

## **SYLLABUS -2020-21 CLASS –IV**

### **ENGLISH**

| MONTH   | COURSE BOOK/ WORK BOOK/<br>SUPPLEMENTARY READER  | GRAMMAR/SKILL<br>ASSESSMENT   | LEARNING OUTCOME   | ACTIVITY/ INNOVATIVE<br>PEDAGOGIES/CO-<br>SCHOLASTIC ACTIVITIES   |
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| <b>April</b>  | Course Book:<br>1.The River Bank<br>Workbook:<br>Theme 1: Worksheets 1,2<br>Supplementary Reader<br>Lessons 1, 2   | Recap of previous year<br>Grammar: Countable nouns,<br>Collective nouns<br>Ws: picture composition<br>Rs: chapter 1, Heidi<br>Ss-Is:}the topics will be shared<br>through the school almanac.   | To learn to study characters,<br>theme and ideas in a story<br>and develop vocabulary  | Students to describe their<br>hobbies: Individual Activity,<br>Group discussion on Water<br>Animals supported with<br>illustrations.  |
| <b>May</b>  | Course Book:<br>1.The Champa Flower<br>Workbook:<br>Theme 1: Worksheets 3,4<br>Supplementary Reader<br>Lessons 3,4   | Grammar: pronouns<br>Ws: paragraph writing with help<br>words<br>Rs: chapter 2, Heidi<br>Ss-Is:} the topics will be shared<br>through the school almanac.   | To comprehend and<br>appreciate a poem, develop<br>accurate pronunciation,<br>voice modulation and<br>vocabulary   | Design a book jacket for any<br>book by Rabindranath Tagore.<br>Develop and compose a poem<br>to be read out in the class.  |
| <b>SUMMER BREAK HOME-WORK (INTEGRATED PROJECT): TOPIC: RASHTRIYA EKTA</b> |  |   |  |   |
| <b>July</b>   | Course Book:<br>1.The Way Animals Talk<br>2. How I taught my<br>Grandmother to Read<br>Workbook:<br>Theme 2: Worksheets 1,2<br>Supplementary Reader<br>Lessons 5,6 | Grammar: adjectives degrees of<br>comparison, verb agreement<br>Activity IV (Level A2 Lesson 1)at the link<br><a href="https://kvsprimaryresources.files.wordpress.com/2017/04/class-4-english.pdf">https://kvsprimaryresources.files.wordpress.com/2017/04/class-4-english.pdf</a><br>Ws: short description related to the<br>environment, person, place or thing.<br>Activity V (Level A2 Lesson 1)at the link<br><a href="https://kvsprimaryresources.files.wordpress.com/2017/04/class-4-english.pdf">https://kvsprimaryresources.files.wordpress.com/2017/04/class-4-english.pdf</a><br>rs: chapter 3, Heidi | To develop vocabulary, to<br>understand the importance of<br>gestures and body<br>movements and the structure<br>of informative essays<br>To understand the value of<br>education and literacy<br>Learn to analyze characters,<br>theme and ideas of the story | Write a diary entry about your<br>visit to the zoo.<br>Debate on the importance of<br>formal versus informal<br>education.<br><a href="https://diksha.gov.in/play/collection/do_3129506270648729601183?contentType=TextBook">https://diksha.gov.in/play/collection/do_3129506270648729601183?contentType=TextBook</a><br>To understand the<br>importance of books and their |

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|                  |   | Ss-ls:} the topics will be shared through the school almanac.   |  | role in spreading education and literacy.  |
| <b>August</b>    | <p>Course Book:</p> <p>1.How the little kite learned to fly</p> <p>2. Wonderful Kalam</p> <p>Workbook:</p> <p>Theme 2: Worksheets 3</p> <p>Supplementary Reader</p> <p>Lessons 7,8, 9</p> | <p>Grammar: Adverbs</p> <p>Activity V (Level 2 Lesson 5) given at link <a href="https://kvsprimaryresources.files.wordpress.com/2017/04/class-4-english.pdf">https://kvsprimaryresources.files.wordpress.com/2017/04/class-4-english.pdf</a></p> <p>Ws:short composition based on pictures</p> <p>Rs: chapter 4 , Heidi</p> <p>Ss-ls:}the topics will be shared through the school almanac</p>                            | <p>To develop vocabulary, accurate pronunciation and voice modulation</p> <p>Activity VIII (Level A2 Lesson 1) at the link <a href="https://kvsprimaryresources.files.wordpress.com/2017/04/class-4-english.pdf">https://kvsprimaryresources.files.wordpress.com/2017/04/class-4-english.pdf</a></p> <p>To learn about scientists and their contributions</p> <p>To appreciate the value of humility and modesty</p> | <p>Book discussion</p> <p>Study the book “Children Ask Kalam” (Pearson Education) and discuss views of Dr. A P J Abdul Kalam.</p> <p>Collect data and information on the first President of India to be projected in a scrap book.</p> <p><a href="https://diksha.gov.in/play/collection/do_3129506270648729601183?contentType=TextBook">https://diksha.gov.in/play/collection/do_3129506270648729601183?contentType=TextBook</a></p> <p>To develop vocabulary and accurate pronunciation.</p> |
| <b>September</b> | <p>Course Book:</p> <p>1.Bravo, Amir Agha</p> <p>2. These simple things</p> <p>Workbook:</p> <p>Theme 3: Worksheets 1, 2</p> <p>Supplementary Reader</p> <p>Lessons 10,11</p>             | <p>Grammar: compound words, conjunctions</p> <p>Activity III (Level A2 Lesson 1) at the link <a href="https://kvsprimaryresources.files.wordpress.com/2017/04/class-4-english.pdf">https://kvsprimaryresources.files.wordpress.com/2017/04/class-4-english.pdf</a></p> <p>Ws: completing/sequencing a story</p> <p>Rs: chapter 4 continued Heidi</p> <p>Ss-ls:} the topics will be shared through the school almanac.</p> | <p>To develop vocabulary, analyze characters, theme and ideas in a story</p> <p>Develop the value of dedication and passion</p>  | <p>Dialogue writing</p> <p>Write dialogues between two characters using prepositions.</p> <p>Talk about the importance of sports. Discussion in the class rooms</p> <p><a href="https://diksha.gov.in/play/collection/do_3129506270648729601183?contentType=TextBook">https://diksha.gov.in/play/collection/do_3129506270648729601183?contentType=TextBook</a></p> <p>To understand and analyze characters through the story of Hiawatha</p>   |
| <b>October</b>   | <p>Course Book:</p> <p>1.La Tomatina</p> <p>Workbook:</p> <p>Theme 3: Worksheets 3, 4</p> <p>Supplementary Reader</p> <p>Lessons 12</p>   | <p>Grammar: prepositions</p> <p>Watch the video available at <a href="https://www.youtube.com/watch?v=eSDuxQjwUPM">https://www.youtube.com/watch?v=eSDuxQjwUPM</a></p> <p>Ws:short description of an event</p> <p>Rs: chapter 5 heidi</p> <p>Ss-ls:} the topics will be shared through the school almanac</p>   | <p>To appreciate varied cultures and festivals celebrated across the world.</p> <p>To develop vocabulary, comprehend the terms associated with different cultures</p>  | <p>Create a comic strip about the La Tomatina festival. Usage of Conjunction through a story. (Spin a YARN)</p> <p><a href="https://diksha.gov.in/play/collection/do_3129506270648729601183?contentType=TextBook">https://diksha.gov.in/play/collection/do_3129506270648729601183?contentType=TextBook</a></p> <p>To relate to observing and learn about new cultures</p>  |

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| <b>November</b>  | Course Book:<br><b>1.A Strange Case Workbook:</b><br>Theme 4: Worksheets 1,2<br>Supplementary Reader<br>Lessons 13   | Grammar: punctuation<br>Watch the video available at<br><a href="https://www.youtube.com/watch?v=Y-DTA0PeVz4">https://www.youtube.com/watch?v=Y-DTA0PeVz4</a><br>Ws: informal letter<br>Rs: chapter 6 heidi<br>Ss-ls:}the topics will be shared through the school almanac  | To appreciate Science Fiction<br>To develop reasoning and vocabulary   | Write the character sketch of a detective. Dumb charades where similes are guessed.<br><a href="https://diksha.gov.in/play/collection/do_3129506270648729601183?contentType=TextBook">https://diksha.gov.in/play/collection/do_3129506270648729601183?contentType=TextBook</a><br>To develop reasoning and scientific thinking |
| <b>December</b>  | Course Book:<br>1.Thomas Alva Edison<br><b>2. Global Warming</b><br>Workbook:<br>Theme 4: Worksheets 4<br>Supplementary Reader<br>Lessons 14                                 | Grammar: question words<br>Ws: Informal letter<br>Watch the video available at<br><a href="https://www.youtube.com/watch?v=PTNFrL-ROI">https://www.youtube.com/watch?v=PTNFrL-ROI</a><br>Rs: chapter 6 heidi<br>Ss-ls:}the topics will be shared through the school almanac.  | To know the facts about Thomas Alva Edison and his inventions.<br>Understand the phenomenon of Global Warming and Climate Change / appreciate the value of natural resources   | <b>Make a poster to show the causes of global warming.</b><br>Collect Magazine and Newspaper excerpts on Global Warming showcase in scrap book.  |
| <b>WINTER BREAK HOME-WORK (INTEGRATED PROJECT) TOPIC:OUR CLIMATE</b> |  |   |  |  |
| <b>January</b>   | Course Book:<br>1.An Indian Train Journey<br>Workbook:<br>Theme 5: Worksheets 1,2<br>Supplementary Reader<br>Lessons 15  | Grammar: tenses (simple and continuous)<br>Watch the videos available at<br><a href="https://www.youtube.com/watch?v=fnAF80C2PDw">https://www.youtube.com/watch?v=fnAF80C2PDw</a> and<br><a href="https://www.youtube.com/watch?v=GYuwpd0YShU">https://www.youtube.com/watch?v=GYuwpd0YShU</a><br>WS:notice<br>RS : chapter 7 heidi<br>SS-ls:}the topics will be shared through the school almanac. | To learn about overcoming hidden fears<br>To appreciate the need to work out ways to overcome problems   | Write alternative ending to the given story. Show past, present, future tenses through a skit.   |
| <b>February</b>  | Course Book:<br>1. <b>Dances of India</b> (Integrated with Dance)<br>2. Androcles and the Lion<br>Workbook:<br>Theme 5 Worksheets 3<br>Supplementary Reader<br>Lessons 16,17 | Grammar: Tenses (past and present perfect)<br>Watch the video available at<br><a href="https://www.youtube.com/watch?v=Hri52IicoNA">https://www.youtube.com/watch?v=Hri52IicoNA</a><br>Ws: writing a short story on a given theme<br>Rs: chapter 8 Heidi<br>Ss-ls:} the topics will be shared through the school almanac  | To appreciate the varied culture, traditions of the folk/classical dances of India<br>To comprehend the terms associated with tradition, culture and dance.<br>To appreciate the value of compassion and helping others in need. | Monologue by students on any one dance form of India. Collect data and samples on different cultural, art and musical aspects of various Indian States.  |
| <b>March</b>   | REVISION   |   |  |  |

