




TAGORE INTERNATIONAL SCHOOL
VASANT VIHAR, NEW DELHI
SYLLABUS (2022-2023)
CLASS VI
APRIL 2022 -MARCH 2023

APRIL -MAY				
Subject	Topics to be Covered/ No. of Periods	Learning Outcome	Activities	Assessments
English	<p><u>Bridge Course-</u> Vocabulary Comprehension Punctuation <u>MCB</u> <u>UNIT1: TECHNOLOGY</u> <u>Section I:</u> <u>From Tablet to Tablet (5)</u> Section III : <u>Dear Santa ,Did You Get My Tweet? (Poem) (3)</u> <u>UNIT 2 :LEARNING IS</u></p>	<p>Each student will be able to: Each student will be able to: -choose appropriate words in the vocabulary worksheet (often confused work) - spot errors and rectify punctuation mistakes - answer the questions after reading the given passage - pronounce the new words correctly</p>	<p>-pre-class reading assigned - New terminology discussed (synonyms/antonyms) -framing of sentences using new words NEW VOCABULARY https://www.youtube.com/watch?v=lySEUio42W8 https://www.youtube.com/watch?v=3X0hWrwFi3E https://www.youtube.com/watch?v=x-wn3SD13wk Subject and Predicate</p>	<p>Reading ,Listening, speaking and writing activities assigned -Worksheets and questions-on the content covered, comprehension ,Grammar and Vocabulary -Short paragraph writing Handout-guidelines and checklist -Assessment of Speaking Skill through oral reading and discussion.</p>


	<p><u>FUN</u></p> <p><u>Section I :</u></p> <p><u>The Classroom in the Train(6) Section III:</u></p> <p><u>A Teacher for All Seasons(poem)(2)</u></p> <p><u>(to be continued in July) GRAMMAR and Vocabulary</u></p> <p>Words Often Confused (2)</p> <p>Antonyms and Synonyms (1)</p> <p><u>Sentences(3)</u></p> <ul style="list-style-type: none"> ● <u>Imperative</u> ● <u>Assertive</u> ● <u>Interrogative</u> ● <u>Exclamation</u> 	<p>-look for one synonym and one antonym for the words(new terminology) using the dictionary</p> <p>-construct meaningful sentences with new terminology</p> <p>-punctuate the given content</p> <p>-trace elements of fun ,joy and learning in the lesson/poem</p> <p>-justify the theme of the unit using words/phrases/interpretations from the chapters/poem- identify the value point in the plot/text</p> <p>-answer probing questions</p> <p>-identify the kinds of sentences , subject and predicate in a sentence</p> <p>-summarize a given portion in his or her words(four points)</p> <p>- sequence the events in suitable order</p> <p>-identify the picture displayed</p>	<p>https://www.youtube.com/watch?v=LBO8jq1WYhU</p> <p>-Fact files:Kenn Nesbitt,Tetsuko Kuroyanagi,Joanna Fuchs</p> <p>-character sketch of Totto -chan</p> <p>-design / draw your own tablet with exciting features and display in your room. (section -I-UNIT-1)</p> <p><u>Experiential Learning - Visit to the Robotics Laboratory</u></p> <p>(Trans disciplinary with Technology)</p> <p><u>Art Integration:</u></p> <p>Design the ancient tablet with details of relevant activities in Warli Art form (Trans disciplinary with Art)</p> <p><u>Art Integration:</u></p> <p><i>Present a skit in the class using the classroom as a theme. (group activity)</i></p>	<p>-Google forms assigned</p> <p>-Practice assessment</p> <p>-Google docs assigned for writing skill</p> <p>-Jam board activities</p> <p>Weekly test on 6th May, 2022</p> <p>Comprehension passage</p> <p>Writing skills – Composition Writing</p> <p>Grammar- Subject & Predicate</p> <p>Kinds of Sentences</p> <p>Literature</p>
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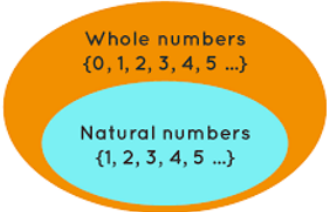
		<p>and share two exciting features</p> <ul style="list-style-type: none"> - spell at least four new words correctly -frame answers to the questions (in groups of four) and answer at least five textual questions and write legibly - categorize the given gadgets into two groups: safe or unsafe -Answer questions with reference to context (RTC) -identify ten latest gadgets used in our school/country/home-differentiate/compare/contrast between the characters /schools -punctuate the given paragraph efficiently draw a web chart to display the mediums of communication used in the poem -each child develops a reading habit - spot errors while peer 	<p>Write the first draft of the composition on the given topic.</p> <p>Attempt the Google form shared in the Google classroom on Sentences (Check previous knowledge)</p> <p>Search for information on ‘ Who is Totto Chan’</p>	<p>From Tablet to Tablet</p> <p>Dear Santa, Did You Get My Tweet? (poem)</p>
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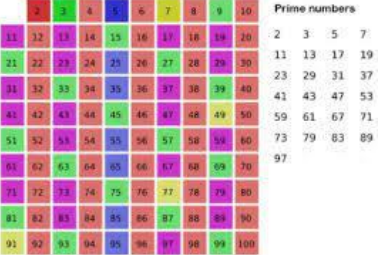


		<p>checking</p> <p>-read three points from the handout</p> <p>- Enable them to express/suggest at least one idea</p> <p>-comment on the topics related to life skills and value education by giving one example</p> <p>-write one page handwriting every weekend</p>		
Hindi	<p>सेतु पठन पाठ्यक्रम</p> <ul style="list-style-type: none"> - लेखन कौशल - रेफ व पदेन मात्रा अभ्यास - आधे अक्षर वाले शब्द - क्रिया विशेषण कालांश 5 <p>मधुप</p> <p>जीवन (कविता)</p> <p>कालांश 4</p> <p><u>तीर्थ तिलोनिया</u></p>	<p>प्रत्येक छात्र :</p> <p>- नए शब्दों के अर्थ सीख कर वाक्य रचना कर पाएगा ।</p> <p>कविता का सार अपने शब्दों में बता पाएगा ।</p> <p>पाठ का भावानुसार वाचन करेंगे ।</p> <p>विषय की सार्थकता को समझ कर चार प्रश्नों के</p>	<p><u>बोर्ड गेम :</u></p> <p>हमारा पर्यायवाची बिंगो</p> <p><u>कलात्मक गतिविधि</u></p>  <p><u>मेरा लोकगीत निर्माण गतिविधि</u></p>	<p>गूगल फॉर्म</p> <p>गूगल डॉक</p> <p>कविता वाचन एवं अनुच्छेद लेखन श्रुतलेख परीक्षा</p> <p>पठन वाचन</p> <p>(वाक कुशलता)</p> <p>भाषायी ज्ञान</p> <p>स्पष्ट वाचन</p>



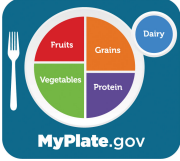
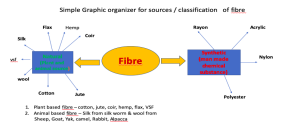
<p>वाक्य रचना</p> <p>नवीन शब्द</p> <p>प्रश्नोत्तर</p> <p>कालांश 6</p> <p><u>मैत्रीगान</u></p> <p>वाक्य रचना</p> <p>नवीन शब्द</p> <p>प्रश्नोत्तर</p> <p>कालांश 7</p> <p><u>अवध पूरी में राम</u></p> <p>जंगल और जनकपुरी</p> <p>कालांश 4</p> <p><u>व्याकरण</u></p> <p>वर्णमाला</p> <p>भाषा ,बोली, लिपि</p>	<p>उत्तर स्वयं लिख पाएगा ।</p> <p>वाक्य रचना कर पाएगा ।</p> <p>प्रदूषण के कारण वातावरण में होने वाले बदलावों को जान पाएगा एवं उसे रोकने के कोई दो उपाय स्वयं लिख पाएगा ।</p> <p><u>सृजनात्मक योग्यता</u></p> <p>काल्पनिकता के आधार पर राजस्थान का वर्णन कर पाएगा ।</p> <p>कम से कम चार भाषाएँ एवं उनकी लिपियाँ छाँट पाएगा ।</p> <p>सूर्य के प्रकाश का महत्व अपने शब्दों में बता पाएगा ।</p> <p>छात्र चलचित्र के आधार पर संज्ञा शब्दों की पहचान कर</p>	<p>(तमिलनाडु का लोकगीत ,पंजाब लोक गीत प्रस्तुतीकरण)</p> <p>संगीतमय गतिविधि</p> <p>कविता निर्माण गतिविधि</p> <p>कला समावेशन गतिविधि</p> <p>ब्लॉक का प्रयोग कर पोस्टर निर्माण ।</p> <p><u>अनुभव जन्य अध्ययन</u></p> <p>घर का प्रांगण ,सूर्य का प्रकाश व किरणों की जानकारी एवं सूर्य नमस्कार गतिविधि ।</p> <p>जल संरक्षण की गतिविधि</p> <p>राजस्थान के बारे में जानकारी एकत्रित कर कोलार्ज निर्माण</p>	<p>अनुतान -वितान</p> <p>साप्ताहिक परीक्षा</p> <p>(08-07-22)</p>
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	<p>पर्यायवाची संज्ञा सर्वनाम अनुच्छेद अनुस्वार ,अनुनासिक ,नुक्ता, अपठित गद्यांश कालांश 8</p>	<p>सकेंगे । एक अनुच्छेद स्वयं लिख पाएगा । नवीन शब्दों को कक्षा में वार्तालाप करते समय प्रयोग कर पाएगा । प्रश्नों के उत्तर खुद लिख पाएगा । <u>संगीतमय योग्यता</u> एक कविता का निर्माण स्वयं कर पाएगा । प्रत्येक रविवार एक पृष्ठ सुलेख का अभ्यास</p>	 <p>पानी का प्रयोग कर एक पेय पदार्थ बनाना । ग्लोब पर भारत की पहचान , अधिक वर्षा वाली जगह की चर्चा ,भौगोलिकता ,ऐतिहासिकता ,प्रचलित मान्यताएं एवं विश्वास जानकारी एकत्रित कर परियोजना तैयार करना (https://www.holidify.com/pages/culture-of-rajasthan-32.html) दस रुपए के नोट की सहायता से विभिन्न भाषाओं के बारे में जानना ।</p>	
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			 <p>वर्तनी संबंधी त्रुटियों को सुधारने हेतु प्रतियोगिता ।</p> <p>समाज में फैले अंधविश्वासों के विषय में परिवार से चर्चा करना ।</p> <p><u>परावर्तन गतिविधि</u></p> <p>कम से कम दस अंधविश्वासों की सूची बनाकर उसे दूर करने के उपाय</p>	
<p>Math</p>	<p>(Recapitulation worksheet on concepts done in class 5, on Knowing our numbers)</p> <p>WHOLE NUMBERS</p>	<p>Each student in the class will be able to differentiate between whole numbers and natural numbers</p>	<p>Reflection upon the change in the number system after whole numbers were introduced to it.</p> <p>Venn Diagram On</p>	<p>Google form - M.C.Q</p> <p>Google Doc worksheet</p> <p>Live worksheet</p>

	<ol style="list-style-type: none"> 1. Introduction- concept of zero, difference between natural numbers and whole numbers 2. Commutative Property 3. Associative property 4. Addition of numbers by suitable rearrangement 5. Multiply by suitable rearrangement 6. Distributive Property <p><u>Topic:</u> <u>PLAYING WITH NUMBERS</u></p> <ol style="list-style-type: none"> 1. Factors and Multiples 2. Prime and Composite numbers 3. Tests for divisibility of numbers 4. Prime Factorisation 5. Highest Common Factor 6. Least Common Multiple 7. Application based questions on HCF and LCM 	<p>solve questions based on different properties of whole numbers</p> <p>add and multiply by suitable rearrangement</p> <ul style="list-style-type: none"> · Use properties of the operations of whole numbers · Select appropriate rearrangement for computation · Solve problems related to day to day life · Apply and adapt a variety of appropriate strategies to solve problems · apply distributive property to evaluate numerical values 	<p>Number System</p>  <p>List a few daily life situations where whole numbers are used</p> <p>Number grid on operations of whole numbers</p> <p>Whole Number Bingo Game</p> <p>Experiential Learning – Theme-based activity – ‘Temptations’</p> <p>Collect some amazing number facts on 10 food items and</p> <p>Identify</p> <p>Add any three numbers by suitable re – arrangement</p> <p><u>T</u>est for the divisibility by 6 and 11 for any two.</p> <p>To collect data, we carried out nonparticipant observation, interviews and focus-group discussions (FGDs), as well as sending out two questionnaires</p>	<p>Crossword</p> <p>Entry and Exit tickets</p> <p>Bingo Game</p> <p>Practice Assessment</p> <p>Quiz Time</p> <p>Classroom Activities</p>
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			<p><u>Geogebra</u></p> <p>https://www.geogebra.org/m/ctjep32w#material/BXqYREnC</p> 	
<p>Science</p>	<p>Food Ingredients and sources of food Process of honey formation Food habits of animals</p> <p>Components Of Food</p> <p>-Carbohydrate, protein, fats,</p>	<p>Each student will be able to:</p> <ul style="list-style-type: none"> - Identify ingredients used to prepare any dish and its sources -recognize the four steps involved in honey formation -differentiate between animals on the basis of their food habits. <p>-List the various nutrients present in food and specify</p>	<p>Experiential Learning</p> <ul style="list-style-type: none"> -Assist your father/ mother to prepare a dish for lunch or dinner. -collect a few food wrappers to identify the source of food  <p>https://www.youtube.com/watch?v=JZqtL_f6obK4</p> <ul style="list-style-type: none"> -Sprout moong seeds. Research on the benefits of eating sprouts <p>Co-operative learning - Group activity</p>	<p>Objective type WS -Analogies ,Fill in the blanks Match the column ,Circle the odd one out -Class Test - Google Form -Case Study -Art Integration - https://www.youtube.com/watch?v=ATCekWxNBMQ&t=17s -Graphic Organisers with edible parts of plants.</p> 

	<p>vitamins, minerals their</p> <ul style="list-style-type: none"> -sources and significance for human health -Importance of water and roughage -To detect the presence of protein, fat and starch in food -Balanced diet -Correct cooking practices -Vitamin and mineral deficiency diseases and their symptoms <p>Fibre To Fabric</p> <p>Natural and synthetic fibres</p> <p>Plant fibres- cotton and jute (cultivation and harvesting)</p> <p>Process of fabric making</p> <p>Spinning Weaving Knitting</p> <p>History of clothing material</p>	<p>at least one function of each nutrient</p> <ul style="list-style-type: none"> -Suggest any one source of each nutrient & state any three functions of water in our body -Identify the presence of protein , fat and starch (carbohydrate) in food samples - Create a balanced diet chart -List three precautions to be taken while cooking so as to preserve the nutrients -Name the various deficiency diseases enumerate any one symptom of each deficiency disease <p>differentiate between natural and synthetic fibres (by touch)</p> <p>list at least two advantages and two disadvantages of</p>	<p>Role play Each Nutrient Group will write a script and act out an assigned nutrient to bring out the - Role/function of the nutrient, its sources, test for its presence, deficiency disease due to lack of it & its prevention. FOOD TEST: To test the presence of starch, protein, fat in the food sample.</p>  <p>Experiential Learning - Weave a paper fabric.</p>  <p>https://www.youtube.com/watch?v=sOmYCURzd7Y</p> <p>Art Integration Create a fabric collage</p>	<p>Group activities - script writing and role play</p> <ul style="list-style-type: none"> -Objective type WS -Analogies ,Fill in the blanks Match the column ,Circle the odd one out -Class Test - Google Form <p>Art Integration - 1) On a A4 sheet paper create a healthy plate for a 12 year old.</p>  <p>1). Graphic organiser/ doodle art Types of fibers</p>  <p>2). Google forms 3). Oral Q&A 4) Analogies</p>
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		<p>natural as well as synthetic fibres</p> <p>compare and contrast between cotton and jute</p> <p>define-spinning, ginning, retting</p> <p>construct a weave using two different coloured origami sheets</p> <p>suggest one point of difference between knitting and weaving</p> <p>Categorise the given clothing item into woven or knit items</p>		<p>5) Progressive Ws 6).Fill in the blanks</p> <pre> graph TD Fibres --> Natural Fibres --> Synthetic Natural --> Animal Natural --> A Animal --> B A --> Cotton_Jute[Cotton, Jute] Synthetic --> C </pre> <p>7 MCQ - revision https://www.diksha.gov.in/play/content/do_31323684173871513611511?contentType=Resource</p>
<p>Social Science</p>	<p>Bridge: (2)</p> <ul style="list-style-type: none"> ● Know your Country ● States of India and UTs ● Capitals ● Neighbouring countries ● 7 continents 	<p>Name and locate the 28 states and 8 UTs & their capitals on the political map of India.</p> <p>Identify and mark the neighbouring countries of</p>	<p>Pair share activity to identify the states and capitals of India.</p> <p>Find about the recent development of the country in terms of new states and UT's recently formed and why.</p>	<p>Activity based learning:</p> <p>Pair and share activity</p> <p>Class Participation</p>

