



BGS Vijnatham School

॥ विद्या - ज्ञान विज्ञान तन्त्रज्ञान सहितम् ॥

ANNUAL CURRICULUM PLAN

STEP - III



ANNUAL CURRICULUM PLAN (2022-23)

STEP: III

SUBJECT: ENGLISH

Book/ : Fitzroy Reader (Stories 31- 40)

Fitzroy Word Skills- 4

Jolly Grammar Pupil Book- 3

Months: April – May

No. of working days: 33 days

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
<p>Fitzroy Reader Story No.31: 'Kate and the Rake' Story No. 32: 'The Boat'</p> <p>Fitzroy Word Skill Lesson 1: a-e as in cake & ou as in out Lesson 2: oa as in boat & u as in put Opposites, punctuations</p> <p>Grammar Alphabetical order, Simple Present Tense, Simple Past Tense, Simple Future Tense</p> <p>Creative Writing Paragraph Writing Sentence Making</p>	<ul style="list-style-type: none"> ● Identify the characters, main idea, details and sequence the story. ● Read and write words based on sounds. ● Make sentences with the new words. ● To frame sentences. ● Identify tenses in different sentences. ● To differentiate between different types of tenses. ● Identify words and arrange them in alphabetical order. 	<ul style="list-style-type: none"> ● Use the different sound words based in their speech. ● Express orally her/his opinion/ understanding about the story and characters in the story. ● Express their thoughts using simple sentences by making use of various parts of speech and tenses. 	<p>Activities:</p> <ul style="list-style-type: none"> ● Role Play ● Word Grid ● Story weaving <p>Resources:</p> <ul style="list-style-type: none"> ● E-Modules ● Picture Cube ● Edu-tech tool – Verb Tenses, Antonyms, Plural Nouns ● SEAB – Ex 1: Simple Present tense (Pg 1-2) Ex 2: Simple Past Tense (Pg 3-6) Ex 3: Simple Future Tense (Pg 7-8) Ex 25: Picture Composition (Pg 71-72) 	<ul style="list-style-type: none"> ● Perform role play/ skit in English with appropriate expressions. ● Vocabulary enhancement ● Express thoughts and put them in a sequence to explain it effectively. 	<ul style="list-style-type: none"> ● Reading Skills (Story Reading) ● Listening Skills (Audio Story) ● Speaking Skills (Role Play) ● Writing skills (Picture Composition) ● Comprehension skills (Analyzing the Character, Q&A) ● Communication Skills (Role Play) ● Vocabulary (Dictation)

Months: July - August

No. of working days: 36 days

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
<p>Fitzroy Reader Story No. 33: 'On the hill' Story No. 34: 'The Cat and the Fish'</p> <p>Fitzroy Word Skill i-e as in bike, Special Words, Contractions, Word Search o-e as in note, special words, word search, Punctuations</p> <p>Grammar Present Continuous Tense, Past Continuous Tense, Future Continuous Tense</p> <p>Creative Writing Persuasive writing Unseen Passage Sentence Writing</p>	<ul style="list-style-type: none"> To be able to understand day to day activities. Develop sensitivity towards environment. Understand emotions. Solves simple crossword puzzles, build word chains, etc. Use tenses in contextual and integrated manner in order to frame grammatically correct sentences, both in speech and in writing. To be able to read small texts in English with comprehension i.e. identify the main idea, details and sequence and draw conclusion. 	<ul style="list-style-type: none"> To use their critical / thinking ability to read between the lines and go beyond the text. Use punctuations to express different kind of expressions in a sentence. To express orally his/her opinion/ understanding about the story and the characters in the story. Write paragraphs which use targeted grammar structures. To solve unseen passage questions. 	<p>Activities:</p> <ul style="list-style-type: none"> Twist the tale - writes 5-6 sentences to change the ending of the story Building a word chain Jam Session <p>Resources:</p> <ul style="list-style-type: none"> Mind Map Flash Cards Grammar Wheel Edu-tech Tool: Synonyms, Concrete and Abstract Nouns, Possessive Nouns SEAB – Ex 4: Present Continuous Tense (Pg 9-10) Ex 5: Past Continuous Tense (Pg 11) Ex 6: Future Continuous Tense (Pg 12) Ex 22: Contractions (Pg 48) Ex 23: Unseen Comprehension(Pg 49-59) Ex 24: Paragraph Writing (Pg 60-65) 	<ul style="list-style-type: none"> Connect ideas that he/she has inferred, through reading and interaction, with his/ her personal experiences. Write grammatically correct sentences for a variety of situations. Identify the theme of the unseen passage and create own story with the same theme. To perform in events such as role-play/ skit with appropriate expression. 	<ul style="list-style-type: none"> Reading Skills (Story Reading) Listening Skills Speaking Skills (JAM Session) Writing skills (Paragraph, Sentence Writing) Comprehension skills (Inferencing, RTC, MCQs) Communication Skills (JAM Session) Vocabulary (Dictation)

Months: September - October

No. of working days: 39 days

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
<p>Fitzroy Reader Story No. 35: 'Dolly Duck' (Pg: 65-80) Story No.36: 'Caption Hornblower'</p> <p>Fitzroy Word Skill Ea as in head, Special Words, Full Stop, Puzzles or as in sort, special words, punctuations and classification, past and present, word search.</p> <p>Grammar Proper Nouns Proper Adjectives, Nouns as Adjectives Nouns to Adjective (by adding 'y') Comparative and Superlatives (Adjectives) Mixed Bag, Suffix</p> <p>Creative Writing Paragraph Writing</p>	<ul style="list-style-type: none"> ● To identify the cause and effect of an emotion in life. ● To be able to understand the problem in the story and identify the solution. ● Understand the rules of grammar through a variety of situations and contexts focusing on nouns, adjectives etc. ● Read different kinds of texts such as prose, poetry, play for understanding and appreciation and write answers for comprehension and inferential questions. 	<ul style="list-style-type: none"> ● Raise questions based on their reading. ● Think critically and try to provide suggestion/ solutions to the problems raised. ● To be able to use the proper nouns in sentences ● To understand a thought and express it in their own words in a paragraph form 	<p>Activities:</p> <ul style="list-style-type: none"> ● Helping others ● Cherish the ability <p>Resources:</p> <ul style="list-style-type: none"> ● E-module ● Edu-tech Tool: Adjectives, Plural possessive Nouns ● Codes ● Feelings Chart ● SEAB: Ex 7: Noun (Pg: 13-15) Ex 8: Proper Adjectives (Pg 16-17) Ex 9: Nouns to adjectives (Pg 18-19) Ex 10: Adjectives (Pg 20-21, 44) Ex 11: Suffix (Pg 22-23) Ex 24: Paragraph Writing (Pg 65-70) 	<ul style="list-style-type: none"> ● Empathize towards the animals around us. ● Identify the needs of the animals and try to find solution. ● Know and identify the value of people around us and respect their feelings. ● Ability to understand the poem and infer the meaning. ● Analyze the emotions and to express true feelings through paragraph. 	<ul style="list-style-type: none"> ● Reading Skills (Story Reading) ● Listening Skills (Helping Others) ● Speaking Skills (Cherish the Ability) ● Writing skills (Paragraph Writing) ● Comprehension skills (Comprehension Questions, RTC, MCQs) ● Communication Skills (Group Discussions) ● Vocabulary (Group Discussion, Dictation)

Months: November - December

No. of working days: 31 days

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
<p>Fitzroy Reader Story No.37: 'The Flying Doctor Service' Story No. 38: 'David the Duck'</p> <p>Fitzroy Word Skill ew as in crew, Special Words, Puzzles, Present and Future, Punctuation, Parts of Speech ie as in pie</p> <p>Grammar Possessive Pronoun, Homophones, Prefixes, Question and Exclamation mark in Speech</p> <p>Creative Writing Writing instructions</p>	<ul style="list-style-type: none"> ● To identify the differences in personality and be able to accept opinion of other individuals. ● To be able to identify different parts of speech for special words and use them in a sentence. ● To be able to identify a sentence and a question. ● To use punctuation such as question mark, full stop and capital letter appropriately. ● To be able to write instructions for a given title. 	<ul style="list-style-type: none"> ● To raise an opinion on the basis of their likes or dislikes. ● To assess the difference between facts and opinion. ● To be able to write a sentence with proper punctuation. ● Writing instructions for cooking various edible items. ● Use pictures appropriate to the theme 	<p>Activities:</p> <ul style="list-style-type: none"> ● Giving instructions for making a cake for Youtube channel ● Meet my Mate <p>Resources:</p> <ul style="list-style-type: none"> ● E – module ● Cue-Cards ● SEAB <p>Ex 12: Possessive Pronoun (Pg: 26-27) Ex 13: Homophones (Pg: 28-29) Ex 14: Prefix (Pg 24-25) Ex 15: Question and Exclamation Mark (Pg 30-31) Ex 26: Story Writing (Pg 73)</p>	<ul style="list-style-type: none"> ● To understand the differences in opinions of different individual. ● To form their opinions in a particular situation. ● To evaluate their opinions. ● To write instructions for preparing different items. ● To infer the meaning of unfamiliar words by reading them in context. 	<ul style="list-style-type: none"> ● Reading Skills (Story Reading) ● Listening Skills (Audio stories) ● Speaking Skills (Meet my Mate) ● Writing skills (Instruction writing) ● Comprehension skills (Comprehension Questions, RTC, MCQs) ● Communication Skills (Group Discussions) ● Vocabulary (Group Discussion, Dictation)

