

SYLLABUS BIFURCATION PREPARATORY STAGE Class 4

A detailed syllabus mapped at Preparatory Stage for APS

APS

	2023-24

FACULTY DEVELOPMENT & RESEARCH CENTRE



<u>आर्मीपब्लिकस्कूलपाठ्यक्रम विभाजन अवलोकन</u>

<u> शैक्षणिक सत्र :२०२३-२४</u>

कक्षा: चौथी

विषय: हिंदी

पाठ्यपुस्तक :गुंजन/व्याकरण वाटिका

प्रकाशक :मधुबन

रिपोर्टकार्डक	<u>अवधि-१</u> ल१००अंककाहोगा	<u>अव</u> रिपोर्टकार्डकुल१०	
<u>आवधिकपरीक्षण १ - जुलाई</u> (३०% पाठ्यक्रम - अधिकतमअंक-४०) (रिपोर्टकार्डमेंभारांक(वेटेज)- १०अंक)	<u>अर्धवार्षिकपरीक्षा-सितंबर</u> (५०% पाठ्यक्रमअधिकतमअंक-८०) (रिपोर्टकार्डमेंभारांक (वेटेज)-८०अंक)	<u>आवधिकपरीक्षण२- दिसंबर</u> (३०% पाठ्यक्रम - अधिकतमअंक-४०) (रिपोर्टकार्डमेंभारांक (वेटेज)- १०अंक)	<u>वार्षिकपरीक्षा-मार्च</u> (५०% पाठ्यक्रमअधिकतमअंक-८०) (निर्धारितपाठ्यक्रममें१०% पाठ्यक्रमअवधि- १सेऔरबाकीसंपूर्णपाठ्यक्रमअवधि-२सेहोगा ।) (रिपोर्टकार्टमेंभारांक (वेटेज)-८०अंक)
अप्रैल गुंजन पाठ-१ भारत के बच्चे (कविता) व्याकरण पाठ-१ भाषा लिपि और व्याकरण पाठ-२ वर्णमाला पाठ-३ संज्ञा	अगस्त गुंजन पाठ-५ हमारा तिरंगा झंडा पाठ-६ एवेरस्ट के साथ मेरी भेंट पाठ-७ चींटी और कबूतर (कविता) व्याकरण पाठ-६ क्रिया शब्द भंडार (पर्यायवाची शब्द)	अक्टूबर गुंजन पाठ-८ कबड्डी पाठ-९ कदंबका पेड़ (कविता) व्याकरण पाठ-१२ रचनात्मक लेखन (कहानी लेखन) पाठ-५ विशेषण	दिसंबर गुंजन पाठ-१२ पानी अमृत है पाठ-१३ एक पत्र श्री नंदिनी के नाम व्याकरण पाठ-१२ रचनात्मक लेखन (पत्र लेखन) पाठ-८ शब्द भंडार (वाक्यांश के लिए एक शब्द)
मई गुंजन पाठ-२ ईदगाह व्याकरण पाठ-२ संज्ञा लिंग, वचन	सितंबर गुंजन पाठ-६ एवेरस्ट के साथ मेरी भेंट पाठ-७ चींटी और कबूतर (कविता) व्याकरण शब्द भंडार समूहवाची शब्द समश्रुत भिन्नार्थक शब्द	नवंबर गुंजन पाठ-१० अपना गाँव पाठ-११ आइज़कन्यूटन व्याकरण पाठ-७ विराम चिन्ह पाठ-८ शब्द भंडार (वचन,अनेकार्थी शब्द)	जनवरी गुंजन पाठ-१४ केरल का निमंत्रण पाठ-१५ तीन शर्तें व्याकरण पाठ-१२ रचनात्मक लेखन (सूचना लेखन, अनुच्छेद लेखन, संवाद लेखन)

					τ	ाठ-११ अपठित गद्यांश्व	T
जुलाई गुंजन पाठ-३ स्वामी विवेकानंद पाठ-४ प्रकति की सुषमा (कविता) व्याकरण पाठ-८ शब्द भंडार (वचन) पाठ-४ सर्वनाम					गुं प ळ प र	रवरी जन 1ठ-१६ सपना (कविता) 1करण 1ठ-१० वाक्य वनात्मक लेखन (कविता नरावृति कार्य	लेखन)
	रिपोर्टकार्डकुल१००५	अंककाहोगा			् २	उत्तर-पुस्तिका प्रस्तुतीव धिकतम अंक २५ (भारां विषय संवर्धन गतिविधि गरांक ५) क्वाहोगा	क ५)
मूल्यांकन	% पाठ्यक्रम	अधिकतम अंक	भारांक (वेटेज)	मूल्यांकन	% पाठ्यक्रम	अधिकतम अंक	भारांक (वेटेज)
आवधिक परीक्षण-१ (जुलाई माह में)	३० %	۶o	१० अंक	आवधिक परीक्षण-२ (दिसंबर माह में)	३० %	४०	१० अंक
उत्तर पुस्तिका प्रस्तुतीकरण		રષ	५ अंक	उत्तर पुस्तिका प्रस्तुतीकरण		રષ	५ अंक
विषय संवर्धन गतिविधि		રષ	५ अंक	उत्तर पुस्तिका प्रस्तुताकरण विषय संवर्धन गतिविधि		રષ	५ अंक
अर्धवार्षिक परीक्षा (सितंबर माह)	५०% पाठ्यक्रम	ζ٥	८० अंक	वार्षिक परीक्षा (मार्च माह)	——– १०% पाठ्यक्रमअवधि-१सेऔर बाकीसंपूर्णपाठ्यक्रमअवधि-२सेहोगा।	ζ٥	८० अंक

केंद्रीकृत पाठ्यक्रम विभाजन (कक्षा-४)

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

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

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

other children		1		1 1			
2	विद्यार्थियों में दूसरों के प्रति दया ,					सचित्र-सुलेख एवं	प्रश्न व्यवहारिक व्याकरण
कोश-	निस्वार्थ कीभावना से काम जैसे गुणों					पाठ आधारित	
आनंदमय कोश						अभ्यास	
				-			
	सहनशालता आरं स्वयं सानगय ल पाएंगे						
	उच्चस्तरीय						
	छात्र दूसरे बच्चों और						
	बुजुर्गलोगॉकीसहायता करने के लिए प्रेरित होंगे						
						£	
CG-10. Children						कक्षा काय	
develop fluency in	सीखने का परिणाम					सरल भाषा में पाठ	
	मूल रूप-						
	छात्रों का व्याकरण के नियमों से परिचय होना					प्रकार अभ्यास	
						गृहकार्य	
	माध्यमिक					कार्य पत्रिका	
	संज्ञा की परिभाषा से परिचित होंगे । संज्ञा के					एकवचन व	
	भेदों की जानकारी होगी व्यवाहरिक					बहुवचन की सूची।	
	आनंदमय कोश CG-10. Children	अानंदमय कोश आनंदमय कोश अानंदमय कोश अत्तंदमय कोश अत्तंदमय कोश विद्यार्थी पाठ पढ़कर जीवन में सहनशीलता और स्वयं से निर्णय लें पाएंगे उच्चस्तरीय छात्र दूसरे बच्चों और बुज़ुर्रालोगोंकीसहायता करने के लिए प्रेरित होंगे प्रेरित होंगे अत्ति का परिणाम मूल रूप- छात्रों का व्याकरण के नियमों से परिचय होना छात्र नाम वाले शब्दों को जान पाएंगे माध्यमिक संज्ञा की परिभाषा से परिचित होंगे संज्ञा के	अानंदमय कोश आनंदमय कोश विद्यार्थी पाठ पढ़कर जीवन में सहनशीलता और स्वयं से निर्णय लें पाएंगे उच्चस्तरीय छात्र दूसरे बच्चों और बुसुर्रा लोगोंकीसहायता करने के लिए प्रेरित होंगे प्रेरित होंगे सीखने का परिणाम मूल रूप- छात्रों का व्याकरण के नियमों से परिचय होना छात्र नाम वाले शब्दों को जान पाएंगे माध्यमिक संज्ञा की परिभाषा से परिचित होंगे संज्ञा के भेदों की जानकारी होगी व्यवाहरिक	अानंद्रमय कोश की विकास हो जाएगा । विद्यार्थी पाठ पढ़कर जीवन में सहनयशीलता और स्वयं से निर्णय हें पाएंगे । विद्यार्थी पाठ पढ़कर जीवन में सहनयशीलता और स्वयं से निर्णय हें उच्चस्तरीय उच्चस्तरीय उच्चस्तरीय छात्र दूसरे बच्चों और बुज़ुर्गलोगोंकीसहायता करने के लिए प्रेरित होंगे । सिखने का परिणाम मूल रूप- छात्रों का व्याकरण के नियमों से परिचय होना छात्र नाम वाले शब्दों को जान पाएंगे । माध्यसिक संज्ञा की परिभाषा से परिचित होंगे [संज्ञा के भेदों की जानकारी होगी [व्यवाहरिक]	भानंदमय कोश आनंदमय कोश विद्यार्थी पाठ पढ़कर जीवन में सहनशीलता और स्वयं से निर्णय तें पाएंगे उच्चस्तरीय छात्र दूसरे बच्चों और बुयुर्गलोगॉकीसहायता करने के लिए प्रेरित होंगे Reading and writing in language Reading and writing in हान गाम वाले शब्दों को जान पाएंगे माध्यभिक संज्ञा की परिभाषा से परिचित होंगे (संज्ञा के भेतों की जानकारी होगी व्यवाहरिक	해 विकास हो जाएगा । -	이 현 현 ਜ ਲ i ਹੋ ਹੋ ਹਾ ਪ i ਪ i ਪ i ਪ i ਪ i ਪ i ਪ i ਪ i ਪ i ਪ

६पाठकानाम-प्रकृति की सुषमा(कविता) अवधारणा- प्रकृति की सुंदरता के बारे में जानकारी जैसे फल- फूल ,पेड़-पौधे आदि। उपअवधारणाएं प्रकृति प्रेम। वातावरण के प्रति प्रेम- भाव। प्रकृति की सराहना दी गई कविता में प्राकृतिक सौंदर्य का बड़ा ही सुंदर चित्रण किया गया है।	प्रकृति प्रेम की भावना का विकास CG-6 Children develop a positive regard for the natural environment around them CG-7 Children make sense of the world around through observation and logical thinking कोश: आनंदमय कोश	मूलरूप-कविता कालयबद्ध तरीके से गायन माध्यमिक वातावरण के प्रति प्रेम-भाव और प्रकृति की सराहना करना सीखेंगे उच्चतर- प्रकृति की सुंदरता की ओर बच्चों का ध्यान आकर्षित होगा पर्यावरण संरक्षण के प्रति जागरूकता आएगी। अध्यापक/अध्यापिका द्वारा देश की ऋतु की जानकारी दी जाएगी फूलों की घाटी नामक राष्ट्रीय उद्यान के बारे में जानेंगे।	सामाजिक कौशल अनुस्वार और अनुनासिक शब्दों का ज्ञान प्राप्त करना प्रकृति के प्रति प्रेम भावना का विकास	वैज्ञानिक स्वभाव खेल तकनीकी प्रौद्योगिकी- यूट्यूब लिंक का प्रयोग कला- इंद्रधनुष बनाकर उसमें सात रंग भरो।	कलाःचित्र बनाना सीखेंगे संगीत- कविता का गायन	कक्षा विस्तार संगीत कक्ष	गृहकार्यः स्वयं से कविता का लयबद्ध तरीके से गायन चित्र बनाकर कविता लिखना कक्षा कार्यः कविता से संबंधित कठिन शब्द व शब्द- अर्थ का लेखन-कार्य	भाषा अ अर्जन कार्य र्पा
व्याकरण: पाठ 8 शब्द भंडार, वचन		सीखने का परिणाम						
पाठ ४ सर्वनाम		मूल रूप					कक्षाकार्य	
अवधारणा:		छात्रों के शब्द-भंडार में वृद्धि					विलोम शब्दों की	
विपरीतार्थक		माध्यमिक					सूची सर्वनाम शब्द	

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

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

बारे में जानकारी	भाषा और साहित्य का	माध्यमिक	आदर भाव		कलाः-रचनात्मक	कक्षा विस्तार	शुद्धउच्चारणकेसाथ	
	विकास				विकास।		पाठकापठन।बच्चोंद्वा	
उपअवधारणाएं:-		एवरेस्ट की चोटी पर पहुंचने वाली प्रथम	साहस			संगीत कक्ष	रापाठकापठन	हिमालय की चोटिये
	C-1.5 Shows awareness	महिला बछेंद्री पाल के बारे में जानेंगे					अभ्यासकार्य।मौखि	विषय में जानकारी !
पथ प्रदर्शको के प्रति आदर	of safety in movements				संगीत		कवलिखितप्रश्न।कठि	करना तथा सूची बन
भाव	(walking, running,	उच्चतर					नशब्दोंको	
	cycling) and acts	हिमालय पर्वत की चोटियों के नाम के					लिखवाकरउनकावा	सांकेतिक मूल्यांकन
	appropriately	बारे में जानकारी प्राप्त करेंगे					क्य प्रयोग	कार्यपत्रक
		बार म जानपगरा प्राया पररग					करवाना। गृह कार्य :-	बहुविकल्पीय प्रश्न
	C-3.3 Shows precision			कुला:-कविता से सम्बंधित चित्र बनाओ				भाषाज्ञान।मूल्यपरकप्र
	and control in working			खेल:-			कुछ अन्य	व्यवहारिक व्याकरण
	with their hands and			वैज्ञानिक स्वभाव:-			पर्वतारोहियों के नाम	
	fingers			वशानिक स्वभाव:-			लिखिए ।	पाठ पर आधारित व
	C-3.4 Shows strength			तकनीकी प्रौद्योगिकी यूट्यूब लिंक का			,	पठि पर आधारत व पत्रिका
	and endurance in			उपयोग।			प्रश्नोत्तरयादकरें।	чі лч л
	carrying, walking, and							
	कोश:							
	विज्ञान कोश							
		सीखने का परिणाम						
		मूल रूप						
कालांश ओं की संख्या			जीवन कौशल		गणित:-			
पाठ का नाम		अपनी भाषा में बात कहने , बातचीत करने	אואיז איוגוט		कलाः-रचनात्मक			
	भाषा और साहित्य का	की भरपूर आज़ादी और अवसर मिलेंगे	आत्मविश्वास		विकास।	कक्षा कक्ष।		
पाठ ७ चींटी और	विकास	कविता का स्वर गायन			संगीत	AV रूम।		
कबूतर(कविता)			परोपकार और			संगीत		
		माध्यमिक	सहयोग की भावना		कविता का गीत के	कक्ष विद्यालयप्रां	कक्षा कार्य:	
अवधारणाः	C-1.6 Understands		सामाजिक कौशल		रूप में	गण।	कवितां का वाचन	
	unsafe situations and	कविता के द्वारा दूसरों की मदद करने के	त्तामाजिक काशल		प्रस्तुतीकरण		करवाना, कविता में	सांकेतिक मूल्यांकन
							आए कठिन शब्दों	

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

				1	1		1		
अवधी-३						1			
गुंजन – पा	ठ , १०, ११,१२								
व्याकरण									
पाठ –विशे	षण कहानी लेखनविराम चिह्न	, वचन, पर्यायवाची शब्द, पत्र	लेखन						
अक्टूबर (१४दिन)	पाठ-८कबड्डी कालांशो की संख्या-६ अवधारणा खेलों के बारे में जानकारी शारीरिक विकास उपअवधारणाएं स्वस्थ जीवन शैली का विकास कबड्डी के नियमों का ज्ञान वाक्य लेखन खेल कूद का महत्व पारस्परिक सहभागिता	शान क्षेत्र : भाषा और साहित्य काविकास। पाठ्यक्रम लक्ष्य- CG-9. Children develop effective communication skills for day to day interactions in two languages.CG-10. Children develop fluency in reading and writing in language – 1.	C-9.4 understands oral instructions for a complex task and gives clear oral instructions for the same to others. C 10.8 write a paragraph to express their understanding and experiences. सीखने का परिणाम मूल रूप-छात्र कबड्डी के बारे में जानेंगे। स्वस्थ जीवन शैली अपनाएंगे। मध्यम खेलने के तरीके, खिलाड़ियों की संख्या और खेल के नियमों केबारे में जानेंगे। विकसित	जीवन कौशल आत्मविश्वास स्वस्थ जीवन शैली कल्पना शक्ति का विकास (अधिगम कौशल)	कला:-खेल के मैदान का चित्रण खेल:- अंतराष्ट्रीय खेलों की जानकारी वैज्ञानिक स्वभाव:-स्वास्थ्य के प्रतिजागरूकता तकनीकी प्रौद्योगिकी :- यूट्यूब लिंकद्वारा कबड्डी की जानकारी। <u>https://youtu.be/xTAUHileuP0</u> ओलंपिक खेलों की जानकारी। <u>https://youtu.be/cqoawsdnE-Y</u>	गणितः-खिलाड़ियों की संख्या कलाः- संगीतः-	कक्षाकक्ष। AV रूम। पुस्तकालय विद्यालयप्रांगण।	कक्षा कार्यः शुद्धउच्चारणकेसाथ पाठकापठन ।बच्चोंद्वा रापाठकापठन अभ्यासकार्य।मौखि कवलिखितप्रश्न।कठि नशब्दोंको लिखवाकरउनकावा क्य प्रयोग करवाना। गृह कार्यप्रश्नोत्तरयादकरें। 'मेरा प्रिय खेल' विषय पर अनुच्छेद लिखें	भाषा अधिगम और भ अर्जन नाट्य मंचन मूल्यांकनः- सांकेतिक मूल्यांकन कार्यपत्रक बहुविकल्पीय प्रश्न भाषाज्ञान।मूल्यप प्रश्न व्यवहारिक व्याकरण
		कोश आनंदमयी कोश मनोमय कोश	कबड्डी के अंतरराष्ट्रीय प्रतियोगिताओं के बारे में जानेंगे। छात्रों का आत्मविश्वास बढ़ेगा और पारस्परिक सहयोगिता की भावना का विकास होगा।						