	<p><u>Introduction to History</u> (2)</p> <ul style="list-style-type: none"> ● Periods of History ● Time Line: BC; AD ● Sources of History: Literary sources Archaeological sources <p>Geography:</p> <p><u>Latitudes and Longitudes:(8)</u></p> <ul style="list-style-type: none"> ● Parallels of Latitude: Meaning, Significance, Size ● Important Parallels ● Latitudes and Heat Zones ● Meridians of Longitude: Meaning, Significance, Size ● The Prime Meridian ● Longitude and time ● Local time and 	<p>India</p> <p>Identify the periods of history.</p> <p>Define BC and AD.</p> <p>Arrange events in chronological order.</p> <p>Distinguish between literary and archaeological sources.</p> <p>Define Parallels of Latitudes, Latitude of a place, Equator</p> <p>Name the 5 important parallels of latitude</p> <p>Explain the role of parallels in dividing earth into heat zones.</p> <p>Analyze the heat zones and list down their features.</p> <p>Define longitude and meridians of longitude.</p> <p>Explain how they help in</p>	<p>Collage on different sources of history.</p> <p>List the important sources of history other than literary and archaeological and state the importance of learning about our past.</p> <p><u>Orange Bonanza:</u> Using an orange to depict longitudes and latitudes and their features.(Knowledge, Application)</p> <p><u>DIY Sun Dial:</u> Design a sundial and observe the shadow under the sunlight to determine the time. (Application, Observation, Knowledge)</p> <p>Virtual Tour: Jantar Mantar Samrat Yantra Jantar Mantar</p> <p>Virtual Tour: Greenwich Royal Observatory https://youtu.be/m8F6QJLOUNM</p>	<p>Collage Making</p> <p>Research work</p> <p>Assignment work</p> <p>Worksheets</p> <p>Class Participation</p> <p>Hots Questions</p> <p>Revision using AMP Technique</p> <p>MCQ Question</p> <p>Google Forms</p> <p>Activity Based</p>
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	<p>Standard time</p> <ul style="list-style-type: none"> • Time Zone <p>History:</p> <p>The Earliest Societies (8)</p> <ul style="list-style-type: none"> • Evolution of man • Stone age - its Classification • Life of Palaeolithic man • Discovery of fire • Sources of Information • Palaeolithic age in Deccan Hunsgi • Types of tools used 	<p>locating a place on earth.</p> <p>Identify the latitudinal and longitudinal position of a country.</p> <p>Calculate the standard time of different places</p> <p>Draw a comparison between features of longitudes and latitudes.</p> <p>Differentiate between the local time and the standard times of a place.</p> <p>Describe the various stages in the evolution of the early man.</p> <p>State the meaning of: Stone age.</p> <p>Classify stone age into palaeolithic age, Mesolithic age & Neolithic age.</p> <p>Enumerate the living pattern of the palaeolithic man.</p> <p>Explain the discovery of fire as a milestone and its uses to</p>	<p>Features of climatic zones through research work on the following countries: Mexico; Japan; Iceland</p> <p>Role Play: Discovery!! Depicting how early man would have made their discovery to various tools and elements for their sustenance. (Naturalistic, Interpersonal)</p> <p>Life of early man: TED talk: The state of nature: lessons from hunter-gatherers Janis Strods TEDxRiga https://www.youtube.com/watch?v=S2WbSWUhpY%20</p> <p>Case study of Hunsgi: https://diksha.gov.in/resources/play/content/do_312579847079755776110455</p>	<p>Assignment work</p> <p>Worksheets</p> <p>Class Participation</p> <p>Hots Questions</p> <p>Revision using AMP Technique</p> <p>MCQ Question</p> <p>Google Forms</p> <p>Activity Based</p>
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	<ul style="list-style-type: none"> • Map Work <p><u>Civics:</u></p> <p>Prejudice and Discrimination (8)</p> <ul style="list-style-type: none"> • Meaning of the terms Prejudices and Stereotypes • Diversity and discrimination • Caste system and Apartheid- creating discrimination • Diversity and Indian Constitution 	<p>the early man.</p> <p>State the meaning of prejudices and give common examples from our society.</p> <p>State the meaning of stereotypes and give examples of some common stereotypes.</p> <p>Explain how prejudices leads to discrimination and inequality amongst people.</p> <p>Establish a link between racial discrimination and inequality.</p> <p>Explain the importance of constitution and rights for citizens of India.</p> <p>Enlist the provisions in our</p>	<p>Ad Mad World! Find out advertisements that show any kind/form of stereotype/ discrimination. Create a better version of the same ad promoting equality. (Research, Creativity, Application)</p> <p>Fundamental Logos! Each group designs a Logo that best suits and depicts a particular fundamental right. Pin them up on the class board. (Knowledge, Analyse, Creativity, Application)</p> <p>Ted Talk: Breaking stereotypes https://www.youtube.com/watch?v=gcpmq5ZyVrl</p>	<p>Assignment work</p> <p>Worksheets</p> <p>Class Participation</p> <p>Hots Questions</p> <p>Revision using AMP Technique</p> <p>MCQ Question</p> <p>Google Forms</p> <p>Activity Based</p>
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		constitution that promote equality		
Sanskrit	<p>➤ संस्कृत संभाषण व परिचय-2</p> <p>➤ संस्कृतभाषा – हलन्त, विसर्ग वचन लिङ्ग पुरुष अवबोधनम् -2</p> <p>➤ संस्कृत- वर्णमालाज्ञान -2 वर्णविच्छेद तथा वर्णसंयोजन</p> <p>➤ संस्कृतगणना (1-10) -1</p> <p>मई - धातु(क्रिया) परिचय: -2 क्रियावाचक शब्दोच्चारणं अनुवादकार्यं</p> <p>➤ अव्ययपदानि -1</p> <p>भाषासंवर्धनाय फलों के संस्कृत नाम-1 व्याकरणं धातुरूप लेखनम्- पठ्-लिख्-चल्-अस्-कृ (लट् लकारेण) -2</p>	<p>➤ प्रत्येक छात्र संस्कृत भाषा में अपना नाम बता सकेगा</p> <p>➤ संस्कृत भाषा के मुख्य तत्व- वचन लिंग पुरुष इत्यादि का वाचन व लेखन कर सकेगा</p> <p>➤ संस्कृत वर्णमाला के अनुसार संस्कृत शब्दों का लेखन कर सकेगा</p> <p>➤ संस्कृत भाषा में एक से 10 तक गिनती लिख व बोल सकेगा</p> <p>➤ संस्कृत भाषा में क्रिया को क्या कहा जाता है बता सकेगा।</p> <p>➤ विभिन्न क्रियाओं को संस्कृत में बता सकेगा।</p> <p>➤ सरल संस्कृत अनुवाद कर सकेगा।</p> <p>➤ अव्यय पदों का अर्थ व वाक्य प्रयोग कर सकेगा।</p> <p>➤ संस्कृत में फलों के नाम बता सकेगा। ➤ संस्कृत भाषा में वर्तमान काल - लट् लकार में धातु रूप लिख व बोल सकेगा।</p>	<p>➤ संस्कृत गीत, विज्ञापन तथा मट्टूर गाँव का चलचित्र - जहाँ बोलचाल की भाषा संस्कृत है। https://www.youtube.com/watch?v=djTNi6edmTI</p> <p>https://www.youtube.com/watch?v=UgWkp_dEUV8</p> <p>https://www.youtube.com/watch?v=dTX2hth3XQQ</p> <p>https://www.youtube.com/watch?v=1193GK1QPqQ&list=PLI-h_IWf9x-yE8diS5coZCIONZBqKCPuC&index=2</p> <p><u>कलासमायोजन - संस्कृतवाचनम्</u></p> <p>➤ हिन्दी भाषया तत्सम् व तद्भव शब्द अन्य भाषाओं जैसे लैटिन, ग्रीक, द्रविड आदि में संस्कृत का प्रभाव व उत्पत्ति। <u>संकल्पनीय चित्रम् (Concept map)</u></p>	<p>वाचन लेखनकार्यं मनोनक्शा रचना प्रस्तुतीकरणं अभ्यासकार्यपत्र परापराधिगम गूगल प्रपत्र (फॉर्म) गतिविधि ज्ञान द्वारा</p>



➤ प्रायोगात्मक गतिविधि-

बोर्ड गेम द्वारा


वर्णविच्छेदं वर्णसंयोजनं

➤ संस्कृत- शब्द ज्ञान -



ENG.	पुं.	स्त्री.	नपुं.	स्त्री.	नपुं.
1 ONE	एकः	एकः	एकम्	एका	एकम्
2 TWO	द्वौ	द्वे	द्वौ	द्वे	द्वौ
3 THREE	त्रयः	त्रीणि	त्रीणि	त्रयः	त्रयः
4 FOUR	चत्वारः	चत्वारि	चत्वारि	चत्वारः	चत्वारः
5 FIVE	पञ्च	पञ्च	पञ्च	पञ्च	पञ्च


संस्कृत एव संस्कृति को जगत् के लिए संस्कृत भाषा के पुत्र हैं


			<p>क्रियापदानि</p>  <p>अव्यय - https://www.youtube.com/watch?v=wJ6pzrstcZA परापराधिगम</p> <p>धातुरूप लेखन -</p> <p>लट् लकार, वर्तमान काल - धातु रूप संरचना</p> <table border="1"> <thead> <tr> <th>पुरुष</th> <th>एकवचन</th> <th>द्विवचन</th> <th>बहुवचन</th> </tr> </thead> <tbody> <tr> <td>प्रथम पुरुष</td> <td>ति</td> <td>तः</td> <td>अन्ति</td> </tr> <tr> <td>मध्यम पुरुष</td> <td>सि</td> <td>थः</td> <td>थ</td> </tr> <tr> <td>उत्तम पुरुष</td> <td>आमि</td> <td>आवः</td> <td>आमः</td> </tr> </tbody> </table>	पुरुष	एकवचन	द्विवचन	बहुवचन	प्रथम पुरुष	ति	तः	अन्ति	मध्यम पुरुष	सि	थः	थ	उत्तम पुरुष	आमि	आवः	आमः	
पुरुष	एकवचन	द्विवचन	बहुवचन																	
प्रथम पुरुष	ति	तः	अन्ति																	
मध्यम पुरुष	सि	थः	थ																	
उत्तम पुरुष	आमि	आवः	आमः																	
French	<p>La France</p> <p>Les Salutations</p> <p>L' Alphabet</p> <p>Qu'est-ce que c'est ?</p> <p>Les Nombres 1-100</p> <p>Les Articles – Définis et</p>	<p>Each student will be able to-</p> <ul style="list-style-type: none"> Identify the country whose language they will be learning and familiarize themselves with what France is famous for. Greet one another and introduce themselves in french. Recite the french alphabet. Name the objects around them in French. <p>Each student will be able to-</p>	<p>Map of France.</p> <p>Greeting people with respect. (Value Education)</p> <p>Sing the alphabet song. (Trans-Disciplinary)</p> <p>Addition and Subtraction of numbers (Trans-Disciplinary)</p> <p>Board Game – Number Names</p>	<p>Assessment of Speaking Skill -</p> <p>Se présenter en 5 lignes.</p> <p>Class Test –</p> <p>Les Nombres</p> <p>Class Test – Les Articles</p>																

	Indéfinis	<ul style="list-style-type: none"> · Write the number names from 1 to 100 in french. · Pronounce the numbers correctly in French. · Identify the gender of a few objects around us. <p>Use the correct article before every noun.</p>	Fill in the missing number and number name.	
Spanish	<p>Introducción al español.</p> <p>Saludos y despedidas.</p> <p>Verbo llamarse</p> <p>Nacionalidades, países, origen.</p> <p>Los numeros</p> <p>Conocimiento de España.</p> <p>Artículos definidos e indefinidos</p>	<p>Each student will be able to :</p> <ul style="list-style-type: none"> - Greet one another and Introduce themselves in Spanish. - Recite the Spanish letters. - Identify nationalities of Spanish speaking countries. <p>Each student will be able to:</p> <ul style="list-style-type: none"> - Write the number names from 1 to 100 In Spanish. -Pronounce the numbers correctly in Spanish. -Use the correct article before every noun. 	<p>Virtual tour : Latin America & Spain.</p> <p>Greeting people in a polite manner. (value education)</p> <p>Addition and Subtraction of numbers (Trans- Disciplinary)</p>	<p>Speaking assessment : speak 5 lines about yourself.</p> <p>Class Test – Los nombres, días de la semana.</p> <p>Class Test – Articulos.</p>
JULY				

Subject	Topics to be Covered/ No. of Periods	Learning Outcome	Activities	Assessments
English	MCB UNIT 2:LEARNING IS FUN Section III: A Teacher for All Seasons(poem) (continues) -mutual respect and bond between student and teacher UNIT 3 :FAMILY FUN Section I: Young Uncle Goes to His Village GRAMMAR and Vocabulary: nouns pronouns adjectives -Use of Punctuation marks -Antonyms ,Synonyms Vocabulary enhancement- Stop saying VERY! WRITING SKILL	Each student will be able to: - pronounce the new words correctly -look for one synonym and one antonym for the words(new terminology) using the dictionary -construct meaningful sentences with new terminology - read the lesson loudly and clearly with correct pauses and mark new terminology summarize a given portion in his or her words -trace an elements of fun ,joy and learning in the lesson/poem answer probing questions	-pre-class reading assigned - New terminology discussed (synonyms/antonyms) -framing of sentences using new words Poem: https://www.youtube.com/watch?v=0aihrKa10ws -List the rhyming words in the poem. -Cycle guruji (Aditya Kumar) https://www.youtube.com/watch?v=DIAH8dtG8sU TED Talk: A young app developer-Thomas Suarez https://www.youtube.com/watch?v=Fkd9TWUtFm0 Newspaper activities–to learning word order/ marking nouns/pronouns/adjectives Experiential Learning: -Research activity on India’s First Organic State(Sikkim): Varieties of	- Reading ,Listening, speaking and writing activities assigned -Worksheets and questions-on the content covered, comprehension ,Grammar and Vocabulary) -Short paragraph writing Handout-guidelines and checklist - Diary entry Handout- guidelines -Assessment of Speaking Skill through oral reading and discussion -Google forms/docs will be assigned

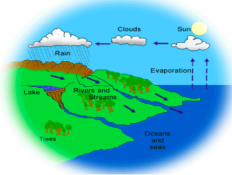

	<p>Short Paragraph writing</p> <p>Diary Entry</p>	<ul style="list-style-type: none"> -identify the nouns ,pronouns in the given content -justify the theme of the unit using words/phrases/interpretations from the chapter summarize a given portion in his or her words /poem. identify the value point in the plot/text -punctuate the given content -write a short paragraph within the specified word limit following the outline/framework. (refer to the guidelines and checklist given) - write a diary entry within the specified word and the format given (refer to the handout given) 	<p>fruits and vegetables</p> <p>Art Integration(Subject Integration): Design a collage of the varieties of fruits and vegetables explored during the research</p> <p>India's Top Ten Popular</p> <p>Mangoes-https://www.youtube.com/watch?v=BwW7C_ErVkc https://www.youtube.com/watch?v=w_N2-366hL4</p> <p>(How to attempt comprehension passages)</p> <p>-Improve Your Vocabulary - Stop saying VERY!</p>	
Hindi	<p>मधुप पाठ- दुनिया से परे दुनिया</p>	<p>प्रत्येक छात्र -</p>	<p>गतिविधि</p> <p>पृथ्वी की आत्मकथा पर</p>	<p>गूगल आलेख व प्रपत्र द्वारा मूल्यांकन</p>

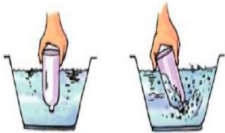
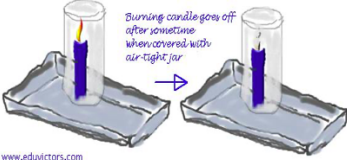
<p>नवीन शब्दावली वाक्य रचना प्रश्न उत्तर कविता - कृष्ण की चेतावनी नवीन शब्दावली वाक्य रचना प्रश्न उत्तर व्याकरण लिंग बदलो, चित्र वर्णन ,अनौपचारिक पत्र ,अपठित गद्यांश , अनुच्छेद लेखन बाल राम कथा दो वरदान</p>	<p>पृथ्वी से परे अन्य ग्रह के बारे में जान पाएगा एवं एक अनुच्छेद लिख पाएगा । विज्ञान की तकनीकी व विकास से परिचित होकर एक रिपोर्ट लिख पाएगा। पाँच नवीन शब्दों का प्रयोग कर वाक्य रचना कर पाएगा । पाठ पर आधारित मौखिक प्रश्नावली के उत्तर बता पाएगा । चार लिखित प्रश्नों के उत्तर लिख पाएगा ।</p>	<p>सृजनात्मक लेखन कार्य । रचनात्मक कार्य : वसुधैव कुटुम्बकम् (बिना सरहदों के मानचित्र का निर्माण)  अनुसंधान कार्य: एवरेस्ट या उसके आस पास लगे मौसम स्टेशन की जानकारी एकत्रित कर प्रस्तुति का निर्माण अनुभव जन्य अध्ययन: हमारा सुरक्षित सौरमंडल गतिविधि</p>	<p>मौखिक चर्चा द्वारा। व्याख्यात्मक अभ्यास पत्र के माध्यम से। लिखित प्रश्नों के माध्यम से। मौखिक तथा लिखित कार्य की चर्चा व जाँच द्वारा। अभ्यास कार्य पत्र की चर्चा व निरीक्षण द्वारा व्याख्यात्मक लेखन व वाचन द्वारा</p>
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			 <p>संगीतमय गतिविधि: खुशियों से भरी हमारी पृथ्वी गीत निर्माण गतिविधि</p> <p>कलात्मक गतिविधि : पोस्टर निर्माण गतिविधि (एक नई आकाशीय दुनिया)</p>	
Math	<u>DATA HANDLING</u> 1. Orientation of data (2) 2. Pictograph – interpretation (2) 3. Drawing a pictograph (2) 4. Bar graphs – Interpretation (3)	Each child will be able to – Record the given data and organize it. Represent data through pictures of objects. Draw and interpret pictographs Represent data through bars	Theme-based activity – ‘ It’s a small world’- Making pictograph to represent population of different countries of the world. <u>Experiential Learning</u> Collect the information regarding the number of family members of your	Assignment work Worksheets Class Participation Hots Questions Revision using AMP Technique



