



BGS Vijnatham School

॥ विद्या - ज्ञान विज्ञान तन्त्रज्ञान सहितम् ॥

ANNUAL CURRICULUM PLAN

STEP - V



ANNUAL CURRICULUM PLAN (2022-23)

STEP: V

SUBJECT: ENGLISH

Book/s: Fitzroy Reader (Stories 51- 60)

Fitzroy Word Skills- 6A and 6B

Jolly Grammar Pupil Book- 5

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 Lesson 1: 'Paul's Principle' Lesson 2: 'The Dirt Track'</p> <p>Fitzroy Word Skill (6A) Adding(-ing), Quote marks, Synonyms, Modifying Verbs, Adjectives and Adverbs Special Words, Noun Phrases, Verb Phrases, Adjectival Phrases, Adverbial Phrases, Antonyms, Punctuation</p> <p>Grammar Parts of Speech and Parsing Sentence - Verbs, Subject and Object, Suffix, Verb Tenses – Simple Past / Present / Future</p> <p>Creative Writing Picture Composition Letter Writing</p>	<ul style="list-style-type: none"> ● Identify the characters, main idea, details and sequencing the story. ● Develop sensitivity towards the journey of life and understanding emotions. ● To frame grammatically correct sentences by making use of grammar concepts. ● Identify nouns, adjectives, verbs and pronouns to describe a picture. ● To be able to identify the elements of a letter. 	<ul style="list-style-type: none"> ● Analyze the information and make inferences from informational text. ● To interpret life's situation and have a point of view. ● Express thoughts by understanding the relations and emotions. 	<p>Activities:</p> <ul style="list-style-type: none"> ● Pen Pal ● Role Play ● News Reading ● Story weaving <p>Resources:</p> <ul style="list-style-type: none"> ● E-Modules ● Picture Cube ● Edu-tech tool – Parts of Speech, Verb Tenses, Subject and Object in a sentence ● SEAB – Ex 1: Parts of Speech (Pg 1-5) Ex 2: Suffix & Prefix (Pg 6-7) Ex 3: Tenses (Pg 8-17) Ex 17: Informal Letter (Pg 58 – 60) 	<ul style="list-style-type: none"> ● Perform role play/ skit in with appropriate expressions. ● Vocabulary enhancement ● Express thoughts and put them in a sequence to describe it effectively. ● Establish interpersonal relationships to express feelings and emotions. 	<ul style="list-style-type: none"> ● Reading Skills (Story Reading, News Reading) ● Listening Skills (Story weaving) ● Speaking Skills (Role Play) ● Writing skills (Letter Writing, Picture Composition) ● Comprehension skills (Analyzing the Character, Q&A) ● Communication Skills (Role Play) ● Vocabulary (Story Weaving, Dictation)

Months: July - August

No. of working days: 36 days

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
<p>Fitzroy Reader Lesson 3: 'Athlete Pete' Lesson 4: 'Meeting the Challenge' Fitzroy Word Skill (6A) Consonant, Comparison, Comparative and Superlative, Quotes, Pronouns, Homonyms, Gender, Indefinite Pronouns, Unquoted Speech Grammar Past / Present / Future Continuous; Modal Verbs – 'To Have' Past / Present / Future Continuous Contractions Creative Writing Letter Writing</p>	<ul style="list-style-type: none"> ● Understand the meaning of expectations and the effect of the same in one's life ● Understand the rules of grammar concepts and use them in speech and 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 which use targeted grammar structures. ● Apply the elements to compose a personal letter. 	<p>Activities:</p> <ul style="list-style-type: none"> ● Change the scene - writes 5-6 sentences to change a scene to change the ending of the story ● Building a word chain ● Challengers <p>Resources:</p> <ul style="list-style-type: none"> ● Mind Map ● Flash Cards ● Grammar Wheel ● SEAB – <p>Ex 3: Tenses (Pg 8-17) Ex 4: Modal Verbs (Pg 18-20) Ex 5: Contractions (Pg 21-22) Ex 17: Informal Letter (Pg 58 – 60) Ex 19: Poems (Pg 64-66)</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 for a variety of situations. ● Write informal letters or messages with a Sense of audience. 	<ul style="list-style-type: none"> ● Reading Skills (Story Reading) ● Listening Skills (Audio Story) ● Speaking Skills (News Reading, Change the scene) ● Writing skills (Informal Letter Writing) ● Comprehension skills (Inferencing, RTC, MCQs) ● Communication Skills (Challengers) ● 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: 'Transported' Lesson 6: ' David and Goliath'</p> <p>Fitzroy Word Skill (6A) Abstract Nouns, Collective Noun, Text and Paragraphs,</p> <p>Fitzroy Word Skill (6B) Continuous Tense, Synonyms, Subject and Object</p> <p>Grammar Prefix Irregular Past Participles Transitive and Intransitive Verbs, Prepositional Phrase as Adverbs</p> <p>Creative Writing Notice Writing / Designing a poster</p>	<ul style="list-style-type: none"> ● To identify self-ability to do a task and making your skills your strengths. ● To be able to understand the problem in the story and identify the solution. ● To be able to understand the format and identify important information for writing notices and making posters. 	<ul style="list-style-type: none"> ● Develop critical thinking ability to identify one's strengths and use them wisely to try to provide suggestion/ solutions to the problems. ● To write the sentences in correct tense. ● To give appropriate information to publish a notice or a to design a poster for an event. 	<p>Activities:</p> <ul style="list-style-type: none"> ● Cherish the ability ● Activity In-charge ● Extempore – Strength or Skill <p>Resources:</p> <ul style="list-style-type: none"> ● Activity planner ● E-module ● Edu-tech Tool: Abstract Nouns, Collective Nouns, Continuous Tense, Synonyms, Irregular past participles, adverbs ● Quiz ● SEAB: Ex 6: Prepositional Phrase (Pg 23-26) Ex 7: Noun Phrase (Pg 27-28) Ex 19: Poems (Pg 67-70) 	<ul style="list-style-type: none"> ● Go beyond the limits to achieve your goals. ● Identify the needs of the people and try to find solution with best of the abilities. ● Able to understand the poem and infer the meaning. ● To write notices for an event or to pass important information to everyone. 	<ul style="list-style-type: none"> ● Reading Skills (Story Reading) ● Listening Skills (Extempore- Strength or Skill) ● Speaking Skills (Cherish the Ability) ● Writing skills (Notice Writing) ● Comprehension skills (Comprehension Questions, RTC, MCQs) ● Communication Skills (Extempore- Strength or Skill) ● 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: Excavations' Lesson 8: 'Andrew and Diana' Fitzroy Word Skill (6B) Syllables, Homophones, Prepositions, Conjunctions Confused Words, Synonyms, Exclamations, Prefixes, Suffixes Grammar Phrasal Verbs Order of adjectives Types of Adverbs Creative Writing Diary Entry Writing Invitations</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 and entertain. ● To be able to identify the setting of the story. ● To be able to identify easily confused words and use them in sentences. ● To be able to identify the important information to design an invitation. ● To understand the emotions and express it in a diary entry. 	<ul style="list-style-type: none"> ● To develop a sense of empathy towards people. ● Understand the causes of emotions of a person and respect each individual ● To know emotions and opinions and express the same in daily diary 	<p>Activities:</p> <ul style="list-style-type: none"> ● Helping others ● Meet my Mate ● Skit <p>Resources:</p> <ul style="list-style-type: none"> ● Mind Maps ● E – module ● Cue-Cards ● Quiz ● SEAB <p>Ex 8: Adjectives – Degree and Order (Pg 29-31) Ex 9: Adverbs (Pg 32-35) Ex 15: Comprehension Passages (Pg 48 - 52)</p>	<ul style="list-style-type: none"> ● Understand the difference of opinions ● Able to write script for skit with various elements of a story. ● Use describing words in the correct order to describe an object. ● Able to write invitations with important details. 	<ul style="list-style-type: none"> ● Reading Skills (Story Reading) ● Listening Skills (Helping others) ● Speaking Skills (Meet my Mate, Helping Others) ● Writing skills (Comprehension questions, Skit) ● Comprehension skills (Comprehension Questions, RTC, MCQs) ● Communication Skills (Skit) ● Vocabulary (Skit, 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: 'Lost and Won' Lesson 10: 'The Facts of Life'</p> <p>Fitzroy Word Skill (6B) Punctuation, Parts of Speech, Homographs, Verbs, Hyphens and Dashes Passive Voice, Derivations, Homophones</p> <p>Grammar Irregular Plurals Colon, Bullet Points, Parentheses Homographs, Homonyms, Heteronyms, Antonyms and Synonyms</p> <p>Creative Writing Planning or preparing an itinerary Dialogue Writing</p>	<ul style="list-style-type: none"> ● To be able to understand the phases of life and make priorities in life. ● Understand the importance of wisdom ● To be able to use grammar concepts in writing skills ● Make use of facts in dialogue writing. ● How to plan a trip 	<ul style="list-style-type: none"> ● Understand life situations and take wise decisions ● Will understand the importance of honesty in life and make suitable priorities in life ● Will understand the difference between facts and opinion ● Will be able to give evidence or facts or reasons to support their views 	<p>Activities:</p> <ul style="list-style-type: none"> ● Talk Show ● Ad – Mad Show ● Plan a class trip <p>Resources:</p> <ul style="list-style-type: none"> ● Cue – Cards ● Placards ● E-modules <p>Edu-tech tool: Irregular Plurals, Homographs, Homonyms, Heteronyms, Antonyms and Synonyms</p> <ul style="list-style-type: none"> ● SEAB: <p>Ex 10: Singular and Plurals (Pg 36-37) Ex 11: Colon (Pg 38-39) Ex 12: Homographs and Homonyms (Pg 40-41) Ex 13: Heteronyms (Pg 42-43) Ex14: Itinerary (Pg 44-47) Ex 18: Dialogue Writing (Pg 60-63)</p>	<ul style="list-style-type: none"> ● To be able to raise opinions with supporting facts and evidences. ● To convince other people with their supporting point of view. ● Able to identify the elements of the story ● To be able to plan a trip 	<ul style="list-style-type: none"> ● Reading Skills (Story Reading) ● Listening Skills (Talk Show) ● Speaking Skills (Talk Show, Ad-Mad Show) ● Writing skills (Comprehension questions) ● Comprehension skills (Comprehension Questions, RTC, MCQs, Group Discussion) ● Communication Skills (Talk Show, Ad-Mad Show) ● Vocabulary (Talk Show, Dictation)