## MATHEMATICS

### TEXT BOOKS:

1. Mathematics (Text book cum workbook) CES (Child Education Society)
2. Assignment Booklet

| MONTH        | CONTENT                      | MATHS KIT & OTHER ACTIVITIES  | BRAIN TEASERS  | LEARNING OUTCOMES  | ACTIVITY/PROJECT/PEC<br>(INTEGRATED WITH SCHOLASTIC AND CO SCHOLASTIC SUBJECTS)   |
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| <b>APRIL</b> | L-1 Place Value and Numbers  | * Place value 'BINGO GAME'<br>* Bean Bag Number Toss.<br>* Addition and Subtraction Pyramid.<br><b>Activity – 1</b><br>To draw the Indian and International place value chart and compare them. | <b>PUZZLES:</b><br><a href="https://www.mathinenglish.com/Puzzles/17and18Level1.pdf">https://www.mathinenglish.com/Puzzles/17and18Level1.pdf</a> | Uses the place value system for speaking and writing a number.<br>Expands a number for showing the place value of digits.<br>applies operations of numbers in daily life<br>Add and subtract 5 -6 digits' numbers with or without regrouping | <b>PLAYING 2 AGAINST 1</b><br>The goalkeeper says a number e.g.100.While passing the ball the two attackers must make that number by adding two different numbers together (e.g. 20+80; 60+40 etc.) Use subtraction, multiplication and division. |
| <b>MAY</b>   | L-2 Addition and Subtraction | <b>Activity – 2</b><br>To form the largest and smallest 7 digit number with the given number of digits.   | <b>Khan Academy Module:</b><br>Multi-digit addition with regrouping.   | Able to frame statement questions and solve using addition and subtraction.  | <b>Dragonlearn Modules:</b> Numbers<br><b>Music Integration</b><br>Place Value song<br><a href="https://www.youtube.com/watch?v=a4FXl4zb3E4&amp;v=en">https://www.youtube.com/watch?v=a4FXl4zb3E4&amp;v=en</a>                                    |

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| July      | L-3 Multiplication<br>L-4 Division                         | Waldorf Multiplication Flowers.<br><b>Multiplication 'WHEEL'</b><br>LADOO Mania.<br><br><b>Activity-3</b> To verify multiplication is commutative by paper cutting.<br><br><b>Activity - 4</b> To multiply two digit numbers by counting point of intersection of lines<br><br><b>Activity-5</b> To find the prime numbers from 1 to 50 by Eratosthenes sieve method. | <a href="https://www.youtube.com/watch?v=HaH3LhFiJ0">https://www.youtube.com/watch?v=HaH3LhFiJ0</a><br><br><b>BRAIN TEASERS</b><br><br><a href="https://www.squiglyshouse.com/BrainTeasers/MathGames.php">https://www.squiglyshouse.com/BrainTeasers/MathGames.php</a><br><br><a href="https://www.youtube.com/watch?v=qKV_TiZqaMY">https://www.youtube.com/watch?v=qKV_TiZqaMY</a><br><br><a href="https://www.youtube.com/watch?v=qc8LHRMs6FQ">https://www.youtube.com/watch?v=qc8LHRMs6FQ</a> | Multiplies the given patterns and recall the properties of 10,100 and 1000<br>Develops the skill to use multiplication in daily life situations.<br>Divides a number by another number using different methods like pictorially (by drawing dots), equal grouping or repeated subtraction and by using inter-relationship between division and multiplication.<br>Divides the given number orally by 10,100 and 1000.<br>Develops the skill to apply the concept of multiples and factors in the given situations. | <b>Activity:</b> Explore and write multiplication facts through various ways like skip counting, extending patterns, etc.<br><b>NET GAMES</b><br>The first player throws the ball and at the same time begins reciting a table (e.g $12 \times 1 = 12$ ).<br>The child who catches the ball continues to recite the table (e.g $12 \times 2 = 24$ ).<br>This can be repeated for different tables.   |
| August    | L-7 Multiples and Factors                                  |   |  |  |  |
| September | L-5 Geometry<br><br>L-6 Data Handling (Integrated Project) | To find the center of a circle by paper folding and to find the relation between radius and diameter.<br>Finding Circumference of a circle using thread bangle and scale.<br>Relation between Circumference and Diameter using empty match box and scale.<br>Drawing a Birthday Bar graph using graph sheet   | <b>DIKSHA PORTAL</b><br><a href="https://diksha.gov.in/resources/play/collection/document/313002932773634048188?contentType=TextBook">https://diksha.gov.in/resources/play/collection/document/313002932773634048188?contentType=TextBook</a><br><b>DIKSHA PORTAL</b><br><a href="https://diksha.gov.in/resources/play/collection/document/313002932773634048188?contentType=TextBook">https://diksha.gov.in/resources/play/collection/document/313002932773634048188?contentType=TextBook</a>   | Identifies point, line and line segment and ray. Explores different types of curves and polygons.<br><br>Collects and presents data of a given from daily life experiences.  | <b>Integrated with Dance - Angles-</b><br><a href="https://www.youtube.com/watch?v=CzJ4Mn16Q3A">https://www.youtube.com/watch?v=CzJ4Mn16Q3A</a><br><b>INTERCEPTING THE BALL</b><br>When playing 'Monkey in the center' focus on children's understanding of 'circles', 'radius' and 'diameter'.<br><b>PEC - Card No.13</b><br><b>ATHLETICS</b><br>Measure the distances covered or record the times of skipping activities. Use this information to create bar graphs. |

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| October  | L-8 Fractions             | <b>Activity–6</b><br>To represent the fractions $\frac{1}{2}$ , $\frac{1}{3}$ , $\frac{1}{4}$ , $\frac{1}{5}$ using rectangular strips by paper folding.<br>Understanding equivalent fractions by paper folding origami sheets.                              | <b>DIKSHA PORTAL</b><br><a href="https://diksha.gov.in/resources/play/collection/do_31300293277363404818?contentType=TextBook">https://diksha.gov.in/resources/play/collection/do_31300293277363404818?contentType=TextBook</a>  | Observes and identifies the different types of fractions. Compares and arranges the given fractions in ascending as well as descending order.                  | Making of Animals or birds using coloured paper by cutting out different fractions.<br><b>Dragonlearn Modules: Fractions</b><br><b>DIKSHA PORTAL</b><br><a href="https://diksha.gov.in/resources/play/collection/do_31300293277363404818?contentType=TextBook">https://diksha.gov.in/resources/play/collection/do_31300293277363404818?contentType=TextBook</a>  |
| November | L-9 Symmetry and Patterns | <b>Activity–7</b><br>To identify lines of symmetry of a square, rectangle and circle by paper folding<br>Butterfly Symmetry, Symmetry in LETTERS. Exploring Snowflakes Symmetry.<br>To draw colourful tessellating patterns.                                 | <b>DIKSHA PORTAL</b><br><a href="https://diksha.gov.in/play/collection/do_312937229886611456142?contentType=TextBook&amp;contentId=do_3129365167850291201160">https://diksha.gov.in/play/collection/do_312937229886611456142?contentType=TextBook&amp;contentId=do_3129365167850291201160</a><br><b>DIKSHA PORTAL</b><br><a href="https://diksha.gov.in/resources/play/collection/do_31300293277363404818?contentType=TextBook">https://diksha.gov.in/resources/play/collection/do_31300293277363404818?contentType=TextBook</a> | Observes and extends the geometrical patterns through mirror images and reflection. Identifies the shapes that can tessellate.                                 | <b>ART INTEGRATION-</b><br><b>BAMBOO CRAFT – Shapes</b><br>Create Rangometry patterns<br>Draw a tessellating pattern on A4 Sheet<br><b>RYTHMIC ACTIVITIES</b><br>Individually, use stepping patterns to create symmetric shapes. Draw these shapes on the playground or on paper.  |
| December | L-10 Measurement          | <b>Activity – 8</b><br>Make your own scale on the wall and then measure the heights of the family members and note down the heights in your notebook. Also, calculate the difference between your height and your mother's height, and other family members. | <b>DIKSHA PORTAL</b><br><a href="https://diksha.gov.in/resources/play/collection/do_31300293277363404818?contentType=TextBook">https://diksha.gov.in/resources/play/collection/do_31300293277363404818?contentType=TextBook</a>  | Estimates the length of an object/ distance between two locations, weight of various objects, volume of liquid, etc., and verifies them by actual measurement. | <b>QUICK RUNS</b><br>Measure a distance in meters and then in centimetres. Later compare and find how many centimetres make a meter.<br><b>DIKSHA PORTAL</b><br><a href="https://diksha.gov.in/resources/play/collection/do_31300293277363404818?contentType=TextBook">https://diksha.gov.in/resources/play/collection/do_31300293277363404818?contentType=TextBook</a><br><b>Dragonlearn Modules: Measurement</b> |

WINTER BREAK HOME-WORK (INTEGRATED PROJECT) TOPIC:OUR CLIMATE

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| January  | L-11 Perimeter | <b>Activity – 9:</b> To make rectangles of different dimensions on a squared paper using 6 adjacent squares and find their perimeters.<br>Build a 2-D house using match sticks and find its perimeter. |  | Interpret the daily life situation related to perimeter into mathematical statements and solve them.  |   |
| February | L-12: Time     | <b>Activity- 10</b><br>To draw the mirror image of the analog clock showing a particular time.<br><br>—  | <b>DIKSHA PORTAL</b><br><a href="https://diksha.gov.in/resources/play/collection/do_313002932773634048188?contentType=TextBook">https://diksha.gov.in/resources/play/collection/do_313002932773634048188?contentType=TextBook</a><br><b>DIKSHA PORTAL</b><br><a href="https://diksha.gov.in/resources/play/collection/do_313002932773634048188?contentType=TextBook">https://diksha.gov.in/resources/play/collection/do_313002932773634048188?contentType=TextBook</a> | Converts 24 hr. to 12 hr. time and vice versa.<br>Calculates time intervals/ duration of familiar daily life events by using forward or backward counting/ addition and subtraction<br>Spots and rectifies the error in relation to time. | <b>SPORTS INTEGRATION:</b><br>The child will enjoy doing activities to see all the things they can do in one minute. So the parent may give them challenges which they have to complete at any particular time. Observing activities at home will give her/him a sense of time. For example, for how much time one can hold breath? For how much time one can keep standing on one leg?, etc. |



