanation</li> <li>• Interactive and inclusive discussion</li> <li>• Collaborative Learning</li> <li>• Recapitulation</li> </ul> <p><b>ACTIVITIES</b></p> <p>Integrating art and experiential learning through</p> <ul style="list-style-type: none"> <li>• ‘Awesome adjectives that describe me’ activity</li> <li>• Adjective song</li> </ul> | <ul style="list-style-type: none"> <li>• Worksheet</li> <li>• Quizizz</li> <li>• Live worksheet</li> </ul>                         |                                  |
| <p><b>TOPIC:</b></p> <p><b>MY ENGLISH READER-UNIT 3</b></p> <p><b>REGARD F OR VALUES</b></p>   | <p>The learners will be able to</p> <ul style="list-style-type: none"> <li>• understand the central idea of the story and critically analyse the main characters.</li> <li>• appreciate</li> </ul> | <ul style="list-style-type: none"> <li>• Pre-reading activity</li> <li>• Class discussion</li> <li>• Oral revision</li> <li>• Worksheet</li> <li>• Class test</li> <li>• Dictation</li> </ul> | <p><b>TEACHING LEARNING STRATEGIES</b></p> <ul style="list-style-type: none"> <li>• Reading and explanation</li> <li>• Interactive and inclusive discussion on the central idea and character</li> </ul>  | <ul style="list-style-type: none"> <li>• Text book</li> <li>• Audio visual aids</li> <li>• Worksheet</li> <li>• Quizizz</li> </ul> | <p>Hindi:</p> <p>कहानी सुनाओ</p> |

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| <b>SUB-TOPIC:</b><br><br><b>L- NINA IS THE WINNER</b><br><br><br><br><br><br><br><br><br><b>NO. OF PERIODS: 6</b>   |  |  | <b>analysis</b> <ul style="list-style-type: none"><li>• Collaborative learning</li><li>• Vocabulary drill</li><li>• Recapitulation</li></ul> <b>ACTIVITIES</b><br><b>Integrating art and experiential learning through</b> <ul style="list-style-type: none"><li>• Role play</li><li>• Card making</li></ul> | <ul style="list-style-type: none"><li>•</li></ul>                                       |   |
| <b>TOPIC:</b><br><br><b>MY ENGLISH READER-</b><br><br><b>UNIT 3</b><br><b>REGARD F</b><br><b>OR VALUES</b><br><br><b>SUB-TOPIC:</b><br><br><b>L- TWO LITTLE KITTENS</b> | <b>The learners will be able to</b> <ul style="list-style-type: none"><li>• recite the poem with proper intonation and pronunciation.</li><li>• understand the importance of peaceful resolution of conflict</li></ul> | <ul style="list-style-type: none"><li>• Pre-reading activity</li><li>• Class discussion</li><li>• Recitation</li></ul> | <b>TEACHING LEARNING STRATEGIES</b> <ul style="list-style-type: none"><li>• Reading and explanation</li><li>• Interactive and inclusive discussion</li><li>• Collaborative learning</li></ul> <b>ACTIVITIES</b><br><b>Integrating art and experiential learning through</b>                                  | <ul style="list-style-type: none"><li>• Text book</li><li>• Audio visual aids</li></ul> | <b>Science:</b><br><br><b>Animal babies</b> |

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| NO. OF PERIODS: 3  |   | •  | • Mask making  |   |                                |
| <b>TOPIC:</b><br><br><b>LISTENING SKILL</b><br><br><b>SUB-TOPIC:</b><br><br><b>L-THE PLATE OF GOLD</b><br><br><b>NO. OF PERIODS: 1</b> | <b>The learners will be able to</b> <ul style="list-style-type: none"> <li>develop language competency and listening skill.</li> </ul>      | <ul style="list-style-type: none"> <li>Listening assessment worksheet</li> </ul>   | <b>TEACHING LEARNING STRATEGIES</b> <ul style="list-style-type: none"> <li>Reading out passage followed by completion of worksheet</li> </ul>  | <ul style="list-style-type: none"> <li>Text book</li> <li>Worksheet</li> </ul>  |                                |
| <b>TOPIC:</b><br><br><b>GRAMMAR SKILL</b><br><br><b>SUB-TOPICS:</b><br><br><b>L-5</b>  | <b>The learners will be able to</b> <ul style="list-style-type: none"> <li>identify and use main and helping verbs in sentences.</li> </ul> | <ul style="list-style-type: none"> <li>Pre-reading task</li> <li>Oral revision</li> <li>Worksheet</li> <li>Class test</li> </ul> | <b>TEACHING LEARNING STRATEGIES</b> <ul style="list-style-type: none"> <li>Introduction of the concept</li> <li>Explanation</li> <li>Interactive and inclusive discussion</li> <li>Collaborative Learning</li> </ul> | <ul style="list-style-type: none"> <li>Text book</li> <li>Worksheet</li> <li>Quizizz</li> <li>Live worksheet</li> </ul> | <b>Hindi:</b><br><b>क्रिया</b> |

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| <p><b>VERBS</b></p> <p><b>NO. OF PERIODS: 5</b></p>  |   |  | <ul style="list-style-type: none"> <li>Recapitulation</li> </ul> <p><b>ACTIVITIES</b></p> <p>Integrating art through</p> <ul style="list-style-type: none"> <li>Mime game</li> <li>Action web chart</li> </ul>  |  |  |
| <p><b>TOPIC:</b></p> <p><b>MY ENGLISH READER-</b></p> <p><b>UNIT 3</b></p> <p><b>REGARD F</b></p> <p><b>OR VALUES</b></p> <p><b>SUB-TOPIC:</b></p> <p><b>L- KRISHNA AND</b></p> <p><b>SUDAMA</b></p> <p><b>(Reading)</b></p> <p><b>NO. OF PERIODS: 3</b></p> | <p>The learners will be able to</p> <ul style="list-style-type: none"> <li>read the text with proper pronunciation, stress and intonation.</li> <li>identify the main idea, details and sequence of events and draw conclusions.</li> </ul> | <ul style="list-style-type: none"> <li>Pre-reading activity</li> <li>Class discussion</li> </ul> | <p><b>TEACHING LEARNING STRATEGIES</b></p> <ul style="list-style-type: none"> <li>Reading and explanation</li> <li>Interactive and inclusive discussion on the central idea and character analysis</li> </ul> <p><b>ACTIVITIES</b></p> <p>Integrating art through</p> <ul style="list-style-type: none"> <li>Role play</li> </ul> | <ul style="list-style-type: none"> <li>Text book</li> <li>Audio visual aids</li> </ul> | <p><b>Hindi:</b></p> <p><b>कृष्ण की कहानियाँ</b></p> |
| <b>TOPIC:</b>  | <b>The learners will be able to</b>   | <ul style="list-style-type: none"> <li>Pre-reading activity</li> </ul>                           | <b>TEACHING LEARNING</b>  | <ul style="list-style-type: none"> <li>Text book</li> </ul>                            | <b>Science:</b>                                      |



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| <p>MY ENGLISH READER-</p> <p>UNIT 3</p> <p>REGARD FOR VALUES</p> <p>SUB-TOPIC:</p> <p>L- THE BIRTHDAY KITTEN</p> <p>NO. OF PERIODS: 6</p> | <ul style="list-style-type: none"> <li>• read the text with proper pronunciation, stress and intonation.</li> <li>• identify the main idea, details and sequence of events and draw conclusions.</li> <li>• learn to take care of homeless animals</li> </ul> | <ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Dictation</li> </ul>  | <p>STRATEGIES</p> <ul style="list-style-type: none"> <li>• Reading and explanation</li> <li>• Interactive and inclusive discussion on the central idea and character analysis</li> </ul> <p>ACTIVITIES</p> <p>Integrating art and experiential learning through</p> <ul style="list-style-type: none"> <li>• Animal walks</li> <li>• Clay modelling</li> </ul> | <ul style="list-style-type: none"> <li>• Audio visual aids</li> </ul>  | <p>Interesting facts about cats</p>               |
| <p>TOPIC:</p> <p>GRAMMAR SKILL</p> <p>SUB-TOPICS:</p> <p>L-4 PREPOSITIONS</p>   | <p>The learners will be able to</p> <ul style="list-style-type: none"> <li>• identify and use different prepositions in sentences.</li> </ul>   | <ul style="list-style-type: none"> <li>• Pre-reading task</li> <li>• Oral revision</li> <li>• Worksheet</li> <li>• Class test</li> </ul> | <p>TEACHING LEARNING STRATEGIES</p> <ul style="list-style-type: none"> <li>• Introduction of the concept</li> <li>• Explanation</li> <li>• Interactive and inclusive discussion</li> <li>• Collaborative</li> </ul> <p>Learning</p> <ul style="list-style-type: none"> <li>• Recapitulation</li> </ul>   | <ul style="list-style-type: none"> <li>• Text book</li> <li>• Worksheet</li> <li>• Quizizz</li> <li>• Newspaper</li> <li>• Live worksheet</li> </ul> | <p>.Hindi:</p> <p>सम्बन्ध सूचक अव्यय सर्वनाम.</p> |

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| NO. OF PERIODS: 5   |  |   | <b>ACTIVITIES</b><br>Integrating art and experiential learning through <ul style="list-style-type: none"> <li>• ‘Where is the bird’ activity</li> <li>• ‘Prepositions in article’ activity</li> </ul>                            |  |  |
| <b>TOPIC:</b><br><br><b>WRITING SKILL</b><br><br><b>SUB-TOPIC:</b><br><br><b>FORMAL LETTER: APPLICATION WRITING</b><br>(Sick leave)<br><br><b>NO. OF PERIODS: 3</b> | The learners will be able to <ul style="list-style-type: none"> <li>• write formal applications according to the format in grammatically correct English.</li> </ul> | <ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Format of letter</li> <li>• Accuracy, fluency and content of the letter</li> </ul> | <b>TEACHING LEARNING STRATEGIES</b> <ul style="list-style-type: none"> <li>• Introduction of the topic</li> <li>• Explanation of format</li> <li>• Model writing</li> <li>• Guided practice</li> <li>• Recapitulation</li> </ul> | <ul style="list-style-type: none"> <li>• Sample model writing</li> </ul>                   |  |
| <b>TOPIC:</b><br><br><b>MY ENGLISH READER-</b>  | The learners will be able to <ul style="list-style-type: none"> <li>• learn about the various attempts of man to fly</li> </ul>                                      | <ul style="list-style-type: none"> <li>• Pre-reading activity</li> <li>• Class discussion</li> </ul>  | <b>TEACHING LEARNING STRATEGIES</b> <ul style="list-style-type: none"> <li>• Reading and explanation</li> </ul>  | <ul style="list-style-type: none"> <li>• Text book</li> <li>• Audio visual aids</li> </ul> | <b>Science:</b><br><br>Experiment of hot air and cold air on balloon |



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|--|---|--|---|--|---|
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| <p><b>TOPIC:</b></p> <p><b>MY ENGLISH READER-</b></p> <p><b>UNIT 4</b></p> <p><b>ADVENTURE</b></p> <p><b>SUB-TOPIC:</b></p> <p><b>L-MICHAEL GOES CLIMBING</b></p> <p><b>(Reading)</b></p> <p><b>NO. OF PERIODS:3</b></p> | <p>The learners will be able to</p> <ul style="list-style-type: none"> <li>• read the text with proper pronunciation, stress and intonation.</li> <li>• identify the main idea, details and sequence of events and draw conclusions.</li> </ul> | <ul style="list-style-type: none"> <li>• Pre-reading activity</li> <li>• Class discussion</li> </ul>                                     | <p><b>TEACHING LEARNING STRATEGIES</b></p> <ul style="list-style-type: none"> <li>• Reading and explanation</li> <li>• Interactive and inclusive discussion on the central idea and character analysis</li> </ul> <p><b>ACTIVITIES</b></p> <p>Integrating art and experiential learning through</p> <ul style="list-style-type: none"> <li>• Model of church spire</li> </ul> | <ul style="list-style-type: none"> <li>• Text book</li> <li>• Audio visual aids</li> </ul><br><ul style="list-style-type: none"> <li>•</li> </ul>    | <p><b>Social Studies:</b></p> <p><b>Locating Netherlands on the map</b></p> |
| <p><b>TOPIC:</b></p> <p><b>GRAMMAR SKILL</b></p> <p><b>SUB-TOPIC:</b></p> <p><b>L-7</b></p> <p><b>FIXING WORDS</b></p>   | <p>The learners will be able to</p> <ul style="list-style-type: none"> <li>• identify and fill appropriate articles</li> </ul>  | <ul style="list-style-type: none"> <li>• Pre-reading task</li> <li>• Oral revision</li> <li>• Worksheet</li> <li>• Class test</li> </ul> | <p><b>TEACHING LEARNING STRATEGIES</b></p> <ul style="list-style-type: none"> <li>• Introduction of the concept</li> <li>• Explanation</li> <li>• Interactive and inclusive discussion</li> <li>• Collaborative</li> </ul>  | <ul style="list-style-type: none"> <li>• Text book</li> <li>• Worksheet</li> <li>• Quizizz</li> <li>• Live worksheet</li> <li>• Newspaper</li> </ul> |   |