Months: January – February

No. of working days: 31 days

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
<p>Fitzroy Reader Story No.39: 'Silas the Cat' Story No. 40: 'Shawn and the Go-kart'</p> <p>Fitzroy Word Skill oi as in coin Words, Special Words, Crosswords, Puzzles, Parts of Speech ea as in heat</p> <p>Grammar Collective Nouns, Sentence and Phrase Subject and Object in a sentence Punctuation, Adverbs</p> <p>Creative Writing Writing Plans</p>	<ul style="list-style-type: none"> ● To prepare ourselves for facing different situations in life. ● To be able to use grammar concepts in writing skills ● To be able to identify collective noun. ● To be able to identify the subject, verb, object along with predicate in a sentence. ● To make use of facts in writing plans. ● To understand the elements of the story. 	<ul style="list-style-type: none"> ● Ability to understand life situations and take wise decisions. ● Ability to understand the importance of decision making in life. ● Ability to frame meaningful sentences, orally and in writing by using a variety of nouns, pronouns, adjectives and prepositions. 	<p>Activities:</p> <ul style="list-style-type: none"> ● Debate ● Talk Show ● Ad – Mad Show <p>Resources:</p> <ul style="list-style-type: none"> ● Cue – Cards ● Placards ● E-modules ● Edu-tech tool: phrases, clauses, sentences ● SEAB: <p>Ex15: Collective Nouns (Pg 32-34) Ex 16: Sentence and Phrase (Pg 35) Ex 17: Subject and Object in a sentence (Pg 36) Ex 18: Punctuations (Pg 37-41) Ex 19: Adverbs (Pg 42-43)</p>	<ul style="list-style-type: none"> ● Ability to convince other people with their supporting point of view. ● Ability to identify the elements of the story. ● Ability to explore their imagination by writing plans. ● To understand the difference between fictional and non – fictional writing. ● Ability to write sentences on personal experiences/ events using verbal or visual clues. 	<ul style="list-style-type: none"> ● Reading Skills (Story Reading) ● Listening Skills (Talk Show) ● Speaking Skills (Debate, Talk Show, Ad-Mad Show) ● Writing skills (Comprehension questions, Writing plans) ● Comprehension skills (Comprehension Questions, RTC, MCQs, Group Discussion) ● Communication Skills (Debate, Talk Show, Ad-Mad Show) ● Vocabulary (Debate, Talk Show, Dictation)

वार्षिक पाठ्यक्रम योजना (2022-23)

कक्षा : III

विषय : हिन्दी

पुस्तक: वल्लरी, सुरभिका

माह: अप्रैल-मई

कार्य के दिवस: 31

पाठ/ विषय	सीखने के लक्ष्य		गतिविधि और संसाधन	सीखने की संप्राप्ति	मूल्यांकन
	ज्ञान/ तत्व पर आधारित	योग्यता पर आधारित		कौशल पर आधारित	
<p>वल्लरी: पाठ-1- एक किरण आई छाई (कविता) पाठ-2- धन्यवाद माँ (संवाद) पाठ-3- सेठ का इलाज (कहानी) पाठ-4- सूरज का रथ (कविता)</p> <p>सुरभिका: पाठ-1- भाषा पाठ-2- वर्ण पाठ-3- संज्ञा पाठ-4- लिंग पाठ-5- वचन</p> <p>रचनात्मक लेखन: वाक्य प्रयोग, चित्र-वर्णन</p>	<ul style="list-style-type: none"> ●सूरज के रंग,रूप व आकार को पहचानना। ●कविता एवं पाठ को लय के साथ पढ़ना एवं नए शब्दों से वाक्य बनना। ●संज्ञा, लिंग, वचन को पहचानना। ●किसी गलती के लिए आपकी माँ ने डाँटाआपको कैसा लगा? बताइए। 	<ul style="list-style-type: none"> ● शब्द कोष में आए नए शब्दों का अपनी बात-चीत में प्रयोग करना। ● जब बादल न हों तब आकाश कितने रंग बदलता है, इसका अनुभव करके कक्षा में सुनाइए। ● यदि सपने में तुम्हें अपनी साइकिल बातें करती हुई सुनाई दे तो वह क्या बातचीत हो सकती है? 	<p>गतिविधियाँ</p> <ul style="list-style-type: none"> ● कक्षा अभिनय ● माँ के लिए धन्यवाद कार्ड बनाना। ● प्रातः काल के प्रकृतिक दृश्य का चित्र बनाकर रंग भरना। <p>संसाधन</p> <ul style="list-style-type: none"> ● SEAB भाषा (पृष्ठ सं० 1-2) वर्ण (पृष्ठ सं० 3-7) संज्ञा (पृष्ठ सं० 8-11) लिंग (पृष्ठ सं० 12- 14) वचन (पृष्ठ सं० 15- 17) 	<ul style="list-style-type: none"> ● उचित हाव-भाव के साथ कक्षा अभिनय करना। ● शब्द कोश बढ़ाना ● अपने विचारों को सबके समक्ष रखना। ● अपने रोज़मर्रा के सारे कार्य स्वयं करने तथा अपने माता-पिता के दैनिक कार्यों में हाथ बटाने की आदत डालना। 	<ul style="list-style-type: none"> ● पठन कौशल (पत्रिका) ● श्रवण कौशल (UT-1) ● वाचन कौशल (कक्षा अभिनय) ● लेखन कौशल (चित्र वर्णन) ● अभिव्यक्ति कौशल (पात्रों का विश्लेषण, प्रश्नोत्तर) ● शब्द कोश (श्रुतलेख)

पाठ/ विषय	सीखने के लक्ष्य		गतिविधि और संसाधन	सीखने की संप्राप्ति	मूल्यांकन
	ज्ञान/ तत्व पर आधारित	योग्यता पर आधारित		कौशल पर आधारित	
<p>वल्लरी: पाठ-5- मैं हूँ नीम (आत्मकथा) पाठ-6- चमेली (कहानी) पाठ-7- कौआ और कोयल (कविता) पाठ-8- तू सेर तो मैं सवा सेर (चित्र-कथा)</p> <p>सुरभिका: पाठ-6- सर्वनाम पाठ-7- विशेषण पाठ-8- क्रिया पाठ-9- पर्यायवाची शब्द पाठ-23- अनुच्छेद लेखन</p> <p>रचनात्मक लेखन: अनुच्छेद लेखन अपठित गद्यांश</p>	<ul style="list-style-type: none"> नीम के पेड़ का एक-एक अंग कितना लाभकारी है, के विषय में रोचक जानकारी को समझना। यदि हिम्मत और लगन से काम किया जाएँ तो किसी भी चीज़ को प्राप्त किया जा सकता है, विषय को समझना। सर्वनाम, क्रिया, विशेषण को पहचानना। कौए और कोयल के बारे में जानकारी इकठ्ठा करना। 	<ul style="list-style-type: none"> शब्द कोष में आए नए शब्दों का अपनी बात-चीत में प्रयोग करना। ऐसे जानवर जिन्हें हम पालते हैं, उनसे काम लेते हैं, ऐसा करना कितना सही है या गलत इस विषय पर अपने विचार बताइए। “गुणकारी नीम का पेड़” विषय पर दस पंक्तियाँ लिखिए। “सच्चा सुख हमें ईमानदारी और परिश्रम से ही मिल सकता है, बेईमानी से नहीं,” विषय पर एक अनुच्छेद लिखिए। 	<p>गतिविधियाँ</p> <ul style="list-style-type: none"> ऐसी कौन-सी चीज़ें हैं, जो नमक की तरह पानी में घुल जाती हैं या रुई की तरह पानी में रखने पर भारी हो जाती हैं। गतिविधि द्वारा पता लगायेंगे। पेड़ों (आम, नीम, तुलसी, पीपल, बरगद आदि) के चित्र दिखाकर उनके बारे में एक-एक लाभ बताना। <p>संसाधन</p> <ul style="list-style-type: none"> लाइब्रेरी (पंचतंत्र की कहानी) SEAB सर्वनाम (पृष्ठ सं० 18-19) विशेषण (पृष्ठ सं० 20-21) क्रिया (पृष्ठ सं० 22-23) पर्यायवाची शब्द (पृष्ठ सं० 24- 25) 	<ul style="list-style-type: none"> उचित हाव-भाव के साथ कहानी, कविता आदि को ध्यान से समझते हुए सुनते और अपनी प्रतिक्रिया व्यक्त करते हैं। लिखते हुए अपने लेखन में विराम-चिन्हों, जैसे- पूर्ण विराम, अल्प-विराम, प्रश्नवाचक चिन्ह का सचेत इस्तेमाल करते हैं। अपने विचारों को सबके समक्ष रखना। शब्द कोश बढ़ाते हुए शब्दों को समझकर उनका अर्थ सुनिश्चित करना। 	<ul style="list-style-type: none"> पठन कौशल (समाचार पत्र का पठन) श्रवण कौशल (एक दूसरे के विचारों को सुनना) वाचन कौशल (कहानी/कविता को समझते हुए उसमें अपनी बात/कहानी जोड़ना) लेखन कौशल (सुनी/देखी बातों को अपने तरीके से, अपनी भाषा में लिखना) अभिव्यक्ति कौशल (प्रश्नोत्तर, बहुविकल्पीय प्रश्न) शब्द कोश (श्रुतलेख, पर्यायवाची शब्द एवं शब्दार्थ)

माह: सितंबर-अक्टूबर

कार्य के दिवस: 37

पाठ/ विषय	सीखने के लक्ष्य		गतिविधि और संसाधन	सीखने की संप्राप्ति	मूल्यांकन
	ज्ञान/ तत्व पर आधारित	योग्यता पर आधारित		कौशल पर आधारित	
<p>वल्लरी: पाठ-9- बरगद की बात (कहानी) पाठ-10- जंगल में मंगल (कविता) पाठ-11- जमाल का कमाल (कहानी)</p> <p>सुरभिका: पाठ-10- विलोम शब्द पाठ-11- अनेक शब्दों के लिए एक शब्द पाठ-12- गिनती पाठ-22- पत्र-लेखन</p> <p>रचनात्मक लेखन: पत्र-लेखन अनुच्छेद लेखन</p>	<ul style="list-style-type: none"> ● बरगद के पेड़ का हमारे जीवन में क्या महत्व है, के विषय को समझना। ● नीम, तुलसी, पीपल, आँवला, बरगद आदि अन्य पवित्र व औषधीय पौधों के विषय में जानकारी एकत्रित करना। ● अनेक शब्दों के लिए एक शब्द, विलोम शब्द आदि व्याकरण को समझना। 	<ul style="list-style-type: none"> ● शब्द कोष में आए नए शब्दों का अपनी बात-चीत में प्रयोग करना। ● किसी मित्र/सहेली के उस जन्मदिन के विषय पर अनुच्छेद लिखिए, जो तुम्हें सबसे ज्यादा अच्छा या अलग लगा हो। ● अपने भ्रमण के अनुभव को अनुच्छेद/पंक्तियों के रूप में लिखना। ● सच्चे मित्र की पहचान कैसे कर सकते हैं" विषय पर चर्चा। 	<p>गतिविधियाँ</p> <ul style="list-style-type: none"> ● पक्षियों के चित्र पुरानी पुस्तकों/ पत्रिकाओं अथवा नेट पर जाकर इकट्ठे करके स्क्रेप-बुक पर चिपकाइए। ● पेड़ों (आम, नीम, तुलसी, पीपल, बरगद आदि) के चित्र दिखाकर उनके बारे में एक-एक लाभ बताना। <p>संसाधन</p> <ul style="list-style-type: none"> ● SEAB विलोम शब्द (पृष्ठ सं० 26-27) अनेक शब्दों के लिए एक शब्द (पृष्ठ सं० 28) गिनती (पृष्ठ सं० 32-33) पत्र-लेखन (पृष्ठ सं० 40) 	<ul style="list-style-type: none"> ● उचित हाव-भाव के साथ कहानी, कविता आदि को ध्यान से समझते हुए सुनते और अपनी प्रतिक्रिया व्यक्त करते हैं। ● लिखते हुए अपने लेखन में विराम-चिन्हों, जैसे-पूर्ण विराम, अल्प-विराम, प्रश्नवाचक चिन्ह का सचेत इस्तेमाल करते हैं। ● अपने विचारों को सबके समक्ष रखना। ● शब्द कोष बढ़ाते हुए शब्दों को समझकर उनका अर्थ सुनिश्चित करना। 	<ul style="list-style-type: none"> ● पठन कौशल (श्याम पट्ट/ बोर्ड पर लिखे वाक्यों का पठन) ● श्रवण कौशल (विडियो द्वारा पशु-पक्षियों की आवाज़ को सुनकर पहचानना) ● वाचन कौशल (पशु-पक्षियों की आवाज़ पहचानकर उनके बारे में बोलना) ● लेखन कौशल (अनुच्छेद लेखन, पत्र-लेखन) ● अभिव्यक्ति कौशल (प्रश्नोत्तर, किसने किससे कहा) ● शब्द कोश (श्रुतलेख, विलोम शब्द, वाक्यांश)