	पाठ 9- कदंब का पेड़ कालांशो की संख्या-६ अवधारणा बाल सुलभ लीला का आनंद उपअवधारणाएं वात्सल्यप्रेम, प्रकृति प्रेम, संगीत प्रेम। भाषा ज्ञान, तुकांत शब्द, संयुक्त व्यंजन, क्रिया रूप कविता मे वात्सल्य रस को दर्शाया गया है।	ज्ञान क्षेत्र : भाषा और साहित्य काविकास। पाठ्यक्रम लक्ष्य- CG-9. Children develop effective communication skills for day to day interactions in two languages. कोश.आनंदमयी कोश मनोमय कोश	C-9.1listens to and appreciates simple songs, rhymes and poems. C 10.6 – reads short poems and begins to appreciate the poem for its choice of words and imagination सीखने का परिणाम मूल रूप- • छात्र लयबद्ध रूप से वाचन करना सीखेंगे। माध्यमिक- • छात्रों में कल्पनाशक्ति का विकास होगा उच्चस्तरीय • कविता में आए जीवन मूल्यों को छात्र अपने जीवन में अपनाएंगे। CWSN : Assistive learning	जीवन कौशल रचनात्मककल्पना शक्ति (अधिगम कौशल) कल्पनाशीलता अंतवैयक्तिक	कला:- प्राकृतिक चित्रण का ज्ञान। खेल:- पारंपरिक खेलों से परिचय।(छुपम छुपाई।) वैज्ञानिक स्वभाव:- कदंब के पेड़ का वैज्ञानिक महत्त्व। तकनीकी प्रौद्योगिकी :- यूट्यूब लिंक का उपयोग। https://youtu.be/-gqTb4NX3EM https://youtu.be/XvX7fAtQ7v8	गणित:- वस्तु विनिमय का ज्ञान। कला:-रचनात्मक विकास। संगीत:-कविता का लयबद्ध गायन।	कक्षा कक्ष। AV रूम। पुस्तकालय	कक्षा कार्यः कविता का वाचन करवाना, कविता में आए कठिन शब्दों को लिखवाकर उनका वाक्य प्रयोग करवाना। योग्यता शिक्षण पर आधारित कार्यपत्रक। गृह कार्यः- कविता लिखो और याद करो। कविता से संबंधित कोई चित्र बनाओ	सांकेतिक मूल्यांकन कार्यपत्रकबहुविकल्पीय भाषा ज्ञान। मूल्यपरक
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			Refer to special educator Hearing Impairment students assistance – videos –						
			www.bbc.com/hindi/india						
			www.mocomi.com/						
नवंबर (२३दिन)	कालांशोंकीसंख्या-६ पाठसंख्या- १०	भाषा और साक्षरता विकास	C-9.1 listens to and appreciates simple songs, rhymes and poems.	जीवन कौशल सामाजिकअनुकूलन	कला:-प्राकृतिकचित्रणकाज्ञान। खेल:-गाँवकेखेलोंसेपरिचय- जैसे गुल्ली	अंग्रेजी भाषा:- गणित:-	কঞ্জাকঞ্ব। AV रूम।	कक्षा कार्य : शुद्धउच्चारणकेसाथ	भाषा अधिगम और अर्जन
	पाठकानाम -	CG-9 . Children develop effective	C 10.8 write a paragraph to express their understanding and	शीलता (जीवनकौशल)	डंडा, कबड्डी, कुश्ती, कंचे आदि।	कला। रचनात्मकविकास।	पुस्तकालय	पाठकापठन।बच्चोंद्वा रापाठकापठन	नाट्य मंचन
	अपनागाँव अवधारणा	communication skills for day to	experiences. सीखने का परिणाम	भावनात्मक कौशल उदारता और समाज सेवा	वैज्ञानिक स्वभाव:- गोबरगैसकीजानकारी।	पाठसेसंबंधितचित्र बनाना	विद्यालयप्रांगण। मेंस्थितफूलोंका	अभ्यास- कार्य।मौखिकवलिखि	मूल्यांकन:- सांकेतिक मूल्यांकन
	वातावरणसंरक्षण।	dayinteractions in two languages.	मूल रूप	अधिगम कौशल	प्रौद्योगिकीतकनीकी यूट्यूब लिकं का प्रयोग	संगीत:-:-	बगीचा	तप्रश्न।कठिनशब्दों को लिखवाकरउनकावा	
	उपअवधारणाएं ग्रामीणपरिवेशकाज्ञान।प्राकृ	CG-10. Children develop fluency in	 छात्र ग्रामीण परिवेश तथा ग्रामीण बोल-चाल में प्रयुक्त 	वार्तालाप कौशल	https://youtu.be/9F2rsoz56y4	बहतीनदियोंकीकल कलकीध्वनिकासंगी		क्य प्रयोग करवाना।	कार्यपत्रक बहुविकल्पीय प्रश भाषाज्ञान।मूल्यप
	तिकसौंदर्यकीअनुभूति।	reading and writing	होने वाली भाषा से परिचित होंगें। जैसै-	कल्पनाशीलता	https://youtu.be/EZOSmnOxtY	तकोमहसूसकरना।		गृह कार्य :-	मापाशानामूल्प प्रश्न

शहरीऔरग्रामीणपरिवेशमें	in language – 1.	छाछ,भीतर,तांगा,लीपाई, उपले	'मेरागांव'विषय	व्यवहारिक व्याव
अंतरकरपाना।	कोशःआनंदमय कोश	आदि। विकसित	परअनुच्छेदलेखन।	
भाषा ज्ञान।विपरीतार्थक शब्द क्रियाविशेषण गिनती	काशःआनदमय काश मनोमय कोश	 शहरऔर गाँव 	प्रश्नोत्तरयादकरें।	
		केवातावरणजीवनरहनसहनमें अंतरजानपाएंगे।		
		उच्चस्तरीय		
		 पाठमेंआएकठिनशब्दोंकाशुद्ध उच्चारणकरपाएंगे। 		
		विशेष आवश्यकता वाले बच्चे सहायक शिक्षण		
		दृष्टिबाधित छात्रों की सहायता:		
		अध्यायकेमुख्यबिंदुओंकोनिर्दिष्टकरतेहुएपा ठकोअपनेआवाजमेंरिकॉर्डकरेंगेऔरदृष्टिबा		
		धितबच्चोंकोअलगसेसुननेदेंगे।इसेसीखनेमें सहायकसामग्रीकेरूपमेंघरपरभीभेजेंगे।		
		<mark>श्रवण बाधित छात्रों की</mark> सहायता:शब्दोंकोपढ़नेमेंबच्चेकीमददकरने		
		केलिएबड़ेअक्षरोंवालेफ़्लैशकार्डकाइस्तेमाल	कक्षा	
		करेंगे।चलचित्रद्वाराबच्चेकोपाठसमझाएंगे।	कार्य:शुद्धउच्चारणके	
			साथपाठकापठन।ब	
			च्चोंद्वारापाठकापाठन	
पाठ११कालांशोंकीसंख्या-			अभ्यासकार्यमौखिक वलिखितप्रश्न।कठिन	
६पाठकानाम-आइजक			शब्दोंको	सांकेतिक मूल्यांकन
	CG-9. Children		लिखवाकरउनकावा	

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

	हैं। उपअवधारणाएं • कथानक शैली • उपदेश की प्रधानता। विशेषण दो प्रकार के होते हैं- • मूल विशेषण • प्रकार्यात्मक विशेषण	reading and writing in language – 1. कोश आनंदमयी कोश मनोमय कोश	सकेंगे। विकसित • छोटी-छोटी बातों में बड़े अर्थ निकाल पाएंगे और अपनी बात संदेश के रूप में कम से कम शब्दों में पाठक तक पहुंचा पाएंगे • अर्थ में अंतर के कारण सभी पर्यायवाची एक दूसरे के स्थान पर प्रयुक्त नहीं हो पाते हैं यह जान पाएंगे						
दिसंबर (२३दिन)	विशेषण विशेष्य के रूप में रंग आकार स्वभाव दशा स्थिति आदि गुणों की ओर संकेत करते हैं। कालांशोंकीसंख्या- ६पाठसंख्या- १२पाठकानाम – पानी अमृत है अवधारणा वातावरण के प्रति जागरूकता	भाषा और साक्षरता विकास CG-9. Children develop effective communication skills for day to day interactions in two		जीवन कौशल सुचना साक्षरता सामाजिकता व् सहभागिता (जीवन व साक्षरता कौशल अधिगम कौशल	कला – प्राकृतिकचित्रणकाज्ञान।'जल ही जीवन है' का पोस्टर बनाओ खेल: तैराकी वैज्ञानिक स्वभाव:-भाप के इंजन के बारे में जानकारी।	कास।पाठसेसंबंधि तचित्रबनाना	कक्षाकक्ष। AV रूम। पुस्तकालय	कक्षा कार्यःशुद्धउच्चारणके साथपाठकापठन।ब च्चोंद्वारापाठकापठन ।अभ्यासकार्यमौखि कवलिखितप्रश्न।कठि नशब्दोंकोलिखवाकर उनकावाक्य प्रयोग	भाषा अधिगम और भ अर्जन जल चक्र सांकेतिक मूल्यांकन • कार्यपत्रक
	उपअवधारणाएं	languages	छात्रजल के महत्त्व को समझेंगे मध्यम:	तार्किक चिंतन	जल चक्र की जानकारी। प्रौद्योगिकीतकनीकी यूट्यूबलिंककाउप		प्रयोगशाला	उनकावायय प्रयोग करवाना	 बहुविकल्पी भाषाज्ञान।म्

वैज्ञानिक दृष्टिकोण जीवन मूल्यों का विकास विराम चिन्ह समानार्थक शब्द	.CG-10. Children develop fluency in reading and writing in language – 1. कोश: विज्ञानमय कोशआनंदमयी कोश	पठन एवं श्रवण क्षमता का विकास होगा उन्नतः वाष्प इंजन की कार्य प्रणाली समझेंगे पाठमेंआएकठिनशब्दोंकाशुद्धउच्चारणकर पाएंगे। विशेष आवश्यकता वाले बच्चो के लिए सहायक शिक्षण दृष्टिबाधित छात्रों की सहायताः अध्यायकेमुख्यबिंदुओंकोनिर्दिष्टकरतेहुएपा ठकोअपनेआवाजमेंरिकॉर्डकरेंगेऔरदृष्टिबा धितबच्चोंकोअलगसेसुननेदेंगे।इसेसीखनेमें सहायकसामग्रीकेरूपमेंघरपरभीभेजेंगे। श्रवण बाधित छात्रों की सहायताः शब्दोंकोपढ़नेमेंबच्चेकीमददकरनेकेलिएब डे,अक्षरोंवालेफ़्लैशकार्डकाइस्तेमालकरेंगे।च लचित्रद्वाराबच्चेकोपाठसमझाएंगे।	वार्तालाप उन्नति का मार्ग प्रशस्त करना	योग। https://youtu.be/ATfwSa82XGM		योग्यताशिक्षणपरआ धारितकार्यपत्रक। गृह कार्यःजल प्रदूषण पर अनुच्छेदलेखन।प्रश्नो त्तरयादकरें।	•	क प्रश्न व्यवहारिक व्याकरण
कालांशोंकीसंख्या-		सीखने का परिणाम मूल रूप			कक्षाकक्ष।	कक्षा कार्य:शुद्धउच्चारणके		

६पाठ१३पाठकानाम- एक		छात्र रविंद्र नाथ टैगोर के बारे में जानेगे ।	रचनात्मकता और	कला :- पत्र लेखन	अंग्रेजी भाषा:-	AV रूम।	साथपाठकापठन।ब
पत्र -श्री नंदिनी के नाम		विकसित	नवाचार (अधिगम	खेल:-			च्चोंद्वारापाठकापाठन
अवधारणाः-			কীয়াল)	खल:-	गणित:- समय की जानकारी	पुस्तकालय	।अभ्यासकार्यमौखि
	ज्ञानक्षेत्र :	उनके जीवन से प्रेरणा लेंगे	प्रत्यास्मरण	वैज्ञानिक स्वभाव:-		विद्यालयप्रांगण।	कवलिखितप्रश्न।कठि नशब्दोंकोलिखवाकर
देश प्रेम	भाषाऔरसाहित्यकावि	पत्र लेखन का ज्ञान		प्रौद्योगिकीतकनीकी	कलापत्र का प्रारूप		नराब्दाकगलखपाकर उनकावाक्य प्रयोग
उपअवधारणाएं	कास।	उच्चस्तरीय-	प्राकृतिक औं पर्वित आण्डे पर्वित	אושוויומוממיזומו	बनाना		करवाना।
	CG-9. Children		सौंदर्यीकरणनैसर्गिक सुंदरताअंतवैयक्तिक	ईमेल इंटरनेट की जानकारी	संगीत		योग्यताशिक्षणपरआ
ज्ञान प्राप्तिपत्र विधा का	develop effective	पाठ में आये जीवन मूल्यों का पालन करेंगे	सुदरताजरापपापरापग				धारितकार्यपत्रक।
ज्ञान।प्रकृति प्रेम. योजक शब्द	communication skills	1					गुह कार्य :-
	for day to day interactions in two	तार्किक चिंतन कर सकेंगे ।					
	languages.	CWSN : Assistive learning					प्रश्नोत्तरयादकरें।अ ध्यापिका जी को दो
							ध्यापिका जा का दा दिन के अवकाश के
	CG-10. Children	Refer to special educator					लिए प्रार्थना पत्र
	develop fluency in reading and writing	Hearing Impairment students					लिखे
	in language – 1.	assistance – videos –					
		www.bbc.com/hindi/india					
	कोश						
	मनोमय कोश	www.mocomi.com/					
	विज्ञानमय कोश						
	ાવશાનમંધ વગરા						
व्याकरण							
पाठ ८ शब्द भंडार							
अनेकार्थी शब्द। वाक्यांश के लिए एक शब्द पाठ							
थोक्यारा के लिए एक राष्ट्र पाठ १२ रचनात्मक लेखन पत्र							
लेखन। पाठ ७ विरामचिन्ह							

