



**DAV CENTENARY PUBLIC SCHOOL,  
CHANDER NAGAR, GHAZIABAD**

**ANNUAL CURRICULUM PEDAGOGICAL PLAN**

**SESSION: 2026–27**

**CLASS – III**

**Contents**

1. ENGLISH
2. HINDI – हिंदी
3. MATHEMATICS
4. SCIENCE
5. SOCIAL SCIENCE

## ENGLISH

| Topic<br>No. of periods<br>When                                                                                                                                                           | Learning Outcomes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Assessment Tools                                                                                                                                                                                    | Teaching Learning Strategies / Activities                                                                                                                                                                                                                                       | Resources                                                                                                          | Interdisciplinary Activities                                                                                              |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|
| English Reader Book<br>UNIT-1 : Animal World<br>Topic - Dolphins<br>(Reading Comprehension - Not for PPT)<br>*Note - PPT stands for Pen Paper Test*<br>No. of periods - 4<br>When - April | The students will be able to :<br>i) read the text aloud, focusing on pronunciation, fluency, and comprehension.ii) acquire new vocabulary and apply it in different contexts and sentences.<br>iii) recall interesting facts about dolphins, such as what they eat and how they breathe.<br>iv) describe the difference between dolphins and fish.<br>v) explain how dolphins assist each other in the wild.<br>vi) explore dolphin behavior in protecting themselves from sharks.<br>vii) apply knowledge of antonyms and homophones to complete related exercises.<br>viii) demonstrate an understanding of the importance of kindness, cooperation, and empathy by discussing how dolphins help one another and humans.<br>ix) express their feelings and thoughts by writing a paragraph imagining themselves as the woman in the story, describing the experience of being saved by the dolphin. | Reading of the text<br>Vocabulary based questions<br>Textual exercises that include :<br>Matching facts<br>True/False<br>Q/A<br>Antonyms<br>Homophones<br>Value Based Questions<br>Creative Writing | Approach : Interactive and Collaborative<br>Activities and Strategies :<br>Guided Reading & Comprehension<br>Introduction and explanation of new vocabulary<br>Using AV aids<br>Group Discussion<br>Completion of textual exercises<br>Controlled guidance for creative writing | Textbook<br>Smartboard<br>Creative Writing Sample<br>Video Link - Dolphins<br>Open Source Referral- Dolphins' Quiz | Science: Exploring how dolphins' physical traits, like their streamlined bodies and blowholes, help them thrive in water. |
| Topic<br>No. of periods<br>When                                                                                                                                                           | Learning Outcomes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Assessment Tools                                                                                                                                                                                    | Teaching Learning Strategies / Activities                                                                                                                                                                                                                                       | Resources                                                                                                          | Interdisciplinary Activities                                                                                              |
| English Reader Book<br>UNIT-1 : Animal World<br>Topic - At The Zoo<br>(Recitation - Not for PPT)<br>No. of periods - 4<br>When - April                                                    | The students will be able to:<br>i) recite the poem aloud with attention to rhythm, tone, and emotion.<br>ii) acquire new vocabulary and apply it in different contexts and sentences.<br>iii) identify the animals and their unique traits in the poem.<br>iv) describe why the poem encourages respect for zoo animals.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Recitation of the poem with proper voice modulation and gestures<br>Vocabulary based questions<br>Poster Completion<br>Textual exercises that include :<br>Q/A                                      | Approach :<br>Inquiry-Based, Interactive and Experiential<br>Activities and Strategies :<br>Guided Reading & Comprehension<br>Poetry Analysis<br>Introduction and explanation of new vocabulary<br>Group Discussion<br>Using AV aids                                            | Textbook<br>Smartboard<br>Poster Completion Template<br>Video Link - At The Zoo                                    | Arts : Integrating artistic and linguistic skills for completing the poster related to the poem.                          |

| Topic<br>No. of periods<br>When                                                                                                                        | Learning Outcomes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Assessment Tools                                                                                                                                                                                           | Teaching Learning Strategies /<br>Activities                                                                                                                                                                                                                                 | Resources                                                                                       | Interdisciplinary<br>Activities                                                                                                                                                                        |
|--------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                        | v) complete a poster that visually represents the message of respect for animals as conveyed in the poem.<br>vi) identify and list rhyming words from the poem to enhance their understanding of sound patterns and poetic structure.<br>vii) reflect on and answer life skills and value-based questions related to the moral lessons from the poem.                                                                                                                                                                                                         | Questions related to rhyming words/pairs<br>Life Skills Based Questions<br>Value Based Question                                                                                                            | Completion of poster<br>Peer Assessment                                                                                                                                                                                                                                      |                                                                                                 |                                                                                                                                                                                                        |
| Topic<br>No. of periods<br>When                                                                                                                        | Learning Outcomes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Assessment Tools                                                                                                                                                                                           | Teaching Learning Strategies / Activities                                                                                                                                                                                                                                    | Resources                                                                                       | Interdisciplinary Activities                                                                                                                                                                           |
| English Reader Book<br>UNIT-1 : Animal World<br>Topic - The Canary<br>(PPT)<br>No. of periods - 5<br>When - May                                        | The students will be able to:<br>i) read the text aloud, focusing on pronunciation, fluency, and comprehension.ii) acquire new vocabulary and apply it in different contexts and sentences.<br>iii) choose correct answers based on understanding of the text.<br>iv) arrange the events of the story in the correct order.<br>answer questions about the story and its moral lesson.<br>v) identify antonyms by words used in the story to expand vocabulary.<br>vi) reflect on the importance of responsibility and empathy through a value-based question. | Reading of the text<br>Pre-reading task worksheet<br>Vocabulary based questions<br>Textual exercises that include :<br>Choose the correct option<br>Sequencing<br>Q/A<br>Antonyms<br>Value Based Questions | Approach : Interactive and Collaborative<br>Activities and Strategies :<br>Attempting pre-reading task worksheet<br>Guided Reading & Comprehension<br>Introduction and explanation of new vocabulary<br>Using AV aids<br>Group Discussion<br>Completion of textual exercises | Textbook<br>Smartboard<br>Pre-reading task's template<br>Video Link - The Canary                | Science : (Animal care and responsibility) Discussing the basic needs of pets (food, water, shelter, attention) and how neglect can harm them.                                                         |
| Topic<br>No. of periods<br>When                                                                                                                        | Learning Outcomes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Assessment Tools                                                                                                                                                                                           | Teaching Learning Strategies / Activities                                                                                                                                                                                                                                    | Resources                                                                                       | Interdisciplinary Activities                                                                                                                                                                           |
| English Reader Book<br>UNIT-1 : Animal World<br>Topic - The Ostrich and the Hedgehog<br>(Role Play - Not for PPT)<br>No. of periods - 5<br>When - July | The students will be able to:<br>i) read the text aloud, focusing on pronunciation, fluency, and comprehension.<br>ii) acquire new vocabulary and apply it in different contexts and sentences.<br>iii) complete statements related to the story by identifying the main events and characters' motivations.                                                                                                                                                                                                                                                  | Reading of the text<br>Vocabulary based questions<br>Textual exercises that include :<br>Complete the statements<br>Character Analysis Worksheet<br>Synonyms                                               | Approach : Interactive and Collaborative<br>Activities and Strategies :<br>Guided Reading & Comprehension<br>Introduction and explanation of new vocabulary<br>Using AV aids<br>Group Discussion                                                                             | Textbook<br>Smartboard<br>Character Analysis Sheet<br>Video Link - The ostrich and the hedgehog | Performing Arts (Arts) :<br>Presenting role-play based on the story of the ostrich and the hedgehog, demonstrating character traits, strategy, and teamwork while acting out key events from the race. |