पाठ/ विषय	सीखने के लक्ष्य		गतिविधि और संसाधन	सीखने की संप्राप्ति	मूल्यांकन
	ज्ञान/ तत्व पर आधारित	योग्यता पर आधारित			
<p>वल्लरी: पाठ-12- तितली और भँवरा (कहानी) पाठ-13- चिंकू कुत्ता नहीं है (नाटक) पाठ-14- पेड़ हमारी ज़िंदगी (कविता)</p> <p>सुरभिका: पाठ-13- दिन और महीने पाठ-14- ध्वनियाँ पाठ-15- वर्तनी-शुद्धि पाठ-16- मुहावरे</p> <p>रचनात्मक लेखन: पत्र-लेखन</p>	<ul style="list-style-type: none"> कोई भी प्राणी या काम छोटा या बड़ा नहीं होता और भलाई का काम व दूसरों को प्रसन्न करना ही सबसे अच्छा जीवन है समझना। मुहावरे को पहचानना। पशु-पक्षियों, प्रकृति आदि के बारे में और अधिक जानने की इच्छा पैदा करने व उनके प्रति संवेदना का विकास। किसी एक पौधे को स्वयं लगाने का अनुभव कराना। 	<ul style="list-style-type: none"> शब्द कोष में आए नए शब्दों का अपनी बात-चीत में प्रयोग करना। “हमें जैसा जीवन मिला है उसी से खुश रहना चाहिए” यह बात कहाँ तक सही है, विषय पर चर्चा। “पेड़ों का हमारे जीवन में क्या महत्व है” विषय पर दस पंक्तियाँ लिखिए। “पेड़-पौधों के संरक्षण के लिए क्या-क्या कर सकते हैं पर परिचर्चा”। 	<p>गतिविधियाँ</p> <ul style="list-style-type: none"> कक्षा अभिनय। आपके दादा जी ने आपको एक सुंदर-सा खिलौना उपहार में दिया, आपका चचेरा भाई उस खिलौने को देखकर रोने लगा और उसे लेने की ज़िद करने लगा। ऐसी स्थिति में आप क्या करेंगे? के विषय में अलग अलग लोगों से जानकारी एकत्रित करना। समूह बनाकर बच्चों के नाम के वर्ण से मुहावरे बताना। <p>संसाधन</p> <ul style="list-style-type: none"> SEAB वर्तनी-शुद्धि (पृष्ठ सं० 31) 	<ul style="list-style-type: none"> उचित हाव-भाव के साथ कहानी, कविता आदि को ध्यान से समझते हुए सुनते और अपनी प्रतिक्रिया व्यक्त करते हैं। लिखते हुए अपने लेखन में विराम-चिन्हों, जैसे-पूर्ण विराम, अल्प-विराम, प्रश्नवाचक चिन्ह का सचेत इस्तेमाल करते हैं। अपने विचारों को सबके समक्ष रखना। शब्द कोश बढ़ाते हुए शब्दों/ मुहावरे को समझकर उनका अर्थ सुनिश्चित करना। 	<ul style="list-style-type: none"> पठन कौशल (दिन और महीने का पठन) श्रवण कौशल (वीडियो द्वारा मुहावरे व ध्वनियाँ सुनना) वाचन कौशल (कक्षा अभिनय) लेखन कौशल (वाक्य-प्रयोग, पत्र-लेखन) अभिव्यक्ति कौशल (प्रश्नोत्तर, मुहावरे, पात्रों का विश्लेषण) शब्द कोश (दिन और महीनों के नाम, मुहावरे, वर्तनी-शुद्धि)

माह: जनवरी- मार्च

कार्य के दिवस: 49

पाठ/ विषय	सीखने के लक्ष्य		गतिविधि और संसाधन	सीखने की संप्राप्ति	मूल्यांकन
	ज्ञान/ तत्व पर आधारित	योग्यता पर आधारित			
<p>वल्लरी: पाठ-15- सबसे कीमती (कहानी) (पृष्ठ सं० 99-106) पाठ-16- जहाँ चाह वहाँ रह (प्रेरक-प्रसंग) (पृष्ठ सं० 107-111)</p> <p>सुरभिका: पाठ-18- शब्द-चित्र पाठ-19- वाक्य-पूर्ति पाठ-20- अपठित गद्यान्श</p> <p>रचनात्मक लेखन: अनुच्छेद लेखन पत्र-लेखन</p>	<ul style="list-style-type: none"> ● प्रत्येक वस्तु (छोटी, बड़ी, कीमती, साधारण, स्वस्थ शरीर आदि) का महत्व और उपयोगिता समझाना। ● यदि हिम्मत और लगन से काम किया जाएँ तो किसी भी चीज़ को प्राप्त किया जा सकता है, विषय को समझना। ● संयुक्त व्यंजन, अनुस्वार, अनुनासिक, शुद्ध-वर्तनी एवं मात्राओं को पहचानना। 	<ul style="list-style-type: none"> ● शब्द कोष में आए नए शब्दों का अपनी बात-चीत में प्रयोग करना। ● “संसार की प्रत्येक वस्तु का महत्व” विषय पर अनुच्छेद लेखन। ● “ऐसे बहुत से लेखक, खिलाड़ी आदि हुए हैं जो दिव्यांग थे लेकिन अपनी लगन और हिम्मत से बड़ी-बड़ी सफलताएँ पाईं। ऐसे दिव्यांग के बारे में जानकारी प्राप्त कीजिए और कक्षा में उनके बारे में चर्चा कीजिए। 	<p>गतिविधियाँ कक्षा अभिनय।</p> <p>संसाधन</p> <ul style="list-style-type: none"> ● लाइब्रेरी (पंचतंत्र-सबसे अनमोल) ● SEAB <p>अनुच्छेद लेखन (पृष्ठ सं० 35) अपठित गद्यान्श (पृष्ठ सं० 36-39)</p>	<ul style="list-style-type: none"> ● उचित हाव-भाव के साथ कहानी, कविता आदि को ध्यान से समझते हुए सुनते और अपनी प्रतिक्रिया व्यक्त करते हैं। ● लिखते हुए अपने लेखन में विराम-चिन्हों, जैसे-पूर्ण विराम, अल्प-विराम, प्रश्नवाचक चिन्ह का सचेत इस्तेमाल करते हैं। अपने विचारों को सबके समक्ष रखना। शब्द कोश बढ़ाते हुए शब्दों को समझकर उनका अर्थ सुनिश्चित करना। 	<ul style="list-style-type: none"> ● पठन कौशल (समाचार पत्र/ पत्रिका का पठन) ● श्रवण कौशल (वीडियो द्वारा नुक्कड़ नाटक सुनना) ● वाचन कौशल (संसार की सबसे कीमती वस्तु क्या हो सकती है, पर परिचर्चा करना) ● लेखन कौशल (पत्र-लेखन/शब्द-चित्र) ● अभिव्यक्ति कौशल (प्रश्नोत्तर, मूल्य आधारित प्रश्न) ● शब्द कोश (श्रुतलेख, समानार्थी शब्द, वाक्य-पूर्ति)

ANNUAL CURRICULUM PLAN (2022-23)

STEP: III

SUBJECT: MATHEMATICS

Book/s : Living Maths -3

Mental Maths -3

Months: April – May

No. of working days: 41

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
<p>Chapter 1 – Large Numbers</p> <p>Chapter 2 – Addition</p> <p>Chapter 3 – Subtraction</p>	<ul style="list-style-type: none"> ● To understand the Place Value Chart upto 4 digits ● To classify the numbers & distinguish according to periods and place value ● To write numerals for given number name using commas and to demonstrate the place value and face value. ● To know predecessor & successor of given number and compare and arrange the numbers in ascending and descending order ● To understand even and odd numbers <ul style="list-style-type: none"> · To arrange the numbers in columns & do addition and subtraction. · To understand addition and subtraction of 3 digits number and bigger numbers · To identify and solve the operation in a word problem · To solve estimating the sum and difference 	<ul style="list-style-type: none"> ● To understand that numbers are used in daily life (Admission number, price tag). ● To understand that comparison is done to find greater or smaller. ● To identify the situations in real life where they have to find the sum and difference 	<p>Activities:</p> <ol style="list-style-type: none"> 1. Abacus activity (Understanding place Value, Addition and subtraction) 2. Squat Down (Odd Even) 3. Addition Wall and Subtraction wall 4. Crazy shop activity <p>Resources:</p> <ul style="list-style-type: none"> ● Abacus ● Number kit ● Addition kit ● Subtraction kit <p>Mental Maths (Chapter 1) (Exercise 1 –9)</p> <p>(Chapter – 2 and 3) (Exercise 10 –18)</p> <p>Edu Tech Tool Splashlearn</p>	<p>Thinking Students will be able to estimate sum or difference of two quantities.</p> <p>Logical Students will be able to compare and find greater or smaller between the two quantities.</p> <p>Analytical Students will be able to identify the situations in real life where they have to find the sum and difference</p>	<p>Conceptual clarity Word Problems</p> <p>Mental Ability Mental Maths Assignments</p> <p>Written Work Notebook Submission</p> <p>Activities Observation</p>

