



Queens' College, Indore

Annual Curriculum Plan COMPENDIUM

Exam-Wise Syllabus

Class – V

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Dear Students

Success depends upon the efforts you put in your work. You can create a picturesque landscape for a better tomorrow only when you work industriously with a single-minded objective i.e. to reach your mission. Work with nerve and verve and you will surely create a milestone in all your endeavours.

The compendium will help you to organize your studies throughout the session. You will also be exposed to a variety of co-scholastic activities whereby you can unfold your talents.

The last page of the compendium has general tips to help you study all the subjects. Do read the tips.

I wish that this compendium will guide and help you in planning meticulously throughout the session.

GOD BLESS YOU ALL!

Ms. SmitaRathore

Principal

SUBJECT : ENGLISH

TERM I Month (March- September) Volume-1	ELO and Success Criteria
Oral + Written	Students will be able to:-
L-1 The Puppy Puzzle - Johnny Knew- It Abstract Nouns, Adjectives and Adverbs	COGNITIVE 1. Create an outline for a mystery story using its key elements. <ul style="list-style-type: none"> • Identify key elements of a mystery story • Describe the key elements of a mystery story (in own words) • Explain the key elements of a mystery story 2. Create sentences using abstract nouns. <ul style="list-style-type: none"> • Identify nouns in the given text • Describe the function/purpose of abstract nouns • Construct abstract nouns from adjectives 3. Create sentences using adjectives and adverbs. <ul style="list-style-type: none"> • Identify adjectives and adverbs in the given text • Describe the function/purpose of adjectives and adverbs

	<ul style="list-style-type: none"> • Construct adjectives and adverbs <p>SOCIAL(INDICATOR)</p> <ol style="list-style-type: none"> 1. Identify situations of conflict. 2. Analyse and improve cooperative behaviour in teams. <p>EMOTIONAL(INDICATOR)</p> <ol style="list-style-type: none"> 1. Analyse factors that influence ability/inability to self-regulate. 2. Identify different emotions.
<p>L-2 Magical Mysuru -My Trip to Mysuru</p> <p>Compound nouns and Prepositions</p>	<p>COGNITIVE</p> <ol style="list-style-type: none"> 1. Create a travelogue using its key elements <ul style="list-style-type: none"> • Identify elements of a travelogue • Describe a travelogue and its key elements • Explain elements of a travelogue 2. Create sentences using compound nouns. <ul style="list-style-type: none"> • Identify the nouns in the given text • Describe the function/purpose of compound nouns • Construct compound nouns using different parts of speech 3. Create sentences using prepositions of place. <ul style="list-style-type: none"> • Identify prepositions (of place) in the given text • Describe the purpose/function of prepositions of place

	<ul style="list-style-type: none"> • Demonstrate ability to use prepositions of place in sentences <p>SOCIAL(INDICATOR) 1. Explain the values of diverse views.</p> <p>EMOTIONAL(INDICATOR) Identify different emotions.</p>
<p>L-3 A Tiger's Plea - Save the Tiger</p> <p>Order of Adjectives and Pronouns</p>	<p>COGNITIVE</p> <p>1. Create an acrostic poem using its key elements.</p> <ul style="list-style-type: none"> • Identify elements of an acrostic poem • Describe elements of an acrostic poem • Explain the theme of an acrostic poem <p>2. Create sentences using suitable order of adjectives.</p> <ul style="list-style-type: none"> • Identify adjectives in the given text • Describe the functions of types of adjectives • Construct adjectives in the correct order in sentences <p>3. Create sentences using suitable pronouns.</p> <ul style="list-style-type: none"> • Identify types of pronouns in the given text • Describe the function/purpose of types of pronouns • Demonstrate ability to use different types of pronouns

SOCIAL(INDICATOR)

1. Describe how to make a difference in own community.
2. Describe factors contributing to positive relationships.

EMOTIONAL(INDICATOR)

1. Describe consequences of decisions.
2. Analyse factors that influence ability/inability to self-regulate.

L-4 A Glimpse into the Future
-The time Traveller's Diary

Future Tense- 'Going to'
and Future Continuous Tense

COGNITIVE

1. Explain the outline of a science-fiction story incorporating key elements of the genre.
 - Identify elements of a sci-fi story
 - Describe elements of a sci-fi story
2. Create sentences using 'going to' as a verb to indicate future time.
 - Identify the verbs in simple future tense
 - Explain the function/purpose of 'going to' as a verb in a sentence
3. Create sentences using verbs in future continuous tense.
 - Identify verbs in the simple future tense
 - Describe the action in sentences indicating future time
 - Explain the functions of future continuous tense

	<p>SOCIAL(INDICATOR) 1. Analyse and improve cooperative behaviour in teams.</p> <p>EMOTIONAL(INDICATOR) 1. Identify personal strengths and areas of improvement. 2. Analyse factors that influence ability/inability of self-regulate. 3. Identify different emotions. 4. Explain how different emotions influence their actions.</p>
<p>L-5 All in a Riddle -Oedipus and the Sphinx</p> <p>Correlative Conjunctions and Subject-Verb Agreement</p>	<p>COGNITIVE 1. Illustrate a plan for a mythological story incorporating its literary elements.</p> <ul style="list-style-type: none"> • Identify elements of a mythology • Describe elements of a mythology <p>2. Create sentences using correlative conjunctions with appropriate subject-verb agreement.</p> <ul style="list-style-type: none"> • Identify conjunctions in given sentences • Describe function/purpose of correlative conjunctions. • Construct sentences relating ideas/parts of a sentence using correlative conjunctions

	<p>SOCIAL(INDICATOR) 1. State that people in a community may have views different from theirs.</p> <p>EMOTIONAL(INDICATOR) 1. Analyse factors that influence ability/inability to self-regulate. 2. Describe consequences of decisions.</p>
<p>L-6 A Muddled Mess -The Muddlehead</p> <p>Phrases</p>	<p>COGNITIVE 1. Construct a poem incorporating tone (humour) as a key element.</p> <ul style="list-style-type: none"> • Identify elements of a poem • Describe elements of a poem (tone, rhyme, stanza) <p>2. Construct sentences using phrases.</p> <ul style="list-style-type: none"> • Identify sentences in given piece of text • Describe the components of a phrase <p>SOCIAL(INDICATOR) 1. Explain the values of diverse views.</p> <p>EMOTIONAL(INDICATOR) 1. Identify personal strengths and areas of improvement. 2. Analyse factors that influence ability/inability to self-regulate. 3. Set goals to assist them to self-regulate. 4. Describe consequences of decisions. 5. Identify different emotions.</p>

	6. Explain how different emotions influence their actions.
Writing + Reading Skills	
Paragraph Writing	<ol style="list-style-type: none"> 1. Well-structured paragraph, effectively and creatively present thoughts and words into a well-written paragraph. 2. Using relevant words, idioms and similes. 3. Using appropriate tense.
Story Outline	<ol style="list-style-type: none"> 1. Create an outline of a story using its key elements in given word limit. 2. Using relevant words, idioms and similes. 3. Using appropriate parts of speech.
Story Writing	<ol style="list-style-type: none"> 1. Create a story using its key elements. 2. Using relevant words, idioms and similes. 3. Using appropriate parts of speech and tense.
Creating a Travelogue	<ol style="list-style-type: none"> 1. Create a travelogue using its key elements. 2. Using relevant words, details of (planned) destination/place to visit. 3. Using appropriate parts of speech and tense.
Poem Writing	<ol style="list-style-type: none"> 1. Create a poem based on its appropriate form. 2. Using elements in suitable manner.
Unseen Passages	<ol style="list-style-type: none"> 1. Comprehending the passage . 2. Deriving and Writing answers of given questions (in detail or multiple choice).