	<p>5. Drawing a bar graph (3)</p> <p><u>ALGEBRA</u></p> <ol style="list-style-type: none"> Matchstick patterns Idea of a variable Use of variables in common rules Expressions with variables Conversion of statements to expressions and vice versa Using expressions practically 	<p>Draw and interpret bar graphs.</p> <p>Each child will be able to –</p> <p>Represent and arrange , create Matchstick patterns</p> <p>Depict Idea of a variable</p> <p>Use of variables in common rules</p> <p>Express with variables</p> <p>Convert statements to expressions and vice versa</p> <p>Apply expressions practically</p>	<p>classmate and represent in the form of table under given categories</p> <p>Pair-and –Share activity- Data from my school – representation – Bar Graphs and questions based on the given data</p> <p>Lab activity 1. Data Handling –To collect and organize data Organize – 2 marks <u>INTER – DISCIPLINARY</u> Topic :Electricity Representation of data of consumption of electricity in last 5 months</p> <p>Q 1 Preparing pictograph according to the given data. Q 2 Collect information about the favorite sport of the students of your class and make a bar graph. Find out which one is the most played and which one the least. Discuss the importance of sports in our lives and write your conclusion about it.</p> <p>Integrated with arts : Graph Smile The students will be able to create statistical questions, survey others, display and analyze the results, and report conclusions in a presentation to the class.</p>	<p>MCQ Question</p> <p>Google Forms</p> <p>Activity Based</p> <p>Assignment work</p> <p>Worksheets</p> <p>Class Participation Hots Questions</p> <p>Revision using AMP Technique</p> <p>MCQ Question</p> <p>Google Forms</p> <p>Activity Based</p>
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			<p>Interpreting the pictograph</p> <p><u>Understanding</u></p> <ol style="list-style-type: none"> 1. How many times does the area of the new square increase if the side of the original square is doubled? <p><u>Evaluating</u></p> <ol style="list-style-type: none"> 2. If there are 50 mangoes in a box, how will you write the total number of mangoes in terms of the total number of boxes? 3. The side of an equilateral triangle is shown by x. Express the perimeter of the triangle using x. <p><u>Applying</u></p> <p>Give expression for : 7 subtracted from (- 1)</p> <ol style="list-style-type: none"> 4. Give statement for 5. $2z + 9 = 45$ 6. Solve $y + 9 = 15$ <p><u>HOTS</u></p> <p>Tell me who I am. I shall give a pretty clue ! You will get me back if you take me out of twenty two ?</p> <p><u>INTER – DISCIPLINARY</u></p> <p>Topic : Growth of plants Create a question on plant growth using algebraic equations.</p>	
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<p>Science</p>	<p>WATER</p> <p>How much water do we use</p> <p>-Where do we get water from</p> <p>-Water cycle</p> <p>-Transpiration</p> <p>-Condensation</p> <p>-Cloud formation</p> <p>-Source of water</p> <p>-Floods</p> <p>-Drought</p> <p>-Water conservation</p> <p>Air Around Us</p> <p>-Air is present everywhere around us.</p> <p>-What is air made up of?</p> <p>-How does oxygen become available to animals and plants</p>	<p>Each student will be able to</p> <p>-Appreciate the importance of water as a life-giving liquid.</p> <p>-List the various sources of water.</p> <p>-Conclude importance of oceans as a major source of water.</p> <p>-Describe different stages in the water cycle.</p>  <p><small>Water Cycle http://www.bom.gov.au/au/au/images/watercyc.gif</small></p> <p>-Differentiate between flood and drought</p> <p>-Describe two methods of rainwater harvesting.</p> <p>-Identify methods used to conserve water.</p>	<ol style="list-style-type: none"> 1. Compute the amount of water used by a family in a day/ month & year. 2. Mind map on the uses of water 3. Create a concept map for a water cycle. 4. Visit a rainwater harvesting plant in the school. <p>Art Integration</p> <ol style="list-style-type: none"> 1) To construct a firki to prove the presence of air.  <ol style="list-style-type: none"> 2) To prove that air occupies space. 	<p>Progressive WS Analogies</p> <p>Fill in the blanks</p> <p>Match the column</p> <p>Circle odd one out</p> <p>Test - Google form</p> <p>Case Study</p> <p>Graphic Organisers</p> <p>Group activities</p> <p>Progressive Assignment</p> <p>Class Participation</p> <p>Hots Questions</p> <p>Revision using AMP Technique</p> <p>Google Forms</p>
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	<p>living in water and soil?</p> <p>-How is oxygen and carbon dioxide balance maintained in the atmosphere</p>	<p>Conclude through hands on activity that :-</p> <p>i)air occupies space</p> <p>ii)air contains water vapour</p> <p>iii)burning can occur only in presence of oxygen</p> <p>iv)air contains dust particles</p> <p>v)oxygen forms one-fifth of air</p> <p>-Explain how oxygen is available to animals and plants living in water and soil.</p> <p>-Explain how oxygen in the atmosphere is replaced.</p> <p>v)oxygen forms one-fifth of air</p> <p>v)Explain how oxygen is available to animals and plants living in water and soil.</p> <p>vi)Explain how oxygen in the atmosphere is replaced.</p>	 <p>3)To show that air supports burning</p>  <p>4)To observe that dust particles are present in the air.</p> <p>5)To show that oxygen forms one fifth of air.</p> <p>6)To show that air is present in the soil and water.</p>	<p>Group Activity</p>
<p>Social Science</p>	<p><u>The Earth's Constituents (7)</u></p>	<p>Each Student will be able to :-</p> <p>Identify three zones of the</p>	<p><u>Flip Book</u></p>	<p>Assignment work</p>

	<p>Three Zones on the earth & their features:</p> <p>Lithosphere, Hydrosphere, Atmosphere</p> <p>7 Continents & Oceans</p> <p>Landforms & their features:</p> <p>Mountains, Plateaus & Plain</p> <p>How is life possible only on planet earth?</p> <p><u>The First Farmers and Herders (6)</u></p> <p><u>Mesolithic Age:</u></p> <p>Tools</p> <p>Beginning of Agriculture</p>	<p>earth:</p> <p>lithosphere, hydrosphere, and atmosphere.</p> <p>Explain the features of the three zones.</p> <p>Locate and recognize the continents of the World.</p> <p>Explain the formation and features of the major landforms.</p> <p>Locate and recognize oceans of the world.</p> <p>Define atmosphere and list down the features of the five layers of the atmosphere.</p> <p>Analyse the relationship between man and the environment.</p> <p>State the archaeological</p>	 <p>Create an interactive Flip Book on layers of atmosphere. (Knowledge, Application)</p> <p><u>3D Landform Map of India:</u></p>  <p>Make Indian Political Map on an A4 size cartridge sheet and using clay depict various landforms on the same. (Application, Understanding, Creativity)</p> <p><u>Research Work:</u></p> 	<p>Worksheets</p> <p>Class Participation</p> <p>Hots Questions</p> <p>Revision using AMP Technique</p> <p>MCQ Question</p> <p>Google Forms</p> <p>Activity Based</p> <p>Assignment work</p> <p>Worksheets</p>
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	<p>Levels of the government</p> <p>Laws & the government</p> <p>Types of Government: Monarchy, Dictatorship, Democracy (direct & representative)</p> <p>Lab Activity (I)-CIVICS-Ch:1-Understanding Diversity (1 classes)</p>	<p>Examine the importance of a government.</p> <p>List the functions of the government.</p> <p>Identify & explain the three levels of the government.</p> <p>Examine the relationship between the central legislature, executive and judiciary in formulating the laws of the country.</p> <p>Identify the types of government with the help of their key administrative features.</p>	<p>Analyse the functions and importance of the Government using De Bono's thinking hats. (Knowledge, Analyse) <u>Lens:</u></p>  <p>Using mime present a 1-minute act to depict the forms of government. (Application, Knowledge)</p>	<p>Revision using AMP Technique</p> <p>MCQ Question</p> <p>Google Forms</p> <p>Activity Based</p> <p>Case Study</p> <p>Progressive Worksheet</p>
<p>Sanskrit</p>	<p>परिचय भाग – 2 → सर्वनाम शब्दों का प्रयोग – भवान्, भवती, एतस्य एतस्याः, तस्य, तस्याः इत्यादि वाक्य प्रयोग → त्रयः पुरुषाः – प्रथम, मध्यम, उत्तम</p>	<p>प्रत्येक छात्र – → सर्वनाम शब्दों का प्रयोग कर सकेगा। → सर्वनाम शब्दों से लघु वाक्य निर्माण कर सकेगा। → पुरुष का अर्थ बता पाएगा। → तीनों पुरुषों का प्रयोग कर पाएगा।</p>	<p>अनुभवात्मकाधिगम -धातूनां अभिनयः पश्य लिख (देखो / लिखो) वाक्यं रचय</p>  <p>गतिविधि -</p>	<p>विषय से संबंधित मौखिक-लिखित प्रश्नोत्तर, अभ्यास कार्य तथा भाषा संवर्धन गतिविधियों, गूगललेख तथा गूगल प्रपत्र के माध्यम से मूल्यांकन किया जाएगा।</p>

	<p>→ शब्दरूप धातुरूप लेखन-पठन बालक, बालिका, फल पठ्, अस्, भू, चल, वद् (लट् लकारेण) → कालांश - १ शरीरस्य अंग- शाकानां नामानि</p>	<p>→ तीनों पुरुषों से वाक्य रचना कर पाएगा। → शरीर के अंग, सब्जियों के नाम संस्कृतभाषा में वाचित कर पाएगा। → तीनों पुरुषों से वाक्य रचना कर पाएगा।</p>	<p>सर्वनामशब्दों का उच्चारण व अन्याभ्यासिक कार्य। शब्दधातुरूप लेखन। अनुभवात्मक भाषासंवर्धनाय - शाकानि शरीरस्य अंगानां विषये लेखनं, वाचनं च https://www.youtube.com/watch?v=Ai-BReCfdA8</p>	
<p>French</p>	<p>Les Prépositions Verbe 'être' au présent</p>	<p>Each student will be able to- Situare objects using prepositions. Conjugate the verb 'être' in the present tense and use them in sentences.</p>	<p>Art Integration – Depict any three prepositions using models made of origami sheets. Independent learning - Make sentences using the verb “être”.</p>	<p>Faites des phrases avec les prépositions. (Creativity) Complétez en utilisant le verbe "être".</p>
<p>Spanish</p>	<p>Unit -2- Lesson 2 - cumpleaños</p>	<p>Students will be able to Learn and pronounce the</p>	<p>Crosswords for months and weekdays.</p>	<p>verbal assessment - los meses del ano y los días de la</p>

	(continuacion)	months in spanish. Learn the weekdays. The seasons and the numbers conjugate the verb "Tener and Cumplir" General questions	worksheets for verbs. sing along (youtube videos)	semana. Written assessment - ejercicios de verbos tener y cumplir.
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AUGUST



Subject	Topics to be Covered/ No. of Periods	Learning Outcome	Activities	Assessments
English	MCB UNIT 3 : FAMILY FUN Section II: Building a Shelter Sec I:(for new interesting vocabulary) The Marathon Story (CONTINUES) GRAMMAR	Each student will be able to: <ul style="list-style-type: none"> - pronounce the new words correctly -- spell at least four new words correctly -look for one synonym and one antonym for the words(new terminology) using the dictionary -construct meaningful sentences with new terminology 	-pre-class reading assigned - New terminology discussed (synonyms/antonyms) -framing of sentences using new words -Vocabulary :Talking about Daily Routines with Phrasal Verbs https://www.youtube.com/watch?v=NxyITVv_qbE Song:	- Reading ,Listening,speaking and writing activities assigned -Worksheets and questions-on the content covered, comprehension ,Grammar and Vocabulary) -Short paragraph writing Handout-guidelines and checklist



	<p>Nouns (revision)</p> <p>Pronouns (revision)</p> <p>Adjectives</p> <p>WRITING SKILL:</p> <p>Short paragraph writing</p> <p>Informal Letter Writing</p>	<p>-- read the lesson loudly and clearly with correct pauses and mark new terminology</p> <p>- summarize a given portion in his or her words</p> <p>-trace an elements of fun ,joy and learning in the lesson/poem</p> <p>--speak about the sports he/she is interested in</p> <p>- develops awareness about marathon races held these days and benefits</p> <p>- answer probing questions</p> <p>--identify the kinds of sentences , subject and predicate in a sentence</p> <p>-punctuate the given content</p> <p>--identify the nouns ,pronouns and adjectives in the given content</p> <p>-justify the theme of the unit using</p>	<p>John Denver -Take Me Home, Country Roads with Lyrics https://www.youtube.com/watch?v=oTeUdJky9rY</p> <p>Song:</p> <p>Wavin' Flag Official Anthem Version (With Lyrics)- K'naan https://www.youtube.com/watch?v=FH9-Cy8TcaA</p> <p>Experiential Learning: - a fact file (with picture) of his/her favourite marathon runner from our country and sharing details of their achievements</p> <p>Art Integration(subject integration) Design a crossword on the terminologies used in Marathon races.</p> <p>For sample crosswords visit: www.ratnasagar.co.in</p>	<p>Informal Letter- guidelines and checklist</p> <p>-Assessment of Speaking Skill through oral reading and discussion.</p> <p>-Google forms/docs will be assigned</p>
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		<p>words/phrases/interpretations from the chapter summarize a given portion in his or her words s/poem. - identify the value point in the plot/text -write a short paragraph within the specified word limit following the outline/framework. (refer to the guidelines and checklist given)</p> <p>develops a reading habit</p>		
Hindi	<p>मधुप कविता - वह देश कौन -सा है । नवीन शब्दावली वाक्य रचना प्रश्न उत्तर पाठ -लाल जूता नवीन शब्दावली वाक्य रचना</p>	<p>प्रत्येक छात्र पाँच नवीन शब्दों का प्रयोग कर वाक्य रचना कर पाएगा । पाठ पर आधारित मौखिक प्रश्नावली के उत्तर बता पाएगा । अपने विचारों को २-३ वाक्यों के माध्यम के बारे में बता पाएगा।</p>	<p>गतिविधि धरती का स्वर्ग - कश्मीर सृजनात्मक लेखन कार्य । रचनात्मक कार्य : भारतीय तिरंगे का नव निर्माण गतिविधि अनुसंधान कार्य: भारत की सीमा से लगे किन्हीं दो देशों के बारे में जानकारी एकत्रित</p>	<p>गूगल आलेख व प्रपत्र द्वारा मूल्यांकन मौखिक चर्चा द्वारा। व्याख्यात्मक अभ्यास पत्र के माध्यम से। लिखित प्रश्नों के माध्यम से। मौखिक तथा लिखित कार्य की चर्चा व जाँच द्वारा।</p>



	<p>प्रश्न उत्तर</p> <p>व्याकरण : क्रिया , विशेषण ,अनेक शब्दों के लिए एक शब्द ,औपचारिक पत्र ,अनुच्छेद लेखन</p> <p>बाल राम कथा : राम का वन गमन</p> <p>चित्र कूट में भरत</p>	<p>अनुच्छेद में से स्वयं ३-४ क्रिया शब्द छाँटकर लिख पाएगा ।</p> <p>पाँच वाक्य वीर क्रांतिकारियों के बारे में लिख पाएगा ।</p> <p>चार लिखित प्रश्नों के उत्तर लिख पाएगा ।</p>	<p>कर प्रस्तुति बनाना ।</p> <p>अनुभव जन्य अध्ययन: हमारा परंपरागत खाना गतिविधि</p> <p>मेरा जूता निर्माण गतिविधि</p> <p>संगीतमय गतिविधि:</p> <p>लोकगीत गायन गतिविधि</p> <p>कलात्मक गतिविधि :</p> <p>मधुबनी चित्रकारी का प्रयोग कर स्वच्छ भारत हेतु विज्ञापन का निर्माण करे ।</p>	<p>अभ्यास कार्यपत्र की चर्चा व निरीक्षण द्वारा व्याख्यात्मक लेखन व वाचन द्वारा</p>
Math	<p><u>INTEGERS</u></p> <p>1. Introduction</p> <p>2. Compare with natural numbers and whole numbers</p>	<p>Each student will be able to -</p> <p>Describe negative numbers and its need.</p> <p>Draw a Venn diagram to explain the relation between natural numbers, whole numbers and integers</p>	<p>Lab Activity</p> <ul style="list-style-type: none"> Representing integers on a number line <p>Research –Integers in our day –to-day lives – a) List five situations from our day-to – day lives where we find the application of integers.</p>	<p>Peer-learning</p> <p>Whole group discussion</p> <p>Activity on Integers</p> <p>Oral drilling of formulas</p>



	<p>3. Ordering of integers</p> <p>4. Addition of integers</p> <p>5. Addition of integers on a number line</p> <p>6. Additive inverse</p> <p>7. Subtraction of integers</p> <p>8. Subtraction of integers on the number line</p>	<p>Compare and order the integers</p> <p>Add the given integers</p> <p>Use number line to add the given integers</p> <p>find the additive inverse of the given number</p> <p>Subtract the given integers.</p> <p>Subtraction of integers on the number line.</p> <p>Apply integers to real life situations .</p>	<p>b) Create questions using the above information</p> <p>c) Solve the questions</p> <p><u>INTER – DISCIPLINARY</u> Topic :Rivers of India Integrated with arts :Four in a row game adding and subtracting integers</p>  <p>Write the following numbers with appropriate signs:</p> <p>a) 100 m below sea level</p> <p>b) 25°C above 0°C temperature</p> <p><u>Understanding</u></p> <p>1. Give the opposite of –</p> <p>a) Increase in population</p> <p>b) 2°C below zero.</p> <p>2. Write all the integers between – 3 and 4</p> <p><u>Applying</u></p>	<p>Demonstration</p> <p>Oral test of conditions</p> <p>Group discussion on questions from educosoft</p> <p>Verification</p> <p>Pairing and sharing</p>
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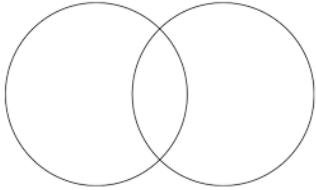
			<p>Which number shall we reach if we move 3 numbers to the right of -4 ?</p> <p>Evaluating</p> <p>Find an integer 'a' such that $a + (-4) = 0$</p> <p>3. The sum of two integers is -36. If one of them is 64 then find the other.</p> <p>HOTS</p> <p>Find two integers whose sum is 2 and the difference is 8.</p>	
<p>Science</p>	<p>GARBAGE IN GARBAGE OUT</p> <p>-Dealing with landfill</p> <p>-Segregation of waste</p> <p>-Vermicomposting</p> <p>-Think and throw-Best out of waste</p> <p>-Recycling of paper</p> <p>-Is Plastic a Boon or a curse?</p> <p>MOTION AND</p>	<p>Every child will be able to :-</p> <p>-establish the importance of segregating waste</p>  <p>SAY NO TO MIXED WASTE FOR A CLEAN AND GREEN ENVIRONMENT</p> <p>Waste Segregation: Why & How?</p> <p>Plastic, paper and metal can be reused and recycled.</p> <p>Organic waste can be composted.</p> <p>The amount of waste that goes to landfill site is reduced considerably.</p> <p><small>Copyright: Clean Up Nepal, Thangka, Kathmandu Phone: 01-4426633 Email: info@cleanupnepal.org.np</small></p> <p>-Differentiate between biodegradable and non biodegradable waste.</p> <p>-Describe the process of</p>	<p>Art Integration :-</p> <p>1) Best out of waste</p> <p>2.) Virtual tour of a paper recycling room to understand the making of recycled paper.</p> <p>3) To prepare a vermicomposting pit.</p> 	<p>•Diksha comic book</p> <p>•https://diksha.gov.in/play/collection/do_31322254761431040014863?contentType=TextBook</p> <p>-Google form- MCQ</p> <p>-Project based worksheet</p> <p>-Case study</p> <p>-Fill in the blanks</p> <p>-True or False</p> <p>-Circle the odd one out</p> <p>-Group activities</p>