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अवधि ४	L		1		1 1		I		
गंजन पार	<u> </u>								
ગુગન વાલ	2- 20,24,24								
व्याकरण									
पाठ सचन	॥ लेखन संवाद लेखन कविता लेर	वन अपठित गद्यांश वाक्य							
								1	
जनवरी(कालांशोंकीसंख्या-6	ज्ञानक्षेत्र :	C 10.8 – write a paragraph to	सामाजिक अनुकूलन	कलाः-केरल प्रान्त का नक्शा	अंग्रेजी भाषाः-	कक्षाकक्षIAV	कक्षा	सांकेतिक मूल्यांकन
१७ दिन)		भाषाऔरसाहित्यकावि	express their understanding and	शीलता, संस्कृति का	खेल केरल का पारम्परिक खेल नौव	गणित:-	रूम।पुस्तकाल	कार्य: शुद्धउच्चारणके	कार्यपत्रक
	पाठसंख्या-१४	कास।	experiences	विकास (जीवनकौशल)	दौड़ की जानकारी	कला:-	यमानचित्रविद्या 	साथपाठकापठन।ब	कायपत्रक बहुविकल्पीय प्रश्न
	पाठकानाम - केरल का	CG-9.Children	C-9.4 understands oral instructions	नैसर्गिक		रचनात्मकविकास।	लयप्रांगण।	च्चोंद्वारापाठकापठन	भाषाज्ञान।मूल्यपर
	निमंत्रण	develop effective	for a complex task and gives clear	सुंदरताप्राकृतिक सौंदर्यीकरण	वैज्ञानिक स्वभाव:-	पाठसेसंबंधितचित्रब		।अभ्यासकार्यमौखि कवलिखितप्रश्न।कठि	व्यवहारिक व्याक
		communication skills	oral instructions for the same to	सादयाकरण		नाना।		कवालाखतप्रश्नाकाठ नशब्दोंकोलिखवाकर	किसी यात्रा का वर्णन व
	अवधारणा	for day to day	others		राज्य में अतिरिक्त वर्षा का कारण			जनकावाक्य प्रयोग	। उच्चत्तर वर्ग चिंतन कौ
	भारत की बहुमुखी संस्कृति को	interactions in two			प्रौद्योगिकीतकनीकी यूट्यूबलिंकक	गरप संगीत:-केरल का		करवाना।	
	समझना	languages.	सीखने का परिणाम		योग।	પ્રાસન્દ્ર નૃત્ય		योग्यताशिक्षणपरआ	
			मूल रूप			"कथकली"		धारितकार्यपत्रक।	
	उपअवधारणाएं	CG-10. Children	Sec. 1		https://youtu.be/s27Cbex0_jL	<u>J</u>			
	u - C du	develop fluency in reading and writing	पाठ का धारा प्रवाह में वाचन कर					गृह कार्य :-	
	प्रकृति प्रेम देश प्रेम	5 5	पाएंगे केरल की संस्कृति को समझ पाएंगे					प्रश्नोत्तरयादकरें।दक्षि	
	प्रसिद्ध झीलो और झरनो की	in language – 1.	विकसितदक्षिणभारत के अन्य राज्योंकी					प्रश्नातारपादपर दिवि ण भारत के अन्य	
	जानकारी अनेकार्थकशब्द	कोश आनंदमयी कोश	जानकारी					राज्यों में बोली जाने	
		मनोमय कोश	जानपगरा					वाली भाषाओं के	
			उच्चस्तरीय-					नाम लिखो	
			पाठमेंआएकठिनशब्दोंकाशुद्धउच्चारण करपाएंगे।						
			पाठ में आये जीवन मूल्यों का पालन करेंगे						
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कालांशोंकीसंख्या- 6पाठ१५पाठकानाम- तीन शर्ते अवधारणा -ज्ञान प्राप्ति उपअवधारणाहास्य विनोदप्रियता स्वभावहाजिर जवाबीवर्ण विच्छेदन विशेषण-विशेष्य। शब्द परिवार मुहावरे व्याकरण पाठ ११ रचनात्मक लेखन संवाद लेखनसूचना लेखन अनुच्छेद लेखन पाठ ११अपठित गद्यांश	CG-9. Children मूल develop effective पाठ communication पाएंग skills for day to day विक interactions in two विक languages. सीख CG-10. Children की प develop fluency in से प reading and उच्च -1. विद्य कोश कर्तत आनंदमयी कोश नाट भंडा CWS Reference Reference	खने का परिणाम 1 रूप ठ का धारा प्रवाह में वाचन कर रंगे। कसित खे गए नए शब्दों को अपनी रोजमर्रा भाषा में प्रयोग में लाएंगे नाटक विधा	जीवन कौशल हाज़िर जवाबी और बुद्धिमत्ता को जीवन में अपनाएंगे अधिगम कौशल तार्किक चिंतन वार्तालाप अन्य प्रखर विद्यावान महापुरुषों के जीवन से सीख लेकर अपने जीवन में अपनाएंगे	कला नाट्य मंचन कर पाठ कापठनकरेंगे खेलनाट्य अभिनयवैज्ञानिक स्वभावः- प्रौद्योगिकीतकनीकी https://youtu.be/aFT1Rw_brFw यूट्यूबलिंककाउपयोग।	अंग्रेजी भाषागणितरुपयों का जोड़ - घटाना संगीत कला – चित्रण करना सीखेंगे	कक्षा विस्तार विद्यालय परिसर दृश्य-श्रव्य कक्ष	कक्षा कार्यः शुद्धउच्चारण के साथपाठ कापठन- पाठन अभ्यासकार्यमौखिक वलिखितप्रश्न।कठिन शब्दोंकोलिखवाकर उनकावाक्य प्रयोग करवाना योग्यताशिक्षणपरआ धारितकार्यपत्रक। गृहकार्य:प्रश्नोत्तरयाद करें।छात्र अपने शब्दों में नाटक की कहानी लिखेंगे	भाषा अधिगम अं अर्जन सांकेतिक मूल्यांव कार्यपत्रक बहुविकल्पीय भाषाज्ञान।मूल व्यवहारिक व कहानी सुनाना उच्चत्तर वर्ग चिंतन नेतृत्व अनुमान
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V&V VA(V) VA(V) VA(V) C-9.2 creates simple songs and poems on their own. और क्लपनाशीलता (अधिगम और जीवन कौशला) (अधिगम और जीवन कौशला) क्लादेखे गए सपने को अपनी कल्पना के अनुसार चित्रित के अपनी कल्पना को अपनी कल्पना के अनुसार चित्रित करना माखिक वलिखितप्रश्न मेखिक वलिखितप्रश्न मेखिक वलिखितप्रश्न मेखिक वलिखितप्रश्न मेख की वांचनअभ्यासकार्य बहुविक अध्या स्पर्ग पर प्रसमान तुक वाले शब्द प्रता वांच ना स्पर्ण कविता में आये काल्पनिक संदर्भो को स्पष्ट कविता का लय व तान के साथ माख कविता का वांचनअभ्यासकार्य कार्य वांकरउनका वाक्यप्र वांकरउनका वाक्यप्र वांकरउनका वाक्यप्र योगकरवाना। प्रत्यास्मरण प्रत्यास्मरण प्रति गि (भावत्र का लय व तान के साथ) भाष कविता का लय व तान के साथ माख कविता का वांचनअभ्यासकार्य वांकरउनका वाक्यप्र योगकरवाना। माख कविता का वांचनअभ्यासकार्य वांकरउनका वाक्यप्र योगकरवाना।	(२३ ६प दिन) १६ अव कल् उप से प	कल्पनाशीलता का विकास उपअवधारणाएंकाव्य विधा से परिचय कविता वाचन। समान तुक वाले शब्द प्रत्यास्मरण	Generation of the stand stan	(अधिगम और जीवन	जानकारी प्रौद्योगिकीतकनीकी https://youtu.be/Alz1DHzDPY4	को अपनी कल्पना के अनुसार चित्रित करना <mark>संगीत</mark> सपनो पर	कक्षा विस्तार संगीत कक्ष खेल परिसर	वाचनअभ्यासकार्य मौखिकवलिखितप्रश्न । कठिनशब्दोंकोलिख वाकरउनकावाक्यप्र योगकरवाना। गृहकार्य: कविता को कंठस्थ कर सस्वर वाचन करना सीखें सचित्र-सुलेख एवं पाठ आधारित	भाषा अधिगम औ अर्जन सांकेतिक मूल्यांक कार्यपत्रक बहुविकल्पीय भाषाज्ञान।मूल व्यवहारिक व्य उच्चत्तर वर्ग चिंतन
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बाकरण पाउर-बावर (खरीवा तेखन) बाग की पहवा और प्रयोग बाग की पहवा और प्रयोग करन करन परियारग वाग की प्रवान और प्रयोग संस्त का प्रयोग संस्त का प्रयाग (द-9.2 Childran (develop effective for day 100 mbir 00m.) परियार का bir 00m.) नेव के प्रयाग परिया ते का bir 00m.) नेव का प्रयाग परिया की प्रवाग रहे पर अवधारग(काम के ये प्रजान रहेक्षा और प्रयोग साके यहा का प्रयाग प्रयाज का प्रांक प्रयाग परिया का bir 00m.) नेव का प्रयाग प्रयाग साके प्रयाग परिया का bir 00m.) नेव का प्रयाग प्रयाग साके प्रयाग परिया का bir 00m.) नेव का प्रयाग प्रयाग साके प्रयाग प्रयाग साके प्रयाग साके प्रयाग प्रयाग साके प्रयाग प्रयाग साके प्रयाग साके प्रयाग प्रयाग साके प्रयाग प्रयाग साके प्रयाग प्रयाग साके प्रयाग प्रयाग साके प्रयाग साके प्रयाग प्रयाग साके प्रयाग प्रयाग साके प्रयाग प्रयाग साके प्रयाग प्रयाग साके प्रयाग प्रयाग साके प्रयाग प्रयाग साके प्रयाग प्रयाग साके प्रयाग प्रयाग साके प्रयाग प्रयाग प्रयाग प्रयाग साके प्रयाग प्रयाग साके प्रयाग प्रयाग सान प्रयाग प्रयाग प्रयाग साके प्रयाग प्र					T	1	
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पाठेश्रस्यनासक देखन लकेंदा सेडम अवधारणा करना करना परिपित होनजविवा तेखन परिपित होनजविवा तेखन परिपित होनजविवा तेखन वर अवधारणारे तप अवधारणारे वर अवधारणारे तप अवधारणारे वर विधा से महान कर पारंतम परिव होन जवित स्वर सिंध पारंतम परिव होन जवित स्वर स्वर पारंतम परिव होन जवित स्वर स्वर पारंतम परिव होन जवित स्वर स्वर पारंतम होन कर्म पारंतम होन जवित स्वर पारंतन होन कर्म पारंतन होन जवित स्वर पारंतन होन जवित स्वर पारंतन होन जवित स्वर पारंतन होन स्वर पारंतन स्वर पारंतन होन स्वर पारंतन होन स्वर पारंतन होन स्वर पारंतन होन स्वर पारंतन होन स्वर पारंतन होन स्वर पारंतन स्वर पारंतन होन स्वर पारंतन होन स्वर पारंतन होन स्वर पारंतन होन स्वर पारंतन होन स्वर पारंतन स्वर पारंतन स्वर पारंतन स्वर पारंतन स्वर पारंतन स्वर पारंतन होन स्वर पारंतन स्वर							
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파নा develop effective communication situation to day to day interactions in two languages. सिखो के परिणाम प्रसम्पान परिव होनावदिता लेकना प्रसम्पान प्रस्पान प्रसम्पान प्रसम्पान प्रसम्पान प्रसम्पान प्रसम्पान प्रस्पा			poems on their own.				
दिरी व्याकरण के कावव बिधा को (or day to day urdtat grinofdan deer area be calues of an extension in two anguages. कर प स्त रूप काव कव दिख पाना कविता की अपने वर्ष कव ता प्रवान कर पाना। सरत भाषा में पाठ को समझाना अध्याय कर वा काय अध्याय कर वा काय परिवार परिवार ग्रहकार्य व्याक क दे () प्रकार उदेख्या और वियेय करा(कार्य) और क्रिया से परिवार विकसित: ग्रहकार्य यहरा का परिवार ख्रब्दो क सही अर्थ की अपने का प्रय ख्रबंदो क सही अर्थ की अपने का प्रय ख्रबंदो क सार्य कर प्रयाह प्रवान का प्रवाक स्वार्य की एववान कर प्रयाह का बायों की एववान कर प्रयाह की का का प्रयान कर पाना। कार्य प्रविक कितिता से खन पुरारानुसि कार्य हिंटी शिव छानों की सहायता का प्रायन कर पाना। विरेध आवययकता वादे वच्चे सहायक शिव्य का वार्य के सहायक प्रवात को की सहायता: हिंटी शिव छानों की सहायता: पुरारानुसि कार्य हर्ष हर्ष करा की सहायता: ख्या का सहायक की प्रायक्यो आवयान्ते संखरान का प्रयत्व की सहायता: ब्या का सहायक का प्रयत्व की सहायता: ब्या का प्रयत्व की सहायता: भग मायन कर पाना। स्वराय की सहायता: अयायक प्रवास की सहायक का प्रयत्व की सहायता: ब्या के सहायता का प्रयत्व की सहायता: ब्या का प्रयत्व की सहायता: भग मायन करा मायन करा नाना स्वाय का सहाय के का प्रयत्व की सहाय का प्रयत्व की सहायता: ब्या का प्रयत्व की सहाय का प्रयत्व की सहायता; प्रयत्व का का प्रयत्व के सहाय को सहाय का प्रयत्व की सहाय का सहाय का प्रयत्व के सहाय का का का सहाय का प्रयत्व के सहाय का का का सहाय का सहाय का प्रयत्व के सहाय के सहाय का का प्रयत्व के सहाय का सहाय का सहाय का प्रयत के सार्य के सार्य के सार्य के सांय के सांय के सार्य के सांय के का का का का ता प्रयत		CG-9. Children					
हिंदी वासकरण के काय विधा से परिवित होनाकदिता रखन मुख रूप सरव भाषा में पाठ के समझाना अभ्यास कार्य। प्राय के दो प्रावर दो प्रावर जे सिंहा वासय करों, क्रिया से परिवय बिकरिति: गृहजार्य कार्य करों, प्रावर भाषा में पाठ के समझाना अभ्यास कार्य। वाक्षय करों, कर्मा और विधे कर्ता,कर्म और क्रिया से परिवय बिकरिति: ग्रहजार्य कार्य कर साहण के साहण के ग्रावर कर सही कराय निया कर प्रावर की साहण कर प्रावाठिता के काव्यगत सीवर्य से प्रावर के ताल में कविता का गायन कर पाना। कार्य भाष में पाठ के सन हान रखरवित कविता के गायन कर पाना। पुरारावृत्ति कार्य विशेष आवश्यकता वाले बच्चे सहायक रिश्वण विशेष आवश्यकता वाले बच्चे सहायक रिश्वण स्वरित कविता के गायन कर पाना। पुरारावृत्ति कार्य विशेष आवश्यकता वाले बच्चे सहायक रिश्वण स्वराय का नावन कर पाना। विशेष आवश्यकता वाले बच्चे सहायक रिश्वण पुरारावृत्ति कार्य स्वराय ताते वच्चे सहायक रिश्वण अवयायके मुख्यविंदुओंको निर्दाकर से पाना। का गायन कर पाना। विशेष आवश्यकता वाले बच्चे सहायक रिश्वण अवयायके मुख्य कि सहायता: अवयायके मुख्य कि सहायका: अवयायके मुख्य सिंग के रिशेष रिशेष रिशेष रिशेष कर में राता वर्क प्राया में कि राते सिंग से राते से राते से राते कर से पाना का गायन कर पाना। स्वर्य कर सात्र सिंग से राते से राते से राते कर से राते से	करना	develop effective	सीखने का परिणाम				
हिंदी याकरण के कावय विधा से 'परिवत होनाकरिवा लेखन 'परिवत होनाकरिवा लेखन' 'परिवत होना करिवा लेखन' 'परिवत होना कर 'पना।'' 'परिवत होना कर 'पना।'' 'परिव होना कर 'पना''' 'परिव होना कर 'पना''' 'परिव होना कर 'पना''' 'परिव कर 'परिव कर '		communication skills				कक्षा कार्य	
परिवत हानावरित खिन जि समझान अध्या से रखन जि समझान अध्या से रखन वावय के दो प्रकार उदेश्यय और विधेय कर्ता कर्म और क्रिया से परिवन परिवन वावय कर वा त्या के स्वि अर्थ को सरह करना वावय यब्दों का सार्थक समूह है । उच्चस्तरीय: युद्ध वावयों की पहचान कर पानागविति कं काव्यमत सौंदर्य से पानागविति कं काव्यमत सौंदर्य से पानागविति कं काव्यमत सौंदर्य से पानागविति कं काव्यमत सौंदर्य से पानागविति कं काव्यमत सौंदर्य से पानावविति होना उचित सुर., ते ताल में कविता का पायन कर पाना। दिशेय अवस्यकता वाते बच्चे सहायक शिक्षण अवयायक मुख्यविंद्व जोवोनिर्दिक रतेहएपा का प्रवायक मुख्यविंद्व जोवोनिर्दिक रतेहएपा का प्रवायक मुख्यविंद्व जोवोनिर्दिक रतेहएपा अवया समग्रीकरूपमें प्रराप्त प्रकार में अरहायिता भित्यचालाजेजला संसुननें ये। इस्सीखने में सहायकसामग्रीकरूपमें प्रयाप्त मार्ग्र करी।	हिंदी व्याकरण के काव्य विधा से		मूल रूप			.	
उप अवधारणाएं Ianguages. संखानिम (red धन) न (red un) - (red	परिचित होनाकविता लेखन						
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पुनरावृत्ति कार्य पुनरावृत्ति कार्य	परिचय					कार्य पत्रिका	
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			त्वहायकसामग्राकरूपमयरपरमामजग। 				
			श्रतम ताधित कानों की				
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सहायताः शब्दों को पढ़ने में बच्चे की मदद करने			
केलिएबड़ेअक्षरोंवालेफ़्लैशकार्डकाइस्तेमाल			
करेंगे।चलचित्रद्वाराबच्चेकोपाठसमझाएंगे।			

<u>APS Syllabus Bifurcation Overview (Class4)</u> <u>Academic Session 2023-24</u>

Class: IV

Subject: ENGLISH

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

May-		Sep-		Nov-		Jan-	
Literature:		Grammar:		Literature:		Literature:	
L-2 Goa-A Touri	st's Paradise	Composition:		L-8: Birbal and the	Barber	Lesson-11: A Unique Pa	nty
Grammar:		-	ge, Letter Writing	P- 4: Happy Mothe	r's Day	Poem-5: Grandfather Cl	
L-5: Adjectives			graph Writing	Grammar:	•	Grammar:	
5				L-12 The Future Te	ense	L-7 Adverbs	
				L-15 Preposition		L-16 Interjections	
July-		1. Note Book	submission MM			Feb-	
Literature:		25 (Weight	tage 5 Marks)			Grammar:	
L-3- Elias		2. Subject En	richment			L-9 Active and Passive v	voice
L-4: The King an	-4: The King and the Fiery Dragon		M 25			L-17 Punctuations	
Poem- 2: The No	Poem- 2: The Noble Nature		e 5 Marks)			Letter Writing	
Grammar:						Unseen Passage Compre	hension
L-2 Pronoun							
L-8 Subject Verb	Agreement						
						1. Note Book submissio	on MM 25 (Weightage
						5 Marks)	
						2. Subject Enrichment A	Activity MM 25
						(Weightage 5 Marks)	
Report card will	consist of:- 100	marks		Report card will c	onsist of:- 100 ma	arks	
por coura with							
Evaluation	% syllabus	Maximum Marks	Weightage	Evaluation	% syllabus	Maximum Marks	Weightage
Periodic Test-I in	30%	40 Marks	10 Marks	Periodic Test-2 in	30%	40 Marks	10 Marks
Jul				Dec			

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

Centrally Bifurcated Syllabus ENGLISH– Class IV

Book:	ok: Roots and Wings									
	Grammar Tro	ove								
CLASS-IV: ENGLISH										
Publis	sher: Srijan Pu	Iblication								
	: Rohan I	Book Company								
			TERM -I							
Mont	UNIT/	Domain &	Competency	21 st	Integrati	Inter-	Learni	Assign	Suggestive	
h	LESSON:-	Curricular	&	Century	on	disciplin	ng	ments	Pedagogies	
	Number-	Goals		skills		ary	Space			
	Lesson No	(mapping with	Learning Outcome			integratio				

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

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

CONC	EP Children	songs/poems			
T:	develop				
Style a rhythm		Advance:			
poem. Appred	ciati today	•Shows interest in listening to certain kinds of			
ng the		songs and poemsand explains the reason for their			
nature and its beauty	S	preference.			
Sub- conce	nt:				
Meanii summa	ng ,				
Skills: Recita skill					
GRAM	IM DOMAIN:	Competency			
AR	Language and	C-9.7:			
• L-1 Nou s	,	Knows and uses enough words to carry out day- to-day interactions effectively and			
• L-3 Ger		can guess meaning of new words by using existing vocabulary.			