| Topic<br>No. of periods<br>When                                                                                                                             | Learning Outcomes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Assessment Tools                                                                                                                                                 | Teaching Learning Strategies /<br>Activities                                                                                                                                                                                                                                   | Resources                                                                                      | Interdisciplinary<br>Activities                                                                                                                                                                                         |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                             | iv) apply understanding of character traits to identify the differences between the ostrich and hedgehog.<br>v) identify synonyms for phrases according to the words used in the story to enrich vocabulary.<br>vi) create a role-play scenario to act out the race between the ostrich and the hedgehog.                                                                                                                                                                                                                                                                                                                                                            | Subject Enrichment Activity :<br>Role Play                                                                                                                       | Completion of textual exercises<br>Required guidance for Role Play                                                                                                                                                                                                             |                                                                                                |                                                                                                                                                                                                                         |
| Topic<br>No. of periods<br>When                                                                                                                             | Learning Outcomes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Assessment Tools                                                                                                                                                 | Teaching Learning Strategies / Activities                                                                                                                                                                                                                                      | Resources                                                                                      | Interdisciplinary Activities                                                                                                                                                                                            |
| English Reader Book<br>UNIT-2 : Nature Cares<br>Topic - The God of River (PPT)<br>No. of periods - 5<br>When - July                                         | The students will be able to :<br>i) read the text aloud, focusing on pronunciation, fluency, and comprehension.ii) acquire new vocabulary and apply it in different contexts and sentences.<br>iii) determine the truth by answering true/false questions about the events in the story.<br>iv) complete fill-in-the-blank questions that test comprehension of key details from the story.<br>v) discuss and answer questions based on the lesson to deepen understanding of the plot and characters.<br>vi) respond to value-based questions that focus on the moral lesson of the story.<br>vii) create a poster that encourages people to stop polluting water. | Reading of the text<br>Vocabulary based questions<br>Textual exercises that include :<br>True/False<br>Fill ups<br>Q/A<br>Value Based Questions<br>Poster Making | Approach : Interactive and Collaborative<br>Activities and Strategies :<br>Guided Reading & Comprehension<br>Introduction and explanation of new vocabulary<br>Using AV aids<br>Group Discussion<br>Completion of textual exercises<br>Completion of poster<br>Peer Assessment | Textbook<br>Smartboard<br>Sample of poster<br>Video Link - The God of River                    | Environmental Studies :<br>(Composting and Waste Management)<br>Building a small compost pit in the school garden to demonstrate how organic waste can be turned into manure and how composting helps reduce pollution. |
| Topic<br>No. of periods<br>When                                                                                                                             | Learning Outcomes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Assessment Tools                                                                                                                                                 | Teaching Learning Strategies / Activities                                                                                                                                                                                                                                      | Resources                                                                                      | Interdisciplinary Activities                                                                                                                                                                                            |
| English Reader Book<br>UNIT-2 : Nature Cares<br>Topic - Trees are the kindest things I know (Recitation - Not for PPT)<br>No. of periods - 4<br>When - July | The students will be able to :<br>i) recite the poem aloud with attention to rhythm, tone, and emotion.<br>ii) acquire new vocabulary and apply it in different contexts and sentences.<br>iii) identify key details and examples of kindness shown by trees in the poem.<br>iv) complete the blanks in a summary of the poem using context clues.                                                                                                                                                                                                                                                                                                                   | Recitation of the poem with proper voice modulation and gestures<br>Vocabulary based questions<br>Textual exercises that include :<br>Fill ups<br>Q/A            | Approach : Interactive and Collaborative<br>Activities and Strategies :<br>Guided Reading & Comprehension<br>Introduction and explanation of new vocabulary<br>Using AV aids<br>Group Discussion                                                                               | Textbook<br>Smartboard<br>Sample of poster<br>Video Link - Trees are the kindest things I know | Environmental Studies :<br>Students will learn about the importance of trees in the environment.                                                                                                                        |

| Topic<br>No. of periods<br>When                                                                                                               | Learning Outcomes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Assessment Tools                                                                                                                                                                                                    | Teaching Learning Strategies /<br>Activities                                                                                                                                                                                                                                                                       | Resources                                                                                                        | Interdisciplinary<br>Activities                                                                                                                             |
|-----------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                               | v) discuss and answer questions based on the lesson to deepen their understanding.<br>vi) complete a value-based question by reflecting on the lessons taught by the poem.<br>vii) use the context of the poem to explain the meaning of unfamiliar words.<br>viii) recognize rhyming words in the poem and attempt related questions.                                                                                                                                                                                                                                                                                                                                                                                                                         | Rhyming Words<br>Value Based Questions                                                                                                                                                                              | Completion of textual exercises                                                                                                                                                                                                                                                                                    |                                                                                                                  |                                                                                                                                                             |
| Topic<br>No. of periods<br>When                                                                                                               | Learning Outcomes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Assessment Tools                                                                                                                                                                                                    | Teaching Learning Strategies / Activities                                                                                                                                                                                                                                                                          | Resources                                                                                                        | Interdisciplinary Activities                                                                                                                                |
| English Reader Book<br>UNIT-2 : Nature Cares<br>Topic - Minu and Dino<br>(Project Based - Not for PPT)<br>No. of periods - 5<br>When - August | The students will be able to :<br>i) read the text aloud, focusing on pronunciation, fluency, and comprehension.<br>ii) acquire new vocabulary and apply it in different contexts and sentences.<br>iii) complete the blanks in a summary of the lesson using context clues.<br>iv) discuss and answer questions based on the lesson to deepen understanding of the plot and characters.<br>v) recognize who said what to whom in the story and explain the context.<br>vi) write a creative conversation between themselves and a lion they meet at the zoo, demonstrating their ability to use imagination, dialogue writing skills, and understanding of animal behavior.<br>vii) create a model of an exhibit for a science museum using their creativity. | Reading of the text<br>Vocabulary based questions<br>Textual exercises that include :<br>Gap Filling<br>Q/A<br>Dialogue Writing<br>Subject Enrichment<br>Activity : Project - Model of exhibit for a science museum | Approach : Interactive and Collaborative<br>Activities and Strategies :<br>Guided Reading & Comprehension<br>Introduction and explanation of new vocabulary<br>Using AV aids<br>Group Discussion<br>Completion of textual exercises<br>Completing dialogue writing<br>Completion of the project<br>Peer Assessment | Textbook<br>Smartboard<br>Dialogue Writing Template<br>Video Link - Insight to the world of museums              | Visual Arts : Students will use creativity and artistic skills to design and construct a visually engaging and informative model for their science exhibit. |
| Topic<br>No. of periods<br>When                                                                                                               | Learning Outcomes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Assessment Tools                                                                                                                                                                                                    | Teaching Learning Strategies / Activities                                                                                                                                                                                                                                                                          | Resources                                                                                                        | Interdisciplinary Activities                                                                                                                                |
| English Reader Book<br>UNIT-2 : Nature Cares<br>Topic - Trees (PPT)<br>No. of periods - 5<br>When - August                                    | The students will be able to :<br>i) read the text aloud, focusing on pronunciation, fluency, and comprehension.<br>ii) acquire new vocabulary and apply it in different contexts and sentences.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Reading of the text<br>Vocabulary based questions<br>Textual exercises that include :<br>Complete the sentences                                                                                                     | Approach : Interactive and Collaborative<br>Activities and Strategies :<br>Guided Reading & Comprehension<br>Introduction and explanation of new vocabulary                                                                                                                                                        | Textbook<br>Smartboard<br>Sample of a few related slogans<br>Video Link - Informative<br>Video on Growing Plants | Environmental Studies :<br>Students will apply their knowledge of environmental responsibility by maintaining a "Green Corner" in the classroom             |

| Topic<br>No. of periods<br>When                                                                                               | Learning Outcomes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Assessment Tools                                                                                                                                                                                   | Teaching Learning Strategies /<br>Activities                                                                                                                                                                                                                                         | Resources                                                                                                | Interdisciplinary<br>Activities                                                                                                                                                                                                      |
|-------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                               | iii) answer questions by completing the sentences using key details from the story.<br>iv) unjumble the sequence of the story and arrange events in correct order.<br>v) recognize who said what to whom in the story and explain the context.<br>vi) write slogans based on the lesson about selflessness and kindness.<br>vii) maintain a green corner by taking care of plants and understanding their role in the environment.<br>viii) attempt a value-based question by reflecting on the story's message of sacrifice and kindness.                                                                                                                                                                                                                                                                                  | Sequencing<br>Q/A<br>Slogan Writing<br>Maintenance of Green Corner<br>Value Based Questions                                                                                                        | Using AV aids<br>Group Discussion<br>Completion of textual exercises<br>Creating slogans<br>Maintaining Green Corner<br>Peer Assessment                                                                                                                                              |                                                                                                          | or in the school garden area.                                                                                                                                                                                                        |
| Topic<br>No. of periods<br>When                                                                                               | Learning Outcomes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Assessment Tools                                                                                                                                                                                   | Teaching Learning Strategies / Activities                                                                                                                                                                                                                                            | Resources                                                                                                | Interdisciplinary Activities                                                                                                                                                                                                         |
| English Reader Book<br>UNIT-3 : Regard For Values<br>Topic - Nina is the winner (PPT)<br>No. of periods - 5<br>When - October | The students will be able to :<br>i) read the text aloud, focusing on pronunciation, fluency, and comprehension.<br>ii) acquire new vocabulary and apply it in different contexts and sentences.<br>iii) rewrite correct statements from the story, ensuring clarity and accuracy.<br>iv) answer questions related to the story, demonstrating understanding of key events and characters.<br>v) find synonyms for important words in the story to expand vocabulary and enhance understanding.<br>vi) create a thank you card for a friend, expressing gratitude for their help when the student fell down during a race, using proper tone and language.<br>vii) attempt value-based questions by reflecting on the lessons of kindness, sacrifice, and helping others, as demonstrated in the story and their own lives. | Reading of the text<br>Vocabulary based questions<br>Textual exercises that include :<br>Correct the incorrect statements<br>Q/A<br>Synonyms<br>Creating 'Thank You' Card<br>Value Based Questions | Approach : Interactive and Collaborative<br>Activities and Strategies :<br>Guided Reading & Comprehension<br>Introduction and explanation of new vocabulary<br>Using AV aids<br>Group Discussion<br>Completion of textual exercises<br>Designing 'Thank You' Card<br>Peer Assessment | Textbook<br>Smartboard<br>'Thank You' Card Template<br>Video Link - A friend in need is a friend indeed. | Visual Arts : Students will use creativity to design and create a visually appealing thank-you card.<br>They will also write a thank-you message from Medha to Nina. The message can include gratitude for her kindness and support. |
| Topic<br>No. of periods                                                                                                       | Learning Outcomes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Assessment Tools                                                                                                                                                                                   | Teaching Learning Strategies / Activities                                                                                                                                                                                                                                            | Resources                                                                                                | Interdisciplinary Activities                                                                                                                                                                                                         |