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|--|---|--|--|---|---|
| <b>NO. OF PERIODS: 5</b>   |   |  | <b>Learning</b> <ul style="list-style-type: none"> <li>Recapitulation</li> </ul> <b>ACTIVITIES</b> <p>Integrating art through</p> <ul style="list-style-type: none"> <li>Pasting/drawing pictures</li> <li>'Articles in article' activity</li> </ul> |   |   |
| <b>TOPIC:</b><br><br><b>WRITING SKILL</b><br><br><b>SUB-TOPIC:</b><br><br><b>STORY COMPLETION:</b><br><br><b>NO. OF PERIODS: 3</b> | <b>The learners will be able to</b> <ul style="list-style-type: none"> <li>complete stories in grammatically correct English.</li> </ul>  | <ul style="list-style-type: none"> <li>Class discussion</li> <li>Accuracy, fluency</li> </ul>  | <b>TEACHING LEARNING STRATEGIES</b> <ul style="list-style-type: none"> <li>Introduction of the topic</li> <li>Model writing</li> <li>Guided practice</li> <li>Recapitulation</li> </ul>  | <ul style="list-style-type: none"> <li>Sample model writing</li> </ul>                                    |   |
| <b>TOPIC:</b><br><br><b>MY ENGLISH READER-</b>   | <b>The learners will be able to</b> <ul style="list-style-type: none"> <li>read the text with proper pronunciation, stress and</li> </ul> | <ul style="list-style-type: none"> <li>Pre-reading activity</li> <li>Class discussion</li> <li>Oral revision</li> <li>Worksheet</li> </ul> | <b>TEACHING LEARNING STRATEGIES</b> <ul style="list-style-type: none"> <li>Reading and explanation</li> <li>Interactive and</li> </ul>   | <ul style="list-style-type: none"> <li>Text book</li> <li>Audio visual aids</li> <li>Worksheet</li> </ul> | <b>Science:</b><br><br><b>Pet animals</b> |

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| <b>UNIT 4</b><br><br><b>ADVENTURE</b><br><br><b>SUB-TOPIC:</b><br><br><b>L-THE MAGIC ROOM</b><br><br><br><br><br><br><br><br><br><br><b>NO. OF PERIODS:6</b> | <b>intonation.</b> <ul style="list-style-type: none"><li>• understand the sequence of events, central idea of the story and critically analyse the main characters.</li><li>• develop a spirit of adventure</li></ul> | <ul style="list-style-type: none"><li>• Class test</li><li>• Dictation</li></ul> | <b>inclusive discussion on the central idea and character analysis</b> <ul style="list-style-type: none"><li>• Collaborative learning</li><li>• Vocabulary drill</li><li>• Recapitulation</li></ul> <b>ACTIVITIES</b><br><b>Integrating art and experiential learning through</b> <ul style="list-style-type: none"><li>• Magic tricks</li></ul> | <ul style="list-style-type: none"><li>• Quizizz</li></ul>  |  |
| <b>TOPIC:</b><br><br><b>LISTENING SKILL</b><br><br><b>SUB-TOPIC:</b><br><br><b>L-INDIA’S YOUNG HEROES</b>  | <b>The learners will be able to</b> <ul style="list-style-type: none"><li>• develop language competency and listening skill.</li></ul>  | <ul style="list-style-type: none"><li>• Listening assessment worksheet</li></ul> | <b>TEACHING LEARNING STRATEGIES</b> <ul style="list-style-type: none"><li>• Reading out passage followed by completion of worksheet</li></ul>  | <ul style="list-style-type: none"><li>• Text book</li><li>• Worksheet</li><li>• Quizizz</li><li>• Live worksheet</li></ul> |  |

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|---|--|---|---|---|-----------------------------|
| <b>NO. OF PERIODS: 1</b>  |  |   |   |   |                             |
| <b>TOPIC:</b><br><br><b>GRAMMAR SKILL</b><br><br><b>SUB-TOPIC:</b><br><br><b>SIMPLE PRESENT, PAST, FUTURE TENSE</b><br><br><b>NO. OF PERIODS: 5</b> | <b>The learners will be able to</b> <ul style="list-style-type: none"> <li>• identify and use simple present, past and future tenses.</li> </ul> | <ul style="list-style-type: none"> <li>• Pre-reading task</li> <li>• Oral revision</li> </ul> | <b>TEACHING LEARNING STRATEGIES</b> <ul style="list-style-type: none"> <li>• Introduction of the concept</li> <li>• Explanation</li> <li>• Interactive and inclusive discussion</li> <li>• Collaborative Learning</li> <li>• Recapitulation</li> </ul> <b>ACTIVITIES</b><br>Integrating art through <ul style="list-style-type: none"> <li>• Foldables</li> </ul> | <ul style="list-style-type: none"> <li>• Text book</li> <li>• Worksheet</li> <li>• Quizizz</li> <li>• Live worksheet</li> </ul> | <b>Hindi:</b><br><b>काल</b> |

**CLASS: IV SUBJECT: MUSIC**

**NAME OF THE TEACHER: MRS. RUPALI PAL MONTH & YEAR: APRIL  
2025**

**NO. OF WORKING DAYS: 21**

| TOPIC  | LEARNING<br>OUTCOMES                        | ASSESSMENT<br>TOOLS                          | TEACHING<br>LEARNING<br>STRATAGIES         | RESOURCES               |
|--|---|--|--|-------------------------|
| Periods: 08<br><br>New Prayer:<br>Hum par karo<br>kripa<br><br><br><br><br><br><br>Dance: 1 to 4<br>kathak steps | Developing<br>singing and<br>dancing skills | Bluetooth<br>Speaker,<br>Harmonium,<br>Tabla | Memorizing<br>singing and<br>dancing steps | Raag Parichay<br>Bhag-I |



**CLASS: IV SUBJECT: MUSIC**

**NAME OF THE TEACHER: MRS. RUPALI PAL MONTH & YEAR: MAY  
2025**

**NO. OF WORKING DAYS: 17**

| TOPIC  | LEARNING<br>OUTCOMES                    | ASSESSMENT<br>TOOLS                          | TEACHING<br>LEARNING<br>STRATAGIES                                   | RESOURCES               |
|--|---|--|--|-------------------------|
| Periods: 08<br><br>D.A.V. Anthem<br><br>Dance:<br>Traditional State<br>Dance | Honing the<br>singing skill and<br>taal | Bluetooth<br>Speaker,<br>Harmonium,<br>Tabla | Singing the notes<br>and practicing<br>dancing steps<br>individually | Raag Parichay<br>Bhag-I |

**CLASS: IV SUBJECT: MUSIC**

**NAME OF THE TEACHER: MRS. RUPALI PAL MONTH & YEAR: JULY  
2025**

**NO. OF WORKING DAYS: 25**

| TOPIC  | LEARNING<br>OUTCOMES                        | ASSESSMENT<br>TOOLS                          | TEACHING<br>LEARNING<br>STRATAGIES         | RESOURCES               |
|--|---|--|--|-------------------------|
| Periods: 08<br><br>Welcome songs<br>and dances | Developing<br>singing and<br>dancing skills | Bluetooth<br>Speaker,<br>Harmonium,<br>Tabla | Memorizing<br>singing and<br>dancing steps | Raag Parichay<br>Bhag-I |

**CLASS: IV SUBJECT: MUSIC**

**NAME OF THE TEACHER: MRS. RUPALI PAL MONTH & YEAR:  
AUGUST 2025**

**NO. OF WORKING DAYS: 23**

| TOPIC   | LEARNING<br>OUTCOMES                                      | ASSESSMENT<br>TOOLS                          | TEACHING<br>LEARNING<br>STRATAGIES         | RESOURCES               |
|---|---|--|--|-------------------------|
| Periods: 08<br><br>One Patriotic and<br>Patriotic Dance | Developing<br>rhythmic sense<br>and feeling<br>patriotism | Bluetooth<br>Speaker,<br>Harmonium,<br>Tabla | Memorizing<br>singing and<br>dancing steps | Raag Parichay<br>Bhag-I |

**CLASS: IV SUBJECT: MUSIC**

**NAME OF THE TEACHER: MRS. RUPALI PAL MONTH & YEAR:  
SEPTEMBER 2025**

**NO. OF WORKING DAYS: 23**

| TOPIC   | LEARNING<br>OUTCOMES             | ASSESSMENT<br>TOOLS                          | TEACHING<br>LEARNING<br>STRATAGIES      | RESOURCES               |
|---|----------------------------------|--|---|-------------------------|
| Periods: 08<br><br>One folk song<br>and one folk<br>dance | Enjoy the folk<br>song and dance | Bluetooth<br>Speaker,<br>Harmonium,<br>Tabla | Refinement of<br>Singing and<br>Dancing | Raag Parichay<br>Bhag-I |

**CLASS: IV SUBJECT: MUSIC**

**NAME OF THE TEACHER: MRS. RUPALI PAL MONTH & YEAR:  
OCTOBER 2025**

**NO. OF WORKING DAYS: 21**

| TOPIC   | LEARNING<br>OUTCOMES                        | ASSESSMENT<br>TOOLS                                   | TEACHING<br>LEARNING<br>STRATAGIES         | RESOURCES               |
|---|---|---|--|-------------------------|
| Periods: 08<br><br>One Saraswati<br>Vandana and<br>One Classical<br>Dance | Developing<br>singing and<br>dancing skills | Bluetooth<br>Speaker,<br>Harmonium,<br>Tabla, Manjira | Memorizing<br>singing and<br>dancing steps | Raag Parichay<br>Bhag-I |

**CLASS: IV SUBJECT: MUSIC**

**NAME OF THE TEACHER: MRS. RUPALI PAL MONTH & YEAR:  
NOVEMBER 2025**

**NO. OF WORKING DAYS: 22**

| TOPIC  | LEARNING<br>OUTCOMES       | ASSESSMENT<br>TOOLS                          | TEACHING<br>LEARNING<br>STRATAGIES           | RESOURCES               |
|--|----------------------------|--|--|-------------------------|
| Periods: 08<br><br>Preparation for<br>Inter-School<br>Competitions | Exposure and<br>Experience | Bluetooth<br>Speaker,<br>Harmonium,<br>Tabla | More and More<br>Practice for<br>competition | Raag Parichay<br>Bhag-I |

**CLASS: IV SUBJECT: MUSIC**

**NAME OF THE TEACHER: MRS. RUPALI PAL MONTH & YEAR:  
DECEMBER 2025**

**NO. OF WORKING DAYS: 24**

| TOPIC   | LEARNING<br>OUTCOMES       | ASSESSMENT<br>TOOLS                  | TEACHING<br>LEARNING<br>STRATAGIES | RESOURCES               |
|---|----------------------------|--------------------------------------|------------------------------------|-------------------------|
| Periods: 08<br><br>Christmas Carols<br>and Dances | Exposure and<br>Experience | Bluetooth<br>Speaker, Casio,<br>Drum | Practice for<br>Perfection         | Raag Parichay<br>Bhag-I |

**CLASS: IV SUBJECT: MUSIC**

**NAME OF THE TEACHER: MRS. RUPALI PAL MONTH & YEAR:  
JANUARY 2026**

**NO. OF WORKING DAYS: 17**

| TOPIC   | LEARNING<br>OUTCOMES                | ASSESSMENT<br>TOOLS                          | TEACHING<br>LEARNING<br>STRATAGIES         | RESOURCES               |
|---|-------------------------------------|--|--|-------------------------|
| Periods: 08<br><br>Preparation for<br>Republic Day<br>Celebration | Performance and<br>Stage Experience | Bluetooth<br>Speaker,<br>Harmonium,<br>Tabla | Memorizing<br>singing and<br>dancing steps | Raag Parichay<br>Bhag-I |



**CLASS: IV SUBJECT: MUSIC**

**NAME OF THE TEACHER: MRS. RUPALI PAL MONTH & YEAR: FEBRUARY  
2026**

**NO. OF WORKING DAYS: 22**

| TOPIC  | LEARNING<br>OUTCOMES                        | ASSESSMENT<br>TOOLS                       | TEACHING<br>LEARNING<br>STRATAGIES | RESOURCES               |
|--|---|---|------------------------------------|-------------------------|
| Periods: 08<br><br>Revision of all<br>the previous<br>songs and dances | Developing<br>singing and<br>dancing skills | All the<br>previously used<br>instruments | Perfection                         | Raag Parichay<br>Bhag-I |