Informal Letter

1. Write a letter using the appropriate format to sibling, friend or relative.

TERM II- October – February (Volume-2)	ELO and Success Criteria
Oral + Written	Students will be able to-
L-7 Back to Basics - School Begins! Present Perfect Tense and Quantifiers.	COGNITIVE 1. Create a plan for my own novel incorporating its key elements. <ul style="list-style-type: none"> • Identify key elements of a novel • Describe the key elements of a novel • Explain the key elements of a novel (based on the given text) 2. Create sentences using the present perfect tense. <ul style="list-style-type: none"> • Identify verbs in the simple present, present continuous tense • Describe the functions of present perfect tense • Construct verbs in the present perfect tense 3. Create sentences using quantifiers. <ul style="list-style-type: none"> • Identify quantifiers used to quantify/measure nouns • Describe the function/purpose of specific quantifiers • Demonstrates the ability to use suitable quantifiers with nouns

	<p>SOCIAL(INDICATOR)</p> <ol style="list-style-type: none"> 1. Explain the values of diverse views. 2. Analyse and improve cooperative behaviour in teams. 3. Describe ways of establishing and managing relationships. <p>EMOTIONAL(INDICATOR)</p> <ol style="list-style-type: none"> 1. Explain how different emotions influence their actions. 2. Describe how their strengths can be used. 3. Set goals to work on their areas of improvement.
<p>L-8 Aim for the Stars -How the Little Kite Learned to Fly</p> <p>Past Perfect Tense and Conjunctions</p>	<p>COGNITIVE</p> <ol style="list-style-type: none"> 1. Create a narrative poem incorporating rhyme as a key element. <ul style="list-style-type: none"> • Identify the elements of a narrative poem • Describe the elements of a narrative poem • Construct a rhyme as a key element of a narrative poem 2. Create sentences in the past perfect tense. <ul style="list-style-type: none"> • Identify verbs in the past tense (simple ,past continuous and perfect) • Describe the functions of the past perfect tense

- Demonstrate the ability to construct verbs in the past perfect tense
3. Create sentences using suitable conjunctions.
- Identify Conjunctions (in sentences)
 - Describe the purpose of specific conjunctions
 - Demonstrate the ability to link sentences using suitable conjunctions

SOCIAL(INDICATOR)

1. Identify factors that influence effective communication in relationships.
2. Describe how to make a difference in own community.

EMOTIONAL(INDICATOR)

1. Identify different emotions.
2. Analyse factors that influence ability/inability to self-regulate.
3. Describe how strengths can be used.
4. Set goals to work on their areas of improvement.

L-9 In the Lap of Luxury
-The Cat's Paradise

COGNITIVE

1. Create a plan for an autobiography incorporating its key elements.
 - Identify key elements of an autobiography
 - Describe key elements of an autobiography

<p>Direct and Indirect Speech</p>	<ul style="list-style-type: none"> • Explain the key elements of an autobiography (based on the given text) <p>2. Create sentences in direct and indirect speech.</p> <ul style="list-style-type: none"> • Identify sentences that use direct and indirect speech • Convert sentences from direct to indirect speech and vice-versa <p>SOCIAL(INDICATOR)</p> <p>1. Explain the value of diverse views.</p> <p>2. Describe ways of establishing and managing relationships</p> <p>EMOTIONAL(INDICATOR)</p> <p>1. Identify different emotions.</p> <p>2. Describe coping strategies used in a particular situation.</p> <p>3. Identify personal strengths and areas of improvement.</p>
<p>L-10 Much Ado About Nothing -Uncle Podger Hangs a Picture</p> <p>Active and Passive Voice and Adverbs of Degree</p>	<p>COGNITIVE</p> <p>1. Illustrate an outline for my drama incorporating its key elements.</p> <ul style="list-style-type: none"> • Identify key elements of a drama • Describe key elements of a drama (based on the given text) <p>2. Create sentences in active and passive voice</p> <ul style="list-style-type: none"> • Identify sentences (parts of a sentence-subject/object) in given text

- Describe the focus/emphasis in a sentence (to indicate active or passive voice)
 - Convert sentences from active to passive voice and vice-versa
3. Create sentences using adverbs of degree.
- Identify adverbs (in sentences)
 - Describe the function/purpose of adverbs of degree
 - Demonstrate the ability to use adverbs of degree (to indicate the intensity of a verb) in a sentence

SOCIAL(INDICATOR)

1. Describe how to make a difference in own community.
2. Describe factors contributing to positive relationships.
3. Describe ways of establishing and managing relationships.

EMOTIONAL(INDICATOR)

1. Analyse factors that influence ability/inability to self-regulate.
2. Set goals to assist them to self-regulate.
3. Identify different emotions.

L-11 At a Glance
-From a Railway Carriage

COGNITIVE

1. Create a short poem incorporating its key elements.

Question Tags	<ul style="list-style-type: none"> • Identify the key elements of a poem • Define the elements of a poem (in my own words) • Explain the key elements of a poem (mood/feeling) based on the given text <p>2. Create sentences using question tags.</p> <ul style="list-style-type: none"> • Identify interrogative sentences/questions • Describe the uses of question tags • Construct tags(from verbs) to ask a question <p>SOCIAL(INDICATOR)</p> <p>1. Explain the values of diverse views. 2. Identify factors that influence effective communication in relationships.</p> <p>EMOTIONAL(INDICATOR)</p> <p>1. Identify different emotions.</p>
Writing + Reading Skills	
Novel Writing	<p>1. Create a novel using its key elements.</p> <ul style="list-style-type: none"> • Using relevant words, idioms and similes. • Using appropriate tense and parts of speech.

Poem Writing	<ol style="list-style-type: none">1. Create a poem based on its appropriate form.<ul style="list-style-type: none">• Using elements in suitable manner.• Using suitable words, different parts of speech to express emotions and mood.
Autobiography	<ol style="list-style-type: none">1. Create an autobiography considering its key elements.<ul style="list-style-type: none">• Using elements in suitable manner.• Using suitable words, idioms, similes and different parts of speech to express emotions and mood.
Unseen Passages	<ol style="list-style-type: none">1. Comprehending the passage .2. Deriving and Writing answers of given questions (in detail or multiple choice).
Formal Letter	<ol style="list-style-type: none">1. Write an application using the appropriate format to the class teacher or the principal of the school

SUBJECT :HINDI

टर्म-1 (मार्च से सितम्बर)	विषयवस्तु	उद्देश्य विद्यार्थीनिम्न दक्षताप्राप्तकरेंगे-
मौखिक एवं लिखित पाठ्यक्रम	उत्कर्ष पाठ-1 बढ़े चलो, बढ़े चलो (कविता)	<ul style="list-style-type: none"> ■ कविता का लय सहित गायन/वाचन करना। ■ कविता के भावार्थ को समझना। ■ कविता पढ़कर नए तुकांत शब्द सीखना। ■ समर्पण व कर्मठता की भावना का विकास करना।
	पाठ-5 हम तेरे आभारी मेंट्रो (कविता)	<ul style="list-style-type: none"> ■ कविता का उचित हाव-भाव के साथ सस्वर वाचन करना। ■ आधुनिक यातायात के साधनों के बारे में जानकारी प्राप्त करना। ■ प्रत्यास्मरण शक्ति का विकास करना।
	पाठ-2 बालक चन्द्रगुप्त (ऐतिहासिक कहानी)	<ul style="list-style-type: none"> ■ वाचन कौशल का विकास करना। ■ बच्चों में तर्क-वितर्क शक्ति का विकास करना। ■ बच्चों में नैतिक मूल्यों का विकास करना। ■ क्षमता के अनुसार लक्ष्य प्राप्त करना।