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

			For Visually Impaired Students The Giving Tree • This is the story of a boy and a tree. • Tree loved the little boy a lot and the boy also comes to play near the tree daily. • Both were very happy. Time went by and the boy grew older. One day, the boy said to the tree he wanted some money to buy things and have fun. The tree offered him to sell its wood in the city and earn money. As it is the tree always helped the boy by giving each of r part like branches for house, trunk to makeup boot, stamp for sitting and resting. The story tells about the true friendship and different uses of trees. • Tactile poster of Tree • Bold and large font size text of uses of trees. For Hearing Impaired Students Flashcards of tree, parts of tree and it's uses https://youtu.be/bsBE_2rayVs https://youtu.be/HOVhV5a_3Sw						resources/Ac tivities: Make a list of five types of trees found in your neighbourhoo d
Мау	Literatu	DOMAIN:	Competency	5 C's	Sports:-	Languag	Classr	Class	Experiential
(12-	re	Language and	C-7.1 : Observes and understands different	Critical	improvin	е	oom	assignm	learning
14	• PROS	literacy	categories of objects and relationships	Thinking	g the	English:-	and	ents	Problem
days	E:	development	between them	Collaborat	0	Understa	School		solving
)				ion	e about	nding the	Garde	Individua	Suggesti

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

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

between	literature.		
nouns and			
adjectives			
Comparis			
on of			
Adjectives			
Uses in			
sentenc	CwSN Assisted Learning:		
es	For Visually Impaired students- Main points		
	of the chapter (in audio)		
Learning	Story of all about Goa (Tourist place)		
about			
different	Smallest state of India		
and their	 Goa is located on - Western cost of India 		
usage	along the Arabian Sea		
kinds of	• Four main languages - Marathi, Hindi,		
adjective	Portuguese and Konkani		
s and	Official language - Konkani		
degrees	 Traditional dishes - Fish curry, Rice, Arroz 		
of	doce		
compari	 Famous beaches - Anjuna, Candolim, 		
son of	Calangute		
adjective	 Food kinds of water sports - Water surfing, 		
s. Sub	Water skiing and Scuba diving.		
Concept	For Hearing Impaired students		
s: To	 All above points in text form with few pictures. 		
10			

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

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

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

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

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

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

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

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

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

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

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

			Use storyboards.						
			https://youtu.be/15DtZ0j4hy8						
			https://youtu.be/2fnt3BhbCNI						
			https://youtu.be/79K60mNmPKE						
			https://youtu.be/ AUz4m4hvhPw						
Sept	GRAM-	DOMAIN:	Competency	5 C's	Scientifi	Languag	Classr	Class	Story telling
(22-	MAR	Language and			С	е	oom	assignm	Constructivis
25		literacy	C- 10.4 –	Communi	temper:-	English:-	and	ents	m
Days	1. Para	development	Reads story and passages with accuracy and	cation		Concept	School		Brain
)	graph	(Vijnanamaya	fluency with appropriate pauses and voice	Critical		of letters (Garde	Picture	storming
	writin	Kosha)	modulation.	thinking		its kinds	n.	composit	Suggestive
(12-	g	Curricular		Life skills		and		ion on	Assessment
14	2. Letter	Goal:-	C-10.8 –	Understa	Technol	format)		"Classro	1-
pds)	writin		Writes a paragraph to express their	nding	ogy:-			om"	Dictation
	g(For	GRAMMAR	understanding and experiences.	Compreh				Format	Worksheet
	mal)		Learning Outcomes:-	ending				of a	Suggestive
		CG10:		Visualisati				formal	resources/Ac
	3. Unse	Children	Basic –	on				letter.	tivities:
	en Pass	develop fluency	•Able to read the passage.						
	age	in reading and						Home	
	Com	writing in	•Able to understand the passage.					assignm	
	prehe	language.	•Able to write the answers of given question					ents:	
	nsion		based on passage.					Two	
	0010		•Able to understand the formats.					Formal	
	CONC EPT							letters	
			Medium-						
	Format								

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

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

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

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

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

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

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

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

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

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

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

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

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

ants.	CG-9	 Inculcates the core meaning of prose 			
SUB- CON- CEPT: The interacti on between humans and the extraterr estrial compon ents and creature s	CG-9 Children develop effective communication skills for day- today interactions in two languages	 Inculcates the core meaning of prose Advance: Introduces the concept of Joyful learning Able to make their own stories 			
•					
GRAM-	DOMAIN:	COMPETECY:			
MAR	Language and	C-10.3 : Recognises all the letters of the alphabet			
• L-4	literacy	(forms of akshara) of the script (L1) and uses this			
Articl es	development	knowledge to read and write words			
• L14-		C10.8:			
Conju		Writes a paragraph to express their			

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

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

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

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

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

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

			• Use of Bold and Large font pictures book.						
			• Use of embossed flash cards of adverbs.						
			Words cut outs for formation of sentences.						
			Hearing Impairment students' assistance:						
			Take some videos of sign language expert,						
			videos with captions which are related to the						
			chapters.						
			Use Visual aids like flash cards of different						
			games, siblings with captions.						
			https://youtu.be/uMZV7kmGJc4						
			https://youtu.be/LNH7z8VIPGA						
			https://youtu.be/nNGiDfCX7PI						
			https://youtu.be/qVo6N4vMPfI						
Feb	GRAM-	DOMAIN:	Competency	5 C's	Scientifi	Longuag	Classr	Class	Integrativa
(22-	MAR:	-		505		Languag		assignm	Integrative
25	• L-9	Language development	C-10.8 : Writes a paragraph to express their	Collaborat	C	e English:-	oom and	ents:	learning Connectedne
Days	 L-9 Activ 	Literacy	understanding and experiences C11.2 :	ion	temper:- Making a	Uses of	School	Loud	ss to the
Days	e and	Development	-	Critical	specific	Parts of	Garde	reading	community
,	Passi	Socio-Emotional	Uses the knowledge to read and write simple words and sentences independently.	thinking	objectivit	speech in	n.	of	Synergistic-
	ve	and Ethical		Cooperati	y of	writing,		lessons	logic
	voice	Development	Learning Outcomes:-	on	lessons.	Reading		16330113	Experiential
	● L-17	Development	Learning Outcomes		improvin	with		Format	learning
	• L-1 <i>1</i>	Curricular	Basic –		g	appropriat		of formal	Suggestive
	Punct	Goal:-			9 imaginar	e		letters	Assessment
	uatio	CG-10 :Children	•Begins to write the aksharas they recognize and		y skills,	pronuncia			·-
	ns	develop fluency	uses them to form simple words		indicating	tion,		Example	Dictation
		acverop nuclicy			malouting	,			

• Le	etter in reading and	•Writes down short words on dictation		as a	Independ	s of	Worksheet
	ritin writing in	•Writes sentences with accuracy.		'multi-	ent writing	formal	Suggestive
• •	Info Language 1		Life skills	disciplina		letters	resources/Ac
rm		Medium-	Creativity	ry'.	EVS-		tivities:
	tter Children begin		Model-		Multidisci		Making a
s)	to read and	•Writes down with accuracy 3 or 4 syllable	building		plinary		Birthday
• Ur	nse write in	words when dictated	Learning		approach		Card.
en	language	•Reads simple three to foursyllable words that are familiar	by doing		(holistic	Home	
Pa	independently.	 Inculcates the core meaning of prose and poetry 	Learn-		developm	assignm	
ag		•Incultates the core meaning of prose and poetry	how to		ent)	ents:	
	omp		learn			Practice	
	hen	Advance:	Effective			of formal	
sic	on	•Creates asequence ofpictures andwrites	communic			letters	
CON	-	shortsentencesalong withthem withaccuracy	ation				
CEPT	D-	•Recognizes as sight words commonly used				Referenc	
-		articles, pronouns, and connecting words				e to the	
Unde	erst					context	
andin	Ig					(chapter	
and						related)	
usage	e of						
active	e						
and							
passi	ve						
voice							
- prop	ber						
usage	e of						
interje	ecti						
ons							

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

Take some videos of sign language expert,			
videos with captions which are related to the			
chapters.			
Use Visual aids like flash cards of different			
games, siblings with captions.			
https://youtu.be/uMZV7kmGJc4			
https://youtu.be/LNH7z8VIPGA			
https://youtu.be/nNGiDfCX7PI			
https://youtu.be/qVo6N4vMPfl			

<u>APS Syllabus Bifurcation Overview (Class4)</u> <u>Academic Session 2023-24</u>

Class: IV

Subject:<u>MATHS</u>

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

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

					3. 4 .	 Note Book submission 5 Marks) Subject Enrichment A (Weightage 5 Marks) 	•
Report card will Evaluation	consist of:- 100	marks Maximum Marks	Weightage	Report card will co	onsist of:- 100 marks	Maximum Marks	Weightage
Evaluation	70 Synabus		Weightage	Evaluation			Weightage
Periodic Test-I in Jul	30%	40 Marks	10 Marks	Periodic Test-2 in Dec	30%	40 Marks	10 Marks
Note Book submission		25 Marks	5 Marks	Note Book submission		25 Marks	5 Marks
Subject Enrichment Activity		25 Marks	5 Marks	Subject Enrichment Activity		25 Marks	5 Marks
Half-yearly Exam in Sep	50% syllabus	80 Marks	80 Marks	Annual Exam in Mar	10% Syllabus of Term-1 and entire syllabus of Term 2	80 Marks	80 Marks

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

Centrally Bifurcated Syllabus Maths – Class IV

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

transcendence	with				
is best	large numbers.				
addressed for	Advance: CG-8				
this age group	Compare				
	numbers up to				
	999999 for their				
	value bassed on				
	their place				
	value.				

		arning MathsClass : ank Educational Aid									
Mon th	UNIT/ LESSON: - Number- Lesson No Name:- CONCEP T:-	Domain & Curricular Goals (mapping with Foundational stage)	Compete ncy & Learning Outcome	CWSN	21st Century skills	Integration	Inter-disciplinary integration	Periods	Learning Space	Assignm ents	Suggestive Pedagogies
Apr.	Unit - 2 Unit - Roman	DOMAIN: Cognitive Development Curricular Goal:-	Compete ncy C-7.3 Uses	Develop concept and communica tion	C's Communic ation, Critical	Arts:- Drawing of a clock	Language English:- Tell a story about how roman numerals	5 days	School Math lab Surroundin gs	Class assignme nts Book	<u>Project -</u> based learning

Numerals	CG-7 Children	appropria	amongst	thinking	Sports:-	came into being	Exercise	Chronologic
	make sense of the	te tools	children	_	Arrange		s and	ally collect
Concept -	world around	and	through		the pre		examples	<u>data off</u>
Identificat	through	technolog	play	Life skills	numberdb	EVS - Read the	Home	India's
ion of	observation and	y in daily	activities	Problem	alls in	numbers written	assignme	freedom
Roman	logical thinking.	life	and real life	solving,	ascending	using Roman	nts	movement
Numbers	CG-8 Children	situations	examples.	quantitative	order	Numerals in	Write in	
upto 100	develop	and for		reasoning		surroundings	Roman	Problem
	mathematical	learning			Scientific		numerals	<u>solving</u>
Sub	understanding				temper:-			Exercises
Concept:	and abilities to	Learning			Read a	Art:- Draw a	a) What	and
*Roman	recognize the	Outcomes			paragraph	clock with roman	is a	examples
Numerals	world through	1-			about	numerals	decade	
*Rules for	quantities.				roman		and 5	Suggestive
writing	Kosha	Basic :-			history	Music:- Song on	more	Assessment
numerals	Vijnanamaya	CG-7			from	Roman Numerals	b) What	<u>:-</u>
* Writing	kosha, is	Identify			Wikipedia	https://youtu.be/c	is a	Quiz, class
value of	emphasized to	roman				IadVJuOv4M	century	interaction,
each	engage	numerals					and 25	<u>forms quiz</u>
numeral	meaningfully	upto 10			Technolog		more	
*Identifyi	with the				y:- Make a			<u>Suggestive</u>
ng and	cognitive and				ppt about			resources/A
convertin	conscious aspects	Medium:-			your			<u>ctivities</u>
g Roman	of human	CG-8			understand			Liveworksh
numerals	experience.	Usage of			ing of			eets. com,
to Hindu	*Anandmayakos	roman			roman			wordwall.co
Arabic	ha, or experience	numerals			numerals			<u>m</u>
numbers	of transcendence	in making						
and vice	is best addressed	clocks						

	*Use of	for this age group through art and culture.	Advance :-CG-8 Adddition of roman numerals and Identifica tion of								
			Roman								
			numerals								
			upto 1000								
		rning MathsClass									
		nk Educational A		•							
Mon	UNIT/	Domain &	Competency	CWSN	21st	Integration	Inter-	Perio	Learning	Assignments	Suggestive
th	LESSON:-	Curricular	&		Century		disciplinary	ds	Space		Pedagogies
	Number-	Goals	Learning		skills		integration				
	Lesson No Name:-	(mapping with	Outcome								
	CONCEPT:-										
	CONCELL.	1 stage)									
May	UNIT/	DOMAIN:	Competency	Develop	C's :	Arts:-Draw	English:- Read	10 to	Home	Class	Project -based
5	LESSON:-	Cognitive	:-	concept	Communic	the abacus	and	12	Classroo	assignments:	learning
	Number-	Developmen	C-7.3 Uses	and	ation	and add the	comprehend the	days	m	Book	Problem solving
	UNIT-3	t	appropriate	communic	Collaborati	numbers	word problems		Maths	Exercises	Suggestive
	Name:-	Curricular	tools and	ation	on	shown in it.			Lab		Assessment :-
	Addition	Goa l:-	technology in	amongst	Critical	Sports:-	Evs:-Add the		Surround	Home	Worksheets
		CG-7	daily life	children	thinking,	Exploring and	Birth year of		ings	assignments:	Quizzes Multiple
	CONCEPT:-	Children	situations	through	Creative	playing	father and			-	Choice Questions

