



BGS Vijnatham School

॥ विद्या - ज्ञान विज्ञान तन्त्रज्ञान सहितम् ॥

ANNUAL CURRICULUM PLAN

STEP - IV



ANNUAL CURRICULUM PLAN (2022-23)

STEP: IV

SUBJECT: ENGLISH

Book/s: Fitzroy Reader (Stories 41- 50)

Fitzroy Word Skills- 5

Jolly Grammar Pupil Book- 4

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 Chapter 1: 'Timothy comes to Stay' Chapter 2: 'The Bear Next Door'</p> <p>Fitzroy Word Skill Lesson 1: UE, U-E, GE & GI Words, Special Words, Puzzles & Codes Lesson 2: AI, KN, PH words, ARE & OY words, Punctuation</p> <p>Grammar Verb Tenses, Subject and Object of a Sentence, Antonyms, Plural Nouns, Poem – When Children Eat</p> <p>Creative Writing Sentence Making, Picture Composition</p>	<ul style="list-style-type: none"> Identify the characters, main idea, details and sequency the story. Read and write sound words. Make sentences with the new sound words. To frame sentences making use of concepts to frame correct sentences. Identify nouns, use adjectives, verbs and pronouns to describe the picture. 	<ul style="list-style-type: none"> To analyze the information in timelines and make inferences from the informational text. To use the sound words in their speech. To express their thoughts using simple sentences. 	<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: Tenses (Pg 1-6) Ex 2: Subject and Object in a sentence (Pg 6-7) Ex 3: Antonyms (Pg 8-9) Ex 4: Plurals (Pg 10-11) Ex 5: Poem – When Children Eat (Pg 12-13) 	<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			
<p>Fitzroy Reader Lesson 3: 'Ling Goes to China' Lesson 4: 'Cindy's Trip to Perth'</p> <p>Fitzroy Word Skill ARE, OY, CE, ER words, Special Words, Word Search, Opposites, Compound words, Plurals, Puzzles & Codes</p> <p>Grammar Synonyms, Concrete Nouns, Abstract Nouns, Possessive Noun (Noun Acting as Adjectives), Present Participle used as Adjectives Poem - Everyday Things (Pg: 17-24, 41-44)</p> <p>Creative Writing Letter Writing</p>	<ul style="list-style-type: none"> ● To be able to understand day to day life. ● Infer the theme that interpersonal relationship is what we all have as a treasure in our life. ● Develop sensitivity towards environment and the journey of life and understanding emotions. ● Solves simple crossword puzzles, build word chains, etc ● Use nouns in contextual and integrated manner in order to frame grammatically correct sentences, both in speech and in writing. ● To be able to identify the elements of a letter. 	<ul style="list-style-type: none"> ● To use their critical / thinking ability to read between the lines and go beyond the text. ● Use linkers to indicate connections between Words and sentences such as 'then', 'after that', etc. ● Write paragraphs using proper sentences. ● Write informal letters in the correct format. 	<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 – <p>Ex 6: Synonyms (Pg 14-15) Ex 7: Concrete Nouns (Pg 16-17) Ex 8: Abstract Nouns (Pg 18-21) Ex 9: Possessive Nouns (Pg 22-23) Ex 10: Present Participle used as Adjectives (Pg 24-26) Ex 11: Poem – Everyday Things (Pg 27-28)</p>	<p>Skill Based</p> <ul style="list-style-type: none"> ● Connect ideas that he/she has inferred, through reading and interaction, with his/ her personal experiences ● Writes grammatically correct sentences ● Write informal letters 	<ul style="list-style-type: none"> ● Reading Skills (Story Reading) ● Listening Skills ● Speaking Skills (JAM Session) ● Writing skills (Informal Letter 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 Lesson 5: 'Sir John and the Bear Brothers' Lesson 6: 'Arthur and the Crayfish'</p> <p>Fitzroy Word Skill 'ir', 'ire' & 'gu' Words, Special Words, Puzzles and Codes, Crosswords, past endings comma and adverbs</p> <p>Grammar Comparative and Superlative Adjective The Bat – Poem Plural Subjects and Verbs Plural Possessive Nouns Poem - Time to Refer</p> <p>Creative Writing: Diary Entry</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, verbs, 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"> ● To raise questions based on their reading. ● Think critically and try to provide suggestion/ solutions to the problems. ● To be able to identify and make use of proper adjectives to frame sentences. ● Able to use the possessive nouns in sentences to show possession or belongingness. ● Understand their emotions journey and to be able to express and write it in a diary entry. 	<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 12: Comparative and Superlative Adjectives (Pg 29-30) Ex 13: Plural Possessive Nouns (Pg 31-32) Ex 14: Plural Subjects and verbs (Pg 33-34) Ex 15: Poem – The Bat (Pg 34-35) Ex 16: Poem – Time to Refer (Pg 36) 	<ul style="list-style-type: none"> ● Empathize towards the people around us ● Identify the needs of the people and try to find solution. ● Able to understand the poem and infer the meaning. ● Analyze the emotions and to express true feelings while maintaining a daily diary. (Informal writing) 	<ul style="list-style-type: none"> ● Reading Skills (Story Reading) ● Listening Skills (Helping Others) ● Speaking Skills (Cherish the Ability) ● Writing skills (Diary Entry) ● 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 Lesson 7: 'The New Year Party' Lesson 8: 'The Inconvenient Puncture'</p> <p>Fitzroy Word Skill 'ure' & 'wor' words, Special Words, Puzzles and Codes, Punctuation, Parts of Speech</p> <p>Grammar 1st, 2nd and 3rd Person Singular and Plural Changing Person: 1st, 2nd and 3rd Person, Changing a Statement into a Question, Simple and Compound Sentences Poem - Try, Try Again</p> <p>Creative Writing Designing a poster Paragraph Writing</p>	<ul style="list-style-type: none"> ● To identify the differences in personality and able to accept opinion of an individual. ● To understand the author's purpose to inform. ● 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 be able to identify the important information and design a poster using appropriate pictorial representation. ● To express their opinions in a paragraph. 	<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. ● Design posters for events with important and relevant information. ● Use pictures appropriate to the theme. 	<p>Activities:</p> <ul style="list-style-type: none"> ● Designing a poster ● Meet my Mate <p>Resources:</p> <ul style="list-style-type: none"> ● E – module ● Cue-Cards ● SEAB <p>Ex 17: 1st, 2nd and 3rd Person Singular and Plural (Pg 37) Ex 18: Changing Person: 1st, 2nd and 3rd Person (Pg 38-39) Ex 19: Changing a Statement into a Question (Pg 40) Ex 20: Simple and Compound Sentences (Pg 41-43) Ex 21: Poem – Try, Try Again (Pg 44-46)</p>	<ul style="list-style-type: none"> ● To understand and respect the difference of opinion. ● To design an attractive poster for an event ● Able to form their opinions for a particular situation. 	<ul style="list-style-type: none"> ● Reading Skills (Story Reading) ● Listening Skills (Audio stories) ● Speaking Skills (Meet my Mate) ● Writing skills (Comprehension questions, Paragraph 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 Lesson 9: 'The Grass is Greener' Lesson 10: 'The Wisdom of Solomon'</p> <p>Fitzroy Word Skill 'ous', 'wa', 'wr' and 'tion' Words, Special Words, Crosswords, Puzzles & Codes, Parts of Speech</p> <p>Grammar Poem - If You Think, Noun Phrases, Phrases, Clauses and Sentences Poem - Amar Sibil Liked to Scribble Infinitives, Onomatopoeia</p> <p>Creative Writing Persuasive Writing Story Wring</p>	<ul style="list-style-type: none"> ● To be able to understand the phases of life and make priorities. ● To be able to understand the importance of wisdom. ● To be able to use grammar concepts in writing skills ● To be able to write to convince another person to believe or do something by using facts in persuasive writing. ● To be able to raise opinions with reasons. ● Understand the elements of the story. 	<ul style="list-style-type: none"> ● To be able to understand different situations and take wise decisions. ● To understand the importance of honesty in life and make suitable priorities in life. ● Will understand the difference between facts and opinion. ● To be able to give evidence or facts or reasons to support opinion. ● To have an appropriate argument to support opinions. 	<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, infinitives and onomatopoeia ● SEAB: <p>Ex22: Noun Phrase (Pg 47) Ex 23: Poem – If you Think (Pg 48-49) Ex 24: Poem - Amar Sibil Liked to Scribble (Pg 50-51) Ex 25: Infinitives (Pg 52-53) Ex26: Onomatopoeia (Pg 54-55) Ex 29: Story Writing (Pg 68-70)</p>	<ul style="list-style-type: none"> ● To be able to form opinions with supporting facts and evidences. ● Will be able to convince other people with their supporting point of view. ● Able to identify the elements of the story. ● Able to understand the difference between fictional and non – fictional writing. ● Able to write a short story. 	<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, Story Writing) ● 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 : IV
विषय : हिन्दी