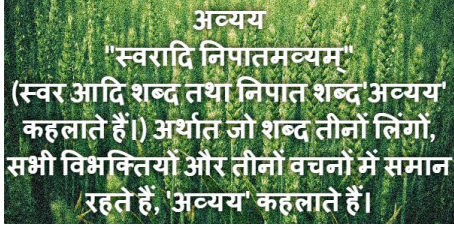
	<p>MEASUREMENT OF DISTANCES</p> <ul style="list-style-type: none"> -Story of transport -Some old methods of measurement -Standard units of measurement -Correct measurement of length -Measuring the length of a curved line -Moving things around us -Types of motion 	<p>composting and vermicomposting .</p> <p>Each student will be able to:</p> <ul style="list-style-type: none"> -Create a 5 step flow chart to depict the evolution of transport from ancient to current times.  <ul style="list-style-type: none"> -Define measurement and recognise the importance of measurement. -Justify the need for standard units of measurement. -Identify various physical quantities and their units. - Measure the length of an object and length of a curved line. -Convert metres into cms and mms. - Measuring length correctly using a meter 	<p>Experiential learning :-</p> <ol style="list-style-type: none"> 1) To measure width of a table with handspan (spatial) <p>Interdisciplinary - Sense of symmetry- Indus valley civilization</p>  <ol style="list-style-type: none"> 2) To measure the length of the classroom using pace and with a standard unit of measurement. 3) To measure the height of a person using measuring tape and by hand span. <p>Integrated Learning - Maths</p> <ol style="list-style-type: none"> 4) Numericals on conversions m---cm and mm,m—km 5) To take correct measurement with a metre scale. 	<ul style="list-style-type: none"> -Progressive WS -Analogies -Fill in the blanks -Match the column -Circle the odd one out -Test - Google form -Case Study -Graphic Organisers -Group activities -Oral Q & A after a discussion
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		<p>scale and a measuring tape.</p> <p>-Differentiate between moving and stationary things.</p>	<p>6) To measure length of a curved line using a thread</p>  <p>Measuring a curved line. Take small portions of the line and measure using the thread. First measure from A to 1, then 1 to 2, then 2 to 3 and so on, using the same thread.</p> <p>7) Observe & identify different types of motions</p> <p>8) To measure the waist size of any five students with the help of measuring tape(in cms ,and inches)</p>	
<p>Social Science</p>	<p><u>Government (2)</u></p> <p>Universal Suffrage</p> <p>Suffragettes</p> <p>Franchise & the Indian Constitution</p> <p><u>The First Cities of the Indian Subcontinent (8)</u></p> <p>Chalcolithic Age and Bronze</p>	<p>Define Universal Suffrage and analyse its importance in a democracy.</p> <p>Describe how women manage to secure their strong hold in voting rights.</p> <p>State the meaning of:</p> <ul style="list-style-type: none"> ▪Chalcolithic Age ▪Bronze Age <p>Enlist the uses of Bronze.</p> <p>Compare the city life and</p>	<p><u>Find Out:</u></p> <p>Countries which gave voting rights to women.</p>  <p><u>Seals</u></p> <p><u>Then and Now:</u></p>	<p>MCQ</p> <p>Case Study</p> <p>Class Participation</p> <p>Assignment work</p>

	<p>Age</p> <p>Rise of urbanism</p> <p>The Harappan Civilization Architectural Features:</p> <p>Planned Cities</p> <p>The Citadel</p> <p>The lower town</p> <p>Houses</p> <p>Drainage System</p> <p>Occupations of the people:</p> <p>Religious Worship</p> <p>Harappan Cities in Gujarat:</p> <p>Lothal , Dholavira</p> <p>Decline of the Indus Valley</p>	<p>village life in the Bronze Age.</p> <p>Mark the sites of Indus Valley Civilization excavated in India.</p> <p>State the main architectural features of Harappan Civilization.</p> <p>List down the occupation of the people of Harappan Civilization using evidences for the same.</p> <p>Explain the architectural features discovered in Lothal and Dholavira.</p> <p>Write about the possible factors that led to the decline of the Indus Valley Civilization.</p>	 <p>Carve out your own seal on clay describing its use on an A4 size sheet.</p> <p>Are seals still being used? Why? Also mention the importance of seals used in the Harappan Civilization and the ones being used these days.</p> <p><u>The Thoughtful Abode!</u></p>  <p>With your friends illustrate the architectural design (blueprint) of a small Harappan Town. Label and mark important places on it. Paste colourful sticky notes providing the detailed explanation of these places in the town.</p>	<p>Art Integration Activities</p> <p>Class Participation</p> <p>Hots Questions</p> <p>Revision using AMP Technique</p> <p>MCQ Question</p> <p>Google Forms</p> <p>Activity Based</p> <p>Case Study</p> <p>Progressive Worksheet</p>
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	<p><u>The Rural Livelihood (5)</u></p> <p>Crop cultivation</p> <p>Types of farmers</p> <p>Other occupations: Fishing, collection of forest products, animal husbandry, crafts & trade.</p> <p>Government jobs</p> <p>Rural livelihood</p> <p><u>The Vedic Age (5 classes & continued)</u></p> <p>The different periods of the Vedic age</p> <p>The Early Vedic Period</p> <p>Political Life</p>	<p>State and describe the various types of farmers.</p> <p>Assess the status of landowning farmers.</p> <p>Distinguish between landowning farmers & small farmers.</p> <p>Define agricultural farmers.</p> <p>Enlist the functions of milk cooperatives.</p> <p>Mention the role of the government in the villages.</p> <p>Mention some initiatives taken up by the women in rural India to earn their livelihood.</p> <p>Describe how the Aryans established their reign in the India.</p> <p>Write about the literary</p>	<p><u>Farmers Report</u></p>  <p>Interview a farmer from your home town. Frame 10 questions which are logical and would help you understand their nature of work, culture and economic activities. Present the report in your notebooks. (Knowledge, Application, Interpersonal, Analyse)</p> <p><u>Case Study:</u></p>  <p>Find about “Women Self Help Groups” and make a presentation on their contribution in helping the government. (Research, Knowledge)</p>	<p>Assignment work</p> <p>Class Participation</p> <p>Hots Questions</p> <p>Revision using AMP Technique</p> <p>MCQ Question</p> <p>Google Forms</p> <p>Activity Based</p> <p>Case Study</p> <p>Progressive Worksheet</p> <p>Assignment work</p>
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	<p>Life of the people</p> <p>Social Life</p> <p>Religion</p> <p>Later Vedic Period</p> <ul style="list-style-type: none"> · Political Life · Life of the people · Social Life · Religion · Education 	<p>sources of the 'Vedic Age'</p> <p>Name the four Vedas.</p> <p>List the main features of Rig Veda.</p> <p>Assess the use of iron tools of the Later Vedic Age.</p> <p>List the characteristics of the political, social and cultural aspects of the Vedic age.</p>	<p><u>Patra Lipi:</u></p>  <p>Select any Rigveda hymn and write it in cursive writing on a leaf. (Creativity)</p> <p><u>Compare and Contrast :</u></p>  <p>Draw a comparison between early and later vedic period. (Analyse, Knowledge, Application)</p>	<p>Art Integration Activities</p> <p>Class Participation</p> <p>Hots Questions</p> <p>Revision using AMP Technique</p> <p>MCQ Question</p> <p>Google Forms</p> <p>Activity Based</p> <p>Case Study</p> <p>Progressive Worksheet</p>
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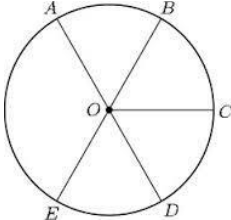
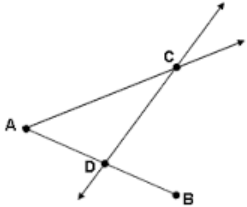
<p>Sanskrit</p>	<p>अव्ययपदानि</p> <p>कारकपरिचयः</p> <p>प्रथमा विभक्तिः- कर्ता</p> <p>कारकम्</p> <p>द्वितीया विभक्तिः -</p> <p>कर्मकारकम्</p> <p>शब्दरूप -</p> <p>बालक, फल, लता अस्मद्,</p> <p>युष्मद् (उभयलिंग) (द्वितीया</p> <p>विभक्तिपर्यन्तम्)</p> <p>सर्वनामशब्दरूप- तत् व</p> <p>किम् त्रिषु लिंगेषु</p> <p>घातुरूप - गम्, पा (पिब),</p> <p>भू (भव) - लट् लकारेण</p> <p>पक्षीणाम् संस्कृतनामानि</p>	<p>प्रत्येक छात्र</p> <p>संस्कृत अव्यय पदों का हिन्दी अर्थ</p> <p>बता पाएगा।</p> <p>अर्थ के अनुसार रिक्त स्थान में</p> <p>अव्यय पूर्ति कर पाएगा।</p> <p>कारकों तथा शब्दों का शुद्ध व</p> <p>स्पष्ट उच्चारण तथा संस्कृत शब्दों</p> <p>का कारकानुसार लेखन कर</p> <p>पाएगा।</p> <p>विषय पर आधारित प्रश्नों के उत्तर</p> <p>लिख पाएगा।</p>	<p>कला समन्वय कार्य के अंतर्गत हस्तमुक्त</p> <p>चित्रकला द्वारा कारकावली बनाना।</p>  <p>भाषासंवर्धनाय - श्रवणकौशल परीक्षणम्</p> <p>- कर्ता व कर्मकारक संबंधी।</p> <p>अव्ययतालिका निर्माण व वाक्यपूर्ति।</p> 	<p>विषय से संबंधित</p> <p>मौखिक- लिखित प्रश्नोत्तर,</p> <p>अभ्यास कार्य तथा</p> <p>भाषा संवर्धन गतिविधियों,</p> <p>गूगलालेख तथा</p> <p>गूगल प्रपत्र</p> <p>के माध्यम से मूल्यांकन किया</p> <p>जाएगा।</p>
<p>French</p>	<p>Les couleurs</p> <p>Les adjectifs qualificatif</p>	<p>Each student will be able to-</p> <p>Write the correct form of the</p>	<p>Art Integration - Make a colourful</p> <p>painting of a scenery using the Bhilai</p>	<p>1. Mettez les phrases au</p> <p>pluriel.</p>

	Les Pluriels	colours based on the number and gender of the noun it qualifies. Describe people and things using relevant adjectives. Change sentences into its plural form.	Art form of Madhya Pradesh. List out the various colours used in french. Board game – Crossword Puzzle (Jeu de mots) – Les Adjectifs. Experiential Activity- Students will use objects around them like furniture, their school bag, stationery, etc to make sentences using prepositions, colours and adjectives.	2. Identifiez les couleurs des objets. 3. Mettez au feminin. 4. Donnez le contraire. Class Test – Pluriels Weekly Test – Syllabus – Les Articles, les prépositions, les couleurs, les adjectifs, les salutations, les nombres.
Spanish	Unit -2- Lesson 3- En el aula	Students will be able to understand the articles (definite and indefinite) Learn and write correct vocabulary for objects of the classroom.	Worksheet - mention the object shown. Experiential activity: Students will use objects around them like furniture, their school bag, stationery, etc to make sentences.	Weekly Test - Syllabus - los saludos y despedidas. - los numeros. - los articulos. - los días, los meses.
SEPTEMBER				
Subject	Topics to be Covered/ No. of Periods	Learning Outcome	Activities	Assessments
English	MCB UNIT : IV	Each student will be able to:	Listening activity:Famous short movie/documentary on Sachin Tendulkar- A billion dreams	Reading ,Listening,speaking and writing



	<p>SPORTSMANSHIP</p> <p>Sec I:(for new interesting vocabulary)</p> <p>The Marathon Story (CONTINUES)</p> <p>Sec III:</p> <p>When Sachin Walks Out to Bat(poem)</p> <p>GRAMMAR and Vocabulary Phrasal verbs</p> <p>-Use of Punctuation marks</p> <p>-Antonyms ,Synonyms</p> <p>- Vocabulary enhancement- Stop saying VERY!</p> <p>WRITING SKILL:</p> <p>Short paragraph writing Diary entry Informal Letter Writing</p>	<p>- pronounce the new words correctly</p> <p>-look for one synonym and one antonym for the words(new terminology) using the dictionary</p> <p>-construct meaningful sentences with new terminology</p> <p>-read the lesson loudly and clearly with correct pauses and mark new terminology</p> <p>- summarize a given portion in his or her words</p> <p>-trace an elements of fun ,joy and learning in the lesson/poem</p> <p>- answer probing questions</p> <p>-identify the nouns ,pronouns and adjectives in the given content</p> <p>-justify the theme of the unit using words/phrases/interpretations from the chapter</p>	<p>https://www.youtube.com/watch?v=TcDHuEfluVk</p> <p>Newspaper activity:(Reading activity and Flipclass)Photographs/newspapers cuttings/articles on Sachin's achievements</p> <p>Worksheet from www.ratnasagar.co.in</p> <p>-speaking about the game of cricket and the life of Sachin</p> <p>Listening skill- Activity- A simulation of a cricket match in the classroom, one child to give the running commentary, using suitable adjectives /nouns and pronouns</p>	<p>activities assigned</p> <p>-Worksheets and questions-on the content covered, comprehension ,Grammar and Vocabulary)</p> <p>-Short paragraph writing Handout-guidelines and checklist</p> <p>-Assessment of Speaking Skill through oral reading and discussion.</p> <p>-Google forms/docs will be assigned</p>
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		<p>summarize a given portion in his or her words s/poem.</p> <p>- identify the value point in the plot/text</p> <p>-punctuate the given content</p> <p>-write a short paragraph within the specified word limit following the outline/framework. (refer to the guidelines and checklist given)</p> <p>-Diary Entry and Informal Letter handout and checklist given</p>		
Hindi	<p>मधुप</p> <p>पाठ- मुकदमा हवा पानी नवीन शब्दावली</p> <p>वाक्य रचना</p> <p>प्रश्न उत्तर</p> <p>व्याकरण</p> <p>विलोम शब्द ,वचन बदलिए</p> <p>लेखन</p>	<p>पाँच नवीन शब्दों का प्रयोग कर वाक्य रचना कर पाएगा ।</p> <p>पाठ पर आधारित मौखिक प्रश्नावली के उत्तर बता पाएगा ।</p> <p>चार लिखित प्रश्नों के उत्तर लिख पाएगा ।</p>	<p>गतिविधि प्रदूषण रहित दिल्ली सृजनात्मक लेखन कार्य ।</p> <p>रचनात्मक कार्य : शुद्ध वायु है हमारा अधिकार</p> <p>नारा लेखन गतिविधि</p> <p>अनुसंधान कार्य:</p>	<p>गूगल आलेख व प्रपत्र द्वारा मूल्यांकन</p> <p>मौखिक चर्चा द्वारा।</p> <p>व्याख्यात्मक अभ्यास पत्र के माध्यम से।</p> <p>लिखित प्रश्नों के माध्यम से।</p> <p>मौखिक तथा लिखित कार्य की चर्चा व जाँच द्वारा।</p>

	<p>औपचारिक पत्र ,अनौपचारिक पत्र</p> <p>अनुच्छेद लेखन</p> <p>बाल रामायण दंडक वन में दस वर्ष</p>	<p>प्रत्येक छात्र - नए शब्दों के अर्थ लिख पाएगा ।</p> <p>जल बचाने के ४-५ उपाय स्वयं लिख पाएगा ।</p> <p>प्रदूषण के कोई पांच कारण लिख पाएगा ।</p> <p>प्रदूषण को रोकने के कोई दो सार्थक उपाय लिख पाएगा ।</p> <p>दंडक वन के बारे में पाँच वाक्य लिख पाएगा ।</p> <p>वृक्ष लगाने के ४-५ लाभ बता पाएगा ।</p>	<p>जल स्रोतों के सूखने के कारण खोज कर उनकी सूची बनाइए</p> <p>अनुभव जन्य अध्ययन: फिल्टर निर्माण गतिविधि</p> <p>संगीतमय गतिविधि: पानी से जुड़े हुए दोहों की संगीतमय प्रस्तुति</p> <p>कलात्मक गतिविधि : कॉमिक स्ट्रिप का निर्माण कर बातूनी लोगों के बीच होने वाले संवाद वाले संवाद को लिखिए ।</p>	<p>अभ्यास कार्यपत्र की चर्चा व निरीक्षण द्वारा व्याख्यात्मक लेखन व वाचन द्वारा</p>
Math	<p>Topic: <u>BASIC GEOMETRICAL IDEAS</u></p> <ol style="list-style-type: none"> Line segment, line, Ray Intersecting lines, parallel lines Curves 	<p><u>Each student will be able to -</u></p> <p>Define line, line segments, ray</p> <p>Identify intersecting and parallel lines and differentiate between them</p> <p>Describe open and closed curves</p>	<p>Activity Represent the following by paper folding – straight angle, right angle, acute angle, obtuse angle and reflex angle</p> <p>Activity Pair – and – share 'Triangle Types'</p>	<p>Identify the geometrical objects around</p> <p>Whole group discussion</p> <p>Activity on intersecting and parallel lines</p> <p>Oral drilling of definition</p>