वार्षिक पाठ्यक्रम योजना (2022-23)

कक्षा :V

विषय : हिन्दी

पुस्तक: वल्लरी, सुरभिका

माह: अप्रैल- मई

कार्य दिवस: 36

पाठ/विषय	सीखने के लक्ष्य		गतिविधि और संसाधन	सीखने की संप्राप्ति आधारित	मूल्यांकन
	ज्ञान/तत्व पर आधारित	योग्यता पर आधारित			
<p>वल्लरी: पाठ-1- सबकी आँखों का तारा(कविता) पाठ-2- सेर को सवा सेर (कहानी) पाठ-3- हमारा पड़ोसी श्री लंका पाठ-4- आओ पेड़ लगाए (कविता) पाठ-5- पोंगल (पत्र)</p> <p>सुरभिका: पाठ-1- भाषा पाठ-2- वर्ण-विचार पाठ-4- संज्ञा पाठ-5- लिंग पाठ-6- वचन</p> <p>रचनात्मक लेखन: पत्र-लेखन</p>	<ul style="list-style-type: none"> ●हमें जीवित रहने के लिए सब कुछ प्रकृति से ही प्राप्त होता है हम भी उसकी रचना है। ●हमें सीमा में रहना सीखना चाहिए किसी के साथ जबरदस्ती करना या पीछे पड़ जाना गलत बात है। ●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। ● श्री लंका के प्रकृति सौंदर्य का वर्णन करते हुए दादाजी को पत्र लिखिए। ● पेड़ न काटे, यह संदेश देते हुए सचित्र नारा लिखिए। ● मकर संक्रांति अन्य प्रदेशों में किन नामों से और किस प्रकार मनाई जाती है? 	<p>गतिविधियाँ</p> <ul style="list-style-type: none"> ● कुछ राज्यों की नृत्य शैलिया के चित्र बनाकर रंग भरना व उनको पहचानना। ● पत्र लेखन, विभिन्न त्योहारों के बारे में जानकारी उपलब्ध कराना। ● एक-एक पौधा लगाओ। <p>संसाधन</p> <ul style="list-style-type: none"> ● SEAB <p>भाषा (पृष्ठ सं० 1-2) वर्ण (पृष्ठ सं० 3) संज्ञा (पृष्ठ सं० 4-7) लिंग (पृष्ठ सं० 8-9) वचन (पृष्ठ सं० 10)</p>	<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। 	<ul style="list-style-type: none"> ● पठन कौशल (कविता/कहानी का पठन) ● श्रवण कौशल सेर को सवा सेर कहानी सुनना ● वाचन कौशल (कहानी/कविता को समझते हुए उसमें अपनी बात/कहानी जोड़ना) ● लेखन कौशल (पत्र-लेखन) ● अभिव्यक्ति कौशल (पात्रों का, विश्लेषण, प्रश्नोत्तर) ● शब्द कोश (श्रुतलेख)

पाठ/विषय	सीखने के लक्ष्य		गतिविधि और संसाधन	सीखने की संप्राप्ति	मूल्यांकन
	ज्ञान/तत्व पर आधारित	योग्यता पर आधारित			
<p>वल्लरी: पाठ-6- कोयल का संदेश (कहानी) पाठ-7- हिमालय (कविता) पाठ-8- महंगी पड़ी शरारत (कहनी) पाठ-9- प्रतिदान (कहनी)</p> <p>सुरभिका: पाठ-6- सर्वनाम पाठ-8- विशेषण पाठ-9- क्रिया पाठ-15- पर्यायवाची शब्द</p> <p>रचनात्मक लेखन: अनुच्छेद लेखन</p>	<ul style="list-style-type: none"> ● गुरु अपने शिष्य को सदा उचित मार्ग पर चलते देखना चाहते हैं, के विषय में रोचक जानकारी को समझना। ● हमें हिमालया जैसा अटल, दृढ़-निश्चय बनने, के विषय को समझना चाहिए। ● सर्वनाम, क्रिया, विशेषण को पहचानना। ● हमें बच्चे को समझना चाहिए की कौन सी शरारत ठीक है और कौन सी गलत है। ● हमारे अन्दर कोई न कोई विशेषताए होती है उनको जाना और 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। ● “ जब मैंने एक शरारत की विषय पर एक अनुच्छेद लिखिए। 	<p>गतिविधियाँ</p> <ul style="list-style-type: none"> ● आज के विद्यालय और प्राचीन समय के गुरुकुलों में दी जाने वाली शिक्षा व्यवस्था में कौन सी व्यवस्था श्रेष्ठ है? इस विषय में कक्षा में वाद विवाद प्रतियोगिता का आयोजन। ● हिमालय के बारे में जानकारी एकत्रित कीजिए। ● श्री राम, श्री कृष्ण, पांडव कौरव ने किन ऋषियों के आश्रम में शिक्षा प्राप्त की थी? जानकारी एकत्रित कीजिए। <p>संसाधन</p> <ul style="list-style-type: none"> ● SEAB सर्वनाम (पृष्ठ सं० 18-19) विशेषण (पृष्ठ सं० 20-21) क्रिया (पृष्ठ सं० 22-23) पर्यायवाची शब्द (पृष्ठ सं० 24- 25) 	<ul style="list-style-type: none"> ● उचित हाव-भाव के साथ कहानी, कविता आदि को ध्यान से समझते हुए सुनते और अपनी प्रतिक्रिया व्यक्त करते हैं। ● 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 और संसाधन	सीखने की संप्राप्ति	मूल्यांकन
	ज्ञान/तत्व पर आधारित	योग्यता पर आधारित		कौशल पर आधारित	
<p>वल्लरी: पाठ-10- शिक्षाप्रद दोहे (काव्य) पाठ-11- अनोखी प्रतियोगिता (कविता) पाठ-12- कमजोर (कहानी)</p> <p>सुरभिका: पाठ-7- कारक पाठ-12- विलोम शब्द पाठ-13- अनेक शब्दों के लिए एक शब्द</p> <p>रचनात्मक लेखन: चित्र- वर्णन लेखन</p>	<ul style="list-style-type: none"> ● शिक्षाप्रद दोहे हमें समय का महत्व समझने परोपकारी बनने, मीठी वाणी बोलने, अंकार नहीं करने और प्रेम के संबंधों को एचआर हाल में बनाए रखने की सीख मिलता है के विषय को समझना। ● इस पाठ में हम एक काल्पनिक दुनिया का अंत्यन्त रोमांचक चित्रण के विषय को समझने का प्रयास। ● 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। ● '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"> ● कल्पना के आधार पर किसी साहसिक या विचित्र घटना का वर्णन कीजिए। ● संत कबीर के जीवन के बारे में कक्षा मिलकर एक कार्य योजना तैयार कीजिए। ● अलग-अलग चित्रों का वर्णन करों। <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) पत्र-लेखन (पृष्ठ सं० 40) 	<ul style="list-style-type: none"> ● उचित हाव-भाव के साथ कहानी, कविता आदि को ध्यान से समझते हुए सुनते और अपनी प्रतिक्रिया व्यक्त करते हैं। ● 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 (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			
<p>वल्लरी: पाठ-13-वह खास मुसाफिर (प्रेरक) पाठ-14- हमारा प्यारा झंडा (कविता)</p> <p>सुरभिका: पाठ-9- क्रिया- विशेषण पाठ-10- विराम- चिन्ह पाठ-15- अशुद्धि शोधन (शब्द और वाक्य) पाठ-16- मुहावरे</p> <p>रचनात्मक लेखन: सवाद-लेखन:</p>	<ul style="list-style-type: none"> ● वह खास मुसाफिर कहानी में हेमशा ये याद रखना चाहिए की ज्ञान बाठने से बढ़ता है और हमें उस पर घमंड नहीं करना चाहिए, विषय को समझना। ● हर देश के लिए उसका राष्ट्रीय ध्वज उसकी आन-बान और शान होता है इस विषय को समझना। ● मुहावरे को पहचानना। ● 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। ● हमारा प्यारा झंडा कविता पढ़कर आपको क्या शिक्षा मिली? यह बताते हुए दादा जी को पत्र लिखिए। 	<p>गतिविधियाँ</p> <ul style="list-style-type: none"> ● “ राष्ट्रिय ध्वज का चित्र बनाकर उस पर संवाद लेखन कीजिए”। ● 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। ● समूह बनाकर बच्चों को विराम- चिन्ह बताना। <p>संसाधन</p> <ul style="list-style-type: none"> ● SEAB वर्तनी-शुद्धि (पृष्ठ सं० 31) मुहावरे(पृष्ठ सं० 36) अशुद्धि शोधन(पृष्ठ सं० 39) 	<ul style="list-style-type: none"> ● उचित हाव-भाव के साथ नाटक, कविता आदि को ध्यान से समझते हुए सुनते और अपनी प्रतिक्रिया व्यक्त करते हैं। ● लिखते हुए अपने लेखन में विराम-चिन्हों, जैसे- पूर्ण विराम, अल्प-विराम, प्रश्नवाचक चिन्ह का सचेत इस्तेमाल करते हैं। अपने विचारों को सबके समक्ष रखना। ● शब्द कोश बढ़ाते हुए शब्दों/ मुहावरे को समझकर उनका अर्थ सुनिश्चित करना। 	<ul style="list-style-type: none"> ● पठन कौशल (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 और संसाधन	सीखने की संप्राप्ति	मूल्यांकन
	ज्ञान/तत्व पर आधारित	योग्यता पर आधारित		कौशल पर आधारित	
<p>वल्लरी: पाठ-15-बादल की कहानी, बादल की जुबानी पाठ-16- कालिदास (प्रसंग) पाठ-17- गिनती</p> <p>सुरभिका: पाठ-11- संबंधबोधक अव्यय पाठ-12-विस्मयादिबोधक अव्यय पाठ-13- समुच्चयबोधक अव्यय पाठ-18- अनेकार्थक शब्द पाठ-19- समरूप भिन्नार्थक शब्द</p> <p>रचनात्मक लेखन: निबंध-लेखन</p>	<ul style="list-style-type: none"> ● पर्वत, नदी, सागर, बादल- सभी हमारे जीवन को प्रभावित करते हैं सभी से पर्यावरण का निर्माण होता है इस विषय को समझना। ● व्यक्ति को अपने गुणों और योग्यता पर घमंड हो जाता है किन्तु घमंडी का सिर नीचा भी अवश्य होता है, विषय को समझना। ● संबंधबोधक अव्यय, विस्मयादिबोधक अव्यय, अनेकार्थक शब्द । ● 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। ● “मैं हूँ नदी”- स्वयं को नदी मानते हुए अपना परिचय रोचक ढंग से दीजिए। ● विनम्रता ज्ञान की पहचान होती है है इस पर निबंध-लेखन लीखों। ● 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</p> <ul style="list-style-type: none"> ● कालिदास के विषय में और जानकारी प्राप्त कीजिए तथा सब मिलकर एक कार्य योजना तैयार कीजिए। ● कल्पना करों की तुम एक बूँद हो।जल से भाप बनकर बादलों में पहुँचने और बदलो से पुनः बूँद बनने की कहानी को आत्मकथा के रूप में लिखिए। <p>संसाधन</p> <ul style="list-style-type: none"> ● लाइब्रेरी (पंचतंत्र- सबसे अनमोल) ● SEAB संबंधबोधक अव्यय(पृष्ठ सं० 29) विस्मयादिबोधक अव्यय (पृष्ठ सं० 32) समुच्चयबोधक अव्यय(पृष्ठ सं० 33) 	<ul style="list-style-type: none"> ● उचित हाव-भाव के साथ कहानी, कविता आदि को ध्यान से समझते हुए सुनते और अपनी प्रतिक्रिया व्यक्त करते हैं। ● लिखते हुए अपने लेखन में विराम-चिन्हों, जैसे- पूर्ण विराम, अल्प-विराम, प्रश्नवाचक चिन्ह का सचेत इस्तेमाल करते हैं। अपने विचारों को सबके समक्ष रखना। ● शब्द कोश बढ़ाते हुए शब्दों को समझकर उनका अर्थ सुनिश्चित करना। 	<ul style="list-style-type: none"> ● पठन कौशल (समाचार पत्र/ पत्रिका का पठन) ● श्रवण कौशल (वीडियो द्वारा नुक्कड़ नाटक सुनना) ● वाचन कौशल (संसार की सबसे कीमती वस्तु क्या हो सकती है, पर परिचर्चा करना) ● लेखन कौशल (पत्र-लेखन/शब्द-चित्र) ● अभिव्यक्ति कौशल (प्रश्नोत्तर, मूल्य आधारित प्रश्न) ● शब्द कोश (श्रुतलेख, समानार्थी शब्द, वाक्य-पूर्ति)