## SCIENCE

Text Book: Living Science Book 4(RatnaSagar)

| Month/Days | Course Content/Chapter  | Learning Outcomes/Skill Development   | Activity/Project/Experiments  | PEC/Integrated with Scholastic and Co Scholastic Subjects  |
|------------|---|---|---|--|
| APRIL      | L-1 Food and Digestion<br>Nutrients, Preparing food<br>Preserving food<br>L-2 Teeth and Microbes<br>Kinds of Teeth, Structure of a Tooth Microbes | To know the various nutrients, present in food and their functions<br>To understand the process of digestion (to be assessed through worksheet)<br>To recognize the different kinds of teeth and know the parts of a tooth<br>To identify and name some useful and harmful microbes | <b>Project:</b> List the food items you eat in a day during breakfast, lunch and dinner. Write the nutrients that each food item contains. Does the food you have eaten make up a balanced diet?<br><b>Video:</b> Digestion of food<br><a href="https://diksha.gov.in/play/content/do_31257981829477990419741">https://diksha.gov.in/play/content/do_31257981829477990419741</a><br><a href="https://diksha.gov.in/play/content/do_312934445668007936182">https://diksha.gov.in/play/content/do_312934445668007936182</a> | <b>SPORTS INTEGRATION</b> PEC Card<br><b>No.10 – Relay Race</b> -As the ball is passed from one player to another, the players will sequence the journey of digestion of food starting from mouth<br><a href="https://diksha.gov.in/play/content/do_31257981832475443229459">https://diksha.gov.in/play/content/do_31257981832475443229459</a><br><b>ART INTEGRATION:</b> Make a poster on “Materials used to clean teeth nowadays.” |
| May        | L-3 Safety First<br>Safety at home, school, road, playground, First Aid   | To understand how accidents, occur and how to avoid them<br>To deal with emergencies at home, at school and on the road   | <b>Activity:</b> Make your own First-aid kit<br>Children may do the activity of role play at home on safety in kitchen as a theme. Prepare a list of guidelines to observe safety measures and to deal any emergency situations?  | Ways to avoid accidents on road<br><a href="https://diksha.gov.in/play/content/do_31270654540497715216255">https://diksha.gov.in/play/content/do_31270654540497715216255</a>   |

### SUMMER BREAK HOME-WORK (INTEGRATED PROJECT): TOPIC: RASHTRIYA EKTA

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| July | L-4 The Right Clothes to Wear(Integrated)<br>Why do we need clothes?<br>Material for Clothes<br>The clothes We wear and Care of Clothes<br>L-5 Solids, Liquids and Gases | To know about different kinds of material used for making clothes<br>To select clothes suited to different weather and learn how to take care of clothes<br>To identify the different states of matter and compare their properties | <b>Video:</b> The story of silk<br><a href="https://diksha.gov.in/play/content/do_3129647950764605441103">https://diksha.gov.in/play/content/do_3129647950764605441103</a><br><b>Activity:</b> Make your own lemonade<br><b>Role Play:</b> The 3 states of matter are interchangeable<br><b>Experiment:</b> Are different substances dissolved in varying quantities in water? | <b>ACTIVITY:</b> Discuss Properties of solids, liquids and gases, groups objects, materials, activities for features and properties, such as, shape, taste, colour ,texture, sound,traits, etc. |
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|           | What is matter made up of?<br>States of Matter<br>States of matter are interchangeable  | To understand the terms solute, solvent and solutions  | <a href="https://diksha.gov.in/play/content/do_30099797">https://diksha.gov.in/play/content/do_30099797</a><br>Collect different types of cloth. Paste them on an A-4 size pastel sheet. Write the names of the fabric used and also whether each one is natural or artificial fiber  |   |
| August    | L-6 Plants: Preparing and Storing Food<br>Food for plants<br>Some unusual plants<br>Balance in nature<br>L-7 Plants: Living and Surviving<br>Terrestrial plants | To understand and appreciate the process of photosynthesis in green leaves<br>To recognize the interdependence between plants and animals as well as the energy flow between them<br>To classify plants according to their habitats.   | <b>ART INTEGRATION:</b> Make leaf imprint and label the various parts of a leaf<br><b>Experiment:</b> To test the presence of starch<br><b>Activity:</b> To grow the bread mould<br><a href="https://diksha.gov.in/play/content/do_312964794053615616188">https://diksha.gov.in/play/content/do_312964794053615616188</a>   | Name the plants according to the given habitats<br><br><a href="https://diksha.gov.in/play/content/do_30096720">https://diksha.gov.in/play/content/do_30096720</a>  |
| September | L-7 Plants: Living and Surviving Aquatic Plants<br>Some unusual plants<br>L-8 Animals: How life Goes On Animals give birth to young ones<br>Animals lay eggs    | To understand how plants are affected by their surroundings<br>To understand the importance of reproduction and the different ways by which animals reproduce<br>To appreciate the parental care given by most animals to their young ones<br>To observe the developmental changes in the lifecycle of a butterfly and cockroach | <b>Video:</b><br><a href="https://diksha.gov.in/play/content/do_3129647917915340801111">https://diksha.gov.in/play/content/do_3129647917915340801111</a><br><a href="https://diksha.gov.in/play/content/do_31276294820207001612614">https://diksha.gov.in/play/content/do_31276294820207001612614</a><br><b>Activity:</b> Draw the life cycle of frog and butterfly on A-4 size sheet<br><b>Video:</b><br><a href="https://diksha.gov.in/play/content/do_312964789222113280198">https://diksha.gov.in/play/content/do_312964789222113280198</a><br><b>ART INTEGRATION:</b> -A 3D butterfly using grains | <b>ART INTEGRATION:</b> Children may prepare a chart and draw/ or paste pictures of animals with— big ears, small ears no visible ears Compare these animals and enlist the similarities and dissimilarities among them.<br><br><b>SPORTS INTEGRATION: PEC Card No. 8-Dribble and pass-</b> Each time a goal is scored; the team member collects the stage of the life cycle of an animal. At the end of the game, the team will match the stages of life cycle of the animal |
| October   | L-9 Animals: Living and Surviving   | To classify animals according to their habitats and feeding habits<br>To identify and enumerate the different ways in which animals protect themselves   | <b>KAHOOT Online Quiz</b><br><b>Project:</b> The Giant panda is an endangered animal. Visit rsgr.in/lsc-4 and find out more information about endangered animals<br><a href="https://diksha.gov.in/play/content/do_312964789031256064185">https://diksha.gov.in/play/content/do_312964789031256064185</a>   | Name the animals according to the given habitats<br><br><a href="https://diksha.gov.in/play/content/do_31277093641736192011693">https://diksha.gov.in/play/content/do_31277093641736192011693</a>   |

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|  |   |  | <a href="https://diksha.gov.in/play/content/do_312964789560320000199">https://diksha.gov.in/play/content/do_312964789560320000199</a><br><b>Activity:</b> Paste pictures of 2 endangered animals and write their special features  |  |
| NOVEMBER   | L-10 Force, Work and Energy, Force, Work, Simple Machines, Energy                                     | To list the types of forces, energy and their applications<br>To understand and give examples of work done<br>To appreciate various exhibits of improvised simple appliances that make work easier | <b>Activity:</b> Make models to show the use of different kinds of energy<br><b>Lab Activity:</b> To form grooves of a screw<br><b>Group Discussion:</b> The importance of solar energy<br><a href="https://diksha.gov.in/play/content/do_31269871670801203213093">https://diksha.gov.in/play/content/do_31269871670801203213093</a>                       | Types of force<br><br><a href="https://diksha.gov.in/play/content/do_3129514546086379521249">https://diksha.gov.in/play/content/do_3129514546086379521249</a><br><br><a href="https://youtu.be/lq6gO-bCvAM">https://youtu.be/lq6gO-bCvAM</a> |
| DECEMBER   | L-11 The Earth and its Neighbors, Stars, Solar System, Satellites<br>How Seasons are formed?          | To distinguish between stars, planets and satellites<br>To differentiate between rotation and revolution of the earth<br>To understand how seasons are formed.                                     | <b>Project:</b> Collect interesting facts on the topic 'Black Hole'<br><b>Activity:</b> Demonstration of rotation and revolution of earth through torch and bulb<br><a href="https://diksha.gov.in/play/content/do_31276668152658329613621">https://diksha.gov.in/play/content/do_31276668152658329613621</a><br><b>A visit to National Science Museum</b> | Important features of different planets<br><b>DANCE INTEGRATION:-</b> Dance on the song 'YehTaara wo Taara' from Swades  |
| <b>WINTER BREAK HOME-WORK (INTEGRATED PROJECT) TOPIC:OUR CLIMATE</b> |   |  |  |  |
| JANUARY  | L-12 Air, Water and Weather<br>Sun causes changes in weather<br>Land Breeze, Sea Breeze<br>Air, Water | To understand about land and sea breeze to learn and appreciate how rain ,dew ,fog ,hail and snow are formed   | <b>Experiment:</b> To demonstrate the process of removing insoluble impurities from water by sedimentation, decantation and filtration<br><b>Activity:</b> Draw land and sea breeze on A-4 size sheet<br><a href="https://diksha.gov.in/play/content/do_312964793758703616153">https://diksha.gov.in/play/content/do_312964793758703616153</a>             | Methods to purify water<br><b>MUSIC INTEGRATION:-</b> Song on nature-All things bright and beautiful-<br><a href="https://youtu.be/4pqZTRk6eBc">https://youtu.be/4pqZTRk6eBc</a>   |
| FEBRUARY   | L-13 A Clean World<br>Pollution and ways to prevent it<br>Reuse or Recycle                            | To know about land, water and air pollution<br>To understand and appreciate the concept of reduce ,reuse and recycle   | Enlist different fuels being used at home. Compare them with respect to the use, cost, availability, pollution emitting aspects etc. Children may collect data on price and consumption of petrol/diesel over the last five years and present their results pictorially/ graphically.  | Ways to avoid water and air pollution<br><b>ART INTEGRATION:-Recycle of waste-Making decorative item from coconut shells</b>   |

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|       |          |  | <a href="https://diksha.gov.in/play/content/do_312964789401559040159">https://diksha.gov.in/play/content/do_312964789401559040159</a><br><a href="https://diksha.gov.in/play/content/do_3128847641933168641497">https://diksha.gov.in/play/content/do_3128847641933168641497</a> |  |
| MARCH | Revision |  |  |  |

Questions related to IOS. NSO, NSTSE, PISA will also be included to prepare students for different competitive exams.