| Topic<br>No. of periods<br>When                                                                                                                          | Learning Outcomes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Assessment Tools                                                                                                                                                                                 | Teaching Learning Strategies /<br>Activities                                                                                                                                                                                                                                                                                      | Resources                                                                                       | Interdisciplinary<br>Activities                                                                                                                                                                                                            |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| When                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                   |                                                                                                 |                                                                                                                                                                                                                                            |
| English Reader Book<br>UNIT-3 : Regard For Values<br>Topic - Two little kittens<br>(Recitation - Not for PPT)<br>No. of periods - 4<br>When - October    | The students will be able to :<br>i) recite the poem aloud with attention to rhythm, tone, and emotion.<br>ii) acquire new vocabulary and apply it in different contexts and sentences.<br>iii) complete true/false questions related to the poem, demonstrating understanding of key details and events.<br>iv) answer comprehension questions based on the poem.<br>v) define the terms "quarrel" and "fight" and explain their key differences.<br>vi) recognize rhyming words in the poem and attempt related questions.<br>vii) complete a value-based question by reflecting on the lessons taught by the poem.                                                                                                                  | Recitation of the poem with proper voice modulation and gestures<br>Vocabulary based questions<br>Textual exercises that include :<br>True/False<br>Rhyming Words<br>Q/A<br>Value Based Question | Approach : Interactive and Collaborative<br>Activities and Strategies :<br>Guided Reading & Comprehension<br>Introduction and explanation of new vocabulary<br>Using AV aids<br>Group Discussion<br>Completion of textual exercises                                                                                               | Textbook<br>Smartboard<br>Video Link - Two cats and the cunning monkey-The Panchtantra          |                                                                                                                                                                                                                                            |
| Topic<br>No. of periods<br>When                                                                                                                          | Learning Outcomes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Assessment Tools                                                                                                                                                                                 | Teaching Learning Strategies / Activities                                                                                                                                                                                                                                                                                         | Resources                                                                                       | Interdisciplinary Activities                                                                                                                                                                                                               |
| English Reader Book<br>UNIT-3 : Regard For Values<br>Topic - Krishna and Sudama (Story Narration - Not for PPT)<br>No. of periods - 4<br>When - November | The students will be able to :<br>i) read the text aloud, focusing on pronunciation, fluency, and comprehension.<br>ii) acquire new vocabulary and apply it in different contexts and sentences.<br>iii) narrate a story by effectively organizing and presenting ideas with clear structure and engaging elements.<br>iv) complete true/false questions related to the story, demonstrating understanding of key details and events.<br>v) answer questions related to the story, demonstrating understanding of key events and characters.<br>vi) express their feelings and thoughts by writing a paragraph imagining themselves as Sudama in the story, describing his emotions when he saw a beautiful house in place of his hut. | Reading of the text<br>Story Narration<br>Vocabulary based questions<br>Textual exercises that include :<br>True/False<br>Q/A<br>Creative Writing                                                | Approach : Interactive and Collaborative<br>Activities and Strategies :<br>Guided Reading & Comprehension<br>Introduction and explanation of new vocabulary<br>Required guidance for story narration<br>Using AV aids<br>Group Discussion<br>Completion of textual exercises<br>Completion of Creative Writing<br>Peer Assessment | Textbook<br>Smartboard<br>Creative Writing Template<br>Video Link - Story of Krishna and Sudama | Moral Science : Students will explore themes of friendship, generosity, and selflessness through the story of Krishna and Sudama. They will reflect on how these values can be applied in their own lives to promote kindness and empathy. |
| Topic                                                                                                                                                    | Learning Outcomes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Assessment Tools                                                                                                                                                                                 | Teaching Learning Strategies / Activities                                                                                                                                                                                                                                                                                         | Resources                                                                                       | Interdisciplinary Activities                                                                                                                                                                                                               |

| Topic<br>No. of periods<br>When                                                                                                                           | Learning Outcomes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Assessment Tools                                                                                                                                                                                                                              | Teaching Learning Strategies /<br>Activities                                                                                                                                                                                                          | Resources                                                          | Interdisciplinary<br>Activities |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|---------------------------------|
| No. of periods<br>When                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                       |                                                                    |                                 |
| English Reader Book<br>UNIT-3 : Regard For Values<br>Topic - The Birthday Kitten<br>(PPT)<br>No. of periods - 5<br>When - November                        | The students will be able to :<br>i) read the text aloud, focusing on pronunciation, fluency, and comprehension.<br>ii) acquire new vocabulary and apply it in different contexts and sentences.<br>iii) identify key details from the story by selecting the correct answers to related questions.<br>iv) discuss and answer questions based on the lesson to deepen understanding of the plot and characters.<br>v) attempt value-based questions by reflecting on the moral lessons related to the story.                                                                                                                                                                                                                           | Reading of the text<br>Vocabulary based questions<br>Textual exercises that include :<br>MCQ(s)<br>Q/A<br>Value Based Questions                                                                                                               | Approach : Interactive and Collaborative<br>Activities and Strategies :<br>Guided Reading & Comprehension<br>Introduction and explanation of new vocabulary<br>Using AV aids<br>Group Discussion<br>Completion of textual exercises                   | Textbook<br>Smartboard<br>Video Link - Saving a fawn (Short story) |                                 |
| Topic<br>No. of periods<br>When                                                                                                                           | Learning Outcomes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Assessment Tools                                                                                                                                                                                                                              | Teaching Learning Strategies / Activities                                                                                                                                                                                                             | Resources                                                          | Interdisciplinary Activities    |
| English Reader Book<br>UNIT-4 : Adventure<br>Topic - Man Learns To Fly<br>(Research Based Project - Not for PPT)<br>No. of periods - 3<br>When - December | The students will be able to :<br>i) read the text aloud, focusing on pronunciation, fluency, and comprehension.<br>ii) acquire new vocabulary and apply it in different contexts and sentences.<br>iii) answer questions by completing the sentences using key details from the story.<br>iv) unjumble the sequence of the story and arrange events in correct order.<br>v) discuss and answer questions based on the lesson to deepen understanding of the story.<br>vi) apply knowledge of antonyms to complete related exercises.<br>vii) carefully fill an application form to become a member of a hypothetical 'National Flying Club'.<br>viii) prepare a project report on key developments and inventions in human evolution. | Reading of the text<br>Vocabulary based questions<br>Textual exercises that include :<br>Complete the sentences<br>Sequencing<br>Q/A<br>Antonym<br>Filling the Application Form<br>Research Based Project :<br>Human inventions and evolution | Approach : Interactive and Collaborative<br>Activities and Strategies :<br>Guided Reading & Comprehension<br>Introduction and explanation of new vocabulary<br>Group Discussion<br>Completion of textual exercises<br>Guidance for project completion | Textbook<br>Application Form Template<br>Sample of project report  |                                 |
| Topic<br>No. of periods                                                                                                                                   | Learning Outcomes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Assessment Tools                                                                                                                                                                                                                              | Teaching Learning Strategies / Activities                                                                                                                                                                                                             | Resources                                                          | Interdisciplinary Activities    |