	पाठ-4 बुद्ध की करुणा (एकांकी)	<ul style="list-style-type: none"> ■ एकांकी रूप में पठन-पाठन एवं पात्रानुकूल अभिनय करना। ■ प्रत्येक जीव की रक्षा करना। ■ नैतिक मूल्यों का जीवन में महत्त्व।
	पाठ-7 अब्बा (संस्मरण)	<ul style="list-style-type: none"> ■ पारिवारिक संबंधों का ज्ञान प्राप्त करना। ■ उर्दू शब्दों के उच्चारण का अभ्यास करना। ■ संवेदना, प्रेमसमर्पण की भावना का विकास करना। ■ माता-पिता के प्रति सम्मान व सेवा की भावना का विकास करना।
व्याकरण	भाषा और व्याकरण, वर्ण और शब्द, वाक्य, विराम चिह्न, संज्ञा के विकार सर्वनाम, विशेषण, विलोम, पर्यायवाची शब्द, मुहावरे एवं लोकोक्तियाँ, समश्रुत भिन्नार्थक शब्द	<ul style="list-style-type: none"> ■ भाषा की दक्षता का विकास करना। ■ नाम के महत्त्व को समझना। ■ लिंग, वचन में भेद करना सीखना। ■ उचित स्थान पर विराम चिह्नों का प्रयोग करना सीखना। ■ कारक चिह्नों से वाक्य निर्माण करना। ■ शब्दों में सूक्ष्म अंतर को समझकर उसका प्रयोग करना। ■ शब्द भंडार में वृद्धि करना।
रचनात्मकलेखन	औपचारिक एवं अनौपचारिक पत्र, संवाद-लेखन, कहानी निर्माण,	<ul style="list-style-type: none"> ■ लेखनकौशल, कल्पनाशीलता, रचनात्मकता, विचारात्मकता, अवलोकन शक्ति का विकास करना।

	अनुच्छेद लेखन, विज्ञापन लेखन	
अपठितबोध	अपठित गद्यांश एवं पद्यांश	<ul style="list-style-type: none"> ■ गद्यांश/पद्यांश को पढ़कर समझना एवं उससे संबंधित अभ्यास करना। ■ पठन व पाठन की क्षमता का विकास करना।
गतिविधि	विज्ञापन लेखन	<ul style="list-style-type: none"> ■ कल्पनाशीलता एवं रचनात्मकता का विकास करना।
टर्म-2 (अक्टूबर से फरवरी)	विषयवस्तु	उद्देश्य
मौखिक एवं लिखित पाठ्यक्रम	उत्कर्ष पाठ-9 चिट्ठी (कविता)	<ul style="list-style-type: none"> ■ कविता का लय सहित गायन/वाचन करना। ■ कविता के भावार्थ को समझना। ■ मानवीय संवेदनाओं व संबंधों का ज्ञान। ■ संदेश भेजने की प्रवृत्ति का विकास करना।
	पाठ-13 प्रभुतुममेरेमन की जानो (कविता)	<ul style="list-style-type: none"> ■ कविता का लय सहित गायन व सस्वर वाचन करना। ■ छुआछूत की कुरीति के बारे में जानकारी प्राप्त करना। ■ भावार्थ को समझकर उसे अपने दैनिक जीवन में प्रयोग करना। ■ प्रत्यास्मरण शक्ति का विकास करना।
	पाठ-8 बापू की पाती (पत्र)	<ul style="list-style-type: none"> ■ पात्रों के माध्यम से संबंधों को मजबूत बनाने का संदेश देना। ■ अच्छी आदतों का विकास करना।

	पाठ-11 राष्ट्रमंडल खेल (खेलजगत)	<ul style="list-style-type: none"> ■ आदर्श एवं अनुकरण वाचन का अभ्यास करना। ■ अनुमान एवं विश्लेषण करना। ■ विभिन्न खेलों के बारे में जानकारी प्राप्त करना। ■ ज्ञानात्मक कौशल का विकास करना।
	पाठ-14 अपराध (कहानी)	<ul style="list-style-type: none"> ■ नैतिक गुणों का विकास करना। ■ अच्छे व बुरे व्यवहार में अंतर समझना।
व्याकरण	क्रिया, विराम चिह्न, अविकारी शब्द, उपसर्ग-प्रत्यय, विलोम शब्द, पर्यायवाची शब्द, मुहावरे एवं लोकोक्तियाँ, अनेकार्थी शब्द, समश्रुत भिन्नार्थक शब्द, वाक्यांश के लिए शब्द,	<ul style="list-style-type: none"> ■ भाषिक दक्षता कौशल का विकास करना। ■ शब्द भंडार में वृद्धि करना। ■ शब्दों के सूक्ष्म अंतर को समझना। ■ एक ही शब्द के अलग-अलग स्थानों पर प्रयोग की क्षमता का विकास।
रचनात्मक लेखन	औपचारिक एवं अनौपचारिक पत्र, संवाद-लेखन, कहानी निर्माण, चित्र वर्णन, अनुच्छेद लेखन, ई-मेल	<ul style="list-style-type: none"> ■ लेखनकौशल, कल्पनाशीलता, विचारात्मकता आदि कौशल का विकास करना। ■ आधुनिक तकनीक से जोड़ने का प्रयास।
अपठितबोध	अपठित गद्यांश व पद्यांश	<ul style="list-style-type: none"> ■ पठन व पाठन की क्षमता का विकास करना। ■ गद्यांश को पढ़कर समझना एवं उससे संबंधित अभ्यास करना।
गतिविधि	डायरी लेखन	<ul style="list-style-type: none"> ■ लेखन कौशल का विकास करना।

MATHEMATICS

TERM – I Month – March- September (Volume-1)	ELO and Success Criteria
Oral + Written	Students will be able to :
Ch-1 Lines and Rays	<p>COGNITIVE</p> <ul style="list-style-type: none"> • Draw lines and line segments according to a given set of rules. <ol style="list-style-type: none"> a. Identify geometric elements. b. Name geometric elements. c. Measure line segments. d. Draw lines and line segments according to a given set of rules. • Create shapes of different number of sides. <ol style="list-style-type: none"> a. Name basic shapes. b. Identify the line segments in shapes. c. Identify length and breadth of shapes. d. Create shapes of different number of sides. <p>SOCIAL(INDICATOR)</p> <ul style="list-style-type: none"> • Describe ways of managing relationships.

	<p>EMOTIONAL(INDICATOR)</p> <ul style="list-style-type: none"> • Explain the effects of different emotions on themselves and others. <p>METACOGNITIVE</p> <ul style="list-style-type: none"> • Set goals for their learning.
<p>Ch-2 Angles and You</p>	<p>COGNITIVE</p> <ul style="list-style-type: none"> • Measure angles using a protractor. <ol style="list-style-type: none"> a. Identify angles in objects around you. b. Classify angles as acute, right, obtuse and straight angles. c. Measure angles using a protractor. • Create shapes with reflectional and rotational symmetry. <ol style="list-style-type: none"> a. Identify line(s) of symmetry in flat shapes. b. Identify rotational and reflectional symmetry in flat shapes. c. Create shapes with reflectional and rotational symmetry. <p>SOCIAL(INDICATOR)</p> <ul style="list-style-type: none"> • Identify factors that influence effective communication. <p>EMOTIONAL(INDICATOR)</p> <ul style="list-style-type: none"> • Identify personal strengths and areas of improvement. <p>METACOGNITIVE</p> <ul style="list-style-type: none"> • Statehow they respond to feedback.