ANNUAL CURRICULUM PLAN (2022-23)

STEP: V

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</p> <p>Chapter 2 – The four Operations</p> <p>Chapter 3 – Multiples and Factors</p>	<ul style="list-style-type: none"> ● To understand numbers in words and numerically using place value ● To understand and identify the place value of digits in 7 and 8 - digit numbers. ● To express 7, 8-digit numbers in expanded form and standard form. ● To understand and arrange numbers in ascending and descending order. ● To express numbers in roman numerals. ● To develop an understanding of 4 operations. ● To understand the operation facts and problem-solving strategies. ● To find the Factors and multiples of given numbers. ● To introduce the concept of HCF and LCM ● To understand the relationship between HCF and LCM of two numbers 	<ul style="list-style-type: none"> ● To understand and able to apply round off the numbers to nearest hundreds, thousands and ten thousand. ● To understand and apply the properties of addition, subtraction, multiplication and division in word problems. ● To apply divisibility rules to check if a given number is divisible by another number. ● To apply factor method, prime factorization method, long division method to find HCF. ● To apply prime factorization and short division method to find LCM. 	<p>Activities:</p> <ul style="list-style-type: none"> ● Abacus activity (Understanding place Value, Addition and subtraction) ● Division as sharing ● HCF and LCM codebreaker <p>Resources:</p> <ul style="list-style-type: none"> ● Abacus, Number kit ● Addition kit ● Subtraction kit ● Multiplication Kit ● Division Kit <p>Mental Maths Chapter 1: Ex. 1 –10 Chapter 2: Ex. 11 –19 Chapter 3: Ex. 20-24 (Exercise 17 –22)</p> <p>Edu Tech Tool Splash learn</p>	<p>Analytical Students will be able to identify the situations in real life where they have to apply the four operations.</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>Experiential learning Students will be able to understand the concept by doing the activities</p>	<p>Conceptual clarity Word Problems</p> <p>Mental Ability Mental Maths Assignments</p> <p>Written Work Notebook Submission</p> <p>Activities Observation</p>

Months: July - August

No. of working days: 45

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
<p>Chapter 4 – Fractions</p> <p>Chapter 5 – Decimals</p> <p>Chapter 10 – Geometry</p>	<ul style="list-style-type: none"> ● To understand types of fractions, equivalent fractions. ● To compare and order the given fractions. ● To understand the place value system of decimals ● To compare and order decimal numbers. ● To convert decimals to fractions and fractions to decimals. ● To introduce the concept of geometry. ● To explore the concept of line, ray ,line segment and types of lines. ● To explore the concept of angles, types of angles and measuring an Angle. ● To explore the concept of triangles and types of triangles. ● To explore the concept the of polygons and circles. 	<ul style="list-style-type: none"> ● To convert fractions in its lowest form. ● To apply four operations on fractions. ● To convert decimals to fractions and fractions to decimals. ● To apply the four operations on decimal numbers. 	<p>Activities: The fraction boogie Base Ten Blocks Incorporate Some Art</p> <p>Resources:</p> <ul style="list-style-type: none"> ● Fraction kit ● Decimal Kit ● Geometry Kit <p>Mental Math Chapter 4 Exercise 25 – 32 Chapter 5 Exercise 33 – 43 Chapter 10 Exercise 44 – 47</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 5 – Symmetry, Patterns and nets (Pg – 106)</p> <p>Chapter 11 – Time and Temperature (pg- 181)</p> <p>Chapter 13 – Data Handling (pg- 211)</p>	<ul style="list-style-type: none"> ● To explain the symmetry – Mirror image, Rotation ● To explain the patterns and turns. ● To explain and understand the tessellation patterns. ● To explain the nets of a box. ● To Read, write and draw to the exact minute using am/pm. ● To draw a bar graph/circle graph/ line graph for given data. ● To explain the concept of temperature. 	<ul style="list-style-type: none"> ● To convert one unit into another unit of time. ● To convert smaller unit into a bigger unit. (Time and Temperature) 	<p>Activities: Daily Schedules An integrated art project</p> <p>Resources:</p> <ul style="list-style-type: none"> ● Clock ● Thermometer ● Graph <p>Mental Math Chapter 11 – Ex. - 48,65 Chapter 13 – Ex. - 66</p> <p>Edu Tech Tool Matific</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>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 Worksheets</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 7 – Percentage</p> <p>Chapter 8 – Measurement</p> <p>Chapter 12- Money</p>	<ul style="list-style-type: none"> ● To introduce the concept of percentage. ● To explore the concept of fraction and decimals as a percentage. ● To express a quantity as a percentage of another. ● To introduce the concept of conversion of units - length, weight and capacity. ● To convert smaller unit to a greater unit and greater unit to smaller unit. ● To understand operation on measurement. ● To explain the concept of speed. ● To understand the concept of CP and SP selling price, Profit and Loss. 	<ul style="list-style-type: none"> ● To express a quantity as a percentage of another. ● To find the given percentage of a given quantity ● To convert smaller unit to a greater unit and greater unit to smaller unit. ● To calculate the speed. ● To calculate CP, SP ● To calculate profit or loss percent 	<p>Activities: Paper Airplanes Long-distance jump Money Bags Classroom Sale Shopping the Sales Lemonade making</p> <p>Resources:</p> <ul style="list-style-type: none"> ● Scales (Big and small) ● Dummy notes ● Cheque book <p>Mental Math Chapter 7 – Exercise 57-60 Chapter 8 – Exercise 50-51 Chapter 12 – Exercise – 55-56</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 9 – Area and Volumes</p> <p>Chapter 14 – Map Study</p> <p>Chapter 15- Algebra</p>	<ul style="list-style-type: none"> ● To introduce the concept of Perimeter and perimeter of composite figures. ● Introduction to maps ● To understand direction, scale and keys in maps ● To understand online maps ● To understand and explore constants and variables. ● To understand derivation of algebraic expression 	<ul style="list-style-type: none"> ● To calculate the area of composite figures. ● To calculate the volume of given figures. ● To find the value of an algebraic expression with one variable. 	<p>Activities: Build a city Measuring Distances on Map</p> <p>Resources: Shapes Kit</p> <p>Mental Maths Chapter 9: Exercise 52-54</p> <p>Edu Tech Tool Matific</p>	<p>Logical skill Students will be able to the given maps.</p> <p>Problem Solving Students will be able to solve the problem by appropriate application of concepts</p> <p>Critical Thinking Students will be able to form algebraic expressions from word statements and vice-versa</p>	<p>Conceptual clarity Game and Quiz</p> <p>Mental Ability Mental Maths Assignments</p> <p>Written Work Notebook Submission</p> <p>Activities Observation</p>