# ENGLISH CURRICULUM CLASS IV (2025-26)

| MONTH: APRIL   |   |  |   |   |                                   |
|--|---|--|---|---|-----------------------------------|
| NO. OF WORKING DAYS: 21  |   |  |   |   |                                   |
| NAME OF CHAPTER  | LEARNING OUTCOMES   | ASSESSMENT TOOLS   | TEACHING LEARNING STRATEGIES/ACTIVITIES   | RESOURCES   | INTERDISCIPLINARY APPROACH        |
|  |   | C) FOR IDENTIFYING LEARNING GAPS<br>D) FOR DETERMINING UNDERSTANDING LEVEL   |   |   |                                   |
| TOPIC:<br><br>MY ENGLISH READER-<br><br>UNIT 1<br><br>SPORTS<br><br>SUB-TOPIC:<br><br>L- A TRUE FRIEND | The learners will be able to <ul style="list-style-type: none"><li>understand the central idea of the story and critically analyse the main characters.</li><li>understand the importance of true friends in life</li></ul> | <ul style="list-style-type: none"><li>Pre-reading activity</li><li>Class discussion</li><li>Oral revision</li><li>Worksheet</li><li>Class test</li><li>Dictation</li></ul> | TEACHING LEARNING STRATEGIES <ul style="list-style-type: none"><li>Reading and explanation</li><li>Interactive and inclusive discussion on the central idea and character analysis</li><li>Collaborative learning</li><li>Vocabulary drill</li><li>Recapitulation</li></ul> ACTIVITIES<br><br>Integrating art and experiential learning through | <ul style="list-style-type: none"><li>Text book</li><li>Audio visual aids</li><li>Worksheet</li><li>Quizizz</li></ul> | Hindi:<br><br>Songs on friendship |

|   |   |  |   |   |               |
|---|---|--|---|---|---------------|
| <b>NO. OF PERIODS: 6</b>  |   |  | <ul style="list-style-type: none"><li>• Role play</li><li>• Card making</li><li>• Slogan writing</li></ul>                                    |   |               |
| <b>TOPIC:</b><br><br><b>LISTENING SKILL</b><br><br><b>SUB-TOPIC:</b><br><br><b>L-A TEST OF STRENGTH</b><br><br><b>NO. OF PERIODS: 1</b> | <b>The learners will be able to</b> <ul style="list-style-type: none"><li>• develop listening skill</li></ul> | <ul style="list-style-type: none"><li>• Listening assessment worksheet</li></ul> | <b>TEACHING LEARNING STRATEGIES</b> <ul style="list-style-type: none"><li>• Reading out passage followed by completion of worksheet</li></ul> | <ul style="list-style-type: none"><li>• Text book</li><li>• Worksheet</li></ul> |               |
| <b>TOPIC:</b>   | <b>The learners will be able to</b>   | <ul style="list-style-type: none"><li>• Pre-reading task</li></ul>               | <b>TEACHING LEARNING STRATEGIES</b>   | <ul style="list-style-type: none"><li>• Text book</li></ul>                     | <b>Hindi:</b> |

|   |  |   |   |  |        |
|---|--|---|---|--|--------|
| <p>GRAMMAR SKILL</p> <p>SUB-TOPICS:</p> <p>L-1 NOUNS</p> <p>NO. OF PERIODS: 5</p> | <ul style="list-style-type: none"><li>• identify and classify nouns.</li><li>• identify and use collective nouns.</li></ul>  | <ul style="list-style-type: none"><li>• Oral revision</li><li>• Worksheet</li><li>• Class test</li></ul>                    | <ul style="list-style-type: none"><li>• Introduction of the concept</li><li>• Explanation</li><li>• Interactive and inclusive discussion</li><li>• Collaborative Learning</li><li>• Recapitulation</li></ul> <p>ACTIVITIES</p> <p>Integrating art through</p> <ul style="list-style-type: none"><li>• Picture pasting/drawing</li></ul> | <ul style="list-style-type: none"><li>• Worksheet</li><li>• Quizizz</li><li>• Live worksheet</li></ul> | संज्ञा |
| <p>TOPIC:</p> <p>WRITING SKILL</p> <p>SUB-TOPIC:</p> <p>PARAGRAPH WRITING</p>     | <p>The learners will be able to</p> <ul style="list-style-type: none"><li>• form sentences using hints.</li><li>• write short compositions in grammatically correct English.</li></ul> | <ul style="list-style-type: none"><li>• Class discussion</li><li>• Accuracy, fluency and content of the paragraph</li></ul> | <p>TEACHING LEARNING STRATEGIES</p> <ul style="list-style-type: none"><li>• Introduction of the topic</li><li>• Discussion on topic</li><li>• Explanation of sentence structure</li><li>• Guided practice</li><li>• Recapitulation</li></ul>  | <ul style="list-style-type: none"><li>• Sample model writing</li></ul>                                 |        |



|                               |   |  |  |  |  |
|-------------------------------|---|--|--|--|--|
| <b>GRAMMAR SKILL</b>          | <b>between masculine, feminine, common neuter genders.</b>  | <ul style="list-style-type: none"><li>• Worksheet</li><li>• Class test</li></ul> | <ul style="list-style-type: none"><li>• Explanation</li><li>• Interactive and inclusive discussion</li><li>• Collaborative Learning</li><li>• Recapitulation</li></ul> | <ul style="list-style-type: none"><li>• Quizizz</li><li>• Live worksheet</li></ul> |  |
| <b>SUB-TOPICS:</b>            | <ul style="list-style-type: none"><li>• change masculine into feminine gender and vice versa.</li></ul> |  | <b>ACTIVITIES</b>  |  |  |
| <b>L-2 GENDERS</b>            |   |  | Integrating art through <ul style="list-style-type: none"><li>• Picture pasting/drawing</li></ul>  |  |  |
| <b>NO. OF PERIODS: 5</b>      |   |  |  |  |  |
| <b>MONTH: JULY</b>            |   |  |  |  |  |
| <b>NO. OF WORKING DAYS:25</b> |   |  |  |  |  |

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|---|--|--|--|---|---|
| <p><b>TOPIC:</b></p> <p><b>MY ENGLISH READER-</b></p> <p><b>UNIT 2</b></p> <p><b>TRAVEL</b></p> <p><b>SUB-TOPIC:</b></p> <p><b>P-TRAVEL PLANS</b></p> <p><b>NO. OF PERIODS: 4</b></p> | <p>The learners will be able to</p> <ul style="list-style-type: none"><li>• understand the central idea of the poem.</li><li>• recite the poem with proper intonation</li><li>• understand the importance of travelling.</li></ul> | <ul style="list-style-type: none"><li>• Pre-reading activity</li><li>• Class discussion</li><li>• Recitation</li></ul> | <p><b>TEACHING LEARNING STRATEGIES</b></p> <ul style="list-style-type: none"><li>• Reading and explanation</li><li>• Interactive and inclusive discussion on the central idea</li><li>• Collaborative learning</li></ul> <p><b>ACTIVITIES</b></p> <p>Integrating art and experiential learning through</p> <ul style="list-style-type: none"><li>• Poster making</li></ul> | <ul style="list-style-type: none"><li>• Text book</li><li>• Audio visual aids</li></ul> | <p><b>Social Studies:</b></p> <p><b>Tourist places of India</b></p> |
| <p><b>TOPIC:</b></p> <p><b>LISTENING SKILL</b></p> <p><b>SUB-TOPIC:</b></p> <p><b>L- KANYA KUMARI</b></p>   | <p>The learners will be able to</p> <ul style="list-style-type: none"><li>• develop listening skill</li></ul>  | <ul style="list-style-type: none"><li>• Listening assessment worksheet</li></ul>                                       | <p><b>TEACHING LEARNING STRATEGIES</b></p> <ul style="list-style-type: none"><li>• Reading out passage followed by completion of worksheet</li></ul>   | <ul style="list-style-type: none"><li>• Text book</li><li>• Worksheet</li></ul>         |   |





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|--|---|---|--|--|---|
| <p>TOPIC:</p> <p>GRAMMAR SKILL</p> <p>SUB-TOPICS:</p> <p>L-4 PREPOSITIONS</p> <p>NO. OF PERIODS: 5</p> | <p>The learners will be able to</p> <ul style="list-style-type: none"><li>• identify and use different prepositions in sentences.</li></ul>                               | <ul style="list-style-type: none"><li>• Pre-reading task</li><li>• Oral revision</li><li>• Worksheet</li><li>• Class test</li></ul>                 | <p>TEACHING LEARNING STRATEGIES</p> <ul style="list-style-type: none"><li>• Introduction of the concept</li><li>• Explanation</li><li>• Interactive and inclusive discussion</li><li>• Collaborative Learning</li><li>• Recapitulation</li></ul> <p>ACTIVITIES</p> <p>Integrating art and experiential learning through</p> <ul style="list-style-type: none"><li>• ‘Where is the toy’ activity</li><li>• ‘Prepositions in article’ activity</li></ul> | <ul style="list-style-type: none"><li>• Text book</li><li>• Worksheet</li><li>• Quizizz</li><li>• Newspaper</li><li>• Live worksheet</li></ul> | <p>Hindi: •</p> <p>सम्बन्ध सूचक अव्यय सर्वनाम</p> |
| <p>TOPIC:</p> <p>WRITING SKILL</p> <p>SUB-TOPIC:</p>   | <p>The learners will be able to</p> <ul style="list-style-type: none"><li>• write formal applications according to the format in grammatically correct English.</li></ul> | <ul style="list-style-type: none"><li>• Class discussion</li><li>• Format of letter</li><li>• Accuracy, fluency and content of the letter</li></ul> | <p>TEACHING LEARNING STRATEGIES</p> <ul style="list-style-type: none"><li>• Introduction of the topic</li><li>• Explanation of format</li><li>• Model writing</li><li>• Guided practice</li><li>• Recapitulation</li></ul>   | <ul style="list-style-type: none"><li>• Sample model writing</li></ul>   |   |

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| <b>FORMAL LETTER:<br/>APPLICATION WRITING</b><br><br><b>(Outstation leave)</b><br><br><b>NO. OF PERIODS: 3</b>                                  |   |  |   |   |  |
| <b>MONTH: AUGUST</b><br><br><b>NO. OF WORKING DAYS: 23</b>  |   |  |   |   |  |
| <b>TOPIC:</b><br><br><b>MY ENGLISH READER-</b><br><br><b>UNIT 2</b><br><br><b>TRAVEL</b><br><br><b>SUB-TOPIC:</b><br><br><b>L-JUNGLE SAFARI</b> | <b>The learners will be able to</b> <ul style="list-style-type: none"><li>• appreciate natural surroundings.</li><li>• differentiate between a zoo and a sanctuary.</li><li>• develop a spirit of adventure</li></ul> | <ul style="list-style-type: none"><li>• Pre-reading activity</li><li>• Class discussion</li><li>• Oral revision</li><li>• Worksheet</li><li>• Class test</li><li>• Dictation</li></ul> | <b>TEACHING LEARNING STRATEGIES</b> <ul style="list-style-type: none"><li>• Reading and explanation</li><li>• Interactive and inclusive discussion on the central idea and character analysis</li><li>• Collaborative learning</li><li>• Vocabulary drill</li><li>• Recapitulation</li></ul> <b>ACTIVITIES</b><br><b>Integrating art and experiential learning through</b> <ul style="list-style-type: none"><li>• Rhythmic animal pose yoga</li><li>• Ad designing</li></ul> | <ul style="list-style-type: none"><li>• Text book</li><li>• Audio visual aids</li><li>• Worksheet</li><li>• Quizizz</li></ul> | <b>Social Studies:</b><br><br><b>Mapping sanctuaries and national parks on map</b> |

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| <b>NO. OF PERIODS: 6</b>  |   |   |  |  |                      |
| <b>TOPIC:</b><br><br><b>LISTENING SKILL</b><br><br><b>SUB-TOPIC:</b><br><br><b>P-CURIOUS TOWN</b><br><br><b>NO. OF PERIODS: 1</b> | <b>The learners will be able to</b> <ul style="list-style-type: none"><li>• develop listening skill</li></ul>   | <ul style="list-style-type: none"><li>• Listening assessment worksheet</li></ul>  | <b>TEACHING LEARNING STRATEGIES</b> <ul style="list-style-type: none"><li>• Reading out passage followed by completion of worksheet</li></ul>  | <ul style="list-style-type: none"><li>• Text book</li><li>• Worksheet</li></ul>  |                      |
| <b>TOPIC:</b><br><br><b>GRAMMAR SKILL</b>   | <b>The learners will be able to</b> <ul style="list-style-type: none"><li>• identify and use the adjective to describe a person/an object or a place.</li></ul> | <ul style="list-style-type: none"><li>• Pre-reading task</li><li>• Oral revision</li><li>• Worksheet</li><li>• Class test</li></ul> | <b>TEACHING LEARNING STRATEGIES</b> <ul style="list-style-type: none"><li>• Introduction of the concept</li><li>• Explanation</li><li>• Interactive and inclusive discussion</li></ul> | <ul style="list-style-type: none"><li>• Text book</li><li>• Worksheet</li><li>• Quizizz</li><li>• Live worksheet</li></ul> | <b>Hindi:</b> विशेषण |