पुस्तक- वल्लरी/ सुरभिका
माह - अप्रैल-मई
कार्य दिवस - 36

पाठ/विषय	सीखने के लक्ष्य		गतिविधि & संसाधन	सीखने की संप्राप्ति	मूल्यांकन
	ज्ञान/तत्व पर आधारित	योग्यता पर आधारित		कौशल पर आधारित	
<p>वल्लरी: पाठ-1- खेलते और खेलते फूल (कविता) पाठ-2- सबसे कीमती तोहफ़ा (कहानी) पाठ-3- काँटों में गुलाब (संवाद) पाठ-4- खुशी लुटाते हैं त्योहार (कविता)</p> <p>सुरभिका: पाठ-1- भाषा पाठ-2- वर्ण-विचार पाठ-3- शब्द और वाक्य पाठ-4- संज्ञा पाठ-5- लिंग</p> <p>रचनात्मक लेखन: चित्र-वर्णन अपठित गद्यांश</p>	<ul style="list-style-type: none"> ● हम ऐसे बच्चे बने जिन पर हमारा देश, समाज और परिवार गर्व कर सके। ● कविता एवं पाठ को लय के साथ पढ़ना एवं नए शब्दों से वाक्य बनना। ● संज्ञा, लिंग, वचन को पहचानना। ● हमें बाहरी रूप-रंग से अधिक व्यक्ति के स्वभाव और व्यवहार को महत्व देना चाहिए। 	<ul style="list-style-type: none"> ● शब्द कोष में आए नए शब्दों का अपनी बात-चीत में प्रयोग करना। ● किन गुणों को अपनाकर और किन बुरी बातों से दूर रहकर हम देश को आगे ले जा सकते हैं। ● मेरा सच्चा मित्र पर आठ से दश पंक्तियाँ लिखिए। 	<p>गतिविधियाँ</p> <ul style="list-style-type: none"> ● विभिन्न त्योहारों के चित्र एकत्रित कर कोलाज बनाइए। ● फूलों के चित्र बनाकर रंग भरना व उनको पहचानना। ● अनुच्छेद लेखन, विभिन्न त्योहारों के बारे में जानकारी उपलब्ध कराना। <p>संसाधन</p> <ul style="list-style-type: none"> ● SEAB भाषा (पृष्ठ सं० 1-2) वर्ण (पृष्ठ सं० 3) संज्ञा (पृष्ठ सं० 4-7) लिंग (पृष्ठ सं० 8-9) वचन (पृष्ठ सं० 10) 	<ul style="list-style-type: none"> ● उचित हाव-भाव के साथ कहानी, कविता आदि को ध्यान से समझते हुए सुनना और अपनी प्रतिक्रिया व्यक्त करना। ● शब्द कोश बढ़ाना। ● अपने विचारों को सबके समक्ष रखना। ● कविता एवं पाठ को लय के साथ पढ़ना एवं नए शब्दों से वाक्य बनाना। 	<ul style="list-style-type: none"> ● पठन कौशल (कविता/कहानी का पठन) ● श्रवण कौशल सबसे कीमती तोहफ़ा कहानी सुनना। ● वाचन कौशल (काँटों में गुलाब का कक्षा अभिनय) ● लेखन कौशल (चित्र वर्णन) ● अभिव्यक्ति कौशल (पात्रों का विश्लेषण, प्रश्नोत्तर) ● शब्द कोश (श्रुतलेख)

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	ज्ञान/तत्व पर आधारित	योग्यता पर आधारित		कौशल पर आधारित	
<p>वल्लीरी: पाठ-5-कौन अमीर पाठ-6- सुखी आदमी की कमीज़ (कहानी) पाठ-7- इंद्रधनुष (नाटक) पाठ-8- काम हमारे बड़े-बड़े (कविता) पाठ-9- इनसानियत (कथा- प्रसंग)</p> <p>सुरभिका: पाठ-6- वचन पाठ-7- सर्वनाम पाठ-8- विशेषण पाठ-9- क्रिया पाठ-10- विराम- चिन्ह पाठ-11- पर्यायवाची शब्द</p> <p>रचनात्मक लेखन: अनुच्छेद लेखन</p>	<ul style="list-style-type: none"> व्यक्ति का चरित्र उसे ऊँचा या नीचा बनाता है, के विषय में रोचक जानकारी को समझना। दुनिया रंग-बिरंगी है तभी तो सुंदर है इसी तरह हर वस्तु हर व्यक्ति का अपना अलग रूप गुण स्वभाव होता है, के विषय को समझना। सर्वनाम, क्रिया, विशेषण को पहचानना। छिपकर किया गया कार्य भले ही लोगों की नजरों में न आए, किंतु परमात्मा और स्वयं उस व्यक्ति से वह छिपा नहीं है, के विषय को समझना। 	<ul style="list-style-type: none"> शब्द कोष में आए नए शब्दों का अपनी बात-चीत में प्रयोग करना। क्या सबसे छिपकर आपने कभी कोई गलत कार्य किया है? यदि किया है तो आपके अपने मन को कैसा लगा? इस विषय पर अपने विचार बताइए। परोपकार विषय पर कुछ दोहे, श्लोक और कुछ पंक्तियाँ लिखिए। अपने द्वारा किए गए उन कार्य की कक्षा में चर्चा करें, जिनके करने से आपके मन को शांति मिली हो " विषय पर एक अनुच्छेद लिखिए। 	<p>गतिविधियाँ</p> <ul style="list-style-type: none"> एक चार्ट पेपर पर इंद्रधनुष बनाएँ। उसमें इंद्रधनुष के सातों रंगभरकर उन रंगों के नाम भी लिखिए। जीवन में परिश्रम का महत्व बताते हुए अपने मित्र को पत्र लिखिए। <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 सुनना और अपनी प्रतिक्रिया व्यक्त करना। लिखते हुए अपने लेखन में विराम-चिन्हों, जैसे- पूर्ण विराम, अल्प-विराम, प्रश्नवाचक चिन्ह का सचेत इस्तेमाल करना। 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 (कक्षा अभिनय) 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)

पाठ/विषय	सीखने के लक्ष्य		गतिविधि & संसाधन	सीखने की संप्राप्ति	मूल्यांकन
	ज्ञान/तत्व पर आधारित	योग्यता पर आधारित		कौशल पर आधारित	
<p>वल्ली: पाठ-10- एक था हरिजन (बोध-कथा) पाठ-11- बुरा न बोलो बोल रे (कविता) पाठ-12- जगदीश चंद्र बसु (कहानी)</p> <p>सुरभिका: पाठ-12- विलोम शब्द पाठ-13- अनेक शब्दों के लिए एक शब्द</p> <p>रचनात्मक लेखन: पत्र-लेखन</p>	<ul style="list-style-type: none"> ● लालच बुरी बला होती है। यह हमेशा दुख और कष्ट ही देती है। जो हमें अपने परिश्रम से मिलता है, उससे हमें संतोष और सुख मिलता है के विषय को समझना। ● मिठी वाणी से हम पारियों को भी अपना बना सकते हैं, के विषय को समझना। ● 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। ● क्या आपके मन में भी कभी लालच पैदा हुआ है? अपने-अपने अनुभव सुनाइए। ● किसी मित्र/सहेली के उस जन्मदिन के विषय पर अनुच्छेद लिखिए, जो तुम्हें सबसे ज़्यादा अच्छा या अलग लगा हो। ● 'मधुर वाणी का महत्व' विषय पर एक अनुच्छेद लिखिए। ● सच्चे मित्र की पहचान कैसे कर सकते हैं" विषय पर चर्चा 	<p>गतिविधियाँ</p> <ul style="list-style-type: none"> ● गंधीजी के तीन बंदरों के चित्र बनाकर उनसे मिली सीख उनके नीचे लिखिए। ● भारत के अन्य प्रसिद्ध वैज्ञानिकों की जानकारी प्राप्त कीजिए और पूरी कक्षा मिलकर एक कार्य योजना तैयार कीजिए। <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 सुनना और अपनी प्रतिक्रिया व्यक्त करना। ● 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 जैसे कोयल बोले मिठी वाणी) ● लेखन कौशल (पत्र-लेखन) ● अभिव्यक्ति कौशल (प्रश्नोत्तर, किसने किससे कहा) ● शब्द कोश (श्रुतलेख, विलोम शब्द, वाक्यांश)

पाठ/विषय	सीखने के लक्ष्य		गतिविधि & संसाधन	सीखने की संप्राप्ति	मूल्यांकन
	ज्ञान/तत्व पर आधारित	योग्यता पर आधारित		कौशल पर आधारित	
<p>वल्ली: पाठ-13-शरारत का फल (नाटक) पाठ-14- सूरज भाई की दुकान (कविता) सुरभिका: पाठ-15- अशुद्धि शोधन (शब्द और वाक्य) पाठ-16- मुहावरे रचनात्मक लेखन: सवाद-लेखन:</p>	<ul style="list-style-type: none"> ● बच्चे शरारत करते ही है और उनकी शरारतों पर बड़े हँसते भी हैं। पर हर चीज़ एक सीमा में ही अच्छी होती है। ● मुहावरे को पहचानना। ● हम रोज़ सुबह सूरज को उगते न जाने कितनी बार देख चुके हैं। उसकी किरणों से चारों ओर उजाला फैला जाता है। ● किसी एक पौधे को स्वयं लगाने का अनुभव करना। ● 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। ● "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 में नाटक करना। ● " जब मैंने शरारत की" विषय पर अनुच्छेद लिखिए । ● सूरज के उगते ही सम्पूर्ण वातावरण खुशनुमा हो जाता है। यह ध्यान में रखते हुए सूर्योदय के दृश्य पर पाँच पंक्तियाँ लिखिए ● 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 सुनना और अपनी प्रतिक्रिया व्यक्त करना। ● लिखते हुए अपने लेखन में विराम-चिन्हों, जैसे-पूर्ण विराम, अल्प-विराम, प्रश्नवाचक चिन्ह का सचेत इस्तेमाल करना। 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 (मुहावरे, सवाद-लेखन) ● 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 (मुहावरे, वर्तनी-शुद्धि)

पाठ/विषय	सीखने के लक्ष्य		गतिविधि & संसाधन	सीखने की संप्राप्ति	मूल्यांकन
	ज्ञान/तत्व पर आधारित	योग्यता पर आधारित		कौशल पर आधारित	
<p>वल्लरी: पाठ-15-शायद है (कहानी) पाठ-16- कर्म ही पूजा है (प्रसंग) पाठ-17- गिनती (1-75)</p> <p>सुरभिका: पाठ-22- गिनती</p>	<ul style="list-style-type: none"> अपना काम पूरी ईमानदारी और लगन से करना भी प्रभु की भक्ति का एक रूप है, विषय को समझना। शायद है (कहानी) हमें हर स्थिति को स्वीकार करने की सीख देती है, विषय को समझना। १ से १०० तक गिनती। 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। कोई अप्रिय घटना भी कुछ समय बाद शुभ संदेश दे देती है। अपने परिवार के बड़े लोगों से बातें करके पता लगाइए कि क्या उनके जीवन में कोई ऐसी घटना घटी है। 	<p>गतिविधियाँ कक्षा अभिनय</p> <ul style="list-style-type: none"> हम पूजा किसे कहते हैं? कर्म को पूजा मानना क्या ठीक है? इन प्रश्नों पर अपने - अपने विचार प्रकट कीजिए। <p>संसाधन</p> <ul style="list-style-type: none"> लाइब्रेरी (पंचतंत्र-सबसे अनमोल) SEAB- प्रश्न-पत्र 	<ul style="list-style-type: none"> उचित हाव-भाव के साथ कहानी आदि को ध्यान से समझते हुए सुनना और अपनी प्रतिक्रिया व्यक्त करना। लिखते हुए अपने लेखन में विराम-चिन्हों, जैसे- पूर्ण विराम, अल्प-विराम, प्रश्नवाचक चिन्ह का सचेत इस्तेमाल करना । 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: IV