	<p>4. Polygons – sides , vertices, diagonals</p> <p>5. Angles</p> <p>6. Triangles</p> <p>7. Quadrilaterals</p> <p>8. Parts of a circle</p>	<p>Define polygons , name different types, Name its side, vertices and diagonals</p> <p>Name a quadrilateral and identify different types</p> <p>Identify and name all the different parts of a circle.</p>	<p><u>Experiential Learning</u></p> <p><u>(Using BALA)</u></p> <p><u>Tangrams - Activity</u></p> <p><u>INTER – DISCIPLINARY</u></p> <p>Topic :Vedic Sutra</p> <p><u>Remembering</u></p> <p>1. Identify the different parts of a circle</p>  <p>2. Name a line , ray and a line segment in the given figure</p>  <p><u>Applying</u></p> <p>Draw a regular pentagon and name its vertices, angles and sides</p> <p><u>Understanding</u></p> <p>3. Classify the type of angle</p>	<p>Demonstration</p> <p>Oral test of conditions</p> <p>Group discussion on questions from educosoft</p> <p>Verification</p> <p>Pairing and sharing</p>
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			<p>56°, 112°, 90°</p> <p>Evaluating Draw a sketch of a triangle ABC . Mark a point P in its interior and a point Q in its exterior . IS the point A in its exterior or in its interior ?</p> <p>HOTS Is every diameter of a circle also a chord ?</p> <p>Integrated with arts : Picasso Geometry Color coding to differentiate different parts of the circle.</p>	
Science	<p>ELECTRICITY AND CIRCUITS</p> <p>Electric cell (construction and working)</p> <p>-Electric bulb (construction and working)</p> <p>-Electric circuit-</p> <p>-components of an electric circuit</p> <p>-open and closed circuits</p> <p>- electric Conductors and insulators</p>	<p>Every student will be able to :-</p> <p>-List applications of electricity to make tasks easier</p> <p>-Explain construction and working of an electric cell, bulb and switch.</p> <p>-Draw a well labeled diagram of an electric circuit and name the components</p> <p>-Explain ways of connecting a bulb in an electric circuit.</p> <p>-Describe construction and working of an electric torch.</p> <p>-To make an open and closed circuit</p> <p>To make a switch</p>	<p>Experiential Learning</p> <p>1) To study parts of an electric cell and a bulb.</p> <p>2. To create an electric circuit</p> <div data-bbox="1182 997 1489 1173" data-label="Diagram"> </div> <p>3)To identify closed and open circuits.</p>	<p>Google form- MCQ</p> <p>-Progressive WS</p> <p>-Analogies</p> <p>-Fill in the blanks</p> <p>-Match the column</p> <p>-Circle the odd one out</p> <p>-Group activities</p>

	<p><u>Half Yearly Revision</u></p> <p><u>Term I Exams</u></p>	<p>-Distinguish between conductor and insulator. - Outline safety measures while handling electricity.</p>	 <p>Bulb glows when individual terminals of cell are connected to individual terminals of the bulb.</p> <p>4) To make a switch. 5) To make a simple torch circuit. 6) To show that some materials/objects allow current to pass while others do not. 7) Research - History of Light bulb</p> <p>Art Integration 8) Go green -Create a Banner on ways to save electricity</p>	
<p>Social Science</p>	<p><u>The Vedic Age</u> <u>(continued 2 classes)</u></p> <p><u>Half Yearly Revision</u></p> <p><u>Term I Exams</u></p>	<p>Distinguish between the features of the early and the later Vedic Age.</p> <p>Mention how the dead were buried in Inamgaon.</p>	<p>Case Study:</p>  <p>Prepare a report on the following: Significance on Inamgaon Burial ceremony observed by the people. (Analyse, Application, Knowledge)</p>	<p>Case Study</p> <p>Progressive Worksheet</p> <p>Class Participation</p>

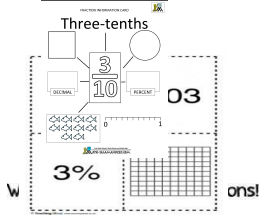
Sanskrit	अर्धवार्षिकी परीक्षीय पुनरावृत्ति:	पुनरावृत्ति के अन्तर्गत विषयों के उत्तर लिखने में समर्थ होगा।	अभ्यासकार्य	कक्षा सहभागिता में मौखिक व लिखित कार्य संबंधी मूल्यांकन
French	Les Matières Revision for the Mid-Term Exams	Each student will be able to- Identify the various materials in french. Answer all questions correctly in the exams.	Worksheet - Bilan	Mid-Term Exam (50 Marks) Syllabus : Lessons 1-7 Writing skill : Présentez votre ami(e). Grammar : Verb être in present tense. Articles définis & indéfinis. Prépositions, Pluriel des noms, Adjectifs qualificatifs.
Spanish	Un repaso (revision for Mid term examination)	Each Student will be able to - Identify the concepts and revise them. Answer all the questions in the exam correctly.	Worksheets audio practices role plays.	Mid term examination.
OCTOBER				
Subject	Topics to be Covered/ No. of Periods	Learning Outcome	Activities	Assessments
English	MCB	Each student will be able to:	-pre-class reading assigned	- Reading

<p>UNIT 5 : FOOD FOR THOUGHT</p> <p>Section I: Learning to Cook</p> <p>Section II: Dal Delight (to be condt...)</p> <p>GRAMMAR</p> <p>·Simple present</p> <p>Simple past Use of Punctuation marks</p> <p>WRITING SKILL</p> <p>Short Paragraph writing SHORT PARAGRAPH</p> <p>Diary Entry</p> <p>Informal Letter writing</p> <p>WRITING-Draft writing(SECOND TERM)</p> <p>· Reading and comprehension skills to be developed</p>	<p>- pronounce the new words correctly</p> <p>-look for one synonym and one antonym for the words(new terminology) using the dictionary</p> <p>-construct meaningful sentences with new terminology</p> <p>- read the lesson loudly and clearly with correct pauses and mark new terminology</p> <p>summarize a given portion in his or her words</p> <p>-trace an elements of fun ,joy and learning in the lesson/poem</p> <p>- answer probing questions</p> <p>-identify the tenses in the given content</p> <p>-justify the theme of the unit using words/phrases/interpretations from the chapter summarize a given portion in his or her words</p>	<p>- New terminology discussed (synonyms/antonyms)</p> <p>-framing of sentences using new words</p> <p>NEW VOCABULARY</p> <p>https://www.youtube.com/watch?v=lySEUio42W8</p> <p>TENSES</p> <p>https://www.youtube.com/watch?v=9NdSJ0Kc1iY</p> <p>Examples</p> <p>https://www.youtube.com/watch?v=xePbH2sN_ZI</p> <p>https://www.youtube.com/watch?v=xePbH2sN_ZI</p> <p>How to write a diary?</p> <p>*SAMPLE SHARED</p> <p>https://www.youtube.com/watch?v=xePbH2sN_ZI</p>	<p>,Listening,speaking and writing activities assigned</p> <p>-Worksheets and questions-on the content covered, comprehension</p> <p>,Grammar and Vocabulary)</p> <p>-Short paragraph writing Handout-guidelines and checklist</p> <p>- Diary Entry and Informal letter practice topics</p> <p>-Assessment of Speaking Skill through oral reading and discussion</p> <p>-Google forms/docs will be assigned</p> <p>-Quizizz</p> <p>-Jamboard activities</p> <p>- crosswords and graphic organisers</p> <p>-word walls</p> <p>explorer-a journal</p>
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	<ul style="list-style-type: none"> · To be able to infer the writer's ideas from the reading of the text · Enhancing speaking and creative skills <p>Developing listening skills</p>	<p>/poem.</p> <ul style="list-style-type: none"> - identify the value point in the plot/text <p>-punctuate the given content</p> <p>-write a short paragraph within the specified word limit following the outline/framework. (refer to the guidelines and checklist given)</p> <ul style="list-style-type: none"> - develops a reading habit <p>write a diary entry in correct format</p> <ul style="list-style-type: none"> - write an informal letter in the given format 	<p>=n6_Gg_1riow</p> <p>https://www.youtube.com/watch?v=G6B9k1W3i2w</p> <p>Experiential learning:</p> <p>Deepening reflection of the concept of cooking by :Virtual Visit to a cafeteria</p> <p>Activity</p> <p>List the spices used in our Indian cuisines</p> <ul style="list-style-type: none"> - Extract from the Unit followed by questions: - Prepare points for the discussion, summarizing the main value points made in the text <p>Integrated Learning:</p> <p>Speaking & listening skill activity: Cooking is a life skill!</p> <p>(creative any way)</p> <p>Description of your favourite meal with appropriate vocabulary.</p> <p>(INTEGRATED LEARNING- HOME SCIENCE)</p>	
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			<p>Reverence for food: Activity</p> <p>Analyzing the poem(It's Fun to Cook) to understand the importance of cooking and eating healthy food.</p> <p>Experiential learning:</p> <p>Observe your mother while she is cooking food in the kitchen and extend help.(cook one dish under her or an elder's supervision without using fire)</p> <p>-Update the word wall with vocabulary related to food</p>	
Hindi	<p>मधुप पाठ- और वे फकीर बन गए नवीन शब्दावली वाक्य रचना प्रश्न उत्तर कालांश ४</p> <p>पाठ -अकलमंद बिल्ली नवीन शब्दावली वाक्य रचना</p>	<p>प्रत्येक छात्र पाठ के उद्देश्य को जान अपना पक्ष लिख पाएगा ।</p> <p>एक क्रांतिकारी के जीवन के बारे में मौखिक रूप से बता पाएगा।</p> <p>अंग्रेजी शासन में देश की जनता पर हुए अत्याचार और</p>	<p>रचनात्मक कार्य : चरखे का निर्माण गतिविधि मेरा स्वच्छ भारत गतिविधि क्रांतिकारियों के नाम संदेश गतिविधि</p> 	<p>गूगल आलेख व प्रपत्र द्वारा मूल्यांकन</p> <p>मौखिक चर्चा द्वारा।</p> <p>व्याख्यात्मक अभ्यास पत्र के माध्यम से।</p> <p>लिखित प्रश्नों के माध्यम से। मौखिक तथा लिखित कार्य</p>

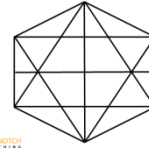
	<p>प्रश्न उत्तर कालांश ४</p> <p>बाल राम कथा - सोने का हिरण</p> <p>व्याकरण क्रिया विशेषण भिन्नार्थक शब्द</p> <p>लेखन अनुच्छेद विज्ञापन निर्माण। अपठित गद्यांश, संवाद लेखन</p>	<p>आजादी के संघर्ष को समझ एक अनुच्छेद लिख पाएगा।</p> <p>स्वतंत्रता प्राप्ति में चरखे और खादी के महत्व उसकी उपयोगिता को पहचान कर उनके विषय में चार पंक्तियाँ बता पाएगा।</p> <p>श्री राम के साथ घटी घटनाओं का वर्णन अपने शब्दों में कर पाएगा ।</p> <p>संवाद रचना स्वयं कर पाएगा। पाँच नवीन शब्दों का प्रयोग कर वाक्य रचना कर पाएगा ।</p> <p>पाठ पर आधारित मौखिक प्रश्नावली के उत्तर बता पाएगा ।</p>	<p>अनुसंधान कार्य गांधी जी द्वारा किए गए आंदोलनों के बारे में जानकारी एकत्रित करें । भारत के पड़ोसी राज्यों की जानकारी एकत्रित करे ।</p>	<p>की चर्चा व जाँच द्वारा।</p> <p>अभ्यास कार्यपत्र की चर्चा व निरीक्षण द्वारा व्याख्यात्मक लेखन व वाचन द्वारा</p>
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		चार लिखित प्रश्नों के उत्तर लिख पाएगा ।		
Math	<p>Topics : FRACTIONS</p> <ol style="list-style-type: none"> Pictorial presentation Fraction on the number line. Proper, improper or mixed fraction. Equivalent fraction Simplest form Like and unlike fractions Comparing fractions Addition and subtraction of fractions Statement questions based on the above. Multiplication and division of fractions – cancellation method <p>Topics : Understanding elementary shapes</p> <ol style="list-style-type: none"> Measuring line segments 	<p>Each student will be able to –</p> <ol style="list-style-type: none"> Represent fractions pictorially Represent fractions on the number line Identify proper, improper and mixed fractions Finding equivalent fractions Converting fractions into simplest form Adding and subtracting fractions Multiplication and division of fractions Identifying the tenths , hundredths and thousandths decimal place Expressing decimals on the number line Converting fractions to decimals and vice versa Statement questions on money, length and weight using decimals <p>Performing different arithmetic operations on decimals.</p>	<p>Fraction Activity : one number –different ways</p>  <p>fraction information card</p> <p>Integrated with arts :Fun Fraction Pizza</p> <p>Students will create a “pizza” from construction paper divided into 8 slices. They will decorate each slice and then exchange slices with classmates and then evaluate the fractions of slices that they have at the end. For example, 1/8 slices of my own pizza, 4/8 or 1/2 of pizza that was made by a friend , 2/8 or 1/4 that was made by my buddy</p> <p>Remembering Show</p>	<p>Whole group Interaction</p> <p><u>Reflective Enquiry</u> <u>Group Activity :</u> <u>Whole group discussion</u></p> <p><u>Flipped class</u></p> <p><u>Skill Practice</u></p> <p><u>Pair and share</u> <u>Flipped classroom using</u></p>

	<ol style="list-style-type: none"> 2. Angles –right, straight, complete 3. Angles –acute, obtuse, reflex 4. Measuring angles 5. Perpendicular lines 6. Classification of triangles – sides, angles 7. Quadrilaterals 8. Polygons – types 9. 3 – D Shapes – cube , cuboid , cylinder , cone , prism , pyramid, sphere – faces, edges , vertices 10. Nets of the above shapes 	<p><u>Each student will be able to :</u></p> <ol style="list-style-type: none"> 1. Measure and construct line segments accurately 2. Identify and Classify angles 3. Reason if the given lines are perpendicular 4. Classify triangles on the basis of sides and angles 5. Name and characterize different types of quadrilaterals 6. Types of polygons Types of 3 – D Shapes – 7. faces , edges and vertices 8. Drawing nets for the given 3 – D Shapes 9. Finding the perimeter of square , rectangle and other regular shapes 10. 	<p>$\frac{1}{3}$ on a number line</p> <p><u>Understanding</u> How many fractions lie between 0 and 1 ?Think , discuss and write your answer ?</p> <p><u>Evaluating</u></p> <ol style="list-style-type: none"> 1. Convert $\frac{13}{4}$ into mixed numbers. 2. Subtract $\frac{123}{45}$ from 55 3. The capacity of an oil bottle is $\frac{3}{14}$ l. How much oil will be required to fill 42 such bottles? <p><u>Applying</u> What fraction of an hour is 20 minutes?</p> <ol style="list-style-type: none"> 4. Convert 0.08 into the fraction with lowest terms. 5. Mark 1.07 on the number line. <p><u>HOTS</u> Express the following as rupees using decimals : 45 p</p> <p>Integrated with arts: <u>Shaping Me</u></p>	
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Polygons

Find as many different polygon shapes as you can in the pattern.



INTER – DISCIPLINARY

Topic : Filtration Apparatus

Identify different shapes in a given figure .

Experiential learning

Math antics -35Angleman – Activity
Nets of 3 – D shapes

Remembering What is the minimum number of sides a polygon can have?

Understanding

What is the sum of the angles of a pentagon?

Evaluating

Convert 270° into right angles

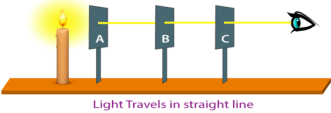
Applying

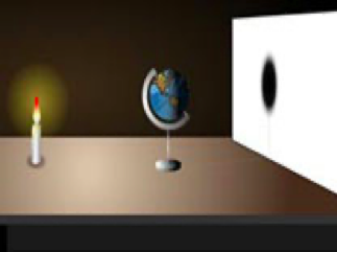


What is the perimeter of an equilateral triangle with side 9 cm?



HOTS

Where will the hour hand of the clock if it starts at 12 and makes half a revolution anti – clockwise.

Science	CHANGES AROUND US --Reversible and irreversible changes -Expansion of metals -Processes where reversible and irreversible changes take place simultaneously	Each student will be able to - Identify changes around us - Classify changes as reversible or - irreversible - Analyse desirable and undesirable changes. - Distinguish between physical and chemical changes - Explain contraction and expansion of solid, liquid and gases. - Analyse causes of changes around us. - Give examples of	1.To classify following changes as reversible or irreversible :- i) blowing a balloon and bursting a balloon ii) rolling of chapati and baking of roti iii) melting of wax and burning of wax iv) Shaping a pot on the potter's wheel & then baking the pot in the oven.	Progressive WS Analogies Fill in the blanks Match the column Circle the odd one out Test - Google form Case Study Graphic Organisers Entry & Exit tickets Group activities Pair - and - Share Thumbs up / Thumbs down Oral Q & A after a discussion

	<p>LIGHT, SHADOWS AND REFLECTIONS</p> <p>-Classification of materials wrt amount of light passing through them-Transparent, Opaque & Translucent objects</p> <p>-Conditions to form shadows -Light travels in a straight line</p>	<p>changes that involve both reversible and irreversible changes together.</p> <p>Each student will be able to:</p> <p>-Categorize the given objects into transparent, translucent and opaque</p> <p>-define & identify luminous and non luminous objects.</p> <p>-demonstrate that light travels in a straight line</p> <p>-List the three conditions required to form a shadow</p> <p>-State any two characteristics of shadows</p>	<p>Experiential Learning</p> <p>1)To observe shadow formation in a dark room with torch light.</p> <p>2.)To show that light travels in a straight line.</p>  <p>3) To prove through an activity that light bounces back in the same medium when it falls on a highly polished plane surface.</p> <p>4) Design an anchor chart of transparent, translucent and opaque objects. (spatial)</p>	<p>Progressive WS</p> <p>Analogies</p> <p>Fill in the blanks</p> <p>Match the column</p> <p>Circle the odd one out</p> <p>Test - Google form</p> <p>Case Study</p> <p>Graphic Organisers</p> <p>entry & Exit tickets</p> <p>Group activities</p> <p>Pair - and - Share</p> <p>Thumbs up / Thumbs down</p> <p>Oral Q & A after a discussion</p>
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Social Science	<u>India our Motherland (8)</u> Location & Extent Political Divisions Physical Divisions: Northern Mountains Northern Plains Peninsular Plateaus Islands Coastal Plains	Analyze the location of India. Assess the extent of India's boundaries. Mention the physical divisions of India. Mark these divisions on an Indian Map. Enlist the main features of these divisions.	<u>Quiz Cards</u>  Prepare quiz cards based on the political division of India. (Application. Knowledge) <u>Let's come together!!</u>  Compose a rap/song with music to describe the physical division of the country. (Application/ Knowledge/ Creativity)	Assignment work Art Integration Activities Class Participation Hots Questions Revision using AMP Technique MCQ Question Google Forms Activity Based Case Study Progressive Worksheet