ANNUAL CURRICULUM PLAN (2022-23)

STEP: V

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. Globes and Maps</p> <ul style="list-style-type: none"> ● Globes ● Maps ● Types of Maps ● Components of a Map <p>L 2. Latitudes and Longitudes</p> <ul style="list-style-type: none"> ● Lines of Latitude ● Important Lines of Latitude ● International Date Line ● Measuring time ● Locating Places 	<ul style="list-style-type: none"> ● Describe maps and a Globe. ● Explain different kinds and components of map. ● Define Latitudes and Longitudes. ● Explain the importance of parallel of meridians. 	<ul style="list-style-type: none"> ● Explain kinds of maps: thematic, physical and political. ● Explain the components of a map, such as, scale directions, colors and symbols. ● Explain how latitudes and longitudes are used for calculating time and locating places. 	<p>L 1 Activity: Map work Resources:</p> <ul style="list-style-type: none"> ● Map of India ● Globe (Cognitech Zone) ● E-Modules ● SEAB <p>L2 Activity: Map work Resources:</p> <ul style="list-style-type: none"> ● Map of India ● Globe (Cognitech Zone) ● E-Modules ● SEAB 	<ul style="list-style-type: none"> ● Enhance Spatial Intelligence. ● Identifies states of India, other neighboring countries on globe and the world map. 	<ul style="list-style-type: none"> ● Map Skills ● Objective questions ● Question and Answer (Short and Long) ● Definitions ● Map Skills ● Objective questions ● Question and Answer (Short and Long) ● Definitions

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. Movements of the Earth</p> <ul style="list-style-type: none"> ● Rotation ● Revolution ● Seasons ● Solstice and Equinox <p>L 4. Continents and Oceans</p> <ul style="list-style-type: none"> ● Continents and Oceans 	<ul style="list-style-type: none"> ● Explain the rotation and revolution of the Earth. ● Describe the effects of rotation. ● Explain the revolution of the Earth. ● Name the continents and explain the importance of lands. ● Name the oceans and explain the importance of oceans. 	<ul style="list-style-type: none"> ● How day and night are caused? ● To know about seasons and how they are caused? <p>To understand</p> <ul style="list-style-type: none"> ● The importance of land for people who inhabit it and also supports natural vegetation and wildlife too. ● To understand influence of ocean the climate of coastal regions. 	<p>L 3 Activity:</p> <ul style="list-style-type: none"> ● Find out how much time does each planet take to rotate and revolve around the Sun. <p>Resources:</p> <ul style="list-style-type: none"> ● E-Modules ● SEAB ● Seasons <p>APP.SET (SST Lab)</p> <p>L 4 Activity:</p> <ul style="list-style-type: none"> ● Locate all the Continents and Oceans on a world map. <p>Resources:</p> <ul style="list-style-type: none"> ● World Map ● E-Modules ● SEAB 	<ul style="list-style-type: none"> ● Enhance Visual and Spatial Intelligence. ● To locate directions on the flat surface and continents and oceans on the world map. 	<ul style="list-style-type: none"> ● Objective questions ● Definitions ● Answer the following questions ● Activity ● Map work ● Objective questions ● Definitions ● Answer the following 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 5. Climatic Zones of the Earth</p> <ul style="list-style-type: none"> ● Weather and Climate ● Factors Affecting the Climate of a place ● Climatic Zones of the Earth. ● Torrid Zone ● Temperate Zone ● Frigid Zone <p>L 6. The Equatorial Region</p> <ul style="list-style-type: none"> ● Climate ● Vegetation and Wildlife. 	<ul style="list-style-type: none"> ● Explain the difference between weather and climate. ● Explain the factors affecting climate of a place. ● Describe the heat zones of the Earth. ● Explain the location of the equatorial region. ● Describe the climate of the equatorial region. 	<ul style="list-style-type: none"> ● To understand that earth is divided into three zones and each zone receives different amount of heat from the Sun and has a different climate. <p>To understand that</p> <ul style="list-style-type: none"> ● The climate is hot and wet throughout the year as this region receives the direct rays of the Sun. ● Day and nights are equal and the region does not experience different seasons in a year. 	<p>L 5 Activity:</p> <ul style="list-style-type: none"> ● Record the maximum and minimum temperature of your city for one week. <p>Resources:</p> <ul style="list-style-type: none"> ● E-Modules <p>L 6 Activity:</p> <ul style="list-style-type: none"> ● Make a picture postcard for: Location of Equatorial Forest. Vegetation and wildlife. Life of people in the region. <p>Resources:</p> <ul style="list-style-type: none"> ● E-Module ● SEAB 	<ul style="list-style-type: none"> ● Able to locate, distribution and extent of different climatic regions on the world map or globe. ● Draw interrelationship between climatic regions and life of people living in different climatic regions. 	<ul style="list-style-type: none"> ● Mind Map ● Choose the correct option ● Answer the following ● Definition <p>Objective questions Answer the following questions Activity</p>

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>L7. Temperate Grasslands</p> <ul style="list-style-type: none"> ● Climate ● Vegetation and Wildlife ● Life in the Grasslands ● Prairies of North America <p>L 8. The Desert Region</p> <ul style="list-style-type: none"> ● Climate ● Vegetation and Wildlife ● Life in the Desert Region 	<ul style="list-style-type: none"> ● Explain the location of the temperate grasslands. ● Describe the climate of the temperate grasslands. ● Describe the climate of desert regions. ● Describe the vegetation and wildlife of the desert regions 	<ul style="list-style-type: none"> ● To understand that grasslands in the Southern Hemisphere are located along the sea coast, have a more moderate climate than the grasslands in the Northern Hemisphere. <p>To understand that</p> <ul style="list-style-type: none"> ● The deserts are extremely hot and dry. These regions are prone to sandstorms. ● Desert regions have less vegetative. 	<p>Group Activity:</p> <ul style="list-style-type: none"> ● Collage <p>Make notes about the climate, natural vegetation and wildlife, life of the people in the prairies</p> <p>Resources:</p> <ul style="list-style-type: none"> ● E-Modules ● SEAB <p>Activity:</p> <ul style="list-style-type: none"> ● List the states that surround Thar Desert and mark them on a map. <p>Resources:</p> <ul style="list-style-type: none"> ● Map of India ● E-Modules ● SEAB 	<ul style="list-style-type: none"> ● Draw interrelationship between climatic regions and life of people living in different climatic regions. ● Draw interrelationship between climatic regions and life of people living in different climatic regions. 	<ul style="list-style-type: none"> ● MCQ ● Solve the crossword ● Answer the following questions ● Activity <p>Map Skills</p> <p>Objective questions</p> <p>Answer the following questions</p>

Months : September -October

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 9. Frigid Zone</p> <ul style="list-style-type: none"> ● Climate ● Vegetation and Wildlife ● Life in the Frigid Zone <p>L 10. Environmental Pollution</p> <ul style="list-style-type: none"> ● Air Pollution ● Water Pollution ● Soil Pollution ● Noise Pollution ● Conserving the Environment <p>L 11. Natural Disasters</p> <ul style="list-style-type: none"> ● Earthquakes ● Volcanoes ● Floods ● Tsunamis ● Droughts ● Cyclones 	<ul style="list-style-type: none"> ● Locate the Frigid Zone. ● Describe the climate, vegetation, wildlife and life of the people living in the Frigid Zone. ● To explain air, water, soil, noise pollution ● Describe the effects of air, water, soil, noise pollution. ● Understand what natural disasters are. 	<ul style="list-style-type: none"> ● To understand that the Frigid Zone receives very little heat from the Sun and this region is covered with glaciers and a thick layer of ice cap. ● Frigid Zone remains very cold throughout the year. <p>To understand</p> <ul style="list-style-type: none"> ● The effects of pollutions. ● To know what the safety measures are need to be taken during natural disasters. 	<p>L 9 Activity:</p> <ul style="list-style-type: none"> ● Create a study guide on the Frigid Zone <p>Resources:</p> <ul style="list-style-type: none"> ● E-Modules ● SEAB <p>L 10 Activity:</p> <ul style="list-style-type: none"> ● Poster making “Say NO to Plastics” <p>Resources:</p> <ul style="list-style-type: none"> ● E-Modules ● SEAB <p>Group Activity:</p> <ul style="list-style-type: none"> ● Make a simple volcano. <p>Resource:</p> <ul style="list-style-type: none"> ● Composite Volcano Model (SST Lab) ● E-Modules ● SEAB 	<ul style="list-style-type: none"> ● Draw interrelationship between climatic regions and life of people living in different climatic regions. ● Analyzes factors contributing to pollution in their surroundings and lists measures to prevent it. ● Explain preventive actions to be undertaken in the event of disasters. 	<p>Objective questions</p> <p>Mind Maps</p> <p>Answer the following questions</p> <p>Activity</p> <p>Objective questions</p> <p>Mind Maps</p> <p>Definitions</p> <p>Answer the following questions</p> <p>Objective questions</p> <p>Question and Answer (Short and Long)</p> <p>Activity</p> <p>Definitions</p>