Addition of	make sense	and for	play	Thinking	games that	mother taking	1	Add the date	
5 or 6 digit	of the world	learning	activities	Life skills :	involves	the Day Month		of birth of	Suggestive
Numbers(wi	around	C-8.6	and real	Analytical	concept of	and		Father and	resources/Activitie
th or without	through	Performs	life	thinking	additionScien	Year(MMDDY		mother	s:
regrouping)	observation	addition of 4-	examples.	Problem	tific temper:-	YYY)		taking the	Live worksheets
SUB	and logical	digit numbers	-	solving	Explore and			Day Month	Games on
CONCEPT:-	thinking.	fluently using		Creative	calculate the	Art:- Draw the		and	wordwallhttps://w
	CG-8	flexible		Thinking	population of	abacus and add		Year(MMD	ww.liveworksheet
*Adding 5	Children	strategies of		Social	any two	the numbers		DYYYY)	s.com/worksheets/
or 6 digit	develop	composition		skills	adjacent	shown in it.			en/MATH/Additio
Numbers(wi	mathematica	and			villages of				n_and_subtraction
thout	1	decompositio			your paternal	Music:-Rhyme			/Addition_grade_4
regrouping)	understandin	n			grandparents	on addition of			_yu1994166pg
*Adding 5	g and	Learning			village.	numbers			
or 6 digit	abilities to	Outcomes:-			Technology:-				
Numbers(wi	recognize	Basic : CG-8			Making a				
th	the world	add the given			PPT on				
regrouping)	through	5 or 6 digit			population of				
*Properties	quantities.	numbers			any three				
of Addition	Kosha	Medium -CG-			districts of				
*Finding the	*Anandmay	8able to solve			Haryana				
Missing	akosha,or	the problems							
Digits	experience	related to							
*Word	of	addition							
Problems	transcendenc	Advance:CG-							
*Framing	e is best	7Frame the							
Word	addressed	addition							
Problems	for this age	stories based							
* Estimation	group	on daily life							

	in Addition	and culture. *Vijnanama ya kosha, is emphasized to engage meaningfull y with the cognitive and conscious aspects of human experience.	ituations									
		ning MathsClass :										
PUB	LISHER: Franl	k Educational Aid	ds									
				-		-						
Mont	UNIT/	Domain &	Competency	CWSN	21st	Integratio	Inter-		Lear	Assign	Suggestive	
h	LESSON:-	Curricular Goals	& Learning Outcome		Century skills	n	disciplin	ods	ning Spac	ments	Pedagogies	
	Number-	(mapping with	Outcome		SKIIIS		ary integratio		Spac e			
		Foundational					n					
	CONCEPT	stage)										
	:-	J										

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

Mon UNIT/ Domain & Competen CWSN CWSN 21st Century skills Integratio Inter-disciplinary integration Peri ods Learnin g Space Assign ments Suggesti ve Pedagog ies Mon UNIT/ Domain & Competen Curricular Cy Century skills Integratio Integration Peri ods g Space Ments Ve Pedagog ies Lesson (mapping with Learning Outcome Outcome Outcome Integration Integration		ng 5 or 6 digit number (with borrowing) *Properties of subtraction *Word problems *Estimatio n and Subtractio n	s emphasized engage meaningful with the cognitive a	Adva 7 Fra aya subtra storie 1 to on da situat	nce: CG- me the action s based ily life			villages of your paternal grandpare nts village and subtract. Technolog y:-Making a PPT on population of any three districts of Haryana and compare them.	shown in it. Music:- Rhyme/P oem on Subtracti				
Mon thUNIT/Domain & CurricularCompeten cyCWSN21st Century skillsIntegratio nInter-disciplinary integrationPeri odsLearnin g SpaceAssign mentsSuggesti ve Pedagog iesMon thUNIT/Domain & CurricularCompeten cyCWSN21st Century skillsIntegrationInter-disciplinary odsPeri g SpaceLearnin mentsAssign ve Pedagog iesLesson Number-(mapping withLearning OutcomeLearning outcomeIntegrationInter-disciplinary integrationPeri odsLearnin g SpaceAssign mentsSuggesti ve pedagog ies	TEXT	BOOK: Lear	rning MathsCl	lass : IV									
thCurricularcyCenturynintegrationodsg SpacementsveLESSON:-Goals&skillsskillsnintegrationodsg SpacementspedagogLesson(mappingLearningOutcomeintegrationintegrationintegrationintegrationintegrationintegration	PUB	LISHER: Fran	nk Educationa	l Aids									
thCurricularcyCenturynintegrationodsg SpacementsveLESSON:-Goals&skillsskillsnintegrationodsg SpacementspedagogLesson(mappingLearningOutcomeintegrationintegrationintegrationintegrationintegrationintegration	Mor		Domain &	Competer	CWCN	21 at	Into quoti o	Inton diasir	linomy	Domi	Loomin	Assist	Suggosti
LESSON:-Goals&skillsPedagogLesson(mappingLearningPedagogNumber-withOutcome				_	CWDIN			-	•			-	
Lesson Number-(mapping withLearning Outcomeies	ui					2	11	megration		Jus	g space	ments	
Number- with Outcome													
		Number-	with	Outcome									
			Foundationa										
CONCEP 1 stage) T			l stage)										

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

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

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

- : :	I	1	l		
given in the					
book using					
gained					
knowledge.					
Advance:					
CG-8 Solve					
real life					
problems					
using					
division					
facts like					
how to					
handle					
money,how					
to get equal					
share etc.,					

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Month	UNIT/ LESSON NO :- Lesson Name:-	Domain & Curricular Goals (mapping with Foundational stage)	Competency & Learning Outcome	21st Century skills	Integration	Inter- disciplina ry integratio n	Period s	Learni ng Space	Assign ments	Suggestive Pedagogies

CONCEPT & SUB CONCEPT:					
-					

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

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

TEXT BOOK: Learning Maths4 C	lass- IV
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ICDEI	DIILIC: I Iun	R Laucational 71	llub								
Month	UNIT/	Domain &	Competenc	CWSN	21st	Integration	Inter-	Peri	Lear	Assignm	Suggesti
	LESSON	Curricular	у		Century		disciplinar	ods	ning	ents	ve
	:-	Goals	&		skills		У		Spac		Pedagog
		(mapping					integration		e		ies
	Number-	with	Learning								
	Lesson	Foundational	Outcome								
	No	stage)									
	Name:-										
	CONCE										
	PT:										

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

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

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

Unlike	and logical	quantitie		y and	ujB4c		assign	Assessm
decimals	thinking.	s,		time			ments	nt :-
*	CG-8	measure		game			:	*Menta
conversio	Children	ments		- To			Make	Ability
n of	develop	and		explai			а	Based
decimals	mathematic	money.		n the			decim	Worksh
into	al			conce			al	t
fractions	understandi	Learning		pt of			wheel	*Multip
and vice-	ng and	Outcome		decim				choice
versa	abilities to	s:-		als				question
*Types of	recognize	Basic :		Scienti				*Class
Decimals	the world	CG-7		fic				test
*Conversi	through	,Underst		temper				Sugges
on of	quantities.	ands the		:-The				e
decimals	Kosha -	basic		studen				resourc
into	*Vijnanam	format of		ts will				Activiti
fraction	aya kosha,	the		be				:
and vice-	is	decimals		given				Livewo
versa	emphasize	: Place		the				sheets
*Compari	d to engage	value,		decim				and wo
son of	meaningful	diagram		al				wall
Decimals	ly with the	matical		terms				games
	cognitive	represent		to				https://v
	and	ation		relate				ww.live
	conscious			with				orkshee
	aspects of	Medium:		fractio				com/wo
	human	CG-8		nal				sheets/e
	experience.	Different		one.				Math/D
	"	iate		Techn				imals

*Anandma	between		ology:		I		I
yakosha,or	like and		-				
experience	unlike		Make				
of	decimal		a PPT				
transcende	and		on the				
nce is best	compare		most				
addressed	the given		interes				
for this age	decimals		ting				
group			topic				
through art			of the				
and	Advance		unit.				
culture.	: CG-7						
	Use the						
	knowled						
	ge of						
	decimals						
	in day to						
	day life						
	and						
	solve the						
	given						

TEXT BOOK: Learning MathsClass : IV

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

*Units of	through	measurem	will be	whose	and millilitres.	draw	e
Length	observatio	ents of	kept on the	capacity		contai	resources
*Convers	n and	length,	table. The	is in	Music:	ners	Activitie
ions of	logical	weight	students	litres	Composing and	whose	:
units of	thinking.	and	will be	and	singing a song on	capaci	Live
Length	CG-8	volume of	told to	millilitr	comparison of	ty is in	workshee
_	Children	objects in	segregate	es.	measurement	litres	s (
*Addition	develop	their	them		https://youtu.be/d	and in	https://w
,	mathemat	immediate	according	Sports:	jTNUp4XIRo	millilit	rdwall.ne
Subtracti	ical	environme	to different	Races		res.	/resource
on,	understan	nt.	ways of	will be			2829996
Multiplic	ding and		measurem	organize)
ation and	abilities to	Learning	ent	d to			Measuri
Division	recognize	Outcomes		enhance			activities
of units	the world	:-		the			
of Length	through	Basic(CG		concept			
*Word	quantities.	-8)		of			
Problems	Kosha -	Identifies		length.			
based on	*Anandm	and					
four basic	ayakosha,	convert					
operation	or	units of					
s of units	experienc	length,		Scientifi			
of length	e of	mass and		с			
*Units of	transcend	capacity.		temper:-			
Weight	ence is			То			
*Convers	best	Medium		estimate			
ions of	addressed	(CG-8)		the			
units of	for this	Able to do		length			
Weight	age group	addition,		of given			
*Addition	through	subtractio		objects,			

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

Capacity					

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Mont h	UNIT/ LESSON: - Number- Lesson No 10 Name:- Metric System	Domain & Curricular Goals (mapping with Foundatio nal stage)	Competen cy & Learning Outcome:	CWSN	21st Century skills	Integrati on	Inter- disciplinary integration	Perio ds	Learning Space	Assignm ents	Suggestive Pedagogie s
Oct	UNIT/ LESSON: - Number- 10 Name:- The Metric System Concept: Units of Length, Mass and Capacity Sub	Domain: Cognitive Developm ent Developin g Positive Learning Habits Curricular Goal:- CG-7 Children make sense of the world	Competen cy : C-7.1 Observes and understan ds different categories of objects and relationshi p between them. C- 8.9 Performss	Develop concept and communic ation amongst children through play activities and real life examples. Activity : A few	C's : Creativity Communic ation Critical thinking Collaborati on Life skills : Problem solving	Arts:- To draw two objects whose length is in cm amdmet res, whose weight is in grams and kilogra	Language English:- Reading and understanding word problems. EVS- To measure the height and weight of family members. Art:- Drawing of a few objects of length in cm	8 days	Maths Lab, Classroo m, Surround ings	Class assignm ents : Book exercise s Home assignm ents : To find and draw containe	Project - based learning : Problem solving Suggestive Assessmen t :- Worksheet s, Class test Suggestive

Concepts:	around	imple	objects	ms,	and metres,	rs whose	resources/
*Units of	through	measurem	will be	whose	weight in grams	capacity	Activities :
Length	observatio	ents of	kept on the	capacity	and kg, capacity	is in	Live
*Convers	n and	length,	table. The	is in	in litres and	litres	worksheets
ions of	logical	weight	students	litres	millilitres.	and in	(
units of	thinking.	and	will be	and		millilitre	https://wor
Length	CG-8	volume of	told to	millilitr	Music:	S.	dwall.net/r
	Children	objects in	segregate	es.	Composing and		esource/28
*Addition	develop	their	them		singing a song		299968)
,	mathemat	immediate	according	Sports:	on comparison		Measuring
Subtracti	ical	environme	to different	Races	of measurement		activities.
on,	understan	nt.	ways of	will be	https://youtu.be/		
Multiplic	ding and		measurem	organize	djTNUp4XIRo		
ation and	abilities to	Learning	ent	d to			
Division	recognize	Outcomes		enhance			
of units	the world	:-		the			
of Length	through	Basic(CG		concept			
*Word	quantities.	-8)		of			
Problems	Kosha -	Identifies		length.			
based on	*Anandm	and					
four basic	ayakosha,	convert					
operation	or	units of					
s of units	experienc	length,		Scientifi			
of length	e of	mass and		С			
*Units of	transcend	capacity.		temper:-			
Weight	ence is			То			
*Convers	best	Medium		estimate			
ions of	addressed	(CG-8)		the			
units of	for this	Able to do		length			
Weight	age group	addition,		of given			

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

of Capacity					

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Mon th:	UNIT/ LESSON:- Number- Name:-	Domain & Curricular Goals (mapping with Foundation al stage)	Competen cy & Learning Outcome	CWSN	21st Century skills	Integratio n	Inter- discipinary integration	Perio ds	Lear ning Spa ce	Assign ments	Suggesti ve Pedagogi es
Nov	Unit No 11 Unit Name: Geometry *Revision of 2- D/3-D shapes * Line Segment ,Line, Ray * Tiling Patterns *Reflection Symmerty *Circle Sub-Concepts * Drawing line segments *Tesellation using	Domain: Cognitive Developme nt Curricular Goal:- CG-7 Children make sense of the world around through	Competen cy C 8.8 Recognis es basic geometric shapes and their observabl e properties C8.12 Develops adequate vocabular	Develop concept and communicat ion amongst children through play activities and real life examples. Activity : The child will be asked to pick up	C's : Creativity Critical thinking Collaborat ion Life skills: Problem solving ,Analytica l thinking	Arts:- Drawing of shapes with real objects Sports:- Different standing patterns can be made by students Scientific	Language - English:- Vocabulary development, reading EVS:- Weaving activity using satin ribbons of different colours showing patterns	6 days	Clas s- roo m Mat hs- lab Play grou nd	Class assign ments - *Discu ss the objects having differe nt shapes, terms of a circle. *Use differe	Project - based learning Learning by doing Problem solving- matching of shape with real life objects.
	hexagons,rectangl es and triangle * Patterns * Terms related to circle-	observation and logical thinking. CG-8 Children	y for comprehe nding concepts and	specific coloured object around and tell its		temper: Helping students to develop	Art:- Drawing of a scenery using different shapes.			nt types line and pattern	Suggesti ve Assessm ent :- using

Diameter,Chord,R	develop	procedure	shape, use it	scientific	Music:-Song	s to		cubes
adius	mathematic	s related	to make a	temper	based on 3D	make)	make
*Horizontal and	al	to shapes.	tesellation	for mirror	shapes will be	tesse	lat	closed
vertical symmetry	understandi		pattern.	image/sy	recited	ion		figure
	ng and	Learning		mmetry	https://youtu.b	patte	rn	
	abilities to	Outcomes			e/guNdJ5MtX	s.		Suggesti
	recognize	:-		Technolo	1A			ve
	the world	* Basic:		gy:-Make		Hom	e	resources
	through	(CG-		a PPT of		assig	n	/
	quantities.	7)Able to		patterns		ment	S -	Activitie
	Kosha -	differenti				*Ma	ke	s :
	*Anandma	ate				any		*Throug
	yakosha,or	between				one		h thread
	experience	2D and				tiling	5	painting
	of	3D				patte	rn	make a
	transcende	shapes				foun	d	pattern/
	nce is best	around				in yo	ur	* Make
	addressed	themselve				surro	u	tessellati
	for this age	S				ndin	-	on
	group	*				*Me		pattern
	through art	Medium:(ure t		of your
	and	CG-				diam		choice.
	culture.	8)Knows				er of		
		about				obje		
	*Vijnanam	Line				find	at	
	aya kosha,	segment,				your		
	is	Ray,urve				home	Э.	
	emphasize	dlines,cir						
	d to engage	cle,diame						
	meaningful	ter						

	_	cognitive and conscious aspects of human experience.	,tesellatio n -pattern *Advance : (CG- 8)Able to calculate radius,dia meter ,symmetr y- horizontal and vertical both									
Month	UNIT/ LESSON:- Number- Lesson No 12 Name:- Perimeter and Area	Domain & Curricular Goals (mapping with Foundational stage)	Competency & Learning Outcome:	CW	SN	21st Century skills	Integration	Inter-	disciplinary	y integration	Periods	Leai Spac

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

TEXT B	square and rectangle * Word Problems based on Area OOK: Learni	this ag throug culture *Vijna kosha, empha engage meanin with th cogniti consci aspect human experio	e. anamaya is asized to e ngfully ne ive and ous s of n ence.	Area Medium(CG 8)able to find perimeter and area of regula and irregular shapes Advance(CG 7): Able to solve word problems related to perimeter and area	- l 1 ar									
		C												
Month	HER: Frank H UNIT/ I	Domain	Competer	nc CWSN	21st	Integrati	Inter-disciplin	arv	Perio	Learnin	Assi	Sug		
WIOIIII		\$	y y		Century	on	integration	-	ds	g Space	gnm	gesti		
		~ Curricula	&		skills					5 Space	ents	ve		
		Goals										Ped		
		mapping	Learning	-								ago		
		with	Outcome	:								gies		
		Foundati												
		onal												

stage	e)		

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

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

Trick	percepeti	and	C
*	ons.	animatio	t
Calendar		n videos.	S
Conversi	Vijnanam		
ons	aya kosha		S
-	is		g
Months	emphasiz		N
into	ed to		r
Days	engage		υ
-	meaningf		S
Weeks	ully		t
into	with the		e
Days	cognitive		1
-	and		V
Days	conscious		k
into	aspects of		e
Hours	human		ł
	experienc		s
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TEXT BOOK: Learning Maths 4 Class- IV