| Topic<br>No. of periods<br>When                                                                                                                                   | Learning Outcomes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Assessment Tools                                                                                                                                                                                        | Teaching Learning Strategies /<br>Activities                                                                                                                                                                             | Resources                           | Interdisciplinary<br>Activities |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|---------------------------------|
| When                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                         |                                                                                                                                                                                                                          |                                     |                                 |
| English Reader Book<br>UNIT-4 : Adventure<br>Topic - The Key (Recitation-<br>Not for PPT)<br>No. of periods - 4<br>When - December                                | The students will be able to :<br>i) recite the poem aloud with attention to<br>rhythm, tone, and emotion.<br>ii) acquire new vocabulary and apply it in<br>different contexts and sentences.<br>iii) answer questions by completing the<br>sentences using key details from the story.<br>iv) discuss and answer questions based on the<br>poem.<br>v) answer life skills questions using specific<br>themes and lessons from the poem.                                                                                                                                                                         | Recitation of the poem<br>with proper voice<br>modulation and gestures<br>Vocabulary based<br>questions<br>Textual exercises that<br>include :<br>Complete the sentences<br>Q/A<br>Life Skills Question | Approach : Interactive and<br>Collaborative<br>Activities and Strategies :<br>Guided Reading & Comprehension<br>Introduction and explanation of new<br>vocabulary<br>Group Discussion<br>Completion of textual exercises | Textbook                            |                                 |
| Topic<br>No. of periods<br>When                                                                                                                                   | Learning Outcomes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Assessment Tools                                                                                                                                                                                        | Teaching Learning Strategies / Activities                                                                                                                                                                                | Resources                           | Interdisciplinary Activities    |
| English Reader Book<br>UNIT-4 : Adventure<br>Topic - Michael Goes<br>Climbing (Reading<br>Comprehension- Not for<br>PPT)<br>No. of periods - 4<br>When - December | The students will be able to :<br>i) read the text aloud, focusing on<br>pronunciation, fluency, and comprehension.<br>ii) acquire new vocabulary and apply it in<br>different contexts and sentences.<br>iii) answer questions by completing the<br>sentences using key details from the story.<br>iv) discuss and answer questions based on the<br>poem.<br>v) identify and correct the spellings of given<br>words.<br>vi) determine the truth by answering true/false<br>questions about the events in the story.<br>vii) answer life skills questions using specific<br>themes and lessons from the lesson. | Reading of the text<br>Vocabulary based<br>questions<br>Textual exercises that<br>include :<br>Complete the sentences<br>Q/A<br>Spellings' Correction<br>True/False<br>Life Skills Question             | Approach : Interactive and<br>Collaborative<br>Activities and Strategies :<br>Guided Reading & Comprehension<br>Introduction and explanation of new<br>vocabulary<br>Group Discussion<br>Completion of textual exercises | Textbook                            |                                 |
| Topic<br>No. of periods<br>When                                                                                                                                   | Learning Outcomes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Assessment Tools                                                                                                                                                                                        | Teaching Learning Strategies / Activities                                                                                                                                                                                | Resources                           | Interdisciplinary Activities    |
| English Reader Book<br>UNIT-4 : Adventure<br>Topic - The Magic Room<br>(PPT)<br>No. of periods - 4                                                                | The students will be able to :<br>i) read the text aloud, focusing on<br>pronunciation, fluency, and comprehension.<br>ii) acquire new vocabulary and apply it in<br>different contexts and sentences.                                                                                                                                                                                                                                                                                                                                                                                                           | Reading of the text<br>Vocabulary based<br>questions<br>Textual exercises that<br>include :                                                                                                             | Approach : Interactive and<br>Collaborative<br>Activities and Strategies :<br>Guided Reading & Comprehension                                                                                                             | Textbook<br>Creative Writing Sample |                                 |

| Topic<br>No. of periods<br>When | Learning Outcomes                                                                                                                                                                                                                                                                                                                                                                                                              | Assessment Tools                                                                       | Teaching Learning Strategies /<br>Activities                                                                                         | Resources | Interdisciplinary<br>Activities |
|---------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|-----------|---------------------------------|
| When - December                 | iii) unjumble the sequence of the story and arrange events in correct order.<br>iv) discuss and answer questions based on the poem.<br>v) identify and correct the spellings of given words.<br>vi) answer life skills questions using specific themes and lessons from the poem.<br>vii) curate a creative paragraph, imagining themselves to be the central character from the story and describing her related experiences. | Sequencing<br>Q/A<br>Spellings' Correction<br>Life Skills Question<br>Creative Writing | Introduction and explanation of new vocabulary<br>Group Discussion<br>Completion of textual exercises<br>Creative Writing Completion |           |                                 |

## HINDI – हिंदी

| विषय, कालांश संख्या                                                                                                                                                    | अधिगम प्रतिफल                                                                                                                                                                       | मूल्यांकन उपकरण                                                           | शिक्षण विधि/ गतिविधि                                                            | संसाधन                                                                                                                             | अंतः विषय गतिविधि                                                                                          |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|---------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|
| पाठ - 1 भोलू भुलक्कड़<br>(केवल पढ़ने के लिए)<br>कालांश संख्या -2<br>पाठ 2 भारत देश<br>कालांश संख्या - 7<br>मास - अप्रैल                                                | कहानी वाचन<br>- ईमानदार, परिश्रम और सच्चाई के प्रति जागरूकता<br>- किसी अन्य की भावना को समझकर उनके प्रति संवेदनशीलता का भाव                                                         | - शब्द लड़ी निर्माण के माध्यम से<br>- कहानी चर्चा के माध्यम से            | - आगमन विधि<br>- परिचर्चा विधि<br>- प्रश्नोत्तर विधि                            | - श्यामपट्ट/श्वेत पट<br>- पाठ्यपुस्तक (भाषा माधुरी और भाषा अभ्यास)                                                                 | अपने देश की चर्चा करते हुए सामाजिक विज्ञान से एकीकृत किया जाता है।                                         |
| पाठ - 3 हाथी और चिड़िया<br>कालांश संख्या -6<br>पाठ 4 चींटी ने पाठ पढ़ाया<br>(केवल पढ़ने के लिए)(परियोजना कार्य, आंतरिक मूल्यांकन)<br>कालांश संख्या - 4<br>मास - अप्रैल | - रचनात्मक और कल्पना शक्ति के माध्यम से अनुभव आधारित शिक्षण<br>- हास्य और मनोरंजनात्मक रूप से अभिनय<br>- परिश्रम और निरंतर उद्देश्य के प्रति तत्परता                                | - गतिविधि के माध्यम से<br>- अभिनय प्रस्तुतीकरण के माध्यम से               | - गतिविधि विधि - अनुकरण वाचन विधि<br>- निगमन विधि (पाठ पर आधारित अभिनय गतिविधि) | - श्यामपट्ट/श्वेत पट<br>- पाठ्यपुस्तक (भाषा माधुरी और भाषा अभ्यास)<br>- गतिविधि हेतु आवश्यक सामग्री जैसे - चींटी और हाथी के मुखौटे | विभिन्न प्रकार के जानवरों और पक्षियों की जानकारी देते हुए पर्यावरण अध्ययन के साथ एकीकृत किया जाता है।      |
| पाठ - 5 बहादुर दोस्त<br>कालांश संख्या - 6<br>मास - मई<br>मास - मई और जून<br>(ग्रीष्मकालीन अवकाश)                                                                       | - अच्छी तथा सकारात्मक मित्रता की पहचान<br>- मित्रता के प्रति संवेदनशीलता और दूसरों के प्रति सुहानभूति का भाव<br>- मित्रता के विभिन्न पहलुओं को अपने अनुभवों के साथ जोड़कर साझा करना | - श्रुतलेख के माध्यम से<br>- मित्रता के अच्छे गुणों पर चर्चा के माध्यम से | - आगमन विधि<br>- परिचर्चा विधि<br>- संवादात्मक विधि                             | - श्यामपट्ट/श्वेत पट<br>- पाठ्यपुस्तक (भाषा माधुरी और भाषा अभ्यास)                                                                 | सामाजिक जीवन में मित्रता की भूमिका और उसके महत्व पर चर्चा करते हुए समाजशास्त्र के साथ एकीकृत किया जाता है। |
| पाठ - 6 घमंडी मक्खी<br>कालांश संख्या - 6<br>मास - जुलाई                                                                                                                | - पाठ के अनुभवों का विश्लेषण<br>- पाठ से संबंधित चित्र<br>- घमंड के नुकसान और विनम्रता का महत्व                                                                                     | शब्दअंताक्षरी                                                             | - अनुकरण वाचन विधि (कक्षा में विलोम शब्द खोजो गतिविधि)                          | - श्यामपट्ट/श्वेत पट<br>- पाठ्यपुस्तक (भाषा माधुरी और भाषा अभ्यास)<br>- परियोजना हेतु आवश्यक सामग्री                               | विलोम शब्दों पर चर्चा करते हुए अंग्रेजी के साथ एकीकृत किया जाता है।                                        |
| पाठ - 7 दादाजी<br>कालांश संख्या - 6<br>मास - जुलाई<br>(पुनरावृत्ति अभ्यास कार्य प्रथम आवधिक परीक्षा हेतु)                                                              | - परिवार में बड़ों के प्रति आदर और स्नेह की भावना<br>- सुबह जल्दी उठने के फायदे                                                                                                     | - कहानी पर चर्चा के माध्यम से<br>- शब्दाड़ी निर्माण के माध्यम से          | - कहानी वाचन विधि<br>- परिचर्चा विधि<br>- अन्वेषण विधि                          | - श्यामपट्ट/श्वेत पट<br>- पाठ्यपुस्तक (भाषा माधुरी और भाषा अभ्यास)                                                                 | पारिवारिक संबंधों पर चर्चा करते हुए सामाजिक विज्ञान के साथ एकीकृत किया जाता है।                            |
| पाठ - 8 अगर पेड़ भी चलते होते<br>कालांश संख्या - 6<br>मास - अगस्त (रचनात्मक लेखन)<br>पुनरावृत्ति अभ्यास कार्य अर्द्धवार्षिक परीक्षा हेतु                               | - रचनात्मक और कल्पना शक्ति के माध्यम से अनुभव आधारित शिक्षण<br>- हास्य और मनोरंजनात्मक रूप से कविता का अभिनय<br>- परिश्रम और निरंतर उद्देश्य के प्रति तत्परता                       | - श्रुतलेख के माध्यम से<br>- कविता वाचन के माध्यम से हो सकता है           | - प्रदर्शन विधि<br>- आगमन विधि<br>- संवादात्मक विधि                             | - श्यामपट्ट/श्वेत पट<br>- पाठ्यपुस्तक (भाषा माधुरी और भाषा अभ्यास)                                                                 | कहावतों के सामाजिक एवं सांस्कृतिक महत्व पर चर्चा करते हुए सामाजिक अध्ययन के साथ एकीकृत किया जाता है।       |