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|--|--|---|---|--|--------------------------------|
| NO. OF PERIODS: 6  |  |   |   |  |                                |
| MONTH: SEPTEMBER<br>NO. OF WORKING DAYS: 23  |  |   |   |  |                                |
| <b>REVISION FOR MID TERM-EXAM</b>  |  |   |   |  |                                |
| MONTH: OCTOBER<br>NO. OF WORKING DAYS: 21  |  |   |   |  |                                |
| <b>TOPIC:</b><br><br>MY ENGLISH READER-<br><br>UNIT 3<br><br>WIT AND HUMOUR<br><br><b>SUB-TOPIC:</b><br><br>L- THE RICH LADY AND<br>THE ARTIST | The learners will be able to <ul style="list-style-type: none"> <li>understand the central idea of the story and critically analyse the main characters.</li> <li>appreciate wit and humour</li> </ul> | <ul style="list-style-type: none"> <li>Pre-reading activity</li> <li>Class discussion</li> <li>Oral revision</li> <li>Worksheet</li> <li>Class test</li> <li>Dictation</li> </ul> | <b>TEACHING LEARNING STRATEGIES</b> <ul style="list-style-type: none"> <li>Reading and explanation</li> <li>Interactive and inclusive discussion on the central idea and character analysis</li> <li>Collaborative learning</li> <li>Vocabulary drill</li> <li>Recapitulation</li> </ul> <b>ACTIVITIES</b><br><br>Integrating art and experiential learning through | <ul style="list-style-type: none"> <li>Text book</li> <li>Audio visual aids</li> <li>Worksheet</li> <li>Quizizz</li> </ul> | Hindi:<br><b>चुटकुले सुनाओ</b> |

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|--|--|---|--|--|-------------------------|
| NO. OF PERIODS: 6  |  |   | <ul style="list-style-type: none"><li>• Poster making</li><li>• Role play</li></ul>  | <ul style="list-style-type: none"><li>•</li></ul>  |                         |
| TOPIC:<br><br>GRAMMAR SKILL<br><br>SUB-TOPICS:<br><br>L-7<br><br>VERBS | The learners will be able to <ul style="list-style-type: none"><li>• identify and use main and helping verbs in sentences.</li></ul> | <ul style="list-style-type: none"><li>• Pre-reading task</li><li>• Oral revision</li><li>• Worksheet</li><li>• Class test</li></ul> | TEACHING LEARNING STRATEGIES <ul style="list-style-type: none"><li>• Introduction of the concept</li><li>• Explanation</li><li>• Interactive and inclusive discussion</li><li>• Collaborative Learning</li><li>• Recapitulation</li></ul> ACTIVITIES<br>Integrating art through <ul style="list-style-type: none"><li>• 'Guess the action' game</li><li>• Action web chart</li></ul> | <ul style="list-style-type: none"><li>• Text book</li><li>• Worksheet</li><li>• Quizizz</li><li>• Live worksheet</li></ul> | Hindi:<br><b>क्रिया</b> |



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|---|--|--|---|--|--|
| <p>MY ENGLISH READER-</p> <p>UNIT 3</p> <p>WIT AND HUMOUR</p> <p>SUB-TOPIC:</p> <p>L- THE FOOLISH MEN</p> <p>(Reading)</p> <p>NO. OF PERIODS: 3</p> | <p>central idea of the story and critically analyse the main characters.</p> <ul style="list-style-type: none"><li>• appreciate wit and humour</li></ul> |  | <p>explanation</p> <ul style="list-style-type: none"><li>• Interactive and inclusive discussion on the central idea and character analysis</li></ul> <p>ACTIVITIES</p> <p>Integrating art through</p> <ul style="list-style-type: none"><li>• Role play</li></ul> |  |  |
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|---|--|---|--|--|---|
| <p>TOPIC:</p> <p>MY ENGLISH READER-</p> <p>UNIT 4</p> <p>FANTASY</p> <p>SUB-TOPIC:</p> <p>P-FANTASY</p> <p>NO. OF PERIODS:2</p> | <p>The learners will be able to</p> <ul style="list-style-type: none"><li>• understand the central idea of the poem.</li><li>• recite the poem with proper intonation and pronunciation.</li><li>• develop imagination</li></ul> | <ul style="list-style-type: none"><li>• Pre-reading activity</li><li>• Class discussion</li><li>• Recitation</li></ul>              | <p>TEACHING LEARNING STRATEGIES</p> <ul style="list-style-type: none"><li>• Reading and explanation</li><li>• Interactive and inclusive discussion on the central idea</li><li>• Collaborative learning</li></ul> <p>ACTIVITIES</p> <p>Integrating art through</p> <ul style="list-style-type: none"><li>• Vision board making</li></ul> | <ul style="list-style-type: none"><li>• Text book</li><li>• Audio visual aids</li></ul>                                    | <p>Hindi:</p> <p>Song कायदा तोड़ के सोचो एक दिन</p> |
| <p>TOPIC:</p> <p>GRAMMAR SKILL</p> <p>SUB-TOPICS:</p> <p>L-9</p>  | <p>The learners will be able to</p> <ul style="list-style-type: none"><li>• identify and use continuous tense.</li></ul>   | <ul style="list-style-type: none"><li>• Pre-reading task</li><li>• Oral revision</li><li>• Worksheet</li><li>• Class test</li></ul> | <p>TEACHING LEARNING STRATEGIES</p> <ul style="list-style-type: none"><li>• Introduction of the concept</li><li>• Explanation</li><li>• Interactive and inclusive discussion</li><li>• Collaborative Learning</li><li>• Recapitulation</li></ul> <p>ACTIVITIES</p> <p>Integrating art through</p>  | <ul style="list-style-type: none"><li>• Text book</li><li>• Worksheet</li><li>• Quizizz</li><li>• Live worksheet</li></ul> | <p>Hindi:</p> <p>वर्तमान सतत काल</p>                |

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| <b>TENSES</b>  |  |   | <ul style="list-style-type: none"><li>• Mime game</li><li>• Foldables</li></ul>  |   |  |
| <b>NO. OF PERIODS: 5</b>   |  |   |  |   |  |
| <b>TOPIC:</b><br><br><b>WRITING SKILL</b><br><br><b>SUB-TOPIC:</b><br><br><b>NOTICE WRITING</b><br><b>(Lost and Found)</b><br><br><b>NO. OF PERIODS: 3</b> | <b>The learners will be able to</b> <ul style="list-style-type: none"><li>• write notice according to the format in grammatically correct English.</li></ul> | <ul style="list-style-type: none"><li>• Class discussion</li><li>• Format of notice</li><li>• Accuracy, fluency and content of the letter</li></ul> | <b>TEACHING LEARNING STRATEGIES</b> <ul style="list-style-type: none"><li>• Introduction of the topic</li><li>• Explanation of format</li><li>• Model writing</li><li>• Guided practice</li><li>• Recapitulation</li></ul> | <ul style="list-style-type: none"><li>• Sample model writing</li></ul>                  |  |
| <b>MONTH: DECEMBER</b>   |  |   |  |   |  |
| <b>NO. OF WORKING DAYS: 24</b>   |  |   |  |   |  |
| <b>TOPIC:</b>  | <b>The learners will be able to</b> <ul style="list-style-type: none"><li>• understand the sequence of events,</li></ul>                                     | <ul style="list-style-type: none"><li>• Pre-reading activity</li><li>• Class discussion</li></ul>   | <b>TEACHING LEARNING STRATEGIES</b> <ul style="list-style-type: none"><li>• Reading and</li></ul>  | <ul style="list-style-type: none"><li>• Text book</li><li>• Audio visual aids</li></ul> | <b>Social Studies</b><br><br><b>Collecting information about</b> |

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|---|---|--|---|---|----------------|
| <p>MY ENGLISH READER-</p> <p>UNIT 4</p> <p>FANTASY</p> <p>SUB-TOPIC:</p> <p>L-IN THE LAND OF LILLIPUT</p> <p>NO. OF PERIODS:6</p> | <p>central idea of the story and critically analyse the main characters.</p> <ul style="list-style-type: none"><li>• develop sense of adventure and imagination</li></ul> | <ul style="list-style-type: none"><li>• Oral revision</li><li>• Worksheet</li><li>• Class test</li><li>• Dictation</li></ul> | <p>explanation</p> <ul style="list-style-type: none"><li>• Interactive and inclusive discussion on the central idea and character analysis</li><li>• Collaborative learning</li><li>• Vocabulary drill</li><li>• Recapitulation</li></ul> <p>ACTIVITIES</p> <p>Integrating art and experiential learning through</p> <ul style="list-style-type: none"><li>• Photo frame making</li><li>• Dramatization</li></ul> | <ul style="list-style-type: none"><li>• Worksheet</li><li>• Quizizz</li></ul>   | <p>Titanic</p> |
| <p>TOPIC:</p> <p>LISTENING SKILL</p> <p>SUB-TOPIC:</p>  | <p>The learners will be able to</p> <ul style="list-style-type: none"><li>• develop listening skill</li></ul>   | <ul style="list-style-type: none"><li>• Listening assessment worksheet</li></ul>   | <p>TEACHING LEARNING STRATEGIES</p> <ul style="list-style-type: none"><li>• Reading out passage followed by completion of worksheet</li></ul>   | <ul style="list-style-type: none"><li>• Text book</li><li>• Worksheet</li></ul> |                |

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| <b>L- RIZI, THE ALIEN</b>   |   |   |   |  |                                    |
| <b>NO. OF PERIODS: 1</b>  |   |   |   |  |                                    |
| <b>TOPIC:</b><br><br><b>GRAMMAR SKILL</b><br><br><b>SUB-TOPIC:</b><br><br><b>L-10</b><br><br><b>SUBJECT PREDICATE</b><br><br><br><br><b>NO. OF PERIODS: 5</b> | <b>The learners will be able to</b> <ul style="list-style-type: none"><li>• identify and fill appropriate subject and predicate.</li></ul>                                  | <ul style="list-style-type: none"><li>• Pre-reading task</li><li>• Oral revision</li><li>• Worksheet</li><li>• Class test</li></ul>                 | <b>TEACHING LEARNING STRATEGIES</b> <ul style="list-style-type: none"><li>• Introduction of the concept</li><li>• Explanation</li><li>• Interactive and inclusive discussion</li><li>• Collaborative Learning</li><li>• Recapitulation</li></ul> <b>ACTIVITIES</b><br>Integrating art through <ul style="list-style-type: none"><li>• Making jigsaw puzzles</li></ul> | <ul style="list-style-type: none"><li>• Text book</li><li>• Worksheet</li><li>• Quizizz</li><li>• Live worksheet</li></ul> | <b>Hindi:</b><br><b>विषय विधेय</b> |
| <b>TOPIC:</b><br><br><b>WRITING SKILL</b><br><br><b>SUB-TOPIC:</b><br><br><b>INFORMAL LETTER:</b>   | <b>The learners will be able to</b> <ul style="list-style-type: none"><li>• write informal applications according to the format in grammatically correct English.</li></ul> | <ul style="list-style-type: none"><li>• Class discussion</li><li>• Format of letter</li><li>• Accuracy, fluency and content of the letter</li></ul> | <b>TEACHING LEARNING STRATEGIES</b> <ul style="list-style-type: none"><li>• Introduction of the topic</li><li>• Explanation of format</li><li>• Model writing</li><li>• Guided practice</li><li>• Recapitulation</li></ul>  | <ul style="list-style-type: none"><li>• Sample model writing</li></ul>   |                                    |

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| (Celebration, school event, gratitude)   |   |   |   |  |   |
| NO. OF PERIODS: 3  |   |   |   |  |   |
| MONTH: JANUARY<br>NO. OF WORKING DAYS: 17  |   |   |   |  |   |
| <b>TOPIC:</b><br><br>MY ENGLISH READER-<br><br>UNIT 4<br><br>FANTASY<br><br>SUB-TOPIC:<br><br>L-KING THRUSHBEARD<br><br>NO. OF PERIODS:6 | The learners will be able to <ul style="list-style-type: none"> <li>understand the sequence of events, central idea of the story and critically analyse the main characters.</li> <li>understand that one should not be proud and haughty.</li> </ul> | <ul style="list-style-type: none"> <li>Pre-reading activity</li> <li>Class discussion</li> <li>Oral revision</li> <li>Worksheet</li> <li>Class test</li> <li>Dictation</li> </ul> | <b>TEACHING LEARNING STRATEGIES</b> <ul style="list-style-type: none"> <li>Reading and explanation</li> <li>Interactive and inclusive discussion on the central idea and character analysis</li> <li>Collaborative learning</li> <li>Vocabulary drill</li> <li>Recapitulation</li> </ul> <b>ACTIVITIES</b><br>Integrating art and experiential learning through <ul style="list-style-type: none"> <li>Crown making</li> <li>Dramatization</li> </ul> | <ul style="list-style-type: none"> <li>Text book</li> <li>Audio visual aids</li> <li>Worksheet</li> <li>Quizizz</li> </ul> | <b>Science:</b><br><br>Making model of beggar's house |