Months: July - August

No. of working days: 45

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
<p>Chapter 4 – Multiplication</p> <p>Chapter 6 – Division</p> <p>Chapter 7 – More on Division</p>	<ul style="list-style-type: none"> ● To understand the multiplication facts ● To recall repeated addition and relate it as Multiplication ● To multiplying by 10, 20..... and 100, 200..... so on. ● To multiply 2- and 3-digit number by 1 digit number ● To multiplying by expanding the bigger number ● To recall repeated subtraction and relate it as division ● To introduce the terms dividend, divisor, quotient and remainder orally ● To understand division by equal sharing and equal grouping · To relate and write division facts with the given multiplication facts · To divide by 2 digit and 3-digit number with or without regrouping · To find remainder in division and checking division ● To solve simple story sums of multiplication and division 	<ul style="list-style-type: none"> ● To develop logical thinking to identify the situations in real life where they have to find the multiplication and division. ● To understand that multiplication is used when we find a total number of a collections or measurements of equal size. ● To understand that division is used when we try to break a quantity into groups of equal size. 	<p>Activities:</p> <ol style="list-style-type: none"> 1. Finger Dip Activity (Understanding tables) 2. Repeated Addition activity (Repeated addition as multiplication) 3. Tables 1 to 15 (Learning) 4. Divide numbers to play bingo <p>Resources:</p> <ul style="list-style-type: none"> ● Multiplication kit ● Number kit <p>Mental Maths Chapter 4 Exercise 19 –24 Chapter –6 and 7 Exercise 25 –32</p> <p>Edu Tech Tool Matific</p> <p>E-modules</p> <ul style="list-style-type: none"> ● Multiplication by expanding bigger numbers ● Long division and checking in division 	<p>Problem solving Students will be able to solve the difficult level question.</p> <p>Critical thinking Students will be able to understand clearly and rationally to analyze facts come to a conclusion.</p> <p>Experiential learning Students will be able to understand the concept by doing the activities.</p> <p>Application Students will be able to understand story sums through picture</p>	<p>Conceptual clarity Quiz</p> <p>Mental Ability Mental Maths Assignments</p> <p>Written Work Notebook Submission</p> <p>Activities Observation</p>

Months: September - October

No. of working days: 44

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
<p>Chapter 5 – Pattern and Symmetry</p> <p>Chapter 8 – Fractions</p> <p>Chapter 10 – Measurement</p>	<ul style="list-style-type: none"> ● To understand how patterns are formed ● To make and understand tiling patterns and symmetry ● To understand whole and fractions ● To understand fraction of whole object and writing a fraction ● To understand fraction wall and fraction of a collection ● To understand and measure length, mass and capacity ● To convert unit of length, mass and capacity ● To add and subtract length, mass and capacity <p>· To solve simple story sums of length, mass and capacity</p>	<ul style="list-style-type: none"> ● To develop the values like helping and equal sharing. ● To make them understand the importance of unity as they are a part of the whole community and play an important role. 	<p>Activities:</p> <ol style="list-style-type: none"> 1. Paper folding activity 2. Flower Activity 3. Vowel Activity 4. Nature Walk: students will go for a walk around the school and observe the various patterns like tiles, carpet, window grills etc. 5. Students will list out all the symmetrical alphabet and all draw its line of symmetry (identifying Symmetrical figures) 6. Students will make paper rangoli using paper cutting to show patterns provide a sense of order and sequencing. <p>Resources:</p> <ul style="list-style-type: none"> ● Fraction kit ● Scales (Big and small) ● Beakers (to understand capacity) ● Weighing machine <p>Mental Maths Chapter –8 (Exercise 33 –38) Chapter –10 (Exercise 47 –51) Edu Tech Tool matific</p>	<p>Analytical Students will be able to identify the situations in real life where they have to find the multiplication and division</p> <p>Application Students will be able to understand story sums through picture</p>	<p>Conceptual clarity Word Problems</p> <p>Mental Ability Mental Maths Assignments</p> <p>Written Work Notebook Submission</p> <p>Activities Observation</p>

Months: November - December

No. of working days: 48

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based			
<p>Chapter 9 – Geometry</p> <p>Chapter 11 – Time</p>	<ul style="list-style-type: none"> ● To understand point, ray, line and line segment ● To understand measuring line segment ● To understand plane shapes and solid shapes ● To understand what is time? ● To understand how to read calendar. ● To understand conversion of time 	<ul style="list-style-type: none"> ● Students will be able to understand the concept of 2D and 3D shapes by seeing the different shapes in their surroundings. ● Students will be able to understand which flat shape will be formed by the using of 3D shapes. ● To understand importance of time (time waits for no one, every second counts) ● Students will be able to learn time management and prioritize the work 	<p>Activities:</p> <ol style="list-style-type: none"> 1. Shape activity 2. Clock Activity 3. Calendar Activity <p>Resources:</p> <ul style="list-style-type: none"> ● 3 D shape kit ● Scales (Big and small) ● Beakers (to understand capacity) ● Weighing machine <p>Mental Maths</p> <p>Chapter –9 (Exercise 39 –41)</p> <p>Chapter –11 (Exercise 52 –56)</p> <p>Edu Tech Tool matific</p>	<p>Skill Based</p> <p>Conceptual understanding Students will be able to understand the concept by doing the activities</p> <p>Experiential learning Students will do the clock activities itself and understand by experience.</p> <p>Collaboration Students will do group activities and share their learning with each other.</p> <p>Multidisciplinary approach Students will be able to understand the concept of time through poem</p>	<p>Conceptual clarity Shapes MCQ, Quiz Games Activities</p> <p>Mental Ability Assignments</p> <p>Written Work Notebook Submission</p> <p>Activities Observation</p>

Months: January-February

No. of working days: 35

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
<p>Chapter 12 – Money (Pg – 165)</p> <p>Chapter 13 – Data Handling (pg- 176)</p>	<ul style="list-style-type: none"> ● To understand units of money ● To understand conversion of units of money ● To understand handling money ● To understand story sums and making bills. ● To understand pictograph ● To represent data using tally marks and bar graphs 	<ul style="list-style-type: none"> ● Students will be able to understand that we need money to buy things and it is earned by doing work · To understand the value of money · understand money is not only for buying and selling (wages /salaries). 	<p>Activities:</p> <ol style="list-style-type: none"> 1. Plastic Money Activity 2. Tell the amount 3. Buying and Selling of items Activity 4. Role play 5. Favorite fruit Activity 6. Choose a snack and make tally chart <p>Resources:</p> <ul style="list-style-type: none"> ● Dummy notes <p>Mental Maths Chapter –12 (Exercise 42 –46)</p> <p>Edu Tech Tool matific</p>	<p>Logical skill Students will be able to understand save and spend money logically.</p> <p>Analytical Students will be able to identify the situations in real life where they have to find the multiplication and division</p> <p>Application Students will be able to understand story sums through picture</p>	<p>Conceptual clarity Game and Quiz</p> <p>Mental Ability Mental Maths Assignments</p> <p>Written Work Notebook Submission</p> <p>Activities Observation</p>

ANNUAL CURRICULUM PLAN (2022-23)

STEP: III

SUBJECT: SOCIAL STUDIES

BOOK/S: CASCADE

Month: April-May

No. of working days:31

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
<p>L 1. Living Together</p> <ul style="list-style-type: none"> • We are Different • Accepting Differences • Different Families • Gender Roles 	<ul style="list-style-type: none"> • To understand that we all are different. • To understand the idea of accepting differences. • To understand the idea of gender equality. 	<ul style="list-style-type: none"> • To understand that differences between people are normal, and we should learn to accept them. 	<p>L 1Activity:</p> <ul style="list-style-type: none"> • Draw a family tree and write the names or paste picture of your family members. <p>Resources:</p> <ul style="list-style-type: none"> • E-Modules • SEAB 	<ul style="list-style-type: none"> • Identifies relationship with and among family members in extended family. • To learn to accept differences. • Respect diversity. 	<ul style="list-style-type: none"> • Name the following • Correct the wrong statements • Question and Answer (Short and Long) • Definitions
<p>L2. The Universe</p> <ul style="list-style-type: none"> • Solar System • Planets • Stars • Satellites • Comets and Asteroids 	<ul style="list-style-type: none"> • To list the heavenly bodies. • Know about the movements of planets. • To distinguish between planets and stars. 	<p>To understand that</p> <ul style="list-style-type: none"> • Sun is the head of the solar system. • The Sun is at the center and all planets move around it. • The Sun is made up of hot gases. 	<p>L2 Activity: Create your own mnemonic.</p> <p>Resources:</p> <ul style="list-style-type: none"> • E-Modules • SEAB • The Solar System (SST Lab) 	<ul style="list-style-type: none"> • Enhance Spatial Intelligence. • Understand the role of the universe in our life. 	<ul style="list-style-type: none"> • Name the following • Correct the wrong statements • Question and Answer (Short and Long) • Definitions • Diagram

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
<p>L 3. Our Planet Earth</p> <ul style="list-style-type: none"> ➤ The Shape of the Earth ➤ Life on the Earth <ul style="list-style-type: none"> • Water • Temperature • The Blue Planet • Continents • Oceans 	<ul style="list-style-type: none"> • To recognize the shape of the Earth. • Explain why life is possible on the Earth? 	<p>To understand that</p> <ul style="list-style-type: none"> • Life on Earth exists because it has air, water and the right temperature. • The large oceans keep the temperatures on Earth stable, which is necessary to maintain life. 	<p>L 3 Activity:</p> <ul style="list-style-type: none"> • Locate all the Continents and Oceans on a world map. <p>Resources:</p> <ul style="list-style-type: none"> • E-Modules • SEAB • Student’s Planetarium (SST Lab) 	<ul style="list-style-type: none"> • To locate continents and oceans on the world map • To understand the importance of continents and oceans and the need to preserve our natural resources. 	<ul style="list-style-type: none"> • Mind Map • Correct the wrong statements • MCQ • Map Work • Answer the following questions
<p>L 4. Air Around Us</p> <ul style="list-style-type: none"> ➤ Atmosphere • Importance of the Atmosphere ➤ Air Pollution • Preventing Air Pollution 	<ul style="list-style-type: none"> • To define atmosphere. • To understand the importance of the atmosphere • To identify the preventive measures that need to be taken to fight against air pollution. 	<ul style="list-style-type: none"> • To understand that to live a healthy life, we must keep our environment clean. 	<p>L 4Activity: Slogan writing.</p> <p>Resource:</p> <ul style="list-style-type: none"> • E-Modules • SEAB 	<ul style="list-style-type: none"> • Analyzes factors contributing to pollution in their surroundings and lists measures to prevent it. 	<ul style="list-style-type: none"> • MCQ • Mind Maps • Definitions • Answer the following questions.