Ch-3 The World of Numbers**COGNITIVE**

- Round off numbers to their nearest tens, hundreds or thousands.
 - a. Represent the same number in different ways (in words, in numerals , expanded form and standard form) using place and place value.
 - b. Compare numbers to sequence them in different orders.
 - c. Round off numbers to their nearest tens, hundreds, thousands or lakhs.
- Convert Indian system to International system of numeration and vice versa.
 - a. Identify Indian system and International system of numeration through place value charts.
 - b. Represent numbers in Indian system and International system using commas and words.
 - c. Convert Indian system to International system of numeration and vice versa.
- Represent Roman numerals as cardinal numbers and vice versa.
 - a. Identify Roman numerals.
 - b. Represent Roman numerals as cardinal numbers and vice versa.

SOCIAL(INDICATOR)

- Analyse and improve cooperative behaviour in teams.

EMOTIONAL(INDICATOR)

- Explain how different emotions influence their actions.

Ch-4 Arithmetic Operations**COGNITIVE**

- Solve problems using approximation.
 - a. Identify where to use approximation.
 - b. Solve problems using approximation.
- Verify solutions using approximation.
 - a. Identify the operations needed to solve a problem.
 - b. Solve problems using arithmetic operations.
 - c. Verify solutions using approximation.

SOCIAL(INDICATOR)

- Describe ways of managing relationships.

EMOTIONAL(INDICATOR)

- Explain the effects of different emotions on themselves and others.

Ch-5 Factors and Multiples**COGNITIVE**

- Apply divisibility test to check whether a number is divisible by 3, 4 and 9.
 - a. Apply divisibility test to check whether a number is divisible by 3, 4 and 9.
- Solve real life problems using HCF.
 - a. Find the highest common factor for a pair of numbers.
 - b. Solve real life problems using HCF .
- Solve real life problems using LCM.
 - a. Find the least common multiple for a pair of numbers.

	<p>b. Solve real life problems using LCM .</p> <p>SOCIAL(INDICATOR)</p> <ul style="list-style-type: none"> • Set goals to assist them to self regulate. <p>EMOTIONAL(INDICATOR)</p> <ul style="list-style-type: none"> • Describe strategies to resolve conflict. <p>METACOGNITIVE</p> <ul style="list-style-type: none"> • Describe how they monitor their progress.
<ul style="list-style-type: none"> • Ch-6 Area and Perimeter 	<p>COGNITIVE</p> <ul style="list-style-type: none"> • Calculate area and perimeter of rectangles and squares. <ol style="list-style-type: none"> Calculate perimeter of rectangles and squares. Calculate area of rectangles and squares. • Calculate area of complex shapes. <ol style="list-style-type: none"> Calculate area of complex shapes. • Create irregular shapes that tessellate. <ol style="list-style-type: none"> Predict if a shape can tessellate. Identify the repeating unit in Tessellations. Create different tessellations using triangles and quadrilaterals. Create irregular shapes that tessellate. <p>SOCIAL(INDICATOR)</p> <ul style="list-style-type: none"> • Describe strategies to resolve conflict.

	<p>EMOTIONAL(INDICATOR)</p> <ul style="list-style-type: none"> • Explain the effects of different emotions on themselves and others. <p>METACOGNITIVE</p> <ul style="list-style-type: none"> • Set goals for their learning . • Describe how they monitor their progress.
<ul style="list-style-type: none"> • Ch-7 Volume 	<p>COGNITIVE</p> <ul style="list-style-type: none"> • Create different shapes of same volume. <ol style="list-style-type: none"> a. Identify unit of volume. b. Derive formulae for volume of a cube and cuboid. c. Create different shapes of same volume. • Create a volume measuring device. <ol style="list-style-type: none"> a. Measure volume of objects using water displacement method. b. Convert between millilitre, litre and cubic centimeter. c. Create a volume measuring device. <p>SOCIAL(INDICATOR)</p> <ul style="list-style-type: none"> • Describe ways of managing relationships. <p>EMOTIONAL(INDICATOR)</p> <ul style="list-style-type: none"> • Identify personal strengths and areas of improvement.
<p>Ch-8 Patterns</p>	<p>Students will be able to</p> <p>COGNITIVE</p>

- Create progressive patterns.
 - a. Identify the rules of a pattern(triangular and square- growing pattern, progressive pattern)
 - b. Describe the rules of a progressive pattern (triangular and square- growing pattern, progressive pattern)
 - c. Create progressive patterns.

SOCIAL(INDICATOR)

- Analyse and improve cooperative behaviour in teams.

EMOTIONAL(INDICATOR)

- Set goals to assist them to self regulate and describe ways of managing relationships.

METACOGNITIVE

- Set goals for their learning.

TERM – II**October to February
(Volume-2)****ELO and Success Criteria****Oral + Written**

Students will be able to:

Ch-9 Simple Fractions**COGNITIVE**

- Compare and arrange fractions.
 - a. Reduce fractions to its lowest fraction.
 - b. Compare and arrange fractions.
- Solve real life problems.
 - a. Add, subtract, multiply or divide unlike fractions.
 - b. Solve real life problems.

SOCIAL(INDICATOR)

- Describe ways of managing relationships.

Ch-10 Decimal Fractions**COGNITIVE**

- Represent fractions as decimals and vice versa.
 - a. Identify face value, place and place value of decimals.
 - b. Expand decimals using face value, place and place value.
 - c. Represent fractions as decimals and vice versa.
- Arrange decimals in ascending and descending order.
 - a. Identify types of decimals.
 - b. Convert unlike decimals into like decimals.
 - c. Compare decimals.
 - d. Arrange decimals in ascending and descending order.

SOCIAL(INDICATOR)

- Describe ways of managing relationships.

	EMOTIONAL(INDICATOR) <ul style="list-style-type: none">Analyse factors that influence ability/inability to self regulate.
Ch-11 Operations of Decimal Fractions	COGNITIVE <ul style="list-style-type: none">Solve addition and subtraction decimal problems based on real life situations.<ol style="list-style-type: none">Add and subtract decimal numbers.Solve real-life decimal problems based on addition and subtraction.Multiply decimals with decimal number.<ol style="list-style-type: none">Multiply decimals by 10, 100, 1000.Multiply decimals with a whole number.Multiply decimals with decimal number.Solve real life decimal problems based on multiplication.
Ch-12 Tracking Time	COGNITIVE <ul style="list-style-type: none">Solve real-life problems based on duration of time.<ol style="list-style-type: none">Convert between different units of time(hours and minutes to minutes, hours to days and hours, minutes to hours and minutes, seconds to minutes and seconds)Calculate the duration between two dates.Solve real life problems based on duration of time. SOCIAL(INDICATOR) <ul style="list-style-type: none">Improve cooperative behavior in teams.