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| <p><b>TOPIC:</b></p> <p><b>GRAMMAR SKILL</b></p> <p><b>SUB-TOPIC:</b></p> <p><b>L-11</b></p> <p><b>INTERRO</b></p> <p><b>GATIVES</b></p> <p><b>NO. OF PERIODS: 5</b></p> | <p>The learners will be able to</p> <ul style="list-style-type: none"><li>• frame questions using the correct question words.</li></ul> | <ul style="list-style-type: none"><li>• Pre-reading task</li><li>• Oral revision</li><li>• Worksheet</li><li>• Class test</li></ul> | <p><b>TEACHING LEARNING STRATEGIES</b></p> <ul style="list-style-type: none"><li>• Introduction of the concept</li><li>• Explanation</li><li>• Interactive and inclusive discussion</li><li>• Collaborative Learning</li><li>• Recapitulation</li></ul> <p><b>ACTIVITIES</b></p> <p>Integrating art through</p> <ul style="list-style-type: none"><li>• Skit</li></ul> | <ul style="list-style-type: none"><li>• Text book</li><li>• Worksheet</li><li>• Quizizz</li><li>• Live worksheet</li></ul> |  |
| <p><b>TOPIC:</b></p> <p><b>GRAMMAR SKILL</b></p> <p><b>SUB-TOPIC:</b></p>  | <p>The learners will be able to</p> <ul style="list-style-type: none"><li>• use the conditionals</li></ul>                              | <ul style="list-style-type: none"><li>• Pre-reading task</li><li>• Oral revision</li></ul>  | <p><b>TEACHING LEARNING STRATEGIES</b></p> <ul style="list-style-type: none"><li>• Introduction of the concept</li><li>• Explanation</li><li>• Interactive and inclusive discussion</li><li>• Collaborative Learning</li><li>• Recapitulation</li></ul>  | <ul style="list-style-type: none"><li>• Text book</li><li>• Live worksheet</li></ul>                                       |  |

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| L-12<br>CONDITIONALS<br>(Introduction)<br><br>NO. OF PERIODS: 2 |  |  |  |  |  |
| MONTH: FEBRUARY<br>NO. OF WORKING DAYS: 22                      |  |  |  |  |  |
| REVISION FOR ANNUAL EXAM  |  |  |  |  |  |

MATHEMATICS CURRICULUM CLASS IV (2025-26)s

| NAME OF CHAPTER | LEARNING OUTCOMES | ASSESSMENT TOOLS | TEACHING LEARNING | RESOURCES | INTERDISCIPLINARY |
|-----------------|-------------------|------------------|-------------------|-----------|-------------------|
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|  |   | <b>C) FOR IDENTIFYING<br/>LEARNING GAPS</b><br><br><b>D) FOR<br/>DETERMINING<br/>UNDERSTANDING<br/>LEVEL</b>   | STRATEGIES/ACTIVITIES  |   | APPROACH   |
|--|---|--|--|---|--|
| <b>Month – April</b><br><br><b>NO. OF DAYS - 21</b><br><br><b>Topic – Numners upto<br/>9 99 999</b><br><br><b>Sub topics :</b> <ul style="list-style-type: none"> <li>• Reading and writing 5 and 6 digit numbers correctly</li> <li>• Expanded form</li> <li>• Ascending and descending order</li> <li>• Comparison of numbers</li> </ul> <b>Number of periods –<br/>15</b> | <b>The learners will be able to</b> <ul style="list-style-type: none"> <li>• Easily read a 5 and 6 digit numbers</li> <li>• Easily write periods and places</li> <li>• Easiky compare numbers</li> <li>• Arrange them correctly in ascending descending order</li> <li>• Form graatest and smaller number using given digits</li> </ul> | <ul style="list-style-type: none"> <li>• Oral assessment</li> <li>• Written worksheets</li> <li>• Hands on activities</li> <li>• Manipulatives</li> <li>• Quizzes</li> </ul> | <ul style="list-style-type: none"> <li>• Using abacus</li> <li>• Place value charts</li> <li>• Discussion and pear learning</li> </ul> | <ul style="list-style-type: none"> <li>• Textbook</li> <li>• Dramatization to teach periods and places</li> </ul> | <ul style="list-style-type: none"> <li>• Math + EVS</li> </ul> <b>Population numbers</b><br><br><b>Math + English</b><br><br><b>Number story writing</b> |



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| <p><b>Month – May</b></p> <p><b>NO. OF DAYS - 17</b></p> <p><b>Topic – Addition and Subtraction</b></p> <p><b>Sub topics :</b></p> <ul style="list-style-type: none"> <li>• Addition and subtraction of 5 and 6 digit numbers by regrouping</li> <li>• Properties of addition and subtraction</li> <li>• Add and subtract orally</li> <li>• Word problems</li> </ul> <p><b>Number of periods – 20</b></p> | <p><b>The learners will be able to</b></p> <ul style="list-style-type: none"> <li>• Arrange and regroup 5 and 6 digit numbers correctly</li> <li>• Perform addition and subtraction correctly</li> <li>• Add numbers orally</li> </ul> | <ul style="list-style-type: none"> <li>• Pre- Knowledge activity</li> <li>• Class discussion</li> <li>• Worksheet</li> </ul> | <ul style="list-style-type: none"> <li>• Diagnostic pre test</li> <li>• Written worksheets</li> <li>• Hands on activities</li> <li>• Interactive games</li> </ul> | <ul style="list-style-type: none"> <li>• Textbook</li> <li>• Addition puzzle</li> <li>• Match cards</li> <li>• </li> </ul> | <ul style="list-style-type: none"> <li>• Math + EVS</li> </ul> <p><b>Tree counting</b></p> |
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| <p><b>Month – July</b></p> <p><b>NO. OF DAYS - 25</b></p> <p><b>Topic –Multiplication</b></p> <p><b>Sub topics :</b></p> <ul style="list-style-type: none"> <li>• Multiplication of 3 and 4 digit numbers</li> <li>• Multiplying orally</li> <li>• Properties of multiplication</li> <li>• Word problems</li> </ul> <p><b>Number of periods – 10</b></p> <p><b>Topic – Division</b></p> <p><b>Sub topics :</b></p> <ul style="list-style-type: none"> <li>• Division of numbers with single and double digit numbers</li> <li>• Checking the answers</li> <li>• Word problems</li> </ul> <p><b>Number of periods – 10</b></p> <p><b>Month – August</b></p> | <p><b>The learners will be able to</b></p> <ul style="list-style-type: none"> <li>• Multiply large numbers correctly</li> <li>• Can perform multiplication orally</li> <li>• Can solve day to day word problems on multiplication</li> </ul> <p><b>The learners will be able to</b></p> <ul style="list-style-type: none"> <li>• Divide numbers correctly</li> <li>• Can find the divisors and quotients orally</li> <li>• Can solve day to day word problems on division</li> </ul> <p><b>The learners will be able to</b></p> <ul style="list-style-type: none"> <li>• Understand and use</li> </ul> | <ul style="list-style-type: none"> <li>• Pre knowledge tests</li> <li>• Written worksheets</li> <li>• Hands on activities</li> <li>• Manipulatives</li> </ul> <ul style="list-style-type: none"> <li>• Pre knowledge tests</li> <li>• Written worksheets</li> <li>• Hands on activities</li> <li>• Manipulatives</li> </ul> <ul style="list-style-type: none"> <li>• Pre knowledge tests</li> <li>• Written worksheets</li> </ul> | <ul style="list-style-type: none"> <li>• Skip counting and patters</li> <li>• Multiplication war</li> <li>• Multiplication Bingo</li> </ul> <ul style="list-style-type: none"> <li>• Worksheets</li> <li>• Students and self assessment</li> </ul> <ul style="list-style-type: none"> <li>• Estimate &amp; Measure</li> </ul> | <ul style="list-style-type: none"> <li>• Textbook</li> <li>• Multiplication Tables</li> </ul> <ul style="list-style-type: none"> <li>• Textbook</li> <li>• Multiplication</li> </ul> | <ul style="list-style-type: none"> <li>• Math + EVS</li> </ul> <p><b>Waste management / recycling</b></p> <p><b>Math + English</b></p> <p><b>Students frame simple stories on multiplication</b></p> <ul style="list-style-type: none"> <li>• Math + Social Science</li> </ul> <p><b>Connect division with social events</b></p> <ul style="list-style-type: none"> <li>• Math + EVS</li> <li>• Measuring Plant</li> </ul> |
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| <p><b>NO. OF DAYS - 23</b></p> <p><b>Topic – Length</b></p> <p><b>Sub topics :</b></p> <ul style="list-style-type: none"> <li>• Things sold by measuring length</li> <li>• Units of length</li> <li>• Conversion of units</li> <li>• Addition and subtraction</li> <li>• Day to day word problems on length</li> </ul> <p><b>Number of periods – 10</b></p> | <p><b>standard units of length</b></p> <ul style="list-style-type: none"> <li>• Estimate and measure lengths accurately</li> <li>• Convert between units of length</li> <li>• Solve real-life problems involving length</li> </ul>   | <ul style="list-style-type: none"> <li>• Hands on activities</li> </ul>  | <p><b>Game</b></p> <ul style="list-style-type: none"> <li>• Conversion Practice Through Games Measuring the Playground</li> </ul>  | <p><b>Tables</b></p> <ul style="list-style-type: none"> <li>• Textbook</li> <li>• Measuring Tools</li> <li>• Real-Life Materials</li> <li>• Visual Aids</li> </ul> | <p><b>Growth</b></p> <p><b>Animal Length Comparison</b></p>                         |
| <p><b>TOPIC - Perimeter</b></p> <p><b>SUB-TOPICS:</b></p> <ul style="list-style-type: none"> <li>• Concept of perimeter</li> <li>• Open and closed objects</li> <li>• Perimeter of givrn figures</li> </ul>   | <p><b>The learners will be able to</b></p> <ul style="list-style-type: none"> <li>• Understand the concept of perimeter</li> <li>• Measure and calculate perimeter</li> </ul> <p><b>Use formulas for simple shapes</b></p> <ul style="list-style-type: none"> <li>• Rectangle: Perimeter = <math>2 \times (\text{Length} + \text{Width})</math></li> </ul> | <ul style="list-style-type: none"> <li>• Pre knowledge tests</li> <li>• Written worksheets</li> <li>• Hands on activities</li> </ul> | <p><b>TEACHING LEARNING STRATEGIES</b></p> <ul style="list-style-type: none"> <li>• Introduction of the topic</li> <li>• Explanation</li> <li>• Interactive and inclusive discussion</li> <li>• Collaborative</li> </ul> | <ul style="list-style-type: none"> <li>• Textbook</li> <li>• Measuring Tools</li> <li>• Real-Life Materials</li> <li>• Visual Aids</li> </ul>                      | <p><b>Maths + Physical Education</b></p> <p><b>Perimeter walk in playground</b></p> |

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| <ul style="list-style-type: none"> <li>Perimeter of square, rectangle and Triangle</li> <li>Word problems</li> </ul> <p><b>NO. OF PERIODS: 10</b></p> <p>September</p> <p>Revision for Half Yearly Examination</p>   | <ul style="list-style-type: none"> <li>Square: Perimeter = <math>4 \times \text{Side}</math></li> <li>Solve real-life word problems</li> <li>Compare perimeters</li> </ul>   |  | <p><b>Learning</b></p> <ul style="list-style-type: none"> <li>Recapitulation</li> </ul> <p><b>ACTIVITIES</b></p> <p>Finding perimeters of given cut outs of rectangles and squares</p>  |   |  |
| <p>Month – October</p> <p><b>NO. OF DAYS - 21</b></p> <p><b>TOPIC: Weight</b></p> <p><b>SUB-TOPICS:</b></p> <ul style="list-style-type: none"> <li>Concept of weight</li> <li>Heavier and lighter objects</li> <li>Units used to measure weight</li> <li>Units conversions</li> <li>Word problems</li> </ul> | <p>The learners will be able to</p> <ul style="list-style-type: none"> <li>Understand the concept of weight</li> <li>Easily convert bigger to smaller units and vice versa</li> <li>Can add and subtract weights</li> <li>Can solve real life word problems on weight</li> </ul> | <ul style="list-style-type: none"> <li>Pre knowledge tests</li> <li>Written worksheets</li> <li>Hands on activities</li> </ul> | <p><b>TEACHING LEARNING STRATEGIES</b></p> <ul style="list-style-type: none"> <li>Introduction of the topic</li> <li>Explanation</li> <li>Interactive and inclusive discussion</li> <li>Collaborative learning</li> <li>Recapitulation</li> </ul> <p><b>ACTIVITIES</b></p> <p>Finding weight of given objects</p> | <ul style="list-style-type: none"> <li>Textbook</li> <li>Measuring Tools</li> <li>Real-Life Materials</li> <li>Visual Aids</li> </ul> | <p><b>Maths + EVS</b></p> <p>Comparing and estimating weights of different animals</p> |