SUBJECT: MATHEMATICS

Book/s : Living Maths

Mental Maths

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 – Place Value Chapter 2 – Addition and Subtraction Chapter 3 – Multiplication</p>	<ul style="list-style-type: none"> ● To understand the Place Value Chart upto 5- and 6-digits number. ● To classify the numbers & distinguish according to periods and place value ● To understand comparing and forming numbers. ● To understand rounding off and roman numbers. ● To arrange the numbers in columns & do addition and subtraction. ● To understand addition and subtraction of 4 digits number and bigger numbers ● To understand properties of addition and subtraction ● To identify and solve the operation in a word problem ● To solve estimating the sum and difference ● To understand properties of multiplication ● To understand multiplication by 1, 2 and 3 digit number. ● To understand estimating the product and story sums. 	<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 ● To understand that multiplication is used when we find a total number of a collections or measurements of equal size. 	<p>Activities:</p> <ol style="list-style-type: none"> 1. Abacus activity (Understanding place Value, Addition and subtraction) 2. 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</p> <p>Chapter 1 Exercise 1 –9</p> <p>Chapter – 2 Exercise 10 –16</p> <p>Chapter 3 (Exercise 17 –22)</p> <p>Edu Tech Tool Splashlearn</p>	<p>Critical 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 worksheets</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 – Division (Pg – 54)</p> <p>Chapter 5 – Multiples and Factors with HCF and LCM (pg- 67)</p> <p>Chapter 6 – Fractions (pg- 85)</p> <p>Chapter 9 – Symmetry (pg- 142)</p>	<ul style="list-style-type: none"> To understand and apply the properties of division. To divide a number by 10,100 and 1000. To divide a number with a 1-digit/2-digit divisor. To find out the factors and multiples of a given number. To acquaint students with the divisibility rules. To find out whether the given number is prime or composite. To introduce the concept of the HCF and LCM. To identify Like, Unlike and Unit Fractions, proper and improper fractions. To recognize equivalent fractions. To express fractions in simplest form. To add and subtract like fractions. To introduce the concept of symmetry and number pattern. 	<ul style="list-style-type: none"> To develop logical thinking to identify the situations in real life where they have to use division. <p>A scenario to show how factors can be used in real life: Arrange 18 biscuits in different ways in a tray such that the number of biscuits is same in each row. How many arrangements can be made?</p> <ul style="list-style-type: none"> There are 48 apple juice cans and 84 mango juice cans in a shop. These cans are to be put in boxes so that each box has the same number of cans with same juice. Find the greatest number of cans in each box. To code/decode messages. 	<p>Activities: Division as sharing HCF and LCM codebreaker The fraction boogie</p> <p>Resources:</p> <ul style="list-style-type: none"> Division kit HCF and LCM kit <p>Mental Math Chapter 4 Exercise 23 – 28 Chapter 5 Exercise 29 – Exercise 33 Chapter 6 Exercise 34 – Exercise 44</p> <p>Edu Tech Tool Fizz Buzz</p>	<p>Multidisciplinary Approach Students will be able to apply mathematical concepts to different subjects of study.</p> <p>Problem solving Students will be able to solve the difficult level questions.</p> <p>Analytical and Critical thinking Students will be able to understand clearly and rationally to analyze situations to identify the operations.</p> <p>Experiential learning Students will be able to understand the concept by doing the activities.</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 7 – Decimals Chapter 8 – Geometry</p>	<ul style="list-style-type: none"> ● To identify parts of a decimal number. ● To read and write decimal numbers. ● To write the place value and expanded form of a decimal number. ● To find equivalent decimals of a given decimal. ● To categorize decimals as like and unlike decimals ● To compare and order decimals ● To add and subtract decimal numbers. ● To measure and draw line segments ● To identify different types of angles. ● To draw simple closed shapes like circles. 	<ul style="list-style-type: none"> ● To convert fractions to decimals and vice versa ● To compare and order decimals ● To add and subtract decimal numbers. 	<p>Activities: Base Ten Blocks Incorporate Some Art</p> <p>Resources:</p> <ul style="list-style-type: none"> ● Decimal kit ● Geometry Kit <p>Mental Math Chapter 4 - Exercise 45-48 Chapter 8 – Exercise 53 – 54, 56</p> <p>Edu Tech Tool matific</p>	<p>Analytical Students will be able to identify the situations in real life where they have to use the concept of decimals.</p> <p>Experiential learning Students will be able to understand the concept by doing the activities.</p> <p>Multidisciplinary Approach Students will be able to apply mathematical concepts to different subjects of study.</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		Skill Based	
<p>Chapter 9 – Measurement Chapter 11 – Perimeter and Area Chapter 13- Money and Unitary Method</p>	<ul style="list-style-type: none"> ● To define metric system of measurement ● To know the relation between various metric units of a quantity. ● To apply arithmetic operations to interconvert units of metric measure. ● To know the other units of length measurement and weight measurement (Inch, feet, ton, quintal) ● To find the perimeter of plane figures and composite figures. ● To compute the area of plane figures using grid paper 	<ul style="list-style-type: none"> ● To add and subtract measurement units. ● To add and subtract money and solve practical problems. ● To apply unitary method to find the cost of one item and then cost of multiple items 	<p>Activities: Paper Airplanes Long-distance jump Compare Cups Mystery Bags Draw a Perimeter Person Build a City Money Bags Classroom Sale</p> <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 Math Chapter 9 – Exercise 49 – 52 Chapter 11 – Exercise 52 – 56 Chapter 13 – Exercise – 57</p> <p>Edutech Tool: Matific</p>	<p>Problem Solving Students will be able to solve the problem by appropriate application of concepts</p> <p>Experiential learning Students will understand the concepts by conducting hands on activities.</p> <p>Collaboration Students will do group activities and share their learning with each other.</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 – Time Chapter 14 – Data Handling</p>	<ul style="list-style-type: none"> ● To read and write exact time in hours, minutes and seconds. ● To read and write time in 12 hour clock and 24 hour clock ● To draw pictograph for given data. ● To draw a bar graph for given data. 	<ul style="list-style-type: none"> ● To convert time in 12 hour clock to 24 hour clock and vice versa ● To convert hours into minutes and minutes into seconds or vice versa. ● To add and subtract given time units. ● To read and interpret a given bar graph. ● To read and interpret a pictograph. ● To read and interpret a given circle graph. 	<p>Activities: Daily Schedules Get Craftsy An integrated art project</p> <p>Resources: Clock Calendar</p> <p>Mental Maths Chapter 11: Exercise 57 – 61 Chapter 12: Exercise 62</p> <p>Edu Tech Tool Matific</p>	<p>Logical skill Students will be able to understand the value of time and use it logically.</p> <p>Application and Analytical Skills Students will be able to interpret data from a bar graph, pictograph and circle graph</p>	<p>Conceptual clarity Game and Quiz Mental Ability Mental Maths Assignments Written Work Notebook Submission Activities Observation</p>

ANNUAL CURRICULUM PLAN (2022-23)

STEP: IV

SUBJECT: SOCIAL STUDIES

Book/s: Cascade

Months : 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. Our Country India</p> <ul style="list-style-type: none"> ● Political Divisions of India. ● Physical Divisions of India. <p>L 2. The Northern Mountains</p> <ul style="list-style-type: none"> ● The Himalayas ● States in Northern Mountains ● States in North-east India. 	<ul style="list-style-type: none"> ● To locate and name the neighboring countries of India. ● Name the different states of India. ● Able to learn the capitals of Indian states and Union Territory. ● To locate the Himalayas on the map of India. ● To locate the states in the Northern Himalayas. ● Know the states located in North-East India 	<ul style="list-style-type: none"> ● To locate states and capitals of India. ● To understand that Northern Mountains affect the climate of India. ● The Himalayas are also the source of many important rivers. 	<p>L 1. Activity:</p> <ul style="list-style-type: none"> ● Map work <p>Resources:</p> <ul style="list-style-type: none"> ● Map of India ● E-Modules ● SEAB <p>L 2. Activity:</p> <ul style="list-style-type: none"> ● Map work <p>Resources:</p> <ul style="list-style-type: none"> ● GTO5 Gorge and Mountain ● GT07 A Mountain Pass <p>(SST Lab)</p> <ul style="list-style-type: none"> ● Map of India ● E-Modules ● SEAB 	<ul style="list-style-type: none"> ● To locate physical features of India. ● To understand that the Himalayas act as a natural barrier for Rain-bearing clouds. They block the cold winds that blow from central Asia. 	<ul style="list-style-type: none"> ● Map Skills ● Name the following ● Question and Answers (Short and Long) ● Map Skills ● Objective questions ● Question and Answer (Short and Long)

Months : 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 3. The Northern Plains</p> <ul style="list-style-type: none"> ● The Indus Basin ● The Ganga Basin ● The Brahmaputra Basin ● States of Northern Plains. <p>L4. The Western Desert</p> <ul style="list-style-type: none"> ● Vegetation and Wildlife ● States in the Desert Region 	<ul style="list-style-type: none"> ● To know the tributaries of India. ● Name the states located in Northern Plains. ● Explain the climatic condition of desert. ● Understand how people live their lives in desert. 	<ul style="list-style-type: none"> ● To understand that the alluvium deposited by the rivers makes the plains fertile and suitable for agriculture. ● These plains provide a means of livelihood to the people. <p>To understand that</p> <ul style="list-style-type: none"> ● The desert region is very hot and dry throughout the year. ● The rainfall received by this region is scanty. 	<p>L 3. Activity:</p> <ul style="list-style-type: none"> ● Map work <p>Resources:</p> <ul style="list-style-type: none"> ● Map of India ● E-Modules ● SEAB <p>L4. Activity:</p> <ul style="list-style-type: none"> ● Map work <p>Group Activity: Find out more about cacti plant and camel. How the adapt to a desert type of climate.</p> <p>Resources:</p> <ul style="list-style-type: none"> ● NGM15 Sand Dunes ● (SST Lab) ● E-Modules ● SEAB 	<ul style="list-style-type: none"> ● To locate the Northern plains on a map of India. ● To locate the Great Indian Desert on the map of India. 	<ul style="list-style-type: none"> ● Map Skills ● Objective questions ● Question and Answer (Short and Long) <ul style="list-style-type: none"> ● Definitions. ● Map Skills. ● Objective questions. ● Question and Answer (Short and Long)