## SOCIAL SCIENCE

| Month     | Course Content                              | Learning Outcome/Skill Development  | Project /Experiments  | PEC/Integrated With Scholastic and Non Scholastic Subjects  |
|-----------|---|---|---|---|
| April     | L-1 : I Love My India                       | To Identify the states and their capitals.  | On a physical map of India mark: States and capitals.<br>Neighboring countries.   | Create a chart with the names of all states and their capital.  |
|           | L-2 : The Northern Mountains                | To understand the geographic regions of India.  | Using colourful threads mark the ranges on a political map  |   |
| May       | L-3 : The Northern and Coastal Plains.      | To understand the parallel ranges.<br>To understand the life in Northern and Coastal plains.  | Mark the Northern and Coastal plains on a political map of India.   | On a map using glitter identify the Northern and Coastal plains.<br><b>SUMMER BREAK HOME-WORK (INTEGRATED PROJECT): TOPIC: RASHTRIYA EKTA</b>                       |
| July      | L-4: The western desert.                    | To understand the life of people in deserts, Houses, occupation.<br>To understand the importance of plateau region and the states located in those regions. | On a map of India locate: Thar Desert, Southern plateaus and islands. Eastern and western Ghats. River Narmada  | Make and paste the pictures of the dance form of the people living in Rajasthan.  |
|           | L-5 : The Southern Plateaus and the Islands |   |   |   |
| August    | L-6: Our Climate.<br>(Integrated)           | To understand the different season prevailing in India.<br>Types of soil found in different parts of the country.   | On an outline map of India mark the following: -<br>Black soil, Mountain Soil, Desert soil<br>Laterite soil & Red soil                                      | An activity, where the children draw the pictures of the clothes worn in different season<br>Field walk in school ground to understand the soil found in our state. |
|           | L-7 : Our Soils.                            |   |   |   |
| September | L-8: Our Agriculture.(Integrated)           | To understand the difference between the Horticulture and Agriculture.<br>To understand what are industries and the types of industries.                    | On Map of India mark:<br>Two cash Crops & Two food crops.<br><br>On a map of India mark the following: Important Industries located in the four directions. | Make few placards differentiate the food and cash crops.<br><br>Collage making using newspaper cuttings about the major industries in India.                        |
|           | L-9: Our Industries.                        |   |   |   |
| October   | L-10: Transport and communication.          | To understand the importance of the different modes of transportation.  | On an outline map of India mark: Major ports of the country.  | Book jacket: On the different means of transport.<br>On the <i>types</i> of communication.  |
|           | L-11 : Our Natural resources.               |   |   |   |

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|  |  | To understand the difference between the natural and manmade resources.   |   |   |
| November   | L-12: Our forest<br><br>L-13 : Our water resources.                    | To understand the different forest found in different part of India.<br>To understand the different resources of water. also, how to conserve it. | Mark the important national pars of India.<br><br>Mark the national Sanctuaries in India.                                 | Paragraph writing on how we can save the birds and animals which are on the verge of extinction in India.     |
| December   | L-14: Our Mineral resources.<br><br>L-15 : Emperor Akbar               | To understand he understand the difference between metallic and non-metallic minerals.<br>To understand about the rich culture of Mughal emperor. | On a political map of India mark: Gold mines, Coal mining center.<br><br>Make a chronological list of the Mughal dynasty. | Debate on how the mankind is over utilizing the resources.<br><br>A small skit can be presented in the class. |
| <b>WINTER BREAK HOME-WORK (INTEGRATED PROJECT) TOPIC:OUR CLIMATE</b> |  |   |   |   |
| January  | L-16: The Age of exploration.<br>L-17: Our rich culture.               | To understand the history of exploration.<br>Understand the rich culture of our country.  | Mark the routes taken by the explorers on a political world map.  | Flashcards will be made by the children mentioning, which explorer took which route.                          |
| February   | L-18: Our rights and Duties.<br>L-19: Local self-government in cities. | Understand about our fundamental rights.<br>Understand between the municipal corporation and municipal committee.                                 | Make a preamble of the constitution of India.   | Prepare a skit on our rights for the republic day.<br>Paragraph writing on local government of the state.     |
| March  | Comic strip : we are equal.  |   | Revision of the chapters done.  |   |

## COMPUTER SCIENCE

### TEXT BOOKS:

IT Planet (PM Publishers (P) Ltd.)- 2

| MONTH     | CONTENT   | LAB PRACTICALS/ACTIVITIES   | LEARNING OUTCOMES/SKILL DEVELOPMENT   | PEC/INTEGRATED WITH SCHOLASTIC AND CO SCHOLASTIC SUBJECTS                             |
|-----------|---|---|---|---|
| April     | Lesson-7<br>WORD-EDITING & FORMATTING<br>Word, Editing text ,Spelling & grammar check, Using thesaurus, Formatting Text   | Introduction to new software: MS Word<br>Will write a paragraph about "RASHTRIYA EKTA"  | Learners will get to know about how to use different editing features of MS Word                    | To be integrated with Hindi<br>Topic: Rashtriya Ekta                                  |
| May       | Lesson-8<br>WORD-INSERTING GRAPHICS<br>Inserting graphics, Adding WordArt, Saving a document<br>Printing a document & Shortcut Keys                                     | Online Storyboard creator:<br>Creating Comic<br>Strip <a href="http://www.storyboardthat.com">http://www.storyboardthat.com</a> |   | <b>SUMMER BREAK<br/>HOME-WORK<br/>(INTEGRATED PROJECT):<br/>TOPIC: RASHTRIYA EKTA</b> |
| July      | Lesson-1<br>COMPUTER-ITS CLASSIFICATION<br>What is a computer, Classification of computers, According to purpose, According to size                                     |   | Learners will get to know how computers are being classified into different groups.                 |   |
| August    | Lesson-5<br>SCRATCH-INTRODUCTION<br>Computer Language, Introduction to scratch, Starting Scratch, Saving a Project.   | Introduction to new software: Scratch.<br>Create a Scene of Bus Stand   | Learners will get to know how to use programming language to design different scenery and graphics. | To be integrated with Science<br>Topic: Communication through sounds                  |
| September | Lesson -5 to be continued...  |   |   |   |
| October   | Lesson-2<br>COMPUTER INSIDE THE SYSTEM UNIT<br>System Unit<br>Components inside the system unit- Motherboard, CPU, Memory ,Disk Drives, SMPS, Adapter Cards, Ports      |   | Learners will get to know about various components inside the system unit.                          |   |
| November  | Lesson-6<br>INTERNET-SURFING & SECURITY<br>Internet, Search Engine, Web Browser, Microsoft Edge<br>Best Practices for online safety Responsibilities of digital citizen | Using Interactive Panel-<br>Demonstration about how to search information on the internet.                                      | Learners will get to know how to use the internet and search different topics.                      | To be integrated with Social Science.<br>Topic: Our Climate                           |

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| December | Lesson-3<br>WINDOWS- CUSTOMIZATION & PERSONALIZATION<br>Windows 10, Start button & start menu<br>Switching between running Apps, Multiple Desktop<br>Lock your computer, Setting App & Adjusting the volume | Demonstration about how to use Win 10 and Its different features | Learners will get to know about how to use different features of Windows 10 |  |
|----------|---|--|---|--|

**WINTER BREAK HOME-WORK (INTEGRATED PROJECT)    TOPIC: OUR CLIMATE**

|          |  |   |   |  |
|----------|--|---|---|--|
| January  | Lesson-4<br>LOGO - More Commands<br>Logo, Repeat Command, Print Command & Colors in LOGO | Introduction to new software MSW LOGO<br>Repeat command<br>Colors in LOGO | Learners will able to draw different graphics and design using commands of MSW LOGO | To be integrated with Mathematics<br>Topic : Pattern |
| February | Revision   |   |   |  |



## GENERAL KNOWLEDGE

**Text Books: General Knowledge Times** (Goyal Brothers Prakashan)

| MONTH     | TOPICS FOR THE MONTH   | PAGE NO. | ACTIVITY/PROJECTS  |
|-----------|--|----------|--|
| April     | <ul style="list-style-type: none"> <li>• LAKES OF INDIA</li> <li>• FESTIVE DISHES</li> <li>• CAVES OF INDIA</li> <li>• INDIAN SUPERLATIVES</li> <li>• FAMOUS GARDENS IN INDIA</li> <li>• NORTH –EAST INDIA</li> </ul>  | 4-11     | <ul style="list-style-type: none"> <li>• Picture Collection -FESTIVALS</li> </ul> <a href="https://diksha.gov.in/play/content/do_31276667126446489613126">https://diksha.gov.in/play/content/do_31276667126446489613126</a>  |
| May       | <ul style="list-style-type: none"> <li>• THE LAND OF THE KINGS</li> <li>• THE FIRST WOMAN IN INDIA TO...</li> <li>• FAMOUS BRIDGES</li> <li>• THE CASTLES IN EUROPE</li> <li>• NATURAL WONDERS</li> </ul>  | 12-18    | <ul style="list-style-type: none"> <li>• POSTER MAKING –NATURAL WONDERS</li> </ul> <a href="https://youtu.be/EjTQuO3hjmE">https://youtu.be/EjTQuO3hjmE</a>   |
| July      | <ul style="list-style-type: none"> <li>• SOBRIQUETS</li> <li>• TRADITIONAL COSTUMES</li> <li>• PORTS ASHORE</li> <li>• ROYAL PALACES AND FORTS</li> <li>• ENVIRONMENT LOVERS</li> <li>• WHY IS PLASTIC BEING BANNED?</li> <li>• I CAN PREVENT WATER POLLUTION</li> </ul> | 19-25    | <ul style="list-style-type: none"> <li>• POSTER- TYPES OF POLLUTION</li> </ul> <a href="https://diksha.gov.in/play/content/do_3128847641933168641497">https://diksha.gov.in/play/content/do_3128847641933168641497</a>   |
| August    | <ul style="list-style-type: none"> <li>• WATER ! WATER!</li> <li>• GREEN GAME</li> <li>• CAMOUFLAGE</li> <li>• NATIONAL FLOWERS</li> <li>• SURVIVING SKILLS</li> </ul>   | 26-33    | <ul style="list-style-type: none"> <li>• Poster Making on ‘Save Water’.</li> <li>• Collecting pictures of birds and flowers of different states of India.</li> </ul> <a href="https://diksha.gov.in/play/content/do_3128813639851376641452">https://diksha.gov.in/play/content/do_3128813639851376641452</a> |
| September | <ul style="list-style-type: none"> <li>• BIG CATS</li> <li>• TRAFFIC SIGNALS</li> <li>• MOVE TO WORK</li> <li>• STRANGE WORLD TRANSPORT</li> <li>• STOP, CHECK AND GO - 1</li> </ul>   | 34-39    | <ul style="list-style-type: none"> <li>• Identifying different signs.</li> </ul> <a href="https://diksha.gov.in/play/content/do_31270654540497715216255">https://diksha.gov.in/play/content/do_31270654540497715216255</a>   |