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| <p><b>NO. OF PERIODS: 10</b></p> <p><b>TOPIC – Capacity</b></p> <p><b>SUB-TOPICS:</b></p> <ul style="list-style-type: none"> <li>• Concept of capacity</li> <li>• Units used to measure capacity</li> <li>• Units and conversions</li> <li>• Word problems</li> </ul> <p><b>NO. OF PERIODS: 10</b></p> | <p>The learners will be able to</p> <ul style="list-style-type: none"> <li>• Understand the concept of capacity</li> <li>• Easily convert bigger to smaller units and vice versa</li> <li>• Can add and subtract L and ML</li> <li>• Can solve real life word problems on capacity</li> </ul> | <ul style="list-style-type: none"> <li>• Pre knowledge tests</li> <li>• Written worksheets</li> <li>• Hands on activities</li> </ul> | <p><b>TEACHING LEARNING STRATEGIES</b></p> <ul style="list-style-type: none"> <li>• Introduction of the topic</li> <li>• Explanation</li> <li>• Interactive and inclusive discussion</li> <li>• Collaborative learning</li> <li>• Recapitulation</li> </ul> <p><b>ACTIVITIES</b></p> <p>Activity Name: “Liquid Lab Measure and Compare</p> | <ul style="list-style-type: none"> <li>• Textbook</li> <li>• Measuring cups</li> <li>• Real-Life Materials</li> <li>• Visual Aids</li> </ul> |  |
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| <p>Month – October</p> <p>TOPIC - Time and calendar</p> <p>SUB-TOPIC:</p> <ul style="list-style-type: none"> <li>• Concepts of Hours , minutes and seconds</li> <li>• Concept of leap year</li> <li>• Finding whether the given year is leap or not</li> <li>• Addition subtraction of hours and minutes</li> <li>• Word problems</li> </ul> <p>NO. OF PERIODS: 12</p> | <p>The learners will be able to</p> <ul style="list-style-type: none"> <li>• Understand the concept of leap year and can easily find whether the given year is a leap year or not</li> <li>• Can easily differentiate between decades and centuries</li> <li>• Can correctly add and subtract</li> <li>• Can solve real life word problems on time</li> <li>• Can differentiate between analog and digital clocks</li> </ul> | <ul style="list-style-type: none"> <li>• Pre knowledge tests</li> <li>• Written worksheets</li> <li>• Clock reading</li> </ul>           | <p>TEACHING LEARNING STRATEGIES</p> <ul style="list-style-type: none"> <li>• Introduction of the topic</li> <li>• Explanation</li> <li>• Interactive and inclusive discussion</li> <li>• Collaborative learning</li> <li>• Recapitulation</li> </ul> <p>ACTIVITIES</p> <p>Making clocks using waste materials</p> | <ul style="list-style-type: none"> <li>• Textbook</li> <li>• Real-Life Materials</li> <li>• Visual Aids</li> </ul>              | <p>Math + Science</p> <p>Daily Routines &amp; Body Clock</p> <p>Math + Art</p> <p>Design a Clock</p>   |
| <p>Month – November</p> <p>TOPIC - Fraction</p> <p>SUB-TOPIC:</p> <ul style="list-style-type: none"> <li>• Concept of equivalent Fractions</li> <li>• Comparing fraction by cross</li> </ul>   | <p>The learners will be able to</p> <ul style="list-style-type: none"> <li>• Understand the concept of equivalent fractions</li> <li>• Can easily compare fractions by cross multiplication</li> <li>• Can easily convert</li> </ul>   | <ul style="list-style-type: none"> <li>• Pre-reading task</li> <li>• Oral revision</li> <li>• Worksheet</li> <li>• Class test</li> </ul> | <p>TEACHING LEARNING STRATEGIES</p> <ul style="list-style-type: none"> <li>• Introduction of the topic</li> <li>• Explanation</li> <li>• Interactive and inclusive discussion</li> </ul>  | <ul style="list-style-type: none"> <li>• Text book</li> <li>• Worksheet</li> <li>• Quizizz</li> <li>• Live worksheet</li> </ul> | <p>Math + EVS</p> <p>Plant Growth: Track growth and show data in fractions (e.g., “The plant grew <math>\frac{3}{4}</math> of an inch this week.”)</p> |

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| <p>multiplication</p> <ul style="list-style-type: none"> <li>Conv</li> </ul> <p>NO. OF PERIODS: 15</p>  | <p>mixed number to improper fractions and vice versa</p>  |  | <ul style="list-style-type: none"> <li>Collaborative learning</li> <li>Recapitulation</li> </ul> <p>ACTIVITIES</p> <p>Fraction Disc</p>  |   |  |
| <p>Month – December</p> <p>TOPIC - Angles</p> <p>SUB-TOPIC:</p> <ul style="list-style-type: none"> <li>Concept of line , line and line segments</li> <li>Concept of angle</li> <li>Making an angle using a protractor</li> <li>Types of Angles</li> </ul> <p>NO. OF PERIODS: 12</p> | <p>The learners will be able to</p> <ul style="list-style-type: none"> <li>Understand the concept of Angles</li> <li>Can easily distinguish among ray , line and line segments</li> <li>Can easily construct angles using a protractor</li> <li>Can measure a given angle</li> <li>Can easily recognize acute, obtuse, right and straight angles</li> </ul> | <ul style="list-style-type: none"> <li>Oral revision</li> <li>Worksheets</li> <li>Visual aids</li> </ul> | <p>TEACHING LEARNING STRATEGIES</p> <ul style="list-style-type: none"> <li>Introduction of the topic</li> <li>Explanation</li> <li>Interactive and inclusive discussion</li> <li>Collaborative learning</li> <li>Recapitulation</li> </ul> <p>ACTIVITIES</p> <p>Yoga postures and angles</p> | <ul style="list-style-type: none"> <li>Text book</li> <li>Worksheet</li> <li>Quizizz</li> <li>Live worksheet</li> </ul> | <p>Math + EVS</p> <p>Finding angles from the environment</p>   |
| <p>TOPIC - Area</p> <p>SUB-TOPIC:</p> <ul style="list-style-type: none"> <li>Concept of Area</li> <li>Unit used to</li> </ul>   | <p>The learners will be able to</p> <ul style="list-style-type: none"> <li>Understand the concept of Area</li> <li>Can easily find the areas of squares and</li> </ul>  | <ul style="list-style-type: none"> <li>Oral revision</li> <li>Worksheets</li> <li>Visual aids</li> </ul> | <p>TEACHING LEARNING STRATEGIES</p> <ul style="list-style-type: none"> <li>Introduction of the topic</li> </ul>  | <ul style="list-style-type: none"> <li>Text book</li> <li>Worksheet</li> <li>Quizizz</li> <li>Live</li> </ul>           | <p>Science</p> <ul style="list-style-type: none"> <li>Gardening Project: Calculate the area of a garden bed (e.g., 3 m × 2 m = 6 m<sup>2</sup>) and discuss</li> </ul> |

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| <p>measure area</p> <ul style="list-style-type: none"> <li>Finding areas of square and rectangle</li> <li>Use of Area in daily life</li> </ul> <p>NO. OF PERIODS: 10</p>  | <p>rectangles using formulas</p> <ul style="list-style-type: none"> <li>Can easily use the unit of area in the answers</li> <li>Can solve day to day life problems on area</li> </ul>  |  | <ul style="list-style-type: none"> <li>Explanation</li> <li>Interactive and inclusive discussion</li> <li>Collaborative learning</li> <li>Recapitulation</li> </ul> <p>ACTIVITIES</p> <p>Measure areas of given objects</p>                                  | <p>worksheet</p>  | <p>how much space each plant needs.</p>  |
| <p>Month – January</p> <p>TOPIC – Volume</p> <p>SUB-TOPIC:</p> <ul style="list-style-type: none"> <li>Concept of Volume</li> <li>Units used to measure volume</li> <li>Finding volumes of cubes and cuboids</li> <li>Solving day to day word problems on</li> </ul> | <p>The learners will be able to</p> <ul style="list-style-type: none"> <li>Understand the concept of volume</li> <li>Can calculate the volumes of cube and cuboids using the formulas</li> <li>Can easily understand the use of volume in day to day life</li> </ul> | <ul style="list-style-type: none"> <li>Oral revision</li> <li>Worksheets</li> <li>Visual aids</li> </ul> | <p>TEACHING LEARNING STRATEGIES</p> <ul style="list-style-type: none"> <li>Introduction of the topic</li> <li>Explanation</li> <li>Interactive and inclusive discussion</li> <li>Collaborative learning</li> <li>Recapitulation</li> </ul> <p>ACTIVITIES</p> | <ul style="list-style-type: none"> <li>Text book</li> <li>Worksheet</li> <li>Quizizz</li> <li>Live worksheet</li> </ul> | <p>Art</p> <ul style="list-style-type: none"> <li>3D Model Making: Build cubes and cuboids using paper, cardboard, or clay; calculate and label their volume.</li> </ul> |





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| <p>MY ENGLISH READER-</p> <p>UNIT 1</p> <p><u>ANIMAL WORLD</u></p> <p>SUB-TOPIC:</p> <p>L- THE OSTRICH AND THE HEDGEHOG</p> <p>(Reading)</p> <p>NO. OF PERIODS: 3</p> | <ul style="list-style-type: none"><li>• read the text with proper pronunciation, stress and intonation.</li><li>• identify the main idea, details and sequence of events and draw conclusions.</li></ul> | <ul style="list-style-type: none"><li>• Class discussion</li><li>•</li></ul> | <p>STRATEGIES</p> <ul style="list-style-type: none"><li>• Reading and explanation</li><li>• Interactive and inclusive discussion on the central idea and character analysis</li></ul> <p>ACTIVITIES</p> <p>Integrating art through</p> <ul style="list-style-type: none"><li>• Role play</li></ul> | <ul style="list-style-type: none"><li>• Audio visual aids</li><li>•</li></ul> | <p>Interesting facts about ostrich and hedgehog</p> |
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| <p><b>TOPIC:</b></p> <p><b>MY ENGLISH READER-</b></p> <p><b><u>UNIT 2</u></b></p> <p><b><u>NATURE CARES</u></b></p> <p><b>SUB-TOPIC:</b></p> <p><b>L- THE GOD OF RIVER</b></p> <p><b>NO. OF PERIODS: 5</b></p> | <p>The learners will be able to</p> <ul style="list-style-type: none"> <li>• read the text with proper pronunciation, stress and intonation.</li> <li>• identify the main idea, details and sequence of events and draw conclusions.</li> <li>• develop environment friendly habits.</li> <li>• analyse reasons for water pollution.</li> </ul> | <ul style="list-style-type: none"> <li>• Pre-reading activity</li> <li>• Class discussion</li> <li>• Oral revision</li> <li>• Worksheet</li> <li>• Class test</li> <li>• Dictation</li> </ul> | <p><b>TEACHING LEARNING STRATEGIES</b></p> <ul style="list-style-type: none"> <li>• Reading and explanation</li> <li>• Interactive and inclusive discussion on the central idea and character analysis</li> <li>• Collaborative learning</li> <li>• Vocabulary drill</li> <li>• Recapitulation</li> </ul> <p><b>ACTIVITIES</b></p> <p>Integrating art and experiential learning through</p> <ul style="list-style-type: none"> <li>• Poster making</li> <li>• Slogan writing</li> </ul> | <ul style="list-style-type: none"> <li>• Text book</li> <li>• Audio visual aids</li> <li>• Worksheet</li> <li>• Quizizz</li> </ul> | <p><b>Science:</b></p> <p><b>Information about causes of pollution</b></p> |
| <p><b>TOPIC:</b></p>   | <p>The learners will be able to</p> <ul style="list-style-type: none"> <li>• recite the poem</li> </ul>   | <ul style="list-style-type: none"> <li>• Pre-reading activity</li> </ul>  | <p><b>TEACHING LEARNING STRATEGIES</b></p>  | <ul style="list-style-type: none"> <li>• Text book</li> <li>• Audio</li> </ul>   | <p><b>Science:</b></p>   |

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| <p>MY ENGLISH READER-</p> <p>UNIT 2</p> <p><u>NATURE CARES</u></p> <p>SUB-TOPIC:</p> <p>P-TREES ARE THE KINDEST THINGS I KNOW</p> <p>NO. OF PERIODS: 3</p> | <p>with proper intonation and pronunciation.</p> <ul style="list-style-type: none"> <li>develop a responsible attitude towards nature.</li> <li>understand the importance of trees.</li> </ul> | <ul style="list-style-type: none"> <li>Class discussion</li> <li>Recitation</li> </ul>   | <ul style="list-style-type: none"> <li>Reading and explanation</li> <li>Interactive and inclusive discussion</li> <li>Collaborative learning</li> </ul> <p>ACTIVITIES</p> <p>Integrating art and experiential learning through</p> <ul style="list-style-type: none"> <li>Poster making</li> </ul> | <p>visual aids</p> <ul style="list-style-type: none"> <li>Live worksheet</li> </ul>                                     | <p>Importance of trees</p> |
| <p>TOPIC:</p> <p>GRAMMAR SKILL</p> <p>SUB-TOPICS:</p> <p>L-3 HOW MANY</p>  | <p>The learners will be able to</p> <ul style="list-style-type: none"> <li>understand, learn and apply the concept of changing singular into plural.</li> </ul>                                | <ul style="list-style-type: none"> <li>Pre-reading task</li> <li>Oral revision</li> <li>Worksheet</li> <li>Class test</li> </ul> | <p>TEACHING LEARNING STRATEGIES</p> <ul style="list-style-type: none"> <li>Introduction of the concept</li> <li>Explanation</li> <li>Interactive and inclusive discussion</li> </ul>   | <ul style="list-style-type: none"> <li>Text book</li> <li>Worksheet</li> <li>Quizizz</li> <li>Live worksheet</li> </ul> | <p>.Hindi: वचन.</p>        |