Months : November-December

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 12. Evolution of Transport and Communication</p> <ul style="list-style-type: none"> • Evolution of Transport • Roadways • Railways • Waterways • Airways • Evolution of Communication • Postal • Telecommunication • Mass Communication <p>L 13. India Over the Ages</p> <ul style="list-style-type: none"> • Ancient Period • The Iron Age of India • Medieval Period • Modern Period 	<ul style="list-style-type: none"> • Understand how transport evolved? • Know more about road transport. • Understand the concept of communication systems. <p>Discuss the different stages of Indian history—ancient, medieval and British.</p>	<ul style="list-style-type: none"> • To understand that advancements in science and technology have made human life easier and faster. <p>To learn about</p> <ul style="list-style-type: none"> • The different civilizations, empires and dynasties that ruled over India. • Changes occurred in India during each period. 	<p>Group Activity:</p> <ul style="list-style-type: none"> • Draw a pictograph to represent road transport. (Which mode of transport student use while going to school?) <p>Resource:</p> <ul style="list-style-type: none"> • E-Modules • SEAB <p>Activity:</p> <p>Research Based</p> <ul style="list-style-type: none"> • Visit any monument and make a project on it. <p>Resources:</p> <ul style="list-style-type: none"> • E-Modules • SEAB 	<ul style="list-style-type: none"> • Understand the sequence of evolution of transport and the importance of wheel in transportation. • Realize the importance of communication • Can demonstrate understanding of the concepts of past, present, and future by creating timelines based on narratives. 	<ul style="list-style-type: none"> • Objective questions • Mind Maps • Question and Answer (Short and Long) • Definitions • Activity • Mind Maps • Question and Answer (Short and Long) • Definitions • Objective questions

Months : November-December

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 14. British Period in India</p> <ul style="list-style-type: none"> ● Beginning of British Rule in India ● Discontent against British Rule ● Revolt of 1857 ● Spread of New Ideas and Social Reforms ● Indian National Congress. <p>L 15 Attaining Freedom</p> <ul style="list-style-type: none"> ● Road to Freedom ● Gandhian Period -Non-violence and Satyagraha ● Jallianwala Massacre ● Dandi March ● Quit India Movement ● India gains Independence. 	<ul style="list-style-type: none"> ● Discuss the important battles that established the British rule in India, that is, the Battle of Plassey and Battle of Buxar. ● Identify the causes of discontent amongst the Indians under the British rule. ● Describe the events that culminated in India's independence 	<ul style="list-style-type: none"> ● To name the social reformers who tried to bring about change in the Indian society. ● Explain how the Indian National Congress was formed? ● To understand why the Indian National Army was formed? 	<p>L 14 Group Activity:</p> <ul style="list-style-type: none"> ● Debate on 'Pros and cons of the British period in India'. <p>Resources:</p> <ul style="list-style-type: none"> ● E-Modules ● SEAB <p>L 15 Group Activity: Create a graphic story on a chart paper about India's freedom.</p> <p>Resources:</p> <ul style="list-style-type: none"> ● E-Modules ● SEAB 	<ul style="list-style-type: none"> ● Explain the origin, nature and spread of the revolt of 1857 and the lessons learned from it. ● Analyze the significant developments in the process of attaining freedom. 	<p>Objective question Mind Maps Question and Answer (Short and Long) Activity Mind Maps Question and Answer (Short and Long) Objective questions Activity</p>

Months : January -February

No. of working days:31

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based			
<p>L 16 Indian Government</p> <ul style="list-style-type: none"> Government In India Central Government Lok Sabha Rajya Sabha The President The Prime Minister State Governments Judiciary <p>L 17 United Nations</p> <ul style="list-style-type: none"> Formation of the United Nations Objectives of the United Nations Organs of the UN Special Agencies of the UN India's Relation with the UN 	<ul style="list-style-type: none"> Explain the structure of the government of India. Define Judiciary. Explain the structure and role of the central government. and state government. To know about the formation and objectives of United Nations. To know about the bodies and the special agencies of the UN. 	<ul style="list-style-type: none"> To understand the basic role of government in running a country. <p>To understand that</p> <ul style="list-style-type: none"> UN is an organization that helps to maintain peace in the world. It promotes cooperation among nations and protect human rights. 	<p>Group Activity:</p> <ul style="list-style-type: none"> Hold elections in class to elect a monitor <p>Resources:</p> <ul style="list-style-type: none"> E-Modules SEAB <p>Activity:</p> <p>Group Discussion:</p> <ul style="list-style-type: none"> Topic: One way to achieve the SDG 16(Sustainable Development Goal) Peace, Justice and Strong Institutions to combat the problems facing the world. <p>Resources:</p> <ul style="list-style-type: none"> E-Modules SEAB 	<ul style="list-style-type: none"> Identify various levels of the government – local, state and union. To promote cooperation among nations in solving social, economic and humanitarian problems. 	<p>Name the following Question and Answer (Short and Long)</p> <ul style="list-style-type: none"> Definitions Objective questions <p>Mind Map Quiz Question and Answer Activity Objective questions</p>

ANNUAL CURRICULUM PLAN (2022-23)

STEP: V

SUBJECT: SCIENCE

Book : Wow Science Book-5

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	
<p>Chapter 1: Animal Classification</p> <p>Chapter 2: Microorganisms</p>	<ul style="list-style-type: none"> ● Different animals live in different environment ● Compare the features of cold- and warm-blooded animals ● Distinguish between vertebrates and invertebrates ● Classification of microbes ● Advantages and disadvantages of fungi and bacteria ● Ways of food preservation 	<ul style="list-style-type: none"> ● To identify characteristic (physical) features of different animals and categorize them into different groups as insects, birds, fishes, amphibians, reptiles, mammals and insects. ● Understand the hours of activity of various animals ● Defensive techniques of some animals ● Correlate physical features of the animals help them to live in their surroundings. ● Identification of harmful and useful fungi and bacteria ● Importance of food preservation 	<p>Activities:</p> <ul style="list-style-type: none"> ● Group Discussion ● Project Work: (1) Make a list of mammals around you (2) Find out difference in the body coverings of reptiles and amphibian and share it with your peers in the class! ● Video on movement in animals will be shown https://www.youtube.com/watch?v=VfocdSog53c ● PPT making ● Observation ● Experiment (science Kit) <p>Resources:</p> <ul style="list-style-type: none"> ● E-Modules ● Flow Charts ● Edutech tool – Video, quiz ● SEAB – Animal Classification (pg. 1-3) Microorganisms (pg. 4-5) 	<ul style="list-style-type: none"> ● Understanding about natural phenomenon ● Explain the super senses and unusual features (sight, smell, hear, sleep, sound, etc.) of animals and their responses to light, sound, food etc. ● Explains the use of technology and the process of accessing basic needs (food, water etc.) in our daily life. (e.g. farm produce to kitchen i.e. grains to Roti, preservation techniques) 	<ul style="list-style-type: none"> ● Written class Test/UT Animal Classification Microorganisms ● 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			
Chapter 3: Reproduction in plants	<ul style="list-style-type: none"> Know about the different parts of seeds like embryo, seed coat and seed leaves Know about the functions of different parts of seed and meaning of seed germination and conditions required for seed germination. 	<ul style="list-style-type: none"> Understand the importance of plants, flowers and seeds Understand why seed dispersal is important values and responsibility of saving our environment 	<p>Activities:</p> <ul style="list-style-type: none"> Group Discussion Project work (seed germination) Video on vegetative reproduction followed by discussion Experiments Nature walks Story <p>Resources:</p> <ul style="list-style-type: none"> E-Modules Diagrams Flash cards Edutech tool – Video, quiz SEAB – <p>Reproduction in plants (pg. 6-7)</p> <p>Reproduction in animals (pg. 8)</p> <p>States of matter (pg. 9-12)</p>	<ul style="list-style-type: none"> Identification and classification Records observations/experiences/ information in an organised manner (e.g. in tables/ sketches/ bar graphs/ pie charts) and predicts patterns in activities/phenomena (e.g. floating, sinking, mixing, evaporation, germination, spoilage) to establish relation between cause and effect. 	<ul style="list-style-type: none"> Written class Test/UT Reproduction in plants Reproduction in animals States of matter All chapters <ul style="list-style-type: none"> Diagram Worksheets Dictation Project work Objective type questions One-word answers Short answer type questions
Chapter 4: Reproduction in animals	<ul style="list-style-type: none"> Know and learn about different agents of seed dispersal and Knowledge about the structure of a flower 	<ul style="list-style-type: none"> Understanding about how the life is moving values and responsibility of saving wild life 			
Chapter 5: States of matter	<ul style="list-style-type: none"> Difference between egg lying animals and mammals Reproduction through single parent (budding, fragmentation and regeneration) Recognize the properties of each state of matter Impurities in water and their removal 	<ul style="list-style-type: none"> Changes in the state of matter Importance of purifying the water Importance of water conservation 			