| विषय, कालांश संख्या                                                                                                              | अधिगम प्रतिफल                                                                                                                                                   | मूल्यांकन उपकरण                                                        | शिक्षण विधि/ गतिविधि                                        | संसाधन                                                                                              | अंतः विषय गतिविधि                                                                                      |
|----------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|-------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|
| मास - सितंबर (द्वितीय आवधिक परीक्षा/ अर्द्धवार्षिक परीक्षा)                                                                      |                                                                                                                                                                 |                                                                        |                                                             |                                                                                                     |                                                                                                        |
| पाठ - 9 गीत का कमाल<br>कालांश संख्या -6<br>पाठ 10 बड़ो तो जाने (केवल पढ़ने के लिए) गतिविधि<br>कालांश संख्या - 4<br>मास - अक्टूबर | - परिश्रम और आत्मनिर्भरता जैसे मूल्यों का आत्मसात<br>-हास्यात्मकता के आधार पर पाठ का विश्लेषण<br>- अपने दैनिक जीवन में आत्मनिर्भरता के साथ कार्य करने की क्षमता | - परिचर्चा के माध्यम से<br>- अभ्यास प्रश्नावली के माध्यम से            | - चित्र वर्णन विधि<br>- संवादात्मक विधि<br>- परिचर्चा विधि  | - श्यामपट्ट/श्वेत पट<br>- पाठ्यपुस्तक (भाषा माधुरी भाषा अभ्यास)                                     | वन संरक्षण और लकड़हारे की जीवन प्रवृत्ति का वर्णन करते हुए पर्यावरण अध्ययन के साथ एकीकृत किया जाता है। |
| पाठ - 11 चूंचू की टोपी(आंतरिक मूल्यांकन ,परियोजना कार्य)<br>कालांश संख्या - 6<br>मास - अक्टूबर                                   | -सहयोगी व्यक्तियों के बारे में चर्चा जैसे -दरजी, डॉक्टर, माली                                                                                                   | - गतिविधि के माध्यम से<br>- पाठ के अर्थ स्पष्ट के माध्यम से            | - अनुकरण विधि<br>- गतिविधि विधि<br>- विश्लेषण               | -श्यामपट्ट/श्वेत पट<br>- पाठ्यपुस्तक (भाषा माधुरी और भाषा अभ्यास)<br>- गतिविधि हेतु आवश्यक सामग्री  | विभिन्न व्यवसाय वाले व्यक्तियों के बारे में चर्चा करते हुए सामाजिक अध्ययन के साथ एकीकृत किया जाता है।  |
| पाठ - 12 सुबह (कविता)<br>कालांश संख्या -5                                                                                        | रचनात्मक और कल्पना शक्ति के माध्यम से अनुभव आधारित शिक्षण<br>- हास्य और मनोरंजनात्मक रूप से कविता का अभिनय<br>- परिश्रम और निरंतर उद्देश्य के प्रति तत्परता     | -श्रुतलेख के माध्यम से<br>-कविता वाचन के माध्यम से हो सकता है          | -परिचर्चा विधि<br>-चित्र वर्णन विधि                         | -श्यामपट्ट/श्वेत पट<br>- पाठ्य पुस्तक (भाषा माधुरी भाषा अभ्यास)<br>-गतिविधि हेतु आवश्यक सामग्री     | विभिन्न प्रकार के पक्षियों की जानकारी देते हुए पर्यावरण अध्ययन के साथ एकीकृत किया जाता है।             |
| पाठ - 13 ऐसे थे लाल बहादुर शास्त्री<br>कालांश संख्या - 6<br>मास - नवंबर                                                          | -जीवन में समस्या को हल करने के लिए सकारात्मक दृष्टिकोण की भावना।<br>- दैनिक जीवन में लाल बहादुर शास्त्री जी के सकारात्मक सोच और गुणों का विकास                  |                                                                        | गतिविधि विधि (पोस्टर निर्माण गतिविधि)                       | - श्यामपट्ट/श्वेत पट<br>- पाठ्यपुस्तक (भाषा माधुरी और भाषा अभ्यास)                                  | - चित्रकला पर चर्चा करते हुए कला शिक्षा के साथ एकीकृत किया जाता है।                                    |
| पाठ - 14 सबसे बड़ा मूर्ख<br>कालांश संख्या - 6<br>मास - नवंबर                                                                     | -पाठ में दिए गए किस्सों और कहावतों का गहरा विश्लेषण<br>- जीवन से जुड़ी समस्याओं को हल करने के लिए कहावतों से प्रेरणा                                            | - श्रुतलेख के माध्यम से<br>- कहावतों के वर्णन के माध्यम से             | -प्रदर्शन विधि<br>- आगमन विधि<br>- संवादात्मक विधि          | -श्यामपट्ट/श्वेत पट<br>- पाठ्यपुस्तक (भाषा माधुरी और भाषा अभ्यास)                                   | समाज में शिक्षा के महत्व पर चर्चा करते हुए समाजशास्त्र के साथ एकीकृत किया जाता है।                     |
| पाठ - 15 बुआ का पत्र<br>कालांश संख्या - 6<br>मास - दिसंबर                                                                        | - अपने विचार और भावों को व्यक्त करना<br>-अनौपचारिक पत्र को समझना                                                                                                | - श्रुतलेख के माध्यम से<br>-कहानी वचन के माध्यम से                     | - आगमन विधि<br>- पत्र लेखन विधि<br>-बाल भवन की सैर          | - श्यामपट्ट/श्वेत पट<br>- पाठ्यपुस्तक (भाषा माधुरी और भाषा अभ्यास)                                  | होली पर्व के सांस्कृतिक और ऐतिहासिक महत्व पर चर्चा करते हुए सामाजिक अध्ययन के साथ एकीकृत किया जाता है। |
| पाठ - 16 सवाली राम<br>कालांश संख्या - 6<br>(परियोजना कार्य प्रकृति आधारित प्रश्न निर्माण)<br>मास - दिसंबर<br>रचनात्मक लेखन       | - समाज में बच्चों की स्थिति और उनके अधिकारों का मूल्य<br>-बच्चों के प्रति संवेदनशीलता और सहानुभूति की भावना                                                     | - अभ्यास प्रश्नावली के माध्यम से<br>- संज्ञा शब्द गतिविधि के माध्यम से | - संश्लेषण विधि<br>- प्रश्नोत्तर विधि (संज्ञा शब्द गतिविधि) | - श्यामपट्ट/श्वेत पट<br>- पाठ्यपुस्तक (भाषा माधुरी और भाषा अभ्यास)<br>- गतिविधि हेतु आवश्यक सामग्री | बच्चों की समस्याओं पर चर्चा करते हुए समाजशास्त्र के साथ एकीकृत किया जाता है।                           |
| मास - जनवरी और फरवरी<br>(पुनरावृत्ति अभ्यास कार्य मौखिक तथा लिखित रूप से)                                                        |                                                                                                                                                                 |                                                                        |                                                             |                                                                                                     |                                                                                                        |



## MATHEMATIC

| Topic:<br>No. of class Periods:<br>When:                                           | Learning Outcomes                                                                                                                                                                                                                  | Assessment Tools                                                                                                         | Teaching Learning Strategies/<br>Activities                                                                        | Resources                                                       | Inter Disciplinary                                                                                                                                                                 |
|------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Chapter-1<br>Topic:<br>Numbers upto 9999<br>No. of class periods-15<br>When: April | Students will be able to:<br>1 write numbers and number names upto 9999.<br>2 identifying place value.<br>3 recognize greatest and smallest number.<br>4 rewrite numbers in ascending and descending order.<br>5 ordering numbers. | Flash cards<br>Worksheets<br>Class tests<br>Unit tests<br>Quiz<br>Activity:<br>Abacus                                    | Demonstrative method<br>Visual strategies: Number Line<br>Abacus<br>Maths games<br>Group discussion                | Text book<br>Videos<br>White board<br>duster<br>chalk<br>Abacus | Science:<br>Measurement<br>Time<br>Data analysis: collect and analysis data by using numbers.<br>S.St-<br>Population<br>Language-<br>word problems                                 |
| Ch.-2<br>Topic-<br>Addition<br>No. of class periods-15<br>When: May                | Students will be able to:<br>1 arrange and solve addition sums with and without regrouping.<br>2 solve mental maths skills.<br>3 apply regrouping in addition.                                                                     | Flash cards<br>Worksheets<br>Class tests<br>Unit tests<br>Quiz<br>Portfolio<br>Notebook<br>Activity:<br>Relay Race       | Explanation method<br>Visual Strategies:<br>Number line<br>Maths games<br>Problem<br>Solving and critical thinking | Text book<br>Videos<br>White board<br>duster<br>chalk           | Language:<br>Word Problems<br>Story telling<br>Maths Vocabulary such as Sum, total, altogether.<br>Art and Music:<br>Rhythm: use rhythm and music to practice addition.            |
| Ch.-3<br>Topic-<br>Subtraction<br>No. of class periods-15<br>When: July            | Students will be able to:<br>1 . Memorize the concept of counting back to find the difference.<br>2 Arrange and solve subtraction sums with and without borrowing.<br>3 apply regrouping in subtraction.                           | Flash cards<br>Worksheets<br>Class tests<br>Unit tests<br>Quiz<br>Portfolio<br>Notebook<br>Activity:<br>Subtraction Song | Explanation method<br>Visual strategies: Number line<br>Maths games<br>Problem solving and critical thinking       | Text book<br>Videos<br>White board<br>duster<br>chalk           | Language:<br>Word Problems<br>Story telling<br>Maths Vocabulary such as difference<br>left<br>remaining<br>Art and Music:<br>Rhythm: use rhythm and music to practice subtraction. |
| Ch.-4<br>Topic-                                                                    | Students will be able to:<br>1 recognize the concept of multiplication as repeated addition.                                                                                                                                       | Flash cards<br>Worksheets                                                                                                | Explanation method<br>Visual strategies:                                                                           | Text book<br>Videos                                             | Language:<br>Word Problems                                                                                                                                                         |