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| NO. OF PERIODS: 6  |  |  | <ul style="list-style-type: none"> <li>• Collaborative Learning</li> <li>• Recapitulation</li> </ul> <b>ACTIVITIES</b><br>Integrating art through <ul style="list-style-type: none"> <li>• Plural foldables</li> </ul>  |  |  |
| <b>TOPIC:</b><br><br><b>GRAMMAR SKILL</b><br><br><b>SUB-TOPICS:</b><br><br><b>L-4 PREPOSITIONS</b> | The learners will be able to <ul style="list-style-type: none"> <li>• identify and use different prepositions in sentences.</li> </ul> | <ul style="list-style-type: none"> <li>• Pre-reading task</li> <li>• Oral revision</li> <li>• Worksheet</li> <li>• Class test</li> </ul> | <b>TEACHING LEARNING STRATEGIES</b> <ul style="list-style-type: none"> <li>• Introduction of the concept</li> <li>• Explanation</li> <li>• Interactive and inclusive discussion</li> <li>• Collaborative Learning</li> <li>• Recapitulation</li> </ul> <b>ACTIVITIES</b><br>Integrating art and | <ul style="list-style-type: none"> <li>• Text book</li> <li>• Worksheet</li> <li>• Quizizz</li> <li>• Newspaper</li> <li>• Live worksheet</li> </ul> | .Hindi:<br>सम्बन्ध सूचक अव्यय सर्वनाम. |

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| NO. OF PERIODS: 5   |   |  | experiential learning through <ul style="list-style-type: none"> <li>• ‘Where is the toy’ activity</li> <li>• ‘Prepositions in article’ activity</li> </ul>   |   |  |
| TOPIC:<br><br>WRITING SKILL<br><br>SUB-TOPIC:<br><br>PICTURE DESCRIPTION<br><br>NO. OF PERIODS: 3 | The learners will be able to <ul style="list-style-type: none"> <li>• stimulate imagination for creative writing</li> <li>• describe any picture using correct grammatical structures.</li> </ul> | <ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Accuracy, fluency and content of the paragraph</li> </ul> | TEACHING LEARNING STRATEGIES <ul style="list-style-type: none"> <li>• Introduction of the topic</li> <li>• Discussion on topic</li> <li>• Explanation of sentence structure</li> <li>• Guided practice</li> <li>• Recapitulation</li> </ul> | <ul style="list-style-type: none"> <li>• Sample model writing</li> <li>• Worksheet</li> </ul> |  |

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| <p><b>TOPIC:</b></p> <p><b>MY ENGLISH READER-</b></p> <p><b>UNIT 2</b></p> <p><b><u>NATURE CARES</u></b></p> <p><b>SUB-TOPIC:</b></p> <p><b>L-MINU AND DINO</b></p> <p><b>(Project based)</b></p> <p><b>NO. OF PERIODS: 3</b></p> | <p>The learners will be able to</p> <ul style="list-style-type: none"> <li>differentiate between extinct and endangered animals.</li> <li>enrich knowledge about conservation and protection of endangered animals.</li> </ul> | <ul style="list-style-type: none"> <li>Pre-reading activity</li> <li>Class discussion</li> </ul> | <p><b>TEACHING LEARNING STRATEGIES</b></p> <ul style="list-style-type: none"> <li>Reading and explanation</li> <li>Interactive and inclusive discussion on theme</li> <li>Collaborative learning</li> <li>Recapitulation</li> </ul> <p><b>ACTIVITIES</b></p> <p>Integrating art through</p> <ul style="list-style-type: none"> <li>Poster making</li> </ul> | <ul style="list-style-type: none"> <li>Text book</li> <li>Audio visual aids</li> </ul> | <p><b>Science:</b></p> <p>Extinct and endangered animals</p> |
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| <p><b>TOPIC:</b></p> <p><b>MY ENGLISH READER-</b></p> <p><b>UNIT 2</b></p> <p><b><u>NATURE CARES</u></b></p> <p><b>SUB-TOPIC:</b></p> <p><b>L-TREES</b></p> <p><b>NO. OF PERIODS: 6</b></p> | <p>The learners will be able to</p> <ul style="list-style-type: none"> <li>• read the text with proper pronunciation, stress and intonation.</li> <li>• identify the main idea, details and sequence of events and draw conclusions.</li> <li>• develop an appreciative attitude towards the environment.</li> </ul> | <ul style="list-style-type: none"> <li>• Pre-reading activity</li> <li>• Class discussion</li> <li>• Oral revision</li> <li>• Worksheet</li> <li>• Class test</li> <li>• Dictation</li> </ul> | <p><b>TEACHING LEARNING STRATEGIES</b></p> <ul style="list-style-type: none"> <li>• Reading and explanation</li> <li>• Interactive and inclusive discussion on the central idea and character analysis</li> <li>• Collaborative learning</li> <li>• Vocabulary drill</li> <li>• Recapitulation</li> </ul> <p><b>ACTIVITIES</b></p> <p>Integrating art and experiential learning through</p> <ul style="list-style-type: none"> <li>• Poster making</li> <li>• Slogan writing</li> </ul> | <ul style="list-style-type: none"> <li>• Text book</li> <li>• Audio visual aids</li> <li>• Worksheet</li> <li>• Quizizz</li> </ul> | <p><b>Science:</b></p> <p><b>Information about causes of pollution</b></p> |
| <p><b>TOPIC:</b></p>  | <p>The learners will be able to</p> <ul style="list-style-type: none"> <li>• develop language competency and</li> </ul>  | <ul style="list-style-type: none"> <li>• Listening assessment worksheet</li> </ul>  | <p><b>TEACHING LEARNING STRATEGIES</b></p> <ul style="list-style-type: none"> <li>• Reading out</li> </ul>  | <ul style="list-style-type: none"> <li>• Text book</li> <li>• Worksheet</li> </ul>   |  |



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| <p><b>LISTENING SKILL</b></p> <p><b>SUB-TOPIC:</b></p> <p><b>L-HARMFUL EFFECTS OF POLYBAGS</b></p> <p><b>NO. OF PERIODS: 1</b></p> | <p>listening skill.</p>   |  | <p>passage followed by completion of worksheet</p>  |   |                        |
| <p><b>TOPIC:</b></p> <p><b>GRAMMAR SKILL</b></p> <p><b>SUB-TOPICS:</b></p> <p><b>L-4</b></p> <p><b>DESCRIBING WORDS</b></p>        | <p>The learners will be able to</p> <ul style="list-style-type: none"> <li>identify and use the adjective to describe a person/an object or a place.</li> </ul> | <ul style="list-style-type: none"> <li>Pre-reading task</li> <li>Oral revision</li> <li>Worksheet</li> <li>Class test</li> </ul> | <p><b>TEACHING LEARNING STRATEGIES</b></p> <ul style="list-style-type: none"> <li>Introduction of the concept</li> <li>Explanation</li> <li>Interactive and inclusive discussion</li> <li>Collaborative</li> </ul> <p>Learning</p> <ul style="list-style-type: none"> <li>Recapitulation</li> </ul> <p><b>ACTIVITIES</b></p> <p>Integrating art and experiential learning</p> | <ul style="list-style-type: none"> <li>Text book</li> <li>Worksheet</li> <li>Quizizz</li> <li>Live worksheet</li> </ul> | <p>.Hindi: विशेषण.</p> |

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| NO. OF PERIODS: 5   |   |   | through <ul style="list-style-type: none"> <li>• ‘Awesome adjectives that describe me’ activity</li> <li>• Adjective song</li> </ul>  |  |                       |
| <b>TOPIC:</b><br><br><b>MY ENGLISH READER-</b><br><br><b>UNIT 3</b><br><br><b>REGARD F</b><br><br><b>OR VALUES</b><br><br><b>SUB-TOPIC:</b><br><br><b>L- NINA IS THE WINNER</b> | The learners will be able to <ul style="list-style-type: none"> <li>• understand the central idea of the story and critically analyse the main characters.</li> <li>• appreciate</li> </ul> | <ul style="list-style-type: none"> <li>• Pre-reading activity</li> <li>• Class discussion</li> <li>• Oral revision</li> <li>• Worksheet</li> <li>• Class test</li> <li>• Dictation</li> </ul> | <b>TEACHING LEARNING STRATEGIES</b> <ul style="list-style-type: none"> <li>• Reading and explanation</li> <li>• Interactive and inclusive discussion on the central idea and character analysis</li> <li>• Collaborative learning</li> <li>• Vocabulary drill</li> <li>• Recapitulation</li> </ul> <b>ACTIVITIES</b><br>Integrating art and | <ul style="list-style-type: none"> <li>• Text book</li> <li>• Audio visual aids</li> <li>• Worksheet</li> <li>• Quizizz</li> </ul> | Hindi:<br>कहानी सुनाओ |

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| <b>NO. OF PERIODS: 6</b>  |   |  | experiential learning through <ul style="list-style-type: none"> <li>• Role play</li> <li>• Card making</li> </ul>   |  |   |
| <b>TOPIC:</b><br><br><b>MY ENGLISH READER-</b><br><br><b>UNIT 3</b><br><b>REGARD F</b><br><b>OR VALUES</b><br><br><b>SUB-TOPIC:</b><br><br><b>L- TWO LITTLE KITTENS</b><br><br><b>NO. OF PERIODS: 3</b> | <b>The learners will be able to</b> <ul style="list-style-type: none"> <li>• recite the poem with proper intonation and pronunciation.</li> <li>• understand the importance of peaceful resolution of conflict</li> </ul> | <ul style="list-style-type: none"> <li>• Pre-reading activity</li> <li>• Class discussion</li> <li>• Recitation</li> </ul> | <b>TEACHING LEARNING STRATEGIES</b> <ul style="list-style-type: none"> <li>• Reading and explanation</li> <li>• Interactive and inclusive discussion</li> <li>• Collaborative learning</li> </ul> <b>ACTIVITIES</b><br>Integrating art and experiential learning through <ul style="list-style-type: none"> <li>• Mask making</li> </ul> | <ul style="list-style-type: none"> <li>• Text book</li> <li>• Audio visual aids</li> </ul> | <b>Science:</b><br><br><b>Animal babies</b> |

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| <p><b>TOPIC:</b></p> <p><b>LISTENING SKILL</b></p> <p><b>SUB-TOPIC:</b></p> <p><b>L-THE PLATE OF GOLD</b></p> <p><b>NO. OF PERIODS: 1</b></p> | <p>The learners will be able to</p> <ul style="list-style-type: none"> <li>develop language competency and listening skill.</li> </ul>      | <ul style="list-style-type: none"> <li>Listening assessment worksheet</li> </ul>   | <p><b>TEACHING LEARNING STRATEGIES</b></p> <ul style="list-style-type: none"> <li>Reading out passage followed by completion of worksheet</li> </ul>  | <ul style="list-style-type: none"> <li>Text book</li> <li>Worksheet</li> </ul>  |                             |
| <p><b>TOPIC:</b></p> <p><b>GRAMMAR SKILL</b></p> <p><b>SUB-TOPICS:</b></p> <p><b>L-5</b></p> <p><b>VERBS</b></p>                              | <p>The learners will be able to</p> <ul style="list-style-type: none"> <li>identify and use main and helping verbs in sentences.</li> </ul> | <ul style="list-style-type: none"> <li>Pre-reading task</li> <li>Oral revision</li> <li>Worksheet</li> <li>Class test</li> </ul> | <p><b>TEACHING LEARNING STRATEGIES</b></p> <ul style="list-style-type: none"> <li>Introduction of the concept</li> <li>Explanation</li> <li>Interactive and inclusive discussion</li> <li>Collaborative Learning</li> <li>Recapitulation</li> </ul> | <ul style="list-style-type: none"> <li>Text book</li> <li>Worksheet</li> <li>Quizizz</li> <li>Live worksheet</li> </ul> | <p>Hindi:</p> <p>क्रिया</p> |

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| NO. OF PERIODS: 5  |  |  | <b>ACTIVITIES</b><br>Integrating art through <ul style="list-style-type: none"> <li>Mime game</li> <li>Action web chart</li> </ul>  |  |                                 |
| <b>TOPIC:</b><br><br>MY ENGLISH READER-<br><br>UNIT 3<br><br>REGARD F<br><br>OR VALUES<br><br><b>SUB-TOPIC:</b><br><br>L- KRISHNA AND<br>SUDAMA<br>(Reading) | The learners will be able to <ul style="list-style-type: none"> <li>read the text with proper pronunciation, stress and intonation.</li> <li>identify the main idea, details and sequence of events and draw conclusions.</li> </ul> | <ul style="list-style-type: none"> <li>Pre-reading activity</li> <li>Class discussion</li> </ul> | <b>TEACHING LEARNING STRATEGIES</b> <ul style="list-style-type: none"> <li>Reading and explanation</li> <li>Interactive and inclusive discussion on the central idea and character analysis</li> </ul> <b>ACTIVITIES</b><br>Integrating art through <ul style="list-style-type: none"> <li>Role play</li> </ul> | <ul style="list-style-type: none"> <li>Text book</li> <li>Audio visual aids</li> </ul> | Hindi:<br><br>कृष्ण की कहानियाँ |