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|----------|---|-------|--|
| October  | <ul style="list-style-type: none"> <li>● I.Q. CHALLENGE 1</li> <li>● I.Q. CHALLENGE 2</li> <li>● QUIZ 1</li> <li>● YOGA FOR KIDS</li> <li>● I CAN CONTROL MYSELF</li> </ul>               | 40-45 | <ul style="list-style-type: none"> <li>● QUIZ, GAME</li> </ul> <a href="https://youtu.be/X655B4ISakg">https://youtu.be/X655B4ISakg</a>   |
| November | <ul style="list-style-type: none"> <li>● BE A SMART CHILD</li> <li>● GOOD READS</li> <li>● PROVERBS</li> </ul>  | 46-50 | <ul style="list-style-type: none"> <li>● Practice Yogasanas under the guidance of Phy. Edu.teacher.</li> </ul> <a href="https://youtu.be/3hPqXrXTGEs">https://youtu.be/3hPqXrXTGEs</a>   |
| December | <ul style="list-style-type: none"> <li>● STRANGE SPORTS TO PLAY</li> <li>● UNUSUAL MUSICAL INSTRUMENTS</li> <li>● NATIONAL GAMES</li> <li>● JUST DANCE</li> <li>● SPORTS TERMS</li> </ul> | 51-56 | <ul style="list-style-type: none"> <li>● Quiz</li> <li>● Making a collage of pictures of various sports</li> </ul> <a href="https://diksha.gov.in/play/content/do_31277093554861670411906">https://diksha.gov.in/play/content/do_31277093554861670411906</a> |
| January  | <ul style="list-style-type: none"> <li>● FIRST IN SPACE</li> <li>● EYES IN THE SKY</li> <li>● GREAT INDIAN SCIENTISTS</li> <li>● ENTERING A NEW WORLD</li> </ul>                          | 57-61 | <ul style="list-style-type: none"> <li>● Quiz</li> </ul> <a href="https://youtu.be/ixgAX31s4RM">https://youtu.be/ixgAX31s4RM</a>   |
| February | <ul style="list-style-type: none"> <li>● STOP, CHECK AND GO - 2</li> <li>● I.Q. CHALLENGE 3</li> <li>● I.Q. CHALLENGE 4</li> </ul>  | 62-65 | <ul style="list-style-type: none"> <li>● QUIZ</li> </ul> <a href="https://youtu.be/vC6kEAV0isw">https://youtu.be/vC6kEAV0isw</a>   |
| March    | <ul style="list-style-type: none"> <li>● QUIZ 2</li> <li>● AMAZING FACTS</li> <li>● WORLD RECORDS</li> </ul>  | 66-70 | <ul style="list-style-type: none"> <li>● QUIZ</li> </ul> <a href="https://youtu.be/u7mTuwUv0KY">https://youtu.be/u7mTuwUv0KY</a>   |

## VALUE EDUCATION

| MONTH    | Theme             | Related Activities  |
|----------|-------------------|---|
| April    | Love all beings   | Draw and Colour the Rainbow of Good deeds.                                  |
| May      | Caring For Others | Story Narration by the students on the related topic.                       |
| July     | Cleanliness       | Make a Kite and Write good habits at one side and bad habits on other side. |
| August   | Road Safety       | Quiz Competition  |
| Sep      | Road Safety       | Drawing of Road Safety Symbols chart.                                       |
| October  | Punctuality       | Book Mark Making Activity by writing quotes on Punctuality on it.           |
| November | We are born equal | Role Play by Students on given Topic.                                       |
| December | Courtesy          | ‘Be a Poet’ Poem composition by the students on the given topic.            |
| January  | Honesty           | Poster Making Activity on the given topic.                                  |
| February | Honesty           | ‘Budding Writers’ A Story Writing Activity.                                 |

## ART AND CRAFT

### TEXTBOOK Rise Up

| MONTH     | ACTIVITY BOOK  | ARTISTIC SKILLS  | LEARNING OUTCOMES/SKILL DEVELOPMENT  | INTEGRATED WITH SCHOLASTIC AND CO SCHOLASTIC SUBJECTS |
|-----------|--|--|--|---|
| APRIL     | <ul style="list-style-type: none"> <li>● GRANDPARENTS Pg.-3</li> <li>● CITYSCAPE Pg.-4</li> <li>● CROCODILE Pg.-8</li> <li>● LITTLE PUPS Pg. -5</li> </ul>   | Doodling art- using black pen doodle a pattern/design using all types of lines and shapes  | Understand the doodling concept and learn the art of doodling using basic shapes and different types of lines  | Integrated with Mathematics and Science               |
| MAY       | <ul style="list-style-type: none"> <li>● TEA TIME Pg.9</li> </ul> <b><u>SUMMER HOLIDAY ASSIGNMENT-</u></b> <ul style="list-style-type: none"> <li>● MERRY CHRISTMAS Pg.6,</li> <li>● TREE Pg.-10</li> <li>● MESSY ADAM Pg. -12</li> <li>● ELEPHANT Pg.-19</li> </ul> | Rashtriya Ekta (Group Activity)<br>Make a full size poster on Rashtriya ekta using the words learnt in English like- Peace, Unity, Harmony , Equality  | Learn to work collaboratively and develop skills of creativity and imagination   | Integrated with English and S.S.T                     |
| JULY      | <ul style="list-style-type: none"> <li>● DANCING ELVES Pg.-11</li> <li>● STACKED CUPS Pg. -13</li> <li>● LANDSCAPE Pg.-31</li> </ul>   | 3D paper flower using colored paper<br><a href="https://www.youtube.com/watch?v=aEn_xidMFOg&amp;t=53s">https://www.youtube.com/watch?v=aEn_xidMFOg&amp;t=53s</a>   | It will engage students in learning about shape and form where they will be converting plain paper into a form   | Integrated with Science and SST                       |
| AUGUST    | <ul style="list-style-type: none"> <li>● BIRD HOUSE Pg. -14</li> <li>● FIRE FIGHTER Pg.15</li> <li>● FALL TREE Pg. 21</li> </ul>   | Make puppet on any character from English/Hindi lesson or poem and make puppet. Narrate few lines and share the video with the class teacher.<br><a href="https://www.youtube.com/watch?v=9fLZJQW8bZo&amp;t=15s">https://www.youtube.com/watch?v=9fLZJQW8bZo&amp;t=15s</a> | It will engage students in meaningful learning and experiences where they get to practice key skills such as art of recognizing, creative skills and integration | Integrated with English/Hindi                         |
| SEPTEMBER | <ul style="list-style-type: none"> <li>● KELLY'S FARM Pg. -16</li> <li>● WARLI ART Pg. -18</li> <li>● TREE Pg.-20</li> </ul>   | Communication through Sound-<br>Using quilling strips create patterns  | Making art the basis of all learning to help students in being active learner and improve their cognitive skills.  | Integrated with English and Science                   |

|          |   |  |   |   |
|----------|---|--|---|---|
| OCTOBER  | <ul style="list-style-type: none"> <li>● PENGUIN Pg.-22</li> <li>● STEP BY STEP Pg. -23</li> <li>● <b><u>AUTUMN HOLIDAY ASSIGNMENT-</u></b></li> <li>● PEACOCK Pg.-24</li> <li>● HAPPY Halloween. -25</li> <li>● LITTLE DICKY BIRDS Pg.-26</li> </ul> | Make a festival composition on Diwali Celebration  | Understanding and learning the importance of the Indian festivals and learn to balance the composition  | Integrated with English and Hindi       |
| NOVEMBER | <ul style="list-style-type: none"> <li>● FISH Pg.-29</li> <li>● BODY PART -NOSE Pg.-27</li> <li>● BODY PARTS-LIPS Pg.-28</li> </ul>   | Design and make creative paper/cloth bag keeping in mind the environment and climate factors   | Create awareness about the climate change and environment problems keeping in mind all the factors use the right material accordingly                 | Integrated with Science and S.S.T       |
| DECEMBER | <ul style="list-style-type: none"> <li>● HEDGEHOG Pg.-30</li> <li>● FRUITS Pg.-32</li> <li>● <b><u>WINTER HOLIDAY ASSIGNMENT-</u></b></li> <li>● LANDSCAPE Pg.-31</li> <li>● BOUQUET Pg.-33</li> <li>● POPCORN TREE Pg.-34</li> </ul>                 | 3D card making on green environment<br><a href="https://www.youtube.com/watch?v=186qDFKAXtE&amp;t=6s">https://www.youtube.com/watch?v=186qDFKAXtE&amp;t=6s</a> | To create awareness about the importance of clean and green environment and how one can contribute to save our planet                                 | Integrated with Science and S.S.T       |
| JANUARY  | <ul style="list-style-type: none"> <li>● FINGER RING Pg.-37</li> <li>● MILESTONE Pg.-38</li> </ul>  | Take 2 shapes one geometric and one organic and create pattern using the shapes.   | How different geometric shapes may be used in combination with other shapes to create new designs and attain knowledge about different colour shades. | Integrated with Mathematics and Science |
| FEBURARY | <ul style="list-style-type: none"> <li>● SPRING FLOWERS Pg.-36</li> <li>● START UP PROJECT</li> </ul>   | Cityscape collage making using different shapes, colours   | Learn to balance space, shapes and colors   | Integrated with Mathematics and Science |
| MARCH    | REVISION SUMMATIVE ASSASSMENT   |  |   |   |

## SUBJECT: MUSIC

| MONTH            | CONTENT   | METHODOLOGY/SUGGESTED WAY APPLICATION  | LEARNING OUTCOMES/SKILL DEVELOPMENT  | INTEGRATED WITH SCHOLASTIC AND CO SCHOLASTIC SUBJECTS   |
|------------------|---|--|--|---|
| April-May        | Patriotic Song  | Students will follow the tune and rhythm of the song with help of music teacher. | Learning and singing song to understand the Unity in Diversity.              | To be integrated with<br>Topic: Rashtriya Ekta  |
| July-September   | Inspirational Song.<br>Patriotic Song<br>Guru Vandana     | Students will follow the tune and rhythm of the song with help of music teacher  | Learning and singing song to understand the fervour of patriotism.           | To be integrated with Maths & Science<br>To be integrated with Hindi & SST<br>To be integrated with Hindi & Art       |
| October-December | Bhajan<br>Alankar<br>Christmas carol /<br>Paryavaran geet | Students will follow the tune and rhythm of the song with help of music teacher  | Through music developing awareness about celebrating the festivals of India. | To be integrated with Hindi & English<br>To be integrated with Maths & Science<br>To be integrated with Science & SST |
| January-March    | Song on Soil<br>Saraswati Vandana<br>Revision             | Students will follow the tune and rhythm of the song with help of music teacher  | Developing awareness towards nature through singing.                         | To be integrated with Science & SST<br>To be integrated with Hindi & English  |

***\*FOR THE SESSION FOUR INTEGRATED TOPICS TO BE TAKEN INCLUDING THE INTEGRATED TOPICS FOR SUMMER AND WINTER HOLIDAY HOMEWORK***