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 6: Human body systems</p> <p>Chapter 7: Transport system of a plant</p> <p>Chapter 8: Measurement</p>	<ul style="list-style-type: none"> ● Functions of different systems present in human body ● know the functions of different parts of the skeleton. ● Know different types of joints movable and immovable and different types of muscles ● Know the terms ligament, cartilage and tendons ● Parts and their functions in transport system of plants ● Comparison between transport system of plants and that of humans ● Transportation of water and nutrients throughout the plant body ● Physical quantities ● Measurement and SI units ● Measurement of length ● Importance of estimation ● Measurement of time and temperature and its units 	<ul style="list-style-type: none"> ● Knowledge about our body parts and how they work ● Distinguish between voluntary and involuntary muscles ● To know the importance of sunlight and calcium for the growth of bones. ● Learn to take care of bones and muscles. ● Difference between plant body and human body ● Understanding about how plants get their requirement of water and nutrients ● How to do simple calculations in daily life ● Knowledge about weighing machines ● Application of estimation 	<p>Activities:</p> <ul style="list-style-type: none"> ● Group Discussion ● Science Kit ● Model ● Experiments ● Comparative study of the different types of joints (In their note book) and different time zones ● Visit to orthopedic doctor <p>Resources:</p> <ul style="list-style-type: none"> ● E-Modules ● Diagrams ● Model ● Mind map ● Edutech tool – Video ● SEAB – ● Human body systems (pg. 13-15) ● Measurement (pg. 16-17) 	<ul style="list-style-type: none"> ● Understanding about natural phenomenon and natural resources ● To be able to measures ● Physical quantities and ● Expresses in SI units ● Spatial recognition & Intelligence 	<ul style="list-style-type: none"> ● Written class Test/UT ● Human body systems ● Transport system of a plant ● Measurement ● All chapters <ul style="list-style-type: none"> ○ Diagram ○ 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</p> <p>Chapter 10: Simple machine</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 ● Different types of forces ● Harmful effects of force ● Understanding about simple machines and its 6 types ● Know what are levers and its kinds as class I, II and III lever with examples ● Components of environment ● Layers of atmosphere ● Understand various terms like deforestation, afforestation and reforestation. ● 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 ● Understanding about how force can be harmful also ● List the simple machines that make our work easier in day-to-day life ● Can analyses the role of simple machines that reduces our efforts and for better efficiency. ● How to save our environment ● Identify the different layers of atmosphere and its constituents. ● Get aware to grow more plants/trees and sensitize other children. ● Become aware of the ill effects of deforestation, soil erosion and sensitize other people 	<p>Activities:</p> <ul style="list-style-type: none"> ● Group Discussion ● Science Kit ● Working model ● Game ● Story: Bob the builder <p>Resources:</p> <ul style="list-style-type: none"> ● E-Modules ● Diagrams ● Model ● Flow chart ● Edutech tool – Video, Quiz ● SEAB – Force (pg.18-20) ● Simple machine (pg. 21-22) ● Our Environment (pg. 23) 	<ul style="list-style-type: none"> ● Understanding the mechanism of how things work ● Applies the interdependency and interrelationship in the biotic and abiotic factors of environment to promote conservation of environment, such as, organic farming, waste management, etc ● Describes the interdependence among animals, plants and humans. 	<ul style="list-style-type: none"> ● Written class Test/UT Force Simple machine Our Environment ● All chapters ○ Diagram ○ 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: Forms of energy</p> <p>Chapter 13: Energy from food</p>	<ul style="list-style-type: none"> ● Define exhaustible and inexhaustible sources of energy ● Different forms of energy ● Know some Alternative sources of energy ● How we get energy from food ● Why living organisms need energy ● Food pyramid and its different levels. 	<ul style="list-style-type: none"> ● Learn to make judicious use of fossil fuels ● Develop an understanding about the sources of energy, ● Make judicious use of fossil fuels. ● Appreciate alternative sources of energy ● Understand the importance of different food groups in our diet to be healthy. ● Understand the food pyramid and its importance. 	<p>Activities:</p> <ul style="list-style-type: none"> ● Group Discussion ● Science Kit ● Research ● Project work ● Role play ● PPT making ● video on balanced diet and food pyramid <p>Resources:</p> <ul style="list-style-type: none"> ● E-Modules ● Flow chart ● Model ● Edutech tool – Video ● SEAB – <p>Forms of energy (pg. 24-25) Energy from food (pg. 26-29)</p>	<ul style="list-style-type: none"> ● Understanding about natural phenomenon and natural resources ● Suggest ways for saving resources (land, fuels, forests, etc.) and shows sensitivity for the disadvantaged/ deprived. 	<p>● Written class Test/UT</p> <p>Forms of energy Energy from food</p> <p>● All chapters</p> <ul style="list-style-type: none"> ○ Worksheets ○ Dictation ○ Project work ○ Objective type questions ○ One-word answers ○ Short answer type questions

वार्षिक पाठ्यक्रम योजना (2022-23)

कक्षा : V

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.सयं ुक्तवर्ा: पाठ 2.अकारांत-पुल्लंग शब्द: पाठ 3.आकारांत-नपुसकललगं पाठ4-अकारांत-नपुसंकललगं	<ul style="list-style-type: none">● गायन ववधि,● वीडिओ,इ-मिुल● उदाहरर् ववधि● वाचन ववधि● अनुवाद ववधि● ववश्लेषर् ववधि● संश्लेषर् ववधि	<ul style="list-style-type: none">● श्रवर्● वाचन● गायन● अनुप्रयोग	<ul style="list-style-type: none">● कववता गायन● पठन● श्रुतलेख● प्र र्- उत्तर● वाक्य रचनात्मक काया● अनुच्छेद लेखन

माह: जुलाई – अगस्त

कायि ददवस: 39

Chapter/ Topic	Learning Objectives	Activities & Resources	Assessment
	Knowledge/Content Based	Application/Aptitude Based	
पाठ 5- ितुपररचय: क्रिया प्रयोग: (पष्ृठ 38) पाठ 6 -सवानाम पररचय (पष्ृठ 43)	<ul style="list-style-type: none">● पठन ववधि,● वीडिओ,इ - मिँल● उदाहरर् ववधि● वाचन ववधि● अनुवाद ववधि● ववश्लेषर् ववधि● संश्लेषर् ववधि	<ul style="list-style-type: none">● श्रवर्● वाचन● गायन● अनुप्रयोग● वाचन● मनन	<ul style="list-style-type: none">● कववता गायन● पठन● श्रुतलेख● प्र र्- उत्तर● वाक्य रचनात्मक काया● अनुच्छेद लेखन

माह: ससतंबर-अक्टूबर

कायि ददवस: 37

Chapter/ Topic	Learning Objectives	Activities & Resources	Assessment
	Knowledge/Content Based	Application/Aptitude Based	
पाठ 7. प्रथमपुरुष: एकवचनमर पाठ 8 प्रथमपुरुष: द्ववचनमर पाठ 9.प्रथमपुरुष: बहुवचनमर	<ul style="list-style-type: none">● गायन ववधि,● वीडिओ, इ - मिऑल● उदाहरर् ववधि● वाचन ववधि● अनुवाद ववधि● ववश्लेषर् ववधि● संश्लेषर् ववधि● संवाद ववधि	<ul style="list-style-type: none">● श्रवर्● वाचन● गायन● अनुप्रयोग● वाचन● मनन● अलिनय	<ul style="list-style-type: none">● श्लोक गायन● पठन● श्रुतलेख● प्रर्- उत्तर● वाक्य रचनात्मक काया● संवाद● अनुच्छेद लेखन

माह: नवंबर - ददसंबर

कायि ददवस: 42

Chapter/ Topic	Learning Objectives	Activities & Resources	Assessment
	Knowledge/Content Based	Application/Aptitude Based	
पाठ 10-मध्यमपुरुष: एकवचनमर (पष्ृठ 60) पाठ 8-मध्यमपुरुष: द्ववचनमर (पष्ृठ 63) पाठ 9-मध्यमपुरुष: एकवचनमर (पष्ृठ 66)	<ul style="list-style-type: none">● गायन ववधि,● वीडिओ,इ – मिँल● उदाहरर् ववधि● वाचन ववधि● अनुवाद ववधि● ववश्लेषर् ववधि● संश्लेषर् ववधि	<ul style="list-style-type: none">● श्रवर्● वाचन● गायन● अनुप्रयोग● मनन	<ul style="list-style-type: none">● श्लोक गायन● पठन● श्रुतलेख● प्रर्- उत्तर● वाक्य रचनात्मक काया● श्लोक लेखन

माह: जनवरी - मार्च

कायि ददवस: 49

Chapter/ Topic	Learning Objectives	Activities & Resources	Assessment
	Knowledge/Content Based	Application/Aptitude Based	
पाठ 13-उत्तमपुरुषः एकवचनमर पाठ 14-उत्तमपुरुषः द्ववचनमर पाठ 15-उत्तमपुरुषः बहुवचनमर पाठ 16-संख्यावाची-शब्दाः	<ul style="list-style-type: none">● गायन ववधि,● वीडिओ,इ - मिँल● उदाहरर् ववधि● वाचन ववधि● अनुवाद ववधि● ववश्लेषर् ववधि● संश्लेषर् ववधि	<ul style="list-style-type: none">● श्रवर्● वाचन● अनुप्रयोग● वाचन● मनन●	<ul style="list-style-type: none">● श्लोक वाचन● पठन● श्रुतलेख● प्रर्- उत्तर● वाक्य रचनात्मक काया● अनुच्छेद लेखन

ANNUAL CURRICULUM PLAN (2022-23)

STEP: V

SUBJECT: FRENCH

Book: Apprenons Le francais-0

Months : April- May

No. of Working Days : 18

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
<p>Leçon 0 - Bienvenue en France</p> <ul style="list-style-type: none"> ● S’initier à la culture française <p>Leçon 1 - Didou apprend le français</p> <ul style="list-style-type: none"> ● Les formules de politesse ● Les alphabets 	<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: 16

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
<p>Leçon 2 – Didou sait compter</p> <ul style="list-style-type: none"> ● Les nombres de 1 à 20 ● Jouez avec les noms <p>Leçon 3 - Didou à l'école</p> <ul style="list-style-type: none"> ● Les pronoms sujets ● Le pluriel des noms <p>Leçon 4 - Vous êtes française?</p> <ul style="list-style-type: none"> ● Le verbe-Être ● La profession 	<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 ● describe a person and present an object 	<ul style="list-style-type: none"> ● use the sound words in their speech. ● 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 ● introduce oneself as a fictitious character/ or as a celebrity ● Students interview each other and/or the teacher in class <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 – Numbers in French M2 – Les sujets M3 – La profession</p>	<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 identify the Masculine and Feminine in French. ● Name of the different words with different gender. ● An interview of a person or interrogate about an object 	<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 5- Didou a un crayon et une règle</p> <ul style="list-style-type: none"> • Les articles indéfinis • Les adjectifs <p>Leçon 6- La famille d’Eric</p> <ul style="list-style-type: none"> • Vocabulaire sur les personnes dans la famille 	<ul style="list-style-type: none"> • 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 pronociation et vocabulaire. 	<ul style="list-style-type: none"> • try to search more words. • 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"> • Name objects in the classroom • Frame sentences with indefinite article • Family photographs as a speech stimulus • Prepare a Family Tree <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 – La famille M2 – Les articles</p>	<ul style="list-style-type: none"> • Names of the different family members. • How to pronounce different Adjectives in French. • How to use articles in French. • How to put Accents in French. • Description of a person or a thing • Student talk about their family and members 	<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: 14