| Topic:<br>No. of class Periods:<br>When:                                | Learning Outcomes                                                                                                                                                                                                                                                                                     | Assessment Tools                                                                                            | Teaching Learning Strategies/<br>Activities                                                                                                                                                     | Resources                                                                        | Inter Disciplinary                                                                                                                                   |
|-------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| Multiplication<br>No. of class periods-15<br>When: July                 | 2 recall basic multiplication facts e. g. $2 \times 3 = 6$<br>3 Solve multiplication sums three digits by one digit and two digits.<br>4 apply property to solve M. C. Q. of multiplication.                                                                                                          | Class tests<br>Unit tests<br>Quiz<br>Portfolio<br>Notebook<br>Activity:<br>Poster making                    | Flash cards<br>Graph paper for arrays.<br>Demonstrative method                                                                                                                                  | White board<br>duster<br>chalk                                                   | Story telling<br>Maths Vocabulary such as product, multiply etc.<br>Science:<br>Measurement<br>Time                                                  |
| Ch. 8<br>Topic-<br>Length<br>No. of class periods-15<br>When: August    | Students will be able to:<br>estimates and measures length and distance using standard units like centimeters or metres and identifies relationships.                                                                                                                                                 | Worksheets<br>Class tests<br>Unit tests<br>Quiz<br>Portfolio<br>Notebook<br>Activity:<br>measure yourself   | Demonstrative method:<br>Measuring Tape: Use a measuring tape to measure lengths and demonstrate how to read measurements.<br>Ruler: Introduce the concept of using a ruler to measure lengths. | Ruler<br>Measuring tape<br>Text book<br>Videos<br>White board<br>duster<br>chalk | Language:<br>Word Problems<br>Story telling<br>Maths Vocabulary such as longer, taller, shorter, measure etc.<br>Life skills:<br>Shopping<br>Cooking |
| Ch.-12<br>Topic-<br>Geometry<br>No. of class periods-15<br>When: August | Students will be able to:<br>identify and make 2-D, shapes by paper folding, paper cutting ,etc.<br>describe 2-D shapes by number of sides, corners.<br>classify various objects having curved surface and plane surface.<br>identify properties of solids with respect to faces, edges and vertices. | Shape Quiz<br>Shape project<br>Shape test<br>Shape observation<br>Activity-<br>'Show and Tell'              | Demonstrative method<br>Shape sorting<br>Shape pattern<br>Games and puzzles                                                                                                                     | Tangrams<br>Shape sorter<br>Concrete objects<br>Chalk<br>Duster etc.             | Language:<br>Shape Vocabulary: vertex, edges etc.<br>Shape description<br>Science:<br>Shape in nature<br>Art:<br>Patterns                            |
| Ch.-9<br>Topic-<br>Weight<br>No. of class periods- 7<br>When: September | Students will be able to:<br>1 Name the objects using standard units grams and kilograms.<br>2 state the relationship between grams and kilograms.<br>3 add and subtract two weights each given in grams and kilograms without regrouping.<br>2 use simple balance                                    | Worksheets<br>Class tests<br>Unit tests<br>Quiz<br>Portfolio<br>Notebook<br>Activity:<br>Collect'n' measure | Demonstrative method<br>Visual strategies:<br>Balance                                                                                                                                           | Text book<br>Videos<br>White board<br>duster<br>chalk<br>Balance                 | Language:<br>Word Problems<br>Story telling<br>Maths Vocabulary such as heavier, lighter, measure etc.<br>Life skills:<br>Shopping<br>Cooking        |
| Ch.-10<br>Topic-                                                        | Students will be able to:                                                                                                                                                                                                                                                                             | Worksheets<br>Class tests                                                                                   | Demonstrative method<br>Visual strategies:                                                                                                                                                      | Text book<br>Videos                                                              | Language:<br>Word Problems                                                                                                                           |

| Topic:<br>No. of class Periods:<br>When:                                            | Learning Outcomes                                                                                                                                                                                                                                                                      | Assessment Tools                                                                                           | Teaching Learning Strategies/<br>Activities                                                | Resources                                                                 | Inter Disciplinary                                                                                                                                                               |
|-------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Capacity<br>No. of class periods- 7<br>When: October                                | 1 name the objects using standard units litres and millilitres<br>2 state the relationship between litres and millilitres.<br>3 add and subtract two capacities expressed in millilitres and litres without regrouping.<br>2 measure the capacities of different vessels.              | Unit tests<br>Quiz<br>Portfolio<br>Notebook                                                                | measuring cups.                                                                            | White board<br>duster<br>chalk<br>Measuring cups                          | Story telling<br>Life skills:<br>Shopping<br>Cooking                                                                                                                             |
| Ch.- 11<br>Topic-<br>Fractions<br>No. of class periods- 10<br>When: October         | Students will be able to:<br>1 define a fraction as an equal part of a whole or a collection .<br>2 compare fractions with the same numerator or denominator.<br>3 arrange like fractions either in ascending or descending order.<br>4 solve sums of add and subtract like fractions. | Worksheets<br>Class tests<br>Unit tests<br>Quiz<br>Portfolio<br>Notebook<br>Activity:<br>Fraction Song     | Demonstrative method<br>Explanation method<br>Visual strategies:<br>Concrete objects.      | Text book<br>Videos<br>White board<br>duster<br>chalk<br>Concrete objects | Language:<br>Word Problems<br>Story telling<br>Life skills:<br>Shopping<br>Cooking                                                                                               |
| Ch.-6<br>Topic-<br>Day, Date and Time<br>No. of class periods- 15<br>When: November | Students will be able to:<br>1 identify a particular day Or date on a calendar.<br>2 show the time correctly to the hour using a clock/watch.<br>3 express the time in words and numerals.                                                                                             | Worksheets<br>Class tests<br>Unit tests<br>Quiz<br>Portfolio<br>Notebook<br>Activity-<br>Fun with Time     | Demonstrative method<br>Explanation method<br>Visual strategies:<br>toy clock<br>calendar. | Text book<br>Videos<br>White board<br>duster<br>chalk<br>Concrete objects | Life skills:<br>Scheduling<br>Time management<br>Sports:<br>Time based games<br>S. St:<br>Festivals<br>Vocabulary:<br>Yesterday,today,tomorrow etc<br>Language:<br>Word Problems |
| Ch.- 7<br>Topic-<br>Money<br>No. of class periods- 15<br>When:<br>November          | Students will be able to:<br>1 write an amount of money in words and figures.<br>2 use real Or toy money ( in currency and coins) in one step daily life transactions.<br>3 convert rupees into paise, rupee and paise into paise and paise into rupees                                | Worksheets<br>Class tests<br>Unit tests<br>Quiz<br>Portfolio<br>Notebook<br>Activity-<br>Super market game | Demonstrative method<br>Explanation method<br>Visual strategies:<br>toy money              | Text book<br>Videos<br>White board<br>duster<br>chalk<br>Concrete objects | Language:<br>Word Problems<br>Story telling<br>Maths Vocabulary:<br>save, spend, earn etc.<br>Life skills:<br>Shopping etc.                                                      |



| <b>Topic:<br/>No. of class Periods:<br/>When:</b>                            | <b>Learning Outcomes</b>                                                                                                                                                                                                                                                                                                                                                                                  | <b>Assessment Tools</b>                                                                                | <b>Teaching Learning Strategies/<br/>Activities</b>                                   | <b>Resources</b>                                      | <b>Inter Disciplinary</b>                                                                                                                                  |
|------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|-------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Ch.-5<br>Topic-<br>Division<br>No. of class periods- 20<br>When:<br>December | Students will be able to:<br>1 recognize the concept of division as the process of repeated subtraction and equal distribution.<br>2 Write and verify division facts where no number exceeds 10 using corresponding multiplication facts.<br>3 identify the dividend, divisor and quotient in a given division fact.<br>4 solve division sum of a 2-digit and a 3- digit number by a single digit number. | Worksheets<br>Class tests<br>Unit tests<br>Quiz<br>Portfolio<br>Notebook<br>Activity-<br>Poster making | Demonstrative method<br>Explanation method<br>Visual strategies:<br>Concrete objects. | Text book<br>Videos<br>White board<br>duster<br>chalk | Language:<br>Word problems<br>Story telling<br>Maths Vocabulary such as dividend, divisor, quotient, remainder etc.<br>Life skills:<br>Shopping<br>Cooking |
| January                                                                      | Revision for Annual Exams.                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                        |                                                                                       |                                                       |                                                                                                                                                            |
| February- March                                                              | Annual Exams.                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                        |                                                                                       |                                                       |                                                                                                                                                            |
|                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                        |                                                                                       |                                                       |                                                                                                                                                            |