Months : 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. The Southern Plateau</p> <ul style="list-style-type: none"> ● Central Highlands ● Deccan Plateau ● States in the Plateau Region. <p>L 6. Coastal Plains and Islands</p> <ul style="list-style-type: none"> ● The Coastal Plains ● Eastern Coastal Plains ● Western Coastal Plains ● States in the Coastal Plains ● The Islands 	<ul style="list-style-type: none"> ● To know about the life of the people living in the Central Highlands and Deccan Plateau. ● Name the states located Southern Plateau. ● To locate the Eastern, Western Coastal Plains and Islands of India. ● Know about the features of Coastal Plains ● Describe life of the people living in the Coastal Plains. 	<p>To understand that</p> <ul style="list-style-type: none"> ● The Central Highlands are rich in black soil and it is excellent for cultivating cotton and sugarcane. ● This region has vast resources of minerals. It is also known as the mineral belt of India. ● To understand that the Western Coastal Plain and the Eastern Coastal plain are found along the western and eastern coasts of India. 	<p>L 5 Activity:</p> <ul style="list-style-type: none"> ● Map work on the outline map of India, mark the following: Southern Plateau. States in the Plateau Region. <p>Resources:</p> <ul style="list-style-type: none"> ● Map of India ● E-Modules ● SEAB <p>L 6 Group Activity:</p> <ul style="list-style-type: none"> ● Make a collage about your state. ● (Occupation, monuments, maincrops, dresses, food) <p>Resources:</p> <ul style="list-style-type: none"> ● E-Modules ● SEAB 	<ul style="list-style-type: none"> ● To locate Southern Plateau on the map of India. ● To understand that farming and fishing are the main occupation of the people in the coastal region. 	<ul style="list-style-type: none"> ● Objective questions ● Map Work ● Answer the following questions. ● Definitions. ● Mind map ● Short notes ● Question and Answer (Short and Long) ● Objective questions ● Activity

Months : 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. Climate of India</p> <ul style="list-style-type: none"> • Weather and Climate. • Seasons of India. <p>L 8. Natural Resources of India</p> <ul style="list-style-type: none"> • Renewable Resources • Non-renewable Resources • Conservation of Natural Resources 	<ul style="list-style-type: none"> • To differentiate between Weather and Climate. • To describe all the seasons of India. • To define Natural Resources. • To differentiate between Renewable and Non-Renewable resources. • Explain how natural resources can conserved? 	<p>To understand that</p> <ul style="list-style-type: none"> • The climate differs from place to place. • Temperature, altitude, rainfall, distance from the sea and direction of the wind are the main factors that influence the climate of a place. <p>To understand that</p> <ul style="list-style-type: none"> • Natural resources are necessary for our survival. • We need to protect our earth and resources which can last long for future generations. • Need to practice 5R's. 	<p>L 7 Activity:</p> <ul style="list-style-type: none"> • Map work • GA07 Seasons App Set (SST Lab) • Map of India • E-Modules • SEAB <p>L 8 Activity:</p> <ul style="list-style-type: none"> • The fuel reserves of the Earth are limited. They will not last forever. Make a chart on how they can use these resources carefully and reduce their wastage. <p>Resources:</p> <ul style="list-style-type: none"> • E-Modules • SEAB 	<ul style="list-style-type: none"> • To understand Weather changes every day. Climate remains the same for years. • Temperature and rainfall affect the climate of a place. • Shows sensitivity to the need for conservation of natural resources– air, water, energy, flora and fauna. 	<ul style="list-style-type: none"> • Mind Map • Correct the wrong statements • MCQ • Map Work • Answer the following questions • Objective questions. • Definitions • Answer the following questions • Activity

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>L 9. Soils of India</p> <ul style="list-style-type: none"> ● Soil Formation. ● Types of Soils in India. ● Soil Erosion and Conservation. <p>L 10. Forests and Wildlife of India</p> <ul style="list-style-type: none"> ● Types of Forests in India ● Tropical Evergreen Forests ● Tropical Deciduous Forests 	<ul style="list-style-type: none"> ● Explain how soil is formed. ● To describe different types of soil. ● Explain soil erosion. ● Explain methods of soil conservation. <ul style="list-style-type: none"> ● Explain the importance of forest. ● Describe the features of Tropical Evergreen Forests, Tropical Deciduous Forests, Mountain Forest, Thorn and Tidal Forest. 	<p>To understand that</p> <ul style="list-style-type: none"> ● Soil erosion is harmful for the fertility of soil. ● Avoid chemical fertilizers. <p>To understand that</p> <ul style="list-style-type: none"> ● Forests are important to us as they give important things. ● They also give shelter to animals and prevent soil erosion. 	<p>L 9 Activity:</p> <ul style="list-style-type: none"> ● Make manure for plants <p>Map Activity:</p> <ul style="list-style-type: none"> ● Mark and label the states where black soil is formed. <p>Resources:</p> <ul style="list-style-type: none"> ● E-Modules ● SEAB <p>L 10. Activity:</p> <ul style="list-style-type: none"> ● Collect fallen leaves from different trees and dry them. Paste them in your notebook and write the name of the tree each leaf belongs to. <p>Resources:</p> <ul style="list-style-type: none"> ● E-Modules ● SEAB 	<ul style="list-style-type: none"> ● To understand the importance of trees in our life. ● Need to plant more trees instead of cutting them. ● Analyzes forests are an important gift of our nature and list the measures to prevent it. 	<ul style="list-style-type: none"> ● Mind Map ● Correct the wrong statements ● MCQ ● Map Work ● Answer the following questions ● Mind Map ● Objective questions ● Definitions ● Answer the following questions ● Activity

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	
<ul style="list-style-type: none"> ● Mountain Forests ● Thorn Forest ● Tidal Forests ● Conservation of Forests ● Wildlife in India. <p>L 11. Water Resources of India</p> <ul style="list-style-type: none"> ● Sources of Water ● Natural Sources ● Human-made Sources ● Conservation of Water 	<ul style="list-style-type: none"> ● Explain Importance of forest conservation. ● Explain wildlife and conservation of national park and wildlife sanctuaries. ● Explain the importance of water in our daily lives. ● Explain various water resources (both natural and artificial) in India. ● Name some of the important dams of India. ● Explain ways of conserving water. 	<ul style="list-style-type: none"> ● To understand that the sources of water are rain, groundwater, ponds, lakes, rivers, seas and oceans. 	<p>L 11 Activity:</p> <ul style="list-style-type: none"> ● Poster making 'Save water'. <p>Resources:</p> <ul style="list-style-type: none"> ● NGM14 Groundwater (SST Lab) ● GTO6 ● An Irrigation Dam (SST Lab) ● E-Modules ● SEAB 	<ul style="list-style-type: none"> ● Importance of Judicious use of natural resources such as water. 	<ul style="list-style-type: none"> ● Objective questions ● Answer the following questions ● Activity

Months : 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 12. Mineral Resources of India</p> <ul style="list-style-type: none"> Types of Minerals Metallic Minerals Non-metallic Minerals Conserving Minerals. <p>L 13. Agriculture in India</p> <ul style="list-style-type: none"> Importance of Agriculture Crops in India Food Crops of India Cash Crops of India. <p>L 14. Industries of India</p> <p>Industries in India</p> <ul style="list-style-type: none"> Cottage Industries Small scale Industries Large-scale Industries <p>Information Technology</p> <p>Industrial Pollution</p>	<ul style="list-style-type: none"> Explain the difference between metallic and non-metallic minerals. Explain the importance conservation of minerals. To define agriculture and its importance. Explain and name food crops and cash crops. Explain difference between raw material and finished products. Differentiate between cottage industry, small scale and large-scale industries. 	<ul style="list-style-type: none"> To understand that minerals are natural substances found in rocks. To understand that the half of Indians is farmers and agriculture is the main occupation of our country. To understand that raw materials need to be converted into finished goods before they can be used. 	<p>L 12. Activity:</p> <ul style="list-style-type: none"> Map work <p>Resources:</p> <ul style="list-style-type: none"> Map of India E-Modules SEAB <p>L 13. Activity:</p> <ul style="list-style-type: none"> Map work <p>Resources:</p> <ul style="list-style-type: none"> Map of India E-Modules SEAB <p>L 14 Activity:</p> <p>Research Based</p> <ul style="list-style-type: none"> Write the names of car companies and their manufacture. (At least 8) <p>Resources:</p> <ul style="list-style-type: none"> E-Modules SEAB 	<p>Skill Based</p> <ul style="list-style-type: none"> To Locate distribution of important minerals, e.g., coal and mineral on the map of India. Describes major crops, types of farming and agricultural practices in her/his own area/ state. Classifies different types of industries based on raw materials, size and ownership. 	<ul style="list-style-type: none"> Objective questions Definitions Answer the following questions Map work Objective questions Definitions Answer the following questions Map work Mind Maps Definitions Answer the following questions Objective questions Activity

Months : January -February

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 15. Ancient India</p> <ul style="list-style-type: none"> ● Indus Valley Civilization ● Towns and Cities ● Art ● Trade <p>L 16. The Constitution of India</p> <ul style="list-style-type: none"> ● Preamble ● Elections ● Fundamental Rights ● Fundamental Duties ● Directive Principles 	<ul style="list-style-type: none"> ● To distinguish between prehistory and history. ● Explain the three periods of Indian History. ● Explain the extent and life during the Indus Valley civilization. ● Explain the significance of the Constitution of India. ● To list fundamental rights, fundamental duties and directive principles in the constitution. 	<ul style="list-style-type: none"> ● To learn about the civilizations, trade and art. <p>To understand that</p> <ul style="list-style-type: none"> ● Our Constitution lists some guidelines for the government. ● All citizens irrespective of their religion, caste, race, sex is treated as equal. 	<p>L 15 Activity: Research Based Resources:</p> <ul style="list-style-type: none"> ● E-Modules ● SEAB <p>L 16 Group Activity: Resources:</p> <ul style="list-style-type: none"> ● Create Rules and duties for your classroom. ● E-Modules ● SEAB 	<ul style="list-style-type: none"> ● To understand the concepts of past, present, and future by creating timelines based on narratives. ● To understand that every country has a set of rules according to which the government governs the country. 	<ul style="list-style-type: none"> ● MCQ ● Definitions ● Answer the following questions ● Activity ● MCQ ● Definitions ● Answer the following questions ● Name the following ● Activity.