Month: JULY-AUGUST

No. of working days:39

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
<p>L 5 Water on the Earth</p> <ul style="list-style-type: none"> • Importance of Water • Forms of Water • Water Cycle • Sources of Water • Water Pollution • Preventing Water Pollution • Save Water <p>L 6. Travel and Communicate Transport</p> <ul style="list-style-type: none"> • Land Transport • Water Transport • Air Transport <p>Communication</p> <ul style="list-style-type: none"> • Means of Communication • Personal and Mass Communication 	<ul style="list-style-type: none"> • To understand the importance of water. • Name the different forms of water. • Identify different sources of water. • List various method of purifying water. <ul style="list-style-type: none"> • Differentiate between the modes of transport in India-land, water and air. • Identify the major forms of communication in India. 	<ul style="list-style-type: none"> • To understand that all living things need water to live. We need water just like food and air to survive. <p>To understand that</p> <ul style="list-style-type: none"> • Vehicles are not used to for travelling, it's also used for transportation. • Communication means sharing our thoughts, feeling, and information with others. 	<p>L 5 Activity: Poster making 'Save water'</p> <p>Resource:</p> <ul style="list-style-type: none"> • Groundwater (SST Lab) • An Irrigation Dam (SST Lab) • E-Modules • SEAB <p>L 6 Activity: • Research Find out the name of some newspapers available in your city.</p> <ul style="list-style-type: none"> • Field Visit: Visit a nearby post office and find out the cost of a postcard, an inland letter. <p>Resource:</p> <ul style="list-style-type: none"> • E-Modules • SEAB 	<p>Importance of judicious use of natural resources such as water.</p> <ul style="list-style-type: none"> • Understand the sequence of evolution of transport and the importance of wheel in transportation • Realize the importance of communication. 	<ul style="list-style-type: none"> • MCQ • Name the following • Mind Map • Answer the following questions • Definitions • Activity <ul style="list-style-type: none"> • Name the following • Correct the wrong statements • Mind Maps • Question and Answer (Short and Long) • Definitions

Month: JULY-AUGUST

No. of working days:39

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
<p>L 7 Finding Places</p> <ul style="list-style-type: none"> • Directions • Sketch • Maps • Globe <p>L 8 India: Physical</p> <ul style="list-style-type: none"> ➤ Physical Divisions of India • The Northern Mountains • The Northern Plains • The Deccan Plateau • The Great Indian Desert • Coastal Plains • The Islands 	<ul style="list-style-type: none"> • To find the direction using compass. • Name the cardinal directions and sub directions. • Discuss what are sketches? • Differentiate between a map and a globe. <ul style="list-style-type: none"> • To identify and list the different Indian landforms. • To know where each landform is located in India. • To describe the features of landforms. 	<ul style="list-style-type: none"> • To understand that a compass is an instrument used to find directions. It has a needle that always points to the North. <p>To understand that</p> <ul style="list-style-type: none"> • India is a beautiful country with varied landforms. • India is called as a land of diversity. 	<p>L 7 Activity:</p> <ul style="list-style-type: none"> • Make a rough sketch of the route you take to reach school from your home. <p>Resources:</p> <ul style="list-style-type: none"> • E-Modules • SEAB • Compass - Direction • Globe (Cognitech Zone) <p>L 8 Activity:</p> <ul style="list-style-type: none"> • Map work <p>On the outline map of India, mark the following: States and capitals, Union Territory, Physical divisions of India.</p> <p>Resources: Map of India E-Modules SEAB</p>	<ul style="list-style-type: none"> • Identifies directions, location of objects/ place in simple maps (of home/ classroom/ school) using signs/symbols/ verbally. <ul style="list-style-type: none"> • To locate physical features of India such as— mountains, plateaus, plains, rivers, desert on the map of India. 	<ul style="list-style-type: none"> • Correct the wrong statements • Mind Maps • Question and Answer (Short and Long) • Definitions <ul style="list-style-type: none"> • Map Skills • Name the following • Question and answer (Short and Long) • Definitions

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based			
<p>L 9 India: Political</p> <ul style="list-style-type: none"> ➤ Our neighboring countries ➤ Political Divisions of India ➤ Government in India 	<ul style="list-style-type: none"> • To name the neighboring countries of India. • List the names of Indian states and union territories. • Define what is a government and why do we need it at different levels? 	<ul style="list-style-type: none"> • To know that India and its neighbors covers a large portion of Asia and these countries together are known as subcontinent. • To understand the basic role of government in running a country. 	<p>L 9 Activity:</p> <ul style="list-style-type: none"> • Map work <p>On the outline map of India, mark the following: States and capitals, Union Territory, Neighboring countries of India.</p> <p>Resources:</p> <ul style="list-style-type: none"> • Map of India (Physical and Political) • E-Modules • SEAB 	<ul style="list-style-type: none"> • Explore maps for locating States/UTs of India and its neighboring countries, physical feature of India such as mountains, plateaus, plains, deserts, rivers. 	<ul style="list-style-type: none"> • Map Skills • Objective questions • Question and Answer (Short and Long)
<p>L 10 Metro Cities of India -I</p> <ul style="list-style-type: none"> ➤ Delhi • Places of Interest ➤ Mumbai Places to Visit 	<ul style="list-style-type: none"> • To identify the capital of India. • Describe the life in Mumbai. • List the major tourist attraction and historical monuments of Delhi and Mumbai. 	<p>To understand that</p> <ul style="list-style-type: none"> • A metropolitan city is the largest, busiest and most important city in a country. • Delhi is also called the National Capital Territory (NCT). 	<p>L 10 Activity:</p> <p>Write at least 5 ways to protect monuments of India. PPT about Indian monuments</p> <p>Resources:</p> <ul style="list-style-type: none"> • E-Modules • SEAB 	<ul style="list-style-type: none"> • To understand that topography affect climate in different cities. • Delhi has an extreme type of climate. • Mumbai has a wet and dry climate, as it is located along the Arabian Sea. 	<ul style="list-style-type: none"> • Correct the wrong statements. • Objective questions. • Question and Answer (Short and Long)

Month: NOVEMBER-DECEMBER

No. of working days:38

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based			
<p>L 11 Metro Cities of India II</p> <ul style="list-style-type: none"> ➤ Kolkata • Places of Interest ➤ Chennai • Places to Visit <p>L 12 More Indian Cities</p> <ul style="list-style-type: none"> ➤ Bengaluru ➤ Chandigarh ➤ Guwahati ➤ Hyderabad ➤ Jaipur ➤ Lucknow Ahmedabad 	<ul style="list-style-type: none"> • Understand the climate and life of Kolkata and Chennai. • Learn about the historical importance of Kolkata and Chennai. • To identify the major tourist attractions of Kolkata and Chennai. <ul style="list-style-type: none"> • To learn about more Indian cities. • To understand the cultural diversities of these cities. 	<p>To know that</p> <ul style="list-style-type: none"> • The Kolkata was the first capital of British India and has the oldest river port of India. • Chennai is an old city, the British built Fort St. George their first building in India. <ul style="list-style-type: none"> • To understand that, India is a large country and each state and city has a distinct culture with different types of food and different kinds of clothes. 	<p>L II Activity: Research Based List the names of famous personalities (at least 5) from Kolkata and Chennai in the field of sports, Literature, Science, Music.</p> <p>Resources:</p> <ul style="list-style-type: none"> • E-Modules • SEAB <p>L 12 Group Activity: Research Based In Hindi we say 'Namaskar' to greet our elders. Find out how to greet our elders in other languages.</p> <p>Resources:</p> <ul style="list-style-type: none"> • E-Modules • SEAB 	<ul style="list-style-type: none"> • To understand that topography affect climate in different cities <ul style="list-style-type: none"> • Describe the implications of India's w.r.t art, music and dance. 	<ul style="list-style-type: none"> • Objective questions • Question and Answer (Short and Long) • Quiz <ul style="list-style-type: none"> • Objective question • Question and Answer (Short and Long) • MCQ • Presentation

Month: NOVEMBER-DECEMBER

No. of working days:38

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
<p>L 13 Culture of India</p> <ul style="list-style-type: none"> ➤ Food ➤ Clothing <p>Music and Dance</p> <p>L 14 Occupations in India</p> <ul style="list-style-type: none"> ➤ From Grain to Flour ➤ From Fiber to Cloth ➤ Arts and Crafts of India 	<ul style="list-style-type: none"> • Able to differentiate between the food habits of different states of India. • Discuss about the various food grains that are produced and consumed in India. • To Identify the different occupations of India. • Describe how we get flour from agriculture. • Know about the arts and crafts of India 	<p>To understand that</p> <ul style="list-style-type: none"> • India is a diverse country. • Varied food items are found in different regions. • India has a rich heritage of music and dance. • To understand that most of the products that we use in our daily lives are made with raw materials grown by the farmers. Industries are the places where raw materials are processed to make the final goods or finished products. 	<p>L 13 Group Activity Make a collage of different types of food, clothing, music and dance from India. Resources:</p> <ul style="list-style-type: none"> • E-Modules • SEAB <p>L 14 Group Activity:</p> <ul style="list-style-type: none"> • Collect different types of grains, put them in small packets. Paste it on chart paper and label the grains. <p>Resources:</p> <ul style="list-style-type: none"> • E-Modules • SEAB 	<ul style="list-style-type: none"> • Learn to live together in a diverse society. • Understanding the importance of respecting and accepting the diversity in people. • Identify factors responsible for opportunities of different occupations undertaken in rural and urban areas 	<ul style="list-style-type: none"> • Question and Answer (Short and Long) • MCQ • Objective questions • Quiz • Question and Answer (Short and Long) • MCQ • Activities • Objective questions