## DANCE

| MONTH               | CONTENT  | METHODOLOGY/ SUGGESTED WAY OF APPLICATION  | LEARNING OUTCOMES/SKILL DEVELOPMENT   | INTEGRATED WITH SCHOLASTIC AND CO SCHOLASTIC SUBJECTS                         |
|---------------------|--|--|---|---|
| April To May        | Vandana or shloka<br>The item on –MAA SARASWATI  | Memorize the ‘Geet’ ‘Composition’ or Shloka.<br>Students should be explained the meaning which helps them create a performance.<br><a href="https://www.youtube.com/watch?v=7rEgP7HNNPQ&amp;t=3s">https://www.youtube.com/watch?v=7rEgP7HNNPQ&amp;t=3s</a> | Virtues of different mythological beings like: YaaKundendu – Saraswati meaningful shlokas to be understood.   | Sanskrit  |
| July To September   | Classical Dance (Kathak)Taattkaar in Teentaal (Dugun) CHAKKAR(Bhramri) -five beat & Three beat | Type of chakkar in kathak Purnachakkar , Ardhchakkar , Viprit and Ardhviprit chakkar.<br><br>What is Sam, Matra, Taali   | Idea chakkar learning how to perform different types of chakkar.<br><br>Understanding the Taal cycle.   | Maths (Angels),<br><br>Hindi (Sehat Hai Anmol),<br>Science( force and energy) |
| October To December | Garba Gujrati Folk Danc And Facial Expression  | With the help of Dholak ,Naal, Duf, Mridang ,different patterns have to taught .<br><br>Local dances to be observed.   | The traditional tunes, songs, beat with their particular language and costumes should be taken by the students.<br><br>Folk tales, rituals also would be known by the students. | Science(Cloth) , SST(Our rich culture), Hindi(Patra Abhinay)                  |
| January To March    | Patriotic Dance (Choreography) And Tukda in Teentaal   | Explanation of the theme<br><br>Emotion has to be discussed with reference of the ‘Rasa’ theory  | Magic create by weaving different patterns of Laya. Feeling and Emotion<br><br>These are the factors of creativity.   | English(paragraph), ART, Music  |



## PHYSICAL EDUCATION

| MONTH     | ACTIVITY PLANNED  | LEARNING OUTCOMES/SKILL DEVELOPMENT   | PEC/INTEGRATED WITH SCHOLASTIC CO-SCHOLASTIC SUBJECT  |
|-----------|---|---|---|
| April     | Warming up exercise<br>Yoga : Pranayama : Deep breathing  | The students will perform proper breathing techniques   | To be integrated with EVS   |
| May       | Movement education: physical exercise<br>Yoga: Suryanamashkar<br>Yog display  | Demonstrate and understanding of sound nutritional practices as related to health and physical performances | <u>RASHTIYA EKTA ; TRADITIONAL GAMES</u><br><u>To be integrated with Hindi and English.</u> |
| July      | Stretching exercise: neck shoulder, trunks and legs<br>Indoor games: Carrom and Chess<br>Yoga: padamasana and vajrasana   | To control the movements and body actions in response to specific instructions                              | To be integrated with Maths   |
| August    | Yoga : chakrasana<br>Warm up session-Fit India Protocol<br>Exercises for the Khelo India Fitness Assessment (Guidelines by C.B.S.E and Khelo India awaited)                   | Importance of safety while participating in Physical Activity   | To be integrated with Maths and Hindi   |
| September | Yoga : suptvajrasana and bhaujangasana<br>Warm up session-Fit India Protocol Exercises for the Khelo India Fitness Assessment (Guidelines by C.B.S.E and Khelo India awaited) | Improve flexibility, strength, agility, endurance and speed helps in strengthening and overall health.      | Integrated with Maths and Hindi   |
| October   | Rhythmic Activity: Rhythmic yogaWarm up session-Fit India Protocol Exercises for the Khelo India Fitness Assessment (Guidelines by C.B.S.E and Khelo India awaited)           | Demonstrate the ability to perform yoga movements in various combinations and forms.                        | To integrated with Maths.   |

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|----------|---|--|---|
| November | Yoga : kalyanasana and titibasana<br>Warm up session-Fit India Protocol Exercises for the Khelo India Fitness Assessment (Guidelines by C.B.S.E and Khelo India awaited)                | Improve flexibility, strength, agility, endurance and speed helps in strengthening and overall health. | To be integrated with Maths and Hindi.  |
| December | Practice Yoga : Natrajasana and pachimottanasana<br>Warm up session-Fit India Protocol Exercises for the Khelo India Fitness Assessment (Guidelines by C.B.S.E and Khelo India awaited) | To control movements and body action in response to specific instructions                              | Exercise on two, four and 8 counts, calisthenics, jogging running simple stretching<br>To be integrated with Maths. |
| January  | Yoga : Sarvangasana and utthitpachimottanasana<br>Warm up session-Fit India Protocol Exercises for the Khelo India Fitness Assessment (Guidelines by C.B.S.E and Khelo India awaited)   | Improve flexibility, strength, agility, endurance and speed helps in strengthening and overall health. | PATTERN; Making different type of pattern game<br>To be integrated with Maths and Hindi                             |
| February | Yoga :Noukasana and halasanaWarm up session-Fit India Protocol Exercises for the Khelo India Fitness Assessment (Guidelines by C.B.S.E and Khelo India awaited)                         | Improve flexibility, strength, agility, endurance and speed helps in strengthening and overall health. | To be integrated with English and Maths<br>Measure the distance and sentences describing.                           |
| March    | Yoga :Rajkapoothasana and bhunamasana<br>Warm up session-Fit India Protocol Exercises for the Khelo India Fitness Assessment (Guidelines by C.B.S.E and Khelo India awaited)            | Improve throwing and catching skills   | Integrated with Evs and Maths   |

**Objectives:** 1. To make sure the students become all rounder's  
2.To develop leadership qualities and team management among the students  
3.To promote healthy living  
4.To make students mentally strong and emotionally balanced

हिंदी

हिंदी पाठमाला- मधुप (मधुबन प्रकाशन)  
ईदगाह(पुस्तक समीक्षा)

| मास | पाठ्यपुस्तक- मधुप<br>हिंदी पाठमाला | पुस्तक समीक्षा | व्याकरण / कौशल<br>का मूल्यांकन | शिक्षण की सम्प्राप्तियाँ/<br>विकसित कौशल | शैक्षिक एवं सह शैक्षिक विषयों से<br>एकीकृत रचनात्मक गतिविधियाँ/<br>परियोजनाकार्य/ पी.इ.सी. |
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|-----|------------------------------------|----------------|--------------------------------|--|--|

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| अप्रैल | पाठ-1 हिंद देश के निवासी (कविता)<br><br>पाठ-2<br><br>चतुर आकाश                            | ईदगाह (पृष्ठ 1-8) चक्र-1 (पठन हेतु) | भाषा और व्याकरण-<br><a href="https://www.youtube.com/watch?v=GAjsZ_88Jxo">https://www.youtube.com/watch?v=GAjsZ_88Jxo</a><br><br>वचन, लिंग, विलोम   | देश-प्रेम, एकता, समानता, साहस, समर्पण जैसे मूल्यों का विकास।  | अपठित गद्यांश<br><b>चक्र-1 कविता वाचन-</b> हिंद देश के निवासी<br>विद्यार्थी कविता को संगीत की कक्षा में पूरे सुर के साथ सामूहिक तथा एकल गायन सीखेंगे।<br><b>देश भक्ति-हम बच्चे बलवान बनेंगे (कविता)</b><br><a href="https://www.youtube.com/watch?v=tvbFdrbdJyg&amp;vl=hi">https://www.youtube.com/watch?v=tvbFdrbdJyg&amp;vl=hi</a><br><b>कला एकीकृत गतिविधि-</b> छात्र कविता का सुंदर चित्र बनाएंगे।<br>वार्तालाप-प्रेम और साहस पर आधारित किसी अन्य कहानी का प्रस्तुतीकरण कीजिए। |
| मई     | पाठ-3 जब मैं पढ़ता था   |                                     | वर्ण व वर्ण के प्रकार   | अनुशासन, स्वास्थ्य, शिष्टता, समय का महत्व जैसे मूल्यों का विकास।<br>संस्मरण को लिखना एवं सुनाना सीखेंगे।  | अपने किसी संस्मरण को लिखना। कक्षा में भावपूर्ण संस्मरण वाचन करेंगे।<br><b>गायन एकीकृत गतिविधि -</b><br><a href="https://www.youtube.com/watch?v=T0Qv9tZecml">https://www.youtube.com/watch?v=T0Qv9tZecml</a>   |
| जुलाई  | पाठ-4 फूलों का नगर)<br><br>पाठ-5 खिड़की मेरे कमरे की (कविता)<br><br>पाठ-6 दो बैलों की कथा |                                     | विलोमशब्द, वचन, लिंग, पर्यायवाची शब्द<br><br>संज्ञा-<br><a href="https://diksha.gov.in/ncert/play/content/do_312717760748380160117911?contentType=Resource">https://diksha.gov.in/ncert/play/content/do_312717760748380160117911?contentType=Resource</a> | प्रेम, करुणा, दया, आज्ञापालन, वृक्षों की उपयोगिता, वृक्षारोपण की भावना का विकास। पोस्टर तथा विचार अभिव्यक्ति सीखेंगे।<br>घर की वस्तुओं से प्रेम, पशु-प्रेम, 'की-कि' का सही प्रयोग | <b>कला एकीकृत गतिविधि- कागज़ के फूलों का निर्माण</b><br><b>पात्र अभिनय (सी.बी.एस.ई. द्वारा निर्देशित गतिविधि)</b> (ए.ए.सी. कैलेंडर) किसान, डॉक्टर या अध्यापक आप इन पात्रों की तरह होते, अभिनय द्वारा विषय अध्यापिका को दर्शाएँ।<br><b>अनुच्छेद लेखन - (सी.बी.एस. ई द्वारा निर्देशित गतिविधि)</b> (ए.ए.सी. कैलेंडर)<br><br>करोना संकट काल में जानवरों की देखभाल किस प्रकार की जा सकती है ?  |