ANNUAL CURRICULUM PLAN (2022-23)

STEP: IV

SUBJECT: SCIENCE

Book : 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: Plant Classification Chapter 2: Animal Classification Chapter 3: Exploring materials	<ul style="list-style-type: none"> ● Different plants live in different environment. ● External features of various plants which help them to survive in the places where they live ● Discover how terrestrial plants differ from each other ● Explore the reason why some plants eat insects ● Different animals live in different environment ● Features of various animals which help them to survive in the places where they live ● Classify different materials on the basis of their properties ● Compare the materials on the basis of their physical properties 	<ul style="list-style-type: none"> ● Compare the places where aquatic and terrestrial plants grow in ● Identifies simple features (e.g., shape, colour, aroma, where they grow etc.) of flowers, roots and fruits in immediate surroundings. ● Discover how amphibians survive both in water and on land ● Explore the food habits of animals ● List various types of materials used in everyday life ● Relate the properties of materials on their uses 	<p>Activities:</p> <ul style="list-style-type: none"> ● Group Discussion ● Nature Walk ● Project Work ● Collage making ● Model Making ● Experiment (science Kit) <p>Resources:</p> <ul style="list-style-type: none"> ● E-Modules ● Flow Charts ● Edutech tool – Video, quiz ● SEAB – Plant Classification Animal Classification Exploring materials 	<ul style="list-style-type: none"> ● Understanding about natural phenomenon and natural resources ● Explains the herd/group behaviour in animals (ants, bees, elephants), birds (building nests), ● Vocabulary building(Science words) 	<ul style="list-style-type: none"> ● Written class Test/UT Plant Classification Animal Classification ● All chapters <ul style="list-style-type: none"> ● Worksheets ● Dictation ● Project work ● Objective type questions ● One-word answers ● Short answer type questions

Months: 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>Chapter 4: Life cycle of animals</p> <p>Chapter 5: Life cycle of a plant</p> <p>Chapter 6: States of matter</p>	<ul style="list-style-type: none"> ● Understanding that different animals have different life cycles ● Compare and contrast between three stage and four stage life cycles ● Life cycles of different egg laying animals ● Know about that different plants have different lifecycles ● Knowledge about the structure of a flower ● Differences between solid, liquid and gasses ● Recognize the properties of each state of matter ● Molecular arrangements of solids, liquids and gases ● Understanding about water cycle ● Understanding about atoms and molecules 	<ul style="list-style-type: none"> ● Understanding about how the life is moving ● values and responsibility of saving wild life ● Understand the importance of plants, flowers and seeds ● values and responsibility of saving our environment ● Changes in the state of matter ● How nature works ● Knowledge about reversible and irreversible changes from day-to-day life 	<p>Activities:</p> <ul style="list-style-type: none"> ● Group Discussion ● Project work ● Science Kit ● Working Model ● Experiments ● Story Board teaching <p>Resources:</p> <ul style="list-style-type: none"> ● E-Modules ● Diagrams ● Flash cards ● Edutech tool – Video, quiz ● SEAB – <p>Life cycle of animals (pg. 7-8) Life cycle of plants (pg. 9-10) States of matter (pg. 11-13)</p>	<ul style="list-style-type: none"> ● Identification and classification ● Set ups to establish relation between cause and effect. (e.g. evaporation, condensation, dissolution) ● Understanding about how things work 	<ul style="list-style-type: none"> ● Written class Test/UT <p>Life cycle of animals Life cycle of plants States of matter</p> <ul style="list-style-type: none"> ● All chapters <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: Nutrition and organ system</p> <p>Chapter 8: Plant body system</p>	<ul style="list-style-type: none"> • Know about nutrients their types and their need in our body • Structure of tooth and types of teeth • Process of digestion in digestive system • Functions of circulatory and excretory systems • Know about parts of the leaf • Understand the process of photosynthesis and transpiration • Interdependence of plants and animals 	<ul style="list-style-type: none"> • Know about what to eat, what not to eat • Difference between healthy and unhealthy food • How our body work • 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 	<p>Activities:</p> <ul style="list-style-type: none"> • Group Discussion • Science Kit • Model • Experiments • Role Play <p>Resources:</p> <ul style="list-style-type: none"> • E-Modules • Diagrams • Model • Mind map • Edutech tool – Video • SEAB – <p>Human body: Nutrition and organ system (pg. 14-17) Plant body system (pg. 18-19)</p>	<ul style="list-style-type: none"> • Understanding about natural phenomenon and natural resources • Draws labelled diagrams, flow charts, concept such as, biogeochemical cycles, cells etc. • Draws conclusion, such as, classification of life forms is related to evolution, deficiency of nutrients affects physiological processes in plants 	<ul style="list-style-type: none"> • Written class Test/UT <p>Human body: Nutrition and organ system Plant body system</p> <ul style="list-style-type: none"> • All chapters <ul style="list-style-type: none"> • Worksheets • Dictation • Project work • Objective type questions • One-word answers • Short answer type questions

Months: November- December

No.of working days:42

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
<p>Chapter 9: Force and work</p> <p>Chapter 10: Measurement</p> <p>Chapter 11: Our Environment</p>	<ul style="list-style-type: none"> • Know about different effects of forces • Difference between friction force and gravitational force • Understanding about simple machines • Types of simple machines • Physical quantities • Measurement and SI units • Measurement of length • Importance of estimation • Measurement of time and temperature and its units • The living organisms and their surroundings, Characteristics of living things • Structural and behavior adaptations • Humans and their environment (how we depend and interact with environment) 	<ul style="list-style-type: none"> • How forces affect us • Why friction force is important for some daily life activities • List the simple machines that make our work easier in day-to-day life • How to do simple calculations in daily life • Knowledge about weighing machines • Application of estimation • Importance of plants and wildlife and how to save them • How to save our environment • How will the conservation affect the percentage of endangered and extinct species 	<p>Activities:</p> <ul style="list-style-type: none"> • Group Discussion • Science Kit • Working model • Game <p>Resources:</p> <ul style="list-style-type: none"> • E-Modules • Diagrams • Model • Flow chart • Edutech tool – Video, Quiz • SEAB – <p>Force and work (pg.20-22) Measurement (pg. 23-24) Our Environment (pg. 25-26)</p>	<p>Understanding the mechanism of how things work</p> <ul style="list-style-type: none"> • Estimates spatial quantities (distance, weight, time, duration) in standard/local units (kilo,gaj, pav etc.) and verifies using simple tools • Suggests ways for hygiene, reduce, reuse, recycle and takes care of different living beings (plants, animals, and the elderly, differently abled people) 	<ul style="list-style-type: none"> • Written class Test/UT <p>Force and work Measurement Our Environment</p> <ul style="list-style-type: none"> • All chapters <ul style="list-style-type: none"> ○ Worksheets ○ Dictation ○ Project work ○ Objective type questions ○ One-word answers ○ Short answer type questions

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	
<p>Chapter 12: Light</p> <p>Chapter 13: Heat and Temperature</p>	<ul style="list-style-type: none"> • Light travels along a straight line, Reflection of light, Shadows, Real and Virtual images • Position of sun can change the change the shape and size of shadows • Sources of heat • How temperature different from heat • Instrument to measure temperature 	<ul style="list-style-type: none"> • Light help us to see things • Natural resource of light • Artificial sources of light • When and how things become hotter and colder • Effects of change in normal human body temperature • What are the types of energy that can be obtained by sun? • How solar energy is useful to us. 	<p>Activities:</p> <ul style="list-style-type: none"> • Group Discussion • Science Kit • Model • Experiments <p>Resources:</p> <ul style="list-style-type: none"> • E-Modules • Flow chart • Model • Edutech tool – Video • SEAB – Light (pg. 27-28) Heat and Temperature (pg. 29-30) 	<ul style="list-style-type: none"> • Understanding about natural phenomenon and natural resources • Verifies using simple tools/set ups to establish relation between cause and effect 	<ul style="list-style-type: none"> • Written class Test/UT Human body: Nutrition and organ system Plant body system • All chapters <ul style="list-style-type: none"> ○ Worksheets ○ Dictation ○ Project work ○ Objective type questions ○ One-word answers ○ Short answer type questions

वार्षिक पाठ्यक्रम योजना (2022-23)

कक्षा : IV

वर्षय : संस्कृत

पुस्तक: नई दीपमणिका

माह - अप्रैल-मई

कायि ददवस - 36

Chapter/ Topic	Learning Objectives	Activities & Resources	Assessment
	Knowledge/Content Based	Application/Aptitude Based	
पाठ 1. वन्दनाः पाठ 2. बालक्रीडाः	<ul style="list-style-type: none">● गायन ववधि,● वीडडओ,इ-मॉडुल● उदाहरण ववधि● वाचन ववधि● अनुवाद ववधि● ववश्लेषण ववधि● संश्लेषण ववधि	<ul style="list-style-type: none">● श्रवण● वाचन● गायन● अनुप्रयोग	<ul style="list-style-type: none">● कववता गायन● पठन● श्रुतलेख● प्र र्- उत्तर● वाक्य रचनात्मक कायय● अनुच्छेद लेखन

माह- जुलाई – अगस्त

कायि ददवस - 39

Chapter/ Topic	Learning Objectives	Activities & Resources	Assessment
	Knowledge/Content Based	Application/Aptitude Based	
पाठ 3 अस्मद युष्मद पाठ 4 संज्ञापदम (लट लकाराः, प्रथमाः पुरुषाः)	<ul style="list-style-type: none">● पठन ववधि,● वीडडओ,इ - मॉडुल● उदाहरण ववधि● वाचन ववधि● अनुवाद ववधि● ववश्लेषण ववधि● संश्लेषण ववधि	<ul style="list-style-type: none">● श्रवण● वाचन● गायन● अनुप्रयोग● वाचन● मनन	<ul style="list-style-type: none">● कववता गायन● पठन● श्रुतलेख● प्र र्- उत्तर● वाक्य रचनात्मक कायय● अनुच्छेद लेखन