	<p><u>Early States in India (4 classes and continue)</u></p> <p>Sources of information</p> <p>Republic and monarchies</p> <p>Janapadas to Mahajanapadas</p> <p>Conditions in Mahajanapadas: Agriculture Rise of the cities Administration Revenue Trade Social Organization</p> <p><u>Subject Enrichment Activity (II)- Trade, Crafts and Cities (2 classes)</u></p>	<p>List the sources of information.</p> <p>Differentiate between republic and monarchy with the help of examples.</p> <p>Analyse the role of Janapadas & Mahajanapadas.</p> <p>Explain the transformation of Janapadas to Mahajanapadas.</p> <p>Describe the agricultural and administrative conditions in Mahajanapadas.</p> <p>Examine the importance of trade and revenue.</p> <p>Analyse the social division of Mahajanapadas.</p>	<p><u>Research Work:</u></p>  <p>The use of Iron (metal) came to be known in this period. Find out about how it was discovered, places which had the ores, and various uses of iron in this period. (Research/Application)</p> <p><u>Map work:</u></p>  <p>Identify and mark 16 Mahajanapadas on the map of India. (Knowledge/Application)</p>	<p>Assignment work</p> <p>Art Integration Activities</p> <p>Class Participation</p> <p>Hots Questions</p> <p>Revision using AMP Technique</p> <p>MCQ Question</p> <p>Google Forms</p> <p>Activity Based</p> <p>Case Study</p> <p>Progressive Worksheet</p>
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<p>Sanskrit</p>	<p>तृतीया विभक्ति: - करणकारकम्</p> <p>चतुर्थी विभक्ति: - संप्रदानकारकम्</p> <p>उपरोक्ताधारित अपठित गद्यांश</p> <p>धातुरूप लेखन- दृश्(पश्य), दा(यच्छ्) - लट् लकारेण संस्कृत संख्या -1-20</p>	<p>प्रत्येक छात्र</p> <p>संस्कृत करण कारक का शुद्ध व स्पष्ट उच्चारण तथा लेखन कर पाएगा।</p> <p>विषय को समझ कर विषय पर आधारित प्रश्नों के उत्तर लिख पाएगा।</p> <p>कम से कम आठ-दस हिन्दी कारक शब्दों को संस्कृत में लिख पाएगा।</p> <p>कारक संबंधी अपठित गद्यांश के प्रश्नों के उत्तर दे सकेगा।</p> <p>संस्कृत में रंगों के नाम बता पाएगा।</p>	<p>अनुभवात्मक अधिगम</p> <p>पश्य लिख वाक्यं रचय गतिविधि - के माध्यम से कारकाधारित वाक्य रचना करना।</p> <p>परापराधिगम - तृतीया व चतुर्थी विभक्ति आधारित पठन-पाठन</p> <div data-bbox="1182 564 1608 852"> <p>रङ्गवल्ली रचयति प्रज्वालयति निर्वापयति</p> <p>अवनमति प्रहरति तोलयति</p> </div> <p>प्रायोगिक अधिगमात्मक</p> <p>कारक शब्द- चित्रवर्णनम् - शृणु श्रावय चित्रं रचय गतिविधि।</p> <p>कला व विषय समन्वित कार्य</p>	<p>विषय से संबंधित</p> <p>मौखिक- लिखित प्रश्नोत्तर, अभ्यास कार्य तथा</p> <p>भाषा संवर्धन गतिविधियों, गूगलालेख तथा</p> <p>गूगल प्रपत्र</p> <p>के माध्यम से मूल्यांकन किया जाएगा।</p>
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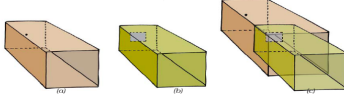

			गणित- समन्वय- अन्वेषण कार्यम् - वर्णानाम् क्रीडा - रंग मिलान करना व प्राप्त रंग का संस्कृत नाम बताना।	
French	Les Parties du corps Le Visage Les verbes 'avoir' et 'aller'	Each student will be able to- Describe a person and will be able to identify the various parts of the body. Conjugate verbs avoir and aller in the present tense and use them in sentences.	Art Integration – Listen to the song 'Alouette' and identify the parts of the body. Writing Skills - Describe a person using his body parts and adjectives. Jeu de Mots – Les Parties du corps	1. Nommez les parties du corps. 2. Répondez aux questions. 3. Complétez avec être, avoir ou aller selon le sens. 4. Décrivez une personne en utilisant ses parties du visage. Class Test – Verbes être, avoir, aller.
Spanish	Unit -2 Lesson 4 - Plan de trabajo	Students will be able to Conjugar los verbos regulares ("AR,ER,IR") Traducir- Translations (small phrases) frame small sentences	Writing skills : Describe que hace en la clase. Escribe 5 frases. Worksheet : Conjugate the regular verbs - ar,er,ir.	Writing skills, Conjugations - class test.
NOVEMBER				
Subject	Topics to be Covered/ No. of Periods	Learning Outcome	Activities	Assessments


<p>English</p>	<p>MCB</p> <p>UNIT 5 : FOOD FOR THOUGHT</p> <p>ACTIVITY:</p> <p>SPEAKING SKILL ENHANCEMENT</p> <p>Section III: It's Fun to Cook!(oral comprehension)</p> <p>UNIT 6: ALL CREATURES GREAT AND SMALL</p> <p>Section II:</p> <p>Where Is My Mother?</p> <p>WRITING SKILL</p> <p>Diary entry(continued)</p> <p>Short paragraph writing</p> <p>Use of Punctuation marks</p> <p>Grammar Verbs Adverbs</p>	<p>Each student will be able to:</p> <ul style="list-style-type: none"> - pronounce the new words correctly -look for one synonym and one antonym for the words(new terminology) using the dictionary -construct meaningful sentences with new terminology read the lesson loudly and clearly with correct pauses and mark new terminology - summarize a given portion in his or her words -trace an elements of fun ,joy and learning in the lesson/poem - answer probing questions -identify the verbs and adverbs in the given content -justify the theme of the unit using words/phrases/interpretations from the chapter summarize a given portion in his or her words 	<ul style="list-style-type: none"> -pre-class reading assigned - New terminology discussed (synonyms/antonyms) -framing of sentences using new words <p>NEW VOCABULARY</p> <p>https://www.youtube.com/watch?v=lySEUio42W8</p> <p>New terminology highlighted and look for meanings in the dictionary.</p> <p>-Extract from the Unit followed by questions:</p> <p>Creative Learning Activity:</p> <p>Imagine that you are a forest guard. Describe an imaginary incident that happened when you were on vigilance.</p> <p>Integrated Teaching :A debate</p> <p>Why save the endangered species ?</p> <p>Class discussion t:</p> <p>Any Nature walk/Safari visit</p>	<ul style="list-style-type: none"> - Reading ,Listening,speaking and writing activities assigned -Worksheets and questions-on the content covered, comprehension ,Grammar and Vocabulary) -Short paragraph writing Handout-guidelines and checklist -Assessment of Speaking Skill through oral reading and discussion -Google forms/docs will be assigned -Quizizz -Jamboard activities - crosswords and graphic organisers -word walls explorer-a journal
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		<p>/poem.</p> <ul style="list-style-type: none"> - identify the value point in the plot/text -punctuate the given content -write a short paragraph within the specified word limit following the outline/framework. (refer to the guidelines and checklist given) -develops a reading habit 		
Hindi	<p>मधुप कविता - बारहमासा नवीन शब्दावली वाक्य रचना प्रश्न उत्तर कालांश ४</p> <p>पाठ- बातूनी नवीन शब्दावली वाक्य रचना प्रश्न उत्तर कालांश ४</p>	<p>प्रत्येक छात्र कम से कम ३-४ नवीन शब्दों का प्रयोग कर वाक्य रचना कर पाएगा । स्वरचित कविता लेखन ८-१० पंक्तियों में कर पाएगा। पाठ पर आधारित मौखिक प्रश्नावली के उत्तर बता पाएगा ।</p>	<p>अनुसंधान कार्य : हिन्दी भाषा में ऋतुओं के नाम एवं महीनों के नामों की खोज</p> <p>कला समावेशन मौसम पर आधारित एक गीत का निर्माण</p> <p>रचनात्मक कार्य : कैलेंडर निर्माण गतिविधि</p>	<p>गूगल आलेख व प्रपत्र द्वारा मूल्यांकन</p> <p>मौखिक चर्चा द्वारा।</p> <p>व्याख्यात्मक अभ्यास पत्र के माध्यम से।</p> <p>लिखित प्रश्नों के माध्यम से। मौखिक तथा लिखित कार्य की चर्चा व जाँच द्वारा।</p>



	<p>बाल राम कथा -सीता की खोज</p> <p>व्याकरण - कारक तालिका ,अनेकार्थी शब्द ,उपसर्ग -प्रत्यय</p> <p>लेखन अनुच्छेद अपठित गद्यांश</p>	<p>सीता के विषय में ४-५ वाक्य लिख पाएगा ।</p> <p>अशोक वाटिका की सुंदरता के बारे में ५-६ वाक्य बता पाएगा ।</p> <p>बड़ों द्वारा दी गई सीख का महत्व जान कर एक अनुच्छेद लिख पाएगा।</p> <p>सच्चाई अच्छाई बुराई के अंतर को लिख सकेगा।</p> <p>चार लिखित प्रश्नों के उत्तर लिख पाएगा ।</p>	<p>अनुभवजन्य अध्ययन:</p> <p>गर्मी दूर भगाने हेतु एक पेय पदार्थ का निर्माण करें ।</p> <p>संगीतमय गतिविधि:</p> <p>वर्षा ऋतु से जुड़ी एक स्व रचित कविता</p> <p>कलात्मक गतिविधि</p> <p>वर्ली आर्ट का प्रयोग कर काल्पनिक अशोक वाटिका</p>	<p>अभ्यास कार्य पत्र की चर्चा व निरीक्षण द्वारा व्याख्यात्मक लेखन व वाचन द्वारा</p>
Math	<p>DECIMALS</p> <ol style="list-style-type: none"> 1. Tenths, hundredths and thousandths 2. Decimals on the number line. 3. Fractions as decimals. 4. Decimals as fractions. 	<p>Each child will be able to</p> <ol style="list-style-type: none"> 1. Identifying the tenths , hundredths and thousandths decimal place 2. Expressing decimals on the number line 3. Converting fractions to decimals and vice versa 	<ol style="list-style-type: none"> 1. Convert 0.08 into the fraction with lowest terms. 2. Mark 1.07 on the number line. <p>HOTS</p> <p>Express the following as rupees using decimals : 45 p</p>	



	<p>5. Comparing decimals. 6. Using decimals – Money, length and weight 7. Addition and subtraction of decimals. 8. Multiplication and division of decimals (division of decimal by a whole number)</p> <p>MENSURATION</p> <p>1. Perimeter of square, rectangle and regular shapes 2. Area of square, rectangle and regular shapes 3. Application based questions</p>	<p>Statement questions on money, length and weight using decimals</p> <p>Performing different arithmetic operations on decimals.</p>	<p>TASK – CARD ACTIVITY</p> <p><u>EXPERIENTIAL LEARNING</u></p> <p>Measuring area and perimeter of objects in the surroundings – Hands – on – BALA</p>  <p><u>Measure and write the lengths of the four sides of a page of your notebook .</u> <u>? What is the perimeter of the page?</u></p> <p><u>Understanding</u> Find various objects from your surroundings which have regular shapes and find their perimeters .</p> <p><u>Applying</u> Find the cost of fencing a rectangular park of length 250 m</p>	
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<p>Science</p>	<p>Light shadows and reflections</p> <p>Mirror and reflection</p> <p>SORTING MATERIAL INTO GROUPS</p> <p>-objects around us</p> <p>-Sort material into groups based on their common properties like appearance,</p> <p>-Luster, hardness, softness, solubility,</p>	<p>Suggest two important properties of light</p> <p>Draw and illustrate the reflection of light by mirror</p> <p>Each student will be able to</p>	<p>and breadth 175 m at the rate Rs 12 per meter .</p> <p>Evaluating</p> <p>Find the perimeter of a regular hexagon with each side measuring 8 m .</p> <p>HOTS</p> <p>Draw any circle on a graph sheet . Count the squares and use them to estimate the area of the circular region .</p> <p>Create a pinhole camera. (spatial/ Kinesthetic)</p>  <p>Experiential Learning</p> <p>1) Investigate and identify materials that will dissolve in water and those that will not:- 2) To study that some objects float and some sink in water.</p> 	<p>Progressive assignment</p> <p>Google forms</p> <p>Group activities</p> <p>Progressive WS</p> <p>Analogies</p> <p>Fill in the blanks</p>
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	<p>insolubility, density, transparency</p> <p>SEPARATION OF SUBSTANCES</p> <p>Need for separation of substance</p> <p>-Methods of separation</p> <p>-Mixture of solid in solids</p> <p>-Mixture of solids in liquids</p> <p>-Mixture of liquids in liquids</p>	<ul style="list-style-type: none"> - Recognise that objects are made of different materials. -understand that different materials have different properties. - Classify materials based on similarities & differences in their properties. -Differentiate between lustrous and dull materials. -Differentiate between hard and soft materials. -Explain soluble and insoluble substances giving examples. -Differentiate between transparent, translucent and opaque materials. 	<p>3) To differentiate between hard and soft substances by cutting.</p> <p>4) To distinguish between transparent, translucent and opaque substances</p> <p>To separate :-</p> <p>1)Wheat/rice/stones and saw dust by hand picking</p> <p>2)salt and sawdust /sugar and flour by sieving</p> <p>3)Husk from wheat by winnowing</p> 	<p>Match the column</p> <p>Circle the odd one out</p> <p>Test - Google form</p> <p>Case Study</p> <p>Graphic Organisers</p> <p>Entry & Exit tickets</p> <p>Group activities</p> <p>Thumbs up / Thumbs down</p> <p>Oral Q & A</p> <p>Progressive WS</p> <p>Analogies</p> <p>Fill in the blanks</p> <p>Match the column</p> <p>Circle the odd one out</p> <p>Test - Google form</p> <p>Case Study</p> <p>Graphic Organisers</p>
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		<ul style="list-style-type: none"> -Define mixture -Explain the purpose of separating substances from mixtures. -Recognise the properties of the components of a mixture to apply a specific method of separation. Differentiate between handpicking and threshing and state the condition in which it is used for separation. -Explain decantation. -Describe filtration & List a few filters. -Explain how saturated solutions are prepared. 	<p>4)Sand/chalk powder/tea leaves /grain and water by various filters 5)Sand/chalk powder/ /grain and water by sedimentation and decantation 6)Oil and water by decantation</p> <p>Art Integration</p> <p>POEM / MINI POSTER “Methods of separation of substances”</p>	<p>Entry & Exit tickets Group activities</p> <p>Role play</p>
Social Science	<u>Early States in India</u> <u>(continued for 3 classes)</u>	Name the two major clans of	<u>Power Rulers!</u>	Assignment work

	<p>The Republican State of Vajji</p> <p>The Monarchy of Magadha</p> <p>Strong Rulers</p> <p><u>How we Govern our Communities (10)</u></p> <p>Local Self Government</p> <p>Panchayati Raj: Formation & Functions</p> <p>Panchayat at villages: Gram Sabha Gram Panchayat Block Samiti Zila Parishad</p> <p>Municipalities:Composition , functions and source of Income.</p> <p>District Administration: Functions</p>	<p>Vajji</p> <p>Explain the social & political life of Magadha</p> <p>List down the contributions of the strong rules of Magadha</p> <p>Enlist the advantages of local self government.</p> <p>Explain the formation and function of Panchayati Raj.</p> <p>Assess the main constituents of the Panchayat at village level.</p> <p>Explain the composition and functions of the Municipal corporation.</p> <p>Analyse the duties and responsibilities of district administrator.</p> <p>Examine the role of judiciary in districts.</p>	 <p>Design a trifold brochure depicting any 3 powerful rulers of Magadha. List down their contributions during their reign. (Application/Knowledge/ Creativity)</p> <p><u>Research work:</u></p>  <p>Find out about the district you belong to. Provide real life pictures and examples of the amenities provided by the municipal corporation in your area. List down their work done for the district. Where is the office located and who holds various positions. (Research/ Application? Analyse)</p> <p><u>3D Panchayat!</u></p>	<p>Art Integration Activities</p> <p>Progressive Worksheet</p> <p>Assignment work</p> <p>Art Integration Activities</p> <p>Class Participation</p> <p>Hots Questions</p> <p>Revision using AMP Technique</p> <p>MCQ Question</p> <p>Google Forms</p> <p>Activity Based</p> <p>Case Study</p> <p>Progressive Worksheet</p>
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	<p><u>Development of the First Empire (6)</u></p> <p>Alexander's Invasion</p> <p>The Mauryan Empire</p> <p>Ashoka</p> <p>Mauryan Administration & Society</p>	<p>Explain the establishment of the first ever 'empire' of India by the Mauryas.</p> <p>Describe the establishment and expansion of the Mauryan empire under its various rulers.</p> <p>Explain the impact of the Kalinga war on Ashoka.</p> <p>List the main principles of Ashoka's Dhamma'.</p> <p>Enlist the steps taken by Ashoka to spread the message of Dhamma</p> <p>Write about the society and administration under the Mauryas.</p> <p>State the reason(s) for the</p>	 <p>Describe the hierarchy & functions of the Panchayat in the form of 3D cone.</p> <p><u>Feroz Shah Kotla:</u> <u>Virtual Tour</u></p>  <p>Locate the Ashokan Pillar and write down some of the inscriptions in the notebook to decipher the meaning in groups. Analyse Ashoka Dhamma. (Analyse/Knowledge)</p> <p><u>Animal Use & Abuse</u></p>	<p>Assignment work</p> <p>Art Integration Activities</p> <p>Class Participation</p> <p>Hots Questions</p> <p>Revision using AMP Technique</p> <p>MCQ Question</p> <p>Google Forms</p> <p>Activity Based</p> <p>Case Study</p> <p>Progressive Worksheet</p>
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		decline of the Mauryan empire.	 <p>The Mauryan Empire consisted of infantry, cavalry & elephants. Analyse the use of animals during this period. Was it fair? (Research/Analyse/ Knowledge)</p>	
Sanskrit	<p>पंचमी विभक्ति: - अपादानकारकम्</p> <p>षष्ठी विभक्ति: - संबंधकारकम्</p> <p>चित्राधारित अनुवाद</p> <p>पक्षीणाम् नामानि</p> <p>शब्दरूप-बालक, लता, फल(षष्ठी विभक्तिपर्यन्तम्)</p> <p>सर्वनाम शब्दरूप- तत् किम् (त्रिषु लिंगेषु- षष्ठी</p>	<p>प्रत्येक छात्र</p> <p>संस्कृत अपादान व संबंध कारक का शुद्ध व स्पष्ट उच्चारण तथा लेखन कर पाएगा।</p> <p>विषय पर आधारित प्रश्नों के उत्तर लिख पाएगा।</p> <p>कम से कम आठ-दस हिन्दी कारक शब्दों को संस्कृत में लिख पाएगा।</p> <p>कम से कम ५-५ पशु-पक्षियों के नाम संस्कृत भाषा में लिख पाएगा।</p>	<p>क्रियात्मक गतिविधियाँ</p> <p>परापराधिगम-</p> <p>पंचमी व षष्ठी विभक्ति संबंधी</p> <p>योग्यता आधारित अवबोधन संबंधी प्रस्तुतीकरण, प्रश्नावली, विषयसंबंधी आभ्यासिककार्य प्रहेलिका क्रीडा- पशु-पक्षिणां नाम</p> 	<p>विषय से संबंधित मौखिक- लिखित प्रश्नोत्तर , अभ्यास कार्य तथा भाषा संवर्धन गतिविधियों, गूगलालेख तथा गूगल प्रपत्र के माध्यम से मूल्यांकन किया जाएगा।</p>


	विभक्तिपर्यन्तम्) अस्मद्, युष्मद् (उभयलिंग)			
French	Les Adjectifs Possessifs Les 'ER' Verbes au présent	Students will be able to- Use the correct adjective based on the gender and number of the nouns in the sentence. Conjugate the verbs of the 1 st group – ER in the present tense and use them correctly in sentences.	Rap Song – Les Adjectifs Possessifs Cahier des Verbes – Les Verbes Board Game – Les Verbes	1. Complétez avec les adjectifs possessifs. 2. Conjuguez les verbes au présent. 3. Faites des phrases.
Spanish	Verbos irregulares	students will be able to - understand and learn the conjugation pattern of irregular verbs in spanish.	Youtube -  En el presente. Nivel A1	Completa las frases con las conjugaciones de los verbos reflexivos.