Mont	UNIT/	Domain &	Competency	CWSN	21st	Integratio	Inter-disciplinary	Perio	Learnin	Assign	Sugge
h	LESSON:- Number- Lesson No Name:-	Curricular Goals (mapping with Foundational stage)	& Learning Outcome:		Century skills	n	integration	ds	g Space	ments	stive Pedag ogies
Jan	UNIT/	Domain:	Competency	Develop	C's :	Arts:-	Language	5	Classro	Class	Project
	LESSON:-	2.4.3 Cognitive		concept		Making	English:- Read out	days	om	assign	-based
	Number-	Development	-7.3 Uses	and	Collabor	your own	a paragraph on		Maths	ments	learnin
	Unit No 14		ppropriate	commun	ation	piggy	Importance of		Lab	:	g :
	Name:-	Goal:-	pols and	ication	Critical	bank	money.			Book	Model
	Money	CG-7 Children	chnology in	amongst	thinkin <mark>g</mark>	using				exerci	of
	Concept:	make sense of	aily life	children		colourful	EVS- Make a table			ses	ATM
	Money	the world	ituations .	through	Life	paper,box	on a chart paper				
	Sub	around through	-8.11	play	skills :	etc	with heading				Proble
	Concepts:		erforms	activities	Analytic		country,capital,curr			Home	m
	*Addition	logical	imple	and real	al	Sports:-	ency used and			assign	solvin
	and	thinking.	ansactions	life	thinking	Kaboom	exchange rate with			ments	g
	Subtraction		sing money	example	Problem	game	rupees.			:	
	of Money	L	p to INR 100	S .	solving	То				Make	Sugge
	*Multiplica	mathematical	earning	Activity	Creative	explain	Art:- Make your			a bill	stive
	tion with	understanding	outcomes:-	: Build	Thinkin	the	own piggy bank.			for	Assess
	Money	and abilities to	asic :(CG-	an ATM	g	concept				grocer	ment :-
	*Division	recognize the)Learns to	from		of Money	Music: Students			У	Works
	with Money	v	erify a	cardboar			will sing a jingle			items	heet
	*Word	1	ill,Understan	d that		Scientific	on Money.			your	
	Problems	Kosha -	s concept of	really		temper:-	https://youtu.be/zY			mothe	Sugge

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

TEXT BOOK: Learning MathsClass : IV

Mon th	UNIT/ LESSON:- Number- Lesson No Name:-	Domain & Curricular Goals (mapping with Foundational stage)	Compete ncy & Learning	CWSN	21st Century skills	Integrati on	Inter-disciplinary integration	Perio ds	Learning Space	Assignm ents	Suggestive Pedagogies
		stuge)	Outcome:								
Dec	UNIT/ LESSON:-	DOMAIN:	Compete	Explai	C's :	Arts:-	Language	6	Classroo	Class	Project -based
	Number-15	Cognitive	ncy:	n the	Collabora	Students	English:- Students	days	m	assignme	learning :
	Name:-Number	Development	C-7.1	concep	tion	will be	will write a poem		Surround	nts :	Problem
	Patterns		Observes	t of	Critical	asked to	based on patterns		ings	Book	solving
	Concept:Figurepattern	Curricular	and	pattern	Thinking	draw and	EVS- Students will		Maths	Exercise	
	s, patterns with	Goal:-	understan	s with		colour a	observe the patterns		Lab	S	Suggestive
	consecutive	CG-7 Children	ds	real		pattern	in nature				Assessment :-
	numbers, patterns in	make sense of	different	life	Life	using					Worksheet
	even and odd	the world	categorie	situatio	skills :	various	Art:- Students will			Home	Quiz
	numbers, casting out	around through	s of	ns.	Problem	shapes	draw the animals			assignme	
	nines	observation	objects		Solving		having patterns			nts :	
	Sub Concepts:	and logical	and	Activit	Decision					Students	Suggestive
	*Figure Patterns	thinking.	relationsh	y :	Making		Music: Students will			will	resources/Acti
	*Finding Patterns in	CG-8 Children	ips	student	Creative	~	sing a song on			make	vities :
	the 10x10 grid	develop	between	s will	thinking	Sports:-	patterns (Even and			patterns	Liveworksheet
	*Patterns with	mathematical	them.	be		Students	odd numbers)			on even	s.com
	consecutive numbers	understanding	C-8.2	asked		will form	https://youtu.be/4a2c			and odd	Games on
	*Patterns in	and abilities to	Identifies	to		a pattern	7HsRyuk			numbers	wordwall
	multiplication	recognize the	and	comple		accordin					

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

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

PUBLISHER: Frank Educational Aids

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

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

		G- 6)Through survey collection of data, analysis and representing it in different types of graphs in daily life situation.				
FEB. 2024 (22 days) No of Periods: 8	Revision a Activities				1	

<u>APS Syllabus Bifurcation Overview (Class4)</u> <u>Academic Session 2023-24</u>

Class: IV

Subject:<u>EVS</u>

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

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

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

CENTRALISED SYLLABUS Bifurcation for APS (Primary Preparatory Class 4) Environmental Studies

	rricular learning outcomes pals lapping th indational	21st Century Skills	AWES sci initiatives ary Int	ntegra (sugge on stive)	Assignmen ts '(suggestiv e) (observati on , checklist, worksheet s, rubrics & portfolio)	suggestive)
--	---	---------------------	------------------------------------	----------------------------	--	-------------

Apr	Unit /Lesson		Panchkosha Vikas- Mannomaya kosha		ARTS:-	Languag	Assem	Class	
(no of	Number: 1	Domain:	C4.1(Curricular progression from		Identifying	e-English-	bly	Assignments:-	Project -based
days-		socio-	NCF FDLN stage)	Ι	traditional	Writing a	hall or	Worksheets based	learning
25)	Name:-Family	emotional	Starts recognizing self as an individual	i	art forms, as a	narrative	Activit	on Competency	
	and	and	belonging to a family and community	f	family tradition	on "My	y room	based learning	Problem
Numb	relationships	ethical	Learning Outcomes-	e	culture in India	Family	for role	C	solving
er of	a .	developm	Basic -identifies relationships with family			history	play	Home	
period	Concept-	ent	members	s	Sports:-	and roots"		Assignments:-	Role- Playing
s =9	Family(As a unit	Unit	Medium- Identifies names, and associates	k	Exploring &		AV	Share your views on	
	of a society)	Curricul	relationship with family and among	i	playing games	Maths-		following statement-	a
	Sub-concept:-	ar Goals:	extended family.	î	that families play	Looking at	room for	"Without families,	Suggestive
	Sub concept.	CG4	Advanced-	Î	together	a bar	present	our life would	Assessment:
	Me and my	Children	Expresses & demonstrates comprehension	s		graph/pie	ations	become very	1. Worksheet
	family	develop	(oral, reading and writing)			chart on	on	difficult"	2. Multiple-
	(understanding	emotional	The importance of a family.	Т	Scientific	Population survey.	origin		choice questions.
	relationship)	intelligenc	CWSN Assistive Learning: -Refer to	h	Temper:-	survey.	and	Flipped	3. Lower order
		e i.e.	the Special Educator and set timings for	i	Exploring family	Art-	history	Classroom:-	thinking skills
	Knowing my	ability to	using the IE Resource Room for learning	n	beliefs and	Identifyin	of	Giving notes to study	questions.
	family type	understand	support. Visual Impairment students assistance: Please record the lesson in your	k	applying rational thinking	a	family	at home for	4. HOTS
		and	voice specifying the mainpoints in	i	unnking	g Traditiona		discussion in class	questions
	Types of family-	manage	thechapter and allow the child to listen	n		l Art	Librar	specific theme:	1
	(nuclear, joint	their own	separately also. Please send this as a	g	Technology-	forms as a	y for		
	and extended)	emotions	learning support material home.Use Flash		Creating	family	studyin	Reference books:	
	Characteristics	and	cards having large font to help the read the	S	newsletters on	tradition	g formiler	1. Including	
	Characteristics	respond positively	words.	k	my family	and	family	children with	
	of a family(caring,	towards a	Use felt/flannel/ alphabets , cutouts to help	1	history	culture in	as a unit of	Autism in	
	respect,	positive	form the words.		~~~-J	India.	society	primary classes a	
	sharing,	norms.	Hearing Impairment studentsassistance:				society	teacher's	
	values, habits)		Take some videos of sign language experts	8		Music:-		handbook	
			and embed in your presentations to	S		Exploring		NCERT(Mar	
	Categorization		support the child to learn with the rest of the	0		popular		2019)	
CENTRAL		ATION, ARMY	WHITE ARE SEDVISATION SOCIETY	c		songs on		2. Including	
	family (Determal and		Refer apps for learning Involve &	i		concept of		children with	
	(Paternal and Maternal,		communicate with parents.	a		Family		special needs.	
	family tree)			1				NCERT(JUL	
								2014)	
				S					

MAY			Panchkosha Vikas- Annamaya						
2023	Lesson -3	Domain-	kosha		Arts:-Draw	Language	Assembly	Classroom	Scientific
2023	Name- We can		KOSHa	• 1	different types	Language	area for	Activity-	method
N		Physical	00.2126	1	of sense organs.	Deelleh Deelthe		•	method
No. of	sense	developm	CG-2.1-2.6	1	of sense organs.	English-Read the	role-play	Observatio	
period		ent	Differentiate between different	t	Smontos	story on Hellen	or a song.	n and	
<mark>s</mark> -10	• Sense		sensorial perceptions,	i	Sports:-	Keller, Louis Braille		Memory	Learning by
	organs	Curricul	discrimination of sense of touch	ć	Activities			Game-	doing
	 Taking 	ar Goals-	and holistic awareness of their	t	Using sense		Classroo	Showcasing	
	care of	CG2	experiences.	i	organs to	Arts:-	m for	around 10 to	
	sense				recognize	Draw different types	paragraph	15 items on	Experiential
	organs	Children	Learning Outcomes:-	6	different types of Sounds, taste,	of sense organs.	writing	tray for a	learning
	• Different	develop	Basic-	•	texture etc.		activity	minute and	-
	ly-abled	sharpness	Differentiate between different	6			-	removing	
	people	in	sense organs and know their	1	Scientific	Math:-		items	
	• Good &	sensorial	functions.	1				from sight	
	bad	perceptio			temper-	Activity – Observe		and list the	
	touch	ns.	Medium-			how Indian urrency		items child	
	touen	115.	Taking care of sense organs.		Children will	is designed for		remembers.	
					W use their d different sense	Visually impaired		remembers.	
			Advance- Differentiate between			(The Rs 100 note		Home	
			types of touch and Being	1	organs for different	has a triangle and			
			empathetic to differently-abled	t t		four raised lines, Rs		Assignment	
			people.	1	activities.	500 note has a circle		- -	
				6	e ICT	and five lines and		Discovering	
				S	Collect	the Rs 2000 note has		nature using	
				5	information			sense organs	
				• (through search	a rectangle			
				(engine about various	and seven lines,)		Flipped	
]	achievementsof			Classroom:	
				1	the some super			-	
				6	achievers who			Giving notes	
CENTRAL	SED SYLLABUS BIFURG	ATION, ARMY	WELFARE EDUCATION SOCIETY	1	were challenged			to study at	
				(people			home for	
				1				discussion	
				6	ı			in class.	
				t					
				i					

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

JULY No. of Period s-7	Unit/Lesson No 5 The Work we do • Meaning of Occupation • Workers around us • Dignity of labour • Gender & work	Domain- Socio- emotional & ethical development CG-5 Children develop[a positive attitude towards productive work and service or 'Seva'	Panchkosha-Anandmaya koshaCG5.1Demonstrate willingness and participation in age- appropriate physical work towards helping others.Learning Outcomes:- Basic-Identification of different occupations Medium- Different profession along with the study and training related to them	•	Socia l skills Initiat ive empa thy	Arts- Making a 'Thank you ' card for different helpers in the school. Technology- Making a collage of some famous women achievers of India. Scientific temper- Cleanliness drive will be conducted to help different helpers in	Language- Write a paragraph on "The famous / brave Women of India" Math Estimate daily/monthly income (salary) of our helpers.Survey and find the actual salary.	School campu s Classr oom Assem bly	Class Assignm ent- Making a 'Thank you ' card for different helpers in the school. Home Assignm ent- Explorin g the people who help us at	Project method Cooperative learning Experiential learning
			Different profession along with the study and training related to them. Advanced- Acknowledging the Dignity of labour and being empathetic			help different			who help us at home Flipped Classroo m- Watch the youtube videos	
CENTRALIS	ED SYLLABUS BIFURCATI	ON, ARMY WELFARE	EDUCATION SOCIETY						on dignity of labor	

Month						English			
- July	Lesson-6	Domain-	<u>CG1.1-</u>	Critic	Integration		Home	Home	
No. of	Food we eat	Physical	Shows a liking for an	al	Sensorial –	Find names of		Assignm	Project
period		development	understanding of	Thinki	Touch / various	any two	Classr	ent- Read	method
<mark>s</mark> 8-9	Different		nutritious food and does	ng	food items,	famous	oom	the labels	Cooperative
	types of	Respect for	not waste food.		Art -	traditional		of	learning
	food	culture		Com	Draw different	dishes of your	Evs lab	different food items	Experiential
	groups		Learning Outcome-	munic	food items pasting food	State . List the	Discus	and	learning
	• Journey of	Curricular	_	ation	items in a	ingredients	sion	separate	
	food.	Goals	Basic-Differentiate		Balanced diet	used in its	metho	them as	
	Special	CG-1	between the nutrients and		pyramid.	recipe and the	d,	healthy	
	food for	Children	apply new knowledge into their healthy eating	Flexib	healthy habit	nutrients	Interac	and	
	special	develop habits	lifestyle.	ility	song	present in the	tive	unhealthy	
	occasions.	that keep them	2.Explain the journey of	Seciel	Making of	same.	metho	food.	
	Communit	healthy and safe	food.	Social skills	Aamras/nimbupa	Math	d		
	y meals. ● Foreign		3.Explain how the food is	581115	ni Sports Healthy	Make a Bill of	Classr	Home	
	influence		produced		food ,healthy	grocery items	oom	Assignm	
	on our		4. Develop healthy eating		body exercises	used by your	activit	<u>ent</u> -	
	food.		lifestyle		Scientific	family in a	y-	Find out ways to	
	1000		Medium- 1. Able to share things		temper:Cbserva	month	Will	stop food	
			2. Suggest various ways		tionand	*Make a list of	encour	wastage	
			to avoid food wastage.		differentiation	food items and	age	and also	
			3. Make a flowchart of		(Categorize of	their quantity	gross	prepare a	
			the journey of food.		different food	eaten in a day.	and	list.	
			<u>Advance-</u>		items in different food groups)		fine		
			Appreciate the need and		1000 groups)		motor	<u>Flipped</u>	
			importance of plant and		Technology :-		skills	<u>classroo</u>	
			environment in our life.		use of ppt,video		along	<u>m-</u> Watch	
			2. Respect forculture.		links		with	the given YouTube	
CENTRALI	SED SYLLABUS BIFURCAT	ON, ARMY WELFARE	EDUCATION SOCIETY				socio	video-	
							emotio	https://yo	
							nal	utu.b	
							develo	e/0vypxpd	
							pment.	mw	
								Es	

Aug	Lesson-7	Domain-	Panchkosha-	Critical	Arts-	English-	Classr	Classroo	Brainstormin
9	Teeth and	Domain-	<u>1 anciikusiia-</u>	Thinking	Draw the parts	Recite a poem	oom	m	g session
Period	Tongue	Physical	Annamaya	Thinking	of a tooth.	on tongue/	for	Activity-	Observation
s s	Tongue	Development	Kosha	Observation		teeth	quiz	Discussi	Inquiry
5	• Types of	Development	1105114	Observation		teeth	activit	on on the	based
	teeth	Curricular	<u>CG1.2-</u>		Scientific	Write and	y	importanc	Independent
	Parts of	Goals-	Practices basic	Identificatio	Temper-	learn tongue	5	e of oral	study
	teeth	CG1-	self care and	n	Observing types	twister	School	hygiene.	
	Taking	Children	hygiene.		of teeth in		for		Suggestive
	care of	develop	CG1.4-		different living	Maths-	health		Assessment
	teeth	habits that	Practices safe use	Classificatio	beings.	Count and	check	Home	Reading
	Tongue	keep them	of material and	n	_	write the	upprog	Assignm	Workshe
	structure	healthy and	simple tools.			number of	ramme	ent:-	et
	Taste buds	safe.	<u>Learning</u>			teeth of your		Prepare an oral	Multiple
	• Taking		Outcomes			friend.		hygiene	choice
	care of		Basic-			Incisors		kit having	questions
	tongue		Taking care of oral			Canines		toothpaste	HOTS
	• Teeth in		hygiene.			Premolars/		,	questions.
	animals		Medium- Differentiate			Find number		toothbrus	
			between different			of teeth in		h and a	
			types of teeth and			different		tongue	
			tell their functions.			animals		cleaner.	
			Advance-			Music-		Flipped	
			1.Concluding					<u>Classroo</u>	
			knowledge of			Sing a song or			
			different living			poem on oral		<u>m:-</u> Giving	
			beings around			hygiene		notes to	
			them.					study at	
CENTRAL	SED SYLLABUS BIFURCATI		2. Explain the					home for	
CENTRALL		UN, ARIVIT WELFARI	tyoes of teet in					discussio	
			different types of					n in class.	
			animals.						