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based			
<p>Leçon 7- Vous aimez les fruits et les légumes?</p> <ul style="list-style-type: none"> • Qu'est-ce que c'est? • Jeu avec les fruits et les légumes • Les articles définis • Les verbs en <ER> <p>Leçon – 8- Didou aime les couleurs</p> <ul style="list-style-type: none"> • Formation des phrases • Les couleurs en Masculin et Féminin 	<ul style="list-style-type: none"> • try to understand French short videos • talk about their likings and dislikings of Fruits and Vegetables • 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"> • recognize and spell the words. • 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 • Draw French and Indian Flag • Colour different objects <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 couleurs in French M2 – Les fruits in French M3- Les légumes</p>	<p>Skill Based</p> <ul style="list-style-type: none"> • Names of the different fruits. • How to pronounce Vegetables in French. • Conjugation with different subjects. • How to pronounce Colours in French. • Discover and identify their favourite colour. • How to identify the basic colours 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 : January- February

No. of Working Days : 12

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based			
<p>Leçon 9- Aujourd’hui c’est dimanche</p> <ul style="list-style-type: none"> Parler et chantez les jours de la semaine Parler des vacances <p>Leçon 10- L’anniversaire d’Eric</p> <ul style="list-style-type: none"> Les mois de l’année Améliorer la pronociation et vocabulaire 	<ul style="list-style-type: none"> try to understand French short videos 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. Parler et chantez les jours de la semaine. Parler des vacances 	<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 <p>M1-Les jours M2- Les mois M3- Les fêtes</p>	<p>Skill Based</p> <ul style="list-style-type: none"> Sing different songs. How to pronounce poem words in French. Names of the different poers in French. Names of the different days in French. How to pronounce Days in French. Names of the different months. How to pronounce Months French. Names of the different festivals 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: V

SUBJECT: GERMAN

Book : 2 Deutsch und Ich

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	
<ul style="list-style-type: none"> ● Sich Vorstellen ● Das Deutsche Alphabet ● Die Zahlen 	Students will be able to: <ul style="list-style-type: none"> ● Write small sentences ● Learn numbers in german 	Students will be able to: <ul style="list-style-type: none"> ● To introduce oneself ● Understand given german words ● Learn about german culture 	Activities: <ul style="list-style-type: none"> ● Introduce Yourself ● Role Play ● Counting Game Resources: <ul style="list-style-type: none"> ● Text book ● You tube ● video ● Picture composition ● Match the words ● Kleine Dialoge 	<ul style="list-style-type: none"> ● To introduce oneself ● To count till 20 ● 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: 16

Chapter/Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
<p>Lektion 1: Florian lernt Hindi, Amaira lernt Deutsch (Grammar)</p> <ul style="list-style-type: none"> ● Personalpronomen, Verb, ● W-Fragen <p>Lektion 2 : Ich komme aus.. (Grammar)</p> <ul style="list-style-type: none"> ● Verb : Sein, ● unbestimmter Artikel : kein/e, wer und was 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Use verbs heißen and sein ● Use Personalpronomen ● use unbestimmter Artikel ● Write small sentences 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Express their thought using simple sentences ● To introduce oneself ● Understand new German words 	<p>Activities:</p> <ul style="list-style-type: none"> ● Introduce oneself ● Game ● Collage making <p>Resources:</p> <ul style="list-style-type: none"> ● Text book ● Work book ● YouTube ● video ● Power point presentation 	<ul style="list-style-type: none"> ● To talk about different languages ● To tell about ones origin ● Kleine Dialoge ● Personal Pronomen ● W- Fragen ● Discover new German words ● Verb conjugation 	<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 (Role Play) ● Vocabulary

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>Lektion 3 : Mein Vater ist Arzt! (Grammar)</p> <ul style="list-style-type: none"> ● Nomen ● Possessivpronomen ● Verb: haben ● Nominativ – Akkusativ <p>Lektion 4: Zu spat zu spat (Grammar)</p> <ul style="list-style-type: none"> ● Unregalmäßige Verben ● Zeitpunkt - Zeitdauer 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Use verbs haben ● Use possessiv pronomen ● Use unregelmäßige Verben ● Berufe/Farben /Uhrzeiten 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● To tell time in german ● To talk about different profession ● Understand new german words 	<p>Activities:</p> <ul style="list-style-type: none"> ● Role Play ● Word grid ● Farben spiele ● Game <p>Resources:</p> <ul style="list-style-type: none"> ● Text book ● Work book ● You tube ● video ● Power point presentation 	<ul style="list-style-type: none"> ● Perform role play in german with appropriate expressions ● Vocabulary enhancement ● Farben/Uhrzeiten ● Discover new german words ● Talk about different professions 	<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 (Role Play) ● Vocabulary

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>Lektion 5 : Was mochtest du? (Grammar)</p> <ul style="list-style-type: none"> • Wohin, Imperativ; Nomen, Mit und Ohne Artikel, Ja , Nein, Doch <p>Lektion 6 : Janvi will nach Deutschland fliegen! (Grammar)</p> <ul style="list-style-type: none"> • Modalverben: Wollen, Können, müssen, möchten 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Use nomen ja und nein • Know how to use ModalVerben • Make sentences 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • To talk about different likes and dislikes related to food and drinks • Understand new german words 	<p>Activities:</p> <ul style="list-style-type: none"> • Role Play • Word grid • Game <p>Resources:</p> <ul style="list-style-type: none"> • Text book • Work book • You tube • video • Power point presentation • Flash cards • Picture composition • Match the words 	<ul style="list-style-type: none"> • Perform role play in german with appropriate expressions • Vocabulary enhancement • To talk about different likes and dislikes related to food and drinks 	<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 (Role Play) • Vocabulary (Dictation)

Months: January-February

No. of Working Days: 12

Chapter/Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
<p>Lektion 7 : Wir sind in Deutschland ! (Grammar)</p> <ul style="list-style-type: none"> ● Modalverben : dürfen, sollen ● Verb : werden ● Adjektive ● Wie geht's und wie ist das Wetter 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Know how to use ModalVerben ● Make simple sentences 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● To talk about different Hobbies ● To greet others in german ● Understand new german words 	<p>Activities:</p> <ul style="list-style-type: none"> ● Role Play ● Word grid ● Game <p>Resources:</p> <ul style="list-style-type: none"> ● Text book ● Work book ● You tube ● video ● Power point presentation ● Flash cards ● Picture composition ● Match the words 	<ul style="list-style-type: none"> ● Talk about hobbies ● Perform role play in german with appropriate expressions ● Talk about Weather in german ● Vocabulary enhancement 	<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 (Role Play) ● Vocabulary (Dictation)

ANNUAL CURRICULUM PLAN (2022-23)

STEP: V

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● 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
<p>Performance on</p> <ul style="list-style-type: none">● 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 - V

Month: April – May

No. of working days: 8

CONTENT	TECHNIQUES/ RESOURCES USED	SKILL DEVELOPMENT	AREAS OF ASSESSMENT/ OBSERVATION
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
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: September – October

No. of working days: 6

CONTENT	TECHNIQUES/ RESOURCES USED	SKILL DEVELOPMENT	AREAS OF ASSESSMENT/ OBSERVATION
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: November - December

No. of working days: 6

CONTENT	TECHNIQUES/ RESOURCES USED	SKILL DEVELOPMENT	AREAS OF ASSESSMENT/ OBSERVATION
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: January – March

No. of working days: 6

CONTENT	TECHNIQUES/ RESOURCES USED	SKILL DEVELOPMENT	AREAS OF ASSESSMENT/ OBSERVATION
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 (SESSION: 2022-23)

STEP: V

SUBJECT: ART AND CRAFT

Book:

Months: April -May

No. of Working Days: 8

CHAPTER/TOPIC	TECHNIQUES USED	SKILL DEVELOPMENT	AREAS OF OBSERVATION
<ul style="list-style-type: none">● 1-Still Life -Fruits● 2-Draw With Steps● 3-Fun With Letter Y● 4-Bird Study● 5-Cartoon● 6-Baisakhi● 7- Body Proportions● 8-Potrait	<ul style="list-style-type: none">● Shape tracing● Water Colouring● Free hand drawing● Pen/pencil sketching	<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-SCENERY● 10-SAVE TREE, SAVE LIFE● 11-DOODLING● 12-BALLOON SELLER● 13-LANDSCAPE● 14-GARDEN SCENE (COLOUR AND ACTIVITY)● 15-AN ELEPHANT● 16-RAKHI (ACTIVITY)	<ul style="list-style-type: none">● Colouring with crayons● Free hand drawing● Sketch Pen Strokes● Line tracing● Fork art● Draw and color● Ice-Cream Sticks 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 : September - October

No. of Working Days : 7

CHAPTER/TOPIC	TECHNIQUES USED	SKILL DEVELOPMENT	AREAS OF OBSERVATION
<ul style="list-style-type: none">● 17-Scenery (Activity)● 18-Cow● 19-Stencil Art (Colour And Activity)● 20-Kathakali● 21-Janmashmi (Colour And Activity)● 22-Deforestation● 23- Dandia● 24-Painting With Wax	<ul style="list-style-type: none">● Colouring With Crayons● Free Hand Drawing● Object Tracing● Tear And Pasting● Sand Paper Activity● Shape/ Line Tracing● Sketching● Stencil Art● Stars And Cotton 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">● 25-Ravana● 26-Hawra Bridge (Activity)● 27-Diwali Diya Colour And Activity)● 28-Save Earth● 29-Spider's Web (Activity)● 30-Charlie Chaplin(Activity)● 31-Football Match	<ul style="list-style-type: none">● Colouring With Crayons● Free Hand Drawing● Ice Cream Sticks,Matchsticks, Wool Pasting● Glittter ,Mirrors Pasting● 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 :January - February