Chapter/ Topic	Learning Objectives	Activities & Resources	Assessment
	Knowledge/Content Based	Application/Aptitude Based	
<p>पाठ 5 सवयनाम -प्रयोग: (पष्ठ 63)</p> <p>पाठ 6 सदाचारा: (पष्ठ 68)</p>	<ul style="list-style-type: none"> ● गायन ववधि, ● वीडडओ,इ - मॉडुल ● उदाहरण ववधि ● वाचन ववधि ● अनुवाद ववधि ● ववश्लेषण ववधि ● संश्लेषण ववधि ● संवाद ववधि 	<ul style="list-style-type: none"> ● श्रवण ● वाचन ● गायन ● अनुप्रयोग ● वाचन ● मनन ● अभिनय 	<ul style="list-style-type: none"> ● श्लोक गायन ● पठन ● श्रुतलेख ● प्र र्- उत्तर ● वाक्य रचनात्मक कायय ● संवाद ● अनुच्छेद लेखन

माह- नवंबर -दिसंबर

कार्य दिस - 42

Chapter/ Topic	Learning Objectives	Activities & Resources	Assessment
	Knowledge/Content Based	Application/Aptitude Based	
पाठ 7 स्वरवर्णायाः पाठ 8 व्यंजनाः	<ul style="list-style-type: none">● गायन ववधि,● वीडओ,इ – मॉडुल● उदाहरण ववधि● वाचन ववधि● अनुवाद ववधि● ववश्लेषण ववधि● संश्लेषण ववधि	<ul style="list-style-type: none">● श्रवण● वाचन● गायन● अनुप्रयोग● मनन	<ul style="list-style-type: none">● श्लोक गायन● पठन● श्रुतलेख● प्र- उत्तर● वाक्य रचनात्मक कायय ● श्लोक लेखन

Chapter/ Topic	Learning Objectives	Activities & Resources	Assessment
	Knowledge/Content Based	Application/Aptitude Based	
<p>पाठ 9 ितु-पररचया: (पष्ृठ 113)</p> <p>पाठ 10 वयं कलयाम: (पष्ृठ 119)</p>	<ul style="list-style-type: none"> ● गायन ववधि, ● वीडओ,इ - मॉडुल ● उदाहरण ववधि ● वाचन ववधि ● अनुवाद ववधि ● ववश्लेषण ववधि ● संश्लेषण ववधि 	<ul style="list-style-type: none"> ● श्रवण ● वाचन ● अनुप्रयोग ● वाचन ● मनन ● 	<ul style="list-style-type: none"> ● श्लोक वाचन ● पठन ● श्रुतलेख ● प्र र्- उत्तर ● वाक्य रचनात्मक कायय ● अनुच्छेद लेखन

ANNUAL CURRICULUM PLAN (2022-23)

STEP: IV

SUBJECT: FRENCH

Months: April- May

No. of Working Days:

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
<p>Leçon 1: Les Alphabets, Les Voyelles</p> <p>Vocabulary : aa, bay, say, day</p> <p>Leçon 2: Bonjour!</p> <p>Vocabulary : Hello, Good Morning, Good Afternoon, Good Evening, Good Night</p> <p>Leçon 3: Les Salutations</p> <p>Vocabulary : Thank you, See you soon, Welcome, Sorry, Please, Good bye</p>	<ul style="list-style-type: none"> ● Identify the words, culture of France. ● Read and write sound words. ● make sentences with the new sound words ● To frame sentences making use of concepts to frame correct sentences. ● Knowledge of new Culture. 	<ul style="list-style-type: none"> ● Understanding of the given French words and associated French Culture. ● Use the sound words in their speech. ● Express their thoughts using simple sentences by making use of various parts of speech. 	<p>Activities:</p> <ul style="list-style-type: none"> ● find cities first on the Indian map and then on the maps of French speaking countries- Puducherry, France, Canada. ● Collage making ● Students interview a celebrity (Role play) <p>Resources:</p> <ul style="list-style-type: none"> ● E-Modules M1 – Culture and Civilization of France M2 – Les Salutations M3 – Au revoir ● Recorded e-learning resources 	<ul style="list-style-type: none"> ● How to say hello and goodbye ● How to exchange Greetings ● How to pronounce Alphabets in French ● Discover French culture and civilization 	<ul style="list-style-type: none"> ● Reading Skills (New words and Sentence Reading) ● Listening Skills (Audio Dialogues) ● Speaking Skills (Role Play) ● Writing skills (Dialogue conversation) ● Comprehension skills (Analyzing the new words) ● Communication Skills (Role Play) ● Vocabulary (Dictation)

Months: July- August

No. of Working Days:

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
<p>Leçon 4: Les Nombres(1-20) Vocabulary : Un, deux,trois, quatre.....</p> <p>Leçon 5: Les Couleurs Vocabulary : Rose, rouge, bleu, blanc.....</p> <p>Leçon 6: Masculin, Féminin Vocabulary : bleu-bleue, blanc- blanche.....</p>	<ul style="list-style-type: none"> ● Identify the gender of the new words. ● Read and write sound words. ● Make sentences with the new sound words. ● To frame sentences making use of concepts to frame correct sentences. ● Knowledge of new vocabulary 	<ul style="list-style-type: none"> ● To use their critical / thinking ability to read between the lines and go beyond the text ● Understanding of the given French words and associated French Culture. ● Use the sound words in their speech. ● Express their thoughts using simple sentences by making use of various parts of speech. 	<p>Activities:</p> <ul style="list-style-type: none"> ● Tambola ● Students sing Alphabets ● A game of ludo ● Draw French and Indian Flag ● Colour different objects ● Name objects in the classroom <p>Resources:</p> <ul style="list-style-type: none"> ● Recorded e- learning resources ● E-Modules (online topic specific pdf and power point presentations) ● M1 – Numbers in French ● M2 – Colours in French ● M3 – French Words (Masculine/ Feminine) 	<ul style="list-style-type: none"> ● How to say the different numbers from 1-20 in French. ● How to count in French. ● Discover different games related to Numbers. ● How to pronounce Colours in French. ● Discover and identify their favourite colour. ● How to identify the basic colours in French. ● How to identify the Masculine and Feminine in French. 	<ul style="list-style-type: none"> ● Reading Skills (New words and Sentence Reading) ● Listening Skills (Audio Dialogues) ● Speaking Skills (Role Play) ● Writing skills (Dialogue conversation) ● Comprehension skills (Analyzing the new words) ● Vocabulary (Dictation)

Months: September - October

No. of Working Days:

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
<p>Leçon 7: Les jours de la semaine, Le temps Vocabulary :lundi, mardi..... Le soir, la nuit.....</p> <p>Leçon 8: Les mois de l'année Vocabulary :janvier, février...</p>	<ul style="list-style-type: none"> ● Parler et chantez les jours de la semaine. ● Parler des vacances ● Read and write sound words. ● Make sentences with the new sound words. ● To frame sentences making use of concepts to frame correct sentences. ● Knowledge of new vocabulary. ● Améliorer la prononciation et vocabulaire. 	<ul style="list-style-type: none"> ● To use their critical / thinking ability to read between the lines and go beyond the text ● Understanding of the given French words and associated French Culture. ● Use the sound words in their speech. ● Express their thoughts using simple sentences by making use of various parts of speech. 	<p>Activities:</p> <ul style="list-style-type: none"> ● Memory game with days ● Reading ● Prepare a collage of festivals of France ● Birthday cake with date and month in French <p>Resources:</p> <ul style="list-style-type: none"> ● Recorded e-learning resources ● E-Modules (online topic specific pdf and power point presentations) <p>M1 – Days in French M2 – Months in French</p>	<ul style="list-style-type: none"> ● Names of the different days. ● How to pronounce Days in French. ● Names of the different months. ● How to pronounce Months in French. ● How to put Accent in French. 	<ul style="list-style-type: none"> ● Reading Skills (New words and Sentence Reading) ● Listening Skills (Audio Dialogues) ● Speaking Skills (Role Play) ● Writing skills (Description) ● Comprehension skills (Analyzing the new words) ● Communication Skills (Role Play) ● Vocabulary (Dictation)

Months: November - December

No. of Working Days:

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
<p>Leçon 9: Les Fêtes Vocabulary : La fête nationale, Mardi Gras, Nouvel An.....</p> <p>Leçon 10: Les Fruits, Les Légumes Vocabulary : La pomme, La pomme de terre, La Mangue, L'oignon</p>	<p>Try to understand French short videos</p> <p>Talk about their likings and dislikings of Fruits and Vegetables</p> <p>Read and write sound words.</p> <p>Make sentences with the new sound words.</p> <p>To frame sentences making use of concepts to frame correct sentences.</p> <p>Knowledge of new vocabulary.</p>	<ul style="list-style-type: none"> ● to use their critical / thinking ability to read between the lines and go beyond the text ● understanding of the given French words and associated French Culture. ● use the sound words in their speech. ● express their thoughts using simple sentences by making use of various parts of speech. 	<p>Activities:</p> <ul style="list-style-type: none"> ● Memory game with Fruits and Vegetables ● Prepare a collage of fruits and vegetables ● Prepare a collage of festivals of France <p>Resources:</p> <ul style="list-style-type: none"> ● Recorded e- learning resources ● E- Modules (online topic specific pdf and power point <p>M1 – Les fêtes in French M2 – Les fruits in French M3- Les légumes</p>	<ul style="list-style-type: none"> ● Names of the different fruits. ● How to pronounce Vegetables in French. ● Names of the different festivals in France ● Celebration of different festivals in France 	<ul style="list-style-type: none"> ● Reading Skills (New words and Sentence Reading) ● Listening Skills (Audio Dialogues) ● Speaking Skills (Role Play) ● Writing skills (Description) ● Comprehension skills (Analyzing the new words) ● Communication Skills (Role Play) ● Vocabulary (Dictation)

Months: January- February

No. of Working Days:

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
<p>Leçon 11: Le poème, La chanson</p> <p>Vocabulary : Alouette, Brille et brille</p>	<ul style="list-style-type: none"> • Try to understand French short videos • Talk about their likings and dislikings of poems • Read and write sound words. • Make sentences with the new sound words. • To frame sentences making use of concepts to frame correct sentences. • Knowledge of new vocabulary. 	<ul style="list-style-type: none"> • To use their critical / thinking ability to read between the lines and go beyond the text • Understanding of the given French words and associated French Culture. • Use the sound words in their speech. • Express their thoughts using simple sentences by making use of various parts of speech. 	<p>Activities:</p> <ul style="list-style-type: none"> • Sing a poem • Try to write a poem or song <p>Resources:</p> <ul style="list-style-type: none"> • Recorded e-learning resources • E-Modules (online topic specific pdf and power point M1-Alouette M2- Brille 	<ul style="list-style-type: none"> • Sing different songs. • How to pronounce poem words in French. • Names of the different poems in French. 	<ul style="list-style-type: none"> • Reading Skills (New words and Sentence Reading) • Listening Skills (Audio poem) • Speaking Skills (Singing) • Writing skills (Poem) • Comprehension skills (Analyzing the new words) • Vocabulary (Dictation)

ANNUAL CURRICULUM PLAN (2022–23)

STEP: IV

SUBJECT: GERMAN

Book : 1 Deutsch und ich

Months : April-May

No. of Working Days:

Chapter/Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
<ul style="list-style-type: none"> ● Sich Vorstellen ● Das Deutsche Alphabet ● Die Zahlen 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Write small sentences ● Learn numbers in german 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● To introduce oneself ● Understand given german words ● Learn about german culture 	<p>Activities:</p> <ul style="list-style-type: none"> ● Introduce Yourself ● Role Play ● Counting Game <p>Resources:</p> <ul style="list-style-type: none"> ● Text book ● You tube ● Reading Comprehension ● Picture Composition ● video ● Power point presentations 	<ul style="list-style-type: none"> ● To introduce oneself ● To count till 10 ● Kleine Dialoge ● Pronunciation of German Alphabets ● Sich vorstellen ● Die Zahlen ● Das Deutsche Alphabet 	<ul style="list-style-type: none"> ● Reading Skills (Paragraph) ● Listening Skills (Audio/video) ● Speaking Skills ● Writing skills (Picture Composition) ● Comprehension skills (Q&A, Analyzing the new words) ● Communication Skills ● Vocabulary

Months : July-August

No. of Working Days:

Chapter/Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
<p>Lektion 1 : Hallo !</p> <ul style="list-style-type: none"> ● Vocabulary : Hallo, Guten Morgen, Guten Tag, Guten Abend, Gute Nacht, Vielen Dank, Willkommen <p>Lektion 2: Mein Geburtstag !</p> <ul style="list-style-type: none"> ● Monate, Wochentage, Zahlen, Wie viele ? ● Singular – Plural 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Write small sentences ● Greet in german ● Write Months/Weekdays in german 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Understand new german words ● Learn about german culture 	<p>Activities:</p> <ul style="list-style-type: none"> ● Role Play ● Counting Game ● Word Grid <p>Resources:</p> <ul style="list-style-type: none"> ● Text book ● You tube ● video ● Picture composition ● Power point presentetions 	<ul style="list-style-type: none"> ● Pronunciation of German Alphabets <ul style="list-style-type: none"> ● To be able to Greet in german ● To talk about their birthday ● To talk about Months/Weekdays/Numbers in german 	<ul style="list-style-type: none"> ● Reading Skills (Paragraph) ● Listening Skills (Audio/video) ● Speaking Skills ● Writing skills (Picture Composition) ● Comprehension skills (Q&A, Analyzing the new words) ● Communication Skills ● Vocabulary

Months : September-October

No. of Working Days:

Chapter/Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
<p>Lektion 3 : Schule und Schulsachen</p> <ul style="list-style-type: none"> ● Ein/eine Mein/meine Kein/keine ● Der/die/das Was hast du alles in der Schultasche ? <p>Lektion 4: Wer ist das ?</p> <ul style="list-style-type: none"> ● Was ist das? Oder Wer ist Das? ● Personal Pronomen : Ich, du, sie,er, es,wir, ihr, sie Nicht oder kein ● Meine Familie 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Write small sentences ● Use of artikel ● MakeMein Familienbaum 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Understand new german words ● Learn about german culture ● express their thoughts using simple sentences 	<p>Activities:</p> <ul style="list-style-type: none"> ● Role Play ● Counting Game ● Word Grid ● Collage making <p>Resources:</p> <ul style="list-style-type: none"> ● Text book ● You tube ● video ● Power point presentations ● Picture composition ● Match the words ● Reading comprehension 	<ul style="list-style-type: none"> ● Talk about family members ● To talk about school and school related things ● Personal pronomen ● meine Familie 	<ul style="list-style-type: none"> ● Reading Skills (Paragraph) ● Listening Skills (Audio/video) ● Speaking Skills ● Writing skills (Picture Composition) ● Comprehension skills (Q&A, Analyzing the new words) ● Communication Skills ● Vocabulary

Months: November-December

No. of Working Days:

Chapter/Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
<p>Lektion 5 : Mein Haus !</p> <ul style="list-style-type: none"> ● Wie heißt das auf Deutsch? ● Wo wohnst du? ● Ich wohne. ● du wohnst. <p>Lektion 6 : Farben</p> <ul style="list-style-type: none"> ● Kleidung, Wir Malen 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Write small sentences ● Explain Mein Haus in german ● Learn Farben in german 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Understand new german words ● Explain their house ● learn colours in German ● express their thoughts using simple sentences 	<p>Activities:</p> <ul style="list-style-type: none"> ● Role Play ● Puzzle ● Game ● Word Grid ● Collage making <p>Resources:</p> <ul style="list-style-type: none"> ● Text book ● You tube ● Reading comprehension ● video ● Power point presentetions 	<ul style="list-style-type: none"> ● To name the rooms in the House ● Enquire about the rooms ● Ask about the Objects in a house and answer the questions ● Farben ● Kleidung 	<ul style="list-style-type: none"> ● Reading Skills (Paragraph) ● Listening Skills (Audio/video) ● Speaking Skills ● Writing skills (Picture Composition) ● Comprehension skills (Analyzing the new words) ● Communication Skills (Role play) ● Vocabulary

Months : January-February

No. of Working Days:

Chapter/Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
<p>Lektion 7 : Hast du ein hobby?</p> <ul style="list-style-type: none"> • Wer Macht was ? Hobby • Wer ist was ? Beruf <p>Lektion 8 : körperteile</p> <ul style="list-style-type: none"> • Wie viele • Wie gut kennst du deinen körper ? 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Write small sentences <ul style="list-style-type: none"> • Write about hobbies and profession • Talk about Körper 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Understand new german words <ul style="list-style-type: none"> • Explain their house • Learn body parts in German • Express their thoughts using simple sentences 	<p>Activities:</p> <ul style="list-style-type: none"> • Role Play • Puzzle • Game • Word Grid • Collage making <p>Resources:</p> <ul style="list-style-type: none"> • Text book • You tube • video • Reading comprehension • Power point presentetions 	<ul style="list-style-type: none"> • To talk about their Hobbies and profession • To be able to tell about their Körperteile • Frame small sentences 	<ul style="list-style-type: none"> • Reading Skills (Paragraph) • Listening Skills (Audio/video) • Speaking Skills • Writing skills (Picture Composition) • Comprehension skills (Analyzing the new words) • Communication Skills (Role play) • Vocabulary

ANNUAL CURRICULUM PLAN (2022-23)

STEP: IV

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		Skill Based	
<p>Chapter 1: History of Computers</p> <p>Chapter 2: Input and Output device</p>	<p>Chapter 1: History of Computers: Different early calculating device; different innovations and inventors; how computer came into existence</p> <p>Chapter 2: Input and Output device List the different types of input and output devices; functions of input and output devices; state the functions of CPU</p>	<p>Chapter 1: History of Computers: Different calculating device and computers that led to today's computer. Discussion of different types of computers.</p> <p>Chapter 2: Input and Output device Advanced input and output devices</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		Skill Based	
<p>Chapter 3: Computer Memory and storage</p> <p>Chapter 4: Working with Windows 10</p>	<p>Chapter 3: Computer Memory and storage</p> <p>State about computer memory; Understand memory units; basic terms related to computer memory; understand primary memory chips and secondary storage device; distinguish between primary and secondary memory.</p> <p>Chapter 4: Working with Windows 10</p> <p>Role of operating system; different operating system; components of Windows 10 desktop; set screen saver; customize taskbar; adjust volume; set data and time.</p>	<p>Chapter 3: Computer Memory and storage</p> <p>Use of ROM and RAM in computer. Different secondary storage device and their use.</p> <p>Chapter 4: Working with Windows 10</p> <p>Learn to set screen saver, adjust volume and set data and time.</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 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	
<p>Chapter 5: Introduction to Microsoft Word 2016</p> <p>Chapter 6: Introduction to Microsoft PowerPoint 2016</p>	<p>Chapter 5: Introduction to Microsoft Word 2016 Know about word processor; know about launch word application; learn to type, edit and format text; learn to save, open and resave a document.</p> <p>Chapter 6: Introduction to Microsoft PowerPoint 2016 Know about Microsoft PowerPoint; Steps to launch the application; demonstrate how to enter text in slides; steps to save and open a presentation</p>	<p>Chapter 5: Introduction to Microsoft Word 2016 Typing in word processor, format and edit a document. Save a document and resave a document.</p> <p>Chapter 6: Introduction to Microsoft PowerPoint 2016 Launch an application. Text in slides. How to make a presentation. Steps to save and open presentation</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 Teasers</p> <p>Quiz</p> <p>Notebook work</p>

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	
<p>Chapter 7: Programming with LOGO</p> <p>Chapter 8: Working with Scratch</p>	<p>Chapter 7: Programming with LOGO About LOGO; understand working in LOGO interface; demonstrate working in Logo</p> <p>Chapter 8: Working with Scratch Learn to use the scratch interface; steps to insert the premade sprite; create custom sprite; use of costumes</p>	<p>Chapter 7: Play with Turtle - Logo Make different types of LOGO Write simple programs.</p> <p>Chapter 8: Working with Scratch Create custom sprite.</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>

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 9: The Internet	<p>Chapter 9: The Internet</p> <p>Define internet; history of internet; basic terms of internet; basic requirements by internet connections; steps to browse the internet</p>	<p>Chapter 9: The Internet</p> <p>Steps to use of internet</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: IV