	<p>EMOTIONAL(INDICATOR)</p> <ul style="list-style-type: none">Analyse factors that influence ability/inability to self- regulate. <p>METACOGNITIVE</p> <ul style="list-style-type: none">Identify common techniques they use for learning.
Ch-13 Profit and Loss	<p>COGNITIVE</p> <ul style="list-style-type: none">Solve real life problems on profit and loss.<ol style="list-style-type: none">Identify the value of a product as cost price and selling price.Calculate profit or loss in a transaction.Solve real life problems on profit and loss. <p>SOCIAL(INDICATOR)</p> <ul style="list-style-type: none">Set goals to assist them to self-regulate.
Ch-14 Percentage	<p>COGNITIVE</p> <ul style="list-style-type: none">Express a given number/ quantity as a percentage.<ol style="list-style-type: none">Define percentage as parts per hundred.Express a given number/ quantity as a percentage.Solve real life problems on percentage.<ol style="list-style-type: none">Convert percentages to fractions and vice versa.Convert decimals to fractions and vice versa.Solve real life problems on percentage. <p>EMOTIONAL(INDICATOR)</p>

	<ul style="list-style-type: none"> Identify personal strengths and areas of improvements. <p>METACOGNITIVE</p> <ul style="list-style-type: none"> Describe how they monitor their progress.
<p>Ch-15 Circle Graphs</p>	<p>COGNITIVE</p> <ul style="list-style-type: none"> Interpret data using circle graphs. <ol style="list-style-type: none"> Collect data using surveys. Represent data using bar graphs and circle graphs. Interpret data using circle graphs. <p>EMOTIONAL(INDICATOR)</p> <ul style="list-style-type: none"> Analyse what they have learnt about themselves.

GENERAL SCIENCE

Term I March- September (Volume-1)	ELO and Success Criteria
Oral+Written	Students will be able to :-
Ch 1: Pretty with a Purpose	<p>COGNITIVE</p> <p>1) Describe the functions of the parts of a flower that enable reproduction in plants.</p> <ul style="list-style-type: none"> Identify the parts of a flower that help reproduction in plants

- Describe the functions of the parts of a flower that help reproduction in plants
- 2) Explain why we must take care of plants and pollinators.
- Describe how plants and animals depend on each other (range: pollination)
 - Explain why we must take care of plants and pollinators

SOCIAL(INDICATOR)

1. Describe the simple relationship between others and being helped.
2. Describe factor contributing to positive relationships.

Ch 2: Animals on Our Planet**COGNITIVE**

- 1) Explain the characteristics of an animal based on its type.
 - Identify the characteristics of an animal
 - Describe the characteristics of animal
 - Compare and contrast the characteristics of animals
 - Explain the characteristics of an animal based on its type

EMOTIONAL(INDICATOR)

1. Describe factors contributing to positive relationships.

Ch 3: Powerhouse**COGNITIVE**

- 1) Describe the transformation between the different forms of energy.
 - Identify different forms of energy
 - Describe the transformation between the different forms of energy
- 2) Evaluate the usage of energy from different sources.
 - Name different sources of energy
 - Differentiate between the sources of energy (range: renewability, pollution caused)
 - Evaluate the usage of energy from different sources (range: renewability, pollution caused)
 - Create a presentation that illustrate the sustainable usage of energy from different sources

EMOTIONAL(INDICATOR)

- 1) Describe coping strategies used in a particular situation.
- 2) Explain how different emotions influence their actions.
- 3) Analyse factor that influence ability/inability to self-regulate.

Ch 4: They go on and on**COGNITIVE**

- 1) Explain the functions of the respiratory system
 - Name the organs of the respiratory system
 - Explain the functions of the respiratory system
- 2) Explain how the circulatory and respiratory system works in coordination.
 - Name the organs of circulatory system
 - Describe the role of each organ in the working of the circulatory system
 - Explain how the circulatory and respiratory system work in coordination
- 3) Describe ways to care for our body
 - Identify the need to care for our body
 - Describe ways to take care for our body
(range: respiratory and circulatory systems)

EMOTIONAL(INDICATOR)

- 1) Explain how different emotions influence their actions.
- 2) Explain the effect of their different emotions and actions on others.
- 3) Analyse factors that influence the ability to self-regulate.

	<p>SOCIAL(INDICATOR)</p> <ol style="list-style-type: none"> 1) Identify factor that influence effective communication in relationships. 2) Describe factors contributing to positive relationships. 3) Analyse and improve cooperative behaviour in teams.
<p>Ch 5: The Crux of the Matter</p>	<p>COGNITIVE</p> <ol style="list-style-type: none"> 1) Explain the behaviour of particles using change in state of matter. <ul style="list-style-type: none"> • Summarise the properties of different state of matter • Describe the behaviour of particles in different states of matter • Explain the behaviour of particles using changes in the state of matter <p>SOCIAL(INDICATOR)</p> <ol style="list-style-type: none"> 1) Analyse and improve cooperative behaviour in teams. <p>EMOTIONAL(INDICATOR)</p> <ol style="list-style-type: none"> 1) Analyse factors that influence ability/inability to self-regulate. 2)
<p>Term II October- February (Volume-2)</p>	<p>ELO and Success Criteria</p>

Oral+Written	Students will be able to :-
Ch 6: You are What You Eat	<p>COGNITIVE</p> <ol style="list-style-type: none"> 1) Propose ways to ensure the intake of balance meal. <ul style="list-style-type: none"> • Describe the kinds of food in a meal • Analyse the kinds of food in a meal • Propose ways to ensure the intake of a balanced meal 2) Evaluate the importance of healthy food habits. <ul style="list-style-type: none"> • Describe food habits (range: food choices based on how food is cooked/packed) • Evaluate the importance of healthy food habits (range: food choices based on how food is cooked/packed)
Ch 7: Survival of the Fittest	<p>COGNITIVE</p> <ol style="list-style-type: none"> 1) Explain how the adaptation of living things helps them survive. <ul style="list-style-type: none"> • Identify the adaptations of living things • Describe the adaptations of living things • Explain how the adaptations of living things help them survive <p>EMOTIONAL(INDICATOR)</p> <ol style="list-style-type: none"> 1) Describe how their strength can be used.

Ch 8: From a Drop to the Ocean**COGNITIVE**

- 1) Explain changes that occur during the water cycle.
 - Identify stages of the water cycle.
 - Describe stages of water cycle
 - Explain changes that occur during the water cycle
- 2) Explain common ways in which water is purified.
 - Describe the need to purify water
 - Explain common ways in which water is purified

EMOTIONAL(INDICATOR)

- 1) Describe how their strength can be used.
- 2) Describe consequences of decisions.