No. of Working Days : 6

CHAPTER/TOPIC	TECHNIQUES USED	SKILL DEVELOPMENT	AREAS OF OBSERVATION
<ul style="list-style-type: none">● 32-Warli Art● 33-Christmas● 34-Fusion (Activity)● 35-Save Water-Save Life ●36-Quilling Art (Activity) ●37-Holi● 38-Save Environment Save Earth	<ul style="list-style-type: none">● Colouring With Crayons● Paper Tearing And Pasting● Quilling Art● Use Of Poster Colours	<ul style="list-style-type: none">● Self-expression● Observation● Exploration● Aesthetic sense● Colour sense● Fine motor skills● Drawing● Focus● Perspective● Simple coordination	<ul style="list-style-type: none">● Imagination● Creativity● Colour sense● Strokes● Neatness

ANNUAL CURRICULUM PLAN (2022-23)

STEP: V

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	
Chapter 1: Generations of Computers	<p>Chapter 1: Generations of Computers:</p> <p>Different generations of computers; characteristics of generations of computers</p>	<p>Chapter 1: Generations of Computers:</p> <p>Different generations of computer</p>	<p>Lab Activity</p> <p>Group discussion</p> <p>Project work</p>	<p>IT skills</p> <p>Teamwork & cooperation</p> <p>Logical thinking</p>	<p>Worksheets</p> <p>Brain Teaser</p> <p>Quiz</p>
Chapter 2: Computer Software	<p>Chapter 2: Computer Software</p> <p>State what software is; role of operating system, utility software and application software.</p>	<p>Chapter 2: Computer Software</p> <p>Types of software and their uses.</p>	<p>Online links</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: Managing Windows, Files and Folders</p> <p>Chapter 4: Formatting and Printing Documents</p>	<p>Chapter 3: Managing Windows, Files and Folders. Arrange multiple windows; difference between files and folders; different types of file and default folders; create and organize files and folders</p> <p>Chapter 4: Formatting and Printing Documents Apply text formatting; apply page formatting; print documents</p>	<p>Chapter 3: Managing Window , Files and Folders. Create files and folders and organize them</p> <p>Chapter 4: Formatting and Printing Documents Learn to do formatting.</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: Working with styles and objects in word</p> <p>Chapter 6: Formatting and Organizing slides in PowerPoint</p>	<p>Chapter 5: Working with styles and objects in word</p> <p>Create and use styles; insert and modify word art; add and modify pictures; draw and edit shapes; insert and edit smartArt graphics</p> <p>Chapter 6: Formatting and Organizing slides in PowerPoint</p> <p>Know about PowerPoint; learn to launch PowerPoint application; to create and format a presentation; know about reordering, creating duplicates and deleting slides.</p>	<p>Chapter 5: Working with styles and objects in word</p> <p>Create styles,add and modify picture. Use of smartArt graphics</p> <p>Chapter 6: Formatting and Organizing slides in PowerPoint</p> <p>Create and formatting a presentation. Create duplicates and deleting slides.</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: Algorithms and Flowcharts</p> <p>Chapter 8: Programming with Scratch</p>	<p>Chapter 7: Algorithms and Flowcharts Know step-by step and logical approach to solve problem; use of algorithms and flow charts; characteristics of a flowchart; symbols used to create a flowchart; algorithms or draw flowcharts to solve a problems</p> <p>Chapter 8: Programming with Scratch Recall the scratch interface; create different projects in scratch</p>	<p>Chapter 7: Algorithms and Flowcharts Create a flowcharts and to solve a problems.</p> <p>Chapter 8: Programming with Scratch Create different projects in scratch</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: 12

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
Chapter9: Communication Services of the Internet	Chapter 9: Communication Services of the Internet Define the internet; describe about different internet services	Chapter 9:Communication Services of the Internet Write an Email. Disadvantages of Email Learn to do video calling and disadvantages of video calling	Lab Activity Group discussion Project work Online links	IT skills Teamwork & cooperation Analysis Organization Creativity Logical thinking Problem Solving	Worksheets Brain Teaser Quiz Notebook work

ANNUAL CURRICULUM PLAN (2022 – 23)

STEP: V 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	Butterflies	Self-confidence, Determination, Fearlessness.	Self-Awareness, Communication, Dealing with Emotions.	Courage	To accept that the way we talk to our children becomes their inner voice.
MAY	The Monster	Self-Control.	Interpersonal Skills, Self-Awareness, Decision Making.	Respect, Integrity	To become aware of good manners sometimes mean simply putting up with other people's bad manners.
JULY	The Autograph	Discipline, Responsibility.	Discipline, Responsibility.	Health, Hygiene	To make the students understand and aware that Hygiene is two thirds of Health.
AUGUST	Dedh Footiya	Self-Confidence, Self-Acceptance.	Self-Awareness, Coping with Stress and Emotions.	Self, Uniqueness	To accept you yourself, as much as anybody in the entire universe, deserve your love and affection.
SEPTEMBER	Jay v/s Jay	Self-Control, Discipline, Patience.	Self-Awareness, Interpersonal Skills, Coping with Emotions, Creative Thinking, Problem Solving.	Relationships, Respect	Do not teach your children never to be angry; teach them how to be angry.
OCTOBER	Little Magician	Family, Love.	Responsibility, Appreciation, Obedience, Respect.	Empathy, Interpersonal Skills.	To understand when people talk, need to listen completely. Most people never listen.
NOVEMBER	Saving Mr. Green	Determination, Hard Work, Integrity.	Self-belief, Optimism, Courage, Calmness.	Problem Solving, Coping with Stress, Creative Thinking.	Courage is the most important of all the virtues because without courage, you can't practice any other virtue consistently.

MONTH	MODULE(S)	Values	Attitudes	Life Skills	Expected Learning Outcomes
DECEMBER	Forest Guards	Citizenship, Civic Sense, Logic and Reason.	Discipline, Conformity, Responsibility.	Decision Making, Critical Thinking.	To become conscious of Freedom is the will to be responsible to ourselves.
JANUARY	Aiyyo Paaji	Unity, Respect, Culture, Diversity.	Tolerance, Acceptance.	Interpersonal Skills, Empathy.	To understand that even the weak become strong when they are united.
FEBRUARY	Let's talk puberty (for girls)	Health, Hygiene.	Self-Worth, Acceptance, Responsibility.	Self-Awareness, Coping with Stress and Emotions, attitudes.	To imbibe body positivity

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 : V

SUBJECT: PHYSICAL EDUCATION

No. of working days: 58

Month	Lessons	Skill Area	Learning Outcomes
APRIL	Doctor on Call	Health and Fitness	Knowledge of sports injuries and safety measures
	I Eat Good		Advantages of healthy eating
	Handstand	Gymnastics/Aerobics	Shoulder, upper and lower back and abdominal strength
	Handstand and Forward Roll		Strength and balance improvement.
MAY	Hand Spring	Gymnastics/Aerobics	Improvement in skill, strength development.
JUNE	--HOLIDAYS--		
JULY	Front roll, Jump and Side Split	Gymnastics/Aerobics	Legs strength, Flexibility of legs and back muscles. Balance. Improvement in skills.

	Vaulting Horse		Strength, Flexibility, Concept of momentum and force. Learning of the skill.
AUGUST	stretching with music	Gymnastics/Aerobics	Flexibility and strength will improve.
	Relay Races (medicine ball relay, relay with batons)	Athletics	Improvement in Speed, Strength, Balance
	Spot Running		Improvement in strength, speed
	Overhead Ball Throw	Athletics	Improvement in Shoulder Strength, Lower back Strength
	One Leg Jumping and Catching in Circle		Improvement in Balance, Leg Strength
SEPTEMBER	400m Race	Athletics	Speed, endurance and improvement of skill.
	Shot put		Improvement in skill, Shoulder and back strength.
	Long Jump		Skill knowledge and improvement, (Leg, back and arm)strength, coordination.
	Monkey in the Middle	Sports - Basketball	Improvement in Nuero-muscular coordination, Reaction time
	Footwork		Improvement in footwork, Pivoting, Passing

OCTOBER	Shooting (Jump Shots and Lay Up Shots)	Sports - Basketball	Improvement in Shooting skills, Leg Strength, Agility
	Concept of Defence AND Attack		Understanding game concepts
	Control of Ball while Moving		Improvement in Ball control, Agility, Balance
	Seven Stones	Sports - Cricket	Agility, Reaction time, Hand-eye co-ordination
NOVEMBER	Bowling Fast and Spin	Sports - Cricket	Improvement in Bowling Skills, Arm Strength, Balance
	Hitting at a Target		Improvement in Accuracy, Hand-Eye Coordination, Shoulder Strength
	Feilding		Improvement in Fielding Skills, Reaction Time, Agility, Speed
	Goal Keeping	Sports - Football	Improving goal keeping, Agility, Arm strength
DECEMBER	Zone Passing	Sports - Football	Zone making for defenders, Creation of space for attackers
JANUARY	Roll into the Goal	Sports - Football	Making moves with ground passes
	Passing		Improvement in Passing Skills, Agility, Control on the ball

	Ball Possession		Improvement in Passing Skills, Agility Learning better use of space
	Heading		Improvement in Heading Skills, Nuero muscular Coordination,
FEBRUARY	Penalty Shoot	Sports - Football	Improvement in Accuracy, Shooting Skills, Balance Space Awareness
	Juggling		Improvement in Ball Control, Balance
	Throw In		Improvement in Throw in technique, Shoulder Strength
MARCH	--ANNUAL EXAMINATIONS--		