Month- August	Lesson-8 Animal Kingdom	<u>Domain-</u>	<u>Panchkosha</u> <u>Vikas:-</u>	Social Skills	Arts- Draw	Language	Assem bly	<u>Classroo</u> <u>m</u>	Experiential learning
		Socio-			different	English:	area	Activity:	Learning
10	• Different	emotional and	Anandamaya	Critical	types of	C1	for a	Slogan	D · · · ·
Periods	types of	ethical	Kosha	Thinking	animal	Slogan	role	Writing	Brainstormin
	animals.	development.	00.(1	T:4:-4:	shelter.	Writing Be	play	on save	g sessions
	• Shy and	Constantes	CG-6.1	Initiative	C	kind to	showin	animals.	Project based
	friendly	<u>Curricular</u>	Shows care for	Callabanation	Sports:-	animals.	g care	II.	learning
	animals	Goals:-	and joy in	Collaboration	(Indoor	A 4	and	Home	Comification
	Group behaviour	CG-6 Children	engaging with all life forms.	Empothy	animal	Arts: Draw different	empath	<u>Assignm</u>	Gamification
	behaviour ● Social	develop a	me torms.	Empathy	games)	types of	y for animal	ent: Watch	Suggestive
	 Social animals 	positive regard	Learning		Solve the	animal shelter.			Suggestive AssessmentR
	Honey	for the natural	Outcomes:-		puzzle.	annnar snenter.	s.	program mes	eading
	making in	environment	Outcomes		puzzie.	Music:	Classro	based on	Worksheet
	beehives	around them.	Basic-		Using	Animal song	om for	discovery	Multiple
	Types of	around them.	Differentiate		miniature	in school	games	channel	choice
	animal ear		between the		animals	assembly	activity	or BBC	questions
	 Shelter for 		animals on the basis		classify them	ussemery	uctivity	Earth.	Lower order
	animals.		of their behaviour		between shy		•	201011	thinking
			and types of ears.		and friendly			Flipped	skills
					animal.			Classroo	questions
			Medium:-						1
			Interrelate the					<u>m:</u> Giving	HOTS
			relationship n		Scientific			notes to	questions.
			between different		Temper:-			study at	1
			types of animals.		Exploring			home for	
			Advance:-		different			discussio	
					animals in			n in	
CENTRALISI	ED SYLLABUS BIFURCATIO	N, ARMY WELFARE	DUCATION SOCIETY		zoos and			class.	
			wildlife sanctuaries.		ecological				
					parks.				

	Lesson-9	Domain:	Panchakosha:		Arts:	1	Classroom for	<u>Classroo</u>	Brain storming
Month-	Beaks, Claws and	Socio-emotional			Make two	Engli	drawing the	m	sessions.
	Nests	and ethical	<u>VijnanamayaKo</u>	<u>Collaborativ</u>	different	sh:-	different kinds of	Activity:	Joyful learning.
Sep		development.	sha	<u>e</u>	kinds of	Recit	feet and claws in		Role-playing
	Different	•		-	claws using	e a	birds.	Draw	Suggesstive
	types of	<u>Curricular Goals:</u>	<u>CG-6.1</u>	Adaptability	coloured	poem	A 11 C	different	Assessment.
	beaks in	CG-6	Shows care for	······································	clay.	on	Assembly area for	kinds of	Reading
	birds		and joy in	Critical		bird.	role play showing care and empathy	beaks	Worksheet
	Different	Children develop a	engaging with all	Thinking	Make a	ļ	for birds.	and	Lower order
	types of	positive regard for	life forms.		beautiful nest	Math	School campus to	claws.	thinking skills
	claws in	the natural		Social Skills	using waste	:-	observe different		questions
	birds.	environment around	Learning	·	material.	Make	types of birds.		HOTS questions.
	• Importance	them.	Outcomes:	<u>Self</u>	ļ	a bar		Home	
	and types of			<u>Awarenes</u>	ļ	graph		Assignm	1
	nests.		Basic:	<u>s</u>	ļ	of		<u>ent:</u>	
				1	Scientific	Num		Prepare	
.			Recognise different	1	Temper:	ber of		a project	
.			kinds of beaks in	1	l	anima		on	
			birds.	1	Prepare a	1s/		flightless	
			Medium:	1	project on	birds		birds of	
				1	flightless	find ·		the world	
			Summarise the uses	1	birds of the	in 1:66		also find	
			of beaks.	1	world.	differ		out their	
				1	ļ	ent Notio		special features	
.			Advance:	1	ļ	Natio		features.	
			Classify the birds	1	ļ	nal Dorke			
			according to their	1	ļ	Parks of			
			feet, claws and nest	1	ļ	or India.			
.			they make.	1	ļ	11101a.			
		N, ARMY WELFARE EDUCA		1	ļ	(picto			
	ED STLLABUS BIFUKCATIO	N, ARIVIT WELFAKE EDUCA		1	ļ	-			
.				1	ļ	graph ,Tally			
.				1	ļ	, rany marks			
.				1	ļ	,bar			
.				1	ļ	,0ai graph			
<u> </u>		i				graph		1	

			Panchakoshavikas			English	Classro		
Octob	Unit/Lesson- 10		- Vijnanamaya	Initiati	<u>Arts-</u>	Paste the	om	Herbal	Inquiry
er	Plant Kingdom	Domain:-	<u>kosha</u>	ve	Creating leaf	picture of a	Activity	garden	based
	Parts of a		<u>CG-6. 1</u>		art using	forest.	-		
No. Of	plant	Socio-emotional &	Shows care for and	Social	various	Imagine you	Roleplay		
period	• Flowers	<u>ethical</u>	joy in engaging with	skil	types of	are a stranger	on being	Exploring	
s- 10	Whom do	<u>development</u>	all life forms.	1s	leaves.	in that forest	empathet	school	Collaborati
	trees		<u>CG-7.2</u>			and you meet	ic	campus	ve
	belong to?	Cognitive	Observes and		<u>Scientific</u>	the tribals	towards		
	People	<u>development</u>	understands cause and effect	Creati	<u>temper-</u>	(adivasis)	plants. Home	Assembly	Integrated
	living in		relationship s in	vit	Poster on	there. Write a	assignm		
	forests	<u>CG-6</u>	nature by forming	У	Love,	conversation	ent-		
		Children develop a	simple hypothesis		conserve	of about 8-10	prepare		
		positive regard for	and uses		nature and	dialogues	alist of		
		the natural	observations to	Leader	its beauty.	between you	herbal		
		environment around	explain their	shi		and the	plants in		
		them.	hypothesis.	р		tribals and	your		
			Learning			enact it in the	surround		
			Outcomes			class in	ings and		
		<u>CG-7</u>	Basic- Draw parts	D		groups.	also collect		
		Children make	of a plant and describetheir	Demo			their		
		sense of the world	functions.	nst			leaves.		
		around through	Medium-	rati			Flipped		
		observation and	Understands the	on			Classroo		
		logical thinking	parts of a flower &				ms-		
			types of flowering				Watch		
			plants.				different		
			Advance-				drives		
			Understands				carriedou		
CENTRAL			importance of trees				t for		
	DED STELADUS BIFUKCA	TION, ARMY WELFARE EDU	1 ·				protectio		
			taking care ofplants.				n of		
							plants.		
							For eg-		
							Chipko		
							moveme		

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

Novem ber	Lesson-12	Domain: Socio-	<u>Panchakosha</u> <u>Vikas-</u>	Life Skills:	<u>Arts:</u> Make pots, piggy	English: Collect	C 1	<u>Classroom</u> <u>Activity:</u>	Joyful method
	Concept:	Emotional	VIJNANAMAY		bank or pencil	information	a	Green and	learning.
	Garbage and its	and Ethical	A KOSHA	Critical	stand by reusing	about any one	S	bluebin activity.	_
No.of	Disposal.	Development		Thinki	old coke tin,	person who	S		Role-playin
period		•		ng	plastic bottles.	has given notable	r		
s: 7 to	Sub concept:		<u>CG-6.1</u>			contribution	0		Problem
9	• What is	Curricular		Problem		towards	0	<u>Home</u>	solving
period	garbage?	Goals:	Shows care for	Solvin		cleanliness.	n	Assignment:	
S	• Urban and	CG-6	joy in engaging	g		Write a short		Make green bin	Suggestive
	rural		with all life		Scientific	paragraph on	f	and blue bin	Assessmen
	garbage.	Children	forms.	Decision	Temperament	him / her.	0		
	 Disposal of 	develop a		Makin			r	cardboard	Reading
	garbage	positive	Learning	g	Preparing a	<u>Math</u>		sheets or shoe	1. Wor
	• Waste	regard for	Outcome.	~	vermicompost	Find the	i	boxes.	shee
	Manageme	the natural		Collaborat		Buying and	n		2. Mult
	nt	environment	Basic:	ion		selling Rate of	d		ple -
		around them.	Identifying types	a		Junk of your house	0		choi
			of waste produced in our day to day	Creativity.		(Amount spent	0		e
			life.			in purchase of	r		ques
						Newspaper for			ons.
			Medium:			a month and	a		3. Low
			Differentiate			sold to a junk	¢		r orde
			between			seller.	l i		think
			biodegradable and			Calculate the			
			nonbiodegradable			difference)	v i		ng skills
						Music:	1 t		ques
			Advance:			Sing a song on			ons.
CENITRALI	SED SYLLABUS BIFURCAT		Understand the			the importance	У		4. HOT
CLIVI NALI.	JILADUS DIFUNCAT	ION, ANIVIT WELFAF	importance of the 3			of keeping			S
			R's and able to			your	r		ques
			apply in re al life			surroundings			ons.
			situations.			clean.	a		0110.

Novem	Lesson-13	Domain:	PANCHKOSHA VIKAS:	Critical	Arts:		(Classroom	Direct
ber				Thinking	Draw the	English:	1	Activity:	Instruction.
	Mapping My	Cognitive	VIJNANAMAY	6	Scientific		a		
No. of	Neighbourhood.	Development	A KOSHA	Creativity	Temper:	Prepare an	s	different states	Independent
Period	U		<u>C-7.3</u>		Children	invitation	s	in the political	study.
s:7 to 8	Sub-concept:	-	Use appropriate		make use of	card for your	r	map of India.	
	• Landmark	Curricular	tools and		directions in	friends,	О	-	Suggestive
	S.	Goal:	technology in		their real life	inviting them	О	Home	Assessment.
	Directions		daily life	Spatial	situations.	on your	n	Assignment:	1. Readi
	and sub	<u>CG-7</u>	situations and for	Thinking		birthday			ng
	directions		learning.			party. Draw		Draw a sketch	2. Work
	• Map and	Children	<u>Learning</u>			the sketch	C	of your	sheets
	sketches.	make sense of	Outcome:			showing	r	8	3. Multi
	• Scale and	the world	Basic:			important		with famous	ple
	legend of a	around them	Identify the places			landmarks	n	landmarks.	choic
	map.	through	in their			near your	a		e
		observation	neighbourhood and able to find out the			house	p		Quest
		and logical	cardinal points and			On the back			ions
		thinking.	sub -directions			side of the	ν		4. HOT
			using different			invitation	C		S and
			methods.			card helping	r		Lowe
			Medium:			them to locate	K		r
			Differentiate			your house.	•		order
			between sketch,			Math:-			thinki
			plan and a map.			Reading and			ng
			Able to recognize landmarks in their			drawing of	S i		questi
			locality.			maps (scale	l I n		ons.
			Advance:			drawing)	n		
CENTRALI	SED SYLLABUS BIFURCAT			,		diawing)	8		
CLININALI	SED STELADOS DII ORCAT		between political				t		
			and physical map.				h		
			Able to make a				e la		
			plan of aparticular						
			place.				p		
1		1		1	1		I۲		1

		Domain-							
Decem	Lesson No 14	Cognitive	Panchakos	Self Awareness	Arts-	English-	Classroom	Neighbo	Experiential
ber		development	<u>ha Vikas-</u>		Prepare	Make a	Activity-	urhood	Learning
No. of	Water in our	Curricular Goals-	<u>Vijnanam</u>		a poster	Pledge	Give		
period	Life	<u>CG-7</u>	aya kosha	Initiative	"Conser	Certificate	examples	Classroo	
s- 9 to		Children make sense			ve	on Water	of other	m	Observation
10	 Natural 	of world around	<u>CG 7.2</u>		water"	Conservatio	matter		
	sources of	through observation		Critical Thinking		n.	found in		Constructivi
	water	and logical thinking.	Observes	C			different		st
	• States of	<u>Learning</u>	and	Problem solving	Scientif	Math	states.		
	Water	Outcomes-	understand	C C	ic				Collaboratio
	• Water	Basic-	s cause and		temper/	*Estimate	Home		n
	Cycle	1.Differentiate	effect		ICT	the capacity	Assignmen		
		between the various	relationshi		Group	of water	ts- Make a		
		sources of water- saline and fresh.	ps in		activity	used in daily	list of food		
		Medium-	nature by		Prepare	activities	items along		
		Knows the states of	forming		a	and convert	with the		
		water and their	simple		presenta	them in to	states in		
		occurrence inreal	hypothesis		tion	given metric	which they		
		lifesituations	and uses		showing	units	are found.		
		Advance-	observatio		the	(ml,cL,dl,			
		Understands the	ns to		process	l,hl,dal,kl).	Flipped		
		processes involved in	explain		of		Classroom - Watch the		
		the water cycle and	their		evaporat		- watch the video and		
		makesobservations of	hypothesis.		ion		make		
		such processes around	•		connect		observations		
		them.			ed to		· · · · · · · · · · · · · · · · · · ·		
					salt				
					making		Sources of		
					from sea		water		
CENTRALI	SED SYLLABUS BIFURCA	TION, ARMY WELFARE EDU	CATION SOCIET	Y	water				
		,					Water Cycle		

Decem	Lesson- 15	Domain- Cognitive	Panchakosha	Critical	Music-	Engli	Class	Assembly	Demostration
ber	Clean and Safe	<u>development</u>	<u>Vikas-</u>	thinking		sh-	Assignment-		
No. of	water		<u>Vijnanamaya</u>		Recite a poem	Write	Speak five points	School	Project method
Periods		<u>CG-7</u>	<u>kosha</u>		on water	a	how water	Campus	
- 7 to 8	• Water			Problem	pollution.	comp	pollution can be		Collaboration
	pollution	Children make sense of	<u>C7.2</u>	solving		ositio	prevented. Home	Classroo	
	• Steps to	world around through			~	n on	Assignment-	m	Experiential
	control	observation and logical	Observes and	a 10	.Scientific	'Wat	Mark the multi	E 1 1	learning
	water	thinking	understands cause	Self	Temperamen	er	purpose Projects	EVS lab	
	pollution		and effect	awarenes	t .	Pollut	on political map		
	Potable	Learning Outcomes-	relationships in	S	Experiments	ion'	of India		
	water	Basic-	nature by forming		to be	highli	Flipped		
	Conservatio	1 List the causes of water pollution and makes effort to	simple hypothesis		conducted /	ghtin	Classroom-		
	n of water	stop it.	and uses		Examples to	g C	Water the video		
		stop n.	observations to		be cited for	Caus	on various modes		
		Medium- Suggest ways to	explain their		Condensation,	es, Effec	of .		
		stop water pollution and how	hypothesis		transpiration	Effec	waterconservation		
		to make water fit for drinking.			and	ts and Soluti			
		C			evaporation				
		Advance- Sensitizes others				ons			
		about the judicious use of							
		water.							

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

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

Februa	Lesson-18	<u>Domain-</u>	Panchakosha Vikas-	Critical thinking	Arts-	English-	Neighb	Home	Cooperative
ry	Duildings and	Comitivo	V#nonomore leashe	• Problem	Draw and label the	Collect the information	ourhoo	Assignme nt-Draw	learning
No of	Buildings and	<u>Cognitive</u>	<u>Vijnanamaya kosha</u>				d		In quiery based
No. of	bridges	<u>development</u>	<u>CG-7.2</u>	solving	different types	about the famos		and label the	Inquiry based
periods 7 to 8	Process of	00.7	Uses appropriate	Decision	of bridges.	bridges of the world.	Classro	different	Evelopetion
/ 10 8		<u>CG-7</u>	tools and technology			world.	om		Exploration
	making bricks	Children make	in daily life situations and for	making		Math:-	Constant	types of	
							Constru	bridges.	
	People involved in	sense of the world around	learning. Basic- Knows about		Scientific	Make figures	ction site in		
			the people involved in a		temper- Find out	(Building)	School	Class	
	the process of	through observation	construction process of		details and	using geometrical	Campu		
	construction	and logical	a house/ building/		examples of a	shapes	•	Assignme nts-	
	of Bridges.	thinking.	bridges.		Cantilever	shapes	S	Discuss	
	of Difuges.	unnking.	Medium- Make		Bridges in			the safety	
			observations of the		India.			norms to	
			process of making					be	
			bricks and correlate in					followed	
			real life.					by	
			Advance-					workers at	
			<u>1)</u> Understands the					the	
			science and technology					constructi	
			used in building of bridges and develops					on site.	
			their own hypothesis.					on site.	
			2)Differentiate between						
			different types of						
			bridges and give						
			examples.						