## SCIENCE

| <b>Topics/ No. of periods<br/>When</b>                                                                                                       | <b>Learning Outcomes</b>                                                                                                                                                                                                                                              | <b>Assessment</b>                                      | <b>Teaching learning<br/>(Methodology)</b>                           | <b>Resources</b>                                | <b>Interdisciplinary</b>                                     |
|----------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|----------------------------------------------------------------------|-------------------------------------------------|--------------------------------------------------------------|
| Chapter 1<br>TOPIC:-My Body<br>SUBTOPIC:-<br>Sense Organs<br>Taking care of our sense organs<br>No of periods: 08-10<br>When: April          | Students will be able to:-<br>Identify and state the uses of different sense organs<br>Recognise different tastes and sounds in sensitivity activity conducted in class<br>Relate facial expressions with emotions<br>List ways of taking care of their sense organs. | Assignments.<br>Periodic test.<br>Internal Assessment. | Experiential learning.<br>Inquiry based learning.<br>Activity method | Textbook<br>Power point presentation<br>Puppets | Make finger puppet of sense organs.                          |
| Chapter 2<br>Topic:-Plants Around us.<br>Subtopic:-<br>Parts of a plant<br>Classification of plants<br>No. of periods:- 08-10<br>When :- May | Students will be able to:-<br>Identify different types of plants and trees.<br>Label different parts of Plant.<br>Classify plants into different categories based on their life expectancy and growth                                                                 | Assignments.<br>Periodic test.<br>Internal Assessment. | Experiential learning.<br>Inquiry based learning.<br>Observation     | Textbook<br>Power point presentation            | Learners will do the Role play on different types of plants. |
| Chapter 3<br>Topic:-Leaf                                                                                                                     | Students will be able to:-<br>Identify different types of leaves                                                                                                                                                                                                      | Assignments.<br>Periodic test.                         | Experiential learning.<br>Inquiry based learning.                    | Textbook PowerPoint Presentation                | Leaf craft Activity.                                         |

| Topics/ No. of periods<br>When                                                                                                                                                     | Learning Outcomes                                                                                                                                                                                                                                                                                                                                                                            | Assessment                                             | Teaching learning<br>(Methodology)                                                  | Resources                                                      | Interdisciplinary                              |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|-------------------------------------------------------------------------------------|----------------------------------------------------------------|------------------------------------------------|
| Subtopic:-<br>Uses of a leaf<br>Shedding of leaves<br>Compost the leaves<br>No of periods:- 08<br>When:-July                                                                       | Label different parts of a leaf<br>Categorize leaves based on their use.<br>Explain the term compost.<br>Define terms like photosynthesis, chlorophyll, stomata and compost                                                                                                                                                                                                                  | Internal Assessment                                    | Observation<br>Lab Activity                                                         |                                                                |                                                |
| Chapter 5<br>Topic:-Animals<br>Subtopic:-<br>Land Animals<br>Water Animals<br>Animal behaviour<br>No. of periods:- 10<br>When:- July-August                                        | Students will be able to:-<br>Defines habitat, terrestrial animals and aquatic animals<br>Classify animals on the basis of their habitat<br>List salient features of animals living at different places and explain their importance.<br>Distinguishes between freshwater animals and salty water animals.                                                                                   | Assignments.<br>Periodic test.<br>Internal Assessment. | Experiential learning.<br>Inquiry based learning.<br>Activity method                | Textbook PowerPoint<br>Presentation                            | Collage making.                                |
| Chapter 10<br>Topic:- Water<br>Subtopic:-<br>Local source of water<br>Source of water<br>The rivers and seas of India<br>Utility of Rivers<br>No. of periods:- 10<br>When:- August | Students will be able to:<br>List different causes of water pollution.<br>Describe the effects of water pollution.<br>Enlist ways of preventing water pollution.<br>Suggest steps to create awareness about conserving water.                                                                                                                                                                | Assignments.<br>Periodic test.<br>Internal Assessment. | Experiential Learning methodology<br>Inquiry based learning.<br>Observation         | Textbook PowerPoint<br>Presentation,                           | Map work.                                      |
| Chapter 4<br>Topic:- Importance of Plants<br>Subtopic:-<br>Uses of Plant<br>Ways to conserve plants<br>Compost the leaves<br>No of periods:- 08<br>When:- October                  | Students will be able to:-<br>Explain the importance of plants in our daily life.<br>Enlist the different plant products and their uses.<br>Describe the process of how plants act as air purifiers.<br>Suggest ways to conserve plants.<br>Realise the need for growing more plants.<br>Develop sensitivity towards care and protection of plants.<br>Creates awareness about afforestation | Assignments,<br>Internal Assessment<br>Nature walk     | Experiential learning.<br>Inquiry based learning.<br>Observation<br>Activity method | Textbook PowerPoint<br>Presentation, blackboard<br>Nature walk | Connect the learner with Nature (Nature walk). |
| Chapter 6                                                                                                                                                                          | Students will be able to:-                                                                                                                                                                                                                                                                                                                                                                   | Assignments.<br>Periodic test.                         | Experiential learning.<br>Inquiry based learning.                                   | Textbook PowerPoint<br>Presentation, blackboard                | Mask activity                                  |

| Topics/ No. of periods<br>When                                                                                                                                                                                        | Learning Outcomes                                                                                                                                                                                                                                                                                                                                                                                | Assessment                                             | Teaching learning<br>(Methodology)                                                                              | Resources                                    | Interdisciplinary                         |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|----------------------------------------------|-------------------------------------------|
| Topic:-Feeding Habits of Animals<br>Subtopic:-<br>Herbivorous Animals<br>Carnivorous Animals<br>Omnivorous Animals<br>Feeding habits of different animals<br>Care of animals<br>No. of periods:- 10<br>When:- October | Relate modification of body parts in various animals due to food habits (herbivores, carnivores and omnivores).<br>Identify the physical features of various animals and the manner in which they eat their food i.e. chew, suck, tear etc.<br>Sort and classify animals on basis of their food habits.<br>Show concern and compassion for animals.<br>Appreciate the variation seen in animals. | Internal Assessment.                                   | Observation<br>Activity method                                                                                  |                                              |                                           |
| Chapter 7<br>Topic:- Birds and their Nests<br>Subtopic:-<br>Nests of birds<br>Migration in birds<br>No. of periods:- 10<br>When:- November                                                                            | Students will be able to:-<br>Define migratory birds<br>Explain the importance of nest for birds<br>Describe that different birds build different nests<br>List the features of birds<br>Locate nest of different birds at different places                                                                                                                                                      | Assignments.<br>Periodic test.<br>Internal Assessment. | Experiential learning.<br>Inquiry based learning.<br>Observation                                                | Textbook PowerPoint Presentation,            | Making a nest with waste material.        |
| Chapter 8<br>Topic:- Food<br>Subtopic:-<br>Food from Plants<br>Food from Animals<br>Food needs<br>No. of periods:- 10<br>When:- December                                                                              | Students will be able to:-<br>List various animals products which they intake<br>Classify food into plant and animal products<br>Cite examples of food items made from flour<br>State different parts of plants eaten by humans<br>Recognise food items as different parts of plants                                                                                                             | Assignments.<br>Periodic test.<br>Internal Assessment. | Constructivist Approach.<br>Experiential learning.<br>Inquiry based learning.<br>Observation<br>Activity Method | Text book<br>Powerpoint presentation         | Cultural Food Fest organise in class.     |
| Chapter 9<br>Topic:- Cooking and Eating Habits<br>Subtopic:-<br>Methods of cooking food<br>Cooking utensils<br>No. of periods:- 6<br>When:-January                                                                    | Students will be able to:<br>Classify different methods of cooking.<br>Identify different cooking utensils<br>Define the term ingredients<br>Describe the different cooking methods.                                                                                                                                                                                                             | Assignments.<br>Periodic test.<br>Internal Assessment. | Experiential learning.<br>Inquiry based learning.<br>Observation                                                | Textbook PowerPoint Presentation, blackboard | Making of utensils with the help of clay. |