DECEMBER


Subject	Topics to be Covered/ No. of Periods	Learning Outcome	Activities	Assessments
English	MCB UNIT 6: ALL CREATURES GREAT AND SMALL	Each student will be able to: - pronounce the new words correctly	-pre-class reading assigned - New terminology discussed (synonyms/antonyms) -framing of sentences using new	- Reading ,Listening,speaking and writing activities assigned -Worksheets and

	<p>Section III:</p> <p>Birds of Paradise (Poem) WRITING SKILL Diary entry(continued)</p> <p>Short paragraph writing</p> <p>Use of Punctuation marks Grammar (continued) Verbs Adverbs</p>	<p>-look for one synonym and one antonym for the words(new terminology) using the dictionary</p> <p>-construct meaningful sentences with new terminology</p> <p>- read the lesson loudly and clearly with correct pauses and mark new terminology</p> <p>- summarize a given portion in his or her words</p> <p>-trace an elements of fun ,joy and learning in the lesson/poem</p> <p>- answer probing questions</p> <p>-identify the verbs and adverbs in the given content</p> <p>-justify the theme of the unit using words/phrases/interpretations from the chapter</p>	<p>words</p> <p>NEW VOCABULARY</p> <p>https://www.youtube.com/watch?v=lySEUio42W8</p> <p>Research Activity:</p> <p>Factfile :Deepening reflection- the concept of emotions/affection for animals</p> <p>Collect information and share on famous personality-Maneka Gandhi and her role as an NGO (value points)</p> <p>-Watching a video on wildlife/herds</p> <p>Art Integration:</p> <p>Slogan writing 'Save Wildlife'</p> <p>-Extract from the Unit followed by questions:</p> <p>Integrated Learning: Collage making:</p>	<p>questions-on the content covered, comprehension ,Grammar and Vocabulary)</p> <p>-Short paragraph writing Handout-guidelines and checklist</p> <p>-Assessment of Speaking Skill through oral reading and discussion</p> <p>-Google forms/docs will be assigned</p> <p>--Quizizz</p> <p>Jamboard activities</p> <p>- crosswords and graphic organisers</p> <p>--word walls</p> <p>explorer-a journal</p>
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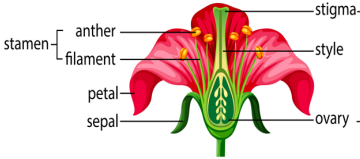
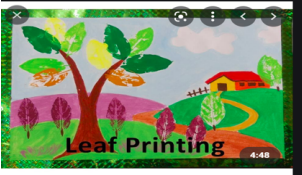

		<p>summarize a given portion in his or her words /poem.</p> <p>- identify the value point in the plot/text</p> <p>-punctuate the given content</p> <p>-write a short paragraph within the specified word limit following the outline/framework. (refer to the guidelines and checklist given)</p> <p>- Formal Letter (handout and guidelines shared)</p> <p>develops a reading habit</p>	<p>Paste pictures of extinct creatures and NGO concerned and make a collage.</p> <p>(Integrated –Social Science)</p> <p>- Prepare points for the discussion, summarizing the main value points made in the text</p> <p>Life Skill- List of Dos and Don'ts of safety related to pets</p> <p>Experiential Learning:</p> <p>Newspaper Report analysis followed by poster making on 'Campaign against killing for fashion'</p>	
Hindi	<p>मधुप</p> <p>पाठ - खाने की इच्छा नवीन शब्दावली वाक्य रचना प्रश्न उत्तर कालांश ४</p> <p>पाठ - होशियार नवीन शब्दावली वाक्य रचना</p>	<p>प्रत्येक छात्र - नए शब्दों के अर्थ लिख पाएगा ।</p> <p>पाठ पर आधारित ३-४ मौखिक प्रश्नों के उत्तर बता पाएगा ।</p> <p>नवीन शब्दकोश का निर्माण कर पाएगा।</p>	<p>रचनात्मक कार्य: मेरा डिब्बा गतिविधि ।</p> <p>भारतीय व्यंजनों की चित्रात्मक प्रस्तुति एवं सूची निर्माण गतिविधि</p> <p>अनुसंधान कार्य :भारत के कुछ अनजाने व्यंजनों की खोज</p>	<p>गूगल आलेख व प्रपत्र द्वारा मूल्यांकन</p> <p>मौखिक चर्चा द्वारा।</p> <p>व्याख्यात्मक अभ्यास पत्र के माध्यम से।</p> <p>लिखित प्रश्नों के माध्यम से।</p>



	<p>प्रश्न उत्तर कालांश ४</p> <p>बाल राम कथा - लंका में हनुमान ,राम और सुग्रीव</p> <p>व्याकरण -विराम चिह्न ,मुहावरे</p> <p>लेखन - अनुच्छेद लेखन ,विज्ञापन निर्माण</p>	<p>३-४ प्रश्नों के सटीक उत्तर दे पाएगा।</p> <p>श्री राम के साहस, बल के बारे में ३-४ वाक्य लिख पाएगा ।</p> <p>श्री राम व सुग्रीव के आपसी संबंधों पर अपने ४-५ विचार बता पाएगा।</p>	<p>कला समावेशन:</p> <p>कॉमिक द्वारा खाने के विभिन्न प्रकारों की जानकारी ।</p>  <p>भारतीय भोजनभारत की शान</p> <p>(प्रस्तुतीकरण)</p> <p>रचनात्मक कार्य:</p> <p>आपातकालीन परिस्थिति से बचने के लिए एक विज्ञापन का निर्माण</p>	<p>मौखिक तथा लिखित कार्य की चर्चा व जाँच द्वारा।</p> <p>अभ्यास कार्यपत्र की चर्चा व निरीक्षण द्वारा व्याख्यात्मक लेखन व वाचन द्वारा</p>
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			 <p>विद्यालय हेतु आपातकालीन समय में निकास हेतु मानचित्र का निर्माण</p> <p>आपातकालीन समय में जागरूक करने हेतु नारे का निर्माण</p> 	
<p>Math</p>	<p>Topics :</p> <p>Ratio and proportion</p> <ol style="list-style-type: none"> 1. What is a ratio? 2. Equivalent ratios 3. Proportion 	<p>Each student will be able to :</p> <ol style="list-style-type: none"> 1. Explain the concept of ratios. 2. Find out equivalent ratios. 	<p>Remembering</p> <p>What is the ratio of the number of boys to the number of girls in your class ?</p>	<p><u>Recapitulation and</u> <u>Whole group discussion</u> <u>Video on golden ratio</u> <u>Relating it to day to day life situations</u></p>


	<p>4. Unitary method 5. Application based questions</p>	<p>3. Apply the unitary method to solve questions.</p>	<p><u>Understanding</u></p> <p>1. There are 20 girls and 15 boys in the class. What is the ratio of the number of boys to the number of girls in the class?</p> <p><u>Evaluating</u></p> <p>2. Find the ratio of 50 min : 1.5 hours.</p> <p>3. Determine whether 15, 45, 40, 120 are in proportion?</p> <p><u>Applying</u></p> <p>Use the picture to answer questions</p>  <p>Q Write the ratio shows the relationship of the number of triangles to the total .</p> <p><u>HOTS</u></p> <p>A motorbike travels 220 km in 5 liters of petrol. How much will it cover in 1.5 liters of petrol?</p> <p><u>Remembering</u></p>	<p><u>Story telling or creating a situation</u> <u>Demonstration</u></p> <p><u>Whole group instruction</u> <u>Hand on experience of setting up a shop</u></p> <p><u>Verification</u></p> <p><u>Computation</u></p> <p><u>Pairing and sharing</u></p>
<p>Science</p>	<p>THE WORLD OF LIVING</p>	<p>Each student will be able to:</p>	<p>Experiential Learning</p>	<p>Progressive WS</p>

	<p>Getting to know plants</p> <p>Morphological structure and function of root, stem and leaves.</p> <p>Differences between Herb, shrub and trees.</p> <p>Structure of flower</p>	<p>Differentiate between Herbs, Shrubs and Trees with examples.</p> <p>Explain function & conduction in stems Comprehend the parts of a leaf & draw its diagram</p> <p>Define venation and explain its types with examples</p> <p>Define and explain transpiration.</p> <p>State functions of the root.</p> <p>Differentiate between tap and fibrous roots with example.</p> <p>Explain the term -stem is a two way street.</p> <p>Describe the parts of a flower and draw well labeled diagrams to show each part</p>	<p>1) Visit your garden to identify herbs, shrubs, trees, climbers, creepers.</p> <p>2) Collect samples or pictures of taproot, fibrous roots, underground stems and roots.</p> <div data-bbox="1189 316 1384 464" data-label="Image"> </div> <p>3) Collect samples of leaves to study its parts and differentiate between reticulate and parallel venation.</p> <p>4) Show transpiration in Plants.</p> <div data-bbox="1193 794 1447 995" data-label="Image"> </div> <p><small>Credit: Ming kei College, Hong Kong</small></p> <p>Observation & conclusion</p> <p>5) To show that leaves of plants have starch stored in them.</p> <p>6) To study the parts of a flower by dissection</p> <p>Art Integration</p>	<p>Analogies</p> <p>Fill in the blanks</p> <p>Match the column</p> <p>Circle the odd one out</p> <p>Test - Google form</p> <p>Case Study</p> <p>Graphic Organisers</p> <p>Entry & Exit tickets Group activities</p> <p>Role play</p>
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	<p>LIVING ORGANISMS & THEIR SURROUNDINGS</p> <ul style="list-style-type: none"> -Characteristic, -Habitat -Biotic and abiotic components (light,temperature, water,air,soil,fire) Habitat varies Aquatic,desert,mountain,etc 	<p style="text-align: center;">Common Flower Parts</p>  <p>Every student will be able to :-</p> <ul style="list-style-type: none"> -Explain the role of muscles in moving bones. -Differentiate between vertebrates and invertebrates. -Name and explain the mechanism of movement and the organs of locomotion of fish, birds, snakes, cockroaches, snails, etc. -Define habitat & adaptation and explain its significance. -List different types of habitat. -Describe biotic and abiotic components of habitats. 	<p>Leaf printing</p>  <ol style="list-style-type: none"> 1) List a diverse set of living organisms around us.  <ol style="list-style-type: none"> 2) To study modification in land & aquatic plants. 3) To study modification in land & aquatic animals. <p>Art Integration</p> <p>GROUP ACTIVITY - "Role Play"</p> <p>Adaptations of plants and animals in different habitats</p>	<p>Progressive WS Analogies</p> <p>Fill in the blanks</p> <p>Match the column</p> <p>Circle the odd one out</p> <p>Test - Google form</p> <p>Case Study</p> <p>Graphic Organisers</p> <p>Entry & Exit tickets</p> <p>Group activities</p> <p>Role play</p>
<p>Social Science</p>	<p><u>Motions of The Earth (9)</u></p> <p>Rotation:</p>	<p>Demonstrate the two kinds of</p>	<p><u>Revolution & Rotation!</u></p>	<p>Assignment work</p>

<p>North west India and foreign invasion</p> <p>Spread of Buddhism</p> <p>Role of trade & Silk route</p> <p>Role of Buddhist Monk</p> <p>Role of universities</p> <p>Chinese Pilgrim</p> <p>The Deccan and the Outside world</p> <p>Southern kingdom and the outside world</p> <p><u>Urban Livelihood (4)</u></p> <p>Income groups:</p>	<p>the decline of the Mauryas.</p> <p>Analyse the role of Ashoka and Kanishka in the spread of Buddhism in different countries.</p> <p>Explain how silk route changed the trading pattern in India.</p> <p>List how southern rulers encouraged overseas exploration.</p> <p>Explain the role of Satavahanas in expanding the internal and foreign trade.</p> <p>Mark the given locations on the political map of India.</p> <p>Mention the different income</p>	<p>the decline of the Mauryas.</p> <p>Analyse the role of Ashoka and Kanishka in the spread of Buddhism in different countries.</p> <p>Explain how silk route changed the trading pattern in India.</p> <p>List how southern rulers encouraged overseas exploration.</p> <p>Explain the role of Satavahanas in expanding the internal and foreign trade.</p> <p>Mark the given locations on the political map of India.</p> <p>Mention the different income</p>	 <p>Trace the silk route on the map and the countries and states it passed through. Why was it famous, does it still exist? (Application/ Knowledge)</p> <p>University Then & Now: (Nalanda University)</p>  <p>Write an article on Nalanda University. What was unique about the university and how it is different from the universities these days. (Research/ Knowledge)</p> <p><u>Comic Strip:</u></p>	<p>Class Participation</p> <p>Hots Questions</p> <p>Revision using AMP Technique</p> <p>MCQ Question</p> <p>Google Forms</p> <p>Activity Based</p> <p>Case Study</p> <p>Progressive Worksheet</p> <p>Assignment work</p> <p>Art Integration Activities</p>
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	<p>Work in offices</p> <p>Work in shops</p> <p>Work in factories</p> <p>Work on the roads</p> <p>Women workers in cities</p>	<p>groups of people.</p> <p>Assess the reasons for the migration of people from villages to cities.</p> <p>Describe the life of the following people in the cities:</p> <p>People working in offices.</p> <p>People working in shops.</p> <p>People working on roads.</p> <p>Analyze the role of SEWA in women emancipation.</p>	 <p>Prepare a script on the interaction of workers and organizations in various areas of the city and make a comic strip explaining their roles and functions. (Analyse/ Application/ Knowledge)</p>	<p>Class Participation</p> <p>Hots Questions</p> <p>Revision using AMP Technique</p> <p>MCQ Question</p> <p>Google Forms</p> <p>Activity Based</p> <p>Case Study</p> <p>Progressive Worksheet</p>
<p>Sanskrit</p>	<p>सप्तमी विभक्ति: - अधिकरणकारकम्</p> <p>मम परिवार: लृट् लकार: (भविष्यकाल)</p> <p>धातुरूप लेखन-गम्, पा(पिब), दृश्(पश्य), दा(यच्छ) लट्लकारेण</p> <p>शब्दरूप-बालक, लता, फल(सभी विभक्तियाँ)</p>	<p>प्रत्येक छात्र परापराधिगम के अन्तर्गत संस्कृत संबंध व अधिकरण कारक युक्त शब्दों का शुद्ध व स्पष्ट उच्चारण तथा लेखन कर पाएगा। विषय पर आधारित प्रश्नों के उत्तर लिख पाएगा। कम से कम आठ-दस हिन्दी कारक शब्दों को संस्कृत में लिख पाएगा।</p>	<p>अनुभवात्मक-कला समन्वित कार्य</p> <p>भाषासंवर्धनाय - वाचन गतिविधि- मम परिवार:/मम गृहम्</p> <p>परापराधिगम</p> <p>लृट् लकार संबंधी कार्य रचनात्मक कार्यम्</p> <p>वर्ली कला द्वारा परिवारवृक्ष: रचना गतिविधि</p>	<p>विषय से संबंधित मौखिक- लिखित प्रश्नोत्तर , अभ्यास कार्य तथा भाषा संवर्धन गतिविधियों, गूगललेख तथा गूगल प्रपत्र के माध्यम से मूल्यांकन किया जाएगा।</p>

	<p>सर्वनाम शब्दरूप- तत् किम् (त्रिषु लिंगेषु- सभी विभक्तियाँ)</p> <p>पशूनाम् संस्कृतनामानि कलासमन्वितकार्यम्</p>	<p>विभक्ति चिहनों का प्रयोग कला द्वारा जैसे संवाद वाचन/स्वपरिवयवाचन इत्यादि प्रस्तुत कर पाएगा।</p> <p>मम परिवार: अनुच्छेद का पठन कर पाएगा।</p> <p>लट् लकार के ४-५ वाक्यों द्वारा सरल चित्र वर्णन कर पाएगा।</p> <p>लृट् लकार में धातु रूप लेखन तथा वाक्य प्रयोग कर पाएगा।</p>		
French	<p>L'Heure</p> <p>Les Jours et Les Mois</p> <p>Les Nombres Ordinaux</p>	<p>Each student will be able to –</p> <p>Write numbers in the ordinal form.</p> <p>Tell time in french.</p> <p>Recite the days and months in french.</p>	<p>Art Integration-</p> <p>Draw a clock and decorate it with Mandala Art or Warli Art and show the time.</p> <p>Identify each month with a season or a festival in India and in France.</p>	<p>La Dictée</p> <p>(Listening Skills)</p> <p>1. Quelle heure est –il ?</p> <p>2. Répondez aux questions.</p> <p>3. Il y a combien de jours dans une année ?</p> <p>Class Test – L'Heure</p>
Spanish	<p>Unit 3 -</p> <p>Lesson 5 – Vida cotidiana</p>	<p>Each student will be able to</p> <p>do the conjugations of the irregular verb” Hacer”</p> <p>- tell time in spanish</p> <p>- describe daily routine.</p>	<p>Worksheets</p> <p>conjugate reflexive verbs for describing routine</p>	<p>Class test</p>