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
<p>L 15 Understanding the Past</p> <ul style="list-style-type: none"> ➤ Past, Present and Future ➤ What is History? ➤ Sources of History ➤ Timelines 	<ul style="list-style-type: none"> • To define History. • List the various sources of History. 	<p>To understand that</p> <ul style="list-style-type: none"> • The study of history prepares us for the future. • Objects used by people who lived long ago are called sources of history. 	<p>L 15 Activity Based on currency</p> <p>Resources:</p> <ul style="list-style-type: none"> • E-Modules • SEAB 	<ul style="list-style-type: none"> • To understand the concept of past, present, and future by creating timelines based on narratives. 	<ul style="list-style-type: none"> • MCQ • Definitions • Answer the following questions
<p>L 16 Early Humans</p> <ul style="list-style-type: none"> ➤ Hunter-gathers ➤ Shelter and Clothing ➤ Tools ➤ Language and Art ➤ From Hunter – Gathers to Shelters ➤ Discovery of Fire ➤ Invention of Wheel 	<ul style="list-style-type: none"> • Discuss about the life of the early humans. • Know about the shelter, clothing and the tools used by the early humans • To understand how hunter gathers became settlers • To know how fire and wheels were discovered. 	<ul style="list-style-type: none"> • To understand the life of early humans. 	<p>L 16 Activity:</p> <ul style="list-style-type: none"> • Paint the pot <p>Resources:</p> <ul style="list-style-type: none"> • E-Modules • SEAB 	<ul style="list-style-type: none"> • Identifies different types of sources (archaeological, literary etc.) and describes their use in reconstruction of history of this period. • To appreciate the human struggle of survival from early human to a modern human. 	<ul style="list-style-type: none"> • Name the following • Mind map • Short notes • Question and Answer (Short and Long)

ANNUAL CURRICULUM PLAN (2022-23)

STEP: III

SUBJECT: SCIENCE

Book/s : Wow Science Book

Months: April-May

No.of working days: 36

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
Chapter 1: Classifying Things Chapter 2: Living and non-living things Chapter 3: Plants Chapter4: Animals	<ul style="list-style-type: none"> ● What is classification ● Classifying things in different ways ● Categorizing things using tables and diagrams ● Characteristics of living and non-living things ● Describing the diversity of things as living and non-living things ● Names of parts of a plant ● Characteristics of plants ● Difference between flowering and non-flowering plants ● Characteristics of animals based on their physical appearance ● Difference in animals based on their outer coverings ● Classification based on eating habits of animals 	<ul style="list-style-type: none"> ● Importance of classification ● How to classify things in daily life ● Importance of using tables and diagrams ● Identification of living and non-living things ● Comparing plants with other organisms like animals and human beings ● Identification of parts of the plant ● Identifies simple features (e.g., shape, colour, aroma, where they grow, eating habits, sounds of animals and birds etc.) of flowers, roots and fruits and animals in immediate surroundings. 	<p>Activities:</p> <ul style="list-style-type: none"> ● Group Discussion ● Nature Walk ● Show and tell ● Story telling ● Project ● Experiment (science Kit) <p>Resources:</p> <ul style="list-style-type: none"> ● E-Modules ● Paper puppets ● Mind map ● Edutech tool – Video, quiz ● SEAB – <p>Classifying things (pg.1) Living and non-living things (pg.2-4) Plants (pg.5-6) Animal (pg.7-8)</p>	<ul style="list-style-type: none"> ● Understanding about natural phenomenon and natural resources ● Vocabulary building (Science words) ● Identifies simple observable features (e.g. shape, colour, texture, aroma) of leaves, trunk and bark of plants in immediate surroundings ● Identifies simple features (e.g. movement, at places found/kept, eating habits, sounds) of animals and birds) in the immediate surroundings 	<ul style="list-style-type: none"> ● Written class Test/UT <p>Classifying things Living and non-living things Plants Animals</p> <p>All chapters</p> <ul style="list-style-type: none"> ● Worksheets ● Dictation ● Project work ● Objective type questions ● One-word answers ● Short answer type questions

Months: September-October

No.of working days: 37

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
<p>Chapter 7: Human body system</p> <p>Chapter 8: Plant body system</p>	<ul style="list-style-type: none"> ● What are organs and organ system ● How do organ systems work together? ● Process of digestion in digestive system ● Functions of circulatory and excretory systems ● How parts of a plant help them to grow ● Understand the process of photosynthesis ● Process of germination ● Types of roots 	<ul style="list-style-type: none"> ● Know about what to eat, what not to eat ● Knowledge about our body parts and how they work ● Relates processes and phenomenon with causes, e.g., deficiency diseases with diet; adaptations of animals and plants with their habitats; etc. ● Difference between plant body and human body system 	<p>Activities:</p> <ul style="list-style-type: none"> ● Group Discussion ● Science Kit ● Model ● Experiments ● Seed germination ● Role Play ● Project work <p>Resources:</p> <ul style="list-style-type: none"> ● E-Modules ● Diagrams ● Flow chart ● Model ● Mind map ● Edutech tool – Video ● SEAB – Human body (pg.16-18) Plant body system (pg.19-21) 	<ul style="list-style-type: none"> ● Understanding about how things work ● Identification between healthy and unhealthy food ● Identification between plant body system and human body system 	<ul style="list-style-type: none"> ● Written class Test/UT <p>Human body system Plant body system</p> <ul style="list-style-type: none"> ● All chapters <p>Worksheets Dictation Project work Objective type questions One-word answers Short answer type questions</p>

Months: November- December

No.of working days: 42

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based			
Chapter 9: Magnet and Force	<ul style="list-style-type: none"> ● How forces work ● What is magnetic force and gravitational force ● Characteristics of a magnet ● Comparison between magnetic and non-magnetic materials ● Physical quantities 	<ul style="list-style-type: none"> ● How forces affect us ● Identification of magnetic and non-magnetic materials ● How to do simple calculations in daily life ● Knowledge about weighing machines 	<p>Activities:</p> <ul style="list-style-type: none"> ● Group Discussion ● Science Kit ● Food chain table ● Game <p>Resources:</p> <ul style="list-style-type: none"> ● E-Modules ● Diagrams ● Model ● Flow chart ● Edutech tool – Video, quiz ● SEAB – <p>Magnet and force (pg.22-23)</p>	<ul style="list-style-type: none"> ● Understanding the mechanism of how things work ● Guesses properties, estimates quantities; of materials/activities in daily life and verifies using symbols/non-standard units (hand spans, spoon/mugs, etc.) ● Vocabulary building (science words) 	<ul style="list-style-type: none"> ● Written class Test/UT Force and work Measurement Our Environment ● All chapters Worksheets Dictation Project work Objective type questions One-word answers Short answer type questions
Chapter 10: Measurement	<ul style="list-style-type: none"> ● Measurement and SI units ● Measurement of length ● Importance of estimation ● Measurement of time and its units ● The living organisms and their surroundings ● Structural and behavior adaptations 	<ul style="list-style-type: none"> ● Application of estimation ● Importance of plants and wildlife and how to save them ● How to save our environment ● Opting for measures to reduce pollution ● Understanding of food chain 	<p>Measurement (pg.24-25)</p> <p>Our Environment (pg.26-27)</p>		
Chapter 11: Our Environment	<ul style="list-style-type: none"> ● Causes of different types of pollution ● Interdependence among organisms 				

Months: January-March

No.of working days: 38

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
Chapter 12: Energy Chapter 13: Light Chapter 14: Sound	<ul style="list-style-type: none"> ● What is energy ● Why we need energy ● Different forms of energy ● Sources of energy ● Light travels along a straight line, Reflection of light, Shadows, Real and Virtual images ● Recognising the sources of light ● Investigate if different materials allow light to pass through ● How sounds are produced ● How we hear sounds 	<ul style="list-style-type: none"> ● What are the types of energy that can be obtained by sun? ● How solar energy is useful to us. ● How we get energy ● Light help us to see things ● Natural resource of light ● Artificial sources of light ● Identification of pleasant and unpleasant sounds ● How sounds are useful to us 	<p>Activities:</p> <ul style="list-style-type: none"> ● Group Discussion ● Science Kit ● Working model ● Experiments ● Game (whisper game, hide and seek) <p>Resources:</p> <ul style="list-style-type: none"> ● E-Modules ● Flow chart ● Model ● Edutech tool – Video ● SEAB – <p>Light (pg. 27-28) Heat and Temperature (pg. 29-30)</p>	<ul style="list-style-type: none"> ● Scientific attitude ● Understanding about natural phenomenon and natural resources ● Identifying different sources of energy ● Identification of different materials (transparent, opaque, translucent) 	<ul style="list-style-type: none"> ● Written class Test/UT Human body: Nutrition and organ system Plant body system ● All chapters Worksheets Dictation Project work Objective type questions One-word answers Short answer type questions

ANNUAL CURRICULUM PLAN (2022-23)

STEP: III

SUBJECT: COMPUTER

Book : Wow Compu-Bytes

Months : April – May

No. of Working Days : 16

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based			
Chapter 1: Introduction to Computer Chapter 2 :Use of computers in different fields	<p>Chapter 1: Introduction to Computer: Features of computers; Understand the IPO cycle; know how a computer works; tell different types of computers</p> <p>Chapter 2: Use of computers in different fields Tell different fields where computers are used; list the various uses of computers</p>	<p>Chapter 1: Introduction to Computer: Who is the father of computer? Types of computers</p> <p>Chapter 2: Use of computers in different fields Use of computer in our daily life. Tell students that computer is a versatile machine that can be used for doing many things. The use of computers in different departments of the school.</p>	<p>Lab Activity</p> <p>Group discussion</p> <p>Project work</p> <p>Online links</p>	<p>IT skills</p> <p>Teamwork & cooperation</p> <p>Logical thinking</p>	<p>Worksheets</p> <p>Brain Teaser</p> <p>Quiz</p> <p>Notebook work</p>