Ch 9: Making it Simple**COGNITIVE**

- 1) Explain the uses of simple machines.
 - Identify simple machines
 - Describe simple machines
 - Explain the uses of simple machines
- 2) Create a working model of a machine to perform a function.
 - Compare and contrast complex machines from simple machines

	<ul style="list-style-type: none"> • Create a working model of a machine to perform a function <p>SOCIAL(INDICATOR)</p> <p>1) Describe strategies to resolve conflict in a variety of situations.</p> <p>EMOTIONAL(INDICATOR)</p> <p>1) Explain the effect of their different emotions and actions on others. 2) Identify personal strengths and areas of improvement. 3) Describe how their strengths can be used. 4) Set goals to work on their areas of improvement.</p>
Ch 10: The Voyage to Outer Space	<p>COGNITIVE</p> <p>1) Explain the uses of space exploration.</p> <ul style="list-style-type: none"> • List techniques of space exploration • Describe the techniques of space exploration • Explain the uses of each technique of space exploration <p>EMOTIONAL(INDICATOR)</p> <p>1) Identify personal strength and areas of improvement. 2)Set goals to work on their areas of improvement.</p>

SOCIAL SCIENCE

**Term I Month- March-
September(Volume-1)**

ELO and Success Criteria

Oral + Written	Students will be able to :-
Ch-1 : Tracing our Story	<p>COGNITIVE</p> <p>1) Match the changes that took place as apes evolved to upright humans, to their effects.</p> <ul style="list-style-type: none">• Name our earliest ancestor, who began to walk upright.• List the changes that took place when apes evolved into upright humans.• Match the changes that took place as apes evolved to upright humans, to their effects. <p>2) Compare and contrast the features of the four periods of the Stone Age.</p> <ul style="list-style-type: none">• Explain why the Stone Age is called so.• Map the events to the time period of the Stone Age in which they took place in.• Compare and contrast the features of the four periods of the Stone Age. <p>3) Create a flip book to show the major stages and development of the Stone age.</p> <ul style="list-style-type: none">• Identify a given source as primary or secondary, and justify.• Compare the characteristics of primary and secondary sources of history.• Create a flip book to show the major stages and development of the Stone Age. <p>SOCIAL(INDICATOR)</p>

	<p>1) Identify cooperative behaviours in play and teams</p> <p>EMOTIONAL(INDICATOR)</p> <p>1) Identify personal skills and areas of improvement.</p>
<p>Ch-2 : Evolution of Transport and Communication</p>	<p>COGNITIVE</p> <p>1) Explain the causes that led to the development of different modes of transport over the years.</p> <ul style="list-style-type: none"> • Identify the stages of the development transport. • Explain the causes that led to the development of different modes of transport over the years. <p>2) Predict a new means/modes of transport/communication that could exist in the future.</p> <ul style="list-style-type: none"> • Identify the stages of evolution of communication. • Explain the advantages of the latest means of communication over the past. • Predict a new means of transport/communication that could exist in the future. <p>SOCIAL(INDICATOR)</p> <p>1) State positive ways of interacting in relationships.</p> <p>EMOTIONAL(INDICATOR)</p>

	1) Identify personal strengths and areas of improvement.
Ch-3 : Of the people, By the People	<p>COGNITIVE</p> <p>1) Analyse a given scenario to identify the responsibilities of a government.</p> <ul style="list-style-type: none">• Match functions to the organs of a government.• Analyse a given scenario to identify the responsibilities of a government. <p>2) Apply the guiding principles of the constitution of India to real life scenarios.</p> <ul style="list-style-type: none">• Identify the characteristics of a constitution.• Explain the need for a constitution.• Apply the guiding principles of the constitution of India to real life scenarios. <p>3) Create a constitution and government for my class.</p> <ul style="list-style-type: none">• State the fundamental rights of an Indian citizen.• List the fundamental duties of an Indian citizen.• Analyse real life situations and associate the fundamental rights they deal with.• Create a constitution and government for my class. <p>SOCIAL(INDICATOR)</p> <p>1) Identify situations of conflict.</p> <p>2) Describe the relationship among different members in a community for its</p>

progress.

3) State positive ways of interacting in relationships.

EMOTIONAL(INDICATOR)

1) Describe influences for particular emotions.

Ch-4 : Who Governs

COGNITIVE

1) Distinguish the roles and responsibilities at the different levels of government.

- Name the different levels of government.
- Distinguish the roles and responsibilities at the different levels of government

2) Explain the importance of elections in a democracy.

- State the meaning of 'elections' in a democracy.
- Explain the importance of elections in a democracy.

3) Sequence the stages in an election process.

- Sequence the stages in an election process.

4) Apply the election process in a classroom setting/scenario.

- Explain the importance of voting in an election.
- Interpret the consequences of not voting in an election.
- Apply the election process in a classroom setting/scenario.

SOCIAL(INDICATOR)

	<p>1) Identify factors that influence effective communication in relationships.</p> <p>EMOTIONAL(INDICATOR)</p> <p>1) Identify their likes, dislikes, needs and wants.</p>
<p>Ch-5 : Earth's Reference Points</p>	<p>COGNITIVE</p> <p>1) Locate places on a map using the intersection of horizontal and vertical lines as reference points.</p> <ul style="list-style-type: none">• Locate places on a map using the intersection of horizontal and vertical lines as reference points <p>2) Locate different places on the map with the help of latitudes.</p> <ul style="list-style-type: none">• Explain the terms- latitudes and longitudes.• Locate different places on the map with the help of latitudes and longitudes. <p>3) Relate the latitude of a place to the climatic zone it belongs to.</p> <ul style="list-style-type: none">• Identify the temperature zone that India lies in.• Identify the major temperature zones of Earth.• Relate the latitude of a place to the climatic zone it belongs to. <p>SOCIAL(INDICATOR)</p> <p>1) Analyse and improve cooperative behavior in teams.</p>

	<p>EMOTIONAL(INDICATOR)</p> <p>1) Identify different emotions.</p> <p>2) Describe the influences for particular emotions.</p>
Ch- 6 : Weather and Climate	<p>COGNITIVE</p> <p>1) Interpret the components of weather</p> <ul style="list-style-type: none"> • State the meaning of weather. • Interpret the components of weather[range: temperature, rainfall, wind, sunshine, cloud, humidity]. <p>2) Analyse differences in climate based on various factors.</p> <ul style="list-style-type: none"> • List the factors that affect the climate of a place. • Compare and contrast weather and climate. • Analyse differences in climate between regions based on the various factors. <p>SOCIAL(INDICATOR)</p> <p>1) Identify cooperative behavior in play and teams.</p> <p>EMOTIONAL(INDICATOR)</p> <p>1) Describe different emotions.</p> <p>2) Describe influences for particular emotions.</p>
Ch-7 : India and Neighbours	COGNITIVE

	<p>1) Compare and contrast a continent and a subcontinent.</p> <ul style="list-style-type: none"> • Locate the countries belonging to the Indian subcontinent. • State the physical features forming the boundaries of the Indian subcontinent. • Describe India as a part of the Indian subcontinent. • Compare and contrast a continent and a subcontinent. <p>EMOTIONAL(INDICATOR)</p> <p>1) Identify their likes, dislikes, needs and wants.</p>
<p>Term II Month- October-February(Volume-2)</p>	<p style="text-align: center;">ELO and Success Criteria</p>
<p style="text-align: center;">Oral + Written</p>	<p style="text-align: center;">Students will be able to :-</p>
<p>Ch-8 : Climate of India</p>	<p>COGNITIVE</p> <p>1) Explain how geographical features cause variations in climate of India.</p> <ul style="list-style-type: none"> • Describe the variations in climate (range: three main seasons of India) • Explain how geographical features cause variations in climate of India. <p>2) Analyse the different approaches people take to adapt to different seasons.</p> <ul style="list-style-type: none"> • Explain the effect of climate variations on human lifestyle (range: food, shelter, clothing and occupation). • Analyse the different approaches people take to adapt to different seasons due

to variations in climate.

SOCIAL(INDICATOR)

1) Share and cooperate in play and teams.

EMOTIONAL(INDICATOR)

1) Identify emotions that cause select emotions.

2) State coping strategies.

Ch-9 : Earth's Lungs

COGNITIVE

1) Explain why forests are important to us.

- State what forests are
- Explain why forests are important to us

2) Relate the feature of trees to the forest type.

- Locate the different types of forests on a map of India.
- Relate the feature of trees to the forest type.