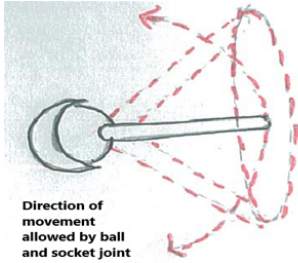
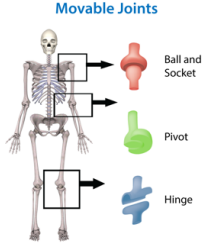

JANUARY

Subject	Topics to be Covered/ No. of Periods	Learning Outcome	Activities	Assessments
English	MCB UNIT 7: OTHER WORLDS, OTHER TIMES Section II: The Fun They Had GRAMMAR Revision of concepts covered Introduction and Discussion and guidance · prepositions conjunctions ACTIVITY BOOK UNIT VII	<p>Each student will be able to:</p> <p>pronounce the new words correctly</p> <p>-look for one synonym and one antonym for the words(new terminology) using the dictionary</p> <p>-construct meaningful sentences with new terminology</p> <p>- read the lesson loudly and clearly with correct pauses and mark new terminology</p> <p>- summarize a given portion in his or her words</p> <p>-trace an elements of fun ,joy and learning in the lesson/poem</p>	<p>-pre-class reading assigned</p> <p>- New terminology discussed (synonyms/antonyms)</p> <p>-framing of sentences using new words</p> <p>NEW VOCABULARY</p> <p>https://www.youtube.com/watch?v=ySEUio42W8</p> <p>Class activity:</p> <p>Students prepare a flow chart of the sequence of events.</p> <p>Experiential learning and Integrated Learning:</p> <p>Deepening reflection of the concept of creativity :</p> <p>Design a Spacecraft and share one unique feature or component</p> <p>Life S-List interesting activities</p>	<p>- Reading</p> <p>,Listening,speaking and writing activities assigned</p> <p>-Worksheets and questions-on the content covered, comprehension</p> <p>,Grammar and Vocabulary)</p> <p>-Short paragraph writing Handout-guidelines and checklist</p> <p>-Assessment of Speaking Skill through oral reading and discussion</p> <p>-Google forms/docs will be assigned</p> <p>--Quizizz</p>

	<p>WRITING SKILL</p> <p>Short composition writing Formal letter writing</p>	<ul style="list-style-type: none"> - answer probing questions -identify the prepositions and conjunctions in the given content -justify the theme of the unit using words/phrases/interpretations from the chapter summarize a given portion in his or her words /poem. - identify the value point in the plot/text -punctuate the given content -write a short paragraph within the specified word limit following the outline/framework. (refer to the guidelines and checklist given) <p>develops a reading habit</p>	<p>performed by a robot. (Integrated with technology)</p>	<p>-Jamboard activities</p> <p>- crosswords and graphic organisers</p>
Hindi	<p>मधुप पाठ - शहीदों के पत्र</p>	<p>प्रत्येक छात्र स्वतंत्रता संग्राम में शहीदों के योगदान को जान पाएगा</p>	<p>अनुसंधान कार्य: भारत के सैनिकों के पास मौजूद आधुनिक तकनीकों</p>	<p>गूगल आलेख व प्रपत्र द्वारा मूल्यांकन</p>

	<p>नवीन शब्दावली वाक्य रचना प्रश्न उत्तर</p> <p>पाठ -कुंडलियाँ नवीन शब्दावली वाक्य रचना प्रश्न उत्तर</p> <p>कालांश ४</p> <p>बाल राम कथा -लंका विजय</p> <p>व्याकरण - समास ,विज्ञापन</p> <p>लेखन - पत्र , अनुच्छेद ,अपठित गद्यांश</p>	<p>मातृ भक्ति व देशभक्ति को समझ पाएगा सांप्रदायिक एकता पर अपने विचार व्यक्त कर पाएगा।</p> <p>पाँच नवीन शब्दों का प्रयोग कर वाक्य रचना कर पाएगा ।</p> <p>पाठ पर आधारित मौखिक प्रश्नावली के उत्तर बता पाएगा ।</p> <p>चार लिखित प्रश्नों के उत्तर लिख पाएगा ।</p>	<p>की सूची बनाइए ।</p> <p>संगीतमय गतिविधि: वंदे मातरम गीत गायन गतिविधि</p> <p>कुंडली को गीत के रूप में गाना गतिविधि</p> <p>अनुसंधान कार्य: कुंडलियों से जुड़ी जानकारी एकत्रित कर प्रस्तुति बनाना ।</p>	<p>मौखिक चर्चा द्वारा।</p> <p>व्याख्यात्मक अभ्यास पत्र के माध्यम से।</p> <p>लिखित प्रश्नों के माध्यम से।</p> <p>मौखिक तथा लिखित कार्य की चर्चा व जाँच द्वारा।</p> <p>अभ्यास कार्यपत्र की चर्चा व निरीक्षण द्वारा व्याख्यात्मक लेखन व वाचन द्वारा</p>
<p>Math</p>	<p>Practical Geometry Construction of</p>	<p>Each student will be able to:</p>	<p>In a wheel every point on its boundary is at an equal distance</p>	


	<ol style="list-style-type: none"> 1. Circle 2. Line segment 3. Perpendicular to line through point on it 4. Perpendicular to a line through a point not on it 5. Perpendicular bisector to a line segment 6. Angles measuring – 30°, 60°, 90°, 180°, 15°, 45°, 135° 	Construct circles with the given radius , line segments , perpendicular , perpendicular bisector , different angles	<p>from its center . Mention a few such objects and draw them ?</p> <p><u>Understanding</u></p> <p>Draw any circle and mark points A , B , C such that</p> <ol style="list-style-type: none"> a) A is on the circle b) B is the interior of the circle <p><u>Applying</u> How will I construct a 15° angle ?</p> <p><u>Evaluating</u> Draw an angle of 70°. Make a copy of it using only a straight edge and compasses .</p> <p><u>INTER – DISCIPLINARY</u> Topic : Movements in animals Compare the joints and muscles of an animal.</p> <p>Integrated with arts : Make it a game!</p>	
Science	<p>BODY MOVEMENTS</p> <p>-Structure ,functions of human body</p> <p>-Human skeletal system</p> <p>-Gait of other animals like Fish, bird, cockroach,</p>	<p>Each student will be able to</p> <p>-To locate the position of joints in the human body and state its functions.</p> <p>-Compare different types of joints in the human body</p>	<p>Experiential learning</p> <p>1) To construct the ball and socket, hinge, fixed, pivot joint using readily available .</p>	<p>Progressive WS</p> <p>Analogies</p> <p>Fill in the blanks</p> <p>Match the column</p> <p>Circle the odd one out</p> <p>Test - Google form</p>

	<p>snails</p>	<p>and the movement demonstrated by them.</p> <p>-Name the different parts of the skeletal system.</p> <p>-Analyse advantages of skeleton.</p> <p>-Differentiate between bones and cartilage.</p> <p>-Describe rib cage and state its advantages</p>	 <p>Direction of movement allowed by ball and socket joint</p> <p>2) To observe a model of the skeleton and locate the various joints.</p>  <p>Movable Joints</p> <p>Ball and Socket</p> <p>Pivot</p> <p>Hinge</p>	<p>Case Study</p> <p>Graphic Organisers</p> <p>Entry & Exit tickets</p> <p>Group activities</p>
<p>Social Science</p>	<p>India: Climate, Vegetation and Wildlife (8)</p> <p>Weather & Climate</p> <p>Factors determining climate</p> <p>Indian seasons</p> <p>Natural Vegetation: Tropical rainforest Deciduous forest</p>	<p>Differentiate between climate & weather</p> <p>List the factors affecting the climate of India.</p> <p>Explain the cycle of seasons and mention the main features of each season.</p> <p>Differentiate Between advancing and retreating</p>	<p><u>Fact File:</u></p>  <p>Prepare a factfile highlighting the types of forests found in India. On an Indian map mark these forests and</p>	<p>Assignment work</p> <p>Art Integration Activities</p> <p>Class Participation</p> <p>Hots Questions</p> <p>Revision using AMP Technique</p> <p>MCQ Question</p> <p>Google Forms</p> <p>Activity Based</p>

	Chandragupta I Samudragupta	Write about the contribution made by: •Chandragupta I •Samudragupta	Find out about art & architecture during the Gupta Period. List the type of rocks used, art forms during that period and monuments/temples built under their rule. (Research/ Knowledge)	Class Participation Hots Questions Revision using AMP Technique MCQ Question Google Forms Activity Based Case Study Progressive Worksheet
Sanskrit	संबोधनम् (१) संधि- स्वर- दीर्घ स्वर संधि अपठित गद्यांश श्लोकाः (वाचन मूल्यांकन गतिविधि) समस्तकारकाधारित अनुवाद	प्रत्येक छात्र संस्कृत संबोधन युक्त शब्दों का शुद्ध व स्पष्ट उच्चारण तथा लेखन कर पाएगा। विषय पर आधारित प्रश्नों के उत्तर लिख पाएगा। कम से कम आठ-दस संबोधन शब्दों को संस्कृत में लिख पाएगा। विभक्ति चिह्नों का प्रयोग संस्कृत अनुवाद द्वारा कर पाएगा।	परापराधिगम वाचन गतिविधि- संबोधन शब्द रचना गतिविधि- संस्कृत कारक चिह्नों से वाक्य को आगे बढ़ाना तथा लेखन करना। भाषा संवर्धनाय - श्लोकों का श्रवण व वाचन कौशल परीक्षण	विषय से संबंधित मौखिक- लिखित प्रश्नोत्तर , अभ्यास कार्य तथा भाषा संवर्धन गतिविधियों, गूगलालेख तथा गूगल प्रपत्र के माध्यम से मूल्यांकन किया जाएगा।

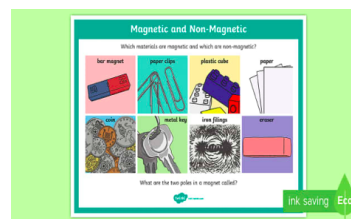
		5-6 शब्दों में संधि व संधिविच्छेद कर पाएगा।		
French	<ul style="list-style-type: none"> · Les saisons · Les Adjectifs Démonstratifs 	<p>Each student will be able to- Describe and compare the seasons of France and India.</p> <p>Use demonstrative adjectives before nouns based on their gender and number.</p>	Art Integration : Depict any one season using Madhubani Painting or Bharatnatyam Dance.	Décrivez les quatre saisons en France.
Spanish	<p>Unit 3 Lesson 6 – Me gustan las matemáticas</p>	<p>Each student will be able to</p> <p>Learn the vocabulary of subjects in spanish. To express likes and dislikes in spanish.</p>	Group activity - 4 students in their respective groups will present their likes and dislikes for the subjects in spanish.	Class test.
FEBRUARY				
Subject	Topics to be Covered/ No. of Periods	Learning Outcome	Activities	Assessments
English	<p>MCB</p> <p>UNIT 7: OTHER WORLDS, OTHER TIMES</p> <p>Section II: The Fun They</p>	<p>Each child will be able to:</p> <ul style="list-style-type: none"> - pronounce at least five new words correctly - read the lesson with correct pauses and mark new 	<p>Experiential learning:</p> <p>Deepening reflection of the concept of hardwork and perseverance:</p> <p>Students will find the important elements to improvise upon their</p>	<p>Worksheets and questions-on the content covered, comprehension</p> <p>,Grammar and Vocabulary)</p>

	Had Revision for Finals	<p>terminology</p> <p>-look for one synonym/ meaning for the</p> <p>Words(new terminology) by using the dictionary</p> <p>-summarize a given portion in his or her words(four points)</p> <p>- sequence the events in suitable order</p> <p>-identify the picture displayed and share two exciting features</p> <p>- spell at least four new words correctly</p> <p>- share one value point conveyed in the text</p> <p>-construct five sentences with new terminology</p>	<p>performance in every field by searching for five new inspiring words</p> <p>Worksheet on vocabulary,</p> <p>Students will be asked to revise the prepositions</p>	<p>- Writing Skills Revision</p> <p>-Assessment of Speaking Skill through oral reading and discussion</p> <p>-Google forms/docs will be assigned</p> <p>ANNUAL EXAMINATION SYLLABUS</p>
Hindi	<p>मधुप-</p> <p>पाठ -दर्यानुर</p> <p>नवीन शब्दावली</p> <p>वाक्य रचना</p> <p>प्रश्न उत्तर</p>	<p>प्रत्येक छात्र - नए शब्दों के अर्थ सीखेगा ।</p> <p>प्राचीन धरोहर के संरक्षण के</p>	<p>रचनात्मक कार्य : विश्व के सात आश्चर्यों की जानकारी एकत्रित कर एक लेख लिखे ।</p>	<p>गूगल आलेख व प्रपत्र द्वारा मूल्यांकन</p> <p>मौखिक चर्चा द्वारा।</p> <p>व्याख्यात्मक अभ्यास पत्र के</p>

	<p>पाठ- राजा नवीन शब्दावली वाक्य रचना प्रश्न उत्तर</p> <p>बाल राम कथा - राम का राज्याभिषेक</p> <p>व्याकरण - स्वर संधि ,वर्ण विच्छेद</p>	<p>दो उपाय बता पाएगा ।</p> <p>भारत के दो दर्शनीय स्थलों के नाम बता पाएगा ।</p> <p>मित्र की कोई दो विशेषता बता पाएगा ।</p> <p>चार प्रश्नों के सटीक उत्तर लिख पाएगा ।</p>	<p>अनुसंधान कार्य:</p> <p>ताजमहल के निर्माण से संबन्धित जानकारी खोज कर एक प्रस्तुति का निर्माण करें ।</p> <p>अनुभव जन्य अध्ययन: ताजमहल पर पर्यावरण से होने वाले बदलावों की सूची बनाइए ।</p> <p>कलात्मक गतिविधि : कल्पना के आधार पर कोहिनूर और दर्यानूर का प्रारूप बनाए ।</p>	<p>माध्यम से।</p> <p>लिखित प्रश्नों के माध्यम से।</p> <p>मौखिक तथा लिखित कार्य की चर्चा व जाँच द्वारा।</p> <p>अभ्यास कार्यपत्र की चर्चा व निरीक्षण द्वारा</p> <p>व्याख्यात्मक लेखन व वाचन द्वारा</p>
Math	Revision			
Science	<p>FUN WITH MAGNETS</p> <p>Magnet</p> <p>-Poles of magnet</p> <p>-magnetic and non magnetic materials</p> <p>-A freely suspended</p>	<p>Every student will be able to :-</p> <p>-Explain the discovery of natural magnets.</p>	<p>Experiential Learning</p> <p>- demonstrate how some things are attracted by a magnet while others are not</p>	<p>Progressive WS</p> <p>A bar magnet is cut into two pieces A and B, from the middle, as shown in Fig. 13.8.</p>  <p>Fig. 13.8</p> <p>Will the two pieces act as individual magnets? Mark the poles of these two pieces. Suggest an activity to verify your answer.</p> <p>Analogies</p> <p>Fill in the blanks</p> <p>Match the column</p>

REVISION FOR TERM II

- Differentiate between natural and artificial magnets and their types.
- Classify magnetic and non magnetic substances.
- Identify the poles of a magnet and state some properties
- Describe the construction and working of a magnetic compass.
- To make their own magnet
- Analyse the behaviour of magnets when they are brought near each other.
- How are temporary magnets different from permanent magnets



-To classify things into magnetic and nonmagnetic substances.

- To locate poles of a magnet. (LAB)



Fig. 13.4

-To show that magnets always align in a particular direction.(LAB)



A freely suspended magnet rests in north-south direction

-To show that like poles repel and unlike poles attract.

Art Integration

Shadow Drawing Artwork

<https://www.youtube.com/watch?v=vIKQq4-D8j4>

Circle the odd one out


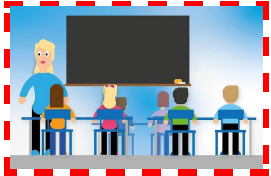
Test - Google form

Case Study

Graphic Organisers

Entry & Exit tickets

Group activities

<p>Social Science</p>	<p>Political Developments(continued 3 classes)</p> <p>Chandragupta Vikramaditya and his achievements</p> <p>REVISION FOR TERM II FINAL EXAMS</p>	<p>Analyze the role of Chandragupta II in political development in the country.</p> <p>Describe the Gupta administration & the society and religion under the Guptas.</p>	<p>TV Show!</p>  <p>Watch Vikram and Betaal and participate in the discussion based on it. (Application/ Analyse)</p>	<p>MCQ Question</p> <p>Google Forms</p> <p>Activity Based</p> <p>Case Study</p> <p>Progressive Worksheet</p>
<p>Sanskrit</p>	<p>चित्रवर्णनम् संस्कृत अनुवाद अपठित गद्यांश कर्ता- क्रिया मेलन वार्षिकपरीक्षीय पुनरावृत्ति</p>	<p>प्रत्येक छात्र</p> <p>चित्राधारित ४-५ संस्कृत वाक्य लिख पाएगा। कर्ता अनुसार क्रिया का प्रयोग कर सकेगा। धातुरूप का प्रयोग वचन तथा पुरुष अनुसार कर सकेगा। हिंदी वाक्यों का संस्कृत अनुवाद कर सकेगा।</p>	<p>क्रियात्मक गतिविधियाँ</p> <p>परापराधिगम के अन्तर्गत संस्कृतानुवाद , अपठित गद्यांश</p> <p>रचनात्मक-कार्यम्- चित्र आधारित संस्कृत वाक्य रचना करना।</p> 	<p>विषय से संबंधित मौखिक- लिखित प्रश्नोत्तर , अभ्यास कार्य तथा भाषा संवर्धन गतिविधियों, गूगललेख तथा गूगल प्रपत्र के माध्यम से मूल्यांकन किया जाएगा।</p>

			<p>कर्ता व क्रिया आधारित ऑनलाइन कार्यपत्र करना।</p> <p>हिंदी वाक्यों का संस्कृत अनुवाद करना।</p> <p>पठित विषय की आवृत्ति करना।</p>	
French	<ul style="list-style-type: none"> · Les Articles Contractés · Revision for the Final Exams 	<p>Students will be able to- Form sentences using contracted articles.</p> <p>They will clear all doubts and revise for the Final Exams.</p>	Worksheet – Revision for the Final Exam.	<ul style="list-style-type: none"> · Complétez avec les articles contractés. · Bilan - Revision <p>Final Exam (50 marks) Syllabus : Lessons 8 -14 All grammar topics. Writing Skill</p>
Spanish	Repaso y dudas.	Students will clear all the doubts and revise for the final examination.		
MARCH - Final Examination				