SUBJECT: MUSIC

Months: April – May

No. of working days:8

CONTENT	TECHNIQUES/ RESOURCES USED	SKILL DEVELOPMENT	AREAS OF ASSESSMENT/OBSERVATION
<ul style="list-style-type: none">● 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● 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
<ul style="list-style-type: none">● Guru Purnima<ul style="list-style-type: none">● Performance on World nature conv. Day● Performance on Independence Day● Performance on Janmashtami● Performance on teacher's day● Performance on Dussehra ●Rakshabandhan	<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
<ul style="list-style-type: none">● 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
<ul style="list-style-type: none">● 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
<ul style="list-style-type: none">● 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: 2022-2023

DANCE

Class - IV

Month: - April – May

No. of working days:8

CONTENT	TECHNIQUES/ RESOURCES USED	SKILL DEVELOPMENT	AREAS OF ASSESSMENT/ OBSERVATION
<ul style="list-style-type: none">• Kathak basic(teentaal)• Ram navmi special• World Heritage day(folk dance)	<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

Month: - July-August

No. of working days:8

CONTENT	TECHNIQUES/ RESOURCES USED	SKILL DEVELOPMENT	AREAS OF ASSESSMENT/ OBSERVATION
<ul style="list-style-type: none">• Krishna (janmashtmi)• Sport's 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

Month: - Sep-Oct

No. of working days:7

CONTENT	TECHNIQUES/ RESOURCES USED	SKILL DEVELOPMENT	AREAS OF ASSESSMENT/ OBSERVATION
<ul style="list-style-type: none">• Navratri special• Diwali 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	Activities Rhythm Coordination Expression

Month: - Nov – Dec

No. of working days:7

CONTENT	TECHNIQUES/ RESOURCES USED	SKILL DEVELOPMENT	AREAS OF ASSESSMENT/ OBSERVATION
<ul style="list-style-type: none">• Annual day performance• 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	Activities Rhythm Coordination Expression

Month: - Jan - Feb –March

No. of working days:10

CONTENT	TECHNIQUES/ RESOURCES USED	SKILL DEVELOPMENT	AREAS OF ASSESSMENT/ OBSERVATION
<ul style="list-style-type: none">• BGS Day Celebration• Republic day special• Saraswati Vandana	<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	Activities Rhythm Coordination Expression

ANNUAL CURRICULUM PLAN (2022-23)

STEP: IV

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
<ul style="list-style-type: none">● 1-Colourful Birds● 2- Bird● 3-Silver Fish (Colour and Activity)● 4- Mother's Day● 5-Toucan (Colour and Activity)● 6-Baisakhi● 7-Froggy● 8-Fruit Seller	<ul style="list-style-type: none">● Draw and Color● Sketchpens Colouring <ul style="list-style-type: none">● Glitter Pasting● Free Hand Drawing <ul style="list-style-type: none">● Newspaper Craft● Buttons Pasting● Oil Pastels Colouring	<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
<ul style="list-style-type: none">● 9- Independence Day (Activity)● 10- Pattern Design● 11- Stop Cutting● 12-Trees● 13-Rakhi (Activity)● 14-Folk Art● 15-Madhubani Art● 16-Dahi Handi (Activity)● 17-Owis● 18-Animal Study-Cow	<ul style="list-style-type: none">● Coloring with Crayons● Free Hand Drawing● Paper Cutting and Folding● Tear and Pasting● Pattern Design● Cotton Pasting● Wood Dust Pasting● Mirrors Pasting	<ul style="list-style-type: none">● Self-expression● Observation● Exploration● Aesthetic sense● Spatial comprehension● Colour sense● Fine motor skills● 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
<ul style="list-style-type: none">● 19- Paper Flower (Activity)● 20-Stencil Art (Colour And Activity)● 21-Maa Durga● 22-Landscape (Activity)● 23-Jungle Scene● 24-Dussehra● 25-Flower Pot (Activity)● 26-Village Scenery (Activity)	<ul style="list-style-type: none">● Colouring with Crayons● Free Hand Drawing● Stencil Art● Ear Bud Painting● Pencil Colour Painting● Tear and Pasting	<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
<ul style="list-style-type: none">● 27-Pussy Cat (Activity)● 28-Happy Diwali● 29- Draw with Steps● 30-Air Balloon● 31- Mask On Stage● 32-Drive Safe!● 33- Rangoli Design (Colour And Activity)	<ul style="list-style-type: none">● Colouring with Crayons● Free Hand Drawing● Patten Drawing● Water Colour Painting● Colour Mixing● Draw and Color● Glitter Pasting	<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● Neatness

Months : January- February

No. of Working Days: 6

Chapter/Topic	Techniques Used	Skill Development	Areas Of Observation
<ul style="list-style-type: none">● 34-Draw with Steps● 35-Dinosaurs● 36-Snow Man (colour and Activity)● 37- Puppet Show● 38-Happy Holi	<ul style="list-style-type: none">● Colouring with Crayons● Free Hand Drawing● Cotton Pasting● Pen/Pencil Sketching● Ice Cream Stick Pasting● Sketchpens● Colouring	<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● Neatness

ANNUAL CURRICULUM PLAN (2022-23)

STEP: IV

SUBJECT: SCHOOL CINEMA

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	With or without medals	Self-Awareness, Critical Thinking, Coping with Stress	Commitment	Self-Acceptance, Optimism	To understand that competition is very good... as long as it's healthy. It's what makes one strive to be better.
MAY	In the name of the law	Decision Making, Interpersonal, Problem Solving, Critical Thinking	Understanding	Discipline, Self-Control	Obedience alone gives the right to command.
JULY	It's not my fault	Decision Making, Critical Thinking, Coping with Emotions	Responsibility	Maturity, Accountability	The greatest day in your life and mine is when we take total responsibility for our attitudes.
AUGUST	Spot the mistake	Critical Thinking, Coping with Emotions, Empathy, Communication, Problem Solving	Non-Judgmental	Acceptance, Being Open-minded	To understand be curious, not judgmental.
SEPTEMBER	Jealousy	Self-Awareness, Coping with Emotions, Interpersonal	Individuality	Contentment, Uniqueness	To accept every person has uniqueness - something that nobody else has.
OCTOBER	Make Peace	Empathy, Communication, Coping with Emotions, Problem Solving	Forgiveness	Love, Sensitivity	Ethics is knowing the difference between what you have a right to do and what is right to do.
NOVEMBER	Believe in yourself	Self-Awareness, Creative Thinking, Decision Making, Coping with Emotions	Self	Confidence, Perseverance, Optimism	When you have confidence, you can have a lot of fun. And when you have fun, you can do amazing things.

DECEMBER	The Big Competition	Interpersonal, Communication, Coping with Emotions, Creative Thinking	Self-Assurance	Stage Presence, Public Speaking, Composure,	The best way to conquer stage fright is to know what you are talking about.
JANUARY	Jump to it	Coping with Emotion, Communication	Patience	Self-Control, Calmness, Maturity	To identify situations in which if patience is worth anything, it must endure to the end of time. And a living faith will last in the midst of the blackest storm.
FEBRUARY	The Tomboy	Critical Thinking, Interpersonal, Empathy, Problem Solving	Equality	Fairness, Open-mindedness, Acceptance	The greatest discovery of all time is that a person can change his future by merely changing his attitude.

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: IV****SUBJECT: PHYSICAL EDUCATION**

Month	Lessons	Skill Area	Learning Out Come
APRIL	Knowledge about Balanced Diet	Health and Fitness	Learning components of Balanced Diet, Healthy Food Habits
	Reading Food Labels		Learning how to read various components of food materials available in the market
	Height and Weight Concepts		knowledge about ideal Height and Weight
	Skipping with Music	Gymnastics/Aerobics	Improvement in Flexibility, Aerobic Conditioning, Leg Strength
MAY	Front Roll	Gymnastics/Aerobics	Back, Abdominal, Shoulder Strength and Balance
JUNE	--HOLIDAYS--		
JULY	Back Roll	Gymnastics/Aerobics	Back, Abdominal, Shoulder Strength and Balance
	Side Roll		Ballance, Transfer of body weight
AUGUST	Floor Exercises	Gymnastics/Aerobics	Improvement in floor exercises.
	Jump and split		Flexibility for hip joint, leg strength and improvement in skill.
	Cartwheel		Shoulder and Back strength, Balance.
	50m Hurdle Race	Athletics	Improvement in Speed, Reaction time
	Medicine Ball Relay		Improvement in Speed, Strength, Balance
SEPTEMBER	100m Race	Athletics	Improvement in Speed, Reaction time

	200m hurdle race		Improvement in skill and concepts.
	Medicine Ball Throw		Arm and back strength.
	Basic Rules	Sports - Basketball	Basic knowledge of the game
	Ball Handling		Improvement in Control on ball, Arm strength, Judgement over the ball
OCTOBER	Dribbling and Controlling	Sports - Basketball	Improvement in Dribbling , Agility, Running with the ball
	Gallery		Agility, Neuro-muscular coordination, Knowledge of space, team work
	Stance	Sports - Cricket	Learning advantage of proper stance
	Catching		Improvement in catching, Hand-eye coordination
NOVEMBER	Throwing at Various Length	Sports - Cricket	Improvement in Hand-eye coordination, shoulder strength
	Striking (Straight and Cover Drive)		improvement in Batting skills
	Fielding Concentration Drills		Improvement in Concentration, catching skills, reaction ability
	Bowling Concentration Drills		Improvement in Concentration
DECEMBER	Batting Concentration Drills	Sports - Cricket	improvement in Batting skills, Bowling skills, Ball judgement

JANUARY	Basic Rules	Sports - Cricket	Learning basic rules of the game, Player positions
	Passing(Instep)	Sports - Football	Passing with instep, Accuracy, Leg strength
	Dribbling(Football)		Improving dribbling skills, Balance, Control on ball
	Balance		Improving balance, Strength, Anticipation
FEBRUARY	Kicking (In Step)	Sports - Football	Improving instep kicking, Leg strength
	Kicking(Out Step)		Improving outstep kicking, Leg strength

	Kicking(Corner Kick)		Improving corner kick, Scoring, Accuracy in passing
MARCH	--ANNUAL EXAMINATIONS--		