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| अगस्त   | पाठ-7 <b>सेहत है अनमोल</b><br>(Integrated with Music & Yog)                         | ईदगाह<br>(पृष्ठ 9-16) चक्र-<br>२<br>(पठन हेतु) | सुवनाम, विलामशब्द<br>विशेषण<br>वाक्यांशों के लिए एक<br>शब्द<br><br>एन.सी. ई. आर. टी<br>द्वारा<br>भाषा संबंधी खेल -<br>पोषम पा भई पोषम पा<br><a href="https://www.youtube.com/watch?v=rv6bLdayfal&amp;list=PLUGLcpnv1YieX3VtxUonvqHRFN78cuXyp&amp;index=11">https://www.youtube.com/watch?v=rv6bLdayfal&amp;list=PLUGLcpnv1YieX3VtxUonvqHRFN78cuXyp&amp;index=11</a> | स्वस्थ भाजन शला, अनुशासन जस मूल्या का विकास । अनेक शब्दों के लिए एक शब्द प्रश्न-निर्माण, अनौपचारिक पत्र, संवाद लिखना तथा उचित विराम-चिह्नों का प्रयोग करना सीखेंगे । | <b>गात एव याग समन्वय सबधा गातावाध-<br/>(वन्देमातरम)</b><br><a href="https://www.youtube.com/watch?v=671H5D5v258">https://www.youtube.com/watch?v=671H5D5v258</a><br><b>खेल एकीकृत गतिविधि:</b><br><a href="https://diksha.gov.in/play/collection/163125345589287321602231522contentType=TextBook">https://diksha.gov.in/play/collection/163125345589287321602231522contentType=TextBook</a><br>(सी.बी.एस. ई द्वारा निर्देशित गतिविधि )<br>बीमारी के कारण एक सप्ताह तक आप अकेले हैं, आप क्या खाना पकाएंगे ।<br>औपचारिक पत्र लेखन-<br>आचार्य चाणक्य से संबंधित वीडियो दिखाई जाएगी ।<br>लिक --<br><a href="https://www.youtube.com/watch?v=t3ud5PUx5C0">https://www.youtube.com/watch?v=t3ud5PUx5C0</a><br><b>चक्र -2 कविता वाचन-</b> खिड़की मेरे कमरे की<br><b>कला एकीकृत परियोजना कार्य- पौष्टिक तथा जंक फूड के चित्र बनाकर अथवा लगाकर उनका तुलनात्मक अध्ययन दिखाइए ।</b><br><b>वार्तालाप- स्वस्थ जीवन शैली ।</b> |
| सितम्बर | पाठ-9 स्वाभाविक दान (कविता)<br><br>पाठ-10 और माटी निहाल हो गई<br><br>पाठ-11 समदर्शी |  | विशेषण, क्रिया, उपसर्ग, श्रुतिसम भिन्नार्थक शब्द<br><br>शुद्ध शब्द निर्माण, 'मैं-मैं' का अंतर, अनेकार्थी शब्दों का निर्माण  | परोपकार, उदारता, प्रकृति प्रेम, भाषा का सृजनात्मक प्रयोग करना सीखेंगे ।<br>चित्र-निर्माण, कहानी का अंत बदल कर लिखना, शब्द-निर्माण, काल परिवर्तन, काल की पहचान करना । | <b>वार्तालाप- स्वस्थ जीवन शैली ।</b><br>वाद-विवाद, नाट्य मंचन<br><b>एकीकृत गतिविधि –</b> स्वाभाविक दान देने वालों के चित्र बनाना और अपनी भाषा में वर्णन करना । (नाट्य मंचन)<br><br>भारत की सशक्त महिलाओं के चित्र लगाइए तथा उनके नाम लिखिए ।<br>स्त्री शिक्षा पर अनुच्छेद लिखिए ।<br><b>साहसी रूपा -</b><br><a href="https://diksha.gov.in/ncert/play/col/lection/do_3127694453872885761356?contentType=TextBook">https://diksha.gov.in/ncert/play/col/lection/do_3127694453872885761356?contentType=TextBook</a>  |
| अक्टूबर | पाठ-12 जन्मदिन के बहाने   | ईदगाह<br>(पृष्ठ 17-24)<br>चक्र-3<br>(पठन हेतु) | क्रिया, मुहावरे, वाक्यांश के लिए एक शब्द, अनुस्वार एवं अनुनासिक, समानार्थी शब्द   | संवेदनशीलता, आत्मीयता, समानता, उपहार का महत्व, विचार-अभिव्यक्ति का विकास ।   | <b>(सी.बी.एस.ई द्वारा निर्देशित पत्रिका - फिरकी ) (चक्र -3 वार्तालाप)</b><br><a href="http://www.ncert.nic.in/departments/nie/dee/publication/firkee.html">http://www.ncert.nic.in/departments/nie/dee/publication/firkee.html</a>   |

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|  |  |  | अनेकार्थी, 'है-हैं'/'था-थी' का उचित प्रयोग, घटना लेखन सीखेंगे।  |  | <b>कला एकीकृत गतिविधि-</b> विभिन्न उपहारों के चित्र बनाइए।   |
| <b>नवंबर</b>   | पाठ-13 आसमान में जैसे तारे   |  | एन.सी. ई. आर. टी द्वारा<br>तुकांतशब्द-खेल<br>, <a href="https://www.youtube.com/watch?v=ojBFBzb5vA4&amp;list=PLUgLcpcnv1YieX3VtxUonvqHRFN78cuXyp&amp;index=3">https://www.youtube.com/watch?v=ojBFBzb5vA4&amp;list=PLUgLcpcnv1YieX3VtxUonvqHRFN78cuXyp&amp;index=3</a><br>पर्यायवाची, साक्षात्कार, त्योहार मनाने के कारण जानेंगे। | प्रसन्नता, संस्कृति प्रेम, समानता, पर्यावरण संरक्षण की भावना का विकास।   | <a href="https://www.youtube.com/watch?v=ZnYyOY-yBUQ">https://www.youtube.com/watch?v=ZnYyOY-yBUQ</a><br><b>कला एकीकृत गतिविधि</b> विभिन्न त्योहारों के चित्र बनाकर उनके नाम लिखिए। इसके साथ उनको मनाए जाने का कारण भी लिखिए।  |
| <b>दिसंबर</b>  | पाठ-14: यात्रा जो पूरी न हो सकी<br><br>पाठ-15 आकाश की सात सीढ़ियाँ |  | विराम चिह्न, मुहावरे, शब्दों के खेल   | जोश, साहस तथा जीवन की कठिनाईयों को जानेंगे। विशेषण, 'र' के विभिन्न रूप, श्रुतिसमभित्तिार्थक, क्रियाविशेषण, समाचार वाचन, वैज्ञानिक दृष्टिकोण का विकास।<br><u>मैनपाट की सैर</u><br><a href="https://diksha.gov.in/ncert/play/collection/do_3127694453872885761356?contentType=TextBook">https://diksha.gov.in/ncert/play/collection/do_3127694453872885761356?contentType=TextBook</a> | <b>एकीकृत गतिविधि</b> - अपनी किसी रोमांचक अथवा मनोरंजक यात्रा का वर्णन तथा संबंधित चित्र भी लगाइए। <b>(चक्र -3 परियोजना कार्य- 'अंतरिक्ष यात्रा प्रस्तुतिकरण'</b>  |
| <b>शीतकालीन अवकाशकार्य : एकीकृत परियोजना : भारत के प्रसिद्ध व्यक्तित्व</b> |  |  |   |  |  |
| <b>जनवरी</b>   | पाठ-16 बुलबुलों की गिनती   | ईदगाह (पृष्ठ 25-32)<br>चक्र-4 (पठन हेतु) | उपसर्ग, प्रत्यय भाषा खेल -<br><a href="https://kvsprimaryresources.files.wordpress.com/2017/11/teaching-language-skills-through-games-in-detail.pdf">https://kvsprimaryresources.files.wordpress.com/2017/11/teaching-language-skills-through-games-in-detail.pdf</a>   | विभिन्न आविष्कारों की जानकारी, विज्ञान की शब्दावली, शब्द-परिवार, वचन, कर्ता, कर्म, क्रिया आदि का ज्ञान।  | चक्र-4 कवितावाचन (आसमान में जैसे तारे एवं संबंधित चित्र)<br>अनौपचारिक पत्र लेखन<br><b>हमने लिखी चिट्ठी-</b><br><a href="https://www.youtube.com/watch?v=TxLMrR2dgpE&amp;list=PLUgLcpcnv1YieX3VtxUonvqHRFN78cuXyp&amp;index=5">https://www.youtube.com/watch?v=TxLMrR2dgpE&amp;list=PLUgLcpcnv1YieX3VtxUonvqHRFN78cuXyp&amp;index=5</a> |

|       |   |  |   |  |  |
|-------|---|--|---|--|--|
| फरवरी | अतिरिक्त पाठन<br>हिंदी का समृद्ध<br>साहित्य – मित्रता<br>और परोपकार |  | अशुद्धि शोधन, वर्तनी<br><br><a href="https://www.youtube.com/watch?v=RSARzsumLKQ">https://www.youtube.com/watch?v=RSARzsumLKQ</a> | अतिरिक्त पाठन से ज्ञानवृद्धि,<br>शब्दावली का विकास, लेखन क्षमता का<br>विकास। विभिन्न नैतिक मूल्यों का<br>विकास।  | मित्रता से संबंधित अन्य कहानियां<br>। (वार्तालाप-चक्र-4)<br><b>कला एकीकृत गतिविधि - चित्र वर्णन</b><br>कहानी का अंत बदलकर कहानी लिखिए। |
| मार्च |   |  | पुनराभ्यास  | <a href="https://diksha.gov.in/ncert/play/collection/do_3127694453872885761356?contentType=TextBook">https://diksha.gov.in/ncert/play/collection/do_3127694453872885761356?contentType=TextBook</a> मेरी<br>अभिलाषा (कविता वाचन) |  |

**\*पुस्तक समीक्षा में दी गई कहानियाँ पठन हेतु हैं**

- अकबर बीरबल की कहानियाँ
- तेनालीरामन की कहानियाँ
- पंचतंत्र की कहानियाँ

|               |                           |
|---------------|---------------------------|
| <b>YELLOW</b> | <b>ART INTEGRATED</b>     |
| <b>GREEN</b>  | <b>SPORTS INTEGRATED</b>  |
| <b>RED</b>    | <b>DELETED/INTEGRATED</b> |





# MATHEMATICS

## INTEGRATED TOPICS

| TOPIC   | PATTERN - TESSELLATION  |
|---|---|
| SUBJECT AND ART INTEGRATED  | MATHS+ ART+ SCIENCE+ COMPUTER   |
| OBJECTIVE   | <p>Students shall be able to:</p> <ul style="list-style-type: none"> <li>• Identify tessellation in the environment.</li> <li>• Explain the theory and mathematics that make tessellation possible.</li> <li>• Create original tessellations.</li> <li>• have the opportunity to go beyond the immediate lesson and apply artistic creativity, or i more about M. C. Escher, his art, or the contributions he made to mathematics.</li> <li>• be able to understand and define the following terms: <i>tessellation</i>, <i>polygon</i>, <i>angle</i>, <i>plane</i>, <i>vertex</i>, and <i>adjacent</i>.</li> <li>• create a concrete model of a tessellation.</li> </ul>   |
| MATERIAL REQUIRED   | Paper, geometrybox , scissors and colours.  |
| <p>METHODOLOGY OF ACTIVITY</p> <div data-bbox="232 900 524 1129" data-label="Image"> </div> <div data-bbox="573 895 848 1129" data-label="Image"> </div> <p>TESSELLATION IN ART</p> <div data-bbox="291 1173 732 1351" data-label="Image"> </div> <p>TESSELLATION IN NATURE</p> | <p>Introduce key vocabulary words: tessellation, polygon, angle, plane, vertex and adjacent. Ask students to tell you what they know about the word tessellation. Discuss the three basic attributes of tessellations:</p> <p>First, <b>they are repeated patterns</b>. Ask students to find examples of repeated patterns in the room. Generate a list of the words one could use to describe these patterns. Tell students that while those are repeated patterns, only some are tessellations because tessellations are a very specific kind of pattern.</p> <p>Second, <b>tessellations do not have gaps or overlaps</b>. If students have pointed to a pattern in the room that has a gap or an overlap in it, point out that it does not fit the definition of a tessellation.</p> <p>Third, <b>tessellations can continue on a plane forever</b>. Define plane (use a concrete example in the room) and show students how the pattern could continue on that plane if it were to go on beyond the confines of the building (e.g., it could continue as a pattern on the ceiling without any gaps or overlaps even if the ceiling were to continue forever, far beyond the walls of your school).</p> <p><i>“One of the best examples of tessellations in Escher’s paintings is Lizards”.</i></p> |