3) Create a report on the forest type of the state I live in.

- Locate a few reserve forests on a map of India.
- Identify the states to which forests reserves belong on the map of India.
- Describe the measure taken by the Government of India to conserve forest reserve.

- Predict what could happen if forest were cleared for different purposes
- Create a report on the forest type of the state I live in

SOCIAL(INDICATOR)

- 1) Analyse and improve cooperative behavior in teams
- 2) Describe ways to make a difference to one's own community.

EMOTIONAL(INDICATOR)

- 1) Explain how different emotions influence their actions.

Ch-10 : Our Environment (**COGNITIVE**

- 1) Classify the components of natural environment as biotic and abiotic factors.
 - Describe biotic and abiotic factors in the environment.
 - Classify the components of natural environment as biotic and abiotic factors.
- 2) Explain the interdependence between the biotic and abiotic factors of the environment.
 - List instances of interdependence between the biotic and abiotic factors of the environment.
 - Explain the interdependence between the biotic and abiotic factors of the environment.
- 3) Reflect on one's own contributions to help protect the environment.

- Describe the causes and effects of global warming.
- Describe ways to reduce global warming.
- Explain the impact of human activities on the environment.
- Reflect on one's own contributions to help protect the environment.

SOCIAL(INDICATOR)

- 1) Identify the community they belong to.
- 2) Set goals to work on their areas of improvement.

EMOTIONAL(INDICATOR)

- 1) Identify situations that cause selected emotions.

Ch-11: Natural Resources**COGNITIVE**

- 1) Describe the use of natural resources.
 - Identify natural resources.
 - Describe a resource.
 - Describe the use of natural resources.
- 2) Compare and contrast renewable and non renewable resources.
 - Identify the two types of natural resources
 - Describe the uses of renewable and non renewable resources.

- Compare and contrast renewable and non renewable resources.
- 3) Propose ways to conserve natural resources.
- Describe ways to reduce global warming
 - Explain the impact of human activities on the environment.
 - Hypothesis what will happen if we run out of natural resources
 - Propose ways to conserve natural resources.

SOCIAL(INDICATOR)

- 1) Describe ways they help at home and school.
- 2) Describe the relationship among different members of a community for its progress.

Ch-12 : The Other Side of Nature

COGNITIVE

- 1) Describe the indicators and after effects of different natural disasters.
 - Identify natural disasters from images.
 - Describe the indicators and after-effects of different natural disasters.
- 2) Role play the precautions taken to minimize the effects of a natural disaster.
 - Explain the need for readiness of a community and its governing bodies for an upcoming natural disaster.

- Predict the effect of absence of a warning system for natural disasters
- Role play the precautions taken to minimise the effects of a natural disaster.

SOCIAL(INDICATOR)

- 1) Describe factors contributing to positive relationships.
- 2) Describe how to make difference in one's own community.
- 3) Identify cooperative behavior in play and teams.

EMOTIONAL(INDICATOR)

- 1) Analyse factors that influence ability/inability to self-regulate.

Ch-13 : Agriculture Matters

COGNITIVE

- 1) Differentiate food crops from non-food crops and cash crops from subsistence crops.
 - Describe the different ways in which agricultural crops can be classified
 - Differentiate food crops from non-food crops and cash crops from subsistence crops
- 2) Explain the role of livestock in agriculture.
 - Explain the role of livestock in agriculture.
- 3) Create a questionnaire and interview a farmer.
 - Explain the advantages of modern methods of farming

- Evaluate how modern methods of farming can help farmers solve their problems.
- Create a questionnaire and interview a farmer.

SOCIAL(INDICATOR)

- 1) State that people in a community may have views different from theirs.

EMOTIONAL(INDICATOR)

- 1) Describe consequences of decisions.

Ch-14: Industries around us**COGNITIVE**

- 1) Explain the importance of industries.
 - Classify goods as raw materials and finished goods.
 - Describe the word 'industry'.
 - Categorize industries as manufacturing and service.
 - Explain the importance of industries.
- 2) Contrast large scale and small scale industries.
 - Classify industries as small-scale and large-scale
 - Contrast large scale and small scale industries.
- 3) Create my own plan for an industry.

- Match leading Indian companies with their industries.
- Create my own plan for an industry.

SOCIAL(INDICATOR)

1) Identify diverse views held by people.

EMOTIONAL(INDICATOR)

- 1) Identify their likes, dislikes, needs and wants.
- 2) Identify cooperative behavior in play and teams.

Ch-15 : United we Stand**COGNITIVE**

- 1) Analyse the significance of the UN in today's world.
 - Identify the reasons for the formation of the UN
 - Describe the objectives of the UN related to a scenario
 - Analyse the significance of the UN in today's world.
- 2) Associate the functions of an agency of the UN to a specific issue.
 - Identify the various organs of the UN
 - Identify the various agencies of the UN
 - Associate the functions of an agency of the UN to a specific issue.

SOCIAL(INDICATOR)

- 1) Identify cooperative behavior in play and teams.
- 2) State that people in a community may have views different from theirs.

EMOTIONAL(INDICATOR)

- 1) Explain how different emotions influence their actions.
- 2) Identify factors that influence effective communication in relationships.

COMPUTER

TERM I	<u>Learning Skills</u>	TERM I	<u>Learning Skills</u>
Ch 1- Evolution of Computer	<ul style="list-style-type: none"> • History • Generation • Types of computer 	Ch 4- Working with Tables	<ul style="list-style-type: none"> • Creating a Table • Entering data, modifying and Formatting a table • Changing column width • Splitting and merging cells • Applying borders and shading • Calculations in Table
Ch2- Types of Software	<ul style="list-style-type: none"> • Software: Application ,System • Types of System software • Operating System • Types of Application software • Graphics, Multimedia and Presentation software 	Ch5- Microsoft Powerpoint 2010	<ul style="list-style-type: none"> • New Presentation • Using built-in Templates • Applying themes • Changing color scheme and background color • Smart Art
Ch3- Managing Files and Folders	<ul style="list-style-type: none"> • Windows Explorer • Folder options: Moving, copying, deleting, restoring, searching • Sorting files 	Ch6- Slide Organization in	<ul style="list-style-type: none"> • Rearranging Slides • Editing text objects • Moving , copying and deleting objects • WordArt, ClipArt, Shapes

- Working with multiple applications.

PowerPoint

- Formatting Graphics&Using Shadow effects

TERM II**Learning Skills****Ch7- Formatting a Presentation**

- Slide Master
 - New Custom Layout
 - Using Fill Effects
- Applying Indents

Ch 8. Algorithm and Flowchart

- Algorithm
 - Flowcharts
 - Step by Step thinking to solve a problem
- Control flow

Ch9- Programming in Scratch

- Using mathematical operators
- Generating random numbers
- Bouncing a ball up and down
- Counting length of a word
- Applying condition in programming

Ch10-

- Netiquettes

Internet

- E-mail: features, attaching, replying and forwarding
- Managing contacts
- Log out

GENERAL KNOWLEDGE

Term I Month- March- September	Term II Month- September- February
<ol style="list-style-type: none"> 1. Hello India 2. Profile of India 3. Dances of India 4. Seven Wonders of the Ancient World 5. Seven Wonders of the Modern World 6. First in India 7. First in World 8. India's Superlatives 9. World's Superlatives 10. Animal's Superlatives 11. Fast facts 12. India: Sobriquets 	<ol style="list-style-type: none"> 17. Riverside cities of the World 18. Industrial Cities of India 19. Industrial Cities of the World 20. Flags of Different Countries 21. Capitals and Currencies 22. Abbreviations 23. Internal Organs of our body 24. Diseases 25. Timeline of Space Exploration 26. All purpose Terminology 27. Inventions 28. Newspapers and Their founders