Months : July - August

No. of Working Days : 16

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based			
Chapter 3: Computer Hardware and Software Chapter 4: The Operating System- Windows 10	<p>Chapter 3: Computer Hardware and Software Define computer hardware and software; tell examples of computer hardware; understand the need of software; distinguish between hardware and software.</p> <p>Chapter 4: The Operating System- Windows 10 Understand the role of an operating system; list of different operating system; recognize and locate the components of windows 10 desktop; view and arrange icons of desktop; change background picture of the desktop.</p>	<p>Chapter 3: Computer Hardware and Software Different component of computer to introduce computer hardware. Uses of software when installed in computer. Role of an operating system.</p> <p>Chapter 4: Enhancing a presentation Operating system and its basic functions. To make them understand different features of operating system. Change the background of the desktop.</p>	<p>Lab Activity</p> <p>Group discussion</p> <p>Project work</p>	<p>IT skills</p> <p>Teamwork & cooperation</p> <p>Analysis</p> <p>Organization</p> <p>Creativity</p> <p>Logical thinking</p> <p>Problem Solving</p>	<p>Worksheets</p> <p>Brain Teaser Quiz</p> <p>Notebook work</p>

Months : September - October

No. of Working Days : 14

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
Chapter 5: Drawing tools in paint Chapter 6: Stepwise Thinking	<p>Chapter 5: Drawing tools in paint Launch paint program; use different tools in paint; save and open a saved drawing; open new canvas; exit the paint program.</p> <p>Chapter 6: Stepwise Thinking To understand the importance of listing steps to perform an activity.</p>	<p>Chapter 5: Drawing tools in paint How to open and use paint.</p> <p>Chapter 6: Stepwise Thinking Steps to ON and OFF a computer, fan, mobile and other gadgets.</p>	Lab Activity Group discussion Project work Online Links	IT skills Teamwork & cooperation Analysis Organization Creativity Logical thinking Problem Solving	Worksheets Brain Teasers Quiz Notebook work

Months: November - December

No. of Working Days : 14

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
Chapter 7: Play with Turtle - Logo	<p>Chapter 7: Play with Turtle - Logo About the LOGO; LOGO interface; Use of basic LOGO primitive</p>	<p>Chapter 7: Play with Turtle - Logo Discuss the task can be done with LOGO. Write simple programs to draw shapes in LOGO.</p>	<p>Lab Activity Group discussion Project work</p>	<p>IT skills Teamwork & cooperation Analysis Organization Creativity Logical thinking Problem Solving</p>	<p>Worksheets Brain Teaser Quiz Notebook work</p>

Months : January - February

No. of Working Days : 10

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
Chapter 8: Fun with Sprite-Scratch	<p>Chapter 8: Fun with Sprite-Scratch</p> <p>About scratch; explain the scratch interface; create and execute scripts in scratch</p>	<p>Chapter 8: Fun with Sprite-Scratch</p> <p>Create and execute a simple script</p>	<p>Lab Activity</p> <p>Group discussion</p> <p>Project work</p> <p>Online links</p>	<p>IT skills</p> <p>Teamwork & cooperation</p> <p>Analysis</p> <p>Organization</p> <p>Creativity</p> <p>Logical thinking</p> <p>Problem Solving</p>	<p>Worksheets</p> <p>Brain Teaser</p> <p>Quiz</p> <p>Notebook work</p>

ANNUAL CURRICULUM PLAN (2022-23)

STEP : III

SUBJECT : MUSIC

Months : April – May

No. of working days : 8

CONTENT	TECHNIQUES/ RESOURCES USED	SKILL DEVELOPMENT	AREAS OF ASSESSMENT/OBSERVATION
Performance on Earth Day Mother's day performance Prayers- (Itni shakti humein de na) School Songs-(janam diya ishwar ne) National Anthem National Songs Music Day	<ul style="list-style-type: none">● Tanpura● Keyboard● Tabla● Audio Recording● Lyrics Sheet	<ul style="list-style-type: none">● Voice modulation<ul style="list-style-type: none">● Knowledge of Ragas, beat, rhythm● Practical voice training, discipline	<ul style="list-style-type: none">● Melody● Rhythm● Voice Quality● Alignment with Scale

Months: July –August
No. of working days : 8

CONTENT	TECHNIQUES/ RESOURCES USED	SKILL DEVELOPMENT	AREAS OF ASSESSMENT/OBSERVATION
<p>Guru Purnima</p> <p>Performance on World nature conv. Day</p> <p>Performance on Independence Day</p> <p>Performance on Janmashtami</p> <p>Performance on teacher’s day</p> <p>Performance on Dussehra</p> <p>Rakshabandhan</p>	<ul style="list-style-type: none"> ● Tanpura ● Keyboard ● Tabla ● Audio Recording ● Lyrics Sheet ● The task-based approach focused on the skills and competencies students actually need 	<ul style="list-style-type: none"> ● Voice modulation ● Knowledge of Ragas, beat, rhythm ● Respect for diverse music learning style ● Practical voice training, discipline 	<ul style="list-style-type: none"> ● Melody ● Rhythm ● Voice Quality ● Alignment with Scale

Months : September-October

No. of working days : 7

CONTENT	TECHNIQUES/ RESOURCES USED	SKILL DEVELOPMENT	AREAS OF ASSESSMENT/OBSERVATION
Performance on teacher's day Performance on Dussehra Performance on Gandhi Jayanti Keyboard Basic Notes Performance on Diwali Alankaar	<ul style="list-style-type: none">● Tanpura● Keyboard● Tabla● Audio Recording● Lyrics Sheet	<ul style="list-style-type: none">● Voice modulation● Knowledge of Ragas, beat, rhythm● Respect for diverse music learning style● Practical voice training, discipline	<ul style="list-style-type: none">● Melody● Rhythm● Voice Quality● Alignment with Scale

Months: November-December

No. of working days : 6

CONTENT	TECHNIQUES/ RESOURCES USED	SKILL DEVELOPMENT	AREAS OF ASSESSMENT/OBSERVATION
Performance on Children's day Raag yaman Taals- Ektaal, Teentaal Inter School Competetion Hindi Prayers- (aye malik tere bande hum) English Prayers-(we the Vijnathemes) Annual Day Performance on Christmas day	<ul style="list-style-type: none">● Tanpura● Keyboard● Tabla● Audio Recording● Lyrics Sheet	<ul style="list-style-type: none">● Voice modulation● Knowledge of Ragas, beat, rhythm● Respect for diverse music learning style● Practical voice training, discipline	<ul style="list-style-type: none">● Melody● Rhythm● Voice Quality● Alignment with Scale

Months : January -February- March

No. of working days : 5

CONTENT	TECHNIQUES/ RESOURCES USED	SKILL DEVELOPMENT	AREAS OF ASSESSMENT/OBSERVATION
BGS Day Republic Day Basant Panchami Maha Shivratri	<ul style="list-style-type: none">● Tanpura● Keyboard● Tabla● Audio Recording● Lyrics Sheet	<ul style="list-style-type: none">● Voice modulation● Knowledge of Ragas, beat, rhythm● Respect for diverse music learning style● Practical voice training, discipline	<ul style="list-style-type: none">● Melody● Rhythm● Voice Quality● Alignment with Scale

ANNUAL CURRICULUM PLAN (2022-23)

STEP: III

SUBJECT: DANCE

Months: April – May

No. of Working Days: 8

CONTENT	TECHNIQUES/ RESOURCES USED	SKILL DEVELOPMENT	AREAS OF ASSESSMENT/ OBSERVATION
Kathak basic(teentaal) Guru vandana Mothers day special	<ul style="list-style-type: none">● Audio - Visual Aids: Video clips● Dance training with the help of sound system and other related equipment● The task-based approach focused on the skills and competencies	<ul style="list-style-type: none">● Development of keen sense of Rhythm & Balance● Knowledge & respect for diverse Indian culture● Development of the effective psychomotor domain	<ul style="list-style-type: none">● Activities● Rhythm● Coordination● Expression

Months : July - August

No. of Working Days : 8

CONTENT	TECHNIQUES/ RESOURCES USED	SKILL DEVELOPMENT	AREAS OF ASSESSMENT/ OBSERVATION
Patriotic theme (Independence day) Sibling relationship (raksha bandhan)	<ul style="list-style-type: none">● The task-based approach focused on the skills and competencies● Audio - Visual Aids: Video clips● Dance training with the help of sound system and other related equipment	<ul style="list-style-type: none">● Development of the effective psychomotor domain● Development of keen sense of Rhythm & Balance● Knowledge & respect for diverse Indian culture & heritage	<ul style="list-style-type: none">● Activities● Rhythm● Coordination● Expression

Months : September - October

No. of Working Days: 7

CONTENT	TECHNIQUES/ RESOURCES USED	SKILL DEVELOPMENT	AREAS OF ASSESSMENT/ OBSERVATION
Dussehra special Patriotic theme(Gandhi jyanti)	<ul style="list-style-type: none">● The task-based approach focused on the skills and competencies● Audio - Visual Aids: Video clips● Dance training with the help of sound system and other related equipment	<ul style="list-style-type: none">● Development of the effective psychomotor domain● Development of keen sense of Rhythm & Balance● Knowledge & respect for diverse Indian culture & heritage	<ul style="list-style-type: none">● Activities● Rhythm● Coordination● Expression

Months: November - December

No. of Working Days : 7

CONTENT	TECHNIQUES/ RESOURCES USED	SKILL DEVELOPMENT	AREAS OF ASSESSMENT/ OBSERVATION
Children's day Christmas day special	<ul style="list-style-type: none">● The task-based approach focused on the skills and competencies● Audio - Visual Aids: Video clips● Dance training with the help of sound system and other related equipment	<ul style="list-style-type: none">● Development of the effective psychomotor domain● Development of keen sense of Rhythm & Balance● Knowledge & respect for diverse Indian culture & heritage	<ul style="list-style-type: none">● Activities● Rhythm● Coordination● Expression

Months: January - February

No. of Working Days: 10

CONTENT	TECHNIQUES/ RESOURCES USED	SKILL DEVELOPMENT	AREAS OF ASSESSMENT/ OBSERVATION
Republic day special BGS Day Celebration	<ul style="list-style-type: none">● The task-based approach focused on the skills and competencies● Audio - Visual Aids: Video clips● Dance training with the help of sound system and other related equipment	<ul style="list-style-type: none">● Development of the effective psychomotor domain● Development of keen sense of Rhythm & Balance● Knowledge & respect for diverse Indian culture & heritage	<ul style="list-style-type: none">● Activities● Rhythm● Coordination● Expression

ANNUAL CURRICULUM PLAN: 2022-2023

STEP - III

SUBJECT : ART AND CRAFT

Book – Aesthetics (Art & Activity)