Summary Bifurcation of Syllabus

Class:IV

Subject: COMPUTER

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

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

	Lesson 1-	Domain	Competency:	Observa	Technolo	• C	lassr	Teacher's	Methodology:
APRIL	Computer-	Cognitive	C-7.3 Uses	tion	gy:	00	om	observation:	Explanation&
2023	inside the	domain	appropriate	Power		• C	Comp		Discussion,
(21days)	system unit		tools and	• Effective	Understan		ter		Contextual
No of	Concept:		technology in	skills	ding the	la	ıb	Observe learner's	Examples
Periods:	Compone		daily life	Cognitiv	role of	рі	ractic	understanding through	
8	nts inside		situations and	e and	technolog	al		practical sessions	
	the	Kosha:	for	Fine	y in our				
	system	Vijnanama	understanding	motor	daily life				
	unit	yaKosha		skills in					Activity:Identi
	• Types of		Learning	students				Checklist:	fication/Recog
	ports in		Outcome	Identific				Prepare checklist based	nitio n of
	the	Curricular	Basic	ation				on the learning out	various
	system	Goal:	• Shows	skill				comes	components of
	unit	CG-	attenti						system unit
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CwSN Assistive learning		
Familiarising with the parts of a computer		

MAY	Lesson 2-	Domain	Competencie	Logical	Technolo	Compu	Methodology:
2023	Windows-	Cognitive	S	thinking	gy:	ter lab	
(21 days)	Customizing	domain	C-	• Spatial		in	
No of	and		8.2Identifies	intellige	Learners	school	Explanation &
Periods:	Personalizing		and extends	nce	will	• Home	Discussion,
8	_		the simple		understan	environ	Contextual
			patterns in		d the	ment	Examples,
	Concepts		their		applicabili		_
	Understa	Kosha:	technological		ty and		
	nding	Vijnanama	surroundings		importanc		Experiential
	windows	ya Kosha	_		e of		Learning.
	10		Learning		technolog		
	• Switch		Outcomes		y in daily		
	between		Basic		life		
	running		• Recog				
	apps	Curricular	nises				Activity:
	Organize	goal	and				
	running	CG-	repeats				
	programs	8Children	the				• Openin
	• Lock and	develop	names				g of
	unlock	technologic	of the				Windo
	your	al	start				ws and
	computer	understandi	menu				workin
	• Use of	ng and	apps of				g with
	settings	abilities to	Windo				multipl
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JULY	Lesson 3-	Domain	Competencie	Logical	Technolo	English:	•	Classro	Methodology:
2023	WORD- Editing	Aesthetic	s:	thinking	gy	<u> </u>		om	Explanation&
(23 days)	and Formatting	and	C-	• Creativit		Type an	•	Home	Discussion,
No of		Cultural	12.3 innovates	y and	Using the	application		environ	Contextual
Periods:		Developme	and works	innovati	word	for leave of		ment	Examples,
8	Concepts:	nt	imaginatively	on	document	absence	•	Tabs	•
	• Edit and		to express a	Cognitiv	to create	addressing		1405	
	delete		range of ideas	e	projects	to the			
	text in		and emotions	thinking	and	principal.			Experiential
	word	Kosha:	through the	• Commu	assignmen				Learning.
	documen	Anandamay	use of Word	nication	ts and				
	t	a Kosha		skill	integrate	EVS:			
	• Format		Learning		technolog				Activity:
	text to		Outcomes		y into	Prepare a			Applying
	change		Basic:		other	flowchart in			various
	its	Curricular	Shares		curricular	word using			formatting and
	appearan	Goal:	their		areas.	the tools on			features like
	ce	CG-	own			the topic-			spelling and
	• Insert	12Children	ideas			Types of			grammar,
	picture	develop	of the		Art:	Natural			thesaurus, find
	and word	abilities and	tools			Resources			and replace,
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		and skills	• Identifi		word				
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2023 (23 days) No of Periods: 8	 Lesson 4- Powerpoint Concepts: Understanding presentation software Components of powerpoint Creating and adding slides Formatting and saving a powerpoint Running a slide show 	Domain: Cognitive Domain Kosha: Vijnanama ya Kosha Curricular Goal: CG-7 Children make sense of the technologic al world around them through understandi ng, observation and logical thinking	Competencie s: C-7.3Uses appropriate tools and technology in daily life situations and for learning and expression of thought Learning Outcomes: Basic: • Shows inclina tion to use the basic tools of power point while creatin g a slide Medium	•	Creativit y and innovati on Initiativ e and self- directio n Collabor ation	Technolo gy: Using powerpoin t to create projects and assignmen ts and integrate technolog y into other curricular areas.	EVS: Creating powerpoint slides on different concepts for their own understandi ng.	•	Classro om Compu ter lab Home environ ment	Class Assignment: Create a powerpoint presentation on ant topic of your choice. Understand and apply the important features	Methodology: Explanation & Discussion, Contextual Examples, Experiential Learning. Activity: Create a PowerPoint presentation on the topic – Different modes of Transport for going to Going
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SEPTEM BER 2023 (21days) No of Periods: 7	Lesson 5- Internet- Surfing and Security Concepts: Internet and its history Advantag es and Disadvan tages of using internet Equipme nts of internet Use of search engines and Web browser Guidelin es for online safety	Domain: Cognitive Developme nt Kosha: Vijnanama ya Kosha Curricular Goal: CG- 7Children make sense of the digital world around through observation and logical thinking	Competencie s: C- 7.3observes and understands different categories of information and use appropriate tools and technology in daily life situations and for learning Learning Outcomes: Basic • Identifi es and observ es comm on web browse rs and search engine	 Informat ion Literacy Critical Thinkin g Logical Reasoni ng Operatio nal skills 	 EVS: Search the web and find out information about the seven wonders of the world English: Write a paragraph on the how to use the internet for finding information 	environ ment	Class Assignment: Open any search engine and look for information on the state that you belong to	Methodology: Explanation & Discussion, Contextual Examples, Experiential Learning. Activity: • Open Microsoft Edge and enter the web address in the address box. • Search About Planets/ISRO/ DR DO in the search engine (Google) and explore by surfing.
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OCTOB ER 2023 (15days) No of Periods: 7	Lesson 5- Internet- Surfing and Security Concepts: Internet and its history Advantag es and Disadvan tages of using internet Equipme nts of internet Use of search engines and Web browser Guidelin es for online safety	Domain: Cognitive Developme nt Kosha: Vijnanama ya Kosha Curricular Goal: CG- 7Children make sense of the digital world around through observation and logical thinking	Competencie s: C- 7.3observes and understands different categories of information and use appropriate tools and technology in daily life situations and for learning Learning Outcomes: Basic Identifi es and observ es comm on web	 Informat ion Literacy Critical Thinkin g Logical Reasoni ng Operatio nal skills 	 EVS: Search the web and find out information about the seven wonders of the world English: Write a paragraph on the how to use the internet for finding information 	 Classro om Compu ter lab Home environ ment 	Class Assignment: Open any search engine and look for information on the state that you belong to	Methodology: Explanation & Discussion, Contextual Examples, Experiential Learning. Activity: • Open Microsoft Edge and enter the web address in the address box. • Search About Planets/ISRO/ DR DO in the search engine (Google) and explore by surfing.
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NOVEM	Lesson 6-	Domain:	Competencie	Logical	Technolo	Maths:	•	Classro	Classroom	Methodology:
BER	Step- wise	Cognitive	S:	Reasoni	gy:			om	assignment:	Explanation&
2023	Thinking	Developme	C-8.1Sorts	ng		Use to solve	•	Compu	_	Discussion,
(23 days)	Concepts:	nt	steps or	Critical	Understan	mathematic		ter lab	Rearrange the steps/	Contextual
	Understa		developments	Thinkin	ding the	al concepts	•	Games	events of the given	Examples
No of	nd the		of any	g	use of	of reasoning		on	story in proper order	-
Periods:	concept	Kosha:	situation into	• Problem	sorting,			logical	using step-wise	
8	of steps,	Vijnanama	groups and	Solving	sequencin			reasoni	thinking.	
	sequence	ya Kosha	sub-groups	• Underst	g and how			ng		
	• Solve	-	based on	anding	technolog			0		Activity:
	real life	Curricular	logical	procedu	y can be					
	situations	Goal:	understanding	re	applied in					Perform
	• Understa	CG-	of the		problem					Activities
	nd	8Children	situation and		solving.					based on
	reasoning	develop	procedure to							logical
	and its	logical and	try and find							Reasoning,
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		understandi	or task							Maths,
		ng of	Learning							Analogy,
		sorting,	Outcomes:							Coding and
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BER 2023 (19 days) No of Periods: 7	 Lesson 7- More About Scratch 3 Concepts: Scratch and its elements Sprite stage and creating backgrou nd Event based program ming Forever block and saving a project 	Domain Aesthetic and Cultural Developme nt Kosha: Manomaya Kosha Curricular Goal: CG- 12Children develop abilities and sensibilities in visual arts and expresses their emotions through programmi ng art in meaningful and joyful ways	y sprites, scripts and blocks used in the creatio n of a progra m Medium • Identif	 Program ming skills. Cognitiv e skills Underst anding skills. Creativit y and Innovati on Critical Thinkin g 	 Class om Com ter la Pract al class 	Follow the instructions of the teacher on how to work on Scratch 3	Methodology: Live demonstration of scratch in computer lab. • Black Board
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JAN. 2024 (21 days) No of Periods: 8	Lesson 8- AI in Smart Homes Concepts: Need and goal of Artificial Intelligen ce Role of AI in Smart Homes Some Smart Home Products	Domain Cognitive Developme nt Kosha: Vijnanama ya Kosha Curricular Goal CG- 7Children make sense of the world around through observation and logical thinking	Competencie s: C- 7.1Observes and understands different smart objects and the use of appropriate tools and techniques in daily life situations and for learning Outcomes Basic: • Identifi es and names comm on smart objects by observi ng	 Visual Skills Spatial skills Creativit y and Innovati on Languag e Skills Logical Reasoni ng 	Scientific temper: Arousing creativity and understan ding of the artificial intelligenc e and its usage in their homes		•	Classro om Compu ter lab Practic al classes Visitin g the Atal Tinkeri ng lab	Teacher's Checklist: To find out the level of learning of the learners	Methodology: Explanation& Discussion, Contextual Examples, Experiential Learning. Activity: Akinator (Domain- Data): Game based on guessing theme
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FEB. 2024 (22 days) No of Periods: 8	Revisions and Practicals				

CENTRALIZED SYLLABUS BIFURCATION FOR APSs (PRIMARY PREPRATORY LEVEL

CLASS IV SUBJECT : Games / Physical Activities)

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

CENTRALIZED SYLLABUS BIFURCATION FOR APSs (PRIMARY PREPRATORY LEVEL

CLASS IV SUBJECT :Art and Craft

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

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

CENTRALIZED SYLLABUS BIFURCATION FOR APSs (PRIMARY PREPRATORY LEVEL

CLASS IV SUBJECT :Music

List of Songs Written, Self-Composed and uploaded on YouTube

for engaging the students additionally in own time

(APS Dhaula Kaun)

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

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

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

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

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

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

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

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

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

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

April	1. Introduction	Domain - Aesthetic	Competency –	Social Skill (confidence)	Sports –	Math's - Students Learn Tatkarand namaskar on counting
	of classical	and Cultural	C-12.2 Explore and Plays	Inter personal (awareness)	Students Learn leg	Gk - students gain knowledge about Kathak classical dance
	Kathak Dance	Development	with Own voice, Body,		movements through	EVS - students learn about World Dance Day celebration
			Space, and a variety of		Tatkar	
			objects to create music,		Through namaskar	
1			role-play, dance and		students move their	
1			movement.		overall body parts	
		Curricular Goal -				
		cg-12 Children				r
		Develop abilities				
ł		and sensibilities in				
1		performing Arts				
1		and express their	C-12.3 innovates and			
l.			works imaginatively to			
i		-	express a range Of ideas			
1	Namaskar and	and Joyful	and emotions through the			
ı <u> </u>		Learning	arts.			
i	2. Revision of					
1	all Kathak basic		C-12.4 works			
l	steps		collaboratively in the arts			
1		Kosha –	C- 12.5 communicates and			
il l		-	appreciates a variety of			
i		Students become	responses while Creating			
i			and experiencing different			
i	3. World Dance	1 , , , , , , ,				
ı İ	Day celebration	unity	And heritage.			

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

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

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

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

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

			role-play, dance and		
			movement.		
		Curricular goal -			
		cg-12 children			
		develop Abilities			
		and sensibilities in			
		performing Arts	C-12.3 innovates and		
		and express their	works imaginatively to		
		emotions through	express a range of ideas		
	2. Half yearly	art in Meaningful	and emotions through the		
	exams	and joyful ways	arts.		
			C-12.4 works		
			collaboratively in the arts		
		Kosha –	C- 12.5 communicate and		
		Anandmaaya kosha	appreciate a variety of		
		Students become	responses while Creating		
		responsible for	and experiencing different		
		peace, love, joy and	forms of art, local culture,		
		unity	and heritage.		
			Learning outcome- learn		
			the importance of Krishna		
			Janmashtmi through the		
			Celebration of Janmashtmi		
			Day.		
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		1				4
	1. Tatkar ki tihai on teen taal		Competency – Cg-1.5 shows awareness		Sports – students learn some classical	
		Domain - Physical	of safety in movements	Inter personal (awareness,	steps that will help	
October		development	and acts appropriately	team work)	them to stay fit	Music - Students learn Kathak dance on semi classical son
		Curricular goal -				
		cg-1 children				
	2. 1st stanza of	develop habits that	Cg-2.2 Develops visual			
	semi classical	Keep them healthy	memory for gestures and			
il	dance song	and safe	representations.			
		Cg-2 children	Cg-2.3 differentiates			
1		develop sharpness	sounds and sound patterns			
il l		in sensorial	by their pitch, Volume, and			
		perceptions	tempo			
			Cg-3.1 shows coordination			
			between sensorial			
ı		Cg-3 children	perceptions and body			
il l		develop a fit and	movements in various			
		flexible body	activities.			
1			Cg-3.2 shows balance,			
1			coordination, and			
1			flexibility in various			
1			physical activities.			
		Kosha – Annamaya	Cg-3.3 shows precision			
1		kosha	and control in working			
1		Students aware	with their hands and			

	about the physical sheath that compose the outer layer	fingers.			
		Learning outcome- 1. Learn some technical part of classical dance by doing tihai			
		On teen taal. 2. Use of all basic steps on semi classical song.			
semi classical	and cultural	role-play, dance and	Inter personal (awareness,	Sports – students learn some classical steps that will help them to stay fit	Music - Students learn Kathak dance on semi classical song
2. Ending of semi classical	Curricular goal - cg-12 children develop Abilities	C-12.3 innovates and works imaginatively to express a range of ideas and emotions through the arts.			

and express their			
emotions through			
art in Meaningful			
and joyful ways			
	C-12.4 works		
	collaboratively in the arts		
Kosha –	C- 12.5 communicate and		
Anandmaaya kosha	appreciate a variety of		
Students become	responses while Creating		
responsible for	and experiencing different		
peace, love, joy and	forms of art, local culture,		
unity	and heritage.		
	Competency - cg-1.5		
	shows awareness of safety		
Domain - Physical	in movements and acts		
development	appropriately		
Curricular goal -			
cg-1 children			
develop habits that	Cg-2.2 Develops visual		
Keep them healthy	memory for gestures and		
and safe	representations.		
Cg-2 children	Cg-2.3 differentiates		
develop sharpness	sounds and sound patterns		
in sensorial	by their pitch, volume, and		
perceptions	tempo		
Cg-3 children	Cg-3.1 shows coordination		

[1			
l l'		1	between sensorial			
		flexible body	perceptions and body			
l l'			movements in various			
'			activities.			
			Cg-3.2 shows balance,			
(coordination, and			
l l'			flexibility in various			
			physical activities.			
		Kosha –				
1		Annanamya kosha				
l l'		Students aware				
1		about the physical	Cg-3.3 shows precision			
1			and control in working			
1		compose the outer	with their hands and			
1		layer	fingers.			
1	1		Inigers.	1		1
'						
1			Learning outcome- 1. Use			
1			of all basic steps on semi			
			classical song.			
			Competency - c-12.2			
1	Practice of		explore and plays with		Sports – students learn	
1	complete semi				some classical steps	
	classical dance	and cultural	and a variety of objects to	Inter personal (awareness,	that will help them to	
			create music ,role-play,	team work)	stay fit	Music - Students learn Kathak dance on semi classical son
		actophiene	erence music ,rore proj,	•••••••••••••••••••••••••••••••••••••••		

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			dance and movement.	/		
		Curricular goal -				
		cg-12 children				1
		develop Abilities				1
		and sensibilities in				1
		performing Arts	C-12.3 innovates and			1
		and express their	works imaginatively to			1
			express a range of ideas			1
		art in Meaningful	and emotions through the			1
	P	and joyful ways	arts.			
		F	C-12.4 works		ŗ	
	/		collaboratively in the arts			
		Kosha –	C- 12.5 communicates and			
		Anandmaaya kosha	appreciates a variety of			1
		Students become	responses while creating			1
			and experiencing different			1
		peace, love, joy and	forms of art, local culture,			1
		unity	and heritage.			
		, r	Learning outcome - with	, T	,	
		1	all classical basic steps			1
			students become			
			Physically fit.		ſ	
	1. Celebration of	Domain - Aesthetic	Competency –	Inter personal (awareness,	Sports – students learn	
January	Army Day			_	-	EVS –Student aware about the importance of Republic day

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

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