|                             |   |
|-----------------------------|---|
|                             | <p>Provide students with the Shapes worksheet within the Tessellations packet, which has a copy of a square, a rectangle, a rhombus, and a hexagon on it. (These were chosen because each tessellates.) Demonstrate how to transform a shape into something that will also tessellate.</p>  |
| PROJECT                     | <ol style="list-style-type: none"> <li>1. Students can discover for themselves what shapes tessellate using pattern blocks and lots of space. They will notice that only some, not all, can make a pattern that would fit all three of the criteria.</li> <li>2. Encourage students to experiment to see if they can discover other ways to make shapes tessellate.</li> <li>3. Teach students about the history of tessellations and show examples. Tessellations have been used all around the world for many years. The earliest tessellations we can find come from Islamic art circa 3000 BC. There are examples from medieval European art as well (e.g., stained glass patterns).</li> </ol> <ol style="list-style-type: none"> <li>1. Look at American folk art that uses tessellations (such as quilts). Tessellations were popularized by M. C. Escher.</li> </ol> <p><b>Research M. C. Escher, Penrose, and other "Recreational mathematicians."</b></p> |
| LEARNING OUTCOMES           | <p>Students shall be able to:</p> <ol style="list-style-type: none"> <li>1. Recognition of various regular and irregular shapes around us.</li> <li>2. Understanding and explaining the mathematical concepts involved in tessellation.</li> <li>3. Which geometrical shapes can always be used for tessellation?</li> <li>4. How other shapes may be used in combination with different shapes to create new designs.</li> </ol>   |
| SELF EVALUATION & FOLLOW UP | <ol style="list-style-type: none"> <li>1. Self-assessment</li> <li>2. Peer evaluation</li> </ol>  |
|                             |   |

# ENGLISH

|  |  |
|--|--|
| TOPIC  | English – The Way Animals Talk   |
| SUBJECT AND ART INTEGRATED   | HINDI + ENGLISH+ MUSIC+ ART  |
| <p>OBJECTIVE</p>        | <p>Students will be able to: -</p> <ol style="list-style-type: none"> <li>Understand and appreciate the world of wildlife on a micro as well as macro level.</li> <li>Demonstrate the importance and relevance of communication.</li> <li>Appreciate, respect and conserve our natural resources.</li> <li>Vocabulary building in this lesson: -- <ul style="list-style-type: none"> <li>New and difficult words.</li> <li>Hindi shabdarth.</li> </ul> </li> <li>Understand that gestures and body movements are sign language.</li> </ol>   |
| MATERIAL REQUIRED  | Blackboard, Chalk and duster, colour pencils, smart board, textbooks, images of various animals with their sounds and habitat , a small skit explaining/depicting some interesting instances of animals using their bodies to communicate.   |
| <p>CLASS ACTIVITY</p>  | <p>Story Telling: -<br/>40 mins(1 period)</p> <p>Ice breaking activity: Students will be asked to bring pictures/samples /excerpts based on vocal communication/locations/food sources etc of birds and animals.</p> <p>Introduction: Teacher will discuss the most common ways of communication among animals.</p> <p>Methodology:</p> <ul style="list-style-type: none"> <li>Teacher will explain the entire chapter through story-telling process. (hindi- chapter = chaturaakash). The class will be divided into five groups</li> </ul> |



- Each group will be given a topic: communication among humans/birds/ animals.
- The groups will be given time to discuss and make notes on their respective topics and make relevant props/aids.
- They will make posters/pictures to represent their topics.
- Worksheets will be provided to the class where they will complete the written formal work.



#### PROJECT

Collect relevant excerpts from various sources such as newspapers, magazines, internet etc

#### LEARNING OUTCOMES

- Students will understand the importance of communication.
- Students will understand, appreciate and learn how to hone their own communication, language skills.




#### SELF EVALUATION & FOLLOW UP



Self-Evaluation - Children will rate the activity and give feedback.

Follow up activity: - The students will be asked to: -

- Construct a pictorial graph of the data collected on the states famous for their summer, winter and monsoon season. And the climate change India has seen over the past 5 years.
- Collect the pictures of driest state and the state with maximum rainfall in India.

# SOCIAL SCIENCE

| TOPIC  | SST. - OUR CLIMATE   |   |
|--|--|---|
| SUBJECT AND ART INTEGRATED   | HINDI + ENGLISH+ MATHS+ MUSIC  |   |
| OBJECTIVE  | <p><b>Students will be able to: -</b></p> <ul style="list-style-type: none"> <li>• Understand and appreciate the difference between climate and weather.</li> <li>• Demonstrate the effects that climate has over topography.</li> <li>• Appreciate, respect and conserve our natural resources.</li> <li>• Vocabulary building in this lesson: --</li> <li>• Mathematical terminology.</li> <li>• Hindi shabdarth.</li> <li>• Understand that curriculum helps to know the place with maximum and minimum rainfall in our country.</li> </ul>   |   |
|   |  |  |
| MATERIAL REQUIRED  | Blackboard, Chalk and duster, colour pencils, smart board, textbooks, images of the places with maximum and minimum rainfall on a map, a small skit explaining the difference in climate and weather.  |   |
| CLASS ACTIVITY   | <p><b>Story Telling: - 40 mins(1 period)</b></p> <p><b>Ice breaking activity:</b> Students will be asked to bring pictures of places falling in different climatic zones.</p> <p><b>Introduction:</b> In the class the teacher will discuss the seasons in India. Winter, summer and monsoon.A song will be sung by the singers of the nation: -</p> <p><b>Methodology:</b> Teacher will explain the entire chapter through story-telling process.<br/>(hindi- chapter = chaturaakash).</p> <ul style="list-style-type: none"> <li>• The class will be divided into five groups</li> <li>• Each group will be given a topic: summer/winter/monsoon.</li> <li>• The groups will be given time to discuss and make notes on their respective topics and make data handling.</li> <li>• They will make posters to represent their topics.</li> <li>• Worksheets will be provided to the class where they will complete the written formal work</li> </ul> |   |
|  |  |   |

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|--|--|
| <p>PROJECT</p>  | <p>Children will create the following with the help of the teacher: -<br/> Summer - &gt; Hand Fan(<a href="https://youtu.be/coEvGc3qosY">https://youtu.be/coEvGc3qosY</a>)<br/> Winter -&gt; Origami used to make winter lanterns: -</p>    |
| <p>LEARNING OUTCOMES</p>   | <ul style="list-style-type: none"> <li>• Students will understand the weather changes every day.</li> <li>• Students will understand Climate remains the same for years.</li> <li>• Students will integrate data handling with climate change.</li> <li>• Students will work in a group and learn to work together.</li> </ul>   |
| <p>SELF EVALUATION &amp; FOLLOW UP</p>   | <p><b>Self-Evaluation:</b> - Children will rate the activity and give feedback.<br/> <b>Follow up activity:</b> - The students will be asked to:-</p> <ul style="list-style-type: none"> <li>• Construct a pictorial graph of the data collected on the states famous for their summer, winter and monsoon season. And the climate change India has seen over the past 5 years.</li> <li>• Collect the pictures of driest state and the state with maximum rainfall in India.</li> </ul> |

## HINDI

| TOPIC                      | राष्ट्रीय एकता   |
|----------------------------|--|
| SUBJECT AND ART INTEGRATED | हिंदी+MATHS+MUSIC+ART+SST+ENGLISH  |
| OBJECTIVE                  | <ul style="list-style-type: none"> <li>विद्यार्थियोंको हिंदी भाषा का ज्ञान कराना ।</li> <li>हिंदी शब्दावली में वृद्धि करना ।</li> <li>राष्ट्रीय एकता एवं देशभक्ति जैसे गुणों का विकास करना ।</li> <li>एQW की कृतशिक्षण पर बल देना ।</li> </ul>   |
| MATERIAL REQUIRED          | पाठ्यपुस्तक, रंगीन पेंसिल, रंगीन कागज़, फैंविकोल, कार्य पत्रिका आदि ।  |
| CLASS ACTIVITY PROJECT     | <ul style="list-style-type: none"> <li>अध्यापिका छात्रों से कविता की भूमिका बांधते हुए राष्ट्रीय एकता के विषय में चर्चा करेगी ।</li> <li>कक्षा में कविता का स्वर एवं संगीतबद्ध गायन करेंगे ।</li> <li>छात्र कविता 'हिंद देश के निवासी' एवं राष्ट्रीय एकता से संबंधित सुंदर चित्र अथवा चार्ट तैयार करेंगे ।</li> <li>राष्ट्रीय एकता, राष्ट्रीय प्रतीक की जानकारी दी जाएगी, इसके साथ ही अन्य देशों के झंडे भी दिखाए जाएंगे ।</li> <li>कक्षा में नाट्यमंचन भी किया जाएगा ।</li> <li>छात्र राष्ट्रीय एकता से संबंधित सुंदर चित्र अथवा चार्ट बनाएँगे ।</li> </ul> |





## SUGGESTED REDUCTION/ADJUSTEMENTS IN SYLLABUS SESSION 2020-21

### CLASS IV

| SUBJECT        | CHAPTER TO BE REMOVED/INTEGRATED   | REASON   |
|----------------|--|--|
| MATHS          | <b>Pattern – Tessellation (Project-1)</b><br>Integrated with Math's, Art, Science and ICT      | Compulsory Art Integration notification and Alternative to Academic Calendar released by CBSE. |
| ENGLISH        | <b>The Way Animals Talk (Project-2)</b><br>Integrated with Hindi, English, Music & Art         | Compulsory Art Integration notification and Alternative to Academic Calendar released by CBSE. |
| SOCIAL SCIENCE | <b>Our Climate (Project-3)</b><br>Integrated with English, Hindi, Math's & Music               | Compulsory Art Integration notification and Alternative to Academic Calendar released by CBSE. |
| HINDI          | राष्ट्रीय एकता (Project-4)<br>Integrated with English, Hindi, Math's & Music                   | Compulsory Art Integration notification and Alternative to Academic Calendar released by CBSE. |
| SCIENCE        | <b>The Earth and its Neighbors (Project-5)</b><br>Integrated with English, S.S.T, Math's & Art | Compulsory Art Integration notification and Alternative to Academic Calendar released by CBSE. |