## SOCIAL SCIENCE

| Topic<br>No. of periods<br>When      | Learning Outcomes                                                                                                                                                                                    | Assessment Tools                                                                                                                                           | Teaching<br>Learning<br>Strategies /<br>Activities                                                                                           | Resources                                                     | Interdisciplinary<br>Activities                                                                                                                                                                                                                                                             |
|--------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| April<br>The Family<br>(6)           | Student will be able to:<br>a) Define what a family is?<br>b) Identify different types of families.                                                                                                  | Textual Exercises.<br>Worksheet.<br>Activity based assessment                                                                                              | Making Family<br>Handprint.                                                                                                                  | Whiteboard, marker,<br>power point<br>presentation, Textbook. | Integrated with art and<br>Moral education.                                                                                                                                                                                                                                                 |
| Our Food<br>(8)                      | Student will be able to:<br>a) Identify different sources of food.<br>b) Categorising food into healthy and unhealthy foods.                                                                         | Textual Exercises.<br>Worksheet.<br>Quiz                                                                                                                   | Organizing a special lunch party:<br>Students will be asked to bring some special dish of his/her state/community/family.                    | Whiteboard, marker,<br>power point<br>presentation, Textbook. | Integrated with life skills.<br>Sharing and caring,<br>Respecting different culture and Table manners                                                                                                                                                                                       |
| May<br>Family<br>Similarities<br>(5) | Student will be able to: Compare and contrast the characteristics of the family members.<br>Reflect on how their own habits and interests may have been influenced by family.                        | Project Based<br>Card making:<br>The learners will make a card for their family member whom they want to thank and will mention the reasons for gratitude. | Similarities and<br>Dissimilarities among family members.                                                                                    | Whiteboard, marker,<br>power point<br>presentation, Textbook  | Integrated with art.                                                                                                                                                                                                                                                                        |
| July<br>Our Dresses<br>(5)           | Student will be able to:<br>Recall the names of clothes worn in different seasons.<br>List materials used for making clothes.<br>Justify why certain fabrics are better suited for specific seasons. | Activity based<br>Internal assessment.                                                                                                                     | Pasting different types of fabrics in the notebook.                                                                                          | Whiteboard, marker,<br>power point<br>presentation, Textbook  | Integrated with science<br>Sources of fabrics (cotton from plant, wool from sheep, silk from silkworm)<br>Seasonal clothes (summer/winter)<br>Identify properties:<br>Soft/rough<br>Thick/thin<br>Absorbs water or not<br>Simple experiment: Drop water on cotton and polyester to observe. |
| The Early Man<br>(6)                 | Student will be able to:                                                                                                                                                                             | Textual Exercises.<br>Class Test                                                                                                                           | Clay modelling:<br>The learners will be asked to bring clay and make the various tools used by early man and paste them on an A4 size sheet. | Whiteboard, marker,<br>power point<br>presentation, Textbook  | Integrated with art and craft.                                                                                                                                                                                                                                                              |
|                                      | a) Identify the types of tools used by early humans (e.g., stone axes, spears, knives). b) List                                                                                                      |                                                                                                                                                            |                                                                                                                                              | .                                                             |                                                                                                                                                                                                                                                                                             |

| Topic<br>No. of periods<br>When           | Learning Outcomes                                                                                                                                                                                                                                                | Assessment Tools                                 | Teaching<br>Learning<br>Strategies /<br>Activities                                                                                                               | Resources                                                                       | Interdisciplinary<br>Activities                                                                                                                                                     |
|-------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                           | the materials early humans used to make tools (stone, bone, wood).<br>c) Compare early man's tools with modern tools and identify differences. Assess the durability and usefulness of their own handmade tools.                                                 |                                                  |                                                                                                                                                                  |                                                                                 |                                                                                                                                                                                     |
| August<br>Learning About Works<br>(6)     | Student will be able to:<br>Recall the roles and responsibilities of people in various professions.<br>Name the tools and equipment used in different jobs. c) Compare different professions based on skills, tools, and responsibilities.                       | Textual Exercises.<br>Worksheet.                 | Students will draw a picture of the profession they aspire to pursue and write two sentences describing it.                                                      | Chalk,<br>Blackboard,<br>Duster,<br>Textbook and<br>Power point<br>Presentation | Integrated with Art & Craft<br>– drawing the profession<br>Language (English)–<br>writing sentences about it                                                                        |
| If you believe, you can,<br>you will! (6) | Student will be able to:<br>a) Develop a class motivational board with inspiring quotes about self-belief. b) Identify challenges faced by characters or real-life individuals and how they overcame them.                                                       | Textual Exercises.<br>Worksheet.<br>Oral Test.   | Poster making on child labour or Right to education.                                                                                                             | Chalk,<br>Blackboard,<br>Duster,<br>Textbook and<br>Power point<br>Presentation | Integrated with Language<br>(English/Hindi) writing<br>slogans or messages<br>Value Education promoting<br>awareness about<br>children's rights and social<br>responsibility.       |
| October<br>Let us Enjoy<br>(5)            | Student will be able to:<br>a) Recognize the materials and equipment                                                                                                                                                                                             | a) Activity based<br>assessment.                 | Students will be asked to paste the pictures of two<br><br>Indoor and outdoor games and will write the benefit of indoor and outdoor games.                      |                                                                                 | Integrated with sports.                                                                                                                                                             |
|                                           | needed for different games. b) Participate in both indoor and outdoor games, following the rules correctly.<br>c) Compare the benefits of indoor and outdoor games. d) Identify which games require more physical strength and which require more mental skills. |                                                  |                                                                                                                                                                  |                                                                                 |                                                                                                                                                                                     |
| October<br>Our Homes<br>(5)               | Student will be able to:<br>a) Identify different types of homes. b) Recall materials used for building houses<br>c) Compare how different homes are built based on available materials and environment.                                                         | Textual Exercises.<br>Activity based Assessment. | Model Making:<br>The learners will be asked to make a model on any 1 type of house and speak few lines on it listing material used, states where they are found. | Chalk,<br>Blackboard,<br>Duster,<br>Textbook and<br>Power point<br>Presentation | Integrated with Art & Craft<br>creating the model<br>Identifying states where<br>different houses are found<br>Language (English/Hindi)<br>speaking a few lines about<br>the model. |

| Topic<br>No. of periods<br>When               | Learning Outcomes                                                                                                                                                                                                                                                | Assessment Tools                                        | Teaching<br>Learning<br>Strategies /<br>Activities                                                                                                                                                                                                   | Resources                                                                       | Interdisciplinary<br>Activities                                             |
|-----------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|-----------------------------------------------------------------------------|
| November<br>Beautiful Homes<br>(5)            | Students will be able to:<br>Develop habit of cleanliness and organization at home.<br>Recognize that family members share responsibilities in maintaining a home.<br>Understand the need for windows, ventilation, and sunlight in a home.                      | a) Activity based Assessment.                           | Cleanliness drive<br>Draw the pictures of things used for cleaning the house.                                                                                                                                                                        |                                                                                 | Promoting cleanliness for a healthy lifestyle                               |
| November<br>Directions<br>(6)                 | Student will be able to:<br>Recognize common terms related to directions (left, right, near, far).<br>Describe how                                                                                                                                               | Textual Exercises.<br>Worksheet.<br>Dhruv Tara Activity | The learners will draw a compass showing the cardinal and intermediate directions.                                                                                                                                                                   | Chalk,<br>Blackboard,<br>Duster,<br>Textbook and<br>Power point<br>Presentation | Art Integrated Subject<br>Enrichment Activity                               |
|                                               | the sun helps in identifying directions.<br>c) Follow or give simple verbal directions to locate objects in a classroom or playground. d)<br>Design a treasure hunt game using directional clues.                                                                |                                                         |                                                                                                                                                                                                                                                      |                                                                                 |                                                                             |
| December<br>Conquering Distances<br>(6)       | Student will be able to:<br>Identify different types of transport.<br>Compare how fast each transport mode moves.<br>Justify why airplanes or trains are used for long distances.                                                                                | Textual Exercises.<br>Worksheet.                        | Subject Enrichment Activity:<br>The learners will draw all the stages of development of means of transport from Early man to modern time.                                                                                                            | Chalk,<br>Blackboard,<br>Duster,<br>Textbook and<br>Power point<br>Presentation | Integrated with Art &<br>Craft.                                             |
| Closing Distances<br>(6)                      | Student will be able to:<br>Identify the key elements of a postcard (message, address, stamp, picture).<br>Describe how a postcard is different from a letter.<br>Compare a handwritten postcard with modern communication methods like emails or text messages. | Textual Exercises.<br>Worksheet.                        | Project work<br>The learners will visit the Post Office and note down the price of a Postcard, Aerogram, Inland Letter, etc. They will also find out the rates of Registered Post and Parcels being sent and will present the same on A4 size sheet. | Chalk,<br>Blackboard,<br>Duster,<br>Textbook and<br>Power point<br>Presentation | Integrated with<br>mathematics Noting and<br>comparing prices and<br>rates. |
| January<br>I am Proud to be an Indian.<br>(6) | Student will be able to:                                                                                                                                                                                                                                         | Textual Exercises.<br>Worksheet.                        | On the political map of India mark one state in each physical features of India.                                                                                                                                                                     | Chalk,<br>Blackboard,<br>Duster,                                                | Map Work Skills –<br>identifying and marking<br>locations accurately        |

| Topic<br>No. of periods<br>When | Learning Outcomes                                                                                  | Assessment Tools | Teaching<br>Learning<br>Strategies /<br>Activities | Resources                                   | Interdisciplinary<br>Activities |
|---------------------------------|----------------------------------------------------------------------------------------------------|------------------|----------------------------------------------------|---------------------------------------------|---------------------------------|
|                                 | a) Define the term landform. b) Identify and categorise different landforms as per the directions. |                  |                                                    | Textbook and<br>Power point<br>Presentation |                                 |