Months : April -May

No. of working days: 8

CHAPTER/TOPIC	TECHNIQUES USED	SKILL DEVELOPMENT	AREAS OF OBSERVATION
1-Hibiscus 2-Deer 3-Hen and Chicks (Colour and Activity) 4-Healthy Fruits 5-Happy Baisakhi (colour and Activity) 6-Fishes (Colour and Activity) 7- Xebec 8-Magician (Activity)	<ul style="list-style-type: none">● Free hand drawing● Draw and color● Tear and pasting● Oil pastel colourig	<ul style="list-style-type: none">● Self-expression● Observation● Exploration● Aesthetic sense● Spatial comprehension● Colour sense● Fine motor skills● Drawing● Tracing● Focus● Perspective● Confidence● Perseverance● Simple coordination	<ul style="list-style-type: none">● Imagination● Creativity● Colour sense● Strokes● Neatness

Months : July - August

No. of working days: 8

CHAPTER/TOPIC	TECHNIQUES USED	SKILL DEVELOPMENT	AREAS OF OBSERVATION
9-Cute Reindeer 10-Independence Day 11- Crow Scarers 12-Rainy Day 13-Step TO Draw 14- Rakhi (Activity) 15-Beach 16-steps TO Draw 17-Janmashtami	<ul style="list-style-type: none">● Colouring with crayons● Free hand drawing● Ear Bud impression● Sequins and googli eyes pasting● Lady finger impression	<ul style="list-style-type: none">● Self-expression● Observation● Exploration● Aesthetic sense● Spatial comprehension● Colour sense● Fine motor skills● Drawing● Tracing● Focus● Perspective● Simple coordination	<ul style="list-style-type: none">● Imagination● Creativity● Colour sense● Strokes● Neatness

Months: September- October

No. of working days: 7

CHAPTER/TOPIC	TECHNIQUES USED	SKILL DEVELOPMENT	AREAS OF OBSERVATION
18-Tree Plantation 19-Stencil Art (Colour and Activity) 20-Scenery 21-Durga Puja (Colour and Activity) 22- Funny Jocker 23- Lion 24- The Ravana 25-Village Scene (Activity)	<ul style="list-style-type: none">● Colouring with crayons● Free hand drawing● Object tracing● Stencil Art● Sticker pasting● Tear and paste	<ul style="list-style-type: none">● Self-expression● Observation● Exploration● Aesthetic sense● Spatial comprehension● Colour sense● Fine motor skills● Drawing● Tracing● Focus● Perspective● Simple coordination	<ul style="list-style-type: none">● Imagination● Creativity● Colour sense● Strokes● Neatness

Months: November - December

No. of working days: 6

CHAPTER/TOPIC	TECHNIQUES USED	SKILL DEVELOPMENT	AREAS OF OBSERVATION
26-Rath (Colour and Activity) 27-Tree (Activity) 28-Eid -Mubarak 29- Bat (Colour and Activity) 30-White Elephant 31-Forest Scene 32-Little Pengu (Colour and Activity)	<ul style="list-style-type: none">● Colouring with crayons● Matchstick, goggly eyes, Woodust pasting● Tear and paste● Cotton pasting● Shape/ Line tracing● Colour mixing	<ul style="list-style-type: none">● Self-expression● Observation● Exploration● Aesthetic sense● Spatial comprehension● Colour sense● Fine motor skills● Drawing● Tracing● Focus● Perspective● Simple coordination	<ul style="list-style-type: none">● Imagination● Creativity● Colour sense● Strokes● Neatness

Months : January - February

No. of working days: 6

CHAPTER/TOPIC	TECHNIQUES USED	SKILL DEVELOPMENT	AREAS OF OBSERVATION
33-Happy Republic Day 34-Clock Tower (Colour and Activity) 35-Hey!Its A Goal 37-Holi Splash 37-poster Design	<ul style="list-style-type: none">● Colouring with crayons● Free hand drawing● Ice-cream sticks, match sticks pasting	<ul style="list-style-type: none">● Self-expression● Observation● Exploration● Aesthetic sense● Colour sense● Fine motor skills● Drawing● Focus● Perspective● Simple coordination	<ul style="list-style-type: none">● Imagination● Creativity● Colour sense● Strokes● Neatness

ANNUAL CURRICULUM PLAN (2022–23)**SUBJECT: SCHOOL CINEMA****STEP: III**

We, at BGS, have designed a Life Skills Program that enables every child to imbibe the values which instill the right kind of attitude to develop various life skills and create a serene environment for self and the people around him/her.

MONTH	MODULE(S)	Values	Attitudes	Life Skills	Expected Learning Outcomes
APRIL	Visit The Dentist	Change, Support	Optimism, Courage, Confidence	Problem Solving, Coping with Stress.	Students become aware that not being scared of things.
MAY	Mama's New Job	Support, Change, Respect.	Consideration, Openness, Sensitivity	Decision Making, Empathy, Interpersonal Skills.	Students become sensitivity towards others.
JULY	Too Much Tv	Innovation, Logic and Reason, Exploration	Discipline	Self-Awareness, Decision Making, Creative Thinking.	Students become getting rid of bad habits.
AUGUST	Count Their Blessings	Contentment, Love, Family.	Self-Acceptance, Gratitude	Self-Awareness, Decision Making, Coping with Emotions.	To accept that gratefulness for what you have.
SEPTEMBER	Get The Gimmies	Contentment, Logic and Reason	Self-Control, Obedience	Self-Awareness, Decision Making.	To understand that not being greedy.
OCTOBER	Too Much Junk Food	Self-Awareness, Decision Making, Critical Thinking	Health, Fitness, Perseverance	Motivation, Responsibility	To understand importance of healthy eating and exercise.
NOVEMBER	Too Small for The Team	Communication, Problem Solving, Interpersonal Skills.	Perseverance, Respect, Altruism, Support, Cooperation.	Team Work, Optimism, Openness.	To make the students understand being a good team player can make wonderful changes.
DECEMBER	Say Please and Thank You	Self-Awareness, Interpersonal Skills.	Love, Relationships.	Sensitivity, Kindness, Politeness.	Need to accept minding your manners.
JANUARY	Catch The Bus	Self-Awareness, Decision Making, Critical Thinking	Time, Respect.	Discipline, Accountability, Responsibility.	To understand the Importance of being on time.
FEBRUARY	Think Of Those in Need	Interpersonal Skills, Empathy	Generosity, Friendship, Care.	Selflessness, Sharing, Kindness.	To accept sharing with other makes us happy.

ANNUAL CURRICULUM PLAN (2022-2023)

STEP: II-V

SUBJECT – GENERAL AWARENESS

General Awareness is the knowledge of facts, innovations, and happenings around the world. It is dealt with a non-subjective approach. We, at BGS, have adapted a structured program that enhances the growth in knowledge along with igniting the curiosity in young minds.

The General Awareness Program (GAP) is designed on a simple theory of Knowledge – Communication – Confidence - Success

Knowledge: Increase our knowledge of the world

Communication: The more you know; the better you communicate.

Confidence: The better you communicate; the more confidence you gain.

Success: The more confidence you gain; the more success you embrace.

PROGRAM: KNOWLEDGE TRIBE

S.NO.	CORE AREAS	LEARNING OBJECTIVE
1.	India	To gain knowledge about facts related to India.
2.	World Facts	To become knowledgeable about the facts related to the world.
3.	Current Affairs	To know about the happenings and developments around the globe.
4.	Personalities	To be aware of different people and personalities across the world.
5.	Nations of the World	To be apprised about the history, culture, location, facts and special attractions of the cities in the nations of the world.

ANNUAL CURRICULUM PLAN (2022-23)

STEP: III

SUBJECT: PHYSICAL EDUCATION

No. of working days- 66

Month	Lessons	Skill Area	Learning Outcomes
APRIL	Cholesterol Knowledge	Health and Fitness	Knowledge about body fat and cholesterol
	Healthy Eating		Learning Importance of Healthy Eating
	Bridge	Gymnastics/Aerobics	Back, Arm Strength and Balance Improvement
	Dance to My Tunes (Twisting and Turning with Music)		Improvement in Flexibility, Aerobic Conditioning
MAY	In The Rhythm (Skipping and Dancing with Music)	Gymnastics/Aerobics	Improvement in Aerobic capacity, Flexibility, Endurance
JUNE	--HOLIDAYS--		
JULY	Ball and Ribbon Drills	Gymnastics/Aerobics	Improvement in Flexibility, Arm and Shoulder Strength
	Back and Front Roll		Improvement in Flexibility, Back and Abdomen Strength

AUGUST	Jumping and Crawling Drills	Gymnastics/Aerobics	Improvement in Flexibility, Aerobic Conditioning, Leg Strength
	Yoga-Session		Learning Yoga Asana
	Manipulative Skills-Bouncing/Dribbling	Motor Skills	Understanding of bounce and carry the ball to the different place.
	Manipulative Skills-Rolling		Development of the basic manipulative skill rolling.
	Manipulative Skills-Trapping		
SEPTEMBER	Manipulative Skills-Punting	Motor Skills	Skill improvement.
	Manipulative Skills-Kicking		To improve the kicking skill.
	Manipulative Skills-Volleying		Hand and eye coordination and skill improvement.
	Hurdle Jump(50m Hurdle Relay Race)	Athletics	Improvement in Explosive strength, speed, expansion of strides
OCTOBER	30m Bean Bag Race	Athletics	Improvement in Balance, Speed
	30m Fast Sprint		Improvement in Speed, Reaction time

	Zigzag Running	Sports - Kho Kho	Improvement in Agility, Speed
	Reflexes		Improvement in Reflexes, Reaction time
NOVEMBER	Coordination with Team Members	Sports - Kho Kho	Learning Coordination and Team Work
	Attacking		Improvement in Attacking skills, Agility, Speed, Reaction Time
	Chasing		Improvement in Chasing Skills, Speed, Agility
	Basic Rules		Rules and basics of the game, player positions
DECEMBER	Find That Space	Sports - Football	Creating and marking the gaps, Positioning, Passing, Team work
JANUARY	Zigzag Running	Sports - Football	Improvement in Agility, Speed
	Turning and Twisting		Improvement in Agility, Ball control
	Balance		Improvement in Balance, Strength, Anticipation
	Kicking (With inside of the Foot)		Improvement in Kicking Skill, Leg Strength, Accuracy
FEBRUARY	Rolling	Sports - Football	Making moves with ground passes

	Receiving (With inside of the Foot)		Improvement in Receiving Skills, Ball Control
	Basic Rules		Learning Basic rules of the game
MARCH	--ANNUAL EXAMINATIONS--		