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| <b>NO. OF PERIODS: 3</b>   |  |  |  |  |  |
| <b>TOPIC:</b><br><br><b>MY ENGLISH READER-</b><br><br><b>UNIT 3</b><br><br><b>REGARD F</b><br><br><b>OR VALUES</b><br><br><b>SUB-TOPIC:</b><br><br><b>L- THE BIRTHDAY</b><br><b>KITTEN</b><br><br><b>NO. OF PERIODS: 6</b> | The learners will be able to <ul style="list-style-type: none"> <li>• read the text with proper pronunciation, stress and intonation.</li> <li>• identify the main idea, details and sequence of events and draw conclusions.</li> <li>• learn to take care of homeless animals</li> </ul> | <ul style="list-style-type: none"> <li>• Pre-reading activity</li> <li>• Class discussion</li> <li>• Dictation</li> </ul>                | <b>TEACHING LEARNING STRATEGIES</b> <ul style="list-style-type: none"> <li>• Reading and explanation</li> <li>• Interactive and inclusive discussion on the central idea and character analysis</li> </ul> <b>ACTIVITIES</b><br>Integrating art and experiential learning through <ul style="list-style-type: none"> <li>• Animal walks</li> <li>• Clay modelling</li> </ul> | <ul style="list-style-type: none"> <li>• Text book</li> <li>• Audio visual aids</li> </ul>                                 | <b>Science:</b><br><br><b>Interesting facts about cats</b> |
| <b>TOPIC:</b><br><br><b>GRAMMAR SKILL</b><br><br><b>SUB-TOPICS:</b>  | The learners will be able to <ul style="list-style-type: none"> <li>• identify and use different prepositions in sentences.</li> </ul>   | <ul style="list-style-type: none"> <li>• Pre-reading task</li> <li>• Oral revision</li> <li>• Worksheet</li> <li>• Class test</li> </ul> | <b>TEACHING LEARNING STRATEGIES</b> <ul style="list-style-type: none"> <li>• Introduction of the concept</li> <li>• Explanation</li> <li>• Interactive and</li> </ul>  | <ul style="list-style-type: none"> <li>• Text book</li> <li>• Worksheet</li> <li>• Quizizz</li> <li>• Newspaper</li> </ul> | <b>.Hindi:</b><br><br><b>सम्बन्ध सूचक अव्यय सर्वनाम,</b>   |

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| <p><b>L-4 PREPOSITIONS</b></p> <p><b>NO. OF PERIODS: 5</b></p>   |   |   | <p>inclusive discussion</p> <ul style="list-style-type: none"> <li>• Collaborative Learning</li> <li>• Recapitulation</li> </ul> <p><b>ACTIVITIES</b></p> <p>Integrating art and experiential learning through</p> <ul style="list-style-type: none"> <li>• ‘Where is the bird’ activity</li> <li>• ‘Prepositions in article’ activity</li> </ul> | <ul style="list-style-type: none"> <li>• Live worksheet</li> </ul>       |  |
| <p><b>TOPIC:</b></p> <p><b>WRITING SKILL</b></p> <p><b>SUB-TOPIC:</b></p> <p><b>FORMAL LETTER: APPLICATION WRITING</b></p> | <p>The learners will be able to</p> <ul style="list-style-type: none"> <li>• write formal applications according to the format in grammatically correct English.</li> </ul> | <ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Format of letter</li> <li>• Accuracy, fluency and content of the letter</li> </ul> | <p><b>TEACHING LEARNING STRATEGIES</b></p> <ul style="list-style-type: none"> <li>• Introduction of the topic</li> <li>• Explanation of format</li> <li>• Model writing</li> <li>• Guided practice</li> <li>• Recapitulation</li> </ul>   | <ul style="list-style-type: none"> <li>• Sample model writing</li> </ul> |  |

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| (Sick leave)  |  |  |  |  |  |
| NO. OF PERIODS: 3   |  |  |  |  |  |
| <p>TOPIC:</p> <p>MY ENGLISH READER-</p> <p>UNIT 4</p> <p>ADVENTURE</p> <p>SUB-TOPIC:</p> <p>L-MAN LEARNS TO FLY</p> <p>NO. OF PERIODS:3</p> | <p>The learners will be able to</p> <ul style="list-style-type: none"> <li>learn about the various attempts of man to fly</li> <li>develop sense of adventure and imagination</li> </ul> | <ul style="list-style-type: none"> <li>Pre-reading activity</li> <li>Class discussion</li> </ul> | <p>TEACHING LEARNING STRATEGIES</p> <ul style="list-style-type: none"> <li>Reading and explanation</li> <li>Interactive and inclusive discussion on theme</li> <li>Collaborative learning</li> <li>Recapitulation</li> </ul> <p>ACTIVITIES</p> <p>Integrating art and experiential learning through</p> <ul style="list-style-type: none"> <li>Paper plane making</li> </ul> | <ul style="list-style-type: none"> <li>Text book</li> <li>Audio visual aids</li> </ul> | <p>Science:</p> <p>Experiment of hot air and cold air on balloon</p> |
| TOPIC:  | <p>The learners will be able to</p> <ul style="list-style-type: none"> <li>recite the poem with proper</li> </ul>  | <ul style="list-style-type: none"> <li>Pre-reading activity</li> <li>Class discussion</li> </ul> | <p>TEACHING LEARNING STRATEGIES</p> <ul style="list-style-type: none"> <li>Reading and</li> </ul>  | <ul style="list-style-type: none"> <li>Text book</li> <li>Audio</li> </ul>             |  |



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| <p>MY ENGLISH READER-</p> <p>UNIT 4</p> <p><u>ADVENTURE</u></p> <p>SUB-TOPIC:</p> <p>P-THE KEY</p> <p>NO. OF PERIODS: 3</p> | <p>intonation and pronunciation.</p> <ul style="list-style-type: none"> <li>develop a spirit of adventure</li> </ul>  | <ul style="list-style-type: none"> <li>Recitation</li> </ul>                                     | <p>explanation</p> <ul style="list-style-type: none"> <li>Interactive and inclusive discussion</li> <li>Collaborative learning</li> </ul> <p>ACTIVITIES</p> <p>Integrating art and experiential learning through</p> <ul style="list-style-type: none"> <li>Key chain making</li> </ul> | <p>visual aids</p>   |   |
| <p>TOPIC:</p> <p>MY ENGLISH READER-</p> <p>UNIT 4</p> <p>ADVENTURE</p> <p>SUB-TOPIC:</p> <p>L-MICHAEL GOES</p>              | <p>The learners will be able to</p> <ul style="list-style-type: none"> <li>read the text with proper pronunciation, stress and intonation.</li> <li>identify the main idea, details and sequence of events and draw conclusions.</li> </ul> | <ul style="list-style-type: none"> <li>Pre-reading activity</li> <li>Class discussion</li> </ul> | <p>TEACHING LEARNING STRATEGIES</p> <ul style="list-style-type: none"> <li>Reading and explanation</li> <li>Interactive and inclusive discussion on the central idea and character analysis</li> </ul> <p>ACTIVITIES</p>  | <ul style="list-style-type: none"> <li>Text book</li> <li>Audio visual aids</li> </ul> | <p>Social Studies:</p> <p>Locating Netherlands on the map</p> |

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| <p><b>CLIMBING</b></p> <p><b>(Reading)</b></p> <p><b>NO. OF PERIODS:3</b></p>  |  |  | <p>Integrating art and experiential learning through</p> <ul style="list-style-type: none"> <li>Model of church spire</li> </ul>   | <ul style="list-style-type: none"> <li></li> </ul>   |  |
| <p><b>TOPIC:</b></p> <p><b>GRAMMAR SKILL</b></p> <p><b>SUB-TOPIC:</b></p> <p><b>L-7</b></p> <p><b>FIXING WORDS</b></p> <p><b>NO. OF PERIODS: 5</b></p> | <p>The learners will be able to</p> <ul style="list-style-type: none"> <li>identify and fill appropriate articles</li> </ul> | <ul style="list-style-type: none"> <li>Pre-reading task</li> <li>Oral revision</li> <li>Worksheet</li> <li>Class test</li> </ul> | <p><b>TEACHING LEARNING STRATEGIES</b></p> <ul style="list-style-type: none"> <li>Introduction of the concept</li> <li>Explanation</li> <li>Interactive and inclusive discussion</li> <li>Collaborative Learning</li> <li>Recapitulation</li> </ul> <p><b>ACTIVITIES</b></p> <p>Integrating art through</p> <ul style="list-style-type: none"> <li>Pasting/drawing pictures</li> <li>'Articles in article' activity</li> </ul> | <ul style="list-style-type: none"> <li>Text book</li> <li>Worksheet</li> <li>Quizizz</li> <li>Live worksheet</li> <li>Newspaper</li> </ul> |  |

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| <p><b>TOPIC:</b></p> <p><b>WRITING SKILL</b></p> <p><b>SUB-TOPIC:</b></p> <p><b>STORY COMPLETION:</b></p> <p><b>NO. OF PERIODS: 3</b></p> | <p>The learners will be able to</p> <ul style="list-style-type: none"> <li>complete stories in grammatically correct English.</li> </ul>  | <ul style="list-style-type: none"> <li>Class discussion</li> <li>Accuracy, fluency</li> </ul>   | <p><b>TEACHING LEARNING STRATEGIES</b></p> <ul style="list-style-type: none"> <li>Introduction of the topic</li> <li>Model writing</li> <li>Guided practice</li> <li>Recapitulation</li> </ul>                | <ul style="list-style-type: none"> <li>Sample model writing</li> </ul>   |  |
| <p><b>TOPIC:</b></p> <p><b>MY ENGLISH READER-</b></p> <p><b>UNIT 4</b></p> <p><b>ADVENTURE</b></p> <p><b>SUB-TOPIC:</b></p>               | <p>The learners will be able to</p> <ul style="list-style-type: none"> <li>read the text with proper pronunciation, stress and intonation.</li> <li>understand the sequence of events, central idea of the story and critically analyse the main characters.</li> </ul> | <ul style="list-style-type: none"> <li>Pre-reading activity</li> <li>Class discussion</li> <li>Oral revision</li> <li>Worksheet</li> <li>Class test</li> <li>Dictation</li> </ul> | <p><b>TEACHING LEARNING STRATEGIES</b></p> <ul style="list-style-type: none"> <li>Reading and explanation</li> <li>Interactive and inclusive discussion on the central idea and character analysis</li> </ul> | <ul style="list-style-type: none"> <li>Text book</li> <li>Audio visual aids</li> <li>Worksheet</li> <li>Quizizz</li> </ul> | <p><b>Science:</b></p> <p><b>Pet animals</b></p> |

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| <p><b>L-THE MAGIC ROOM</b></p> <p><b>NO. OF PERIODS:6</b></p>  | <ul style="list-style-type: none"> <li>• develop a spirit of adventure</li> </ul>  |  | <ul style="list-style-type: none"> <li>• Collaborative learning</li> <li>• Vocabulary drill</li> <li>• Recapitulation</li> </ul> <p><b>ACTIVITIES</b></p> <p>Integrating art and experiential learning through</p> <ul style="list-style-type: none"> <li>• Magic tricks</li> </ul> |   |  |
| <p><b>TOPIC:</b></p> <p><b>LISTENING SKILL</b></p> <p><b>SUB-TOPIC:</b></p> <p><b>L-INDIA'S YOUNG HEROES</b></p> <p><b>NO. OF PERIODS: 1</b></p> | <p>The learners will be able to</p> <ul style="list-style-type: none"> <li>• develop language competency and listening skill.</li> </ul> | <ul style="list-style-type: none"> <li>• Listening assessment worksheet</li> </ul> | <p><b>TEACHING LEARNING STRATEGIES</b></p> <ul style="list-style-type: none"> <li>• Reading out passage followed by completion of worksheet</li> </ul>  | <ul style="list-style-type: none"> <li>• Text book</li> <li>• Worksheet</li> <li>• Quizizz</li> <li>• Live worksheet</li> </ul> |  |

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| <b>TOPIC:</b><br><br><b>GRAMMAR SKILL</b><br><br><b>SUB-TOPIC:</b><br><br><b>SIMPLE PRESENT,<br/>PAST, FUTURE TENSE</b><br><br><b>NO. OF PERIODS: 5</b> | <b>The learners will be able to</b> <ul style="list-style-type: none"><li>• identify and use simple present, past and future tenses.</li></ul> | <ul style="list-style-type: none"><li>• Pre-reading task</li><li>• Oral revision</li></ul> | <b>TEACHING LEARNING STRATEGIES</b> <ul style="list-style-type: none"><li>• Introduction of the concept</li><li>• Explanation</li><li>• Interactive and inclusive discussion</li><li>• Collaborative Learning<ul style="list-style-type: none"><li>• Recapitulation</li></ul></li></ul> <b>ACTIVITIES</b><br><b>Integrating art through</b> <ul style="list-style-type: none"><li>• Foldables</li></ul> | <ul style="list-style-type: none"><li>• Text book</li><li>• Worksheet</li><li>• Quizizz</li><li>• Live worksheet</li></ul> | <b>Hindi:</b><br><b>काल</b> |
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