13. World: Sobriquets

14. India: Changed Names of Some Places

15. World: Changed Names of Some places

16. Riversides Cities of India

29. Planets of our Solar System

30. Animals of the Past

31. Sports and games

32. Traffic Signs

ART & CRAFT

TERM-I	TERM-II
Jute Work *Making articles of daily use by using Jute	Newspaper Craft *Creating different paper objects using newspaper
Card Making *Paper cutting and pasting using different types of papers	Wall Hanging *Designer decorative wall hangings
Clay art * Clay modelling and forming different shapes	Fridge Magnets *Creating designer Fridge Magnets
Photo Frames *Unique Photo frames using different art materials	Hand Puppets *Making Colourful Hand puppets to enhance individual emotional Power

DRAWING & SKETCHING

SNO	TERM I	LEARNING OUTCOMES
1.	<ul style="list-style-type: none"> • Fruit Compositions • Still life in geometric shape 	Students will learn about <ul style="list-style-type: none"> • Stilllife
2.	<ul style="list-style-type: none"> • Perspective study • Parts of face sketching and shading 	Students will learn about <ul style="list-style-type: none"> • face sketching
3.	<ul style="list-style-type: none"> • Decorative drawing with color • Ganpati Sketching 	Students will learn about <ul style="list-style-type: none"> • Decorative Drawing

TERM-II

SNO	SUBJECT	LERARNING OUTCOMES
1	<ul style="list-style-type: none"> • Flower leaves designing • Landscape sketching 	Students will learn about <ul style="list-style-type: none"> • Different types of designing techniques
2	<ul style="list-style-type: none"> • Still life in shading • Animal sketching and shading 	Students will learn about <ul style="list-style-type: none"> • Coloring and shading effect

3	<ul style="list-style-type: none"> • Geometrical designing and coloring • Free hand drawing 	Students will learn about <ul style="list-style-type: none"> • Free hand drawing
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VOCAL MUSIC

TERM I	TERM II
<ul style="list-style-type: none"> • Introduction of Music and definition of Music • Aum Chant, Kharaj ka riyaaaz, vowels practice • Saptak knowledge or practice • Alankaars (1 to 5)in Aakaar • 10,thaat introduction and practice Raag Bhupali ,Introduction of sargam geet • Basic knowledge on taal and practice Teentaal,dadra,Keharawa taal 	<ul style="list-style-type: none"> • Raag bhupali alankaar, aroh,avroh pakad • Raag bhupali sargam geet • Raag bhupali tarana • Patriotic Song,moral songs,bhajan • Folk songs,devotional sons • Solo singing demonstration by children in class practice with mike

INSTRUMENTAL MUSIC (PERCUSSION/RHYTHM)

TERM – I	TERM – II
<p><u>For beginners:</u></p> <ul style="list-style-type: none"> • Introduction with Instruments • Recognition of Tones • Simple rhythm patterns on counts of 1,2,3& 1,2,3,4. <p><u>For Advance:</u></p> <ul style="list-style-type: none"> • Hand control exercise • Introduction of Rudiments 	<p><u>For beginners:</u></p> <ul style="list-style-type: none"> • Patterns style of Waltz. • Pattern style of Slow Rock & Disco. <p><u>For advance:</u></p> <ul style="list-style-type: none"> • Introduction of Paradiddles • Introduction of North Indian Rhythm Style

CLASSICAL DANCE

Term I	Term II
<ul style="list-style-type: none"> • Teen Taal –basic footwork • Tatkaar • Movements on different Shlokas 	<ul style="list-style-type: none"> • Different hand movements and Hastaka (Sayutkta and Asayukta) • Introduction of Todas- Teentaal (Advanced) and definitions.

- Folk dance /Patriotic Dance

- Annual Function Preparation.

WESTERN DANCE

Term I	Term II
<ul style="list-style-type: none"> • Freestyle (Basic Movements) • Developing sensitivity and musical talent • Aerobics • Hip-Hop (basic movements) • Jazz(Basic movements) • Ballet Stretches And posture development 	<ul style="list-style-type: none"> • Freestyle ,hip hop ,jazz –Advance Movements • Movement of Hand and Footwork • Annual Function. • Patriotic Dance through clubbing of western and Indian style. • Basic knowledge and Strength development for stunts

SKATING

TERM I	TERM II
<ul style="list-style-type: none">• Introduction of game• General safety measures• Walking with skates• Roll with skates• Speed skating side – A• T – break• Side A Turning• Side A crossing	<ul style="list-style-type: none">• Side B speed skating• Backward skating (shadow practice)• T – break• Dribbling with Ball• Side B turning• Side B crossing• Hockey Break

SWIMMING

TERM I	TERM II
<ul style="list-style-type: none">• Orientation of game with general and safety rules.• Floor exercise.• Leg action and body balancing with kick board and without board.• Floating and Float by pushing the wall• Arm and Leg action with board• Basic Skills of life saving	<ul style="list-style-type: none">• Arm and leg action with board and without board.• Balancing on water breathing style.• Free styles open swimming.• Theory About four stocks• Floor exercises• Under water neck movement and breathing exercise.

- Start and Turn Position

- Endurance/build up practice with long swimming.
- Preparation for next level with free style floor exercise.

BASKETBALL

Term I

- Introduction of game (Rules and regulations)
- Warm-up exercise (Skills practice)
- Ball holding
- Types of Dribble (low ,high ,change of hand)

Term II

- Types of passes (two hand side pass, over head and chest pass)
- Lay up shot
- Practice of defence and offence
- Action of shooting
- Match practice
- Revision of Term I and Term II

KHO-KHO

TERM – I	Term II
<ul style="list-style-type: none"> • Introduction of game & general rules • General & specific warm-up (Speed & Strength) • Terminologies – Chain kho, Pole dive & Defense. • Various kinds of Attack sitting. 	<ul style="list-style-type: none"> • Offensive technique- Pole Turning & Tapping Shoulder. • Team work- Competition preparations • Practice of TERM-I and TERM-II

BADMINTON

TERM – I	TERM –II
<ul style="list-style-type: none"> • Introduction of game& general rules • General & Specific Warm up (Speed & strength) • Terminologies:- Griping of racket and foot work. 	<ul style="list-style-type: none"> • Various styles of attacks (back hand, overhead & net) • Offensive technique while receiving shuttle position of game • Team work- Competition preparation

(singles , doubles and mix doubles)

VOLLEY BALL

TERM – I	TERM –II
<ul style="list-style-type: none">• Orientation of game with general and safety rules.• Regular warm-up exercise• Ball-holding• Under Arm return practice• Under hand return	<ul style="list-style-type: none">• Under hand return• Under hand throws• Under hand service• Theory about the game

Examination Schedule

TEST-1	15 JULY 2021 TO 23 JULY 2021
TERM-I	17 SEPTEMBER 2021 TO 1 OCTOBER 2021
TEST-2	2 DEC. 2021 TO 15 DEC.2021
TERM-II	FEB-MARCH

NOTE:

- 1. Date Sheet for exam will be provided well in advance.**
- 2. Kindly ensure that your ward is present during these days.**
- 3. Some competencies will be observed while teaching.**